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Industry and Academic Research Review (IARR) is the official conference proceedings publication of the International Conference on Multidisciplinary Industry and Academic Research (ICMIAR). It focuses on four broad themes: education and development studies; humanities and social sciences; science, technology, engineering and mathematics; and business, management and accounting. This publication provides a platform for experts and practitioners from various fields in the dissemination of their research works that address industry trends and needs, scientific findings and international concerns. Both the conference and proceedings publication promote a wider horizon for researchers through open-access paradigm.

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- Challenges and strategies in nation building and development;
- Comparative studies on nation and nation building; and
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- continuously develop strong research culture among industry and academic professionals;
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- educate the community of scholars through updates on current topics and issues in the industry and the academe;
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- foster collaboration among industry and academic professionals around the globe; and
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- Artificial Neural Networks, Fuzzy Systems and Hybrid Systems
- Computational Intelligence and Evolutionary Computation
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Association Between EI and Turnover Intention on Job Performance in Banking Sector Pakistan

¹Zakkia Uzair & ²Amiya Bhaumik

Abstract

The banking sector of Pakistan is a significant contributor to the country's economy. Emotional intelligence (EI) and retention of employees has been found to be an essential component in the banking sector's performance. Employees turnover intentions in different banks of Pakistan has affected the relationships between their colleagues and their customers. This paper aims to look at the relationship between EI and turnover intention on job performance of bank employees. A total of 190 questionnaires were distributed to employees in banking sector Pakistan. Out of 190, 169 questionnaires were collected back with a return rate of 89% percent from various banks in Peshawar and Lahore Pakistan. AMOS version 26 was used. The model was tested using a two-stage SEM methodology; first, the measurement model was used to assess the validity and reliability of the instrument, and then the structural model was estimated. The findings revealed that there was a positive and significant connection between EI and job performance, the relationship of turnover intention was found to be negative and significantly linked to EI. The results further show a positive but insignificant relationship between turnover intention and job performance. One implication is that organizations in the banking sector should prioritize the development of EI among their employees. This can be achieved through training and development programs that focus on improving emotional awareness, emotional regulation, empathy, and social skills. This study cannot be generalized because it was limited to Peshawar and Lahore in Pakistan.

Keywords: *emotional intelligence; turnover intention; job performance; employees; banks; Pakistan*

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Introduction

Pakistan's banking industry makes a major economic contribution to the nation. It plays a critical role in mobilizing savings, facilitating investments, and providing financial services to individuals and businesses. The term "emotional intelligence" describes the capacity to recognize, comprehend, and control one's own and other people's emotions., and it has been shown to have a significant impact on job performance and employee retention. Studies have found that employees who possess high levels of emotional intelligence are more likely to be satisfied with their jobs, have better relationships with their colleagues, and experience less stress and burnout (Sheikh et al., 2019). On the other hand, employees experience more negative emotions such as frustration, anger, and anxiety with low levels of EI; which can lead to dissatisfaction and turnover intentions (Abbasi et al., 2019).

Employee turnover is a major concern in Pakistani enterprises (Reina et al., 2018). Organizations should try to limit employee turnover since recruiting and training new staff is an expensive endeavour. Furthermore, controlling employee turnover has an impact on organizational performance (Dharmawan et al., 2015). Over the years, the banking industry has made a significant contribution to the Pakistani economy. It not only supports the economy by providing jobs, but also by channelling funds to businesses and individual consumers. The banking industry has also aided the development of the agriculture sector and small businesses in the area (Mughal, 2015). Employee turnover is wreaking havoc on Pakistan's banking industry. In Pakistan, 35 percent of banks are experiencing high employee turnover, resulting in issues with the quality of service, customer attention, and feedback, all of which can only be supplied by personnel who are emotionally stable, talented, and motivated (Hassan, M., 2019). Workflow and team dynamics can be affected by high staff turnover, particularly when important roles go unfilled or when new hires take some time to acclimate and become fully productive. Customer service, project timeliness, and general organizational effectiveness may all be impacted by this.

The aim of this research is to investigate the relationship between EI and turnover on job performance. As a result, this study adds to the literature on EI, job performance, and turnover intentions. To the best of our understanding, the study has been conducted for the first time in Pakistan. that explores the role that turnover intentions have in influencing how EI and job performance are related.

Methodology

Wong and Law (2002) designed an eleven-item questionnaire to assess the nature of emotional intelligence and were graded on a five-point Likert scale, with five being strongly agreed and one strongly disagrees. The four- items of job performance were self-developed and were graded on a five-point Likert scale, with five being strongly agreed and one strongly disagrees. The four-item Michigan (1975) assessment was used to assess the nature of turnover intentions. Using a 5-point Likert scale, the responses were rated.

All the respondents of the present study are employees who are working in different banks in Peshawar and Lahore. It uses a quantitative research strategy that emphasizes measurement in data collection and analysis.

The measurement and structural equation models were performed by using AMOS version 26. The gathered data was further explored using Structural Equation Modelling. The model was tested using a two-stage SEM methodology; first, before estimating the structural model, the measurement model was utilized to evaluate the instrument's accuracy and dependability (Schumacker & Lomax, 2010). The skewness-kurtosis method was employed to determine whether all the variables were normal by using SPSS 28 (Hair et al., 2010).

To first investigate the measurement model fit and then assess the measurement model's validity, a CFA was performed using the AMOS program 26. Meanwhile, structural model outcomes were found to be quite like the modified measurement model indicating the good fit model; based on the same criteria used to evaluate the goodness-of-fit for the proposed model.

Results

According to the study's findings, there is a positive & significant relationship among EI, and work performance and the results supported the alternative hypothesis. It has been found that employees with higher EI are more able to handle the events that happen at work and, as a result, experience more job satisfaction than others who are unable to do so (Ceballos et al., 2017). Furthermore, it was noted that emotional intelligence is a critical factor in the success of individuals and organizations across various industries, including the banking sector. In the banking sector, employees with high levels of EI can effectively manage their emotions and those of their clients, resulting in better client satisfaction, increased customer loyalty, and ultimately, improved business performance (Suliman & Al-Shaikh, 2020). Additionally, employees with high

levels of EI were found to be better at resolving conflicts and managing difficult clients, which improved the overall quality of client interactions. The main factor predicting turnover intention, which results in a real turnover, is emotion. Employees that are emotionally intelligent understand negative emotions better, are highly adept at avoiding them and are aware of the adjustments that must be made to reduce feelings of irritation (Carmeli, 2003).

The results indicate a positive but insignificant correlation between turnover intention and job performance, rejecting the second hypothesis that turnover intention at work is detrimental to performance. While there is considerable research suggesting that high turnover intentions are negatively associated with job performance, there is also evidence of an insignificant relationship between these variables in some studies.

In the last hypothesis, the association among EI and turnover intentions among employees in banks in Pakistan have a significant inverse connection between EI and turnover intention. There is growing evidence to suggest that EI is negatively associated with turnover intentions among employees in banks.

Conclusion

EI is a crucial factor in the banking sector's performance and retention of employees. According to the survey, employees with higher EI scores are more likely to perform better on the job, have fewer plans to quit, and have higher degrees of loyalty to the company as well as job satisfaction. It is common for crucial individuals who act as the backbone of a business to also be considering leaving. This can be riskier for the organization's advancement because individuals who are considering leaving will leave when they begin to get more value elsewhere.

The negative relationship between EI and turnover intentions suggests that organizations should prioritize the development of EI among their employees through training and development programs that focus on improving emotional awareness, emotional regulation, empathy, and social skills. Additionally, organizations should focus on creating a positive work environment that fosters positive interpersonal relationships among employees and between employees and supervisors.

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Predictors of Performance in the Certified Public Accountants' Licensure Examination

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Abstract

This study aimed to identify the predictors of performance in passing the Certified Public Accountant Licensure Examination (CPALE) among takers who took the CPA Board exam for the first time. The respondents who participated in this study were BS Accountancy graduates from 2015 to 2019. The independent variables are classified as internal or dispositional attributes and external or situational attributes. Specifically, internal factors include academic performance, attitude towards accounting, study habits and motivation to pass the CPALE. While the external factors were the school's curriculum and instruction. The results of the study showed that there is a positive significant relationship of academic performance, attitude towards accounting, and motivation to pass towards the CPALE Performance. The school's curriculum and instruction showed a negative significant relationship towards the CPALE performance. Also, the analysis of the SEM Model Fit Path diagram revealed that the students' chances in passing the CPA Board exam is an amalgam of both the situational and dispositional attributes. Proper recommendations were suggested to the faculty, administration and future researchers based on the findings of the study.

Keywords: *Certified Public Accountants Licensure Examination, Academic performance, Attitude towards accounting, Study habits, Curriculum, Instruction*

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Introduction

The increase in demand of Certified Public Accountants (CPAs) makes the profession one of the top career goals among college entrants. A degree in Accountancy gives the graduates manifold opportunities in the world of work, much more so when they take and pass the Certified Public Accountants Licensure Examination (CPALE). The privilege of having a license is a symbol of trust and professionalism in the business world (AICPA.org, n.d.). However, it is also a fact that the CPALE is one, if not, the most difficult board examinations in the Philippines (Perez, 2015).

Data in the passing rate of the Accountancy Licensure Examination in one of the universities in Cagayan de Oro, which is the setting of this study, revealed that for the last three years an average passing rate of 40% or four (4) examinees out of 10. Although, the result of every exam is above the national passing rate, it is quite alarming given that there has been a downward trend in the recent result of the CPALE since 2017. The Accountancy Department of the said university was granted a level IV accreditation by the 2018 Philippine Accrediting Association of Schools, Colleges and Universities for five years. This led to questions as to why such downward trend in the CPA Licensure exams and what factors could possibly account for the performance of CPALE takers. Thus, this study aimed to look into the factors that predict the board takers' performance in the CPA Licensure Examination and such findings may address the research gap in the said topic.

This study aimed to determine the extent of internal and external factors of the first-time board exam takers predict their success in the CPA Licensure examination. Also, this study intended to answer what is the model fit that best explains the performance of takers in the CPA Licensure examination.

Methodology

The study involved the BS Accountancy graduates who took the CPA Licensure Exam for the first time from the period 2015-2019 in a private Higher Education Institution (HEI) in Cagayan de Oro City, Philippines. It was participated by 200 individuals. Data on the respondents' CPALE performance overall and per subject rating and their graduation quality point index (QPI) were utilized. Further, a four-point questionnaire was accomplished by the respondents. The instrument was adapted from Ballado-Tan's (2014) "Academic Performance, Aspirations, Attitudes and Study Habits as Determinants of the Performance in Licensure Examination of

Accountancy Graduates” and “Performance in the Accountancy Licensure Examination of the University of Eastern Philippines: A look at Curriculum and Instruction” ; an open accessed “Manual for the Use of the Motivated Strategies for Learning Questionnaire (MSLQ)” and the “ABC Model of Attitude” survey questionnaire by Mazana et al. (2019). The instrument was content validated through an examination of related literatures and review from experts and had an overall acceptable reliability coefficient ($\alpha=0.75$). The survey had a total of 78 items, specifically, to include the following constructs: Attitude (20 items; $\alpha = 0.80$); study habits (18 items; $\alpha = 0.75$); motivation to take the CPA licensure exam (20 items; $\alpha = 0.70$); accountancy curriculum (10 items; $\alpha = 0.73$) and instruction (10 items; $\alpha = 0.70$).

Descriptive statistics, correlation, multiple linear regression, and SEM fit-path analysis were used to address the objectives of this study. Also, interviews were conducted, to those that gave consent for such, to augment the findings.

Findings

The results of the dispositional or internal attributes of the respondents are the following: *a good Academic Performance during college; good Attitude towards Accounting; high Motivation in taking the CPALE; average Study habits*. While the results of the situational or external attributes of the respondents in terms of their perception on the university’s curriculum and instruction indicates that the *provision or condition on the extent of implementation is present but moderate*.

Further, the data resulted to an $R=.503$ which indicates that 50.3% of the CPALE performance is positively correlated with the dispositional and situational attributes, namely: academic performance, attitude towards accounting, motivation to pass the exam, study habits, curriculum, and instruction. Also, the adjusted $R^2 = .230$ indicates that 23% of the variability of the CPALE outcome can be explained from the regressors (independent variables) included in the linear model. What could account for the remaining 77% can be speculated to be coming from other variables which is not part of this study.

Conclusion

Both dispositional and situational attributes specifically, academic performance, attitude towards accounting, motivation to pass the exam, curriculum and instruction play a significant role

as predictors in the success of first-time takers' passing the CPA Board exam. The results of the study confirms the theory of Attribution wherein when one succeeds, that achievement will be attributed to the person's internal factors. On the other hand, when one fails, that failure will be attributed due to his external environment. Moreover, the school's curriculum needs to be revisited and planned according to the specific needs of the student. The same with classroom strategies, teachers are facilitators of knowledge who must encourage students to acquire and practice higher order thinking skills. A serious collaborative and innovative actions must be done by the school, the faculty, and the students in order to mitigate the declining trend in the CPA Licensure Examination.

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The Ordeal and the Triumph in Becoming a Permanent Teacher

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Abstract

This phenomenological study aims to identify the different experiences of the Department of Education teacher-applicants who are seeking for a permanent teaching position in the government. Seven teacher-applicants from the different schools in the District of New Washington – Division of Aklan, Philippines were included in this study purposively. The conduct of this study was from August 2022 to November 2022. The researcher utilized semi-structured (individual) interviews in gathering the data. Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. Findings revealed that generally, there were seven (7) main experiences of the teacher-applicants encountered during their application for permanent teaching position in the Department of Education. These experiences are: challenging; exhausting and costly collection of pertinent papers for the application; humiliation and emotional trauma caused by the evaluation panel; losing eagerness and determination because of the system; stress and frustrations; limited or no vacancy of teaching position and applying all over again if not hired; and learning valuable and life changing lesson/s. In conclusion, despite the different challenges they encountered, teacher-applicants stayed being resilient and hopeful. They have also given more concentration upon developing their self-knowledge, esteem and professional identity through all-inclusive approaches.

Keywords: *teacher-applicants, permanent position, ranking, hiring, registry of qualified applicants*

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Introduction

The process of recruiting and hiring teacher-applicants who will mold the characters and values of young children is very important (Demitchell, 2010). All applicants who wish to be given a permanent teaching position in the public - school system need to undergo a rigid process of selecting the most qualified applicants as stipulated in Department of Education (DepEd) order no. 7 s. 2015. This study aims to identify the different experiences of the DepEd teacher applicants who are seeking for a permanent teaching position in the government. The researcher wanted to explore the different stories of teachers who have applied and submitted themselves in the ranking process of the DepEd. Likewise, wanted to discover the reasons why some of the applicants were until now remained to be un-hired even though they tried to apply several times already. Specifically, it sought answers to questions with regards to the lived experiences of the DepEd teacher-applicants; challenges encountered by the DepEd teacher-applicants; the coping strategies employed by the DepEd teachers-applicants in addressing the challenges they encountered; and the upskilling program can be proposed to help the teacher-applicants to be ready in the selection process.

Methodology

In this study, phenomenological qualitative research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. This study was conducted in the District of New Washington in the Division of Aklan. New Washington, officially the Municipality of New Washington is a 3rd class municipality in the province of Aklan, Philippines. The participants for this study were the 7 teacher-applicants in the District of New Washington. Participants were chosen using the following inclusion criteria: Criterion No. 1: New and old applicants will be chosen who were able to garner 70 points and above and who qualified in the rank list; Criterion No. 2: Age and sex will be considered in choosing the participants; Criterion No. 3: There will be participants who applied in the Elementary, JHS and SHS levels and Criterion No. 4: RQA scores will be considered in selecting the participants. Researcher-made interview guide that was based on the statement of the problem was used to collect the necessary information from the teacher-participants. Questions included in the interview guide were open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial information. The instrument in this study underwent a content validation by a panel of expert

composed of 3 members who were selected for their expertise and competence. The panel was composed of one member of the school selection committee, adviser of the researcher and Human Resource Officer of the Division of Aklan. Prior to data gathering, permission was obtained from the Schools Division Superintendent and Education Program Specialist in Research and Planning of the Division of Aklan. Letter of informed consent explaining the purpose of the study and the extent of participation was given to the participants. Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. All the information disclosed by the participants will be treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012 and National Ethical Guidelines for Health and Health-Related Research s. 2017.

Findings

In terms of their lived experiences of teachers-applicants; out of the responses, majority of the participants experienced various encounters during their application for the permanent teaching position in the DepEd. Challenging, exhausting and costly collection of pertinent papers for the application were common among the participants. Applicants gone through a series of requirements just to get it. It quite exhausting and way too expensive as well. These results to having physically, emotionally, and mentally challenging and exhausting experiences.

In terms of the challenges encountered; Padrino system is one of the top problems of the applicants in the ranking process and it so widespread within the Philippine societal customs. This value still existed within the department base on the participants. This also intertwined with the selection process that barred of the opportunity of the deserving applicant to be getting hired.

In terms of their coping mechanisms; generally, there were numerous coping mechanisms that the seven participants developed in order to address the challenges they encountered. Having positive mindset were one of the four coping mechanism that arose from the narrations of the participant. listening to music and watching motivational movies were very helpful to the some of the participants in dealing with a problematic situation. Letting God to do the rest, was another effective coping intervention among the participants that served them comfort and inspiration. Personal and Professional Development was another trending coping method. They believed it gave them advantages for the next chapter of their life. This type of addressing of problems, helped participant on their holistic aspect and become a more rounded individual in the future.

Conclusion

In view of the forgoing findings, the following conclusions were drawn:

1. DepEd Teacher-applicants were mostly experiencing varied problem and challenges upon their pursuit in applying for a permanent teaching position in the Department of Education. Apart from these problem such as challenging and costly preparation of pertinent papers, financial crisis, stress and frustrations, applicants cried for a decent and fair ranking processing and being hired, were the very gist of the findings of this research. They wanted an applicant-friendly and low-cost evaluation and selection system that will serve them opportunity to fairly demonstrate their skill as professional and unbiased grading upon that performance. They wished that the Department would be more transparent with the result and publicly laid down the number of items within the division, district, and local schools.

2. Despite of these problems, teacher-applicant were resilient and hopeful. They were still intact to their profession for they believed and loved the very mission and vision of education, thus losing eagerness and despair among them were rarely noticeable. This resiliency and hopeful values were common to Filipinos, especially to teachers who are the facilitators of hope and learnings. Teachers were trained to be knowledgeable, loving, dynamic, innovative, hopeful, and resilient. Maquirang (2019)

3. The researcher was more positive when participants have given more concentration upon developing their self-knowledge, esteem, and professional identity through all-inclusive approaches such as personal and professional development, improving optimism towards work and people, and fostering better relationship with God, which can completely facilitate improvement upon their personal and professional milieu.

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Dealing with Life After Work: A Teacher-Retires Experiences

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Abstract

In this study, phenomenological qualitative research design was utilized in order to comprehensively capture the research questions appropriately and adequately. This study aims to identify the over-all experiences of retiring teachers in the Department of Education, Division of Aklan, District of Makato. Retirement is a time when responsibilities are reduced and replaced by different kinds of outlets, but it does not logically match with the retirement age. The research used purposive sampling techniques to sample 7 respondents of which 2 were males and 5 females. Face to face interview was used to collect qualitative data. Qualitative data was thematically coded and analyzed through Colaizzi's method. The findings showed that most of the participants experienced mixed emotions during their transition from their previous learned routines to their retirement phase. Most of the retirees suffered from psychological stress such as isolation and loneliness and lack of knowledge in proper planning and managing of their financial aspects. To avoid further financial problems in the future, the participants pursued in settling debts responsibilities, which gave them peace of mind and rendered them to utilized time in creating more meaningful activities. As the participants ended their teaching occupation and being satisfied to the service they had contributed to the society, the feeling of fulfillment was achieved.

Keywords: *Over-all experiences, retiring teachers, retirement, responsibilities*

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Introduction

This article discusses the findings of an extensive study that was carried out in the District of Makato with the purpose of delving further into the experiences that retiring teachers have had throughout their careers. The lack of previous research on this particular subject served as the impetus for the researcher to investigate the pleasures, demands, and problems involved with retiring for teachers as well as the coping mechanisms that are linked with those things. The primary objectives of this study were multifaceted, including the following: identifying the overall experiences of retiring teachers; gaining an understanding of the challenges they encounter; determining their aspirations during retirement; exploring the coping mechanisms they employ to navigate this transition; and proposing a comprehensive program that can effectively support their transition from being working professionals to private citizens. The study obtained a plethora of informative data regarding the experiences of retiring teachers by applying qualitative research methods such as interviews and focus group discussions. These approaches enabled the study to gather information about the instructors' perceptions and experiences. The findings illuminated a wide variety of issues connected to retirement for educators, shining light on features that are beneficial as well as those that are challenging during this period of life transition. In the end, the purpose of the study is to provide a contribution to the existing body of knowledge on retirement experiences, with a specific focus on the one-of-a-kind circumstances that apply to retiring teachers in the District of Makato. The findings of this research have the potential to inform the development of individualized support programs and policies that, in the future, can help make retirement a more pleasant and fulfilling experience for teachers. These programs and policies can be a direct result of the insights gained from this research.

Methodology

The primary objective of this study was to investigate and acquire a more in-depth comprehension of the lived experiences of people who have gone through career changes in the modern workplace. In order to accomplish this goal, a phenomenological qualitative research approach was utilized. This allowed for an in-depth investigation of the participants' individual experiences as well as the meanings that they ascribed to the various stages of their professional lives. We used a method called purposive sampling to choose a varied pool of participants who were in the process of making recent transitions in their professional lives. The researchers acquired rich and extensive data by conducting semi-structured interviews, which allowed participants to freely express their ideas, feelings, and impressions regarding their career

transitions. The researchers were able to collect rich and detailed data. After that, we used a method called thematic analysis to locate and understand reoccurring themes and patterns within the data that we had collected. The findings of this research shed light on a number of crucial aspects in individuals' career transitions. These factors include personal motives, organizational support, external circumstances, and self-reflection. The ramifications of these findings were examined with regard to individuals, organizations, and behaviors pertaining to career development. Ethical considerations were meticulously upheld throughout the entirety of the research process, ensuring that informed consent was obtained, that confidentiality was maintained, and that participant identity was protected at all times. Overall, this research makes a significant contribution that enriches the existing body of knowledge and offers practical implications for individuals who are navigating career shifts as well as organizations that are looking to assist the professional development of their employees. Specifically, this research sheds light on the intricate nature of career transitions and offers vital insights into the nature of these transitions.

Findings

The purpose of this study is to shed light on the difficulties that retiree teachers have as they enter a new chapter of their lives by investigating the broad spectrum of emotions that they experience when they transition from their employment. According to the findings, departing teachers experience a spectrum of emotions, ranging from joy to regret, depending on the specifics of their life situations at the time of their departure. One's level of financial security has a significant role in determining whether or not they will be able to retire without having to worry about their finances and do so in an atmosphere that is peaceful and fulfilling. Participants in the survey report feeling a sense of satisfaction stemming from the beneficial impact they have had on society as a result of the professional work they have done and the community service they have performed. In addition, those who have reached retirement age have the goal of filling their time with pursuits that will both make them happy and help them develop personally. On the other hand, they frequently have to contend with emotions of loneliness and isolation because there are no other coworkers around. The impending retirement of teachers causes many of them to become concerned about their finances, healthcare, and savings, which leads many of them to invest, pursue hobbies, and place an emphasis on their overall well-being. The importance that participants placed on maintaining their mental clarity, fostering happiness, and making thorough preparations for retirement is highlighted by the findings of this study. These findings highlight the emotional and practical problems that retiring teacher's experience, and they give useful

insights for policymakers and educators who are attempting to assist successful retirements for teachers.

Conclusion

Due to the fact that the shift from working to being retired frequently brings about a variety of problems, this study dives deeply into the difficulties that retirees experience and investigates the methods they use to overcome these obstacles. A significant amount of psychological stress is often experienced by retirees as a result of financial restraints, which can result in feelings of isolation and loneliness as well as a lack of financial savvy. The transition from an active working life to retirement has a considerable impact on one's ability to make decisions and the pursuit of activities that have value, which gives birth to a myriad of obstacles. In spite of the challenges they face, retirees keep a positive attitude and do their best to overcome them by drawing on their life experiences, decision-making abilities, and ability to think logically. The research suggests the implementation of programs that boost physical and mental well-being, create optimism in the pursuit of personal interests, provide expert financial counseling, and promote a greater connection to spirituality as a means of addressing these problems. These programs should be implemented as soon as possible. The findings of the study highlight how important it is to adopt a healthy lifestyle, actively participate in wellness initiatives, seek knowledge on managing both physical and mental health by reading and attending seminars, seek expert advice regarding financial matters, and actively pursue personal passions. The goal of these aha! moments is to provide retirees with the knowledge and resources they need to effectively plan and navigate their personal, financial, and spiritual lives in the period of their lives after they have finished working.

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Modular Retrieval and Distribution System: Parent-Teachers Undisclosed Narratives

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Abstract

This study was conducted to determine the lived experiences of parents and teachers in the retrieval and distribution system in an elementary school in the Philippines with five (5) parent-respondents and five (5) teacher respondents for school year 2021-2022. The study employed phenomenological research design in which data gathering instrument used was the validated interview guide questionnaire. During the conduct of the interview, series of themes were formed both on the teachers and parents' aspect as they shared their experiences during the distribution and retrieval of modules. The challenges and problems experienced by the parents and teachers in modular distribution and retrieval are identified as additional themes. The findings showed that the lived experiences of the teachers shared the same sentiment that in this set-up, it was difficult to address the needs of the learners immediately due to insufficient teaching materials and geographic location. Meanwhile, the parent-participants responses showed that they struggled as they had to leave work and chores to be at school for the distribution and retrieval of modules. The module distribution and retrieval made the parents understand the job of a teacher. It also helped teachers develop intrapersonal skills and grow professionally, become considerate, flexible, patient in every situation and the need for cooperation between parents and teachers.

Keywords: *lived experiences, module distribution and retrieval, phenomological, parents and teacher*

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Introduction

Many changes occurred in the educational scene as a result of the emergence of COVID-19 in the Philippines especially in the field of education. The changes include the shifting of face-to-face classes into different modalities which includes online learning, modular distance learning and blended learning, in which it is in this light that the purpose of this study is to capture the lived experiences of teachers and parents and their coping mechanisms in module retrieval and module distribution since the implementation of modular instruction fostered various challenges for teachers. Similarly, parents are lack of knowledge to academically guide their child/children in the implementation of modular distance learning in the Philippine public elementary schools. The transactional stress and coping theory model will serve as the study's overarching theory in this investigation. Thus, the qualitative research questions were created to comprehend and enlighten the objective of the study.

Specifically, it seeks to answer the following research question.

1. What are the lived experiences, issues and challenges of teachers and parents on the distribution and retrieval system?
2. What are the proposed programs and coping mechanisms of teachers and parents to address the challenges encountered?

Methodology

This research used a phenomenological research design that interprets participant's own experiences to a phenomenon and is more concerned with describing the "lived experiences" of the study's participants (Moustakas, 1994). Moreover, the researcher used "bracketing", a scientific technique in which a researcher suspends or abeyance her presuppositions, prejudices, assumptions, hypotheses, or past experiences to observe and explain the core of a particular phenomenon (Moustakas, 1994).

The study participants were five teachers and five parents as potential research participants who are stakeholders in the school community. They were purposefully selected based on the inclusion criteria set by the researcher. To protect the Integrity of the participants, giving pseudonyms were allowed.

Since the study analyzed the lived experiences of the potential research participants, the researcher conducted face-to-face *in-depth interviews* for them to tell their stories about their experiences, journey, challenges, and coping mechanisms. Similarly, to give study participants time

and space flexibility, giving them more time to ponder and respond to information requests (Creswell 2013), the study also employed online questionnaires.

Colaizzi's method of data analysis was used to identify meaningful information and organize into themes or categories following the standard steps. In terms of ethical consideration, since it is a qualitative research, maintaining respondent confidentiality is very important.

In the conduct of the study, the researcher ensures that the participants are protected from physical or psychological harm (including loss of dignity, loss of autonomy, and loss of self-esteem); protects privacy and confidentiality; protects against unjustifiable deception and assure the voluntary participation of the participants.

Findings

It was viewed that pandemic brought changes in the lives of teachers and parents in terms of modular modality system. Regarding the modular distribution, it was challenging on their part since they looked into the best resources that can augment their needs during their modular classes. Although, the modular distribution allowed the teachers to pull out their resources and maximize their initiatives through heartfelt donations. It had been a tough battle since there is insufficient printing materials and equipment.

There were several challenges and difficulties encountered by the parents during the pandemic. Some of them came across with being impatient towards facilitating, giving-up with their jobs to cater and assess their child(ren), feels overfatigue and having trouble in financial matter. Some encountered challenges most especially dealing with their child(ren)'s behavior towards learning and the level of knowledge that the parents had.

In terms of coping mechanisms employed by the teacher-participants, there were participants who maintained their thinking always positive which fueled them to continue pursuing learning despite of the challenges they encountered, maintaining a strong relationship with God, having a great bond and seeking for help from their family, relatives, and peers are some of the coping strategies practiced by the teacher-participants.

After identifying the challenges encountered, the researcher came up with the Proposed Intervention Program in the form of seminar or training which aims to provide beneficial inputs for both parents and teachers on how to address the problems or difficulties encountered due to pandemic crisis, capacitate the teachers, parents and the guardians with ample skills and trainings

that could aid them in extending guidance to their children as they served as facilitator of learning at home.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

The **teacher-participants** made necessary preparations for modular distance learning as they are flexible enough. They had much realization which includes the difficulty to address the needs of the learners. It also helped developed interpersonal skills which enable them to grow professionally and become considerate, flexible and patient. In addition, it highlights the need for cooperation between parents and teachers to make learning possible despite the pandemic. In addition, the modular distribution and retrieval are challenged in terms of budgetary requirements; parent's commitment and academic dishonesty, and delayed submission of modules. these challenges were coped by the participants through different strategies such as; constant communication through texts and social media; reminders on the scheduled modular distribution and retrieval; technical assistance provided by the school head; strict monitoring of learners.

With remarks to the experiences of the **parent-participants**, extracted from all the responses, parents experienced difficulties in facilitating learning at home which includes following the schedule, managing time and sacrificing work just to return and get modules to and from school. Modules caused stress and caused parents to become impatient in facilitating learning at home. Hence, they cannot allow their children to be left behind and so different strategies were applied such as instructional, motivational and rewarding. Participants also learned to encourage, motivate, practice time management and seek assistance to accomplish activity sheet.

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Difficulties Affecting Reading Comprehension

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Abstract

The aim of this study was to assess the level of reading comprehension skills among primary learners to identify their reading comprehension difficulties and propose a reading remediation program to help address the decline of the learners' reading performance. The study employed a descriptive-correlational method of research. Data were collected through individual interviews using researcher-made guide questions and the Comprehensive Rapid Literacy Assessment (CRLA) administered to primary learners. Based on the results, it was found that the primary learners' reading abilities vary. Reading difficulties can be attributed into two factors: internal and external factors. Internal factors relate to the physical condition of learners, such as health status, which can affect their reading comprehension skills. External factors refer to social environmental factors with parents playing a crucial role in fostering the love for reading at home. Thus, learners with higher reading comprehension skills are less likely to encounter reading difficulties. To address this issue, a gradual remedial reading program was developed by the School Learning Action Cell. This program aimed to help struggling readers and employed upscale teaching techniques and strategies to introduce beginning reading. The study underscored the importance of addressing the factors in promoting reading abilities among primary learners and achieve better academic outcomes.

Keywords: *Reading Comprehension, reading difficulties; factors of reading difficulties; beginning reading level*

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Introduction

Education is a lifelong learning process; it evolves and moves in accordance with the transmission of learning from teacher itself to the pupils. The main aim of education is to preserve, transmit and advance the societal knowledge. In this regard, reading is a complex process as it involves “sensation, perception, comprehension, application and integration”. It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas. Aracelo (1994 as cited by Panerio, 2008) reported that “85% of the things that people do involve reading”. Individuals read street signs, advertisements, menus in restaurants and recipes from cook books, dosage of medicine and others. Moreover, reading is the foundation of academic success and life learning. That is 80% of the Filipino students did not reach the minimum level of proficiency in reading. This being the case, the Department of Education has launched the Hamon: Bawat Bata Bumabasa (3Bs Initiatives), in order to intensify the advocacy for reading and by pledging commitment to make every learner a reader at his/her grade level.

As a primary teacher, the researcher observed that reading in elementary grades is a crucial problem that hinders the quality of education. Learners with slow reading skills and poor reading comprehension have difficulty to catch up with the lessons. As a result, difficulties in other subjects were affected.

The aim of this study is to assess the level of reading comprehension skills among primary learners, identify the reading comprehension difficulties they encounter, explore the significant relationship between these variables, and propose a reading remediation program to help address the decline in the learners' reading performance caused by the pandemic crisis.

Methodology

The study is anchored to David P. Ausubel's Schema Theory in which referred to a “data structure” by which general concepts that an individual absorb from everyday life is stored in the memory. According to Driscoll (2005), “schemata are packets of knowledge and schema theory is a theory of how these packets are represented and how the representation facilitates the use of the knowledge in particular way” (p. 129). A person would go through life receiving different pieces of information. While some pieces get stored in the memory, others do not. The schema theory

reflected a cognitivist approach wherein, learning involves the associations that were created through contiguity and reproduction or repetitive measures (Mergel, 1998).

Also, this study anchored to the Subsumption Learning Theory of David Ausubel in 1963. The theory focuses on how individuals acquire and learn large chunks of information through visual means or text materials. According to him, a learner absorbs new information by tying it to existing concepts and ideas that they have already acquired. The acquisition of knowledge is based on the actual processes that occur during learning. The key process that takes place in the learner's brain is subsumption, wherein new content is related to relative ideas that are already present in the existing cognitive structure on a non-verbatim basis. Cognitive structures are what's left in the human brain from all the learning experiences, after forgetting inevitably occurs. So, when some details, facts or situations lose their individual nature, they are then integrated into a general notion. Likewise, fostering healthy home interactions and engaging children at early age love for reading can boost children's ability to read is neglected. Through this, they need an intervention to give ample time in reading to enhance their reading skills and to increase their reading readiness in school especially those who are in primary years.

The study used a descriptive-correlation method of research using the descriptive method to describe the profile of the primary learners, the level of reading comprehension skills, the level of reading comprehension difficulties, and the relationship of the reading comprehension skills and reading comprehension difficulties of the primary learners.

The study was conducted in a far-flung area, second farthest barangay in the Municipality of Ibajay. This study included 32 out of 34 primary learners, from Grades 1 to Grade 3, School Year 2022-2023. The subject of the study was composed of thirty-two (32) primary learners whom eighteen (18) were boys and fourteen (14) were girls, wherein eight (8) from Grade 1, fourteen (14) from Grade 2, and ten (10) from Grade 3.

Data were collected through individual interviews using researcher-made guide questions and the Comprehensive Rapid Literacy Assessment (CRLA) administered to primary learners. To ensure the validity of the instrument used in the study, a panel of experts was selected to conduct content validation. The suggestions, recommendations, and comments provided by the experts were taken into account in the revision of the instrument.

In the conduct of this study, the researcher made sure that necessary letters of consent were secured and proper coordination with people who have direct involvement in this study was

properly conducted. The researcher ensured the anonymity of all the information disclosed by the participants was treated with utmost confidentiality by strictly adhering to the provisions of National Ethical Data for Health Guidelines for the significance of the study shall be clearly described in a separate section of the protocol with an accurate and updated description of the status of the social or health problem, and how the study will help arrive at a solution.

The quantitative data were analyzed based on the answers of the respondents in the survey questionnaire and the CRLA. The researcher will utilize the descriptive evaluative statistics which included weighted mean and average. These data may also be generated into tables or graphs as desired and mean and percentages of the data will also be readily available.

Findings

Based on the study, it was found that primary learners' reading abilities vary. Reading difficulties can be attributed to two factors: internal and external. Internal factors relate to the physical condition of learners, such as their health status, which can affect their reading comprehension skills. External factors refer to social environmental factors, with parents playing a crucial role in fostering the love for reading at home. The result for health status was found to be significant and the availability of reading materials at home was found to be with highly significant towards their level of reading difficulties. Thus, the results of the CRLA for reading comprehension skills were found that primary learners belonged to moderate refresher which means that they can read but with miscue and can benefit from instruction.

Conclusion

This study concluded that the over-all level of reading difficulty of the primary learners were moderately difficult based on the categories given in the reading comprehension result in which through instructions and elaboration they can understand what they have read. Still, the internal and external factors affect and found highly significant in improving the reading difficulties the primary learners' encountered. With the implementation of effective remedial programs, learners can improve their reading skills and achieve better academic outcomes. The higher the level of reading comprehension skill, the lower the result of reading difficulties. Thus,

addressing the importance of internal and external factors in promoting reading abilities among primary learners.

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Difficulties in Self-Learning Modules Among Grade 2 Teachers in the District of Nabas

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Abstract

The study aimed to understand the difficulties of Grade 2 teachers produced in Areas 1 and 2 in the District of Nabas. Colaizzi's descriptive phenomenological method was used to analyze the themes of the data. The results showed that learners continued their studies with the alternative educational arrangement during the pandemic, through self-learning modules. There has been a shift in parental involvement in the learners' education, where parents acted as primary teachers for the learners. Moreover, the use of modular distance learning presents teachers with a number of challenges, such as pupils sending incomplete and unanswered modules, insufficient parental involvement, and a lack of training on how to utilize the learning modality effectively in the teaching and learning process. Teachers overcame these obstacles as they manage their time, communicate regularly with parents and learners, and underwent reskilling and upskilling to improve their knowledge and abilities using modular learning. This study may give a glimpse to DepEd to examine modular learning requirements and add rules to accommodate different methods, provide the required infrastructure to overcome the modality's limits and improve students' academic achievement despite the existing challenges.

Keywords: *Self-Learning Modules, Difficulties, Descriptive-Qualitative-Phenomenological Research, Colaizzi Method*

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Introduction

This study revolves around the increasing importance of self-learning modules (SLM) in education and the need to address the difficulties learners face in this context. With the rapid motion of technology and the widespread availability of online resources, self-learning modules have become accessible to a wide scope of learners across different environment and disciplines. These modules encompass various formats, including online courses, video tutorials, interactive platforms, and e-books. Despite the advantages of self-learning modules, several studies and report evidence have highlighted the challenges learners meeting while engaging in independent learning. These challenges include a lack of structure and guidance, limited feedback and fundamental interaction, self-discipline and motivation issues, information overload, technical difficulties, a lack of social interaction, and time management problems. However, a comprehensive exploration and understanding of these difficulties in the context of self-learning modules are lacking.

The Department of Education (DepEd) instituted DepEd Order No.12 series of 2020 to establish new learning delivery modalities at all levels embodied in the Learning Continuity Plan (LCP). The alternative modes of delivering learning were envisioned to reach all learners regardless of who and where they are. It was found that modular learning, a form of distance learning that uses SLM is one of the highly convenient for most learners. It was also the most preferred learning system of the majority of parents/guardians for their children. The SLM is based on the most essential learning competencies (MELCS) provided by DepEd.

The Department of Education must sustain students' academic goals. Learning environments used numerous modalities. Localities provide online courses. Not everyone has a laptop, cell phone, constant internet access, or data. Modular remote education filled economic shortages. Since tech was limited, most schools did this. The instructor analyzes students throughout this logical self-learning program. Parents may not know how to support slow learners with modules. Struggling students must be monitored by teachers. We helped the needy by visiting their homes. We also provide a self-learning course mastery exam (SLMs). Their improvement is noted. The same observations was noted by the researcher on the use of the SLMs.

The Self-Learning Modules of the learners show that most of them cannot study independently and cannot follow instructions in the modules resulting in blank answer sheets. Moreover, Grade 2 teachers find it very challenging to deliver their lessons using SLMs. Hence, this study seeks to understand the experiences and difficulties of the Grade 2 teachers in Areas 1

and 2 in the District of Nabas on the use of the SLMs. As an output of the study, the researcher shall create an action plan to enhance the implementation of Self-Learning Module in the school.

Methodology

This study employs a Qualitative Descriptive Research Design. According to Kumar (2011), it can respond to queries such as what, who, where, and when. These questions cannot be answered by direct experimentation or observation. Therefore, the researcher poses these questions to those familiar with the phenomena. Or collects data from secondary sources such as books and journals. As its name indicates, this form of study reports the occurrence but does not ask "how" and "why" questions. In causal, explanatory, or exploratory research, however, these issues were addressed. The participants are the Grade 2 teachers in Area 1 and Area 2 in the District of Nabas, Division of Aklan. Area 1 is composed of Nabas Elementary School and Area 2 is composed of Buenasuerte Elementary School, Nagustan Elementary School, Matabana Elementary School, Solido Elementary School, Pinatuad Elementary School. It was conducted in the Municipality of Nabas, including the schools under Area 1 and Area 2. Area 1 is composed of Nabas Elementary School. Schools under Area 2 are Buenasuerte Elementary School, Nagustan Elementary School, Matabana Elementary School, Solido Elementary School, Pinatuad Elementary School. Nabas is a seaside town on the northwest point of Panay Island, also known as the Northwest Panay Peninsula, to the east of the town of Malay. In this study participants were identified, purposive sampling technique was used by the researcher, sampling approach was also used by qualitative researchers to attract people who can offer in-depth specific information on the topic being studied. The researcher interviewed and identified the difficulties of Grade 2 teachers in using Self-Learning Modules (SLMs). It has three parts: The first part talks about the Practices of Grade 2 teachers in using Self-Learning Modules; the second part deals on the difficulties of the Grade 2 teachers in using Self-Learning Modules; the third part is on the strategies used by the Grade 2 teachers in implementing Self-Learning Modules (SLMs). To guarantee interviewer reliability, all interviewers need to utilize interview questions that are developed this manner. It is only after this mapping has been recorded and applied by interviewer for all participants can it be argued that the interview data for that candidate is trustworthy and legitimate, or compatible with the characteristics considered important for the study. Before the actual interview, the researcher presented the instrument to the experts specifically to the school head/principal of the researcher's

school for validation. The school guidance counselor including Education Supervisor in kindergarten were also considered as one of the expert evaluators. The script in this instrument is expressed in English since the participants are all teachers who can easily comprehend the language.

Findings

After a whole year, the pandemic shows no signs of slowing down in its relentless march throughout the nation. Other than the health and well-being of the people, the country's economy and educational system are of paramount significance. The pandemic is not an excuse to abandon teaching and learning. The following are the summary of the findings of the study:

1. More students are studying even in this alternative educational arrangement, where they study SLMs or self-learning modules at home under the watchful eye of their parents;
2. There has been a shift in parental involvement in their children's education as a result of the current covid-19 problem. They have learned the hard way that teaching is challenging. Some parents are able to adjust to the changing times and do not hold teachers responsible if they are the primary educators for their children;
3. During this time of pandemic, the pupils are learning not just facts but also morals. Pupils practice time management by adhering to a plan even while working from home so that they can complete the SLM-based learner answer sheets (LAS). In the process of being taught and learning at home, they also get closer to their parents or guardians;
4. Teachers that see the pandemic as an opportunity to innovate in their classrooms may choose to create (SLMs) self-learning modules, which bundle together, on a quarterly basis, all of the required courses, goals, and competencies from across the curriculum;
5. Most learners and pupils undertake their modules for formality reasons alone and only to merely comply with the criteria. Knowing that pupils are casually disregarding modules may be terrible for a teacher. Instead of the normal face-to-face sessions where teachers may oversee and support their students' learning, they are limited to communicating with them through text and phone conversations to check in on how they are doing academically;
6. For various reasons, some parents choose to answer the modules on their children's behalf. Some parents are working from home in an online setting, while others are so swamped with

housework and other household responsibilities that they can't devote time to teaching their children the modules;

7. The study's findings also highlighted the usefulness of having backup plans available for use as necessary throughout the course of instruction. When it comes to the cost of reproducing lessons plans, student activity sheets, and other educational resources, some instructors have been known to pay for them out of their own pockets;
8. Some educators have less experience with modern tools like the computer, which makes it more difficult for them to create engaging and effective lesson plans for their students. Teachers prepare for this challenge by engaging in activities including watching webinars and training videos, reading articles, and even consulting with a colleague.

Conclusion

According to the results of the research, there are a number of obstacles that need to be overcome before the modular distance learning mode may be successfully used in the classroom. These difficulties were uncovered as a result of the processes involved in module planning and preparation, module delivery, module collection, module monitoring, module evaluation, and module feedback. The conclusion of this study is that the use of modular distance learning presents teachers with a number of challenges, such as pupils sending incomplete and unanswered modules, insufficient parental involvement, and a lack of training on how to utilize the learning modality effectively in the teaching and learning process. Teachers overcome these obstacles by successfully managing their time, communicating regularly with parents and students, undergoing reskilling and upskilling to improve their knowledge and abilities in modular learning, and using modular learning. The difficulties faced by Grade 2 teachers in implementing Self-Learning Modules (SLMs) can significantly impact the quality of teaching and learning experiences. Overcoming these challenges requires a multi-faceted approach involving technological training, resource provision, pedagogical support, and time management strategies. By addressing these obstacles, educational stakeholders can empower Grade 2 teachers to effectively utilize SLMs, thereby fostering enhanced student engagement and achievement in this critical stage of education.

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Life During a Crisis: Narratives of Teachers as COVID-19 Survivors

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Abstract

This study described the narratives and experiences of teachers as COVID-19 survivors in Ibaday East District, Division of Aklan, Philippines. A phenomenological research design was employed to document the shared stories of five (5) teacher-participants. An in-depth interview with the participants described the lived experiences of teachers exposed to different difficulties varying on their level of COVID-19 infections. Anxiety, fear and worries worsened the speed of recovery of their health. They encountered challenges and difficulties especially on the degree of support and understanding from the family and the education community on how they cope with their personal and teaching responsibilities which greatly affected their mental and emotional health. Similarly, discrimination in the workplace triggered the sickness that resulted to anxiety. While the challenges can be overwhelming, all of them developed positive attitude like stronger faith in God and to value the quality time with family and self. As an output of the study, a proposed policy action plan was prepared to help address the results of the study.

Keywords: *phenomenology, narratives, challenges, coping mechanisms, Covid-19, COVID-19 Survivors*

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Introduction

The Coronavirus (COVID-19) pandemic has caused a dramatic disruption in the delivery of education in the Philippines. With school closures and challenges in the delivery of distance learning, students learning losses are expected to be massive. The Department of Education recognizes the need for a holistic approach and balance that is why safety and health protocols are strictly observed. Regardless, Teaching and Non-Teaching personnel of the Department of Education (DepED) are not exempted nor safe from getting infected with this virus. Amidst all the challenges, the learners' rights to inclusive and quality education, and to safety from the health risks of COVID- 19 were still given priority.

DepEd remains to be committed to the continued delivery of basic education services to learners and their communities amidst the threat to everyone's health. Teaching and Non-teaching personnel who are delivering services while performing their jobs were on risk of getting infected. Given that our employees, our peers, our colleagues are supported with benefits and financial assistance by the government, that does not gratify all their needs. Infected with COVID-19, teachers are now exposed to the great risk of losing their life and sanity, while battling with the virus. The unique struggle of experiencing getting infected and coping with the responsibilities as a teacher is something that is interesting to describe and learn from it.

With this scenario, COVID-19 teacher-survivors' stories were seldom heard and documented and given importance. Thus, being in the academe, it encouraged the researcher to conduct a study on the lived experiences of COVID-19 survivors in the District of Ibaday East to better understand the experiences and how teachers cope during a crisis, like the COVID-19 pandemic. The researcher believes that it is worthy of academic consideration and thorough study to understand how COVID-19 infected teachers were affected and the brunt it caused on their teaching experiences.

Methodology

Research Design

In this study, phenomenological qualitative research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. Phenomenological approaches “focus on the ways we put together the phenomena we experience in such a way as to make sense of the world, and in so doing, develop a worldview”, Patton (2002).

The researcher opted to use this design for its relevance and appropriateness to the research problem being undertaken most especially in drawing out the participants' first-hand experiences on being infected with the virus and how their teaching experiences were affected.

Participants of the Study

The participants of this study are 5 COVID 19 survivors from the District of Ibaday, East. They are regular permanent employee, three of them are classroom teachers, while 2 are school heads.

Data Gathering Instrument

In this qualitative study, the primary data-gathering method involves primarily in-depth interviews with participants, Creswell (2007). Researcher-made interview guide that was based on the statement of the problem is used to collect the necessary information from the teacher-participants. Questions included in the interview guide are open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial information.

Part I gathers information on the profile of teachers.

Part II provides answers on the lived experiences, problems, challenges encountered by the teacher who experienced COVID19, elicits information on the coping mechanisms of the teacher-participants to counter the negative and devastating effects of COVID 19 and what best works for them.

Data Gathering Procedure

Prior to data gathering, permission was obtained from Schools Division Superintendent of the Division of Aklan and District Supervisor of Ibaday East. Letter of informed consent explaining the purpose of the study and the extent of participation were given to the five teacher-participants for signature.

The research instrument used in gathering the data is a semi-structured interview guide consisting of two parts. In this type of interview, the interviewer or the researcher prepared list of questions but did not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. A semi-structured interview was a meeting in which the interviewer did not strictly follow a formalized list of questions. Instead, the interviewer asked more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format.

All the gathered data were carefully recorded, transcribed, interpreted and individually categorized according to themes.

Data Analysis Procedure

Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories.

Each transcript was read and re-read to obtain a general sense of the whole content of the study. For each transcript, significant statements that pertain to the case under study were extracted. These statements were recorded on a separate sheet noting their pages and line numbers.

Meaning was formulated from the significant statements. The formulated meanings were sort into categories and cluster of themes. The finding of the study was integrated into a description under a phenomenological research design. The fundamental structure of the phenomenological design is described.

Finally, validation of the findings was sought from the research participations to compare the researcher's descriptive results with their experiences.

Ethical Consideration

In the conduct of this study, the researcher ensured all the necessary letters of consent were secured and proper coordination with people who have direct involvement in this study were properly conducted.

In addition, letter of informed consent was given to the participants to orient them on the purpose of the study and for them to know their extent of participation in the study being undertaken. Interview took place on the time and place of convenience to the participants.

The researcher ensured the anonymity of the teacher-participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

Based on the results, the major findings of the study revealed that teachers who were infected of COVID-19 had different lived experiences based on the level of infection and the spread of the virus among their family.

Among the challenges met by the respondents of this study are the effect on their emotional and mental health because they were discriminated despite the existing friendship and

relationships. All of them had tough times while on quarantine, traumatized of the experience. Their health situations were worsened with stresses, worries and overthinking as to their situations, for all other family members infected and with the people they had contact with. On top of their difficulties was their financial status and capacity that affects their daily struggles too.

The tasks required from them of their work was limited due to contact constraints to other people and limit on movements due to isolation and quarantine. As teachers and school administrators, their work asks for more on hands on and face to face interaction with learners, parents, colleagues and others. They all had different means as to comply with works, wherein all of them did their work submission, monitoring, planning and others through online and distant communication. Online submissions of reports, online attendance to meetings and seminars and having others cover for them for works expected of them are their way to cope with work.

They managed their situation through prayers, stronger faith, care, love and support of their family, friends and loved ones. Prayer was their ultimate coping mechanism. They have stronger faith than ever most especially during the time they were infected with COVID-19 and up to present. It helped them to stabilize their emotions and mental health. The emotional support of loved ones lessened their fear and worries. Results of this study reveals that quality time with family and self were helpful in order to manage their time and mental health during the quarantine. The pandemic strengthened the bond and closeness among the family inside the household.

Conclusion

The following conclusions are met based on the study's findings:

- The lived experiences of teachers exposed different difficulties varying on their level of COVID-19 infections. Anxiety, fear and worries worsened the speed of recovery of their health. Stable mental health among teachers is vital in able to handle the stress brought by being infected with COVID-19.
- Capability to adjust to work situations through learning other ways to cope with tasks is necessary. Learning new skills to cope with the work even in distant situation is essential. Making use of online applications and exploring new ways how to make use of technology to adjust with the situation is significant.
- Stronger Faith to God, stronger bond with family and loved ones makes the battle with COVID-19 easier. Spending quality time with family and self, valuing relationship with

people helps a lot during COVID-19 infection. Teachers being resilient to challenges and problems, benefits not only herself but also the people around him.

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Stories and Narratives of Teachers on Online Professional Development

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Abstract

This qualitative study dug out the lived experiences on online professional development of seven public school teachers in Ibajay West District, Division of Aklan through the use of phenomenological research design. The study revealed through the in-depth interviews with the participants that online professional development programs provided the participants with a meaningful, efficient, and evident learning that are of great help in their personal and professional growth. Poor internet connectivity, lack of interaction and collaboration among participants, less connection between the speaker and listeners, and health issues were the predominant challenges that the participants have experienced during online professional developments. However, they also confronted struggles on maintaining a balance between the demands of work and home chores, as well as failures on connectivity and efficient engagement on online activities due to the complex technical use of ICT, poor internet connections and the distractions that prevent them from focusing which also take a toll on their mental health. Teachers surmounted these challenges by employing a positive attitude towards it, keeping their faith in God, and managing their time properly. A proposed intervention program to address the results of the study was done to provide assistance and alternative solutions to the problems and experiences of teachers in online professional development programs. The project targets to establish partners and linkages in order to easily deliver the desired services effectively.

Keywords: *stories, narratives, online professional development, challenges, coping mechanisms, phenomenology*

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Introduction

Professional development of teachers is one of the key elements in the advancement of school's performance. It is vital for both improving teaching and increasing the students' learning and achievements. Quality of instruction is ensured when teachers are engaged in keeping up with changes in performance standards, become familiar with new methods of teaching in the content areas, learn how to make the most effective instructional use of new technologies for teaching and learning, and adapt their teaching to shifting school environments and increasingly diverse learners.

Online professional development for teachers had been employed in the field for some time, but is not the popular choice of many. Among the many factors, struggle in the internet connectivity is the most challenging one. But teachers were left no choice when pandemic came. Given the limitations for group gatherings, web-based platforms in conducting seminars, symposiums, training-workshops, among others was utilized. It opened the door for online professional development to prosper and become prevalent to the life of teachers in the District of Ibadan West. Numerous trainings, seminars, workshops and courses are being conducted online. Teachers were even given a free SIM card with free load to maximize their participation. This online professional development provided them with the opportunity to keep abreast with the recent development in the educational system straight from the higher authorities in the central office and had given them the chance to clarify their thinking about complex educational issues.

Tong, et. al. (2015) noted that teachers were overwhelmingly positive toward virtual professional development, and is a gateway to increasing the scalability of strategies presented in the online setting. However, researchers have recommended that online professional development be examined for effectiveness in terms of teachers' knowledge, skills, attitudes, beliefs, and classroom practices (Desimone, 2009).

Hence, this study was set out to get insights and explore the experiences, challenges and coping mechanisms on online professional development of teachers at the District of Ibadan West. Further, this gave an idea to the researcher, being a school head, the correct intervention programs to be made and implemented in the conduct of online professional development.

Methodology

Research Design

This study used phenomenology to describe the lived experiences of the seven teachers in online professional development. According to Creswell (2013) phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon. It uses a combination of methods, such as conducting interviews, reading documents, or visiting places and events, to understand the challenges of teachers in online professional development by relying on their own perspectives to provide insights and how they cope to certain situations.

Participants of the Study

The seven (7) participants of this study are public school teachers in the Ibajay West District with age ranges from 25 to 45, with more than 3 years of teaching experience and have undergone online professional development.

Data Gathering Instrument

The research instrument used in gathering the data was a semi-structured interview guide consisting of two parts. Pre-determined open-ended interview questions focused on exploring the lived experiences, challenges and coping mechanisms in online professional development of teachers. However, additional questions were also asked by the researcher during the interview to explore teachers' experiences more in-depth when considered necessary. The interview guide was divided into two parts.

Part I gathered information on the demographic information about the participants' age, gender, address, teaching experience, teaching position, and subjects taught.

Part II generated answers on their lived experiences, challenges and coping mechanisms on online professional development.

Data Gathering Procedure

The letter of permission to conduct study for the Schools Division Superintendent, District Supervisor, School Heads and Participants were secured before conducting the interview. The researcher and the participants set the time for the interview. Each interview was recorded for the researcher to focus all her attention to the participants and the content of the interview.

All the gathered data were carefully recorded, transcribed, coded, interpreted and individually categorized according to themes.

Data Analysis Procedure

Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. The following steps represent the Colaizzi process for case study data analysis (cited in Sander, 2003, Speziale & Carpenter, 2007).

Each transcript will be read and re-read to obtain a general sense of the whole content of the study. For each transcript, significant statements that pertain to the case under study will be extracted. These statements will be recorded on a separate sheet noting their pages and line numbers.

Meaning will be formulated from the significant statements. The formulated meanings will be sort into categories and cluster of themes. The finding of the study will be integrated into a description under a phenomenological research design. The fundamental structure of the phenomenological design is described.

Finally, validation of the findings will be sought from the research participants to compare the researcher's descriptive results with their experiences.

Ethical Consideration

In the conduct of this study, the researcher ensured all the necessary letters of consent were secured and proper coordination with people who have direct involvement in this study was properly conducted.

In addition, letter of informed consent was given to the participants to orient them on the purpose of the study and for them to know their extent of participation in the study being undertaken.

The researcher ensured the anonymity of the teacher-participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

Based on the results, the major findings of the study revealed that online professional development programs provided the participants with meaningful, efficient and evident learning that are of great help in their personal and professional growth. Attending in online professional development programs gave teachers new ideas and updates in their profession. It continually retool, reskill and upskill their knowledge on the current trends and programs of the Department.

Poor internet connectivity, lack of interaction and collaboration among participants, less connection between the speaker and listeners, and health issues are the predominant challenges that the participants have experienced during online professional developments. Other struggles include maintaining a balance between the demands of work and home chores, complex technical use of ICT, distractions, and mental issues.

Teachers surmounted the challenges in online professional development by employing a positive attitude towards it, keeping their faith in God, and managing their time properly. They learned to set their priorities, stretched their learning capabilities, and prioritized self-care.

Conclusion

The following conclusions are met based on the study's findings:

- Online professional development programs served as a refresher for teachers. In the advent of the pandemic, their progress was put on hold because of the many limitations being set by the IATF. The call of the Department that “learning must continue” does not apply to learners alone but to the teachers as well. This online professional development paved the way to the continuous improvement in the educational system. Teachers acquired new and meaningful learning despite of the numerous glitches in the delivery.
- A lot of challenges and struggles were met by the teachers during online professional developments. These are attributed to the lack of involvement of teachers on the design of the program, the choice of content that are being offered, as well as the consideration of their learning needs and technological circumstances. The hindrances affected the acquisition of maximum learning experience of teachers.
- Teachers exhibit different coping mechanisms, stretched their capabilities and even discover new skills amid the challenges in online professional developments. The need to keep abreast

with the recent development and modern trends in education drove them to be resilient, thus exerted efforts to fill the gap. This level of interest and motivation of these teachers need to be maintained to ensure the maximum attainment of the goals and objectives of online professional developments.

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Evaluation and Validation of the Contextualized Methods and Techniques in Teaching Nihongo Hiragana Syllabary

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Abstract

This qualitative descriptive research was conducted to ascertain, evaluate the mechanics, strengths, and weaknesses, as well as validate the effectiveness of the different contextualized methods and techniques used in teaching Nihongo Hiragana syllabary to students enrolled in the Special Program in Foreign Language (SPFL)– Nihongo in a public national high school in Aklan for school year 2022-2023. The participants of this study were the nine (9) SPFL teachers; three of them participated in Department of Education and Japan Foundation’s intensive training course under Batch 1 and Batch 6. The identification of contextualized methods and techniques in teaching Nihongo Hiragana syllabary as well as the determination of mechanics of each method or technique was the result of the first focus group discussion conducted. In the second focus group discussion with the same participants, the identification of the mechanics, strengths, weaknesses, and effectiveness of each contextualized method and technique was done. The study revealed that there were twenty-one (21) contextualized methods and techniques that SPFL teachers used in teaching Nihongo Hiragana syllabary. Each contextualized method and technique possess various and unique sets of strengths and weaknesses. All the enumerated methods and techniques were found to be very effective when appropriately planned and applied in an SPFL class.

Keywords: *Teaching Nihongo Hiragana Syllabary, Contextualized Methods, Evaluation, Validation*

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Introduction

In today's interconnected world, the importance of learning foreign languages has become increasingly evident. One such language that has gained significant recognition is Nihongo, the Japanese language. As educators strive to provide effective language instruction, the teaching of Nihongo Hiragana syllabary emerges as a vital component in laying a strong foundation for language learners. This paper aims to explore and analyze contextualized methods and intervention programs designed to optimize the teaching and learning experience of Nihongo Hiragana.

The significance of this topic lies in its potential to contribute to the body of knowledge surrounding Nihongo education. By investigating and understanding the strengths and weaknesses of various contextualized teaching methods, educators can gain insights into best practices for enhancing students' language acquisition. Additionally, exploring proposed intervention programs can shed light on the continuous professional development required for educators to stay updated with effective teaching strategies.

The idea to investigate this topic was prompted by the growing need for Nihongo language skills, both academically and professionally. The researcher aimed the identification of contextualized methods, born out of the extensive classroom experiences of his SPFL teaching staff, that offer innovative approaches to teaching the Nihongo Hiragana syllabary. As a school principal of a public school, with strong Nihongo knowledge from being immersed in Japan for two years, he pioneered the implementation of Special Program for Foreign Language - Nihongo at his school station that still solely offers it up to the present time in the Division of Aklan. During its six-year implementation, he committed his time to further investigating how and what diverse intervention programs might become effective means for improvement in order to highlight the need for continual progress in the field of Nihongo education.

This study sought to answer the following questions:

- 1) What are the contextualized methods and techniques in teaching Hiragana syllabary and basic Nihongo words?
- 2) What are the strengths and weaknesses of each identified contextualized methods and techniques in teaching Nihongo Hiragana syllabary?
- 3) How effective are the contextualized methods and techniques for teaching Hiragana syllabary and basic Nihongo words?

- 4) What intervention should be proposed and designed to improve the teaching of Nihongo Hiragana?

This paper is structured as follows: The first section provides a comprehensive review of the contextualized methods and techniques for teaching Nihongo Hiragana syllabary, highlighting their purpose and application. The second section delves into the strengths and weaknesses associated with these methods, shedding light on areas for improvement. The third section explores proposed intervention programs, emphasizing their role in enhancing Nihongo education. Lastly, the paper concludes with recommendations for educators and stakeholders in the field, emphasizing the significance of ongoing professional development and the continuous use of identified contextualized methods.

By addressing these objectives and providing a holistic understanding of Nihongo education, this research aims to contribute to the existing body of knowledge and empower educators to offer effective and engaging instruction in Nihongo Hiragana syllabary.

Methodology

This qualitative descriptive research was conducted to ascertain, evaluate the mechanics, strengths, and weaknesses, as well as validate the effectiveness of the different contextualized methods and techniques used in teaching Nihongo Hiragana syllabary to students enrolled in the Special Program in Foreign Language (SPFL)– Nihongo in a Public National High School in Aklan for School Year 2022-2023.

The participants of this study are nine (9) SPFL teachers. Three of them participated in Department of Education and Japan Foundation’s intensive training course under Batch 1 and Batch 6. All of which were given pseudonyms to maintain anonymity and confidentiality of their personal identities.

In gathering the necessary data, the researcher made use of guide questions for in-depth face-to-face interviews and focus group discussions. To establish the validity of the research instrument, the researcher had it checked by curriculum, field, and research experts in the Division.

The identification of contextualized methods and techniques in teaching Nihongo Hiragana syllabary as well as the determination of mechanics of each method or technique was the result of the first focus group discussion conducted. In the second focus group discussion with the same

participants, the identification of the mechanics, strengths, weaknesses, and effectiveness of each contextualized method and technique was done.

The entire FGD process was video recorded. All collected data were sorted, coded, arranged into themes, and interpreted through thematic qualitative analysis using the 7 steps of Collaizi's method of data analysis.

Findings

Based on the results of this study, the major findings of the study were:

- 1) Numerous contextualized methods and techniques were identified and utilized by SPFL teachers in their classes while teaching Nihongo Hiragana syllabary. To be specific, they have determined twenty-one (21) contextualized methods and techniques. To wit, these were: Teaching Hiragana Syllabary through Air-Strokes Writing, Kana Town Android or iOS Mobile App, Sand Writing Practice, Guessing Game and Writing Practice in Partner's Back, Use of Activity Sheets, Use of Videos for Teaching Nihongo Hiragana Syllabary Pronunciation, Use of Songs about Nihongo Hiragana Syllabary, Repetition and Mimicking, Outlining and Tracing for Teaching Hiragana Writing, Ladder Jump Game, List Memory Game, Nihongo Henyo, Flash Cards for Teaching Reading of Nihongo Hiragana Syllabary, Flip Cards for Teaching Nihongo Hiragana Syllabary, Hiragana Spell, Hiragana Practice Writing through Order of Strokes Teaching, 5-characters Memorization per Session, Balloon Pass Game, Board Memory Games, Challenge Round Game and Line Quiz.
- 2) Each identified contextualized method and technique for teaching Nihongo Hiragana syllabary has its own set of unique strengths, which are mostly centered on the process of application, mechanics of the method or technique, teaching skills, and effects on students' learning and knowledge acquisition. Meanwhile, each also has its own set of weaknesses and disadvantages. These are generally concerned with the process of application, the mechanics of the method or technique, teaching lapses on preparation and management, learners' behavior and their attitude toward the method or technique's utilization, and its downsides on students' learning and information acquisition.
- 3) Each determined contextualized method and techniques for teaching Hiragana syllabary and basic Nihongo words has its own level of effectiveness in terms of application in the

SPFL classroom. All 21 contextualized methods and techniques were identified to be very effective when appropriately designed, crafted, explained, and applied during instructions for SPFL learners.

- 4) Several intervention programs and projects have been proposed to improve the teaching of Hiragana syllabary and advanced Nihongo classes. These include workshops, trainings, seminars, intensive courses, and specialized sessions. These approaches aim to enhance teaching techniques and capacities, ensuring effective and creative Nihongo lessons. It is important for SPFL-Nihongo teachers to maximize the application of the identified contextualized methods for effective lesson delivery and learning. Ongoing participation of qualified teachers in training programs offered by The Japan Foundation and the Department of Education is necessary, while the researcher, as a Nihongojin, should continuously update on these interventions. Budget allotment should prioritize voluntary upskilling among SPFL-Nihongo teachers. The projects should focus on standardized mechanics and applications of the identified methods, as well as adherence to lesson recommendations from The Japan Foundation. Lastly, encouraging new and other teachers to participate in the National Trainings by the Japan Foundation and DepEd is recommended.

Conclusion

In light of the aforementioned findings of the study, the following conclusions were drawn:

- 1) The respondents' extensive classroom teaching experiences resulted in the identification of twenty-one (21) contextualized methods and techniques for teaching Nihongo Hiragana syllabary. Consequently, these products of their creative minds aim to optimize students' learning of the fundamentals of the foreign language Nihongo which are all aligned with the learning objectives of each lesson. They utilize available resources in the school or community and reflect the successful adaptation and application of techniques learned from workshops and trainings provided by The Japan Foundation. The School Principal and the respondents are dedicated to providing the best assistance for learners in step-by-step language acquisition.
- 1) Each contextualized method and technique for teaching Nihongo Hiragana syllabary has its own set of strengths. These are largely determined by the application process, the well-thought-out mechanics of each approach or technique, their implications on students'

learning and information acquisition, and students' response, involvement, and active engagement in the lesson proper when these are utilized. On the other hand, each of the identified contextualized methods and procedures for teaching Nihongo Hiragana syllabary has its own set of flaws. These are generally caused by flaws in the application and use of each approach, as well as its disadvantages in terms of student reactions, involvement, and attitude toward it. These drawbacks of all contextualized approaches and procedures are small and tolerable if SPFL-teachers pay close attention to them and rectify these concerns as much as possible prior to the class itself.

- 2) All 21 contextualized methods and techniques identified for teaching Hiragana syllabary and basic Nihongo words in an SPFL class were found to be very effective in terms of proper application and use. These findings demonstrate that specialized teaching approaches and strategies can yield excellent results when carefully planned and prepared in accordance with the needs and interests of the learners. It also indicates that teachers can use teaching resource materials found in the school or community to help them reach their aims of enhancing students' learning outcomes.
- 3) The intervention programs proposed are beneficial to SPFL teachers' teaching skills. As a result of these specialized LAC sessions, crafting and designing workshops, brush-up trainings, and intensive seminars and courses, teachers are given myriad of possibilities to expand their understanding and knowledge on instruction and the Nihongo as a foreign language to be mastered.

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Lived experiences of learners during disaster: Basis in formulating policies on disaster risk reduction and management

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Abstract

This study utilized phenomenological research design to capture the lived experiences of participants in disaster preparedness. Ten junior high school learners were purposively chosen as participants of the study from the Division of Aklan. This research undertaking was limited only in capturing the narratives of the participants, difficulties they encountered and their coping strategies during the disaster. In collecting the data, the study used individual interview utilizing the researcher-made interview guide which was validated by the panel of experts. Based on the results, the following themes were generated in the preparation to disaster: they secured their belongings, they secured the house by covering and tying some parts of it, they secured food supplies, they informed and checked their PWD neighbors, they were also securing the animals by putting them in safe place, they stay calm as well and avoid panic, and they applied knowledge gained from drills. The encountered challenges in dealing with disasters include: properties and belongings were damaged, no electricity, struggled financially, trouble in food supply, emotional trauma, and livelihood was damaged. They performed actions to address the challenges during disasters through learning from experience. These learnings served as lesson for them to be careful and to prepare. Part of their preparation is to tie their houses, the trees around them, and secure the important things.

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Introduction

Aklan is not spared from wraths of natural disasters such as typhoons, earthquakes, floods and landslides, and thus, disaster preparedness and response planning are key factors for reducing disaster effects in any society. DepEd is conscientious in the keeping the learners and the schools ready in whatever hazards and calamities that may arise through disaster preparedness education in the school and community.

This phenomenological research aims to explore the lived experiences of learners in disaster preparedness, identify the challenges and difficulties they experienced in dealing with disasters, discover the coping mechanisms of the learners in dealing with challenges and difficulties during disasters, and develop policies/recommendation can be proposed to intensify Disaster Preparedness education in school and community. This study was anchored in the Theory of Planned Behavior of Icek Ajzen (1991) as it posits that attitude toward the behavior, subjective norm, and perceived behavioral control influence behavioral intention. Disaster preparedness requires a thorough understanding of the factors that influence performance or nonperformance of disaster preparedness behaviors. The understanding of disaster preparedness behaviors is based on the theory of planned behavior.

Methodology

This study was conducted in Municipality of Banga. The participants of the study were 10 purposively selected Junior High School learners. They were selected through the criteria set such as must be an officially enrolled for the school year 2022 – 2023, must be recommended by the class adviser as a potential DRRM enthusiasts, must have an actual experience with disasters, and learners who are member and non-members of the School DRRM and Emergency Response Team will be highly considered. The main research instrument was the researcher-made interview guide that was based on the statement of the problem was used to collect the necessary information from the learner-participants. Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. Various ethical considerations were applied throughout this study such as making sure that necessary letters of consent were secured and proper coordination with people who have direct involvement in this study was properly conducted.

Findings

This study found out that the learners have various experiences in disaster preparedness. In preparation to disaster, they experienced securing the properties, watching over the neighborhood, having knowledge through drills, developing awareness through news, preparing a safe place for evacuation, and staying calm. Some of them has no preparation at all. Moreover, this study revealed that the learners have encountered various challenges and difficulties in dealing with disasters such as damages on properties, belongings, and livelihood, electricity interruption, financial struggle, difficulty in food supply, and emotional damage. Furthermore, this study revealed that the learners performed actions to address the challenges and difficulties during disasters such as taking a lesson from experience, learning to prepare for calamity, helping each other, and selling of junks to generate money. Lastly, this study found out that the policies and recommendations to intensify the disaster preparedness education in school and community aimed to benefit both the parents and learners. First, General Orientation: An Introduction to Disaster Preparedness which is the proposed orientation to parents and students of the Introduction to Disaster Preparedness. Second, Typhoon and Flood Preparation which is the proposed seminar and workshop to parents and students of the Typhoon and Flood Preparation. Third, Seminar and Workshop: Flood Control which is the proposed seminar and workshop to parents and students of the Flood Control. Lastly, Seminar and Workshop: First Aid and Basic Life Support which is the proposed seminar and workshop to parents and students of the First Aid and Basic Life Support.

Conclusion

Based on the results, it was concluded that there are various level of disaster preparation performed by the learners. The more preparation they have, the less the damages they experienced from the disasters. Also, the learners have encountered various experiences in disaster. Regardless with preparation or not, no one is spared whenever disasters came. However, those learners who have preparation encountered less fatal damages compared to those who have not prepared at all. Disaster preparedness plays a crucial role in minimizing the impact of disaster. Moreover, the actions taken to address the challenges and difficulties during disasters differ accordingly. It is concluded that the learners have their innate character to survive in disasters at all means of initiative. Furthermore, the policies and recommendations to intensify the disaster preparedness education in school and community aimed to benefit both the parents and learners. It is concluded

that having policies and recommendations empower the knowledge of learners in disaster preparedness.

In addition, this study has the implications on the School Policies where this implied that Disaster Preparedness Education is necessary to be introduced to the learners, an implementing Disaster Preparedness Education would empower the learners with essential skills and knowledge in times of disaster, and that contingency plans on various calamities may be crafted and conform with school policies. Moreover, this study has implications on the Livelihood and Income where the livelihood and income of the families were affected during disasters and that this would serve as an eye opener of the struggles of the learners and their families in disasters in the context of livelihood and income. Lastly, this study has implications on the Government Assistance where this implied the need for government assistance of families affected by disasters.

Furthermore, various recommendations were crafted. First, learners are recommended to empower themselves with knowledge and skills in disasters and disaster preparedness. Second, parents must be empowered with disaster preparedness knowledge and skills. They are the supporter of educational instructions. It is further recommended that parents must participate in school and community-based trainings and seminars related to disasters and disaster preparedness. Third, administrators must intensify the policies in disaster preparedness education in both school and community. They must periodically implement disaster drills. Lastly, it is recommended to conduct future studies related to these factors and related to disasters in wider scope.

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Training Needs Assessment of Teachers: Basis for Information and Communication Technology Literacy Program

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Abstract

The study determined the training needs in Information and Communication Technology (ICT) of elementary teachers in the District of Tangalan, Aklan. It employed a descriptive research design utilizing seventy (70) regular teachers from nine (9) elementary schools in the District of Tangalan, Aklan. The study used a researcher-modified questionnaire that covers the demographic profile of respondents, ICT teachers' abilities, and the extent of ICT training needs. Several competencies were used in the questionnaire guided by the National ICT Competency Standard (NICS) for teachers developed by the Commission on Information and Communications Technology (CICT). It was found that the ICT abilities of the teachers declined with age or pedagogical experience; however, gender and teaching position did not affect the teachers' technical ability. Both male and female teachers are ICT-savvy. Age and teaching experience reduce ICT abilities and influence classroom integration training and ICT training needs. The study further revealed that teachers' age, gender, teaching position, and years in teaching do not have a significant impact on their ICT abilities or training needs. The two categories of ICT, including use in the classroom and use of ICT software and programs, fall under the level of enhancement. Indeed, training is needed to upgrade the prior knowledge of the teachers; thus, designing and implementing courses and programs that meet those requirements is essential to further honing their ICT knowledge.

Keywords: *Assessment, ICT Literacy, Information Communication and Technology (ICT), National ICT Competency Standard (NICS),*

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Introduction

Technology has stimulated individuals to modify how they carry out an activity. It has become necessary for individuals to adapt their methods to technological progress. Globalization and the advancement of information and communications technology (ICT) have driven the economy because of the increase level of competition in the workplace. Consequently, numerous governments have begun investing in ICT to meet the current digital information age requirements. The continual development of web-based technology, in union with the meteoric rise in Internet accessibility, has made it possible for web-based applications to be used extensively across various fields of study. The use of information and communications technology (ICT) in the management of classrooms has increased rapidly due to its effectiveness and efficiency.

This study aimed to determine the training needs in Information and Communication Technology (ICT) of elementary teachers of the Schools District of Tangalan and formulated an ICT literacy program that cater their ICT competency needs. This study has been propelled by the need to integrate ICT in the classroom. Everyone is aware how technology has compelled individuals to alter how they accomplish an activity. It has become necessary for individuals to adapt their methods to technological progress. Globalization and the advancement of information and communications technology (ICT) have driven the economy because of the heightened level of competition in the workplace. The use of information and communications technology (ICT) in the management of classrooms has increased rapidly due to its effectiveness and efficiency. Buabeng-Andoh (2012) has mentioned that the key factor of teacher's successful integration of ICT in the classroom teaching is professional development. Tolentino (2013) confirmed that Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and know how to integrate it into the curriculum. Schools use ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction through approaches such as replacing chalkboards with interactive digital whiteboards and using students' smartphones. When teachers are digitally literate and trained in ICT, these methods can help students develop higher-order thinking skills, give them creative and personalized ways to show what they know, and make them better prepared to deal with the constant changes in technology in society and the workplace. ICT is essential in the classroom teaching and learning process since it enables instructors and students to operate, save, control, and retrieve data, fostering self-regulated and active learning. Moreover, the same study claims that for teachers to maintain relevance in the fast digitizing academic

environment, they need a technology intervention program to improve their computer competency. Educators are able and willing to adopt cutting-edge tools. To help kids learn new knowledge, we need to close the gap between the tools we use to teach them and how we teach them.

In the Philippines, a recent study reveals that most teachers have basic knowledge on ICT and needs improvement (Las Johansen et al., 2017). The researcher believes that there is a need to identify the teachers' essential abilities or competencies in ICT and be given appropriate training and assistance from the experts. Training needs of teachers in Information and Communication Technologies (ICT) are among the most critical considerations for integrating ICT into everyday educational practice, along with teachers' ICT competencies and use of these technical resources. With competency in ICT and skills to support the growth of the ICT sector, human capital will be established. Thus, it will turn to support the progress of the other segments of the economy. This information presented encouraged the researcher to investigate on the training needs of teachers as basis for the ICT Literacy Program among Elementary School Teachers in the Schools District of Tangalan.

Methodology

The study is anchored to David P. Ausubel's Schema Theory in which referred to a "data structure" by which general concepts that an individual absorb from everyday life is stored in the memory. According to Driscoll (2005), "schemata are packets of knowledge and schema theory is a theory of how these packets are represented and how the representation facilitates the use of the knowledge in particular way" (p. 129). A person would go through life receiving different pieces of information. While some pieces get stored in the memory, others do not. The schema theory reflected a cognitivist approach wherein, learning involves the associations that were created through contiguity and reproduction or repetitive measures (Mergel, 1998).

Also, this study anchored to the Subsumption Learning Theory of David Ausubel in 1963. The theory focuses on how individuals acquire and learn large chunks of information through visual means or text materials. According to him, a learner absorbs new information by tying it to existing concepts and ideas that they have already acquired. The acquisition of knowledge is based on the actual processes that occur during learning. The key process that takes place in the learner's brain is subsumption, wherein new content is related to relative ideas that are already present in

the existing cognitive structure on a non-verbatim basis. Cognitive structures are what's left in the human brain from all the learning experiences, after forgetting inevitably occurs. So, when some details, facts or situations lose their individual nature, they are then integrated into a general notion. Likewise, fostering healthy home interactions and engaging children at early age love for reading can boost children's ability to read is neglected. Through this, they need an intervention to give ample time in reading to enhance their reading skills and to increase their reading readiness in school especially those who are in primary years.

The study used a descriptive-correlation method of research using the descriptive method to describe the profile of the primary learners, the level of reading comprehension skills, the level of reading comprehension difficulties, and the relationship of the reading comprehension skills and reading comprehension difficulties of the primary learners.

The study was conducted in a far-flung area, second farthest barangay in the Municipality of Ibaday. This study included 32 out of 34 primary learners, from Grades 1 to Grade 3, School Year 2022-2023. The subject of the study was composed of thirty-two (32) primary learners whom eighteen (18) were boys and fourteen (14) were girls, wherein eight (8) from Grade 1, fourteen (14) from Grade 2, and ten (10) from Grade 3.

Data were collected through individual interviews using researcher-made guide questions and the Comprehensive Rapid Literacy Assessment (CRLA) administered to primary learners. To ensure the validity of the instrument used in the study, a panel of experts was selected to conduct content validation. The suggestions, recommendations, and comments provided by the experts were taken into account in the revision of the instrument.

In the conduct of this study, the researcher made sure that necessary letters of consent were secured and proper coordination with people who have direct involvement in this study was properly conducted. The researcher ensured the anonymity of all the information disclosed by the participants was treated with utmost confidentiality by strictly adhering to the provisions of National Ethical Data for Health Guidelines for the significance of the study shall be clearly described in a separate section of the protocol with an accurate and updated description of the status of the social or health problem, and how the study will help arrive at a solution.

The quantitative data were analyzed based on the answers of the respondents in the survey questionnaire and the CRLA. The researcher will utilize the descriptive evaluative statistics which included weighted mean and average. These data may also be generated into tables or graphs as

desired and mean and percentages of the data will also be readily available. This study made use of descriptive correlational research design in order to achieve the primary aim of the study which is to develop a needs-based district wide ICT Literacy Program for Elementary School Teachers. Creswell (2012) stipulated that descriptive correlational research designs are used by researchers to describe and measure the degree of relationship between two or more variables. It is for this reason that such design was adopted in this study. A descriptive survey was made and employed using stratified sampling technique to seventy respondents in the nine elementary schools (Panayakan Elementary School, Tagas Elementary School, Tangalan Elementary School, Dumatad Elementary School, Juan B. Molo – Afga Elementary School, Baybay Elementary School, Dapdap Elementary School, Tondog Elementary School, and Sergio L. Taligatos Elementary School) in the District of Tangalan, Division of Aklan. A researcher modified instrument which was subjected to try-out with a Cronbach alpha coefficient of 0.82 was used in the study. Percentage, frequency count, mean, and weighted mean were utilized by the researcher for facilitating analysis and interpretation of the data. To test the relationship between variables, Pearson r, Cramer's V and paired t-test were used. Ethical standards were observed by securing permission from all authorities concerned as well as the consent of those who participated in the survey.

Respondents of the study

Of the eighty-four (84) regular permanent teachers in the District of Tangalan, seventy (70) were served as the respondents of the study which is chosen through Slovin's Sampling Technique. These are the teachers who currently teaching in elementary level having various subject areas in the following identified schools: Panayakan Elementary School, Tagas Elementary School, Tangalan Elementary School, Dumatad Elementary School, Juan B. Molo – Afga Elementary School, Baybay Elementary School, Dapdap Elementary School, Tondog Elementary School, and Sergio L. Taligatos Elementary School.

Sample Size and Sampling Technique

The participants were identified in this study through Slovin's Sampling Technique to identify how many teachers will going to participate in the study. According to Ellen (2020), Slovin's formula enables researchers to sample a population with the necessary level of accuracy. Slovin's formula provides the researcher with an estimate of the required sample size to assure satisfactory accuracy of findings.

Findings

The study's primary findings indicate that most of the respondents in this study had the idea of how to use ICT skill with little assumption on how to do it properly in their respective teaching and learning process. Although the teachers in this study reported to have some ICT knowledge/skill, however enhancement training is needed to upgrade prior knowledge. On the other hand, with an increase in age or number of years in teaching, the level of ICT competencies in terms of pedagogy decreased or vice-versa. A statistically significant relationship was found to exist between the teachers' age and number of years of teaching experience and ICT competency in terms of technological tool while there is no statistically significant relationship found to exist between teachers' sex and teaching position and their ICT competency in terms of technological tool. There is no difference between male and females' teachers in terms of ICT competency. Similarly, teachers' teaching position also does not affect their ICT competency in terms of technological tool. An increase in age and number of years in teaching were found to have a negative impact on or negative relationship with then the level of ICT competencies. This means that as the teachers' age and number of years in teaching increases, their level of ICT competencies gets low. There is a weak positive relationship between teachers' age and years in teaching and teachers' training needs in terms of integration in the classroom. Thus, teachers' training needs in terms of integration in the classroom do to increase with an increase in their age and years in teaching. There was no impact of teachers' increase in age and years in teaching on their training needs in ICT in terms of use of ICT software and programs.

Conclusion

Teachers' age, sex, teaching position, and years in teaching do not have a significant impact on their ICT competencies and need for ICT training. In other words, teachers' ICT competencies and need for ICT training do not increase; rather these undergo a decrease as they grow older, and their teaching experience increases.

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Level of Stakeholders' Participation and Implementation of School-Based Management Among Public Elementary Schools

Marry Ann V. Lam-an

Abstract

This study aimed to assess stakeholders' participation in school-initiated activities and the practice of school-based management (SBM) in public elementary schools in the District of Sibalom South, Schools Division of Antique. The participants included 29 school heads, SBM teacher coordinators, PTA presidents, and SPG presidents. Descriptive-correlational methodology was used, and t-test and ANOVA were employed. Stakeholders' participation was measured using a researcher-designed survey-checklist, while data on SBM practice were obtained from the SBM ratings of participating schools. The findings indicated that stakeholders' participation did not significantly influence the practice of SBM in public elementary schools. Higher stakeholder participation did not necessarily correlate with a higher level of SBM practice. Collaborative efforts and a positive school-stakeholder relationship were found to significantly impact all aspects of SBM, including leadership, governance, curriculum, accountability, and resource management. To enhance stakeholder engagement, schools should actively involve parents, teachers, and students in decision-making through regular meetings, workshops, and open forums. Comprehensive SBM training programs should be provided to school heads, teacher coordinators, PTA presidents, and SPG presidents, focusing on leadership, governance, curriculum development, accountability, and resource management. Schools should also foster open communication, trust, and respect to establish a positive school-stakeholder relationship. Regular monitoring and evaluation of SBM practices and stakeholder participation should be conducted using feedback and data-driven decision-making.

Keywords: *School-based Management, stakeholders, participation, school-initiated activities*

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Introduction

This study aimed to assess stakeholders' participation in school-initiated activities and the practice of school-based management (SBM) in public elementary schools in the District of Sibalom South, Schools Division of Antique. School-based management has been institutionalized among public elementary schools in the District of Sibalom South for almost two decades already but there has not been an extensive investigation on its level of implementation particularly in the aspect of stakeholders' participation. It is for the purpose of coming up with a clear picture of the school-based management implementation in the said schools district that the researcher was highly interested in.

Methodology

This study was conducted in 29 public elementary schools in the District of Sibalom South, Schools Division of Antique. The participants included 29 school heads, 29 SBM teacher coordinators, 29 PTA presidents, and 29 SPG presidents. Descriptive-correlational methodology was used, and t-test and ANOVA were employed. Stakeholders' participation was measured using a researcher-designed Survey-Checklist, while data on SBM practice were obtained from the SBM ratings of participating schools for the 2021-2022 school year. Permission to conduct the study was secured from the Office of the Schools Division Superintendent, Department of Education (DepEd), Division of Antique and from the Office of the District Supervisor, the District of Supervisor as well as school heads of the District of Sibalom South. The researcher also secured the validity of the questionnaire signed by the two school heads in the District of Sibalom South using the Eight Point Criteria for Content Validation by Good and Scates. Survey Checklist for School Heads and School SBM Coordinator were in English term while the Survey Checklist for SPG President and PTA President were in Filipino term. The researcher distributed the questionnaires by visiting the respondents in their schools, strictly following the minimum health protocols. During the conduct of the study, all ethical guidelines applicable to the treatment of human subjects in research were observed. The retrieval of the questionnaires and documents for analysis was done personally by the researcher after they were completely accomplished by the respondents. The researcher assured the respondents of the confidentiality of the information and data in the questionnaire as well as in the collected documents.

Findings

Out of the 29 public elementary schools that participated in this study, 12 or 41.38% are multi-grade schools, 16 or 55.18% are mono-grade and 1 or 3.34% is a central school. As to school size, 11 or 37.94% are large, 15 or 51.72% are medium while 3 or 10.34% are small schools. Finally, as to school location, 18 or 61.86% are upland schools and 11 or 37.94% are lowland schools.

The level of stakeholders' participation in school-initiated activities of public elementary schools in terms of shared governance, resource generation, monitoring and evaluation and sustainability as assessed by respondents when taken as a whole group and when classified according to type of respondents, except for SPG presidents, type of school, school size and school location is "high".

The level of school-based management practice of public elementary schools in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources, when grouped as a whole and when classified according to type of respondents, type of school, school size and school location is "developing".

No differences existed in the level of stakeholders' participation in school-initiated activities of public elementary school when classified according to type of respondents, type of school, school size and school location.

No differences existed in the level of school-based management practice of public elementary schools in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources, when grouped as a whole and when classified according to type of respondents, type of school, school size and school location.

No differences in relationship existed between the level of stakeholders' participation in school-initiated activities and school-based management practice of public elementary schools. The findings indicated that stakeholders' participation did not significantly influence the practice of SBM in public elementary schools. Higher stakeholder participation did not necessarily correlate with a higher level of SBM practice. However, collaborative efforts and a positive school-stakeholder relationship were found to significantly impact all aspects of SBM, including leadership, governance, curriculum, accountability, and resource management.

Conclusion

Majority of public elementary schools in the District of Sibalom South are mono-grade, medium in size and located in upland areas. This means that most of the schools have an allocation of one classroom and once teacher adviser per grade level, have total population of 100-200 pupils and are located in barangays in the mountainous portion of the Municipality of Sibalom, Province of Antique.

The high level of stakeholders' participation in school-initiated activities of public elementary schools means that they are aware of their roles as well as the significance of these roles towards the delivery of quality basic education. The stakeholders are cognizant of the fact that their participation in school projects and programs are important to create effective education systems and effective learning environments. This becomes possible if all stakeholders come together in a meaningful way, through collaboration and creation of partnerships and linkages.

The developing level of school-based management practice of public elementary schools is indicative of the fact that the schools are still in the preliminary stages of implementation of the standards set by the SBM assessment tool. This can also be attributed to the fact that the SBM tool requires complete presentation of the Mode of Verifications (MOVs) before being granted the points in a given indicator.

The respondents in this study have similar assessment of the level of stakeholders' participation in school-initiated activities of public elementary school regardless of the type of respondents, type of school, school size or school location.

Public elementary schools have identical level of school-based management practice as assessed by respondents whether as school head, SBM teacher-coordinator, PTA president, SPG president and regardless of their type of school, school size and school location.

The level of stakeholders' participation in school-initiated activities of public elementary schools does not influence their level of school-based management practice. This means that even if the level of stakeholders' participation is high, it does not follow that their level of SBM practice is also high, or "maturing" as prescribed in the revised SBM Assessment tool.

To enhance stakeholder engagement, schools should actively involve parents, teachers, and students in decision-making through regular meetings, workshops, and open forums. Comprehensive SBM training programs should be provided to school heads, teacher coordinators,

PTA presidents, and SPG presidents, focusing on leadership, governance, curriculum development, accountability, and resource management. Schools should also foster open communication, trust, and mutual respect to establish a positive school-stakeholder relationship. Regular monitoring and evaluation of SBM practices and stakeholder participation should be conducted using feedback and data-driven decision-making. This aims to create an environment conducive to effective SBM practices and active stakeholder participation and improved educational outcomes and the holistic development of students in public elementary schools.

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Capability of Teachers in Applying Differentiated Assessment Strategies in the Distance Learning Modality

Jessica B. Casiano

Abstract

This descriptive-correlational research aimed to determine the relationship between the profile of the respondents and their capability in applying differentiated assessment strategies in the distance learning modality among the 42 teachers during the school year 2021-2022. Purposive sampling technique was utilized to determine the number of teachers who participated in the study. Instrument employed was the researcher-made questionnaire. The teachers in this study recognized the importance of differentiated assessment strategies. They found it useful in their class and so they regularly utilized it which was timely, relevant and appropriate in the new normal set up of education. The utilization of differentiated assessment strategies in class provided opportunity for them to authentically assess their students. Teachers are skillful and competent when it comes to designing and implementing a variety of assessment strategies. The difficulties encountered by teachers in applying differentiated assessment strategies emerged from the engagement and interaction from the learners and is not solely related to the extent of utilization of these assessment strategies. The challenges faced by teachers in applying differentiated assessment strategies was independent from their capabilities. Their capabilities in designing and implementing assessment strategies were product of their trainings and technical assistance from their school heads. The capabilities and expertise of teachers in applying differentiated assessment strategies was not dependent upon their utilization of said assessment strategies. Expertise in assessment results from their regular trainings and mentoring from school heads and is not directly linked with their extent of utilization.

Keywords: *Capability, Assessment Strategies, Distance Learning Modality*

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Introduction

To ensure that assessment results are authentic and realistic, it is important that a variety of assessment strategies will be employed by teachers especially in this time of pandemic. It will ensure that learner's answers are measured accurately and can be analyzed and interpreted well by the teacher for appropriate action or intervention. According to Boundless Education (2021), by utilizing different assessment strategies, teachers can help students experience more success by tapping into their various learning preferences. Most schools in the Division of Antique adopted modular distance learning as a learning modality. However, since the learners are learning at home with their parents, teachers are often facing problems as regard the integrity of their academic performance. There are instances where the learners are no longer reading the modules. They directly copy the answer key provided at the back of their self-learning modules. This study aimed to determine the capability of teachers in applying differentiated assessment strategies in distance learning modality during the school year 2021-2022.

Specifically, this study sought answers to the following questions:

2. What is the teachers' extent of utilization of differentiated assessment strategies?
3. What is the level of capability in applying differentiated assessment strategies in distance learning modality?
4. What are the difficulties encountered by teachers in applying differentiated assessment strategies in distance learning modality?
5. Is there a significant difference in the extent of utilization of differentiated assessment strategies when they are grouped according to their demographic profile?
6. Is there a significant difference in the level of capability of teachers in using differentiated assessment strategies according to the respondents' profile?
7. Is there a significant difference in the level of utilization of differentiated assessment strategies according to the respondents' profile?
8. Is there a significant relationship between the difficulties encountered by teachers in applying differentiated assessment strategies and the extent of utilization of differentiated assessment strategies?
9. Is there a significant relationship between the difficulties encountered by teachers in applying differentiated assessment strategies and the capability of teachers in using differentiated assessment strategies?

10. Is there a significant relationship between the capability of teachers and the extent of utilization of differentiated assessment strategies?

Methodology

The study used descriptive-correlational research which aimed to find out the level of capability of teachers in applying differentiated assessment strategies in the new normal in education during the school year 2021-2022. To gather the needed data in this study, a researcher-made questionnaire-checklist was used as research instrument. The tool included four parts: Part One (1) included items that asked for the personal information of the respondents, Part Two (2) of the instrument included items asked for the difficulties encountered by teachers in applying differentiated assessment strategies, Part Three (3) included items about the utilization of teachers on the differentiated assessment strategies, and Part Four (4) included items that asked for the extent of capabilities of the teachers in the application of differentiated assessment strategies.

The research instruments were subjected to pilot testing to ensure its validity and reliability. Data gathered in the study were processed and analyzed using frequency, mean, percentage, and standard deviation as descriptive statistical tools and t-test for independent samples, One-Way Analysis of Variance (ANOVA), and Pearson-Product Moment Correlation Coefficient (Pearson r) as inferential statistical tool. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 23.0. All statistical tests were set at .05 level of significance.

In the duration of the conduct of this study, the principles of confidentiality and anonymity as ethical guidelines in treating human participants were followed.

Findings

Teachers in this study have High extent of utilization of differentiated assessment strategies. There is a high level of capabilities among teachers in this study when it comes to applying differentiated assessment strategies. The level of difficulties encountered by the teachers in using differentiated assessment strategies is low. No significant difference exists in the level of utilization of teachers of the differentiated assessment strategies when they were categorized as to sex, highest educational attainment, trainings attended, age, position, and length of service. No significant difference exists in the level of capabilities of teachers in applying differentiated assessment strategies when they were categorized as to sex, highest educational attainment,

trainings attended, length of service, and position while significant difference exists when they were classified according to age. No significant difference exists in the level of difficulties encountered by teachers in applying the differentiated assessment strategies when they were categorized as to sex, highest educational attainment, trainings attended, age, position, and length of service. There is a significant relationship that exists between difficulties encountered and utilization of teachers of the differentiated assessment strategies. There is a significant relationship that exists between difficulties encountered and capabilities of teachers in applying differentiated assessment strategies. There is a highly significant relationship that exists between capabilities and utilization of teachers of the differentiated assessment strategies.

Conclusion

The teachers in this study recognized the importance of differentiated assessment strategies. Furthermore, teachers are skilful and competent when it comes to designing and implementing a variety of assessment strategies. Meanwhile, sex, highest educational attainment, trainings attended, age, length of service, and position are not factors that greatly influence the extent of utilization of teachers of the differentiated assessment strategies. In addition, regardless of sex, highest educational attainment, trainings attended, length of service, and position, the teachers have similar level of expertise in applying differentiated assessment strategies. Sex, highest educational attainment, trainings attended, age, length of service, and position do not influence the difficulties encountered by teachers in applying differentiated assessment strategies.

The difficulties encountered by teachers in applying differentiated assessment strategies emerged from the engagement and interaction from the learners and is not solely related to the extent of utilization of these assessment strategies.

On the other hand, the capabilities and expertise of teachers in applying differentiated assessment strategies is not dependent upon their utilization of said assessment strategies.

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Pupils' Readiness on the Implementation of Expanded Face-to-Face Classes

Meriam E. Ylairon

Abstract

The purpose of this study was to determine the level of pupils' readiness on the implementation of the expanded face-to-face classes during the school year 2022-2023. Frequency, percentage, means, t-test for independent samples and one-way analysis of variance were used as statistical tools. The data gathered were processed and analyzed using the Statistical Package for the Social Sciences (SPSS). The findings of the study showed that the pupils are ready for the implementation of expanded face-to-face classes in terms of physical, psychosocial, and academic readiness. However, no significant difference exists in the level of physical and psychosocial readiness of the pupils in the implementation of expanded face-to-face classes. Similarly, no significant difference exists in the level of academic readiness of the pupils when they were classified according to sex, presence of adult assisting the learner at home, general weighted average, distance of residence from school and occupation of parent except for age and grade level which showed high significant difference. No significant difference exists in the level of physical readiness of the pupils when they were classified according to nutritional status and vaccination status except for the presence of illness which showed a significant difference. Intervention programs such as academic remediation, physical examination, health and nutrition program, and psychosocial support activities are needed by the pupils for them to be fully ready to engage in the expanded face-to-face classes.

Keywords: *Physical Readiness, Psychosocial Readiness, Academic Readiness Expanded Face-to-Face Classes*

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Introduction

The emergence of Corona Virus Disease 2019 popularly known as COVID-19 had affected the usual classroom instruction in the field of education. According to the Department of Education (2020), education must continue. The pandemic cannot stop the continuity of learning. The quality of education should not be compromised. On the other hand, after two years of battling the COVID-19 through the vaccination roll-out in all corners of the country, the COVID-19 situation in the country is now at low risk. A memorandum dated Dec. 9, 2021, by the DepEd has directed all public and private schools to prepare for the implementation of the expanded phase of the face-to-face classes targeted to start in early 2022. Based on the memo, the expanded phase shall cover all grade levels from Kinder to Grade 12 (Tupas, 2021). Expanded face-to-face classes implementation in the Schools Division of Antique is the main target of most schools. This mechanism will allow exposure of learners to in-depth discussion of their lessons and the development of their basic skills. With that, the researcher conducted a research work on the pupils' readiness on the implementation of expanded face-to-face classes. It will be a great milestone for the learners, teachers, parents, the school and the community to continue education in the new normal. This study can be used as baseline data that is useless in some decision-making pertaining to face-to-face classes.

This study aimed to ascertain the pupils' readiness on limited face-to-face classes during the school year 2022-2023 in terms of health status and pupils' level of readiness to attend the expanded face-to-face. The following hypotheses were tested:

1. There is no significant difference on the pupils' level of readiness to attend the expanded face-to-face classes when grouped in terms of their personal profile.
2. There is no significant difference on the pupils' level of readiness to attend the expanded face-to-face classes when grouped in terms of their health status.

Methodology

This research utilized descriptive-survey type of research. The data gathering tool that the researcher used in this study was a researcher-made questionnaire-checklists. The research instrument composed of four parts that was answered by the respondents. The Part I is about the personal information of the respondents such as age, sex, grade level, distance of residence from

school, occupation of parents, presence of adult assisting the learner at home, general weighted average grade in previous school year, and health status.

On the other hand, the Part II, Part III, and Part IV of the instrument composed of items designed to determine the level of physical readiness, psychosocial readiness, and academic readiness of pupils on the implementation of expanded face-to-face classes using a Five-point Likert scale ranging from 1 (Strongly disagree), 2 (Disagree); 3 (Undecided), 4 (Agree), and 5 (Strongly agree). The instrument was based from the Revised School Safety Assessment Tool (SSAT) as indicated in the DepEd memorandum No. 30, series 2022.

The research instrument was pilot tested to establish its reliability and validity. The descriptive and inferential statistical tests employed in the analysis of the data obtained from the study were frequency, percentage, and mean as descriptive statistics while t-test and one way analysis of variance (ANOVA) as inferential statistical tools. Significance level for all inferential tests was set at .05. Data analyses were done using the Statistical Package for the Social Sciences (SPSS) software version 21.0. In the conduct of this study, all ethical guidelines pertinent to human participants are strictly observed including the principles of confidentiality and anonymity.

Findings

The pupils in this study are ready for the implementation of expanded face-to-face classes in terms of physical readiness, psychosocial readiness, and academic readiness. In addition, no significant difference exists in the level of physical readiness of the pupils in the implementation of expanded face-to-face classes when they were classified according sex, general weighted average, age, grade level, and distance of residence from school, and occupation of parent. However, a significant difference exists in the level of physical readiness of the pupils when they were classified according to presence of adult assisting the learner at home. Also, no significant difference exists in the level of psychosocial readiness of the pupils in the implementation of expanded face-to-face classes when they were classified according sex, presence of adult assisting the learner at home, distance of residence from school, and general weighted average. However, high significant difference exists in the level of psychosocial readiness of the pupils in the implementation of expanded face-to-face classes when they were classified according to age, grade

level, and occupation of parent. Finally, the pupils in this study need to be provided with intervention program to make them conditioned for the expanded face-to-face classes.

Conclusion

The pupils in this study are well-prepared for the expanded face-to-face classes. They have manifested good physical, psychosocial, and academic attributes that made them comfortable and interested to be back in school through the expanded face-to-face classes. They are properly guided at home and by their teachers that made them prepared for their classes.

Regardless of sex, general weighted average, age, grade level, distance of residence from school, and occupation of parent's pupils in this study are physically prepared and confident in participating to the expanded face-to-face classes. However, the presence of adult assisting the learners at home affects their readiness for schooling. Pupils with constant guidance and supervision of adults at home are at advantage since they are well-supported in their physical preparations for schooling.

Sex, presence of adult assisting the learner at home, general weighted average, distance of residence from school, and occupation of parents do not affect the academic preparedness of the pupils. On the other hand, age and grade level can influence the extent of their academic readiness. With good grades and higher grade level, the pupils are generally prepared for schooling.

Presence of illness among pupils influences their level of physical readiness for the expanded face-to-face classes. Pupils without the presence of illness are usually prepared for their academic activities. On the other hand, nutritional status and vaccination status of pupils are not related to the extent of their physical readiness for the face-to-face classes.

Intervention programs such as academic remediation, physical examination, health and nutrition program, and psychosocial support activities are needed by the pupils for them to be fully ready to engage in the expanded face-to-face classes.

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Lived Experiences of Teachers in Utilizing Information and Communication Technology in Teaching

Michelle L. Nacisvalencia

Abstract

This qualitative-phenomenological study aimed to determine the lived experiences, challenges encountered, and coping mechanisms of teachers in relation to utilizing information and communications technology (ICT) in teaching for school year 2022-2023. Data gathering for this study was conducted from September to November 2022 with seven (7) teachers as participants of the study. To get the precise conclusions of this study, all data from the responses were evaluated by looking for response patterns and connecting them. Participants were given pseudonyms in order to protect the confidentiality of their responses. As to lived experiences, the research revealed three themes relating to the use of ICT in the classroom, which include the need to put forth extra effort to advance their ICT knowledge, unequal access to the school's ICT resources, the speed and ease with which ICT facilitates teachers' work, and the rise in student motivation for and engagement with their assignments. Regarding the difficulties teachers faced using ICT in the classroom, four themes emerged: the need for minimal competency, a lack of ICT-focused professional development in the classroom, student safety, and additional costs/expenses. In terms of coping mechanisms teachers used to address challenges pertaining to the use of ICT in the classroom, structured ICT training, positive attitudes towards modern technology, strategic time management, and peer collaboration/mentoring were the prevailing themes.

Keywords: *Lived Experiences, Challenges, Coping Mechanism, ICT Integration*

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Introduction

According to the Organization for Economic Cooperation and Development (OECD, 2019) information and communications technology (ICT) in education improves engagement and knowledge retention; when ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways.

The thematic reality about lack of access to specialized knowledge and support for the use and integration of ICT is a problem that prevails in many classrooms of developing countries. Studies revealed that the occurrence of the COVID-19 pandemic paved the way to the extensive use and development of new technologies. These technological tools are used today in a very vertiginous way due to the pressing need to transmit information; therefore, there has been an increase in the use of virtual platforms and social networks. Still, the fact remains that not all students have the necessary equipment or hardware (PC, laptop, or cell phone), software, or even access to the internet (Katz, 2018).

In the Philippines, the sudden shift in learning modalities impacted both basic and higher education institutions. The implementation of the distance online learning system requires teachers to integrate educational technology in the preparation of lessons, choosing teaching strategies, designing assessment and evaluation, and improving class management. In delivering content using online platforms, it is required to migrate the lesson, assessment tools, and audio-visual materials in an acceptable format needed by a software application. The efficient use of technology in lesson delivery also signifies the success of the teaching and learning process. Designing and creating online content are not easy; both require expertise and a deep understanding of how to curate the digital content available on the internet (Ramos, et. al., 2020).

The justification of the present research was to reveal the existing gap in this field, as presented above, at a time when the so-called new normal in education was adopted by the Department of Education, where schools, including San Pedro National High School (SPNHS), opted for the modular distance learning modality during which the integration of ICT was highly encouraged. The researcher was particularly interested in looking into the experiences that SPNHS teachers had in the use of ICT in teaching, the challenges that confronted them, and how they coped with the same, during the new normal, hence, this study.

Methodology

This study used the qualitative type (answering how and why) of research employing the phenomenological method. Phenomenological study provides textural and structural descriptions leading to the “essence” of the experience. According to Creswell (2015), phenomenology aims to provide description of the basic lived experiences and simultaneously dig out the meaning of the said experiences without the need of giving explanations which are causal or generalizations which are interpretive. Further, this phenomenological study will follow a transcendental approach which does not only provide a clear structure for data analysis, but also recommends the process of theming out one’s own experiences in order to view the phenomenon under study from a fresh viewpoint (Merriam and Tisdell, 2016).

Creswell (2015) further suggests that a qualitative study is more appropriate when the researcher is seeking to empower participants’ stories, hear their voices and balance the researcher’s power within the study. Methodologically, the rationale for choosing a qualitative approach was based on the need of a deeper exploration and explanation of the nature of distance learning. Important literature has been identified in chapter two; however, this type of exploration necessitated an in-depth descriptive qualitative study. A study where struggling pupils shared their lived experiences and rich information about distance learning modalities.

Of the various types of qualitative research approaches, the researcher chose to adopt the phenomenological tradition. A phenomenological study reports the common lived experiences of a heterogeneous group of individuals rather than categorizing, simplifying, and reducing a phenomenon. The basic characteristic of a phenomenological study is to describe the universal essence or essences of meanings mutually shared about a phenomenon. These underlying descriptions consists of what individuals experienced and how individuals experienced it – a composite description of the essence (Creswell, 2015; Merriam and Tisdell, 2016). A phenomenology study aligns well for this undertaking as the researcher intends to explore the essence of the use of ICT in classroom contexts.

The foregoing research design and methodology is appropriate to the present undertaking as it obtained the personal experiences of the participants, who are all teachers attempting at integrating ICT in their classes, the challenges and problems they have encountered as well as the coping mechanisms they employed to deal with such challenges and problems.

Findings

The phenomenological analysis revealed several prevailing themes related to the topics covered by the investigations. The study found out that:

The lived experiences of teachers in utilizing ICT in teaching revolved around the themes of exerting additional efforts to improve ICT skills, inequity in the use of available ICT resources of the school, ICT makes teachers' work faster and easier, and increased students' motivation towards, and engagement in, their tasks.

As for the challenges encountered by teachers in utilizing ICT in teaching, the themes deduced were that of minimum competency, lack of ICT-focused professional development in school, students' safety, and added costs/expenses.

As for coping mechanisms employed by teachers relative to the use of ICT in teaching, the prevailing themes were institutionalized ICT training, positive attitudes towards modern technology, strategic time management, and peer collaboration/mentoring.

Conclusion

Based on the foregoing findings, the following conclusions were drawn:

1. The lived experiences of teachers in utilizing ICT in teaching is a combination of both positive and negative points. These experiences affect them personally particularly in the different aspects of the teaching-learning process as well as the students, as the use of ICT redound to higher motivation towards their engagement in and accomplishment of, their learning tasks;

2. The challenges encountered by teachers in utilizing ICT in teaching are manifestations of their own feelings for, and capabilities to adapt with, current trends in the teaching profession as well as their concerns on the downsides of ICT use on the part of the students, particularly on the unfavourable influence of certain contents that can be accessed through the internet;

3. Teachers are able to cope with challenges pertaining to the use of ICT in teaching in several ways by embracing positive attitudes, as well as by the help of existing school culture and practices. The coping mechanisms that they employ affirm their willingness to further maximize

the use of the said educational technology in their teaching, regardless of their fields of specializations;

4. The programs proposed by the researcher to address the challenges that come with utilizing ICT in teaching are centered on the up-skilling teachers so that ICT integration inside and outside the classroom is maximized, provide safety nets to minimize if not eradicate the dangers that ICT use can cause to students and enjoining the school to identify programs that will prioritize the development of its ICT infrastructure that will be integrated in the School Improvement Plan (SIP) so that regular funds can be allocated for the same.

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Difficulties in Written and Performance Task Assessment and Pupils' Academic Performance in the New Normal

Elena P. Vicera

Abstract

This descriptive-correlational study aimed to find out the difficulties encountered in the aspect of assessment as well as the academic performance of Grade IV pupils in the District of San Remigio I, Division of Antique. This study was conducted from May 2022 to June 2022 involving 20 Grades IV pupils. Data in this study were gathered using the researcher-formulated validated and reliability tested instrument dubbed as the 'checklist on the difficulties encountered in the assessment of pupils' academic performance in English'. Data for the academic performance were taken from the participants' report card for school year 2021-2022. Statistical tools used to treat the data were frequency, mean and standard deviation as descriptive statistical tools, while t-test and spearman rho were used as inferential statistical tools. The level of difficulties encountered by pupils in the aspect of written works in terms of comprehension, content and connection with competencies is "moderate". However, their level of difficulty in terms of technical aspects was found to be "low". The level of difficulties encountered by pupils in the aspect of performance tasks in terms of understanding the process, executing the actual tasks and complying with target outputs was also found to be "moderate". The performance of pupils in summative assessments in terms of written works and performance tasks was found to be "very good".

Keywords: *Written works, academic performance, performance task, assessment*

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Introduction

This study aimed to find out the difficulties encountered in the aspect of assessment as well as the academic performance of Grade IV pupils of Iguirindon Elementary School in the District of San Remigio I, Division of Antique. The school started the implementation of in-person classes during the last quarter of the school year 2021-2022, various concern were aired by both teachers and learners. The ability to cover the prescribed learning competencies and maximize the use of written and performance tasks assessment. As a researcher and at the same time a classroom teacher of the said school intended to look into the factors that serve as barriers for the effective and meaningful implementation of learning in the new normal, particularly in the aspect of assessment as well as how the pupils performed academically under the said modality.

Methodology

This descriptive-correlational study conducted in Iguirindon Elementary School in the District of San Remigio I, Schools Division of Antique. This study was conducted from May 2022 to June 2022, involving 20 Grades IV pupils of Iguirindon Elementary School. The researcher did not employ any sampling techniques in determining the number of respondents enjoined to this study. Data in this study for the level of difficulties were gathered using the researcher-formulated research instrument namely, the Checklist on the Difficulties Encountered in the Assessment of Pupils' Academic Performance in English after the same is subjected to validity and reliability tests. Data for the academic performance were taken from the participants' report card for school year 2021-2022. Statistical tools used to treat the data were percentage, mean and standard deviation as descriptive statistical tools, while Kruskal-Wallis H-test, Mann-Whitney U-test and Spearman rho were used as inferential statistical tools. Permission to conduct the study was secured from the office of the Schools Division Superintendent, Department of Education, Division of Antique and from the office of the District Supervisor, District of San Remigio I as well as the School Head of Iguirindon Elementary School. The researcher personally met the chosen participants to secure their consent and they were made to sign an ascent form indicating their voluntary participation in the study and the parents/guardian were also made to sign the parental consent. All ethical guidelines applicable to the treatment of human subjects in research were observed.

Findings

The level of difficulties encountered by pupils in the aspect of written works in terms of comprehension, content and connection with competencies is “moderate”. However, their level of difficulty in terms of technical aspects was found to be “low”. The level of difficulties encountered by pupils in the aspect of performance tasks in terms of understanding the process, executing the actual tasks and complying with target outputs was also found to be “moderate”. The performance of pupils in summative assessments in terms of written works and performance tasks was found to be “very good”. No difference existed in the level of difficulties encountered by the pupils in the aspect of written works and their academic performance. And there is a relationship existed between the level of difficulties encountered by the pupils in the aspect of written works, performance tasks and their academic performance.

Conclusion

Pupils do not encounter too much difficulties in accomplishing their written works as teacher make sure that they give clear instructions and examples and the question are not ambiguous, they were given ample time to study and oriented on the appropriate reference to be used. Also, teacher see to it that the length is appropriate and the scope and coverage of written works were already discussed. In accomplishing their performance tasks teacher see to it that the process and materials involved, time allotment and objective of the tasks are appropriate for their capabilities. They have identical level of difficulties in the aspects of written works and performance tasks. This suggests that teacher were able to provide necessary requisites for each components. The level of difficulties in accomplishing their written works and performance tasks influence their academic performance. This indicates that if the requisites needed are not met will likewise be affected. It can be concluded that the implementation of expanded face-to-face classes was effective in helping pupils achieve very good academic performance both in the aspect of written works and performance tasks.

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Teachers' Attitude Towards Department of Education Awards' Mechanism

Irene R. David

Abstract

This study determined the teacher's attitude towards Department of Education (DepEd) awards' mechanism for three public secondary schools in the Division of Antique for the school year 2022-2023. This study used the causal-comparative research design limited to randomly selected public secondary school teachers of Division of Antique with permanent/regular plantilla positions. The teacher-respondents were female with the age bracket of 24-40 years old and have masteral units. They were married, and Teacher I in position in the DepEd with 20 years and above in the teaching or service. They received only 1-3 times number of awards with take-home pay of between 10,001 – 15,000. The findings revealed that the attitude towards DepEd awards' mechanism with respect to career advancement, personal satisfaction, social recognition, and monetary gratification was "favorable". There is significant difference on teachers' attitudes towards DepEd awards' mechanism when grouped according to gender, age, highest educational attainment and teaching position in terms of career advancement, personal satisfaction, social recognition and monetary gratification. The findings imply that regardless of sex, the teachers' highest educational attainment and years of service in teaching determine the number of awards and recognitions teachers received.

Keywords: *DepEd awards mechanism, teachers' attitude, and awards' and recognition.*

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Introduction

This study determined the teacher's attitude towards DepEd awards' mechanism for three public secondary schools in the Division of Antique for the school year 2022-2023. The study was limited only on the selected public secondary school teachers of Division of Antique with permanent/regular plantilla and randomly selected.

The main reason why the researcher chose this study is to motivate other teachers to perform better since awards and recognition is part of the promotion of the Department of Education aside from knowing the extent and effect of awards' mechanism to the performance of teachers in the academe.

Establishing the Program on Awards and Incentives for Service Excellence (Praise) in the Department of Education as stated in Do 9, S. 200. This DepEd Order enclosed the DepEd PRAISE that aims to encourage, recognize and reward employees, individually or in groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal efforts contributing to efficiency, economy and improvement in government operations which lead to organizational productivity.

Methodology

This study used a causal-comparative research design where the main purpose is to seek and find relationship between independent and dependent variables after an action or event has already occurred. In the context of the study the independent variables are the profile of the respondents which includes age, gender, highest educational attainment, civil status, teaching position, number of years in teaching, number of awards received and take home pay while the dependent variables are the teachers' attitude towards DepEd awards' mechanism in terms of career advancement, personal satisfaction, social recognition and monetary gratification.

The study was conducted in three public secondary schools in the division of Antique. The respondents of the study were one hundred thirty-two (132) teachers from public secondary schools. The study used the researcher-made survey questionnaire checklist about the profile of the teachers. Part I of the questionnaire checklist includes the personal profile of the teachers and the Part II includes the teachers' attitude towards DepEd awards mechanism.

Findings

The study revealed that majority of the teachers were females with the age bracket of 24-40 years old and with units earned from their Graduate studies. Most of them were married, and Teacher I in position in the DepEd with 20 years and above in the teaching or service. They were given only 1-3 times number of awards with take-home pay of between 10, 001 – 15, 000. The over-all grand mean of teachers' attitude towards DepEd awards' mechanism with respect to career advancement, personal satisfaction, social recognition, and monetary gratification was 4.44 and verbally interpreted as "Favorable". There was a significant difference on teachers' attitudes towards DepEd awards' mechanism when grouped according to gender, age, highest educational attainment and teaching position in terms of career advancement, personal satisfaction, social recognition and monetary gratification.

Conclusion

The study concluded that personal profile of the teachers contributes to their attitudes towards DepEd awards' mechanism. The teachers' attitudes towards DepEd awards' mechanism is essential on their part since this can enhance their morale and motivation. Whether male or female the teachers need social recognition especially during school-based recognition. The higher the educational attainment of the teachers the more they will be recognized even in the school setting. The longer the service of the teachers in the public school the more they received the recognition and awards designed by the school for them.

The study recommended that principals must continue to guide the school planning team in establishing the connection on stakeholders and different projects, programs of the school in terms of designing the PRAISE recognition in the school level. The school must continue to strive to the best level of practice in the School-Based Management System by following the proposed decision model on the educational paradigm in line with the SBM specifically on the awards mechanism as part of the SBM Practice in the school. The DepEd must create a program or projects that will support the in increasing the budget of each school so that the different programs, projects and activities of the school will be visible to the community especially on giving awards and recognition to the teachers in the school setting. School head, Division personnel and DepEd official may consider this study in creating programs, projects and activities to enhance the awards mechanism of the teacher in the DepEd.

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Students' Educational Lived Experiences in the Limited Face-to-Face Mode of Learning

Cherie C. Crisostomo

Abstract

This qualitative study aimed to narrate the lived experiences of Grade 2 students in Malabor, Tibiao, Antique under modular learning in the limited face-to-face teaching. Specifically, it focuses on learners' lived experiences, challenges, and coping mechanisms. Utilizing a researcher-made questionnaire, ten learners were interviewed with the supervision of their parents. The study found out that: the expanded face-to-face learning had affected learners as they grapple with issues and challenges; learners experienced difficulty in understanding modules, lack of gadgets and net access for learning, and lack of assistance from parents; and learners coped with the challenges through support from their parents and through perseverance and hope that their situation will improve through education, though many learners prefer a face-to-face mode of learning. The study concluded that the shift to a new learning mode contributed to the difficulty experienced by learners, the concerns and challenges learners encounter can be characterized as internally influenced and externally influenced, and coping strategies suggest additional support from all stakeholders in the school to address various concerns identified. Recommendations include inspiring and enabling learners to pursue their studies, enhancing parents' and teacher support for learners, and implementing strategies in consideration of the context of learners, and conducting further studies on related topics that touch on other aspects.

Keywords: *Lived experiences, learners, pandemic, limited face-to-face learning*

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Introduction

The COVID-19 pandemic has affected almost all people worldwide. Teachers and learners have been used to the in-person mode of instruction in schools but all has changed as schools shifted to modular learning which is a part of the limited face-to-face. Many were caught off guard by the abrupt shift yet students, parents, and teachers were left with no choice but to accept the reality in order to survive.

This study is proposed to document the educational lived experiences of students in Grade II-CC in Malabor, Tibiao, Antique as the system transitioned from the in-person approach to the limited face-to-face mode of learning. Specifically, it aims to determine the following: 1) learners' lived experiences during the limited face-to-face mode of learning; 2) the challenges encountered; 3) their coping strategies and 4) the proposed intervention program.

Methodology

This study is qualitative in nature using a phenomenological design and the tool used for this study was an interview guide for primary data. The questionnaire is composed of two parts. The first part gathered information on the demographic profile of the participants regarding their age, sex, and barangay. The second part is composed of guide questions related to the educational lived experiences of learners in modular learning in the limited face-to-face.

Findings

Lived Experiences in Relation to Modular Learning

The participants shared their experiences in relation to modular learning where many had difficulty in answering modules. Others have trouble understanding lessons in modules. One participant said she got bored while answering the modules because it is difficult and could not understand the lessons in the module.

In comparing modular learning with face-to-face instruction, three participants said that they prefer face-to-face instruction to modular learning because they could understand the lessons well with the help of their teacher who guides and supervises their learning. One participant said, that when it comes to face-to-face, she has learned a lot and understood the lessons well compared to the use of modules. Moreover, according to a participant, she cannot answer the modules by herself and needs the assistance of her mother so that the lessons could be explained to her.

Challenges Encountered While Studying at Home

All of the learners shared that their families are supporting them in their modular learning at home. Also, all of them agreed that they have encountered learning distractions while studying at home. Out of ten participants, six said they have enough home learning materials. However, only two of the ten learners have basic distance learning tools but only two learners have access to the Internet. Thus, those with no basic learning gadgets such as laptops and internet access find it difficult to answer their modules.

All the learners shared that their home experiences helped them in their modular learning. A learner said that her mother helped him answer his modules if she does not have household work to do. The most common answer of learners, when asked about the problems and challenges encountered during modular learning, is their parents are busy with household tasks. A participant also shared that one of her challenges is that she cannot understand the modules because there is no face-to-face learning. Another participant has shared that aside from having busy parents, home distractions hinder him from answering his modules. One participant said that she cannot finish all her modules because they have so many to answer.

Coping Strategies

One participant said she continue schooling despite the many hindrances and she found it difficult to understand the modules because there is no face-to-face teaching. In order to cope with modular learning, parents encourage their children to study and answer their modules though it is quite difficult. Some parents also assist in their children's lessons. A participant answered that she had been taught by her parents even though the modules are difficult, and she tried to answer them also. One participant said that in order to cope with modular learning, she continues to focus on her studies. In order to cope with modular learning, parents encourage their children to study and answer their modules though it is quite difficult.

It was indeed difficult to concentrate on academic work using distance learning methods. There are multiple distractions that are present in distance learning. Students are usually interrupted in their homes by family members and responsibilities in household chores. Some students also said that they lose attention to their classes because of a lack of interaction during their online classes.

All the participants are looking forward to finishing their studies despite the challenges they face in answering their modules. One participant shared that he wants to get high grades and awards, which is the reason that he is motivated to do his learning tasks despite the challenges.

Another participant shared that her dream to be successful someday is her motivation to strive hard and complete all her learning tasks.

Proposed Interventions

This study proposes two interventions: parents' seminar on limited face-to-face and the use of instructional video lessons.

In the first intervention, it is important that there should be a seminar for parents on topics related to limited face-to-face learning, modular learning, and other types of alternative learning delivery modes outside of the commonly implemented face-to-face mode.

The second intervention is the use of instructional video lessons could be used to get the interest of learners in learning materials that cater to auditory and visual senses as compared to the monotonous appearance of printed modules, much more so that there will be translations in the local language Kinaray-a.

Conclusion

Based on the findings of the study, the following conclusions are hereby presented: 1) Study participants have common difficulties which are on understanding the module.; 2) The concerns and challenges learners encounter can be characterized as internally-influenced and externally-influenced; 3) Data on coping strategies suggest additional support from all stakeholders in the school to address various concerns identified; and 4) Interventions proposed are more on the basics of capacity building targeting both learners and parents with the significant role of teachers as facilitators.

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The Effects of the Constructivist Approach in the Development of Historical Thought

Aldrin A. Alcantara

Abstract

This study assessed the effects of the constructivist approach on the development of historical thinking skill among Senior High School students and recommended a contextualized learning guide and rubric that targets historical thinking skill using a constructivist pedagogical approach. The study specifically determined the level of historical thinking skill among Grade 11 Social Science students of the Senior High School Department in a selected private university before and after the implementation of the constructivist approach in the teaching and learning process and if there is a significant difference between the level of historical thinking skills before and after the pedagogical intervention. This study also looked into the benefits and drawbacks of the constructivist approach as a teaching pedagogy towards the development of historical thinking. Constructivism has benefits and drawbacks at different stages of the learning process. As this is a different method than the more conventional pedagogical styles, consistent practice in the practical teaching strategies that encourage Constructivist learning is important in order to maximize its benefits and convert its constraints into potential. As an outcome of this study, the researcher created a Contextualized Learning Guide that took into account all of the findings from direct observations and focus group discussions.

Keywords: *Constructivism, Development of Historical Thought, Effects of Constructivist Approach, Historical Thinking Skills*

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Introduction

One often considers Social Science to be dull. And not only most students perceive the subject to be dull, but they also fail to see the relevance of Social Science to their everyday lives. Why is this so? Is it because the content is truly dull? Or is it because the instructional methods utilized by the teacher do not engage and inspire students to explore the subject? With the reality of how Social Science is taught in high school, and the model of thinking that our present learners have, the researcher considered it timely and important to address the development of historical thinking and to create a fresh way on how to drive this skill. The purpose of this study was to assess the effects of the Constructivist Approach on the development of historical thinking among Senior High School students at a selected private university. The study specifically addressed the following questions: a. What is the level of historical thinking skill among Grade 11 Social Science students before and after the implementation of the constructivist pedagogical approach? b. Is there a significant difference between the level of historical thinking skill before and after the implementation of the constructivist pedagogical approach? c. What are the benefits and drawbacks of constructivist teaching pedagogy towards the development of historical thinking? And d. What contextualized teaching-learning guide and rubrics may be proposed based from the findings of the study?

Methodology

This study used an explanatory sequential mixed approach with a quantitative and qualitative design to solve the research questions. The quantitative data was collected and analyzed using a standard historical thinking baseline and post assessment instrument and rubric. Following that, qualitative data was collected and analyzed through direct observation and focus group discussions. In addition, the data was analyzed using a quasi-experimental approach. The Explanatory Sequential Mixed Approach is a research approach that explores a research subject by combining qualitative and quantitative data analysis tools. This method is widely utilized in the social sciences, particularly history, to explore complicated phenomena and historical events.

Findings

Baseline Assessment results for 42 Grade 11 students who will take Disciplines and Ideas in Social Sciences. 14 (33.33%) received a Level 1 Beginning level, 18 (42.86%) received a Level 1 Approaching Developing level, 9 (21.42%) received a Level 2 Developing level, and 1 (2.38%)

received a Level 2 Approaching Intermediate level. According to the table above, no responder attained Levels 3 or 4. As it appears on the table, no respondent got a Level 1 Beginning or Level 1 Approaching Developing mark, while most of the respondents are at a Level 2 Approaching Intermediate level (42.86%). While all forty-two learners have moved increments higher than their individual baseline assessment level, it is important to notice that the group generally moved from mostly Level 1 to Level 2, which can be attributed to the pedagogical intervention, where the respondents exhibited collaborative effort, teamwork while manifesting meaningful interaction with historical sources. These data suggest that the constructivist educational intervention enhanced respondents' post-assessment performance. Because of their understanding of their baseline assessment level and the stepwise constructivist procedures utilized during the intervention, respondents were well aware of the tasks to be undertaken to raise their levels.

As a result of this research, a constructivist-based enhanced historical thinking skills learning guide and rubric was developed, as depicted in Figure 1 of the Conceptual Paradigm. All of the data from direct observations and focus group discussions were included into a Contextualized Learning Guide prepared by the researcher. The Enhanced Contextualized Teaching & Learning Guide and Rubric targeting Historical Thinking Skills utilizing a Constructivist Approach resulted from this research. This teaching-learning guide focuses on two main subjects from the subject Disciplines and Ideas in Social Sciences: Political Science (Discipline) and Marxism (Idea). This study guide splits historical thinking tactics into sessions that include constructivist concepts of critical thinking, teamwork, time management, data handling, and data presentation, as well as enhancing understanding and application of Political Science and Marxist principles.

Conclusion

According to the study's findings, the majority of respondents in the baseline assessment are at a Level 1 Beginning level and a Level 1 Approaching Developing level, and in the post-assessment, they are at a Level 2 Approaching Intermediate level. From their baseline to their post evaluation, all responders improved (8-16 points). The constructivist intervention was helpful in developing historical thinking skills since the post assessment was higher than the baseline evaluation.

There is a statistically significant change in historical thinking levels before and after the constructivist pedagogical intervention. Constructivism as a pedagogy for the development of

historical thinking is advantageous for learners who have prior knowledge of historical content, who work well in groups and benefit from working and solving problems in groups, advantageous in the sense that the lessons on the skills of sourcing, critical reading, corroboration, and contextualization of sources are not condensed or congested, and advantageous in the sense that there is liberty in the manipulation of the learning experience on historical thinking.

Constructivism also has downsides that are chances for improvement: because information is held by the learner, past knowledge is inherently not leveled, necessitating a differentiated evaluation for each student. Furthermore, because learning is communal, there is a possibility of freeloading and incorrect learning outcomes.

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Parental Involvement in their Children's Writing Skills

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Abstract

The study used phenomenological research design through unstructured guide questions for interviews and focus group discussion (FGD) to gather qualitative data on the parental involvement factors that influence the writing skills development of Grade 1 learners. The participants of the study were seven (7) selected parents of Grade 1 pupils who were identified having difficulty in writing after giving them writing exercises. Based on the findings, it appears that inconsistent contact time with children was the major theme that influenced parents' involvement in their children's writing skills. Regarding the challenges and difficulties that parents faced in developing Grade 1 pupils' writing skills, the study identified three major themes with nine subthemes. The major theme, attention problems, highlights the difficulties children face in getting started on writing exercises, maintaining focus during writing tasks, and experiencing mental fatigue while writing. The subthemes within this major theme indicate that children may require more support in staying focused and motivated during writing activities. The second major theme, spatial ordering problems, highlights issues with children's handwriting and spacing between letters, which can lead to misspelled words. This theme indicates that parents may need to provide more support in helping their children develop proper letter formation while writing. Lastly, the last major theme, sequential ordering problem, highlights issues related to letter formation, transposed letters and spelling omissions, and a lack of transition. In general, findings highlighted the importance of consistent parental involvement in supporting their children's writing skills.

Keywords: *Parental Involvement, Children's Writing Skills, Parent's Lived Experiences, Learners*

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Introduction

Children do better in school, exhibit more positive personality qualities, and connect better with their peers when they know their parents care about their academic lives and assist them when needed (Bhamani et al., 2020). Moreover, according to Klein (2021), the basis for children's writing success was ideally laid at home, with all the support of parents acting as facilitators of the writing activity. For example, in some literature, writing-related activities in the house, such as parents' explicit instruction of writing skills and children's autonomous practice of writing their names and words, are beneficial to children (Hindman & Morrison, 2012; Puranik et al., 2018). However, this was not the case as the researcher discovered in her class that Grade 1 pupils did not know how to write properly on their papers during writing exercises. Unfortunately, most of the outputs had this messy handwriting because they were having difficulty with the transcription, such as (1) forming letters, (2) placing letters and words on paper, (3) making letters and words the correct size, (4) holding and controlling a pencil, and (5) writing in a straight line.

Parental participation seems to be one-factor affecting students' academic performance, most notably in their children's literacy development, such as reading and writing abilities (Jabar, 2020). In fact, according to Tatel-Suatengco & Florida (2018), literacy practices at home that focus on parent-child interaction can help children learn to read and write by letting them share information.

Consequently, this may be visible in affluent homes with a moderate or higher income, though most of them did not have time to support their children's basic literacy skills, but they had the money to pay tutors to compensate for their absences. However, this might be unrealistic for low-income families since their parents are more concerned with their daily sustenance, forcing them to rely on their children's academic achievement and the learning experiences they may acquire from school and their teachers. As a result, the researcher desired to investigate whether this may be one of the reasons why some pupils were still unable to write their names on the paper correctly.

Apparently, this inspired the researcher to undertake this study to explore parents' involvement in the success of their child's writing skills development and to determine their coping mechanisms for addressing the challenges encountered.

Methodology

The researcher should use the phenomenological research design based on the idea that people use a universal structure or essence to make sense of their experiences. In this study, the goal of phenomenological research design was to figure out what a phenomenon is like for everyone by looking at how people who have experienced it see it. This method was often used to study real-life experiences, learn more about how people think, and gain more information about a phenomenon (Delve & Limpaecher, 2022).

This research design must be chosen because the researcher wanted to explore the phenomenon that most of her Grade 1 pupils did not know how to write correctly on their papers. Therefore, this phenomenon may be better comprehended if the lived experiences of Grade 1 parents are explored to understand the causes and the factors concerning parental involvement that influence the writing skills development of learners. Hence, phenomenological research methodology might be relevant in this study for parents as well as teachers to develop outputs and programs that are advantageous for Grade 1 learners' writing skills development based on how they would embrace and perceive them. Above all, before conducting phenomenological research design, the researcher should consider the Epoche and bracketing (Moustakas, 1994) to avoid bias.

Findings

To understand the lived experiences of parents' involvement with their children concerning basic literacy skills in writing. The study revealed one (1) generated major theme with three (3) subthemes that emerged during several interviews and focus group discussions (FCD) with the research participants. The Inconsistency of Contact Time with Children was considered the first major theme that emerged with three (3) subthemes: (a) parents or guardians nature of work, (b) children's playful behavior, and (c) responsibilities dependency on relatives.

Regarding the challenges and difficulties that the Grade 1 selected parents faced concerning the development of Grade 1 pupils' basic literacy in writing, the study findings revealed that three (3) major theme emerged with nine (9) subthemes. These themes were generated from study's participants' significant statements during the several interviews and focus group discussions (FGD). The Attention Problem was the first major theme that emerged with three (3) subthemes: (a) difficulty getting started on writing exercises, (b) easy distractibility during writing tasks, (c) mental fatigue or tiredness while writing. Next, the Spatial Ordering

Problems were the second major theme that emerged with three (3) subthemes: (a) poor use of lines on the paper, (b) uneven spacing between letters, (c) many misspelled words. Lastly, the Sequential Ordering Problem was the third major theme that emerged with three (3) subthemes: (a) poor letter formation, (b) transposed letters and spelling omissions, (c) lack of transition.

In terms of the coping mechanisms of Grade 1 selected parents concerning with their child's basic literacy skills in writing, the results showed that there was one (1) major theme that emerged and three (3) subthemes taken from the significant statements of the research participants during the several interviews and focus group discussions (FGD). The Family Literacy Program was the generated major theme that emerged, and the subthemes are as follows: (a) developed improvised writing materials, (b) utilize ready-made contextualized materials, (c) provided writing materials and activity sheets.

In terms of the study's proposed intervention in the future, the researcher called this a Fun-Filled Family Literacy Program in which the participants are the family members to help their non-literate members to liberate themselves to learn the basic literacy skills not just only for writing, but as well as for reading and numeracy.

Conclusion

The primary focus of this research was basic literacy skills in writing, and parental engagement was crucial. However, due to circumstances or factors that affect the contact time of parents to their children in educating or improving their child's writing skills, such as the nature of parents' and guardians' work, children's playfulness, and the dependency of obligations to some relatives, the role of parents has been absent from teaching the basic literacy skills in writing. As a result, their children are now suffering or having problems with their writing abilities.

Parents had seen a variety of issues with their Grade 1 pupils' writing abilities. These were related to their attention issues, such as their inability to start quickly since they were easily distracted by their surroundings. In terms of children's writing skills, environmental distractions were associated to their playmates, a crowded place, and a location where everyone was busy going in and out of the little village. Next, children's writing abilities in spatial and sequential ordering problems were observed due to poor use of lines resulting in the uneven spacing of letters, which could lead to a lack of transition and poor letter formation in writing the words, which was difficult to read and understand.

The identified emergent tool was a family literacy program in which all family members were engaged, and not only the parents were involved in shaping the fundamental literacy skills of non-literate family members, particularly in writing.

The suggested soon-to-be-implemented, enhanced fun-filled family literacy program catered to parents, family members, and non-literate individuals to design a program that would encourage or divert the attention of non-numerate to spend quality time with their families in fun and enjoyable manner. Similarly, the soon-to-be-implemented program should be utilized at the school, district, and division levels to share the study's major findings.

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The Level of Efficiency and Productivity of Master of Arts in Education Graduates

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Abstract

The present study was conducted to assess the efficiency and productivity level of Master of Arts in Education Graduates. Likewise, it described the profile of the respondent and the perception of the respondents on the impact of graduate studies on their career. To answer the research questions, data were gathered using a researcher-made questionnaire from the forty-five (45) respondents who are all Master of Arts in Education (MAEd) graduates of a private college in the Philippines. Quantitative-descriptive research design was used in this study. Majority of the respondents are below 40 years old and most of them are female. The data gathered were tabulated and analyzed using SPSS version 23 with descriptive statistics such as frequency counts, percentage and mean. The findings revealed that the respondents are efficient in terms of classroom management, behaviors, and teaching techniques. Likewise, the respondents are productive in terms of punctuality/school attendance, in planning ahead, in professional development, in authorship, and in innovations. Further, almost all of the respondents perceived highest impact on the pursuit of graduate studies since it helped them in job promotion. Thus, the study could be used to promote and encourage teachers to finish their master's degree as it is very helpful to them to become efficient and productive in their teaching career.

Keywords: *Efficiency, Productivity, Master of Arts Graduates, Impact of Graduate Studies*

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Introduction

Graduate study is an advanced program beyond a bachelor's degree or undergraduate degree. Taking graduate studies is very important for teachers since it can enhance and equip teachers with an advanced technical understanding of their matter of choice. It can improve an educator's teaching skills. Earning a master's degree helps one gain specialized knowledge to advance in his or her field. A graduate degree shows dedication in enhancing expertise and credibility. One can focus on a particular field of study, which helps one become more competitive in the chosen field.

There are so many issues, problems and concerns that the schools are experiencing everyday, like classroom management, classroom behaviors, teaching techniques, the punctuality/school attendance and more situations that can affect the delivery of the lesson to the learners. Some teachers are reluctant to continue graduate studies because they are thinking of the huge challenges of graduate and professional students like: time management, work-life balance, accompanying stress and the financial responsibilities. But an increasing number of teachers still pursue a master's degree in education. This motivates me to have this study, why despite of the big responsibilities that lies in studying master's degree, still many are encouraged to do so.

This study was conducted to determine the level of efficiency and productivity of Master of Arts in Education Graduates of Northwestern Visayan Colleges. To find out how efficient and productive the teachers are after completing graduate studies and the impact of graduate studies to their career as teachers. The result of this study will help the teachers who are planning to continue their master's degree. It can inspire them to go into further studies since it can help them grow professionally and improve their way of teaching.

Methodology

This study used quantitative descriptive research design. The study was conducted in the different schools in the Division of Aklan. The respondents of this study were the 45 Master of Arts in Education Graduates from school years 2017-2022. The study used the researcher-made questionnaire in gathering the data. The researcher reproduced questionnaires and distributed to the respondents and the questionnaires were also made into google form online and were sent to the respondents through messenger. The date gathered were tabulated and analyzed, descriptive statistics were frequency counts, percentage and mean.

Findings

Majority of the respondents are 40 years old and below. Most of them are female. Majority of them are female and majority of respondent's position is Teacher III. In Number of years of teaching of the respondents, the majority is teaching 6-10 years. Most of the respondents were not yet promoted after finishing Master Degree. Majority of them are 2022 graduates of Master of Arts in Education. Majority of the respondents took their Master of Arts in Education at the Main Campus.

In the level of efficiency of the Master of Arts in Education graduates in terms of their classroom management, they are very efficient in organizing teacher materials and supplies and motivating to learn. They are efficient in arranging the classroom-seating, using space etc, establishing classroom rules and procedures, setting clear goals and expectations for students, managing transitions-subject to subject, class-class., planning and preparation of lessons, and recognizing individual student's needs-differentiated instruction. In terms of classroom behaviors, being a graduate of Master of Arts in Education made respondents very efficient in coaching positive social behaviors (helping, sharing, waiting), in use problem-solving strategy (e.g., define problem, brainstorm solutions), and use clear classroom discipline plan and hierarchy. It made them efficient in reward targeted positive behaviors with incentives, use time out (time away to calm down) for aggressive behavior, do not single out a child or a group of children for misbehavior, do not threaten a child to be sent out of classroom if s/he doesn't behave, call parents to report bad behavior, use verbal redirection for child who is disengaged, promote respect for cultural differences in my classroom, and teach children to ignore disruptive behavior and focus on their lesson. In terms of teaching techniques, the respondents are very efficient in proper time management during class discussions, adjust teaching strategies to fit both the students and the materials, and in utilizes new and up-to-date teaching styles. Meanwhile, they are efficient in a well-prepared lesson plan, handle the students in class for maximum learning of students and in utilizes multimedia in lesson delivery.

In the level of productivity of the Master of Arts in Education graduates in terms of punctuality/ school attendance, the respondents are very productive in always comes to school (and leave) on time, and engaged time on task/teacher time management. In terms of planning ahead, they are very productive in plans objectives for each lesson on a weekly basis and they are productive in sets goals for the entire school year and achieves all timeliness in completing work in planning learning, implementing learning, conducting evaluations, and professional

development activities. In terms of professional development, the respondents are productive in attends more trainings and seminars and act as a speakers or trainers in many district and division activities In terms of authorship, the result show that respondents are productive in producing more printed learning materials (writer/author) and moderately productive in producing more video and audio lesson (developer) In terms of innovations, the respondents are all productive in creating more innovations in school and in involving in innovation showdowns.

As to the perceived impact of Graduate Studies, the respondents answered that it has a highest impact on the pursuit of graduate studies since it helped them in job promotion and they felt the greater trust of their colleagues and stakeholders in their capacity after graduated from master's degree. And with high impact on improving their self-confidence and level of self-esteem and it widened their social and professional network.

Conclusion

Based on the findings, the following are the conclusions:

Findings clearly show that finishing Graduate Studies are very helpful in the respondent's level of efficiency since it made them very efficient and efficient in their classroom management, classroom behaviors, and teaching techniques.

Graduate of Master's Degree are very productive and productive in their punctuality/school attendance, planning ahead, professional development, authorship, and innovation. This clearly shows that being a graduate of Master of Arts in Education is a big advantage for teacher's productivity in school.

Findings show that graduating from Master of Arts in Education has a highest impact on the teachers.

Recommendations

Based on the findings and conclusions, the following recommendations are given:

The Colleges may continue to put forth in providing quality and excellent services to meet the needs of the teachers who are planning to study Master of Arts in Education.

The Colleges may continue to pursue program accreditation that serves as a guide to achieve and maintain standards and excellent services to the teachers who are planning to continue their graduate studies.

The teachers may continue improving their teaching profession through taking Master of Arts in Education in order to increase their level of efficiency and productivity.

The Department of Education may recommend the teachers to continue graduate studies since graduating from Master of Arts in Education can greatly help in their level of efficiency and productivity as a teacher.

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School Climate and Work-Balance of Elementary School Teachers

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Abstract

This study utilized the descriptive qualitative research design which primarily aims to find out the school climate and work-balance of the seven elementary teachers in the new normal in the District of Patnongon I, Division of Antique in Western Visayas during the school year 2021 – 2022. The participants revealed the negative school climate conditions in their school such as: foster safety and well-disciplined environment, child friendly and prioritized wellbeing, strong and good leadership of school head, school head-to-teacher good relationship, teacher-to-teacher harmonious relationship, teacher-to-student sound relationship. Negative climate conditions were likewise divulged such as: poor student academic achievement and performance, school head-to-teacher conflict, teachers-to-teacher conflict. In terms of the work-balance activities of the participants, they disclosed the following: prioritizing health, proper work schedule and time management also emerged as a work balance practice, some of the participants revealed that their Personal and professional life must not contradict with each other. Respondent took consideration of balancing time between personal and working time to avoid overwhelming the other and to evade work related problems in the future. In terms of coping mechanisms, teacher-to-parent conferencing was conducted by the teachers. This method helped the teacher clarify and explain problem with the stakeholder and the school. This coping mechanism also gave the stakeholder knowledge about what was happening inside the school and how important was the parent involvement and contribution towards school programs.

Keywords: *School climate, work-balance, coping mechanisms, negative school climate, positive school climate.*

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Introduction

School climate refers to social characteristics of a school in terms of relationships among students and staff/teachers, learning and teaching emphasis, values and norms, and shared approaches and practices. School climate has been described as the heart and soul of a or the amount of teacher morale and empowerment (Thapa, 2013). Various researchers have used a variety of analogies and models to explain school climate which covers the personality of the school, the health of the organization, and the spirit or heartbeat of the school (Daily, 2020).

Researchers have found out that the study of school climate is very useful for school improvement efforts and for better understanding how schools function. On the otherhand, it was also revealed that school climate could be a powerful thing that could foster resilience or it could become a risk factor or a threat for students, teachers, administrators, parents, and other members of the school community.

According to Glynn (2002), work life balance is a growing recognition that individuals require a satisfactory balance between the demands of work and personal life. Persons participating in continuing education and other activities outside their workplace have a better health, live a healthier life style, access new social networks, have a better sense of well-being and a greater motivation for continued learning.

The researcher noticed that teachers in the District of Patnongon I have different perceptions when it comes to the climate of their respective schools and even had devised different work-life balance activities because they carry a 40-hour workload per week; 21 to 24 hours of which are spent in actual teaching and the rest is spent in doing teaching - related work and other assignments which requires them to work often late at night, report early in the morning for their classes, and continue to do their school work at home hereby reduce their chances of being at risk to different forms of pressures and enhance their quality of life.

It was based on the aforementioned premises that this study on school climate and work-life balance of the public elementary school teachers in the District of Patnongon I was conceived.

Methodology

This study utilized the Descriptive Qualitative research design. According to Kumar, 2011, it is a design in which the main focus is on description, rather than examining relationships or associations, is classified as a descriptive study. A descriptive study attempts systematically to

describe a situation, problem, phenomenon, service or programme, or provides information about, say, the living conditions of a community, or describes attitudes towards an issue”.

The researcher asks respondents about their knowledge relevant to a particular phenomenon. The phenomenon that the researcher is addressing has happened sometime in the past and the researcher cannot find any other way to describe it.

This design is appropriate to be used in this study because the researcher wanted to explore the perception of teachers in terms of the school climate and the different work-life balance activities they have adopted. There were 7 teacher-participants in this study. All the 7 teachers are teaching in the Elementary level in the Districts of Patnongon I and II, in the Division of Antique. They were chosen using the following inclusion criteria: Number of years in teaching, Gender/Sex, Teaching Position/rank and age.

The researcher utilized a Researcher-made interview guide that was based on the statement of the problem in order to collect the necessary information from the teacher-participants. In the conduct of this study, the researcher made sure that necessary letters of consent are secured and proper coordination with people who have direct involvement in this study is properly conducted. In addition, letter of informed consent was given to the participants to orient them on the purpose of the study and for them to know their extent of participation in the study being undertaken.

The researcher ensured the anonymity of the participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

1. Out of the responses, majority of the participants experienced various encounters relative to school climate. Teachers perceived school climate either positive or negative. They enumerated their different perception toward their own idea on school climate and their actual experiences on their school, namely: positive school climate, foster safety and disciplined environment, child friendly and prioritized wellbeing, strong and good leadership of school head, school head-to-teacher good relationship, teacher-to-teacher harmonious relationship, teacher-to-student sound relationship. They also categorized aspect of a negative school climate namely: poor student academic achievement and performance, school head-to-teacher conflict, teachers-to-teacher conflict. These positive and negative school climate within the school environment exist if one was intensified and

uncontrollable. Person and environmental aspect might had contributed to this phenomenon since these two were the main elements of school climate. These will clearly impact the teaching and learning process.

2. Prioritizing health was the top one in the list, since the teachers believed this was the first one to be improved and maintained. Having good health gave you opportunity to be active at home and in school. Healthy lifestyle kept you going and could help you fulfilled job without any difficulties. Failure to address health problems was dangerous and lethal to both personal and professional aspect of the teacher.
3. Proper work schedule and Time Management also emerged withing the work balance practices of the teachers. When working one must had working schedule and must manage it properly to be productive and avoid delay in work.
4. To make work effective and low mistakes rate one must be truthful to working skill. She or he must know their limitation to far they could go. If one knew to handle the situation or task that his/her superior had given to him/her then it was very admirable to pursue and finished it, however it was not then this was the time to learn to say “no” suitably.
5. Personal and Professional life must not contradict with each other, that the main point of the respondent over this practice. Respondent took consideration of balancing time between personal and working time to avoid overwhelming the other and to evade work related problems in the future.
6. Teacher-to-Parent Conferencing was one of the coping mechanism that the teacher utilized in order to address low parents’ involvement to school activities and updated them about the children’s progress in school. This method helped the teacher clarify and explain problem with the stakeholder and the school. This also gave the stakeholder knowledge about what was happening inside the school and how important was the parent involvement and contribution towards school programs.
7. Teachers referred to have positive mindset towards the problem. They maintain rational and healthy perception in dealing with the problem. This method of coping mechanism gave opportunity to teachers to meticulously pointed out the proper process to target problems and concluded to a better solution and outcome rather that stressing oneself ending to a more chaotic and incomprehensible results.
8. Engaging to personal and professional development was another coping mechanism of the teacher. This served them avenue to gain knowledge about the problem they had. This also

equip them with elaborate and structure sets of strategies and intervention to resolve their problem. Self and work improvement gave the respondent a more inclusive perspective towards the problem and avoid holistic stress and numerous errors in work.

Conclusion

1. Teachers were mostly experiencing varied problems and challenges relative to their school climate. Most of the teachers having difficulties toward declining involvement of parents and stakeholders to the school, poor learner's academic performance and proper discipline.
2. Teachers utilized different work-balance activities to create a positive school climate and most of them employed proper scheduling and time management. They also prioritized their health aspect to properly contributed to the progress of the school.
3. Despite of these difficulties, teacher maintain conclusive outlook towards work and workplace. They harbored to different coping mechanism to address the developing troubles toward school climate. Teachers were known to be researchers and intervention implementers, since they were exposed to many trainings and conventions in relation to addressing existing problem with the workplace, specifically to the learners. Re-echoing it to their colleagues and reinventing proper strategies to cope with it thru the underlying caution and confidence.
4. The researcher was more positive when participants have given more concentration upon developing personal and professional development through all-inclusive approaches such as physical and mental health program, improving optimism towards the work and workplace and life, professional mentoring and fostering better relationship with God, which can completely facilitate improvement upon their personal, professional social, spiritual aspects.

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Changed Knowledge Sharing System and Innovation Intention Towards Continuous Quality Improvement in One University System

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Abstract

The occurrence of the pandemic has drastically changed the whole world on its effect on different organizations, most especially on the educational system which yields a greater famishment for continuous quality improvement. Thus, the changed knowledge sharing system and innovative intention is one of the key factors for such. This study aimed to assess the changed knowledge sharing system and innovative intention toward continuous quality improvement in one university system in the Philippines. This descriptive study was participated by 261 faculty members of five schools of a university system. It made use of a modified questionnaire as its primary data gathering instrument, having an excellent remark of its 0.925 Cronbach's Alpha. The needed data were encoded, tallied, and interpreted using different statistical tools such as frequency distribution, ranking, weighted mean and F-Test, Shapiro-Wilk Test, Spearman rho, and were further analyzed and interpreted through PASW version 26 using 0.05 alpha levels. From the results, it was concluded that there has been a strong response from the university towards the Changed Knowledge Sharing System, its teachers possess a strong innovative intention. Further, there is a strong positive presence of continuous quality improvement practices regarding the different processes of the university system. Moreover, there is a high relationship regarding the changed knowledge sharing system, innovative intention, and continuous quality improvement. Various recommendations were posted by the researcher including a continuous quality improvement plan.

Keywords: *Changed Knowledge Sharing System, Continuous Quality Improvement, Innovative Intention, University System*

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Introduction

The occurrence of the pandemic has surprised the whole world on its effect to the educational system. As lockdowns were implemented, the schools and universities were temporarily closed. To ensure continuity of instructions, alternative arrangements have been made for class, examination, and student's assessment; thus, the knowledge sharing system has changed. It was the first time for all the students to attend a pure online class which landed to some problems like limited access to devices and in transition of knowledge sharing system.

The shift to knowledge sharing system could directly affect the quality improvement of instruction and processes provided by each school. With this, a great leap to innovation has become a strategic priority that gives emphasis on new processes, delightful services, and innovative products (Caniels & Veld, 2019). This innovation intention typically includes exploration of opportunities and the generation of new ideas, which are creativity-related behavior. This also include behaviors directed towards implementing change, applying new knowledge or improving processes to enhance personal and/or performance.

The number of students studying in different tertiary education institutions around the world is getting bigger and bigger which calls for a greater emphasis on quality education among higher institutions of learning. However, there are several challenges being faced by HEIs when it comes to management of quality assurance.

With the challenges being faced by educational institutions, it is timely to address the quality needs of schools; whereas, the intention of the management, together with their instructors, in progressive innovation is equally highlighted. In this situation, as establishing a new method of teaching-learning, it becomes important to know the perspectives of the teachers on how willing they are to embrace innovation.

Further, the outcome of the study will be a vital material for each institution's processes. Being a part of an organization which strongly aims to provide and assure quality in every aspect of their practices, it is but relevant for the researcher to measure these aspects. Each center of learning is dedicated to holistic quality improvement as they are also emphasized in different CHED memorandum orders (CMOs) in Teacher Education curricular programs. A continuous quality improvement plan could also assist the restructuring of every university's work instructions and existing programs, ensuring that quality is frequently evaluated; likewise, policies and procedures will also be refined to reinforce quality performance.

Methodology

Design

Due to the nature of the study, the researcher decided to employ a descriptive research design. Ritchie, J., et. al. (2018) have mentioned that the researcher will be able to observe a massive population and make required conclusions about the variables by using the descriptive method.

Participants

The study's participants are instructors who have experienced the transition of knowledge sharing system of a certain school system of a higher educational institution (HEI) in the Philippines. Categorically, they came from the different colleges and are teaching in the numerous programs provided by the said institution.

The participants of the study are the 261 instructors of a private higher educational system in the Philippines. This sample size will be computed from a population 810 respondents. Based on such population, the sample size has a response distribution of 0.50, a confidence level of 0.95 and a 0.05 margin of error.

Instrument

The instrument has three parts containing the three variables of the research: changed knowledge sharing system, innovative intention, and continuous quality improvement.

For the changed knowledge sharing system, the indicators were adopted from "Measuring the Students' Perception towards Changed Knowledge Sharing System during the Pandemic: A Case on Public Universities of Bangladesh" by Rahmann, et al. (2022). The said variable had five constructs: learning environment, satisfaction level, technical efficiency, mental health, and institutional efforts. The researcher will use a 4-point Likert-type scale ranging from strongly agree to strongly disagree.

It also used the innovative work behavior scale developed by Dahiya and Raghuvanshi (2020). The said part consists of 20 items categorized into five: opportunity exploration, idea generation, information investigation, idea championing, and idea implementation and application. Using a 4-point Likert-type scale, the respondents answered questions ranging from strongly agree to strongly disagree.

The last part, which discusses the Continuous Quality Improvement was adopted from Rodriguez (2022)'s study on Assessing the Practices on Continuous Quality Improvement among Teacher Education Institutions in Basilan, Philippines with the following dimensions: academic program review, benchmarking, accreditation, and SWOT Analysis. The respondents will be answering among the range of highly evident to not evident.

Based on the reliability test, there has been an excellent consistency on the instrument, exhibiting a 0.925 Cronbach's Alpha value. This was validated by the excellent remarks from Innovative Intention (0.936) and Continuous Quality Improvement (0.958), and a good remark from Changed Knowledge Sharing System (0.827). This guarantees that the instrument at hand passed reliability index test.

Procedure

After the proposal and approval of the topic and instrument, the researcher directly proceeded to the Higher Educational Institution. For the first visit, the researcher requested for the total number of employees who participated in the study and sought for permission in conducting such research. Further, the researcher, after taking the consent of the employees, facilitated the answering of the questionnaire. After obtaining the information, the data were further analyzed for the researcher to gather sufficient data and information from related researches, books, articles from the library, other educational institutions, and the internet.

Data Analysis

The needed data were encoded, tallied and interpreted using different statistical tools such as ranking, weighted mean and F- Test. The above mentioned tools were used based on the objectives of the study. The result of Shapiro-Wilk Test may that p-values of two variables are less than 0.05 which would mean that the data set is not normally distributed. Likewise, Spearman rho could be used to test the significant relationship between responses on the indicators. All data were treated using statistical software, PASW version 26 using 0.05 alpha levels.

Ethical Consideration

The research observed ethical considerations such as voluntary participation and informed consent. These principles were followed to guarantee that all human subjects are choosing to participate of their own free will and that they have been fully informed regarding the procedures

of the research project and any potential risks. With these, ethical standards also protected the confidentiality and anonymity of the subjects.

Findings

Institutional efforts are essential in the promotion of lifelong learning. They offer a unique capacity to develop skills and foster knowledge, and the potential to mobilize educational resources and provide learning opportunities for diverse populations. It implies a fundamental shift from educating young students to encouraging learners from various backgrounds to enter higher education at different ages and stages of their personal and professional lives.

Institutional quality continues to be extensively researched. A significant body of research contends that while poor institutions frequently impede development, effective institutions foster the growth of learners. The effectiveness and professionalism of lifelong learning at higher education institutions can be improved through quality assurance methods.

A learning environment somehow helps students pay attention and concentrate better, facilitates meaningful learning experiences, boosts student achievement, and inspires them to use more advanced thinking abilities. But this does not apply to everyone; some learners are not dependent on the environment when they're learning. It is more important for them to focus on learning rather than paying attention to their surroundings.

Among the indicators mentioned above, idea generation obtained the highest weighted mean. Since idea generation is an important aspect of creativity. For teachers, this is an essential skill that can help them develop engaging lessons and activities for their students. By generating new ideas, teachers can create innovative and effective teaching methods that keep students motivated and engaged in the learning process. Also, they can develop innovative solutions that address the needs of their students and the educational environment. This idea can help them stay current with the latest trends and best practices in education.

Furthermore, idea championing got the lowest weighted mean but was also interpreted as agree. This indicated that idea championing can be a motivating factor for teachers, even if idea generation is more important to them. By promoting new ideas and advocating for change, they can feel a sense of purpose and passion for their work. This can lead to greater engagement and enthusiasm for teaching, which can ultimately enhance the learning experience for their students.

Among the dimensions under continuous quality improvement, accreditation obtained the highest weighted mean of 3.72 which is interpreted as highly evident. This ensures that an

educational institution or program meets established standards of academic excellence. Accreditation is also important for employers who want to ensure that job candidates have received a quality education. Employers may look for candidates who have graduated from accredited institutions or programs, as this provides assurance that the candidate has the necessary skills and knowledge to be successful in the job.

Benchmarking got the lowest weighted mean but was also interpreted as highly evident. This can help educational institutions set performance targets. By comparing their performance against industry standards and best practices, institutions can set realistic targets for improvement. By identifying best practices and industry standards, institutions can improve their offerings and differentiate themselves from competitors.

Technical Efficiency has been shown to be Highly Significant in the four variables of Academic Program Review, Benchmarking, Accreditation, and SWOT Analysis as a consequence of the p-value being less than 0.05 level.

In terms of accreditation, data collection, recording, and storage are essential for preserving the knowledge required to meet the objectives. In accordance with this, the benefits of technology's assistance are due to its attributes. Additionally, the instructors' fundamental record-keeping abilities will be a significant assistance in pinpointing areas that require development. The staff members will be able to gather the internal actions completed by the company that may be used again soon thanks to their degree of technological literacy and skill.

Academic Program Review has a high significant relationship with idea generation, idea championing and idea implementation and application. The goal of reviewing academic program is to steer the development of academic programs on an ongoing basis.

Conclusion

1. There are evident efforts in response to the changed knowledge sharing system.
2. Teaching personnel of the university systems generally possesses innovative intention.
3. There is a strong presence of continuous quality improvement practices regarding the different processes of the university system.
4. There is a high relationship regarding changed knowledge sharing system, innovative intention, and continuous quality improvement.

5. A program that will help promote continuous quality improvement was devised from a given framework.

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The Lived Experiences of Multigrade Teachers in the New Normal

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Abstract

The intention of the current study was to find out the lived experiences of multi-grade teachers in the new normal. The phenomenological research design was utilized with seven multi-grade teachers involved as research participants. These multi-grade teachers were obtained using the purposive sampling in the identified schools with multi-grade education program in the District of Malinao, Philippines. The data were analyzed and interpreted using thematic analysis employing Colaizzi's method. The study used semi-structured interview guide instrument in gathering the data. The themes generated were categorized into subthemes: far location, big responsibility, new environment and people, insufficient trainings and seminar, and challenging yet rewarding experience. The challenges encountered by the multigrade teachers in multi-grade classes in the new normal were classified into: lack of school facilities; lack of learning materials; construction of differentiated learning materials and assessment tools; and insufficient time. In terms of their coping mechanism on the experienced struggles in teaching multi-grade classes, the findings revealed that all teachers were extremely motivated by their positive outlook, thus, surmounted the experienced struggles in teaching multi-grade classes. Based on the result of the study, a proposed program entitled "Recovery Program for Multi-Grade Teachers Teaching in the New Normal" was created in sustaining school performance in implementing multi-grade education program.

Keywords: *Lived Experiences, Multigrade Teachers, Teaching, New Normal, Recovery Program*

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Introduction

Teaching in multi-grade classes is a form of education, which can meet the needs of many different countries as far as improving and developing teaching-learning process, eradicating illiteracy and achieving universal education are concerned because there are schools with a few students in many remote areas and border towns and even in some cities.

There are three schools in the District of Malinao that offer multi-grade education, namely: Angeles Ibardolasa Elementary School, Cogon Elementary School, and Sipac Primary School. In the normal days, the nature of these classes is in such a way that the teachers divide the time for a learning session into the number of grades in the class. In other words, a combination of two grade levels occurred in a class or two grade levels in a class under one teacher. In such cases, the teachers do not have enough opportunity for grade-to-grade training, yet, in single-grade classes, learners are the same in their grade level regardless of age and sex. Additionally, when the pandemic emerged, the teachers became more challenged in the new mode of learning.

Based on the experiences of the teachers who are teaching in the multi-grade class, they need to double their time in preparing the learning modules for the learners, the insufficient resources which can intensify the situation and in facilitating their concerns related to the modular classes in a multi- grade system. They also need to monitor the progress of the learners with equal attention for both classes in multi-grade. Their effort as teachers were doubled as well as their responsibilities.

It is in this ground that the researcher wanted to conduct the study on the lived experiences of multi-grade teachers, the challenges they have encountered in teacher multi-grade classes as well as their coping mechanism to overcome these challenges.

Methodology

Descriptive- phenomenology was used as the research design of this study. The study utilized seven multi-grade teachers as research participants. They were obtained using the purposive sampling in the three identified schools with multi-grade education program in the district of Malinao. In Angeles Ibardolasa Elementary School, there were three participants. There were also three multi-grade teachers that came from Cogon Elementary School, and one research participant was taken from Sipac Primary School.

In this study, a researcher-made interview guide was used to gather data. In addition, all questions included in the instrument was prepared by the researcher with the guidance of the research adviser.

The researcher used thematic analysis in analyzing the different answers of the participants after the focus group discussion. The verbatim responses of the participants in the FGD were interpreted by providing closest possible meaning which were categorized to formulate themes. The themes represented the perceived response to questions utilized during the FGD.

The researcher protects the participants in the conduct of research study by obtaining informed consent of the participants as well as the nature of the study, the parents that their participations was voluntary, that they may withdraw at any time without penalty; and that they may choose not to answer any question. There is honest disclosure about the purpose and intent of the research. Furthermore, the researcher respects the privacy, confidentiality, and cultural sensitivities of the participants and of their communities. All collected data is confidential and/or de-identified, unless there is a legal requirement to report this data (Standards for Ethical Practice, 2018).

Findings

The lived experiences of the Multigrade Teachers handling multi-grade classes during the New Normal were categorized into the following subthemes: challenges in the community's environment and population, insufficient trainings and seminars related to their professional growth, fulfilling call of duties and responsibilities in school and challenging yet rewarding job. Teachers experienced different challenges but these challenges helped them realize how dedicated they are in their profession.

The challenges encountered by the Multigrade Teachers teaching multi-grade classes in the New Normal were classified into the following: the location of the school is beyond the horizon, lack of school infrastructure, lack of educational resources, building differentiated learning resources and assessment resources, not enough time to create various teaching materials and students' learning difficulties in various subjects. It was observed that most of the schools in the area catering multi-grade class were far from the residences of the teachers. Most of the teachers provide for their transportation to reach their place of duty.

In terms of their coping mechanism on the experienced struggles by the teachers, the following coping mechanisms were shared: motivation to learn more and aim higher, positivity in the aspect of teaching and learning, reflection in their willingness to learn, time management in balancing different activities, contextualized learning materials and constant monitoring for learner's progress. All the teachers were extremely motivated by their positive outlook. Most of the multi-grade teachers believe they can do it with passion, positivity, and sound time management. The experiences during the new normal were tough and of they survived despite the challenges because all of them believe that they can always survive no matter how difficult life can be if you have a proper mind set with the right attitude towards achieving the goals set by the department of education.

Conclusion

Although teaching multi-grade classes was considered hard-hitting activity, on the general view, teaching multi-grade classes was considered enjoyable and rewarding teaching experience. Therefore, teaching multi-grade classes in far flung areas were still considered a fun-filled teaching experience for many.

Generally, multi-grade teachers experienced difficulties due to the demands of work while in the period of adjustment during the New Normal. The challenging responsibilities and demands on teachers handling multi-grade class require excessive strengths in doing multi-task, therefore, all the teachers experienced difficulties in delivering the basic quality education. These difficulties were also hardened due to lack of classrooms and the bulk preparation of learning materials. Therefore, handling multi-grade education was considered a difficult task. Teachers teaching multi-grade classes outshined their difficulties through positive outlook in life no matter how difficult the situation can be. Intrinsic motivation is the key in overcoming difficulties.

It is therefore recommended that Department of Education may provide sufficient funds, provide classrooms and learning facilities to make teaching and learning more effective and meaningful to sustain multi-grade teaching as the teachers will try their best to provide quality education specially in thinly populated rural areas. The Department may provide extensive trainings to the teachers specially in this New Normal learning modality.

Teachers may create innovative contextualized learning materials for the learners. Teachers perform their duties in the best way they can, but they should also prioritize their health and safety.

Lastly, to the School Administrator, in order to continuously develop the potential of teachers in terms of their teaching performance, they may conduct a monthly learning action cell session focusing on understanding the teachers' concerns, valuing their efforts, showing support and lending a hand whenever they need help are the best actions that the school administration must provide to their teachers.

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Gadgets and Learning in the New Era

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Abstract

This phenomenological research aims to find out the lived experiences on the use of gadgets in classroom learning among elementary pupils in the District of Makato, Division of Aklan. In terms of lived experiences of student-participants, majority experienced numerous problems on the use of gadgets in classroom learning. Keeping tracked of the lessons is the main advantage observed by the respondents. Most of them experienced the positive impact on using gadgets in their classroom learning. They asserted that aside from classroom teaching, the teacher also sends it through digital platform wherein they can keep track of the lessons from time to time and gave them opportunity to organize their own thoughts. Making use of gadgets helped them to meet, collaborate, share ideas and learn specific skills with peers. In terms of the challenges encountered, lack of internet access emerged to be on top. There were several coping mechanisms that the seven participants developed in order to address the challenges they encountered on the use of gadgets for classroom learning. This only confirmed the participants wanted to overcome difficulties and challenges encountered in a traverse of educational journey using alternative learning materials such as print and non-print materials aided learning.

Keywords: *Gadgets, Classroom Learning, Lived Experiences, Challenges, Coping Mechanisms*

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Introduction

Technology like gadgets had significantly and dramatically changed the educational landscape and it even played big roles in building and promoting quality education. Fatima and Santiana (2017) argued that as the latest instructional media in this globalization era, technology contributes good benefits in the educational sector, especially in teaching and learning process such as, helps the students to have new authentic and meaningful learning experiences, provides more fun and effective learning atmosphere to engage their effort and behavior, allows the students to work collaboratively and easily access the information that can increase their learning experiences.

Students of today's generation are growing up in a time where technology is constantly at their fingertips. The growing world of social media applications and internet sites spike interest among school children. Additionally, cellphones, computers, tablets, free Wi-Fi, gaming systems, and electronic-based toys are all the rage in today's society. Students are growing up in a time when technology is a competitive fad (Klopfer, et al., 2009)

However, relevant researches had proven that technology could change education negatively by dehumanizing educational environments, distorting social interactions between teachers and students, and isolating individuals when using technology. Too much screen time can affect physical health as well as their behavior, social engagement and attention span can also be affected. Manipulation is also rampant on today's social medias whereas people, most especially young people can be easily manipulated by the circulating information around their feeds.

As observed by the researcher, it was very alarming that many students are totally exposed to the use of modern technologies that is certain to cause bad effects most especially if not used properly. But we cannot deny the fact that the use of gadgets and modern technology like cellphone, laptop, and tablets could bring positive academic results to learners. Further, many students who are engaging themselves in modern technology particularly on social media sites, they tend to be influenced easily affecting their behaviors and learning development.

The researcher and as a public-school teacher at the same time felt the pressing needs to conduct a study which will enlighten her on the different lived experiences of learners in relation to the use of gadgets in their education and to propose a program which will benefit the learners.

Methodology

Phenomenological qualitative research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. According to Moustakas (2009), Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants. Understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning. In this process, the researcher brackets or sets aside his or her own experiences in order to understand those of the participants in the study (Nieswiadomy, 2005).

The researcher opted to use this design for its relevance and appropriateness to the research problem being undertaken most especially in drawing out the participants' first-hand experiences on the use of gadgets in their classroom learning.

The participants of the study were the seven learners of Mantiguib Elementary School taken from Grades 4,5 and 6. The participants were chosen purposively by the researcher based on her inclusion criteria. Likewise, the researcher used pseudonyms in order to protect the identity of the participants in this study.

Researcher-made interview guide that was based on the statement of the problem was used to collect the necessary and pertinent information from the learner-participants. Questions included in the interview guide were open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial information. The interview guide was divided into three parts.

Part I gathers information on the lived experiences of learners on the utilization of gadgets in classroom learning. Part II generates answered on the challenges encountered of learners while using the gadgets and Part III elicits information on the coping mechanisms of students to address the challenges encountered in using gadgets.

Prior to data gathering procedure, permission was obtained from the Schools Division Superintendent of the Division of Aklan and District Supervisor of Makato. Letter of informed consent explaining the purpose of the study and the extent of participation was given to the 7 learner-participant for signature.

Focus Group Discussion was scheduled and arranged by the researcher based on their availability and most convenient time. After the approval of the permits and confirming the

availability of the participants; the researcher personally gathered the qualitative data from the 7 learner-participants through the conduct of the Focus Group Discussion conducted on November 10, 2022. During the conduct of Focus Group Discussion; safety procedure and protocols were strictly complied. Wearing of facemask, face shield, washing of hands, using of alcohol and one-meter social distancing were likewise observed.

The researcher ensured the anonymity of the learner-participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act or the Data Privacy Act of 2022.

Findings

1. In terms of their Lived Experiences of student-participants; out of the responses, majority of the participants experienced numerous problems on the use of gadgets in classroom learning. Keeping Tracked of the Lessons is the main advantage observed by the respondents. Most of the student-participants experienced the positive impact on using gadgets in their classroom learning. They asserted that aside from classroom teaching, the teacher also sends it through digital platform wherein they can keep tracked of the lessons from time to time and gave them the opportunity to organized their own thoughts. Bridging Communication Gaps with Peers appeared on the experiences of the respondents. Making use of gadgets helped them to meet, collaborate, share ideas and learn specific skills with peers. The incorporation of technology in communication has made it easier than ever to share information. that they found ease in using communication technology device.
2. In terms of the Challenges encountered; Lack of internet access emerged to be on the top. Lack of internet access can affect a student's performance in classroom. Students without internet can't connect with teachers or classmates, do independent research, or get online homework help. The internet use was very useful in the improvement of the learning outcomes. But lack of internet connectivity ruins the pace and delivery of learning. Most of the respondent showed scarcity in connectivity expenses.
3. In terms of their Coping Mechanisms; Generally, there were several coping mechanisms that the seven participants developed in order to address the challenges they encountered on the use of gadgets for classroom learning. This only confirmed the participants wanted to overcome difficulties and challenges encountered in a traverse of educational journey. Using alternative learning materials such as print and non-print materials aided learning.

Learning materials can significantly increase learners' achievement. The use of classroom resources is important for both children and teachers to maintain an organized environment whilst helping children get the very most out of their learning experience. Most of the respondents were forced to borrow gadgets from my classmates, friends and neighbors. There are times that they cannot finish on doing assignments and research works because the owner then made me return the borrowed gadget on specified time.

Conclusion

1. The experiences personally encountered by the participants which were both positive and negative had left unforgettable lessons that they will forever remember. It made them resilient and strong that in spite of the limitations and problems they encountered during the height of the pandemic, still they continued their education by becoming more resourceful and productive.
2. Despite of these problems, student-respondents were flexible and open-minded. They were hopeful that the school is showing support for increased levels of technology in the classroom by providing hardware such as tablets and computers, enhancing internet connectivity, and implementing programs designed to improve computer literacy for both teachers and students. Although teachers generally appreciate the benefits of educational technologies, they often find smooth and effective integration of new educational technologies challenging.
3. The participants exhibited the values and character of being flexible, resilient, strong, resourceful and very innovative. They were able to come up with varied solutions to problems they had encountered.

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Lived Experiences of Teachers Teaching Intermediate Mathematics in Far Flung Areas

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Abstract

This phenomenological study examined the journey and reflections of intermediate mathematics teachers in far flung areas of the District of Malinao, Aklan. Specifically, it aimed to document and analyze the experiences, coping mechanisms, and insights of intermediate mathematics teachers. To know their insights about these themes, nine (9) teachers from three (3) far-flung were selected based on the data gathered from the District Office. The data were gathered through a researcher-made interview guide that was validated by the jury composed of four experts, one school head, one teacher major in English for the grammar, one Mathematics District coordinator and the researcher's thesis adviser. After the data gathering, the transcribed and analyzed data revealed that teachers in far flung schools need help to ease the problems they encountered in teaching due to limited resources, distance, and poor level of macro-skills in learners. Because of these findings, an upskilling program for teachers in far flung areas was recommended to help in the teaching-learning process. The proposal is a five-day program focused on how to help the teachers in far-flung areas on the difficulties they encounter. This includes education for all, teaching strategies in intermediate mathematics, contextualized teaching, instructional materials in intermediate mathematics, and tapping the LGU and NGO for help.

Keywords: *Lived Experiences, Intermediate Mathematics, Upskilling Program, Far flung Areas*

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Introduction

Teaching experiences is not a one size fits all situation; each teacher has their own dilemma that they need to address to deliver a holistic education for their students. Teaching in far-flung schools is indeed a difficult case for teachers have to endure the struggles to face every day. The District of Malinao is located in the hilly part of the province of Aklan does most schools that are located in the far-flung barangays struggles to teach intermediate Mathematics due to lack of resources, its accessibility and poor macro-skills. Towards this end, identifying the problems and challenges of these teachers can be used as a basis to make an upskilling program to help them overcome the struggles they have to go through,

The goal of this study was to examine the journey and reflections of teachers teaching intermediate mathematics in far flung areas of the District of Malinao, Aklan. Specifically, it aims to document and analyze the experiences, coping mechanisms, and insights of intermediate mathematics teachers in far flung areas of Malinao.

Methodology

This study utilized Phenomenological Research Design. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

It was conducted at the far flung schools in the District of Malinao. These schools are known as the Sugnod Elementary School, Angeles Ibardolasa Elementary School and Osman Elementary School where the identified participants were the 9 intermediate Mathematics teacher of the said school.

It utilized a researcher-made interview guide as a measurement device. This instrument was used to know the personal experiences of teachers which was composed of three parts: lived experiences in teaching intermediate mathematics, challenges they encounter as intermediate mathematics teachers in far flung schools, and coping mechanism of teachers.

The instrument in this study underwent a content validation by a jury composed of four members who were selected for their expertise.

The researcher ensured the anonymity of the participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

The lived experiences of teachers in the far flung schools of Malinao is far more different from teachers in the central schools. They have different challenges and coping mechanism.

In terms of the challenges encountered by the teacher-key informants, two problems emerged. First is that there is little to no resources present in the schools in far – flung schools. Second, due to pandemic and other factors, the learners have poor level of macro-skills.

In terms of the coping mechanisms adapted by the teachers, 3 of them said that to engage the learners in the lesson, the key informants use multi-media while others use different visual aids. Also, drills are constantly given to learners to prove understanding of the lesson.

Based on the problems encountered by the key informants, the researcher has come up with a five - days upskilling program that focuses on the following topics:

- A. Education for All
- B. Teaching strategies in Intermediate Mathematics
- C. Contextualized Teaching
- D. Instructional Materials in Intermediate Mathematics
- E. Tapping the LGU and NGO for help.

Conclusion

Teachers teaching in far flung areas has the drive to teach even though their station is far from home. With little resources, they can be creative and strategic in delivering their lessons. Multimedia is of great help in teaching mathematics especially to children. With it, the learners are more engaged and excited to learn.

Not only did distance made the teaching and learning process hard, but also, the pandemic caused learners to develop poor macro-skills that hinders continuous learning which give frustrations to the teachers. Bridging the gap in terms of macro-skills is more complicated because of different factors like quality of education due to absences and lack of resources.

To ease the problems mentioned above, proper leadership and training is needed by the teachers in far flung areas.

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Lived Experiences of Alternative Learning System Learners During the Pandemic

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Abstract

COVID-19 pandemic has affected the country's educational system including the Alternative Learning System (ALS). The ALS adapts to the new normal of teaching using the modular learning. This phenomenological qualitative research design aimed to determine the lived experiences of the 7 ALS learners during school year 2021-2022. In-depth interviews on the participants were conducted. Data gathered showed 6 essential themes: (a) student-mothers with dual roles; (b) student-workers: learning while earning; (c) unemployment/unable to find work; (d) difficulty in coping modular instructions; (e) resilience and hope; and (f) overcoming challenges. Most learners did not completed their portfolios and preferred to work due to the difficulties in the scheduled distribution and retrieval of modules, financial problems including the sudden increase in transportation fare, male learners need to work to provide the needs of their family, and female learners need to prioritize their children and do household tasks while the husbands are working. The study determined the most effective interventions for these learners to obtain satisfactory rating in their presentation portfolio assessments at the end of the school year.

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Introduction

This Phenomenological Research aimed to identify the lived experiences of the 7 Alternative Learning System (ALS) learners of the Naile Community Learning Center enrolled for School Year 2021-2022 during the pandemic. Teaching diverse learners in the Alternative Learning System had showed that this particular problem occurs rampantly in the day-to-day routine. Due to the implementation of modular learning and various challenges that the ALS learners encountered including financial difficulties while working for the family, struggle with the use and availability of technology; and personal problems on health, stress, and learning style. The researcher wants to study this problem to formulate intervention that could answer these challenges.

Methodology

In this study, the phenomenological qualitative research design would utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. This study was conducted in Barangay Naile, Ibajay, Aklan and adjacent barangays, Rizal, Naligusan, and San Jose. The participants of the study were the Alternative Learning System learners of Naile Community Learning Center, School Year 2021 – 2022, randomly selected in Barangay Naile, San Jose, Naligusan and Rizal. The subject of the study were composed of seven learners. Three of them are males and four are females. Participants were selected and coded using the pseudonyms and profile. Researcher-made interview guide that was based on the statement of the problem will be used to collect the necessary information from the learners. Questions included in the interview guide are open-ended or unstructured in nature so that it would enable the researcher to insert follow-up questions to extract the most comprehensive and substantial information. Colaizzi's method of data analysis will be used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. In the conduct of this study, the researcher made sure that necessary letters of consent were secured and proper coordination with people who have direct involvement in this study was properly conducted. The researcher ensured the anonymity of the learner-participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

There were 4 essential themes generated as their lived experiences (a) student-mothers with dual roles; (b) student-workers; learning while earning; (c) face-to-face learning becomes modular; (d) experiences on acquiring more lessons on pandemic. The learner-participants of this study were mothers and laborers. Student-mothers take good care of their children, doing household chores at home while studying their modules. Learners who lost their jobs take part time jobs to help their families during pandemic. In the difficulties encountered by the participants, it was categorized into 3 themes; (a) unemployment/unable to find work; (b) no load for data connections or internet access; and (c) difficulty in coping modular instructions. Since the type of learning delivery in times of pandemic was modular, the participants were not able to follow the scheduled distribution and retrieval of modules in Naile CLC. One reason was the unaccomplished activities in the Activity Sheets. Because of the unavailability of load for data connections/internet access, and no face-to-face classes were allowed, learners were not able to interact with their teacher to ask questions with regards to their lesson. In this case, processing of the module's content was very hard for them and lack of explanation coming from the teacher. For this regard, it was a big help for learners that they could access some online learning resources and use these resources as their basis in understanding their lessons or references for learning. There were 3 coping mechanisms shared by the participants in addressing the challenges they encountered; (a) drawing strength from God, family and friends; (b) doing useful things at home with family; and (c) maintain positive communication with family and friends.

Conclusion

1. Pandemic taught ALS learners' different lessons in life that could help them to survive in their day-to-day living.
2. Unemployment or unable to find work during pandemic was their biggest challenge. They could not support the needs of their family especially their basic needs.
3. The participants were able to come up with different coping mechanisms to combat challenges they encountered in relation to their education as ALS learners which only confirms that they are resilient.
4. Problems, issues, challenges, and difficulties encountered by the ALS learners while battling with COVID-19 pandemic could be addressed if relevant and appropriate programs would be implemented.

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Inflation Accounting: Price Index During Inflation vs. Historical Cost

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Abstract

This paper explores the significance of inflation accounting in adjusting financial statements to account for the impact of inflation on the economy. It examines the restatement of balance sheets and income statements, and it discusses the limitations of historical cost using price indices to reflect changes in the value of monetary and non-monetary assets and liabilities. By considering the erosion of the purchasing power of money and the appreciation of non-monetary assets, inflation accounting provides a more precise illustration of a company's financial position, performance, and cash flows. The constant purchasing power Accounting (CPPA) method is highlighted as a useful technique to address the limitations of historical cost accounting in inflationary environments. However, the application of inflation accounting varies across countries and depends on economic and regulatory factors. The paper suggests the need for further research to investigate the implications of inflation accounting on different industries, economies, and financial reporting frameworks. It emphasizes the ongoing relevance and discussion surrounding inflation accounting methods and their implementation in practice, aiming to provide stakeholders with a better understanding of financial performance in inflationary contexts.

Keywords: *Inflation accounting, constant purchasing power accounting, financial statements, price index*

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Introduction

This paper examines the implications of inflation on financial reporting and accounting practices, with a focus on the comparison between price index and historical cost accounting methods. It also considers the use of the Constant Purchasing Power Accounting (CPPA) method and the regulations outlined in IAS 29 and FAS 33 for adjusting net assets in the presence of inflation. The study aims to highlight the importance of accurate inflation accounting and its impact on financial statements. It aims to:

1. Investigate the effects of inflation on financial reporting and accounting practices.
2. Compare the price index method with historical cost accounting, taking into account the regulations outlined in IAS 29 and FAS 33.
3. Examine the use of the Constant Purchasing Power Accounting (CPPA) method for restating financial statements.
4. Analyze the implications of different accounting methods on financial ratios and performance indicators.
5. Contribute to the corpus of knowledge by providing insights into the benefits and challenges of inflation accounting methods.

Methodology

The research methodology includes a comprehensive analysis of restated financial data tables using the Constant Purchasing Power Accounting (CPPA) method with different inflation assumptions. Research design focuses on practical application and scenario analysis. Ethical considerations related to the use of financial statements and adherence to accounting principles and standards are essential in conducting the research.

To illustrate the practical application of the CPPA method, the balance sheet, income statement and cashflow statement of Royal Dutch Airlines Company are considered. The study explores three scenarios with different levels of inflation and applies the restatement methodology. Assumptions are made regarding the indexing of revenues. The corresponding ratios are computed and compared to assess the impact on performance indicators. The analysis reveals that indexing revenues improves liquidity, profitability, and solvency ratios, particularly in the cash flow statement analysis where corrections are minimized compared to historical cost accounting.

Inflation accounting using the CPPA method provides additional information to analysts and stakeholders, enhancing the understanding of financial performance.

The CPPA method involves adjusting the balance sheet and income statement based on the relationship between non-monetary assets (N), monetary assets (M), liabilities (L), and proprietor's net worth (P) as demonstrated by the balance sheet equation:

$$(N_t + M_t = L_t + P_t) \dots \dots \dots \text{eq.1}$$

The opening balance sheet is corrected using a general price index (p) to derive the restated closing balance sheet

$$(P_{t+1} = N_t(1+p) + M_t - L_t) \dots \dots \dots \text{eq.2}$$

Additionally, the CPPA profit (YCPP) is calculated by subtracting the restated opening balance sheet from the restated closing balance sheet, highlighting the impact of inflation on profits, including gains on borrowings and losses on lending and holding money.

Overall, the research contributes to the understanding of the effects of inflation on financial statements and highlights the benefits of the CPPA method in providing additional insights to analysts and stakeholders.

Findings

The restated financial statements with the CPPA method account for the impact of inflation on historical costs, allowing for a more accurate assessment of the company's financial performance and position.

The restated balance sheets reveal the significant impact of different inflation assumptions on the company's financial position. Higher inflation rates result in substantial increases in both assets and liabilities, highlighting the importance of considering the effects of inflation when evaluating a company's financial statements.

The restated income statement shows higher revenues, EBITDA, income from current operations, and profit for the year. This reflects the impact of inflation on the financial performance of the company.

Conclusion

Inflation accounting plays a crucial role in adjusting financial statements to reflect the impact of inflation on the economy.

By restating balance sheets and income statements using price indices, inflation accounting provides a more accurate representation of a company's financial position, performance, and cash flows.

The constant purchasing power accounting (CPPA) method, which adjusts historical costs based on changes in a general price level index, is a useful technique for addressing the limitations of historical cost accounting in inflationary environments.

The application of inflation accounting varies across countries and depends on economic and regulatory factors.

Companies operating in hyperinflationary economies may have specific inflation accounting standards, while others may have the option to choose between historical cost accounting and inflation accounting methods.

The financial ratios analyzed with respect to inflation and compared to price index and historical costs provide insights into the company's profitability, asset utilization, debt levels, and solvency under different inflation assumptions.

Recommendations and suggested areas for further research to enhance understanding of the implications and implementation of inflation accounting in various settings:

1. Investigate the implications of inflation accounting on different industries, economies, and financial reporting frameworks.
1. Explore the impact of inflation on financial ratios and the comparability of financial statements across countries with different inflation rates.
2. Analyze the challenges and practical considerations in implementing inflation accounting in practice.
3. Examine the ongoing relevance and discussion surrounding inflation accounting methods and their implementation in different contexts.
4. Understand the implications of inflation accounting on decision-making by investors, creditors, and other stakeholders.

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Project ARCHIMEDES Video Lessons: Its Effect on the Academic Performance in Mathematics of Grade Six Learners

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Abstract

The purpose of this study was to determine the effect of Project ARCHIMEDES Video Lessons on the academic performance in Mathematics of Grade 6 learners in a public school in Aklan. Using the quasi-experimental matching-only pre test – post test design, the study examined two comparative groups of learners. The control group and the experimental group comprised of 20 learners each, matched-paired based on their general average in Mathematics in grade 5. The control group used the conventional modular modality while the experimental group was exposed to video lessons of Project ARCHIMEDES. The pre-test result of the control group and experimental group was both average in rating which was ideal for the study since the two groups possessed similarities in rating. The mean score of the post-test of the experimental group was higher than that of the control group which was 27.05 and 24.60, respectively. Consequently, both appeared to be high in rating with the T- value of -1.399 and p-value of .170. However, the difference was not significant at .05 level. The post-test result revealed that the conventional modular learning and the utilization of video lesson were both effective since teacher's intervention provided students with direct instructional support in the learning process. However, the Project ARCHIMEDES was still an effective learning enhancement tool and may be used with teacher's intervention to improve the mathematics performance of the learners.

Keywords: *Project ARCHIMEDES, effect, video lesson, mathematics performance, quality education*

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Introduction

The use of video lessons as a teaching tool has a favorable effect on the students. Videos offer potential for in-depth learning by combining different learning data, such as pictures, movement, and music, according to Greenber and Zanetis (2012). This ensures control over information reception and enables learning to occur at individual rates. The affective component is developing as the students begin to show interest in the video lessons. Their capacity for memory and a deeper comprehension of information both fall within the cognitive category. The psychomotor component occurs when students can independently solve problems, which can be practiced repeatedly with the use of video lectures.

Since the recent pandemic, teachers have become more creative in how they approach their lesson plans and connect learning to students. Use of video courses is one of the best methods for accomplishing that. Given that the majority of the students in the school were not familiar with the other online platform, it is obvious that it has become the most appropriate given the nature of the problem. Additionally, videos can be implemented practically in the modern classroom for educational purposes.

Through Project Archimedes (Aklanon-based Resources for CHildren's Mathematics Education and Development Strategies), Deped Aklan developed video lessons as standardized instruction tools in mathematics to give the students a learning environment where they could proceed at their own pace in response to the issues during the pandemic. According to the Department of Education - Division of Aklan (depedaklan.online), Project ARCHIMEDES aims to provide supplementary digital resources transformed from existing printed modules as a supplement to support students for easier and better Mathematics teachers who are particular about the lessons and understand the needs of the students.

The teacher-researcher also made the decision to carry out the study in order to assess the impact of the aforementioned project on the mathematics academic performance of students in grade six at Buswang Old Bakhaw Sur Elementary School for the academic year 2022–2023.

Methodology

Quasi-Experimental research is applied in this study to quantify the effectiveness of the Project ARCHIMEDES. A quasi-experiment was employed to identify the comparison group that was similar to the treatment group in terms of the characteristics of the intervention. It provided a

high level of evidence without randomisation. Since this study required the use of comparison group, it was much needed for a pair - matching which was the most effective method for equalizing group according to Lauren Thomas (2020).

The data were gathered through three stages: pre-experimental stage, experimental stage, and the post experimental stage.

Pre-Experimental Stage. The researcher submitted the letter of Permit to Conduct a Study to the office of the Schools District Office of Kalibo II of Aklan as noted by the school principal and the Public Schools District Supervisor. Likewise, a letter of Permit to Utilize the Project ARCHIMEDES was sent to the Education Program supervisor in Mathematics to seek for approval of the Division Office of Aklan. After the letters of permit were submitted, a scheduled orientation was conducted to inform the parents about the study and secured a letter of consent duly signed by the concerned parents. The videos from the Project Archimedes were downloaded and the test questionnaires were prepared by the teacher. The teacher-made test questionnaire was then checked and validated by the Northwestern Visayan Colleges Dean College of Education , Senior High School Principal and the Buswang Old Bakhaw Sur Elementary School Math Coordinator. After having prepared the necessary tools for the study, the 40 respondents were then grouped. The general average of the currently Enrolled grade 6 respondents for the school year 2021-2022 were collected and were used as the basis in match-pairing to equally group the respondents. Group A was assigned as the control group while the set B was assigned as the experimental group.

Experimental Stage. The teacher-researcher conducted the study on the First Quarter on September 12,2022 and ended on October 21,2022. Pre - Test was administered to both groups before the topic was introduced. After having completed the pre-test, the set A group which was the control group used the modular modality with teacher's intervention while the Set B group as the experimental group was exposed to the Project Archimedes Video Lessons. A total of 13 video lessons were exposed accordingly.

Post-Experimental Stage. A post-test was given to the two groups of respondent after the treatment. Test papers were collected and were carefully corrected. 1 point was given to every correct answer and the highest possible score was forty (40) points. The Pre-test and the post-test result were compared in order to evaluate the improvement of the learners in the test. A paired sample t-test was used to determine which methodology was more effective.

The results of the pre-test and the post-test were tabulated, analysed, compared and interpreted. Each correct answer was scored 1 point and 0 for every incorrect answer. The highest possible score that learner can obtain was forty (40) points and the lowest was (0).

Mann-Whitney U Test was used to compare the difference between the Pre-test and post-test of control group and experimental group. While Wilcoxon was used to compare the difference between the pre-test and post-test of the experimental and the control group result. The p-value must be greater than the tabular value to reject the null hypothesis. However, accept the null hypothesis if the t-value was less than the tabular value.

The teacher-researcher adhered to the ethical consideration when the study was conducted. There was no discrimination or any violation that had transpired regarding the responses of the respondents. Information and results of the study were gathered confidentially. The respondents participated willingly and were informed that they may withdraw their participation at any point during the process.

Findings

Based on the specific problems in Chapter 1, the following findings were evolved and presented. Both the control group and the experimental group performed at an average level based on their pre-test results. In comparison to the control group, the experimental group's level of post-test results is higher. The pre-test results of the experimental group and the control group did not significantly vary. The experimental group's pre-test and post-test results show a substantial change. The post-test results show no discernible difference between the experimental group and the control group in terms of performance level.

Conclusion

In the light of the findings presented, these conclusions were arrived: since the control group and experimental Group's pre-test scores were similar before the experiment, there was no discernible difference between them, which made the experiment a great success.

The post-test results of the responders show a considerable difference, giving the experimental group better scores. Given the fact that the experimental group outperformed the control group in terms of test results, it can be concluded that using Project ARCHIMEDES video courses in the classroom is successful.

Since teacher intervention was still crucial during the learning process, the level of difference between the pre-test and post-test results of the group using conventional modular learning was highly significant in comparison to the result of the group exposed to Project ARCHIMEDES. For whatever reason, the teacher's language was more persuasive when imparting instruction. However, both the control group and the experimental group saw an improvement in their academic performance, making both modalities beneficial. The post-test results between the experimental group and the control group, however, did not significantly differ. As a result, more time is needed to process the augmentation of the courses and produce more efficient video lessons.

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Effectiveness of Stress Management Skills Training on the Psychological Well-being of Individuals Who Experienced Job Loss due to Pandemic

Portia R. Marasigan

Abstract

Work provides manifest functions (i.e., financial income) and latent functions (i.e., a daily routine, socialization, purpose, social status, and regular activity). The loss of these functions negatively affects psychological wellbeing. This study determined the effect of stress management trainings on the psychological well-being of unemployed individuals. The study used quasi-experimental design with pretest-posttest. The population consisted of individuals who have lost their jobs and still are unemployed due to the COVID-19 pandemic. A total of 33 respondents were randomly assigned into experimental and control groups. The experimental group undergone stress management training and control group received no intervention. The instrument used was Psychological well-being scale by Carol Ryff. Data were analyzed using mean, standard deviation, frequency, percentage, and t-test. The results of the study showed no significant difference between the pre-test of control and experimental groups; a significant difference between the post-test of control and experimental groups; a significant difference between the pre-test and post-test scores of control group and a significant difference between the pre-test and post-test scores of the experimental group. The results showed that stress management training program can be a useful approach to increase psychological well-being of individuals who have lost their jobs.

Keywords: *Stress management skills training, Unemployment, Psychological well-being, COVID-19 pandemic*

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Introduction

The COVID-19 pandemic has taken serious toll to many people worldwide and had resulted in large increases in unemployment in many countries. The Philippines is no exception to the large increases in unemployment due to the pandemic since the Philippines had one of the longest lockdowns in the world in response to COVID-19. Studies have shown that people who loss their job are likely to be more stressed and eventually developed depression and anxiety symptoms and that not having a job can take a serious toll on their psychological well-being. Psychological well-being is an individual's emotional health and overall functioning. Many types of research indicated that life occurrences and events could influence psychological well-being. In other words, the long-term facing with unpleasant incidents and situations of life could affect the mental well-being and could impair it, thereby several psychological problems emerging (Pahlevani et al., 2015). The individuals who have lost their jobs and have to worry about the safety of their health may affect their psychological well-being.

According to the Latent-deprivation Model (Jahoda, 1982), work provides both manifest functions (i.e., financial income) and latent functions (i.e., a daily routine, socialization, purpose, social status, and regular activity). The loss of latent functions, in particular, negatively affects psychological wellbeing (Paul, et al. 2010; Scheuring, 2020). Worrying about money or unemployment, losing social status and feeling worthlessness can have a big impact on their mental health and wellbeing. Poor mental health can make managing their finances harder, and feeling stressed about money can make their mental health worse, so it's important to take action. There are stress management skills that one can do to feel more in control and improve their mental well-being. Effective stress management helps them break the hold stress has on their life, so they can be happier, healthier, and more productive. According to Gale Encyclopedia of Medicine, stress management is a process that helps an individual to control stress level by practicing self-care, relaxation and also imparts some techniques to handle stress when it occurs. It is a “set of techniques and programs intended to help people to deal more effectively with stress in their lives by analyzing the specific stressors and taking positive actions to minimize their effect” (Thakur, 2020). The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun—and the resilience to hold up under pressure and meet challenges head on. Thus, this study determined the significant effect of stress management skills training on the psychological well-being of individuals who experienced job loss due to pandemic and to enhance their mental well-being by reducing their stress and building resilience. Specifically, it sought to determine the

significant difference between the pre-test of control and experimental groups; a significant difference between the post-test of control and experimental groups; a significant difference between the pre-test and post-test scores of control group and lastly, a significant difference between the pre-test and post-test scores of the experimental group.

Methodology

The study used quasi-experimental design with pretest-posttest that used a control group. The population consisted of individuals who have lost their jobs and still are unemployed due to the COVID-19 pandemic. The exclusion criteria for the research were the lack of willingness to participate in the investigation and the loss of more than one session in the practiced manner. The selected sample size was then placed into two groups and were randomly assigned in which 20 belonged to the experimental group and 20 belonged to the control group in case that they have the required inclusion criteria. Prior to the implementation of the research, in order to observe the ethical principles and to ensure the attendance to meetings, informed consents were obtained in addition to explaining about the investigation and its positive impacts, being assured that the data that were received would remain confidential. Then, the experimental group was trained for five sessions under stress management skills training and the control group did not receive any intervention. Finally, both groups were given post-test. At the end of the experiment, a total of 33 respondents have remained and their post-test mean scores were analyzed. The instrument used was Psychological well-being scale by Carroll Ryff. Data were analyzed using Mean, Standard Deviation, Frequency, Percentage, and t-test.

Findings

The results of the study indicated that there was no significant difference before the intervention in the psychological well-being mean scores of the two groups. This indicated that before the experiment, the two groups were equal in their mental aspect. After the intervention, there was a significant difference in the mean scores of the two groups which showed greater improvement in the psychological well-being of the experimental group. This implies that since the experimental group were given stress management training, there was an improvement in their behavior in which they now possess positive attitude toward themselves, they are now open to new experiences and have the sense of realizing their potential, they now have goals in life and a sense of directedness and feel there is meaning to your present and past life, they have warm, satisfying, trusting relationships with others and are concerned about the welfare of others, they are able to

choose or create contexts suitable to their personal needs and values and finally, they are able to resist social pressures to think and act in certain ways. Moreover, there was a significant difference in the mean scores of the control group before and after the experiment which showed a decreased in their mean scores which indicated a heightened psychological distress due to the long period of unemployment. It showed that as unemployment status lingered, it worsened their psychological well-being. Furthermore, there was a significant difference in the mean scores of the experimental group before and after the experiment which showed there was a reduction in the respondents' psychological distress due to the stress management skills training that they undergone.

Conclusion

The results showed that stress management training can be a useful approach to increase psychological well-being and built resilience of individuals who have lost their jobs. This study suggests using different approach, other data collection methods, as well as conducting the research in other location around the Philippines and different population to learn more about the respondents and enhance the study.

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Research Findings: Dynamics for Effective Instructional Delivery

Helmer B. Montejo

Abstract

The primary goal of instructional delivery is the establishment of effective instruction through teacher's skills and knowledge. It is important that research must be communicated to whoever benefits from it. A lot of researches failed to serve its purpose and the gap between learning and practice is not in a way addressed because researches are not published in a manner accessible to ordinary people. A wider and broader education community must benefit from researches. This study examined promising research findings to take action that would give advantage to the public, going beyond borders in affecting the community. There is a need for Talisay City College to translate these findings into actionable information and the institution takes this responsibility seriously. TCC's research goals include enhancement of instruction and upliftment of the quality of human life. Through thorough review of students' and teachers' researches, significant findings were analyzed and put into use. These researches were made known in different research congress locally, nationally and internationally. These varied research findings and sources of information, once evaluated, will help the readers understand the value of making inferences from the research evidence.

Keywords: *Research findings, dynamics, instructional delivery, effectiveness*

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Introduction

There is a persistent call echoing across the world to research in order to be relevant, to publish or perish, to be cited or forever be quieted. In the academe, much has been said but less has been done. More are pursuing for quantity but not so much on quality. Quality does not only mean unplagiarized works, scientifically treated data, or grammatically correct narratives. For the researcher, quality means transforming research outputs into instructional delivery.

Methodology

This study utilized the triangulation mixed method design. This method is used because the researcher wants to validate and expand on the quantitative findings from the survey by including open-ended qualitative questions. During the conduct of research, the researchers collected both types of data within one survey instrument. The qualitative items were used as add-ons to the quantitative survey. In this manner, the items generally do not result in rigorous qualitative data set but provide the researchers with more interesting quotes that can be used to validate and embellish the quantitative survey findings.

Another method applied in this study was data mining. All researches from academic year 2021-2022 were taken into account and reviewed. From the most relevant researches, three (3) studies were taken action as they were found to be of great significance.

Findings

It is always the desire of every academic institution to reach the optimum potential of its students in order for them to become academically strong, have inquisitive mind, see the world in a multiple perspective, and create a thriving and engaging environment. Only through constant research and research findings utilization can these things be achieved. There is a need to check on how teachers are faring when it comes to teaching. In order for research outputs to be fully utilized in classrooms, in instructions, and discussions, we need teachers who are capacitated, trained, and knowledgeable on the very purpose of their existence, that is to provide quality education to students. Based on the latest performance appraisal, teachers are scoring very satisfactory to outstanding when it comes to teaching.

Using the Teachers' Performance Appraisal Tool (TPAT), teachers were found to be generally outstanding. Specifically, the five indicators got a mean between 3.25-4.00 which is interpreted as outstanding except for technical skills. According to Indeed Editorial Team (2023), professionalism is so important among teachers. A teacher is expected to act with integrity and courtesy to others. Responsiveness and facilitation got a mean of 3.32 which is interpreted as outstanding. This means that teachers make a swift response to students' academic concern. According to EU Business School (2022), teachers decide how the class learns while teacher-facilitators help students identify different ways of learning that best suits them. Expertise got a mean of 3.28 which is interpreted as outstanding. According to Spark (2022), student-to-student interaction is the basis of social relationship of students in the future as they progress in the future. Teaching presence got a mean of 3.25 which is interpreted as outstanding. Michael Wilkinson (2023) discusses 5 principles of taking a facilitative approach. Whoever you are, whether you are

a teacher, a manager, a leader, an executive or a consultant, there is a need for facilitation in order to achieve effective results especially when solutions are created, understood, accepted, and well-taken by the people affected by the facilitation.

However, technical skills got a mean of 3.02 which is interpreted as very satisfactory. The result reveals that teachers very satisfactorily use institutionally-backed platforms that support teaching and learning, share audio, video and textual communication channels without difficulty, and enable easy access to links of more supplementary materials for learning. Student-to-student interaction will have a positive impact on learning and helps develop a deeper thinking. In Talisay City College, a lot of digital immigrants are employed. In fact, when the College shifted from face-to-face to face-to-screen teaching and learning modality, these digital immigrants were having a hard time adjusting to the new normal. Nevertheless, these challenge leads to an effective peer mentoring since those who are technologically adept willingly trained teachers who are not into technology. Now that we are slowly going back to normal, the use of technology has become part of every teacher's instructional delivery.

There are some identified opportunities and they can be addressed by illustrating that teachers and the College as a whole have plans for future improvement. An honest assessment of some negative comments from students will help us gain credibility for any strengths we raise.

Collectively, teachers from the different departments have shown mastery in teaching their own subject matter and most teachers have also facilitated their students in their studies to the best of their ability. Distinctive remarks were also observed like drawing out students' metacognition, established well a non-threatening learning atmosphere, exhibited respect towards students' cultural orientations, prepared with a Plan B when technology was not cooperative, and able to end class with an activity. When it comes to qualifications, teachers in Talisay City College are at par with the rest of the teachers in big colleges and universities. In fact, the administration has created soon-to-be-implemented programs to help them achieve their fullest potential through trainings, seminars, and graduate education.

If academic institutions will learn to value research findings and put them into practice or use, professional development will ensue. It could mean changing the educational programs and realignment of the institution. In this way, the new management structure can very well support the change in knowledge and the implementation of changes in procedures, policies, and instructions. The advent of research-based information available to the schools are increasing. They can be available in the internet and in school libraries where unpublished or published researches of student-researchers are kept. Therefore, student-researchers and even faculty-researchers are potential brokers of information. Schools can work together with these information brokers in providing quality research-based information. With the pace of change in knowledge unlikely to go slow, the pressure in implementing research findings effectively and efficiently is bound to grow.

Conclusion

With students' research outputs, we can improve existing curriculum by transforming them into instructional delivery. Instructional competencies are essential practices that teachers must master for effectively instructing students to maximize knowledge and skill acquisition. Research outputs must not be put to waste. To give value to the student-researchers' effort, time, and hard work in completing their studies, the relevant findings of their research must be utilized to enhance instruction and uplift the lives of the people in the community.

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Innovative Practices of Elementary Teachers in Teaching Music

Ma. Teresa Urquiola Ponsones

Abstract

This qualitative research aimed to describe the different innovative practices of music teachers in the District of Malinao, and the perceived effects in using the different innovative practices and teaching strategies. Using thematic analysis method, data were collected using the Focus Group Discussion (FGD) through semi-structured FGD guide. The study group consisted of 6 music teachers of selected schools in the District of Malinao. It was found that the different innovative practices being used in the District of Malinao include improvised musical instruments, song games for motivation, the use of modern technology in teaching music, composed Akeanon songs and blended learning. Music teachers' perceived effects with the use of innovative practices and new teaching strategies include: improved student performance in the class, enhanced musical skills, active participation and the musical instruments improved learners' attentiveness. The proposed intervention programs with the challenges encountered by the music teachers listed in the themes such as seminars and workshop trainings for music teachers in playing musical instruments, music theory, teaching strategies, voice lessons, song writing composition and making localized improvised musical Instruments. The results imply the adoption of the innovative practices.

Keywords: *Innovative, intervention, strategies, technology, practices*

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Introduction

Teaching music is an art and activity which teacher requires to use combination or an integration of some of this methods and strategies to provide effective learning experience to pupils. Teaching music is really fun and enjoyable among music teachers. They are musically inclined individuals with their heart and soul in music. At present, most teachers have the perception that they have limited abilities and content knowledge to teach music. Adequate knowledge and skills are required of one to be able to provide appropriate and adequate music education for primary school pupils (Obeng,2018). Furthermore, it is difficult to teach elementary music if there is no understanding of the lesson.

However, in the District of Malinao there are many music teachers who are capable to teach music but their major problem is they have no musical instruments to be used in their classrooms. They cannot provide the needs of their students. There are so many students in public schools and musical instruments are expensive too. Likewise, there are some music teachers also who cannot play musical instruments and have difficulty in solfeggio.

In this light, the researcher decided to conduct a study in order to identify the innovative practices developed and applied of music teachers in their respective music classes, the new teaching strategies they employed in their music class and to identify as well the perceived effects of the methods and strategies they had developed to their music learners.

Methodology

In this study, a qualitative research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. The researcher opted to use this design for its relevance and appropriateness to the research problem being undertaken most especially in drawing out the participants' first-hand experiences in teaching music using different innovative practices and new teaching strategies.

Findings

1. The perceived effects with the use of innovative practices and new teaching strategies these are the results. It improves student performance in the class, it enhances musical skills, it gives active participation and the musical instruments improve learners' attentiveness.
2. The challenges in teaching music, music teachers stated there are hitches in the in availability of musical instruments, lack of knowledge in music theory, poor knowledge

with the use of modern technology, poor internet connections and lack of knowledge in teaching musical instruments.

3. Music teachers particularly emphasized on intervention program to address the challenges that music teachers encountered in teaching, the following proposed intervention program, seminars and workshop trainings for Music teachers for playing musical instruments like keyboard, violin, guitar, ukulele and flute recorder. Seminars and workshop trainings for Music teachers in Music theory and introducing new teaching strategies. Seminars and workshop trainings for Music teachers in teaching voice lessons.

Conclusion

Based on the findings of the study, the following conclusions are presented.

1. Music teachers best innovative practices identified as the Use of Modern Technology, Improvised Musical Instruments, Song games for motivation, Akeanon composed songs and Blended learning in school were among the thematic areas.
2. Music teachers perceived effects with the use of innovative practices and new teaching strategies listed as, it improves student performance in the class, it enhances musical skills, it gives active participation and the musical instruments improve learners' attentiveness.
3. The proposed intervention programs with the challengers encountered by the music teachers listed in the themes such as seminars and workshop trainings for music teachers in playing musical instruments like keyboard, violin, guitar, ukulele and flute recorder. Seminars and workshop trainings for Music teachers in Music theory and introducing new teaching strategies. Seminars and workshop trainings for Music teachers in teaching voice lessons. Song writing composition and making localized improvised Musical Instruments.

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Student-Mother: The Dual Role in the New Normal Mode of Learning

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Abstract

This phenomenological study aimed to determine the lived experiences, challenges encountered, coping mechanism of senior high school student-mothers in the new normal mode of learning. The participants were identified using purposive sampling technique while Colaizzi's method of data analysis was utilized in interpreting the qualitative data. With regards to the lived experiences of student-mothers, four themes emerged: (1) source of inspiration; (2) respect; (3) school excuses; and (4) support by partner/husband, parents/relatives and others. For the challenges encountered by student-mothers during their schooling, six themes were identified: (1) conflicting demand; (2) treatment of other people; (3) time management; (4) financial problem; (5) distracted in school; and (6) social stigma. For the coping mechanism, there were two themes identified: (1) resiliency; and (2) ambition in life. In gaining understanding of student-mothers, the schools should have clear understanding of the students' situation and academic needs to help them succeed in their study. Likewise, the government agencies such as DSWD and DOH should provide assistance and programs for these student-mothers. Exploring the experiences and struggles of student-mothers will add a much-needed building block to foundation of empathic understanding of student services and other counselling.

Keywords: *Student-Mothers, Dual Roles, New Normal Mode of learning, Lived Experiences*

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Introduction

Everyone is devastated during pandemic, but it is especially hard for student- mothers to study in that period. As Spilovoy, T (2021) stated that some of the difficulty of student-mothers had no enough time in doing household chores such cooking and caring of her children especially if they are sick of Covid 19. She was forced to monitor the remainder of the household members around the clock. Students-mothers experienced high rates of food and housing insecurity. Nikiforidou, Z., and Holmes, S. (2022) said that student-mothers experienced inadequacy of engagement and commitment to their studies because of time restrictions, distractions and lack of motivation and connectivity with the schools, due to the distance education.

Hence, the researcher wants to identify the experiences, challenges and coping mechanism of student-mothers in managing their dual roles as a student and a mother in this new normal mode of learning. The researcher would also like to find out, on how the student-mothers balance their roles and responsibilities as a student or as a mother at the same time, and on how they adapt and cope with the challenges encountered during their schooling. While student-mothers may want to attain their education while having child/children on their care, the researcher wants to know also if the challenges that student-mothers encountered during their schooling may not be a hindrance to continue their education. And lastly, the researcher would recommend as appropriate an intervention to help the student-mothers to graduate successfully in senior high school.

Methodology

This study used Phenomenological Research Design. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994): What have you experienced in terms of the phenomenon? What contexts or situation have typically influenced your experiences of the phenomenon (Creswell, 2013)? Other forms of data such as documents, observations and art may also be used. The data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process the researcher may construct the universal

meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon.

Findings

The first main theme emerged in the lived experiences of student-mothers is source of inspiration. There was one out of six claimed that their children were their source of inspiration. Some student-mothers said that being a mother and a student at the same time is undeniably difficult, but they considered their baby as their source of inspiration in life, they were also considered their baby as their source of strength and happiness, and the main reason why they continue their study is to give a better future for them. Two out of six student-mothers attested that their classmates respected them. Their classmates showed them high regards and looked at them as their mother. One out of six student-mothers attested that they were being considered in their school requirements such as output because they have a child to focus on at home. The last main theme in the experiences of student-mothers is support by partner/husband, parents/relatives and others. Three subthemes emerged such support from by her partner/husband, parents/relatives and others. With this support system, it made their burden light and easy with regards to their study and rearing of their children. The supports that they got from the system were either financial, physical, emotional, and moral support. Two out of six student-mothers attested that their husband never neglected them of their needs. They got financial, physical and moral support from their partner/husband. Four out of six student-mothers received support from parents and relatives. Their parents and relatives played a big role in student mother's life. Their parents and relatives helped them through financial assistance, emotional and moral support. One out of six of student-mothers said that their teachers were being considerate when it comes to the requirements needed to be passed by them. Their classmates and friends also gave them a financial and moral support.

The challenges encountered by student-mothers could be best explained by six themes including conflicting demands, treatment of other people, time management, financial problem, distracted in school and social stigma. From the analysis, it can be understood that being a mother and student at the same time is no easy task. They are experiencing difficulty in terms of conflicting demands, treatment of other people, time management, financial problem, distracted in school and social stigma. The first theme in the challenges encountered by student-mothers was revealed by four out of six participants which was two conflicting demands. These were to take care of their children and to attend to their education. Both school requirements and attending the needs of their

children required time and effort. But the good thing is that during pandemic they were in a distance learning modality. Because of that there was no need for them to be present in school. They can work and attend their household chores, then. But when face to face modality would commence, their attention would be divided as they had attended in school and caring their children at home. Secondly, treatment of other people which two out of six student-mothers reported that they experienced being look down by their neighbors. Their neighbors said that they are wasting their money and time in going to school. Their neighbors added that instead that they focus their time and resources in school they should rear their children and be at home. However, in school they were treated nicely by their classmates. A student-mothers should be respected and not be laughed, with regards to time management, two out of six student-mothers reported as a challenge. It was found out that their time with their children, school and even work were divided. In these regards, they needed to divide their time to perform their roles to have a quality time in their children, school or work. Financial problem is undeniably one of the challenges faced by student-mothers. Three of six student-mothers in this study admitted that they had a difficulty with finances. Most often than not their budget is tight since they need to provide for their schooling and for their children expenses and others. But despite with this difficulty in term of money they wanted to finish their schooling. This was to ensure a chance a better future for their children. Distracted in their study in school was another challenge encountered by student-mothers. Two of six said that they could not concentrate well because they were always thinking of their children left at home. In the last of the challenge encountered of student-mothers, one out of six experience being stigmatized because they got pregnant at a very young age. People may often label them as flirt.

Despite of their situation, student-mothers adapt some strategies to cope of the things that happen to them. Four out of six said that they ignored any negative comments to them. They did not want to be affected by those negativities thrown to them by making them busy to other things in life. They were also looking for job to help them in their finances. One out of six claimed that despite of hardships that they experienced as mother and a student, they wanted to finish their schooling for the brighter future of their children.

Conclusion

This study focuses on the lived experiences, challenges encountered and coping mechanism of senior high school student-mothers in this new normal mode of learning. Based on

the findings in this research, the student-mothers experienced difficulty in terms of conflicting demands, treatment of other people, time management, financial problem, distracted in school and being stigmatize.

In spite of these difficulties, there are advantages acquired from being a student and a mother, including source of inspiration, respect showed to them by their classmates and school excuses. With the support systems such as their partner/husband, parents/relatives, classmates/friends, are also a big part to succeed in their study.

There were some strategies employed by the student-mothers such as ignoring those negative comments about their life, they look for job to help their finances and they have an ambition in life to pursue and finish their study. However, there are some limitations encountered in conducting this study. This includes the inability of the researcher to gather the desired data by not answering by student-mothers because of sensitivity and privacy issue in their part. Similarly, there were only six available participants as a student-mothers in Torralba National High School, Banga, Aklan.

The Department of Education may provide seminar-training on student-mothers about financial literacy and time management. Inter-agency collaboration may be done by the Department of Education, Department of Social Welfare and Development and the Department of Health to help the student-mothers in finances in school and health of their children. Values-Formation Seminar may be provided by the school to be initiated by the School Guidance Designate to fully understand by teachers and classmates the situation of student-mothers. Other researchers may conduct similar study in order to see the other side of the research problem.

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Teaching Beyond Borders: A Phenomenological Study

Rovie Carrillo-Abello

Abstract

Teaching beyond borders is very common especially in the rural areas. This study determined the underlying experiences of five public school teachers teaching away from home, effects to their teaching, and coping mechanisms they encountered as professionals. The qualitative research was employed using phenomenological approach which focused on the analysis of lived experiences as narrated by participants. Findings revealed that all the participants experienced difficulties in teaching away from home. The degree of difficulty that they experienced differed from one another. Further findings showed that teaching away from home, experiences, effects and coping mechanisms depend mainly on how the participants develop a sense of flexibility and adaptation in the community they belong to. All the participants revealed that despite the difficulties and challenges encountered in doing their profession, they opt to accept the reality by adjusting in order to survive as to consider having a sense of professionalism. They face their burdens by seeking new family away from home and adjustments in all terms. In the end, experiences are just an experience, it will just come and go, it will definitely change but we will never know when it will last. A more understanding and thorough work out in selection process help in minimizing if not totally eliminating the teachers' deployment beyond borders.

Keywords: *Teaching, beyond borders, phenomenology, lived experiences, teachers coping mechanisms, teaching away from home*

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Introduction

Working away from home and family has become a necessity for many people, whether it is to further our career prospects, to set ourselves up for the future, or fulfil a life's dream. With some professions, it's part of the job description. If you do have a choice and you have a young family, it can be difficult because you know that you will never get that time back. Many professionals have opted for a simpler, more modest lifestyle so they can be at home with the kids more often.

Initially when you start working away from home, it can be hard but it's adventurous. You meet new people, see new places, get to know new things but, in case your work profile is hard and you're unable to handle everything, you get homesick. You miss home and the comfort there. It's not necessary that you only miss home when you can't handle things; it may also be because you love your family a lot and are missing them. But eventually, as you keep working, you get used to it and you find a balance to make things work. It is in this context that this study was made. This study was conducted to find out the challenges, experiences, and the coping mechanism of teachers assigned away from their home.

This study was anchored on the theories of Symbolic Interactionism, formulated by Blumer (1969, as cited by Potts, 2015) is the process of interaction in the formation for meanings for individuals. The inspiration for this theory came from Dewey (1981), which believed that human beings are best understood in a practical, interactive relation to their environment. Moreover, this study was anchored in Maslow's "Hierarchy of Needs" (1954, as cited by Dutil, 2022) "Motivation and Personality," which introduced his theory about how people satisfy various personal needs in the context of their work.

Later on, as they continue to work away from home, teachers develop the feelings of loneliness and long to be working near at home. Development comes late when you are already in the job. For you never cease to seek any ways in order for you to grow and think of getting out by means of upgrading you studies and find better offerings near home. Thus, D.O. 22, s. 2013 or known as Teachers Transfers from one station to another is another way of these teachers be sent back home. It was clearly stated also there that it is necessary rules govern in transfers.

These theories stated will give connection to further studies of the phenomenon of a teacher teaching beyond borders.

Methodology

Research Design

This study research design used in this study is qualitative research is an effort to understand the nature of a setting and the experiences others have in this context (*Merriam, 1998 as cited by Zeek, 2002*) and will employ a phenomenological approach design by Creswell (2013) as the main technique that will be sought to describe the lived experiences of the five teachers to this study that can give us the background in understanding the living experiences of teachers teaching away from home, their struggles in performing their responsibilities to their own family and its coping strategies to overcome the challenges they experience being assigned in the far-flung areas.

Participants of the Study

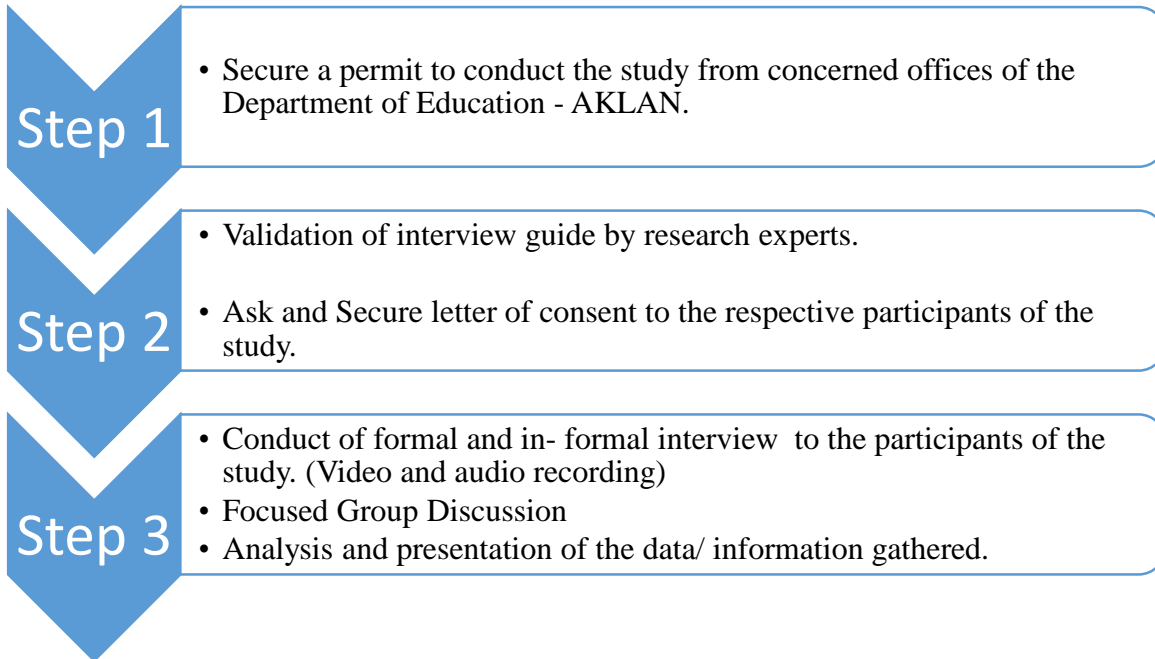
The participants of the study were five (5) public school teachers of the Elementary / Secondary schools within the municipality of Libacao. The participants were chosen purposely based on the following criteria:

1. They must be a permanent teacher of public school specifically assigned in one of the remote Barangay of the Municipality of Libacao.
2. Has 2-3 years and personally experienced the life and challenges of being away from their family and teaching beyond borders.

Data Gathering Instrument

The researcher used an interview guide in conducting in-depth interviews and storytelling to gather relevant information for the study. The interview guide questions were based on the statement of the problem. It was composed of three parts, where the first part was about the experiences/challenges they encounter in teaching away from home. The second part was about the effects of teaching away from home in their personal lives, and the last part was about their coping strategies to overcome the challenges / problems they met being away from home due to their nature of work. During the in-depth interview, the participants were allowed to narrate their stories freely and spontaneously. Enabling questions were also asked. Timely interruptions and prudent probing were utilized. A video and audio recorder were used in data gathering to make sure that the information / data needed in the study were recorded which was later on transcribed for analysis and interpretation.

Data Gathering Procedure



Ethical Considerations

According to Bryman and Bell (2007), ethical considerations can be specified as one of the most important parts of research. Dissertations may even be doomed to failure if this part is missing. They help to determine the difference between acceptable and unacceptable behaviors. Essentially, this consideration addresses issues such as honesty, objectivity, respect for intellectual property, social responsibility, confidentiality, non-discrimination, and many others, for it will greatly impact the integrity of the research project.

The researcher ensured the anonymity of the teacher-participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

This phenomenological study presents the lived experiences of Akeanon teachers teaching beyond borders. It provides opportunity for individuals to share their life experiences in order to illuminate the previously misunderstood, unknown, or discounted. Variety of experiences were presented to help the reader understand the research participants.

After interviewing the participants and analyzing their shared stories and experiences, three major themes were identified, (a.) Problems encountered by teachers teaching away from home, (b.) impact of teaching away from home to their personal life, (c.) Coping Mechanisms to manage the problems they encountered.

In terms of delivering the lesson and availability of school resources and facilities have very limited resources. No textbooks available, they need to reproduce materials for teaching at their own expense which adds also to their own expenses. Another problem is there is no supply of electricity, so even they want to improve their way of teaching through audio visual they cannot do it.

Language is considered to be a barrier in delivering the lessons especially they are dealing with indigenous pupils and students. They must learn the local dialect spoken by the locals which is not easy for her since she is not a native of the barangay. Suffered health problems due to the weather condition that is too cold. And travelling going to the station they are exposed to sun and later on they will become wet because they need to cross the river. They only rely on the albularyo or quack doctor in times of emergency because there is no available health center with supply of medicines and health practioner in the area.

In dealing with the community, she considered learning the local dialect of the people is difficult and she needs to adjust with the way of life the residents practiced. The culture of the people in the barangay, especially the language and other practices were once difficult to adapt and adjust.

Conclusion

Teachers in their own perspective and experience revealed that the cost of transportation going to their stations really affects their income. The terrain going to their work station is too risky for them. They also added that unavailability of teaching materials and lack of facilities really affects their delivery of lessons to the students. Their health condition is also affected due to weather condition, and there is no available health center in the area. There is no safe source of water nearby, supply of electricity in their respective schools is not available.

They also considered language as a barrier, all of them are not residents of the barangay and do not have any background of the local dialect of the IP's (Indigenous People). The teachers

find it difficult to adjust and communicate with locals especially with the students in delivering the lesson.

In terms of their personal and professional lives, since most of them were mothers, their responsibility to their children is often sacrificed. They need to leave their children with their husband when they are away and only seeing them once or twice a month.

To surmount the struggles, they encountered being away from home they need to adapt with the practices of the locals, and live like the natives. Learning the language of the residents in their respective school assignment is the biggest factor in developing a good relationship with the community. Another is in expressing their thoughts and ideas in teaching the students.

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Project EVE and its Effectiveness on English Vocabulary Competency

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Abstract

This study determined the effectiveness of Project EVE (English Vocabulary Elements), a module developed by the researchers, to improve the English vocabulary competence of Grade 11 senior high school students in a public national high school in Aklan. The randomized pretest-posttest control group design, using matched subjects was employed in this study. There were 80 participants who were matched-paired, half of whom were assigned to the control group (40 participants) and the experimental group (40 participants). The participants in the control group were taught using the Department of Education's (DepEd) prescribed module while participants in the experimental group were exposed to the developed module (Project EVE). The module contained vocabulary elements on structural analysis, context clues, synonyms and antonyms, and figures of speech. The mean percentage score and t-test were the statistical tools used in this study. The findings showed that both the use of the DepEd-prescribed module and Project EVE improved the students' vocabulary competence in English. However, the vocabulary competence of students in the experimental group was much higher compared to the control group. Hence, the utilization of Project EVE (English Vocabulary Elements) was an effective method in improving the students' English vocabulary competence.

Keywords: *English Vocabulary Elements, effectiveness, English vocabulary competence, module*

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Introduction

Vocabulary in the language of learning and teaching is an important component of overall language proficiency, playing an important role in reading and academic success. That means that learners' proficiency in vocabulary and their ability to use it in interpreting texts is of considerable importance in comprehension of the message in the text, the learning of English, and other subjects. Undeniably, the Philippines is lagging in terms of the English language, both in oral and written communications, compared to other Asian and European countries. A deteriorating factor affects learning a particular language—and that is English. Some reasons are, perhaps, overloaded with subject offerings within the DepEd educational system. (Baeta et al., 2012)

In the day-to-day practice of teachers in public schools, textbooks are considered the most frequently used teaching tool, which is limited in the implementation of the teaching-learning process. However, modular instruction is one of the most widespread and recognized teaching learning techniques in the United States, Australia, and many other Western countries, including the Asian region. Studies show that the modular teaching method is a more effective, recent, and technology-based teaching method currently in education.

Thus, the researcher conducted a study on the effectiveness of Project EVE (English Vocabulary Elements) to improve the English vocabulary competency of Grade 11- Home Economics students for School Year 2022-2023.

Methodology

Research Design. This study applied the randomized pretest-posttest-control group design, using matched subjects. (Fraenkel, et al., 2013). Pre-test and post-test design allowed for uncomplicated assessment of an intervention applied to a group of study participants. Matched pairing referred to a pair of experimental groups, 40 learners were assigned to an experimental group and the other 40 learners to a control group who are officially enrolled students in Grade 11, specializing in Home Economics, selected to resemble each other based on their grades in English for Academic and Professional Purposes (EAPP). True experimental design was used in the present study as the participants were allocated to the different conditions (or IV levels) in an experiment.

Participants of the Study. The participants of the study were Grade 11 - Home Economics students enrolled during the SY 2022-2023. The official list of Grade 11 - Home Economics

students was obtained from the master list of students in the school's Enhanced Basic Education Information System (EBEIS).

Sample Size and Sampling Techniques. There were 80 Home Economics students in Grade 11 studying English for Academic and Professional Purposes (1st Semester) as an applied subject who participated in this study. They were chosen based on their general average. Students were matched-paired based on their performance: outstanding, very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations. Overall, there were 40 students who formed the experimental group and 40 students in the control group.

Data Gathering Procedure. The study utilized the pretest – intervention – post-test design in which the standardized test for English competency on vocabulary was used.

Data Analysis Procedure. The data gathered were analysed using descriptive research method by ranking the respondent's responses. The descriptive method incorporated all the data gathered suitable in modifying the prevailing situation and it provided in-depth study about the chosen respondent. To determine the difference between the pretest and posttest results, the researcher used the paired sample T test. The 5% level of significance was utilized.

Findings

The value of $p=0.904$ was greater than 0.05 revealed that the pre-intervention performance of the two groups were not significantly different from one another which indicated that the students were properly match-paired in the beginning of the study. They had similar capability in terms of competency in English vocabulary.

The post-intervention mean scores of the two groups which were 59.33% for the control group using the DepEd-prescribed module and 86.75% for the experimental group which utilized Project EVE presented through a researcher-made English vocabulary module. The students who were exposed to DepEd-prescribed module had a lower score compared to the students exposed to Project EVE presented through a researcher-made English vocabulary module. Students were observed as exceptionally excited and motivated whenever they were using the project EVE. Moreover, the value of $p < .001$, which was less than 0.05, was statistically significant. This provides support that the utilization of Project EVE improved the students' performance in English vocabulary compared to the conventional method of teaching utilizing the DepEd-prescribed module.

Conclusion

- There was a statistically significant difference in the English vocabulary competency of the experimental group between the pretest (12.03 mean score) and posttest (34.70 mean score) at .05 level of significance in which the researcher found out that the utilization of project EVE (English Vocabulary Elements) as an instructional material can be a good medium in teaching-learning process particularly in the field of English vocabulary.
- There was also a statistically significant difference in the English vocabulary competency of the control group between the pretest (12.20 mean score) and posttest (23.73 mean score) at .05 level of significance.
- There was no significant difference in the pretest of the experimental group (12.03 mean score) and the control group (12.20 mean score) at .05 level of significance in which there was a notable improvement on the English vocabulary competency of the Grade 11- TVL students after the project EVE was being utilized in terms of: structural analysis, using context clues, synonyms and antonyms, and figures of speech.
- There was a significant difference in the posttest of the experimental group (34.70 mean score) and control group (23.73 mean score) at .05 level of significance, hence; the vocabulary competency level of Grade 11- TVL students of the experimental group falls under closely approximating mastery level after the intervention of project EVE.

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English Language as a Medium of Instruction: Its Posted Challenges and Enhancement Program

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Abstract

This study explored the challenges of using English as a medium of instruction in four secondary schools in the District of Pandan. Descriptive qualitative design was used and data from the interview were collected from 18 public secondary school teachers of Grade 7 in English, Mathematics, and Science during the school year 2022 – 2023 and their challenges in using English as medium of instruction were analyzed. The findings revealed that teachers could hardly facilitate learning using the language because learners could not comprehend English language. Since learners were not native speakers of English, teachers used code-switching or integrate Filipino or local language in instructions. One of the causes for such a practice is attributed to the fact that learners do not use and practice the language due to the delay in the face to face modality of instruction caused by the pandemic. Thus, learners were not exposed to the language. However, all schools were very supportive to bridge the gap in reading and comprehension problems of the learners. Exposing learners to English reading materials and practicing them to read every day was a big factor to enhance reading and comprehension skills.

Keywords: *Challenges. Difficulties. Coping Mechanisms. Instructional Support. Medium of Instruction.*

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Introduction

The purpose of this study critically examined the challenges in the use of English language as a medium of instruction in English language classrooms of the basic education classes in the District of Pandan, Division of Antique. The challenges and difficulties encountered in the use of English language as a medium of instruction, the instructional supports given by the school to the teachers, and the coping mechanism of the English teachers in meeting difficulties examined as to make the teaching of English responsive and productive to the participants.

Methodology

This study made use of the descriptive qualitative approach to research. According to Kumar, 2011, it was a design in which the main focus was on description, rather than examining relationships or associations, was classified as a descriptive study. The researcher asked the respondents about their knowledge relevant to a particular phenomenon. This design was appropriate to use in this study because the researcher wanted to explore the challenges of the teachers in using English as the medium of instruction.

Pseudonyms of the participants were used to protect their identity. The participants of this study were the six (6) English, six (6) Mathematics, and six (6) Science teachers in four (4) Public Secondary Schools in Grade 7 classes in the District of Pandan, DepEd Division of Antique for school year 2022-2023. The length of service in teaching of the participants were also present in the table.

This study made use of instruments to gather the necessary information. An interview guide was formulated and validated to obtain data on the challenges, instructional supports, and coping mechanisms in the use of English languages as a medium of instruction based on the statement of the problem. The interview guide was divided into three parts.

Part I surveyed on the challenges and difficulties in the use of English language as a medium of instruction

Part II gathered answer on the instructional support the school provides

Part III generated answers on the coping mechanisms of teachers

Ethical Consideration

In the conduct of this study, letters of consent were properly sent to the people who were involved in the study. Moreover, letter of informed consent was given to the participants to orient them on the purpose of the study and for them to know their extent of participation in the study being undertaken. The researcher ensured the anonymity of the participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

Classroom Observation

During the conduct of the classroom observation, the researcher observed that the majority of the teachers translated English language as their instruction into Filipino or Mother Tongue because the learners could not understand the instruction. This was further affirmed through my observation where for the time the research was being conducted; all learners were using local language in their communication. The same applied to the teachers themselves. They all used local language in staff meetings and when communicating outside the classroom.

Challenges and difficulties in Using English Language as the Medium of Instruction

Out of the responses, majority of the participants agreed based on their experiences that the challenges and difficulties of the teachers using English language as a medium of instruction was the reading and comprehension of the learners. Classes happened daily and the occurrence of the phenomenon was also present day by day. Learners hardly comprehend even simple words in English and it will result to low performance. Participants had to integrate Mother Tongue in order to be understood. Some learners could not recognize letters and sounds and could only write their names that may result to have a difficulty in expressing their ideas and opinions in English. Others preferred not to answer questions and hesitant to speak for it may result to wrong answer. Furthermore, learners devote more their time on social media that may hinder their chance and loses interest in reading.

Instructional Support

Participants were grateful for not having a shortage of instructional materials because the school were very supportive in giving instructional support. Majority of the participants shared the

same answer that various reading materials were given and used to the remedial reading sessions. ICT resources such as televisions in every classroom, projectors, and printers were provided. Schools even have internet connections to aid instructions and give meaningful lessons. Online learning portals were also provided. However, there were participants who did not use those ICT resources because it was time consuming. Reading programs were very effective in enhancing learner's skill through remedial reading classes.

Coping Mechanism in Meeting Difficulties in the Use of English Language

Most participants had the same aid in dealing with the challenges and difficulties in using English as a medium of instruction which is the integration of the local language. Participants translated English to Filipino or Mother Tongue in order to be understood by the learners. Learners hardly comprehend even simple English words and use this strategy to avoid communication problems and breakdowns when they asked and answered questions. Code switching can facilitate communication and interaction among students and their teachers, and it can also help students to express their ideas. Participants used code switching to compensate for themselves or to enhance their students' understanding.

Conclusion

Participants encountered challenges and difficulties in the use of English language day by day in their respective classes. Majority of them were challenged with the reading and comprehension in English of the learners that will result to poor academic performance. Learners could hardly understand even simple English words that's why teachers had to integrate English into Filipino or Mother tongue for them to understand the instruction. Moreover, some teachers as well were not fluent using the English language which result to learners having difficulties in using and understanding the language.

Public Secondary Schools were very cautious in doing their responsibility that as much as possible they could provide and support the needs of the teachers and the learners as well by giving instructional materials for the teaching and learning process.

In spite of the challenges and difficulties faced by the participants in using English language as a medium of instruction, they were assertive to the answers on how to cope up with it. Participants have a positive outlook that giving interventions and remediation will solve the phenomenon. They admitted that dealing with reading and comprehension problem was not easy especially that the main cause of it was the pandemic. But in due time, through remedial reading programs, they will achieve the goal of the Department of Education, "Bawat Bata Bumabasa.

Based from the findings and conclusions, the following recommendations were drawn:

Teachers should know the level of the learners especially in reading and comprehension skills.

Teachers should give different learning activities to the low performing learners that cater their needs.

Teachers should use best coping strategies that will impart learning. The researcher recommend to use code switching if the instructions were not implied and understood. The use of code switching in content classes is not always problematic; it could be used to help students understand the content of the lesson which they could not fully understand in English.

Schools should continue provide instructional materials that will help lift the teaching and learning process.

Schools should support the remedial reading programs.

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The Lived Experiences of Teachers During the Expanded Face-To-Face Classes

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Abstract

The study was conducted to describe the lived experiences, the problems and challenges encountered by the teachers in Boracay Island District of Malay during the expanded face-to-face classes, the coping mechanism employed by the teachers and the enhancement program developed to address the problem. To answer the research questions, phenomenological research design was utilized with eight (8) participants. Data collection strategies employed were in-depth interviewing using the researcher-made instrument and focus group discussion. The data gathered were subjected to content analysis to come up with themes and sub-themes. The findings of the study revealed the following: (1) most of the participants are challenged by physical, mental health, well-being, level of literacy, numeracy, level of retention, submission of workloads that contribute to stress; (2) the occurrence of the digital age and expanded face-to-face classes gave chance to teachers to explore ICT. Likewise, the participants hardly perform specific tasks for the students virtually, provide an effective learning environment, and communicate with students, given that the resources are inadequate; (3) the participants cope by resorting to the right communication, being strategic and employ considerations; and (4) the participants gain optimistic experiences that include their self-care, passion, adaptive, flexibility, digital literacy, monitoring, feed backing and assessing learning. The results of the study could be used to promote and encourage the teachers to attend seminar/training/workshop on ICT course to enhance their skills and understand the benefit of digital literacy.

Keywords: *lived experiences, expanded face-to-face classes, Problems and challenges, coping mechanisms, enhancement.*

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Introduction

Schooling is one of the most affecting aspects of human life due to coronavirus disease-2019 (COVID-19) pandemic. Here in the Philippines, Adherence to the mandate of office order OO-SEC-2022-003 on the expansion of face-to-face classes dated February, 2022 the Department of Education (DEPED) have ordered schools to commence the expansion phase of face-to-face classes for both public and private schools as instructed by Education Secretary Leonor Briones. Furthermore RM No. 139, s. 2022 states the approval of additional list of recommended schools as compliance for the progressive of the said expansion. According to Agayon et al. *Journal of Humanities and Education Development (JHED)* 4(1)-2022 the pandemic tests the teachers' flexibility and adaptation in times of crisis. However, teachers are not psychologically nor skill-prepared for the sudden shift of learning models in the country (Tria, 2020).

In line with this, as a researcher described the lived experiences of teachers during the expanded face-to-face classes. More so, since this is new modality to address the education in new normal, there is a little study conducted on the sentiments and impressions of the teachers regarding expanded face-to-face classes. It also described their coping mechanisms, which aid in the resolution of issues that may arise during the expansion phase. Moreover, these results can be widely applied as basis of providing useful information for teachers conducting continuous face-to-face classes even with the ever-present risk of infection.

Methodology

In this study, phenomenological research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. According to Moustakas (2009), Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants. Understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning. In this process, the researcher brackets or sets aside his or her own experiences in order to understand those of the participants in the study (Nieswiadomy, 2005).

The participants of this study were the 8 elementary school teachers. The participants were chosen purposively by the researcher based on her inclusion criteria. Likewise, the researcher used

a pseudo names in order to protect the identity of the participants in this study. The following criteria were the basis of the researcher in identifying the participants of the study: (1)gender and grade level; (2) distance of residence to school; (3) position; (4) academic performance (low and high achiever) ; (5) The participant has encountered challenges and difficulties in teaching in their lived experiences during the expanded face-to-face classes.; (6) Had come up with coping strategies in how to address the issues in lived experiences during expanded face-to-face classes.

Researcher-made interview guide that was based on the statement of the problem was used to collect the necessary information from the teacher-participants. Questions included in the interview guide were open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial information.

Colaizzi's method of data analysis was used in interpreting the qualitative research data.

In the conduct of this research study, the researcher was fully aware of the ethical consideration she ought to follow. First, overall welfare of the respondents the researcher made that this study cause no harm to the participants. The participants maintained their human and civil right to refuse to answer to question that they feel uncomfortable. Consent form given to the participant at the beginning of the study. Second, confidentiality, the information of the participants treated with utmost confidentiality and privacy. Third, accuracy and objectivity, the data gathered undergone thorough data analysis, the researcher make sure that no bias nor personal interest affect the result of the study.

Findings

The following are based on the study's findings: (1) Most teachers are challenged by physical, mental health, well-being, level of literacy, numeracy, level of retention, submission of workloads that contribute to stress; (2) The occurrence of the digital age and expanded face-to-face classes gave chance to teachers to explore ICT. They hardly perform specific tasks for the students virtually, provide an effective learning environment, and communicate with students, given that the resources are inadequate; (3) Teachers cope by resorting to the right communication, being strategic and employs considerations; (4) Teachers gain optimistic experiences. This includes their self-care, passion, adaptive, flexibility, digital literacy, monitoring, feed backing and assessing learning.

Conclusion

The following conclusions were drawn out of the findings: (1) The participants emphasized that during the implementation of expanded face-to-face classes, they have experienced difficulty in conducting classes due to changes in their daily routine and its effect to the learners such as low academic performance; (2) It is evident that the participants encountered challenges and difficulties during the expanded face-to-face due to limited resources. However, the participants emphasized that they were given the opportunity to explore ICT in order for them to perform their task virtually and to communicate with their students; (3) The participants responded optimistically during expanded face-to-face as an evidence of how resilient they are to adapt to the present situation as the new normal in terms of the delivery of instruction; (4) The findings of this study suggest that an enhancement program should be presented to address the problems and difficulties encountered by the teachers during the implementation of the expanded face-to face.

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The Lived Experiences of Young Learners Involved in Online Gaming

Filamdi E. Marasigan

Abstract

In-person classes influencing behavioral changes that affect students' academic performance were evident for young learners throughout the post-pandemic time. For instance, exposure to technological activities, particularly online games played at home during lockdowns, has been associated with these behavioral changes. Thus, based on the behavioral change theory, this qualitative research study was carried out to explore the lived experiences among young learners on academic-related behavioral changes while indulging in online games. The phenomenological research design was used in the study, with six (6) purposefully selected informants - grade 3 learners based on the inclusion criteria. The interviews and focus group discussions data collection methods were administered using the quality-assured research guide questionnaires tested for validity and reliability by qualitative research experts. The research study developed four (4) major themes from noteworthy statements and saturated sub-themes from informants utilizing transcriptions, data line coding, thematic analysis, and interpretation. The study's major themes were (1) a sense of euphoria, (2) acquisition of 21st-century skills, (3) physical and mental health issues, and (4) online game escapism. Consequently, the research suggested holding a symposium among parents and young learners to discuss the positive and negative effects of online gaming on grade 3 learners. Furthermore, the study advised strengthening physical and outdoor school activities so that young learners, especially grade 3 pupils, could engage. With these type of activities, young learners' attention may be diverted from online gaming to more exciting, participatory, and pleasurable outdoor activities in schools and the community.

Keywords: *Online Games, Behavioral Change Theory, Post-pandemic, Young Learners, Outdoor Activities.*

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Introduction

An online game is a video game mainly played or primarily played through the internet or any other accessible computer network at home, in the internet café, and anywhere they could access the internet (Adams, 2014). Due to the COVID-19 pandemic, it is evident that most learners are exposed to these online games. Young learners, for instance, are one of the affected social groups since they have been forced to remain at home, away from their classmates, friends, and all of the activities they used to participate in before (Safarina & Halima, 2019).

Online gaming is prevalent among young learners and has been seen as means of promoting digital literacy, which is beneficial to their education (Burton, 2020). Based on studies, teachers employed online games as supplementary teaching tools for their classes, and some, but not all, showed substantial effects which enhance the learner's academic performance (Dumrique & Castillo, 2017; Felszeghy et al., 2019; Yudha & Utami, 2022). Even though online games are useful in education, especially for helping students do better in school, studies show they can lead to addiction. These studies found that most young male learners spent several hours a day playing online games, which led to them not getting enough sleep, not participating in class activities, and showing other signs of anxiety (Betonio et al., 2019). Likewise, the World Health Organization (2020) identified "digital gaming" or "video gaming" as *gaming disorders* that may lead to online gaming addiction that continues to increase rapidly in time of the COVID-19 pandemic (Elsayed, 2021). It is evident from the above statements that this research must be conducted to encourage Grade 3 learners to engage in physical activities rather than online gaming.

In this connection, the researcher became interested in performing a study on online games among Grade 3 learners after seeing a shift in the behavior of learners toward academics compared to online games. In view of this, the researcher wanted to explore the academic lived experiences.

Methodology

In this study, the researcher utilized the phenomenological research design to understand people's lived experiences in relation to a certain phenomenon (Larsen & Adu, 2021). Furthermore, according to McNarry (2018), phenomenology is concerned with analyzing experience from the standpoint of the individual, "*bracketing*" assumptions that are taken for granted, and typical ways of viewing things. In addition, phenomenology is a method for doing qualitative research that centers its attention on the collective experiences of a sample of individuals. The technique's

primary objective is to describe the nature of the particular phenomenon being studied (Creswell, 2013).

In the conduct of this study, the researcher made sure that necessary letters of consent were secured and proper coordination with people who have direct involvement in this study was properly conduct. In addition, letter of informed consent was given to the participants to orient them on the purpose of the study and for them to know their extent of participation in the study being undertaken.

The researcher ensured the anonymity of the teacher-participants by using pseudonyms to conceal their real identity. All the information disclosed by the participants were treated with utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

1. The lived experiences of grade 3 pupils involved in online gaming concerning their school performance were grounded in the two (2) generated major themes such as; the *Sense of Euphoria*, and the *Acquisition of the 21st-Century Skills*. These two major themes were generated through thematic analysis, and were perceived to positively impact learners' school performance. Despite that the online games could change the Grade 3 pupils' behavior toward their academic performance with this presence of a sense of euphoria. However, there was a notable positive impact also to respondents to acquire the 21st-century skills that could lead them to have these advanced knowledge in technology, problem-solving, critical thinking, communication, and collaboration.
2. The encountered challenges and difficulties of the Grade 3 pupils involved in online games were anchored to this generated major theme as *Physical and Mental Health Issues*. This major theme was generated due to the constant engagement of Grade 3 pupil respondents in online gaming who spent most of their time in playing these games. As a result, sudden worsening of vision, headache, poor health status, poor personal hygiene, persistent anger and anxiety, and aloof to people were the common challenges and difficulties observed with the research participants.
3. The coping mechanisms of grade 3 pupils involved in online gaming concerning their school performance was anchored to the generated major theme under *Online Game Escapism*. This online game escapism was perceived to be spent in outdoor activities such

as: valuing quality time with family through outdoor activities such as hiking, trekking, and picnicking; participating in school-related activities such as sports, dance troupe, choir, and the like; and having face-to-face social interaction with classmates, long-distance relatives, friends, and neighbors.

4. The study's generated proposed intervention program to mitigate the non-educational games in school and at home will be in the form of a symposium on the positive and negative effects of online games among grade 3 learners. This intervention program may absorb strategies for handling Grade 3 learners engaged in online games without imposing violent discipline on them. In addition, this symposium may equip parents with schemes to transform their children into engaging in more educational games online and outdoor activities. Then, learners could grasp online games' positive and negative effects on their lives, particularly their health, and studies. Finally, to divert learners' interests from online games into more physical and enjoyable outdoor activities other than sports.

Conclusion

1. It is impossible to escape online games today, as the majority of learners are technology-dependent and evidently exposed to this activity during the COVID-19 pandemic lockdowns. As a result, learners are still interested in educational and non-educational online games because they can provide them with excitement and enjoyment while playing. However, some of the students at home utilized these online games to alleviate their boredom while awaiting the arrival of their parents.
2. Gaming today strengthens the 21st-century skills of the current generation in diverse manners. Playing online games for children initially supports problem-solving, demanding strategizing to surpass hurdles.
3. The unlimited realm of internet gaming has evolved into a coveted recreation for countless populations around the globe, particularly young learners. However, participating in online games may incur physical and health-related issues. These complexities include ocular strain, repetitive stress mischiefs, and obesity.
4. As the study demonstrated, participating in internet-based recreational activities can have negative and positive outcomes. Although they can be a great way to relax and socialize, they can also be habit-forming, leading to physical and mental health problems. It remains essential to remember that moderate enjoyment is the key to staying happy and healthy. Without close supervision, internet-based games are capable of causing problems with both

physical and mental health, despite the importance of moderation when playing them. Despite the entertainment that electronic diversions provide, their effects on children's health and cognition are ultimately negative. Parents should recognize these disadvantages and take precautions to prevent their children from engaging in excessive play.

5. The majority of children's coping strategies involved playing online games. These were acquired through spending quality time with peers, classmates, teachers, family members, and relatives, playing, connecting, and traveling. Coping mechanisms in online games are up to the users, with the assistance of those around them.

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Reading Comprehension Difficulties Among Junior High School Learners

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Abstract

The purpose of this study was to investigate the factors that contributed to the reading comprehension difficulties of five Junior High School students. This study also identified the underlying factors contributing to this issue as basis of an effective intervention program to improve students' reading comprehension skills. The study used the phenomenological research design. The data gathering procedure was an interview set-up with validated questions. The study highlight various factors that contribute to reading comprehension difficulties specifically to the five respondents from grade seven Junior High School students. Result showed that there were various factors contribution to comprehension problems such as poor study habits, parent's low educational attainment, internet connectivity, mode of learning and students academic background. Although some students can read, they struggled to comprehend texts, particularly in the English subject. To address these challenges, the study recommends a multifaceted intervention program that includes follow-up and continuous monitoring. The intervention program developed from this research can serve as a guide for other schools with similar challenges in improving their students' reading comprehension skills. It is highly recommended that the school and the teachers must have reading remediation programs and interventions and the parents must cooperate with it to help solve the comprehension problem.

Keywords: *Reading Comprehension, PHIL-IRI Standardized Test, personal profile, reading interventions, teachers*

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Introduction

This study aims to know various factors which contributed to the reading comprehension difficulties among Junior High School learners of Panayakan National High School, others can read but lacks reading comprehension, for example in the subject English, reading stories and understanding texts, as subject teachers, we have problems on our students for they cannot understand or translate and give meaning and explanation on what they have read. This will be used as the basis for the intervention program to be developed for the learners reading comprehension problems.

Methodology

The researcher used the phenomenological research design in the study. Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon.

The researcher used the Creswell Theory in this study. According to (Creswell, 2014): Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting.

Findings

The findings include lived experiences were there are problems within the family, poor study habits, poverty, lack of reading materials, educational attainment of the parents were low and the interests of the learners towards their studies are very low. The intervention program for reading comprehension must be follow up always and there should be cooperative learning and peer mentoring and giving of utmost attention with reading drills should be properly plan and implemented. The research limits its scope on reading comprehension and the researcher implies to create more studies to solve reading comprehension problems among learners of the school.

In terms of problems encountered during pandemic, students got negative reactions, they are not answering the modules, they are relying to the answer key, pandemic has brought too much problems to learners since they do not have support and guidance of their family members are

lacking, plus the internet connectivity in some areas were not available, some of the activities in the modules or LAS is difficult for them, they don't know how to answer those activities and the guidance of the teacher is what they wanted to have.

In terms of problems encountered during face-to-face setting, student's performance in school has been observed by teachers as critical, most of the learners could not read fluently, spell words incorrectly and cannot comprehend well. These problems are rampant in our school and the numbers of affected learners were increasing.

In terms of the intervention program proposed by the researcher, there must be a serious and thorough collaboration efforts among all teachers and the involvement of the parents/guardians is highly recommended because teachers cannot do it alone. During the meeting after the releasing of cards, these issues regarding the low scores, academic performance, reading and comprehension problems of the students were raised up to their parents and guardians, various reasons and factors to be considered were discussed and shared to all.

Conclusion

Lived experiences of learners can't be controlled by the teachers who faced, "kumbaga yung sumalo ng problema". Those experiences have been experienced by the learner's long time ago which continuously occurs as a habit that is not resolve from time to time then becomes a bigger problem already. Parents must be well-versed in determining also the problems of their child, Teachers and Parents must have a collaborative effort in helping the child with the problems on reading comprehension.

These Grade 7 Student respondents have entered the Panayakan National High School with low comprehension skills thus we as their teachers must craft new skills and techniques on how to handle these kind of Students, since Grade 4 is the last time they have attended the school because of the two years pandemic.

Teachers cannot proceed to the next level of topic and discussions because most of them cannot understand the topic most especially in English subject.

The proposed intervention program will become successful if the teachers and parents will facilitate the learning and monitor the results, the procurement of the reading materials must be of top priority and the students must be focused on the discussion for them to learn and improve their academic performance.

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Mahampang Kita: Play-friendly Classroom Practices of Kindergarten Teachers

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Abstract

The study identified the seven kindergarten teachers' experiences and practices employed in a play-friendly classroom for kindergarten pupils in the District of Nabas, Aklan. It employed phenomenological research and used semi-structured interview guide questions along with a Focus Group Discussion (FGD) to gather the needed data. It was found that the teachers employed various play-friendly classroom practices and valued their importance to the teaching-learning process. The specific activities employed by the teachers include: play dough, dress-up, role-play, drawing, jigsaws, puzzles, shape sorters, painting blocks, table blocks, and sorting things are manipulative toys. Teachers also provided play places such as Bahay Kubo, sand play, water play, a toy area, a playing area, and a reading area. Other practices were done through worksheets, workbooks, flashcards, and multimedia videos. Most often, the activities were taken from the Department of Education's Kindergarten Development Curriculum, DepEd Portal, and training attended by the teachers, but various difficulties in implementing them still need to be considered. Kindergarten teachers suggested that these play-friendly classroom practices should have a play-based learning center, an updated play-based curriculum, and a project campaign where the school or Department of Education may help kindergarten schools get funding from the private and public sectors. Kindergarten teachers should also obtain extra training, developing or designing new plays or games in all competencies, and integrating with other learning domains, especially in kindergarteners' least taught abilities. Teachers should develop a contextualized program of play-friendly practices suited to the personalities and needs of their pupils, and there should be more in depth training for Kindergarten teachers so that they know what to do and are confident in how to teach their pupils.

Keywords: *Parents' Involvement, Academic Performance, Family Participation Questionnaire, Spearman's Rank Correlation*

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Introduction

This study examines play-friendly classroom practices of kindergarten teachers in the District of Nabas. The researcher employed strategies, beliefs, and the impact of these practices on children's learning and well-being. Kindergarten classrooms, in particular, provide a rich environment for play-based learning that fosters children's cognitive, social, and emotional development. This study highlights the importance of play-friendly practices in kindergarten classrooms. Professional development opportunities and resources can be provided to support teachers in implementing effective play-friendly strategies. By prioritizing play in the kindergarten classroom, we can create a nurturing and enriching environment that optimizes children's learning and holistic development.

Methodology

This study focuses on identifying the play-friendly classroom practices employed by the kindergarten teachers and their experiences regarding its effects and difficulties to kindergarten pupils. This study used descriptive-qualitative-phenomenological research to achieve a detailed description of the experiences of the teachers. The scope of this study covers the seven (7) female public kindergarten. Unstructured interview guide questions was used as a measurement device. This instrument was used to learn about the practices employed by teachers and their personal experiences with the effectiveness and difficulties of implementing play-friendly classroom practices for kindergarten students in their respective school. This study used an unstructured interview guide questions as a measurement device. This instrument was used to know the practices used by the teachers and their personal experiences with regards to the effectiveness and the difficulties in employing their employed play-friendly classroom practices to the kindergarten pupils. The information gathered are focused on their practices of play friendly classroom employed in their kindergarten classes, effects of the practices to the social interaction of the learners, difficulties identified, and the possible program were proposed for the enhancement of the play-friendly classroom. After the actual interview, the researcher presented the instrument to the experts specifically to the school head/principal of the researcher's school for validation. The school guidance counsellor including Education Supervisor in kindergarten were also considered as one of the expert evaluators. The script in this instrument is expressed in English since the participants are all teachers who easily comprehended the language.

This study employed the phenomenological research to achieved a rich detail of the experiences of the teachers. A phenomenological technique is used when little is known about a topic and the purpose of the research is to clarify and comprehend the most crucial significance of an intriguing phenomena from the viewpoint of individuals directly associated with it (Giorgi, 1997). This research study was conducted in the municipality of Nabas, including the schools under Area 1 and Area 2 of the Schools District of Nabas. Where the identified respondents are regular teachers teaching kindergarten, individual residents of the teachers can also be a place where the interview can be conducted depending on the convenience of the teachers.

Findings

This study was based on the actual observations, one on one interview, and answered questionnaire revealed by the respondents.

Kindergarten teachers described play-friendly classroom practices with the following responses: Playing promotes pupils' physical, cognitive, social, and emotional development, according to one instructor; Encourages pupils' deep knowledge and helps them explore, experiment, discover, and solve issues in innovative and fun ways; Foster rapport, psychological domain, and cooperative group activities, they say; Help pupils' recognition, teamwork, and idea review; and pupils have fun with their classmates, challenge them, and make them appreciate learning.

Kindergarten teachers employ play-friendly classroom practices such as physical play, social play, constructive play, fantasy play, and structured games. These are play dough, dress-up, role-play, drawing, jigsaw, puzzles, shape sorters, painting blocks, table blocks, and sorting things are manipulative toys. Teachers also provided play places such as Bahay Kubo, sand play, water play, a toy area, a playing area, and a reading area. Other practices were done through worksheets, workbooks, flashcards, and multimedia videos.

Kindergarten teachers follow the Department of Education's Kindergarten Development Curriculum as they implement play-friendly classroom activities inside their classroom, where students are permitted 15 minutes to participate in any indoor activity of their choice during the designated study periods. At the same time, outdoor activities are also available.

Most kindergarten teachers get play-friendly classroom materials online, particularly on the DepEd Portal, which offers contextualized Self-Learning Modules and other Digital Learning

Resources. Moreover, teachers took their sources from the training and seminars they attended, but they were limited only.

Kindergarten teachers claimed that the following are the effects of play-friendly practices on the pupils. It helps pupils have fun while learning. It allows pupils to plan, organize, communicate, and regulate emotions. It develops imagination, creativity, and literacy by improving language, math, social abilities, and stress management. It enhances pupils' confidence and social skills and develops empathy, kindness, patience, charity, and respect. And makes the pupils get excited to go to school every day.

Play-friendly classroom practices impacted kindergarten teachers' teaching through the following:

- Increase student interest, teachers' reinforcement, and classroom happiness.
- Boost classroom motivation.
- Motivate students to concentrate, pay attention, and complete their homework.
- Promote teamwork and student accountability.

However, one teacher remarked that the practice does not directly teach children science, the alphabet, and numbers; this technique can only describe some topic information and ideas.

With the absence of play-friendly classroom practices in the teaching-learning process in kindergarten, teachers claimed that pupils would miss crucial chances to learn fundamental motor skills, social skills, and life skills such as cleaning up after oneself.

Kindergarten teachers' difficulties in implementing play-friendly practices are the following: the individual differences of the pupils; the small space of the classroom that is inadequate for all the SIM's reading corners and playing corners; a lack of materials needed in the play; and insufficient training for the kindergarten teachers on how to implement play in the teaching and learning process.

As kindergarten teachers let pupils play, the classroom becomes messy, loud, and chaotic, which is what play-based learning anticipates. Kindergarten teachers say pupils are only seldom taught science, the alphabet, and numbers if they play and can't express all topics and thoughts. In other cases, children's play may be unsafe, requiring parental and teacher supervision.

The kindergarten teachers proposed the following programs to better implement play-friendly classroom practices: Have a play-based learning center; an updated play-based program;

conduct a project drive where the school or the Department of Education itself can initiate a project that can help the kindergarten schools get donations from the private and public sectors; conduct more training regarding the play-friendly classroom, on making or creating different plays or games in all competencies, and integration with the other domains of learning, especially in the most minor learned skills of the kindergarten pupils, is highly suggested to equip the kindergarten teachers.

Conclusion

Based from the summary and findings, the following conclusions were drawn:

The implementation of play-friendly activities in kindergarten of teachers has a significant positive impact on the learning and development of learners. Play, as an essential aspect of early childhood education, offers numerous benefits that go beyond mere entertainment. By incorporating play into the curriculum, educators can create an enriching and dynamic learning environment that promotes holistic development across various domains.

Play-friendly activities the positive impact of implementing play-friendly activities in kindergarten extends beyond the classroom, shaping well-rounded individuals who are curious, confident, and equipped with essential skills for lifelong learning. These encourage curiosity, promotes a sense of discovery, and allows children to make connections between concepts, enhancing their cognitive abilities.

Play-friendly activities foster opportunities for social interaction, cooperation, and communication among kindergarten learners. Through collaborative play, children learn to negotiate, share, and take on different roles, developing important social skills and emotional intelligence.

Kindergarten teachers should learn and discover more innovative games and practices to be employed in order to create and established a play-friendly classroom. Further, they should understand its importance to the teaching-learning process as well.

The following are specific activities that the kindergarten teachers employed in the play-friendly classroom practices: such DIY (do it yourself) games like geography activities, calendar activities to teach young learner on how to determine days, months and years, language activities like playing sound games, learning the initial, middle and initial sounds and CVC word building. They could still utilize the common games such play dough, dress-up, role-play, drawing, jigsaw

puzzles, shape sorters, painting blocks, table blocks, and sorting things are manipulative toys. Teachers also provided play places such as Bahay Kubo, sand play, water play, a toy area, a playing area, and a reading area. Other practices were done through worksheets, workbooks, flashcards, and multimedia videos.

Most often, the mentioned above activities were taken from the Department of Education's Kindergarten Development Curriculum, DepEd Portal, and trainings attend by the teachers but various difficulties in implementing are still need to consider.

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Examining the Link Between Job Satisfaction and Teaching Performance: A Correlational Analysis

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Abstract

Job satisfaction and work performance are crucially associated to an organization's success. This study investigated the level of job satisfaction and teaching performance of 30 elementary school teachers in the Philippines. It also determined the relationships between job satisfaction, teaching performance, and the teachers' socio-demographic profile. Data were collected through the validated research instruments which were divided into three parts: the personal profile of the teachers used to identify their sex, age, length of service, educational attainment, teaching position, and rank; teachers job satisfaction to measure supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition; and teachers teaching performance used to measure teaching skills and strategies, classroom management, subject competence and professional growth, interpersonal relationship, and contribution to the total school development. Mean, frequency count, Pearson r, and Cramer V were the statistical tools used through Statistical Package of Social Sciences (SPSS). Findings revealed that teachers have high satisfaction with their job. Work itself and the career advancement were indicators that were most highly satisfied. However, teachers expressed dissatisfaction with supervision of the school. The supervisor that turns one teacher against another was the lowest indicator. It revealed that teachers are highly performing with their jobs especially in the aspect of interpersonal relationships. This study indicated that there were no significant relationships among teachers' profile, job satisfaction, and teaching performance.

Keywords: *Job Satisfaction, Work Performance, Supervision, Teachers and Interpersonal relationship*

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Introduction

The success of a high-quality education is greatly influenced by teachers. The quality of the teaching-learning process might be impacted when a teacher is unhappy with their position. When teachers are happy in their employment, their job satisfaction and work performance for the educational institution are higher (Shila and Sevilla, 2015). Additionally, according to Shehnaz Tehseen & Noor UIHadi (2015), if teachers are happy in their jobs, they stay longer and work more, which reduces their desire to quit and boosts productivity.

One must be aware of the contributing aspects when looking for excellent teachers. One of these crucial components is job satisfaction. The implications of job satisfaction are numerous and profound. According to current research, teachers are less prone to stress and burnout (Skaalvik & Skaalvik, 2011). According to Urruttia, Borja, Castillo, and Magana's (2019) study, job happiness is greatly influenced by support for career progression and professional growth as well as appreciation of accomplishments. Hence, this study would look at the connections between teachers' performance, satisfaction with work, and socio-demographic characteristics.

Methodology

Descriptive-correlational research methodology was utilized in this study. Brown (1992) claims that descriptive-correlational analysis defines the variables and the relationships that develop spontaneously between and among them. This design's goal is to describe how variables relate to one another and determine causal linkages. This method can be used to explain the relationship between two phenomena when the researcher has no control over the independent, dependent, or outcome factors.

The researcher adapted and modified the survey questionnaire lifted from P. Lester (1987) entitled Teacher Job Satisfaction Questionnaire.

Part I generates information on the personal profile of the respondents. Part II Teacher Job Satisfaction Questionnaire (TJSQ) is a 62-item questionnaire with nine constructs adapted and modified from (Lester, 1987) to assess teachers' job satisfaction. A five-point scale ranging from 5 (always) to 1 (never) will be used to solicit responses.

Part III generates answers on the Job Performance of the Teacher.

Based on the reliability testing, it showed that the Instructional/Teaching Proficiency had garnered 0.869 or Good result, Delivery of Learning got 0.906 or Excellent result, and the Teachers' Readiness got 0.951 or Excellent result. Items with factor analysis of .50 and above were included in the instrument while those below .50 were discarded. The Cronbach's alpha of the

instrument with a reliability index of .70 and above were considered reliable (Gay, Mills & Airasian, 2009).

Data collected were processed and analyzed using the SPSS computer programme. The obtained data for the study were subjected to appropriate frequency, descriptive, and inferential statistics.

The researcher ensured the anonymity of the respondents by using codes to conceal their real identity. All the information disclosed by the respondents will be treated with utmost confidentiality. Letter of informed consent will be given to the participants to orient them on the purpose of the study and for them to know their participation.

Findings

Teachers are satisfied with their job. Most of them highly favors the teaching work itself as matter of job satisfaction. Second to the highest, career advancement is highly favored by teachers in order to be satisfied with their work. On the contrary, teachers expressed dissatisfaction on the school head's supervision. Also, teachers somewhat moderately satisfied with the pay or money remuneration.

In their teaching performance as teachers, they perceived themselves as very highly performing teachers. In the area of interpersonal relationship, teachers thought themselves as very highly competent. Although, teachers are somewhat fairly confident in the area of teaching skills and strategies, they are still highly competent.

There is no significant relationship between the socio-demographic profile of teachers and their job satisfaction. The correlation is mostly weak to negligible. This reveals that the teachers' profile of the teachers does not influence the teachers' job satisfaction.

There is no significant relationship between the socio-demographic profile of teachers and their teaching performance. The correlation is mostly weak to negligible. This reveals that the teachers' profile of the teachers does not influence the teachers' work performance.

There is no significant relationship between the job satisfaction and their teaching performance of the elementary teachers. The correlation is mostly weak to negligible. This reveals that the job satisfaction does not influence the teachers' work performance.

Conclusion

Teachers are fairly satisfied with their job because they have high regard towards the work of a teacher and its career advancement, however, teachers are low satisfaction towards school head's supervision specifically when it comes to his or her faculty. Furthermore, it is important to note that teachers express dissatisfaction towards immediate supervisor who turns one teacher against another. This implies that teaching is believed to be the noblest profession of all in spite of miscommunication or misunderstanding amongst teachers and school heads.

Teachers are very highly performing especially to the interpersonal aspect of teaching because teachers are fair and impartial with learners. This suggested teachers' understanding of diversity of learners – a capacity to identify individual differences and varied learning styles and personalities of their learners. Also, teachers excels in communicating with their co-teachers, learners' parents, staff, and stakeholders.

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Mobile application: Development of Fuel Station Search

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Abstract

This research can greatly help most motorists find the cheapest fuel station within an area. It was developed so that users can view the price of the fuel station in the area along with the fuel station's details, such as the station's name, location on the map, and the distance from the site. Using geographical referencing, the app helps save cash, fuel economy, and time in looking for the nearest fuel refilling station. This application requires internet access, and thus there is a disadvantage of internet failure. The main aim of developing this application is to reduce the time to a great extent that is consumed in searching for the nearest and cheapest fuel station. This study used a descriptive design. Data were gathered through interviews and standard questionnaires using purposive sampling. McCall's Software Evaluation was used for the expert's evaluation, and ISO/IEC25010 Software Characteristics for the respondents. Rapid Application Development was used in Software Development Life Cycle. As a result, both experts and respondents agreed that system was operational, always available, accessible, and responsive anytime by giving the grand mean both equal to 4.77 and 4.77. Various software development tools, such as the Javascript framework, Angular 7 CLI, and Firebase real-time database, were used. The final software product was given to motorists and travelers in Negros Occidental.

Keywords: *Fuel prices, Fuel Geo-referencing, Motorist, Negros Occidental*

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Introduction

Fuel is one of the most used earth products because in the world, fuel energy is used to make a lot of essential things such as vehicles gas, cells, etc. Due to the region fuel demand, many businesses minded people engage in franchising fuel station. The prices of domestic fuels differ by region and provinces. But they are not much far off from each other after considering transport costs from Manila, wherein it is the basis point for the transportation of the domestic fuel. This proposed Mobile application can help in finding nearest fuel station using map. It can view all the fuel stations with fuel prices and the distance from the motorist's location.

The main objective of this study was to develop a mobile Mobile application for instant viewing and locating a fuel station nearby and its prices. Specifically, it aims to achieve the following:

- a. Design and develop an app with following features: geographical referencing to locate the fuel station; and filtering and sorting capabilities to sort and show a list of the fuel stations, prices and other services.
- b. Evaluate the system by the experts using McCall's Software Quality Model.
- c. Evaluate the system regarding functionality, efficiency compatibility, usability, reliability, security, maintainability, and portability.

Methodology

The study used the descriptive methods in developmental design. It is a model in the design and development of the system. The (RAD) approach was applied to come up with the proposed app. The development stage of RAD includes requirements planning, user design, construction, and testing. Moreover, a descriptive research methodology was used because the system will be evaluated by the selected motorist in different locations of Negros Occidental which is based on ISO/IEC 25010 software characteristics.

The respondents of study were 43 participants. The respondents were breakdown into (3) IT experts, (2) staff, and (25) web users. The total number of respondents selected was (30) participants. The study's sample size was determined by utilizing the purposive sampling technique. Purposive sampling is a non-probability sampling most operational when one needs to study a specific cultural domain with experts within or according to the researcher's purpose.

The researcher used McCall's Software Evaluation Criteria and ISO/IEC 25010 Software Quality Model Characteristics. The McCall's Software Quality Model was used by the researcher to assess the relationships between external factors and product quality criteria. The ISO/IEC 25010 software characteristics is an International Organizations for Standardization/ International Electro-Technical Commission criteria based assessment that is consists of eight characteristics.

The researcher observed and interviewed respondents for the flow and functionality of the system to obtain the relevant data and information for the research study. The end-user completed a ISO/IEC 25010 Software Quality Model Characteristics and rated the given criteria. The data collected from the respondents guarantees quick retrieval and identifies problems that require more explanation. And for the evaluation, IT experts used McCall's, in which the proponents provided an idea for the improvement of what kind of system can be fitted to the administration and convenience of the potential user. The study's objective was also conveyed to the respondents, who were urged to provide unbiased responses.

For the survey, the researcher employed a statistical technique to provide valuable results. It was crucial to choose an analytical test to address the researcher's research questions and field. Descriptive statistics were used in this study to analyze the data collected. Data are summarized in the mean form using descriptive statistics, which also explain the connection between variables in a sample or population.

The weighted Mean was used as a statistical tool to determine whether the proposed system meets the quality evaluation criteria. After the participants completed the questionnaire, the researcher derived four ratings from their answers in terms of Compatibility, Usability, Reliability, Security, Maintainability and Portability.

The Rapid Application Development (RAD) technique addressed the need for fast system delivery. The project's scope dictated its size and conditions.

Findings

The system was assessed to end user using the ISO/IEC 25010 software characteristics and expert groups using McCall's Software Quality Model. Upon completing the study, the data were tabulated, and the Weighted Mean was computed for each instrument question. To determine the level of usability of the user, the respondents evaluated the performance of the Mobile application in terms of functionality and reliability of the information provided to a user.

The finding meant that the Gasapp possessed a high level of usability, reliability, security, maintainability, and portability whereby the users were able to smoothly use the due to its simple interface design yet highly working functions. Since the 's interfaces were presented using graphical user interfaces (GUI), it also has a high level of learnability and satisfies the interaction for the user.

Conclusion

In light of the findings of the study, the app is able to view all fuel station in Negros Occidental by that it is complete, correct and appropriate. It provided the users requests and needs with a high level of functionality. The Mobile application is able to view all fuel station in Negros Occidental by that it is complete, correct and appropriate. It provided the users requests and needs with a high level of functionality. It has a real-time or dynamic response to the user who wants to know the exact distance from his/her location to the fuel station.

Since the Gas App was found to be high-performance, functional, usable and reliable, it is recommended that the GasApp be fully implemented to its actual operational environment. All motorist and tourist in Negros Occidental may choose to adopt this developed software GasApp. It is also recommended to the future researchers who may decide to update and improve the mobile application and add other information in which may help to maximize its potential and by improving the ways of finding fuel station in the nearest area.

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Inquiry-Based Learning Strategy as Correlates of Independent Learning Skills and Performance in Physical Education

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Abstract

This study attempted to discover the effects of the use of Inquiry-Based Learning (IBL) in developing the performance of learners in Physical education in terms of knowledge, understanding, comprehension, and application. Using an experimental one group-post-test design, it revealed that the use of IBL was generally acceptable for the learners in terms of self-direction, comprehension, and engagement. Likewise, they agreed that they have developed independent learning skills: cognitive, metacognitive, and affective. Inferential statistics, Pearson correlation, revealed that there is no significant relationship between the perceived use of IBL and the level of performance. Thus, mediation analysis for independent learning skills was no longer considered. Paired sample t-test also provided that IBL as a teaching strategy improved all the indicators for performance in Physical Education. It is therefore recommended that IBL may be used to develop certain skills even for those subjects that are different in nature from mathematics and science.

Keywords: *Inquiry-Based Learning, Physical Education, Independent Learning Skills, Correlation*

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Introduction

The COVID – 19 Pandemic has pushed the education sector, teachers and students alike, to do teaching and learning remotely. This is in observance of the health and safety protocols in response to the emerging infectious disease and mitigating its effects. However, this change in the paradigm on how education is done posed significant challenges to both parties.

One of the said challenges include the independence of learners in terms of learning. Many students were taught in school using expository instruction or using teacher – centered pedagogies, which did not provide opportunities for independent learning, and thus underdeveloped independent learning skills.

Independent learning skills allow learners to be responsible for their own learning. They are the ones that enable learners to own their learning and thus they become independent, making teaching less of a teacher – centered process, rather a self – directed and spontaneous process.

Young children and humans are naturally curious about the world around them. The thirst for knowledge is somewhat insatiable that pushes us to seek out new experiences and challenges and try novel things with utmost enthusiasm (Saltman, 2012). This is the same reason why it is a must to provide a better and quality education for mankind. It is essential to understand the core topic of this paper before discussing its effects on learners' performance. As an educator, inquiry-based learning strategy or method is still hard to facilitate especially for young learners. Moving away from the traditional way of teaching is still a challenge that we tend to overcome over time. The fast pace of change in education challenges most educators to find ways to encourage learners to be more active and involved in the teaching and learning process. Inquiry-based learning is a kind of approach to learning that focuses on the involvement of students in the hunt for their learning. It is a learning model that is student-centered and is in pursuit of a question or a problem. It provides an alternative process of an aural description of autonomy, experience, motivation, and academic challenges (Buchanan,2016).

Methodology

This study used descriptive correlational design. It is an experimental research design characterized as simply the attempt to establish relationships and check the development of specific skills (Creswell, 2012) while it has also been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness. The critical thinking skills of 100 Grade 7 students enrolled for the School Year 2022 - 2023 and are under the in-person delivery modality were

assessed using a researcher-made independent learning skills test and were compared in terms of the students' scores before and after the use of inquiry based approach. The perception of the respondents as to the quality of the strategy was also described through descriptive measuring designs and treatments.

The researcher used two (2) main instruments: a survey questionnaire and a teacher - made test for Independent Learning Skills. The survey questionnaire was primarily used to measure the perception of the respondents as to the use of IBL. It is divided into three (3) sub indicators, namely level of inquiry, promotion of active learning and allowing for collaboration. Each sub indicator will also have five (5) statements each which was rated using a Likert Scale ranging from 1 to 5 with 5 being the highest.

A test for Independent Learning Skills also be adapted. It had four (3) parts, one for each skill: Cognitive skills, Metacognitive skills, and Affective skills.

Prior to the gathering of data needed for the study, the researcher crafted a survey questionnaire and a independent learning skills test. It was followed by securing necessary permit to conduct the study through the letter of request. A letter to the school principal was submitted and approved. Subsequently, the researcher proceeded to the actual phase of the study. The study covered three phases: the pre-assessment, the implementation and the post assessment stages.

For the pre-assessment, it started with the crafting of the research instruments such as survey questionnaire to measure the perception on Inquiry Based Learning and Independent Learning Skills Test. Such has gone validation process through a panel of experts. This was done to measure the initial level of skills of the learners.

The implementation stage was the center of the study. In this phase, the researcher used the IBL on a regular basis for at least six (6) weeks for quarter 3 of school year 2022 - 2023.

In the post assessment, the respondents again took the independent learning skills test as well as answer the evaluation questionnaire for IBL Approach to identify its strengths and different areas for improvement. From the gathered results, data analysis shall be performed. The data gathered will undergo statistical analysis and interpretation.

To decide on the actual results of the study and its findings, descriptive and inferential statistics were used. In order to describe the perception of the respondents as to the use of IBL Approach, mean and standard deviation, frequency, percentage will be used. to describe the level of skills of the respondents before and after the use of IBL. For the inferential statistics, Pearson-

moment product correlation was used to determine whether the perception of the learners relate significantly to their level of independent learning skills and to find whether there is a significant difference in the participants' level of independent learning skills before and after the use of IBL, paired samples t-test was applied. All inferential statistics were done at five percent (5%) level of significance. T-test be applied for test of difference between the pre and post-test performance in Physical Education.

Findings

The following are the significant findings of this study: the respondents generally strongly agreed that the use of IBL as a teaching strategy was beneficial for them, and that in terms of their perceived level of independent learning skills, the same can be said. The performance of the respondents in the pretest are generally described as poor and fair, but after the use of IBL, they shifted to satisfactory, very satisfactory and outstanding ranges.

All skills, knowledge, understanding, comprehension, and application were developed through the use of IBL. Generally, no significant relationship was noted between the perceived use of IBL and the performance in Physical Education except for knowledge to engagement, and application to self – direction and comprehension.

Conclusion

From the findings, the following conclusions are hereby drawn: The students greatly accept the use of IBL in Physical Education, IBL can be an effective tool or strategy in developing the level of performance of the students in terms of knowledge, comprehension, understanding, and application. Pre-test has a lower scores compared to post-test scores of the learners after using the IBL. There is a significant difference on the performance of students in Physical Education before and after the use of IBL.

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Lived Experiences of Pupils in Utilizing Self-Learning Modules

Lovely G. Barcebal

Abstract

This study was conducted to determine the lived experiences of the pupils in utilizing self-learning modules. Qualitative-phenomenology research design was used in this study. The study utilized nine pupils as research participants obtained using purposive sampling. The data was analyzed and interpreted using thematic analysis. The research instrument used was an interview guide. The lived experiences of the pupils in utilizing self-learning modules were categorized into subthemes: manifestations as independent learners, develop sense of responsibility, scarcity of learning resources, partly indefinite learning modules, learning limited vocabularies, inadequate samples of facilitate understanding, family's participation and support, availability of internet at home, and peer or group tutoring. The challenges encountered by the pupils in utilizing self-learning modules were classified into: insufficient learning resources to be used for them to fully comprehend with the content of the module; and module mishaps. In terms of their coping mechanism in utilizing self-learning modules, all of them were extremely motivated by having a positive attitude toward learning creates a positive feelings about education and their ability to learn new things. Based on the result of the study, a proposed program entitled "ULIKID: Unungay kang Linghod nga Ikasarang, Kadarag-an sa Irimaw nga Dinalan" was created.

Keywords: *Lived Experiences, Pupils, Utilizing, Self-Learning Modules*

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Introduction

It is on this premise that I desired to conduct this study focused on the lived experiences of pupils on self-modular learning, the challenges they have encountered, and the coping mechanism to address these challenges. Further, the results and findings of this study will lead to the crafting of an intervention program to improve the performance of the pupils regarding the implementation of this new modality of learning.

Methodology

The participants of the study were 9 pupils who were selected through purposive sampling. This study utilized a qualitative research design employing a research phenomenology approach. The instrument used in the study was a researcher-made interview guide. The first part of the instrument gathers data about the lived experiences of learners utilizing the self-learning modules. Next elicits information about their difficulties in handling the self-learning modules, and the third gathers information about their coping mechanisms on the problems and difficulties while modular implementation. Moreover, the research instrument was subjected to firm validation by expert panelists in this field of endeavor to ensure reliability and validity before its final administration to prevent biases or prejudices. Upon the panel members' approval of the research proposal, I wrote a letter to the School Head asking permission to conduct the study as part of the research protocols. After the approval, I conducted face-to-face interviews with the participants including the focus group discussion to validate their responses. Minimum health standard protocols will be observed both by the participants and myself such as the use of face mask, face shield, alcohol and hand sanitizers. To ensure ethical research, the participants were informed about their participation in this research, the benefits of this study, as well as their participation is voluntary in nature, and the procedure to be used in this research. The data were treated with the utmost confidentiality. I used thematic analysis to analyze the participants' different answers after the focus group discussion. The verbatim responses of the participants in the FGD were interpreted by providing the closest possible meaning which were categorized to formulate themes. The themes represented the perceived response to questions utilized during the Focus Group Discussion.

Findings

The study's first major finding revealed the pupils' underlying experiences in utilizing the self-learning module. Informants revealed that in using the self-learning module, they had

developed a sense of responsibility. Learning does not have to be limited to school, it can take place anytime, anyplace, and at any age. Students learn without limitations because learning encourages the student to not only absorb new information and knowledge but to learn how to find out more how to learn more. Moreover, in the self-learning module the students become independent thinkers and learn to accept responsibility. In learning by doing, the students take part in authentic experiences. They discover new things and they experiment with knowledge themselves. Students learn to reflect on their experiences, thus developing new skills, attitudes, and ways of thinking.

The second major finding of the study was all about the challenges encountered by the pupils in utilizing self-learning modules. This significantly increase learners' achievement by supporting learning yet student don't have enough learning resources to be used in order for them to fully comprehend with the content of the module. Module mishaps is another challenge for learners. It is a serious problem with regards to instruction and this greatly affect the learners. Learners became confuse of their ideas because there is erroneous answer key in which they rely their answers. Moreover, the limited examples given in the module triggered the challenging experiences of the students in learning difficult lessons, they cannot fully understand the topic because of the insubstantial ideas provided in the modules.

The third major finding of this study revealed the coping mechanisms to address the challenges of the Pupils. In order for the pupils to counter those challenges, they were able to establish a strong coping mechanisms. Guiding students towards academic achievement connects them to futures that they can view as attainable. Learners seek academic support from their parents, siblings and peers so that they can fully understand the lesson if someone facilitates the discussion for them. Also, internet is of a great help for the learners in completing their tasks. Those lessons that are difficult to understand was researched on internet to look for other relevant examples that can fully address their confusions with regards the content of the lesson. Lastly, learners realized that having a positive attitude toward learning creates positive feelings about education and their ability to learn new things. This positivity makes it easier for the learners to achieve their goal which is to learn.

Conclusion

This study implied that pupils should have a strong academic support from their parents, siblings, peers and teachers so that they can achieve their goal of finishing their tasks. They must be guided in developing their social- emotional skills such as creativity, resiliency and problem-solving, which in turn increase success in school and life.

This study further implied that internet access paves the way to learning new concepts and discover new learning. Internet aids in updating the student's knowledge with the current scientific information. In addition, internet-based learning improves the quality of education of the students than the conventional teaching method.

Moreover, having an established positive attitude toward learning let students to relax, remember, focus and absorb information as they learn. Being ready to welcome new experiences and recognize many different kinds of learning opportunities. And when they can see opportunities, hope increases.

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Impact of Green Pricing and Green Promotion on the Buying Behaviour of Consumers in Hypermarkets of Pakistan

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Abstract

Consumer buying behavior (CBB) in Pakistani hypermarkets can benefit from green pricing and green advertising. Hypermarkets may influence consumers to make more sustainable purchase decisions by providing environmentally friendly products at competitive prices and successfully promoting these products. This study intends to examine how green pricing and green advertising affect consumers' purchase decisions in Pakistani hypermarkets. A total of 185 questionnaires out of 220 were returned, with an 84% return rate, from different hypermarkets in Peshawar, Pakistan. AMOS 28 was employed. The measurement model was utilized to evaluate the instrument's reliability and validity before the structural model was determined. The outcome showed that green price and promotion had a positive and significant association. Green price also had a substantial impact on CBB. The findings also point to a considerable and favorable influence of green promotion on CBB. One conclusion is that because the study's scope is limited to the Peshawar area, it may not be able to extrapolate its findings to other contexts. Second, the study only considers how green pricing and advertising effect customer behavior, ignoring other factors like personal views and attitudes that can influence consumer behavior.

Keywords: *Green price, green promotion, consumer buying behaviour, employees, hypermarkets, Pakistan*

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Introduction

Traditional marketing concepts and philosophies have substantially transitioned toward embracing social and environmental issues in recent decades. Consumer awareness of environmental issues, changes in governmental regulations, and escalating concerns about climate change are just a few causes of this transition. Customers are becoming more interested in environmental concerns, and businesses incorporating sustainability into their marketing strategy can strengthen customer connections (Luchs et al., 2010). According to Nielsen (2018), customers are ready to pay extra for environmentally friendly goods and services in many markets. Modern marketers frequently use the "green marketing mix" to set their products and services apart from their rivals and obtain a competitive edge (Reints, 2019).

Recent research indicates a growing environmental awareness in Pakistan due to government and organizational efforts, with Peshawar's substantial population of around 3.4 million offering a valuable context to explore the effects of green pricing and promotion on CBB in hypermarkets (Tan et al., 2022; Haq et al., 2021). Ali et al. (2022) studied variables influencing Pakistani businesses' green marketing adoption, revealing obstacles like customer knowledge gaps and resource limitations. Focusing on Lahore's hypermarkets, the study underscores price, product quality, and store environment as key factors shaping consumer purchase intention.

The study highlights the need for greater focus on Peshawar's hypermarkets, where Pakistani customers are increasingly environmentally conscious and inclined towards sustainable businesses. Despite extensive research on the impact of green promotion, pricing, and CBB, there is a significant research gap regarding the effects of green pricing and promotion on CBB within Peshawar hypermarkets. Further investigation is essential to comprehend Peshawar consumers' responses to green pricing and hypermarket promotion strategies, especially as environmental sustainability gains prominence in Pakistan.

The study aims to bridge this research gap by examining the influence of green pricing and promotion on CBB in Peshawar's hypermarkets, contributing valuable insights to an area with limited existing exploration. It further seeks to empower businesses and policymakers in fostering sustainable consumption by examining how green marketing strategies can influence consumer decision-making, potentially altering attitudes and practices toward more ecologically friendly purchases and contributing to environmental conservation.

Methodology

In this study, the green price and the green promotion are independent variables. Hashem and Al-Rifai (2021) measured the green promotion by six items and the green price by three items (self-adopted). On the other hand, the dependent variable is measured by eight items and is related to consumer purchasing behavior (Rezai et al., 2012; Chiu et al., 2013). All the variables are measured by 5 Likert scale, where 5 represents a strong agreement, and 1 represents a strong disagreement.

A systematic questionnaire was used to gather data from 185 respondents in Pakistan's Peshawar province customers who reported using and buying ecologically friendly products made up the study's participants. A survey design method was used to obtain primary data, and academic journals, books, and other published materials were used to gather secondary data.

A two-stage Structural Equation Modeling analysis, beginning with the measurement model, was carried out in the study using AMOS version 28. Item loading, internal consistency, and convergent validity were used to evaluate the measurement model's accuracy and dependability (Schumacker & Lomax, 2010). The skewness-kurtosis method was employed to determine whether all the variables were normal by using SPSS 28 (Hair et al., 2010).

Confirmatory Factor Analysis evaluates model fit to data and ensures accurate representation of constructs. Indicators with loadings below 0.4 were removed to enhance model fit and validity (Hair et al., 2010). Fit indices (RMSEA, RMR, AGFI, GFI, NFI, CFI, CMIN/DF) assessed model goodness of fit. Good fit criteria include $RMSEA < 0.08$, $CFI/TLI > 0.90$, and $RMSR < 0.08$ (Byrne, 2016). Refinement process involved examining covariance matrix, modification indices, and regression weights. Lower-loading items were removed from green pricing, green promotion, and consumer behavior scales. The adjusted model showed good fit based on fit indices, despite a significant chi-square value.

Cronbach's alpha (CA), composite reliability (CR), and average variance extracted (AVE) assess reliability and validity. All three constructs exhibit strong internal consistency with CA values above .70. Green price, green promotion, and consumer purchasing behavior have CA values of .811, .868, and .916 respectively. CR values for all constructs exceed the recommended threshold of .70, confirming validity. AVE values for each concept surpass the recommended cutoff of .50.

Findings

The study finds a significant positive correlation (H1) between green pricing and CBB, indicating consumers' willingness to adopt eco-friendly habits even when prices rise. Prior research by Luchs et al. (2010) supports this, suggesting consumers choose environmentally responsible products despite higher green prices. The study focuses on Taiwanese organic foods, and while the link's generalizability may vary, other factors like product quality and marketing can impact green pricing's influence on CBB (Namkung & Jang, 2017).

The study establishes a positive and significant relationship (H2) between green promotion and CBB, indicating that effective green marketing and promotions can encourage environmentally friendly practices and product purchases. This influence on CBB is noteworthy, as there is a clear and positive link between green promotion and consumer purchasing behavior. Hypermarkets' adoption of eco-friendly promotions can positively impact consumers' buying choices, possibly driven by heightened environmental awareness and a desire to support ecologically beneficial products. However, the strength and direction of this relationship can vary based on factors like promotion type, target market, and offered goods/services. The study underscores a significant positive correlation between green marketing and consumer purchasing patterns.

Green marketing and promotional methods may persuade consumers that environmentally friendly items are more valuable and worthy of a higher price if there is a positive and substantial association between green price and promotion (H3). It may result in a rise in the demand for environmentally friendly goods and a change in consumer behavior toward more sustainable ones. The study in China examined the connection between eco-friendly promotions and consumers' willingness to pay for them. Consumers exposed to green advertising were shown to be more inclined to pay more for eco-friendly hotels than consumers who were not (Wang & Wong, 2020).

Conclusion

The study highlights the substantial impact of green pricing and marketing on consumer purchasing behavior in Pakistani hypermarkets. Specifically, the research underscores the importance of focusing on green marketing aspects, particularly pricing and promotion, to attract and retain environmentally conscious customers. The study establishes a positive and strong correlation between green marketing practices and consumer buying patterns. It further reveals

significant links between green pricing, consumer behavior, and green advertising. The study's reliable measurement model and well-fitting structural model validate the accurate assessment of constructs. Consequently, implementing effective green marketing techniques, such as green pricing and promotion, can positively influence customer behavior within hypermarkets.

Furthermore, the research underscores the connection between rising prices of environmentally friendly products and heightened customer inclination to make such purchases. This trend may stem from increased consumer environmental awareness, willingness to pay more for value-aligned goods, or businesses incorporating sustainable practices and passing on associated costs. By employing green pricing strategies, businesses can effectively communicate their commitment to sustainability and social responsibility, attracting customers who share these values and potentially driving sales of eco-friendly products. Successful green marketing can enhance the perceived value of environmentally friendly items, enabling businesses to command higher prices and stand out in competitive markets. Nonetheless, it's important to recognize that the impact of green promotion may vary across industries and geographical regions.

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E-Learning Educational Atmosphere and Technology Integration as Predictors of Students' Engagement: The Case of Agribusiness Program

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Abstract

This study aimed to determine whether the e-learning educational atmosphere and technology integration significantly influence the students' engagement. The study employed a descriptive-correlational research design with 127 fourth-year college students from Davao del Norte, Philippines selected through universal sampling. The study used three adapted questionnaires to gather data, and statistical tools such as mean, Pearson r, standard deviation, and regression analysis were utilized. The e-learning educational atmosphere on students in terms of programme effectiveness, teaching quality, ethics and professionalism, learner support, safety and convenience, and awareness of the rules is much observed. Students' engagement, perceived ease of use, perceived usefulness, and attitude toward integrating are much evident. Students' engagement in terms of affective, behavioral, and cognitive are much manifested. The findings also revealed that the e-learning educational atmosphere has a significant relationship and influence on students' engagement. On the other hand, technology integration has a significant relationship and influence on students' engagement. The study highlights the importance of creating a safe and convenient e-learning environment and promoting the use of technology in enhancing students' engagement. The study's limitations include the sample size and the context-specific findings. The results imply the need for instructors, school administrators, and CHED officials to collaborate and establish programs that promote students' engagement through e-learning and technology integration.

Keywords: *E-learning educational atmosphere, Technology Integration, Students' engagement*

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Introduction

Student engagement is crucial for fostering attention, curiosity, and interest in learning. Low engagement has become a concern in education, necessitating collaboration between instructors and students for meaningful learning experiences. Agricultural courses often struggle with engagement due to a lack of genuine learning environments. Disengagement can also stem from poor course impressions and teaching strategies. Overcoming engagement challenges is vital across learning contexts, demanding effective strategies to create a positive learning environment that sparks enthusiasm for learning (Groccia, 2018; Nalipay et al., 2020; Kiezel et al., 2020; Irani-Kermani et al., 2021; Sutton & Jorge, 2020).

Tertiary-level students in the Philippines show little interest in agriculture, hindering its development. Research by David et al. (2022) reveals a motivation gap, shifting students away from agriculture to other sectors. This worsens the country's agricultural underdevelopment, demanding swift action from policymakers, educators, and stakeholders. Addressing this requires understanding factors causing disinterest and implementing strategies like improving education quality, promoting agriculture through outreach, and supporting students in pursuing agricultural careers. The study was motivated by the need to address gaps in literature regarding e-learning, technology integration, and student engagement in agriculture courses, specifically in the local context. Urgency arose due to limited teaching modalities (blended virtual and face-to-face) and the ongoing use of these methods at the local state college where the research took place.

This study aimed to enhance student engagement in agriculture courses by exploring the impact of e-learning environments and technology integration. It addressed challenges posed by the new normal of virtual learning. The research aimed to uncover connections between e-learning, technology, and student engagement, thus contributing to better agriculture education. The findings could inspire innovative teaching strategies, benefiting educators and advancing 21st-century agriculture education. This research is crucial for improving the quality of agriculture education amid the challenges of the new normal.

The purpose of the study was to determine whether the e-learning educational atmosphere and technology integration had a significant influence on the engagement of fourth-year college students in agriculture courses in the local college of Davao del Norte during the academic year 2022-2023.

Methodology

This study utilized a quantitative non-experimental descriptive and correlational research design, focusing on numerical data collection and analysis to identify patterns and relationships within a specific sample population (Bhandari, 2020). Non-experimental methods were employed to explore social phenomena without manipulating the participants' environment or employing random assignment to groups. The E-learning Educational Atmosphere Measure (EEAM) consists of a 32-item survey questionnaire assessing five components of e-learning ambiance: Programme Effectiveness, Teaching Quality, Ethics and Professionalism, Learner Support, Safety and Convenience, and Awareness of the Rules. The questionnaire demonstrates good internal consistency with Cronbach's alpha values of 0.744 (PE), 0.704 (TQ), 0.752 (EP), 0.809 (LS), 0.894 (SC), and 0.872 (AW), collectively yielding a reliability of 0.796.

Furthermore, the Digital Technology Integration Questionnaire (DTIQ) includes a 15-item survey with four technology integration components: Perceived Ease of Use, Perceived Usefulness, and Attitude toward Integrating. The questionnaire shows strong internal consistency, with Cronbach's alpha values of 0.903 (PEU), 0.866 (PU), and 0.849 (AI), yielding a collective reliability of 0.872. Additionally, the Student Engagement in Schools Questionnaire (SESQ) is a 21-item survey assessing student engagement across three components: Affective Engagement, Behavioral Engagement, and Cognitive Engagement. The questionnaire demonstrates strong internal consistency, with Cronbach's alpha values of 0.804 (AE), 0.822 (BE), and 0.849 (CE), resulting in a collective reliability of 0.842.

Findings

The study's key findings highlight the levels of e-learning educational atmosphere, with awareness of rules obtaining the highest mean (4.50) followed by teaching quality, ethics and professionalism, learner support, and programme effectiveness. Safety and Convenience had the lowest mean. Technology integration indicated the highest mean for attitude toward integrating (4.26) and perceived usefulness (4.24), while perceived ease of use had the lowest mean (4.14). Student engagement components ranked cognitive engagement highest (4.34), followed by behavioral engagement (4.26) and affective engagement (4.40). Notably, both e-learning educational atmosphere and technology integration had a substantial positive relationship with student engagement ($r=0.762$ and $r=0.743$, respectively, both $p<0.000$), leading to the rejection of the null hypotheses. Additionally, the study affirmed the significant influences of e-learning

educational atmosphere ($\beta = 0.511, p < 0.000$) and technology integration ($\beta = 0.356, p < 0.000$) on student engagement, prompting the rejection of the respective hypotheses.

Conclusion

The study sheds light on several critical aspects of e-learning educational atmosphere and technology integration in relation to student engagement. Notably, the findings underscore the high levels of awareness of rules, teaching quality, ethics and professionalism, learner support, and programme effectiveness within the e-learning environment. While Safety and Convenience emerged with a relatively lower mean, the overall e-learning educational atmosphere was shown to significantly correlate with increased student engagement, as was the case with technology integration. This suggests that fostering a conducive e-learning atmosphere and effective integration of technology can significantly enhance student engagement. The study's implications highlight the need for educators and policymakers to prioritize these factors to optimize the learning experience and outcomes in e-learning contexts. As a recommendation, educational institutions could focus on enhancing Safety and Convenience aspects while further emphasizing strategies to sustain the positive impacts of awareness of rules, teaching quality, ethics and professionalism, and learner support. Moreover, continuous efforts should be made to effectively integrate technology into educational practices, acknowledging its substantial influence on enhancing student engagement and, consequently, overall learning outcomes.

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Mathematical Software GeoGebra: Its Effect on Students' Competency in Mathematics

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Abstract

This study was conducted to examine the effect of the mathematical software GeoGebra on students' competency in Mathematics among Grade 10 students of a public high school in Aklan S.Y. 2022-2023. The quasi-experimental research design was employed in this study. The participants of the study were randomly selected 40 students who were match-paired based on their first quarter academic performance in Mathematics. Twenty students were assigned to the control group and twenty students to the experimental group. GeoGebra software was utilized in the experimental group while the control group was taught using the conventional method of teaching Mathematics. The findings showed that both the control group and experimental group had the same level of prior knowledge before the intervention. After the intervention, post-test results showed that both groups had increased their level of learning. Nevertheless, the post-test mean scores revealed that there was a significant difference, wherein the experimental group scored higher than the control group. Hence, GeoGebra software increased the students' mathematical competency compared to the conventional method of teaching mathematics.

Keywords: *Mathematical software, GeoGebra, quasi-experimental, students' competency, Mathematics*

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Introduction

The main purpose of this study was to find out if the mathematical software GeoGebra can remediate the gap in the teaching and learning of Mathematics. Mathematics is an indispensable subject of the Department of Education (DepEd) K-12 curriculum in the Philippines which necessitates the used of critical thinking skills and perceived as important in daily living as well as in the development of other sciences. (Artuz & Roble, 2021). Problems related to mathematics achievement are still evident in the Philippines. The participation of the Philippines in Trend International Mathematical Science Study Advanced (TIMSS) 2019 confirmed that only 19% of Filipino students were on Low benchmark, which means they had “some basic mathematical knowledge” and 81% did not reach this level (Mulis, Martin, Foy, Kelly, & Fishbien, 2020). In relation to this, perennial problems have become a concern for teachers in Union National High School, raised in one of the School Learning Action Cell (SLAC) regularly conducted by the school’s mathematics department. According to the Quarterly Summative Assessment Result, the average Academic Performance of Grade 10 students in Mathematics is at Satisfactory Level based on DepEd Order No. 8 s. 2015.

Students may become disinterested in Mathematics because they need help to create the necessary geometrical constructions. The insufficient resources of a pencil and paper medium causes students to construct a limited concept. The National Council of Teachers of Mathematics highlighted that technology integration in the teaching and learning Mathematics is necessity. The NCTM also declares that students who use technology learn more Mathematics in-depth (Kumah & Wonu, 2020). Thus, GeoGebra was introduced to fill this gap by allowing students to visualize and understand Mathematics.

GeoGebra is used in many ways in the teaching and learning of mathematics such as; displaying and visualization, since it’s provide different representations as a construction tool since it has the abilities for constructing shapes and helps in preparing teaching materials. Rajagopal, Ismail, Ali & Sulaiman (2015) claimed that students found GeoGebra as a helpful tool for them to learn Mathematics. Hence, this study investigated whether this learning method using GeoGebra Software will surpass the conventional method in teaching and learning of Mathematics.

Methodology

This study employed a quasi-experimental research design. The Matching-Only Pre-test-Post-test Control Group Design adopted from Fraenkel and Wallen (2012) that is found to be the most relevant research design to this study because it enables the researcher to investigate the effect of using GeoGebra software on students' competency in Mathematics. Quasi-experimental research design examines whether there is a causal relationship between independent and dependent variables.

The simple random sampling technique was used in the study. The participants for this study were randomly selected forty (40) out of 190 Grade 10 students of Union National High School who are currently enrolled in the school year 2022 – 2023. This study was conducted from October 3, 2022 to November 25, 2022. Due to the strict health protocol, each group was composed of twenty students as mandated in the DepEd Memorandum No. 71, s. 2021. The forty (40) students were divided and distributed equally into two groups. Twenty participants (20) of the sample were selected for the control group and twenty participants (20) of the sample assigned for the experimental group. The researcher selected and matched them based on their First Quarter Academic Performance in Mathematics.

A diagnostic pre-test and post-test instrument that used in the study is the researcher-made test validated by three Mathematics teachers of Union National High School. This researcher-made test is multiple choice questions composed of fifteen (15) items and a Table of Specifications was made to ensure its content validity. This test was administered first to the Grade 10 students who are non-participants in this study to measure its reliability. The researcher used mean score in order to find out what level of the most participants in both experimental group and control group. The researcher used Wilcoxon Signed Rank Test to determine if there is significant difference between the pre-test and post-test results of both experimental and control groups. Also, Mann-Whitney U test was used to determine if there is significant difference between the pre-test result of the control group and the experimental group, and the post-test result of the experimental group and control group. All statistical analysis was set to 0.05 significance level.

The p-value must be less than the significance level of 0.05 to reject the null hypothesis. However, accept the null hypothesis if the p-value is greater than the significance level of 0.05. These inferential statistics was treated and analyzed using SPSS version 27 statistical software system.

Findings

When pre-test results of two groups were being compared, the conventional method and using GeoGebra software, both gives a very low level of competency in mathematics. Thus, makes no significant difference. Because of that, the researcher could conclude that the students' competency level was almost the same on the topics even before the treatment had been implemented. When Conventional Method is being implemented to the participants of control group, pre-test and post-test results showed that there is a significant difference since there was an increase in the student's score. Hence, even the traditional way of teaching could still help in increasing the student's competency in Mathematics. When the GeoGebra software was being applied, pre-test and post-test results revealed that there is a significant difference since there is an improvement in the student's score. Consequently, the utilization GeoGebra software in the process of learning mathematics proved to be effective. When post-test results of two groups were being compared, control group exhibited high level of competency while experimental group displayed very high level of competency. Nevertheless, the test of significance proved that there was significant difference between the two groups. Therefore, the utilization of GeoGebra software is better than the traditional method.

Conclusion

The researcher concluded that students were learned more using the GeoGebra software in the teaching and learning mathematics. In this strategy, students were given a chance to work independently as they will draw and graph shapes on the screen of tablet. Plus, GeoGebra software equipped with attractive animations and images that can boost the students' interest, enjoyment, and satisfaction. With this, students were learning cheerfully. Hence, students who exposed to GeoGebra exhibited better remembering of concepts and have better improvement of competency in mathematics. Mathematical learning will be more meaningful with the combination of teacher creativity and modern technology. By integrating both approaches, the educational level can be improved, the learning process should be more vivid, and increase students' enthusiasm together with problem-solving and critical thinking skills. In other words, students will no longer bound by either one teaching method; they can enjoy the convenience that the new teaching approach brings them and perceive the advantages of technology-based learning. As a result, mathematics teaching and learning will become more holistic.

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Utilization of Integrative Performance Task Assessment in Junior High School

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Abstract

The study aimed to explore the challenges, best practices, attitudes, and perceived advantages and disadvantages of utilizing integrative performance task assessment in the district of Malay. The research design employed was qualitative phenomenological. The findings of the study indicate that most of the teachers followed and implemented the new assessment given by the Department of Education, which shows their willingness to adopt innovations in education. Overall, the findings of this study suggested that integrative performance task assessment is a valuable approach in enhancing students' learning outcomes. The challenges encountered in implementing this approach can be addressed by creating a collaborative system among teachers. The best practices identified can also serve as a guide in implementing integrative assessments effectively. The perceived advantages of learners in using this approach can be considered in creating a curriculum innovation program that promotes students' holistic development. Based on these findings, it is recommended that the Department of Education should continue to promote the use of integrative performance task assessment in the curriculum. Teachers should also be provided with training and support in planning and implementing integrative assessments effectively. The implementation of a collaborative system among teachers can also help address the challenges encountered in implementing this approach.

Keywords: *Challenges, Best Practices, Advantage, Advantages, Assessment tool*

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Introduction

Integrative assessment is an assessment design that seeks to combine students' learning from multiple modules and/or levels into a single assessment. Such assessment is synoptic, meaning the students are required to make connections between knowledge and learning that span multiple modules and topics. Integrative assessment strategies can thus enable students to demonstrate desirable higher order learning behaviors such as the application of knowledge and skills through analysis, synthesis and critical inquiry.

Basically, learners are expected to do four (4) performance tasks per quarter per subject area. However, because of the implications brought by the Modular Distance Learning Modality that the Division is currently using, learners are having difficulty in complying with this requirement. Hence, the Office ensures Academic Ease in assessing student learning through Integrative Performance Output (Div. Memo No.133, s.2021)

In Manocmanoc National High School, the teachers started using this new type of assessment introduced by the DepED since Third Quarter of School Year 2021-2022 to assess their student's academic performance. With the onset of expanded face-to-face classes, the school would like to continue adopting the assessment.

Therefore, this study was conducted to know the insights of junior high school teachers in using integrative performance task assessment; how this affect the assessment process and whether the integrative performance task is acceptable to both teachers and

Methodology

This study utilized qualitative phenomenological research design. Phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom (Lester, S., 2009). There are different kinds of phenomenology, each rooted in different ways of conceiving of the *what* and *how* of human experience.

Findings

This study was based on the interview revealed by the participants on their positive and negative insights and their perceived advantages in the utilization of integrative performance task. Based on the results, the following summary of findings were shown below.

Generally, the teachers followed and implemented the utilization of integrative performance task assessment. In terms of instruction, most teachers considered integrative performance task assessment very helpful in facilitating the learners' understanding of the lesson. This means that the learners understand the competencies they need to attain in every subject if they are given a lesser performance task.

In terms of creating or making the integrative performance task, most of the teachers experienced the problem in the availability of the teachers, for them to gather and work collaboratively. Although there was limited time in part of the teachers, they still find their spare time for them to make an integrative performance task.

And finally, most of the teachers have enjoyed and have a positive outcome in integrating the integrative performance task as their assessment tool in assessing their students' academic performance.

While for the learners, they all agreed that integrative performance task is advantageous on their part because it lessens their burden in regards with their school works. In terms of the difficulty encountered, some of them say that they are confused in the instruction given but overall, the students are glad because of the new assessment tool.

Mostly, the teachers have encountered different challenges focused on instructions and making the integrative performance task because of the different competencies. Teachers were primarily concerned because some students cannot understand the instructions that leads them to not to pass their output. Although they found it difficult to integrate some competencies in other subjects, they took time to find solution. Thus, leads them to integrate different subjects in one expected output.

Generally, teachers were diligent in making an integrative performance task assessment. Although it was very tasky on their part, they were still able to strategize to cope with the challenges they have encountered. While for the learners, they were thankful for the coming of integrative performance task assessment and hoping that the school and their teacher should continue to adapt the said assessment.

In common, teachers argued that a curriculum innovation can improve the utilization of integrative performance task assessment.

Conclusion

The teachers utilized the use of integrative performance task assessment. They used the said tool in assessing their students' academic performance. It is helpful to both teachers and

students. Using integrative performance task assessment helps in facilitating the learners' understanding of their assigned performance task. The teachers encountered some problems and challenges in the utilization of integrative performance task assessment. The main problem that the teachers encountered in the utilization of integrative performance task assessment is the availability of the time of every subject teacher. Using integrative performance task assessment also lessens the burden of the learners in doing their performance task. It gives them more time with other school related activities. A curriculum innovation program was developed by the researcher in improving the utilization of integrative performance task assessment. This was developed by the researcher to improve the making of the integrative performance task assessment. This intend to provide knowledgeable idea to those teachers who still not familiar with the making of integrative performance task assessment.

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Self-Learning Module Implementation: Its Motivation and Barriers

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Abstract

This phenomenological research aims to find out the lived experiences of the 6 participants (2 teachers, 2 parents and 2 students) on the implementation of self-learning modules in the District of Tobias Fornier, Division of Antique. In terms of the lived experiences of teachers on the implementation of self-learning modules, they revealed that SLMs created a stress-free learning process among learners. They also narrated that there is a sense of urgency in ensuring learning continuity. In terms of the lived experiences of parents, 1 parent said that teaching her children the value of time is one of the experiences encountered and the other parent revealed that he realized and appreciated his parental roles under the new learning modality. When it comes to the experiences of students, both student-participants revealed that they learned to become independent learners with more freedom to learn. In terms of the barriers encountered by the teachers, no study habits as tolerated by parents, incomplete learning tasks submitted and the validity and reliability of answers are questionable. On the part of the parents, there were three barriers disclosed such as poor internet connectivity, lack of learning resources, and lack of competence to assist due to academic attainment and difficulties in balancing conflicting responsibilities. On the part of the students, 3 major barriers were encountered such as divided attention, no focus due to social media and online game addiction, and overlapping home and school tasks and voluminous and bulky activities/tasks.

Keywords: *Self-Learning Modules, Barriers, Motivations, COVID-19 Pandemic*

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Introduction

The global health crisis has significantly altered how education is delivered in the nation. Teaching had to be done remotely using modular and digital platforms because both public and private schools had to be shuttered to safeguard the health of students and teachers. The Department of Education has become creative and come up with inventive means in providing high-quality, easily available, relevant, and liberating education. DepEd (2020) created the Basic Education Learning Continuity Plan (BE-LCP) in response to this emergency to make sure that learners are given learning opportunities in a secure manner through various learning delivery methods.

SLMs are self-contained, self-instructional, self-paced, and interactive learning resources for public schools that are designed to help students learn a particular subject or lesson while engaging actively with the information rather than passively reading it. When used under the supervision of responsible people and under the ongoing observation and direction of teachers, the learning materials act as toolkits for learners where processes, instructions, and other information are offered to enhance the learning process.

The benefits and drawbacks of using SLMs as a method to deliver basic education have been the subject of several research (Bertiz, 2020). However, according to the researcher's analysis of previous studies, none have evaluated the application of SLMs in the local context. Despite the advantages of employing SLMs as a method of delivering education, a number of issues and challenges were found. Not all parents and students have access to equipment that can help deliver SLMs. Due to the fact that SLMs will be used independently by students, there is also a concern with the authenticity and dependability of the content. Another issue is that not all parents have the necessary educational background.

Based on the aforementioned premises, this study seeks to ascertain the reasons for and obstacles to the use of SLMs by students, parents and teachers at Pascual M. Osuyos Memorial High School. It also aims to develop an intervention program for education to address the needs in the use of SLMs.

This study utilized the Phenomenological Research Design which aimed to determine the lived experiences, barriers and motivations of parents, teachers and students in the implementation of self-learning modules at Pascual M. Osuyos Memorial High School, Tobias Fornier, Antique. There were 2 parents, 2 students and 2 teachers who were purposively chosen as participants of this study. The entire study was conducted from July 2022 to November 2022.

Methodology

This study utilized the Phenomenological Research Design. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art may also be used. The data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process the researcher may construct the universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon. The entire study was conducted from July 2022 to November 2022.

There was a total of 6 participants in this study who were purposively chosen using the inclusion criteria. In selecting the student-participants, their sex, grade level, economic status and academic performance were considered. In selecting the parent-participants, the researcher considered their sex, age, educational attainment and socio-economic status and in selecting the teacher-participants, the researcher considered their sex, age, plantilla position and years in terms of teaching experience.

Findings

In terms of the lived experiences of teachers on the implementation of Self-Learning Modules; they revealed that SLMs created a stress-free learning process among learners, they also narrated that there is a sense of urgency in ensuring learning continuity and lastly, they disclosed that SLM is just a temporary modality. In terms of the lived experiences of Parents; 1 parent said that teaching her Children the Value of Time is one of the experiences she had encountered and the other parent revealed that he realized and appreciated his parental roles under the new learning modality. When it comes to the experiences of students; both of the student-participants revealed that they learned to become an independent learner and it gives them more freedom to learn.

In terms of the barriers encountered by the teachers; it was thematized into three such as no study habits as tolerated by parents, incomplete learning tasks being submitted and the validity and reliability of answers are questionable. However, on the part of the parents, there were three barriers they have disclosed such as poor internet connectivity and lack of learning resources, lack

of competence to assist due to academic attainment and difficulties in balancing conflicting responsibilities. On the part of the students, 3 major barriers were encountered such as divided attention and no focus due to Social Media and Online Game Addiction, Overlapping Home and School Tasks and Voluminous and Bulky Activities/Tasks

In terms of the motivation of teachers; they said that they were inspired to teach inspite of fears and worries and motivated to provide quality education to learners. On the part of the parents; they were motivated to seeing their children learning in a challenging manner and they were hopeful to have a successful child. However, student-participants' motivation was the following; Family is the Source of Strength and Inspiration and Giving Family a Better Future

The researcher proposed a program entitled Working Hand in Hand: A Tripartite Upskilling Program for Teachers, Parents and Students on the Implementation of the Self-Learning Modules as a New Learning Modality which aims for the participants to Receive proper and formal training on the Localization and Contextualization of Learning Materials, Develop Simplified Materials based on MELCS, Understand the Roles of parents under the new learning modality, Acquire beneficial tips on how to become an effective teacher at home, Learn how to do the time management effectively, Acquire insights on how to use social media to enhance learning, receive values formation program highlighting Honesty and other values and Gain tips on Effective Study Habits.

Conclusion

Teachers, parents and student had varied lived experiences on the implementation of the Self-Learning Modules as a new learning modality. There were negative and positive experiences narrated by them which only shows that the modality has loopholes that need to be addressed and it confirms that SLMs are not perfect learning modality and should be validated by the experts to make it students'-friendly and easy to use.

In spite of the barriers that teachers, parents and students had personally encountered while implementing the Self-Learning Modules, they exhibited the characters of being resilient, strong, flexible and maintained positive mental discipline.

The motivations of the participants only proved that no matter how hard the situation they have gone through brought about by the implementation of the Self-Learning Modules, they remained to be strong, bold, and focused on their goals and that is to teach their students, support their children, and study hard.

The proposed program only meant that all problems will be addressed properly if there is a logical and workable plan in order to resolve the existing issues related to the implementation of the Self-Learning Modules.

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Lived Experiences of Indigenous People Learners in English Written Proficiency

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Abstract

This phenomenological study aimed to explore the lived experiences of indigenous people (IP) learners in English writing. Qualitative data were gathered through a focus group discussion among the purposively selected IP learners. It was found out that IP learners were challenged to effectively express their thoughts in English writing despite of having the interest. Poor English vocabulary, spelling, word translation, and weak sentence construction were the challenges they have encountered in English writing. Aside from that, limited time and distracting environment affect the quality of their writings. Despite all uncertainties, IP learners felt proud and happy with what they have accomplished. Moreover, IP learners still prefer to read books to learn more about English language, but they were also able to utilize various online applications such as Google, YouTube, and Bilibili as supplemental learning resources in developing their English writing skills as they also drawn motivations from their families and teachers in writing in English. Proper implementation of the proposed writing intervention program could help IP learners improve their English writing skills.

Keywords: *lived experiences, indigenous people, learners, English writing, proficiency*

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Introduction

Being able to communicate using English language is one way of building good connections with people around the world. In fact, English is the third most widely spoken language in the world and being taught in over 118 countries—a language of science, aviation, computers, diplomacy and tourism (ETS Global, 2022).

Aside from the fact that English is one of the official languages of the Philippines, the Department of Education (2006) under DO 36, S. 2006 mandated that English language shall be used as the primary medium of instruction in all public and private schools in the secondary level (Cabigon, 2015). Even though English is widely used in the teaching and learning process, the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 revealed that 46% of learners had limited ability to present ideas in writing and only one percent (1%) of the Filipino learners have developed proficiency in writing.

Same concerns were observed in Libacao National Forestry Vocational High School wherein some learners were unable to present and express ideas into writing comprehensively (in English language). With such situation, the researcher is well-driven to explore the lived experiences—the challenges and difficulties and coping mechanisms of Indigenous People (IP) learners in English writing believing that this will provide ideas to the higher management and to the Department of Education in assessing the effectiveness of the new curriculum and/or provide more training programs to teachers as well as to learners in terms of English writing.

This study aims to explore the lived experiences of Indigenous People (IP) learners of Libacao National Forestry Vocational High School in English writing.

Specifically, it sought to answer the following questions:

1. What are the lived experiences of the indigenous people (IP) learners in English writing?
2. What are the challenges encountered by the indigenous people (IP) learners in English writing?
3. What are the coping mechanisms to address the challenges faced by the indigenous people (IP) learners in English writing?
4. What intervention program can be proposed in order to solve the challenges faced by the indigenous people (IP) learners in English writing?

Methodology

This study was conducted among eight (8) purposively selected Grade 7 Indigenous People (IP) learners who were officially enrolled in School Year 2022-2023 at Libacao National Forestry Vocational High School (LNFVHS) in the District of Libacao, Division of Aklan. Moreover, the participants were chosen using the inclusion criteria set by the researcher as a basis. Criterion number 1, must be a Grade 7 indigenous people learner enrolled in school year 2022-2023 at Libacao National Forestry Vocational High School, District of Libacao, Division of Aklan; Criterion number 2, must be a resident of one of the 10 identified IP barangays in the Municipality of Libacao—Bato-Bato, Calacabian, Can-awan, Calamcan, Alfonso XII, Pampang, Rosal, Manika, Oyang and Dalagsaan; and, Criterion number 3, must be willing to share their experiences fit with the study being conducted to answer the research questions.

A researcher-made interview guide that was based on the statement of the problem was used to collect necessary information from the participants and was divided into four parts: Part I is gathering information on the profile of the participants; Part II is gathering information on lived experiences of Grade 7 IP learners in English writing; Part III is generating of answers on the challenges encountered by the Grade 7 IP learners in English writing; and, Part IV is surveying the coping mechanisms to address the challenges encountered by Grade 7 IP learners in English writing. This instrument has undergone a content validation by a jury composed of three members selected for their expertise. The jury was composed of one teacher major in English, one teacher school head, and the researcher's thesis adviser. The jury members were requested by the researcher to evaluate the instrument in terms of wording/grammar, format, and content. The suggestions, recommendations, and comments made by the jury were considered in the revision of the instrument to ensure its validity.

After ensuring the validity of the instrument, a permission to conduct the study was secured from the Indigenous People Mandatory Representative (IPMR) of each IP Barangay, Senior Education Program Specialist of the Division of Aklan and School Principal of Libacao National Forestry Vocational High School. Letters of informed consent explaining the purpose of the study and the extent of participation were given to the eight participants for their parents/guardian's signature. Hence, the researcher ensured the anonymity of the participants by using pseudonyms to conceal their real identity.

The phenomenological research design was utilized in collecting qualitative data—first hand experiences in English writing of the participants by means of focus group discussion during their most convenient time right after the approval of necessary permits to conduct the said study.

Consequently, all the gathered data were carefully recorded, transcribed, interpreted, and individually categorized according to themes using Colaizzi's (1978) descriptive phenomenological method which provide a concise and thorough description of the phenomenon under study, confirmed by the participants who lived it (cited in Meyers, 2019). First, each transcript was read several times to obtain a general understanding of the data; Second, identified and labeled significant statements that pertain to the phenomenon under study; Third, identified significant statements were extracted with corresponding meanings; Fourth, clustered and categorized meanings found throughout the data into common themes; Fifth, the findings of the study were incorporated with phenomenological research design and the fundamental structure of the phenomenological design was described; And lastly, validated the findings by verifying results with the participant's experiences.

Findings

After analyzing the data gathered from the participants, it was found out that IP learners like writing poems, stories and sentences although some do not like spelling, English translations and sentence construction. There were also some who only like taking down notes but unaware of how these sentences were constructed. Hence, they took English written work as a challenge and felt happy and proud right after they accomplish such task.

Furthermore, IP learners found spelling English words, translating Filipino words to English, and English sentences construction challenging due to limited English vocabulary. Aside from that, it was found out that limited time and distracting environment have contributed to the quality of their English written works.

With all of the challenges, IP learners were able to use online applications such as YouTube, Google, and Bilibili in doing researches and in improving their English vocabulary. On the other hand, there were some who still rely to printed reading materials like books. Aside from that, learners drawn motivations and support from their families and teachers in order to improve their English writing skills.

Lastly, in order to provide interventions to these learners who struggle in English writing, researcher proposed a writing intervention program entitled: Remedial Writing Program for

Indigenous People (IP) Learners that will help and enable learners to broaden their English vocabulary; write with correct capitalization of letters, correct spelling, correct punctuations and paragraphing; and, express emotion, idea, opinion, and message using clear sentences.

Conclusion

In view of the foregoing findings on the lived experiences of IP learners in English writing, it was found out that despite of having the interest in learning English, Indigenous People learners were challenged to effectively express their thoughts due to poor English vocabulary, spelling, word translation, and poor sentence construction. Aside from that, limited time and distracting environment affect the quality of their writings.

With all of the uncertainties, Indigenous People learners felt proud and happy right after accomplishing certain task. Moreover, Indigenous People learners still prefer to read books but they were able to utilize various online applications such as Google, YouTube, and Bilibili as supplemental learning resources in developing their English writing skills as they also drawn motivations from their families and teachers in writing in English

With this, proper implementation of the proposed writing intervention program could help Indigenous People learners improve their English writing skills.

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Factors Influencing Reading Comprehension and Difficulties Among Intermediate Learners: Basis For Developing Remedial Reading Intervention

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Abstract

The aim of this study was to examine the factors influencing reading comprehension and reading difficulties among 36 intermediate learners and develop a targeted reading intervention to enhance their reading skills. Employing a correlation research design using the descriptive method, the study utilized the PHIL-IRI exam and a checklist of guiding questions to assess reading comprehension levels and gather information on participant profiles and reading difficulties. The findings revealed that the students' reading comprehension was below the instructional level and identified health, mothers' educational background, and accessibility of reading materials at home as significant factors influencing their reading abilities. The findings suggested that integrating home visits into an intensified remedial reading intervention program could be an effective strategy within classroom instruction to improve comprehension and alleviate difficulties. These interventions could be coordinated by school action cells, providing teachers with the appropriate pedagogical approaches for teaching reading. Collaborating with neighborhood health organizations would allow schools to offer health education and services to students. Additionally, encouraging parents to stock their homes with reading materials and actively engage in their children's reading activities can further support their reading development. To enhance the quality of education and learning outcomes for intermediate learners, it is recommended that schools and stakeholders take necessary actions to address these identified factors.

Keywords: *Reading Comprehension, reading difficulties, personal profile, intermediate learners, reading interventions, teachers*

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Introduction

Reading is a complex process as it involves “sensation, perception, comprehension, application and integration”. It is the process of making and getting meaning from printed words and symbols. Reading as a whole, is a means of communication and of information and ideas. Aracelo (1994 as cited by Panerio, 2008) reported that “85% of the things that people do involve reading”. Reading is the foundation of academic success and life learning. “The undeniable fact remains that majority of Filipino students do not possess the ability and motivation to read. Due to the fast-evolving world and changing technology, it cannot be denied that sometimes reading is taken for granted” (Philippine Star, 2010) .

As a one of the intermediate teachers of Mina-a Elementary School, the researcher observed that reading comprehension and difficulties is the main problem among our intermediate learners. It affects how they perform and answer various learning activities that involves reading and comprehending. Most of our lagging behind learners has a reading comprehension difficulty and that also results to the many difficulties encountered in all subject areas. There are tasks left undone especially when it involves reading comprehension and answering essay questions from the stories they have read.

Thus, the researcher conducted a study on the factors influencing reading comprehension and reading difficulties among 36 intermediate learners at Mina-a Elementary School and develop a targeted reading intervention to enhance their reading skills for the School Year 2022-2023.

Methodology

The researcher used a correlation design of research using the descriptive method to describe the personal profile of the intermediate learners, the level of reading comprehension, the level of reading difficulties, and the relationship of the personal profile and reading comprehension and difficulties of the learners. The researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Creswell, 2012). They attempt to find relationship between the characteristics of the respondents and their reported behaviors and opinions (Marczyk et al., 2005).

The participants of the study were the Intermediate learners of Mina-a Elementary School, School Year 2022 – 2023. The subject of the study was composed of thirty-six (36) intermediate learners. Twenty-two (22) of them were males and fourteen (14) were females.

Data were collected through Researcher-made checklist guide questions based on the statement of the problem was used to collect the personal profile of the participants and comprehension difficulties and PHIL-IRI Test was used to assess the reading comprehension of intermediate learners. The instrument consisted of three important parts. Part I captures the relationship between the personal profile of the participants and their level of reading comprehension. Part II gathers information on the reading comprehension of intermediate learners through the PHIL-IRI Tool results. Lastly, Part III gathers information on the reading difficulties of intermediate learners through the reading comprehension difficulties checklist.

The quantitative data will be analyzed based on the answers of the respondents in the survey questionnaire and the PHIL IRI. The researcher will utilize descriptive evaluative statistics which included weighted mean and average. These data may also be generated into tables or graphs as desired and mean and percentages.

The computation of the oral reading score involves counting the number of miscues during oral reading and the reading difficulties. Each miscue carries equal weight, regardless of whether it affects the meaning of the passage or not.

Findings

Based on the study, the personal profile of intermediate learners showed that majority of the learners belonged to normal in terms of health status, the results show eighty five percent healthy learners. This is followed by distance of home from school, which shows that the most number of learners lived 51 meters to 100 meters away from school. When it comes to educational attainment, most of the learners' parents finished elementary with a more than sixty one percent, only few finished high school and college level. In terms of parents' occupation, majority of them were into farming. The availability of reading materials at home were mostly defined as to available but only few. Study also shows that the over-all mean was 1.72, meaning the reading materials at home were available but few.

The reading comprehension of intermediate learners in terms of word reading has an over-all mean of 2.35 and as to the reading comprehension study showed an overall mean of 2.40 which means intermediate learners belonged to the instructional level and they can profit from instruction. In terms of the level of reading comprehension difficulties among intermediate

learners, the over-all mean was 2.67 which means, the learners find it moderately difficult to read with comprehension.

The results of the correlations test between the personal profile and learners' level of reading comprehension and reading difficulties were found to be not significant in terms of distance of home from school, fathers' educational background, mothers and fathers' occupation. While the result for health and mothers' educational background was found to be significant. The availability of reading materials at home was found to be with highly significant towards their level of reading comprehension.

Conclusion

The researcher concluded that Intermediate Learners belonged to an instructional level in which they can understand what they have read through instruction. The study also showed that the health status and mothers' educational background greatly influenced the level of comprehension and difficulties of the learners. Moreover, the availability of reading materials at home also was limited for the learners to read. The necessity of reading remediation program is highly needed to help those learners who were lagging behind. Remediation program like Project MMK (Magbasa; Makakaya Ko) can aid teachers, learners, and parents with reading difficulties among intermediate learners. With the help of developed, collected, and reproduced reading materials and be used during the remedial classes as part of the class program and home visitations, it is a positive way of mitigating reading difficulties of the learners.

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Parental Involvement: Its Effect to Academic Performance of Grade 1 Pupils

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Abstract

The study aimed to find out how parents' involvement affected the academic performance of the first-grade pupils during the school year 2021-2022 using correlational method. The modified version of Leander and Fabella's (2020) Family Participation Questionnaire was used to quickly, easily, and accurately measure how involved parents are in their child's schooling. Spearman's Rank Correlation was used to find out how important the link was between parental involvement and pupils' academic performance. The result of the study showed that the first graders were doing adequately well academically. The parents were also involved to a moderately high degree in their children's academic lives, both at home and in the classroom. However, the parental involvement does not affect academic performance as there is no significant relationship recorded between parental involvement and academic performance. Since academic performance is weighted through written works, performance tasks, and quarterly assessment, it follows that effort by schools to increase parental involvement will have only a small effect on how well the pupils perform in school and how efficiently the school operates. It is still essential to improve parental participation in schools because families from higher socio-economic backgrounds are more likely to be actively engaged in their children's education when given the opportunity to make their own choices. A program for teachers and parents was created to better prepare them to include parents in their pupils' learning processes. In addition, parents and teachers may work together to assist a child's education by holding regular meetings, exchanging information, and even visiting each other's home.

Keywords: *Parents' Involvement, Academic Performance, Family Participation Questionnaire, Spearman's Rank Correlation*

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Introduction

Parental involvement is parents' voluntary work at school or home to enhance their children's education according to Bower & Griffin (2011). Parental involvement in education has long been recognized as a crucial factor in a child's academic success and overall development. Research consistently indicates that when parents actively engage in their child's education, it leads to positive outcomes, including improved academic performance, increased motivation, enhanced self-esteem, and better social skills (Martinez, 2015). It has been established by Bartolome (2017) that when parents are interested in their children's education, pupils have the information and support at home to develop love of learning. On the other hand, attending Homeroom and PTA meetings are insufficient for parental involvement in schools. Research affirms that inadequate or no parental involvement contributes to low student achievement and engagement (Bower & Griffin, 2011). Therefore, parents without involvement in their children's education process are merely considered to demotivate and demoralize their children through negligence (Naite, 2021). This, in turn, has a negative effect on their achievements.

Currently, public elementary schools in the Philippines are facing difficulty in increasing learners' academic performance. As modular distance learning was implemented, schools found out that the academic performance of learners decreases. For instance, based on their GWA, only few of whom attained a bracket grade average of 90-94 categorized as 'With Honors'. This observation has a significant difference compare to the previous school year where number of students are awarded with the said academic distinction. Also, the number of non-readers is growing. Thus, it is in this study to open the hearts and the minds of the parents of their responsibility to get involved in the education of their children. Due to the current situation in the new normal education, parents become the foremost facilitators of learning. The impact size of parental participation is greatest when characterized as parental expectations, according to a meta-analysis. As children tend to share their parents' attitudes and ideas towards their education (Wilder, 2014), parental expectations have a significant impact on their academic progress.

Methodology

This descriptive-correlational research was conducted to determine the level of parental involvement and level of academic performance of Grade 1 pupils of Alimbo Baybay Primary School in the Division of Aklan for School Year 2021-2022. The researcher used the family

involvement questionnaire to assess the level of parental involvement in terms of academic support, volunteering, collaboration, decision-making, and communication. Additionally, the researcher used the weighted grade average of grade 1 pupils to determine the level of academic performance. The study also examined the relationship between parental involvement and academic performance.

Findings

Findings revealed a moderately high level of parental involvement, indicating that parents actively engaged in various aspects of their children's education. The academic performance of Grade 1 pupils was found to be very satisfactory, indicating positive achievement levels among the students. In addition, the study identified that there is no significant relationship between the level of parental involvement and academic performance of Grade 1 pupils. To address this issue, the study introduced the PEACE (Parental Engagement for Academic Excellence) Program as a parental support initiative aimed at improving both parental involvement and the academic performance of Grade 1 pupils. The program was designed to enhance collaboration, communication, and active participation between parents, teachers, and the school community.

Conclusions

The findings of the study reveal several important aspects related to parental involvement and academic performance in the context of grade 1 pupils. The study indicates a moderately high level of parental involvement across various aspects such as academic support, volunteering, collaborating, decision making, and communicating. This suggests that parents are actively engaged in their child's education and are willing to contribute to their academic success.

Based on the research's findings, it is recommended to sustain and further strengthen parental involvement efforts, recognize the satisfactory academic performance of Grade 1 pupils, explore other factors that may influence academic achievement, evaluate and refine the PEACE Program, expand parental support programs to other grade levels, foster collaboration and communication among stakeholders, and conduct longitudinal research to track the long-term effects of parental involvement on academic performance.

By implementing these recommendations, Alimbo Baybay Primary School and similar educational institutions can continue to enhance parental involvement, support academic excellence, and strive for continuous improvement in student achievement.

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Factors Affecting Reading Proficiency and Difficulties of Grade 5 Pupils: Bases for a Reading Intervention Program

Monette Malayas Navarra

Abstract

This study determined the socio-demographic factors affecting the reading proficiency and reading difficulties of Grade 5 pupils in a public elementary school in Aklan as the bases for coming up with a reading intervention program. The descriptive-correlation research design was employed with thirty (30) pupils, whose scores were less than 14 in the “Pangkatang Pagtatasa ng Klase” based on Philippine Informal Reading Inventory (PHIL-IRI) guidelines, purposively chosen as participants of the study. The PHIL-IRI, specifically for Grade 5 Filipino, was composed of graded passages designed to determine the individual pupil’s performance in oral and silent reading and listening comprehension. These three types of assessments aimed to find the pupils’ reading level—*independent*, *instructional* or *frustration*. The results of the study showed that the pupils’ reading proficiency was “*frustration*” level. The pupils had difficulties in reading particularly in “*maling bigkas*” with 708 errors, *pagpapalit*” with 42 errors, “*pagkakatalas*” with 13 errors and “*pagsisingit*” with 11 errors for a total of 774 errors. Family monthly income and available reading materials had positive significant relationship with the pupils’ level of reading proficiency. However, educational attainment of parents, family monthly income and available reading materials at home were found to have a significant negative correlation with pupils’ reading difficulties. Hence, a “*Re-read*” reading intervention program was designed to help improve the pupils reading proficiency and reduce their reading difficulties.

Keywords: *Reading proficiency, reading difficulties, reading intervention program*

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Introduction

Reading is indeed one of the most important macro skills that should be developed among learners to become successful in their literacy and academic endeavors. It is the most important to master to ensure success in learning (Alderson, 2014; Schwartz, 2015) and reading proficiency entails two things: (1) Decoding skills (Word Recognition) that enable children to read a text, and (2) meaning-making or comprehension skills that enable children to understand, engage and get involved with a piece of text (Dickey, 2019).

Teaching reading since 2020 has been forced to have a short time shift to modular learning because of the threats of the pandemic, and academic institutions' closure was one of the initiatives to suppress the transmission of the virus. The COVID-19 pandemic has both accelerated these trends and massively disrupted learning.

To continue learning amidst the pandemic, the Alegria Elementary School (AES) where the researcher is currently teaching opted to have modular distance learning as their learning delivery modality. Teachers initiated printed reading materials, activity sheets, modules, and summative tests to provide learners with instructional materials that would improve their reading proficiency. However, the researcher is uncertain if the parents practice reading exercises or activities for their children at home because some parents just finished elementary school and have difficulty reading, while some parents work most of the time as fishermen or farmers.

Moreover, the quality of teaching reading has been greatly affected by the pandemic and supervised reading practices were not conducted since the school adopted the modular approach. In this effect, the development of reading proficiency of the pupils was delayed.

In this light, the researcher would like to find out the reading proficiency level in Filipino of the grade five learners in AES and provide necessary interventions needed based on the level of reading proficiency of the learners.

Methodology

The descriptive-correlation research design will be employed in this study. Correlational studies are designed to estimate the extent to which different variables are related to one another in the population of interest.

Descriptive research involves gathering data that describe events and then organizing, tabulating, depicting, and describing the data collection (Glass & Hopkins, 1984).

Correlational research is a non-experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Creswell., 2012). They attempt to find relationships between the characteristics of the respondents and their reported behaviors and opinions (Marczyk et al., 2005).

In this study, a descriptive research design will be used in determining the profile of the respondents as well as the level of reading proficiency in Filipino in terms of word recognition and reading comprehension. Also, descriptive research will be used to determine the perceived reading difficulties of the respondents. On the other hand, a correlational research design will be used to determine whether there exists a relationship between the respondents' profiles and the level of reading proficiency in Filipino. Also, this will be used to determine whether the level of proficiency in word recognition is related to proficiency in reading comprehension or vice versa.

Findings

The mean score of the pupils in the Phil-IRI test is 120.17 and its equivalent mean percentage is 82.37 which means that the pupils' level of reading proficiency is at a "Frustration" level.

The pupils have committed a total of 774 errors in "indibidwal na pagbabasa" which indicates that they have difficulties in reading particularly in "Maling Bigkas" with 708 errors, "Pagpapalit" with 42 errors, "Pagkakatalas" with 13 errors, and "Pagsisingit" with 11 errors.

Family monthly income (p-value = 0.024) and available reading materials (p-value = 0.016) have a positive significant relationship with the pupils' level of reading proficiency. Educational attainment of parents (p-value = 0.050), family monthly income (p-value = 0.002), and available reading materials at home (p-value = 0.047) has a significant negative correlation with the pupils' reading difficulties. A "Re-read" reading intervention program was proposed in the study.

Conclusion

Many of the grade 5 pupils found the reading materials used to them difficult and made them commit several errors while reading. The pupils mispronounced the words, omitted some words while reading, substituted words in the reading selection with other words, and inserted unnecessary words while reading.

This reading proficiency of the pupils is directly influenced by their family monthly income and the available reading materials at home. Pupils who is from family with good monthly income tend to have better reading proficiency than those with pupils from low income family. Further, pupils with more available reading materials at home have better reading proficiency. The capability of the family, through their income, to acquire reading materials had help pupils practice reading at home which gives them reading advantages over other pupils.

Educational attainment of parents, family monthly income, and available reading materials at home have an inverse effect on the reading difficulties of the pupils. The pupils whose parents have low educational attainment exhibited more reading difficulties, similarly, pupils from low-income families tend to commit more errors in reading, and pupils who have a lesser number of reading materials at home have more difficulties in reading.

Pupils from these demographic profiles need to be prioritized and be given a reading intervention program designed to help them improve their reading proficiency and reduce reading difficulties.

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Lived Experiences of Special Education Teachers

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Abstract

This phenomenological research aimed to find out the lived experiences of the 7 teachers of an special education center handling special learners. Some of the participants described their experience as a roller coaster ride experience for it is a combination of positive and negative experiences. Other participants revealed that teaching special learners was a challenging yet very fulfilling and overwhelming experience for them after seeing their learners' progressed and succeed. Some participants revealed that they cannot communicate well to the special children because they do not have the knowledge to do the sign language. In terms of the challenges and issues encountered by the special educators in teaching special children, there were six dominant themes. Teachers worried that their learners are not properly diagnosed and medically assessed. The issue of denial and acceptance also emerged as a problem among the family members. Parents' knowledge on how to accommodate their children and catering their special needs was also a problem mentioned as well as the financial status of parents which affected their child's performance in school which became the main reason why their children are not diagnosed properly. In terms of the SPED curriculum, teachers revealed that the curriculum is not need-responsive because it is intended for the regular learners. The coping mechanisms adopted by teachers were encapsulated into five themes. One participant said that by equipping herself with professional knowledge using her personal resources really helped to understand, appreciate, and value more her special learners.

Keywords: *Special Education, Lived Experiences, Mainstream, Inclusive Education*

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Introduction

A teaching career has many challenges inside and outside the classroom. Special education teachers have an especially difficult job of not only teaching and managing their students, but also handling the paperwork and making sure accommodations and modifications are being met in the classroom. (A-State, 2016) Education is a fundamental human right. But the status of public special education (SPED) in the Philippines reveals a sad reality. It is faced with challenging issues which are basically systemic. It includes lack of funding irrelevant and unresponsive curriculum, mass exodus of SPED teachers, obsolete learning resources, lack of facilities, and the lack of support from school administrators. Even more heart-breaking is that the whole school community is not ready yet to accept children with autism and other special needs. Parents of typical children in the public-school question why students with disabilities are accepted and integrated with regular students. The usual 60:1 student-teacher ratio complicates an already complex situation. Parents of regular students worry that the inclusion of students with special needs will aggravate the inadequate number of teachers and classrooms. Parents of children with autism, on the other hand, worry about how much quality time can be given to the special needs of their children. (Koe, D., 2010) Education should enhance teachers who teach children with developmental disability and also create awareness in the society to accept children with special educational needs. However, children with developmental disability need extra attention in terms of curriculum adaptation, teaching methods, and availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds for more assistance in adapting the school environment (Udoba, 2014).

This study was anchored on the theories of Inclusive Education by Helmer (2020) and Stress-Coping Theory by Lazarus and Folkman (1987) and redeveloped by Morgan (2012). Inclusive Education Theory focuses on students with different disabilities and impairments. It also focuses on educational policies, mechanisms and programs developed by the government or organizations which advocates the inclusivity of students with special needs in the mainstream education. Meanwhile, Stress-Coping Theory which explained that coping as a phenomenon that involves both cognitive and behavioral responses that individuals use in an attempt to manage internal and/or external stressors perceived to exceed their personal resources. This theory is grounded on the adjustment and modification of attitudes, thoughts, behavior, and emotions.

The two theories used in this study only validated that special education has become more popular in the Philippines and many schools are offering Special Education classes to cater their learning needs. However, on the part of the teachers who are teaching in the special education schools, they have encountered difficulties and stress in handling students with different special needs.

Methodology

This study utilized Phenomenological Research Design. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013).

Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994): What have you experienced in terms of the phenomenon? What contexts or situation have typically influenced your experiences of the phenomenon (Creswell, 2013)? Other forms of data such as documents, observations and art may also be used. The data is then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2013). Through this process the researcher may construct the universal meaning of the event, situation or experience and arrive at a more profound understanding of the phenomenon.

Colaizzi's method of data analysis was used in interpreting the qualitative research data gathered to identify meaningful information and organize it into themes or categories. The following steps represent the Colaizzi process for case study data analysis (cited in Sander, 2003, Speziale & Carpenter, 2007).

Each transcript was read and re-read to obtain a general sense of the whole content of the study. For each transcript, significant statements that pertain to the case under study were extracted. These statements were being recorded on a separate sheet noting their pages and line numbers.

Meaning was formulated from the significant statements. The formulated meanings were sort into categories and cluster of themes. The finding of the study was integrated into a description under a phenomenological research design. The fundamental structure of the phenomenological design was described.

Finally, validation of the findings was sought from the research participations to compare the researcher's descriptive results with their experiences.

Results

There were 7 themes emerged as lived experiences of teachers in teaching special learners in special education school. Some of the participants described their experience as a Roller Coaster Ride Experience for it is a combination of positive and negative experiences. Other participants revealed that teaching special learners was a Challenging yet very Fulfilling and Overwhelming experience for them after seeing their learners' progress and small success. One participant said that she felt happy when she successfully to be in Control of a Special Child who follows her instructions in her class. Some participants revealed that they Can't Communicate Well to the Special Children because they don't have the knowledge to do the sign language. Other participants appreciated and valued special learners because of their willingness to learn the topics introduced by the teachers. Seeing them learning inspite of their disabilities gives joy to the hearts of the special educators and they are happy that they have made a difference to the lives of a special child.

In terms of the challenges and issues encountered by the special educators in teaching special children, there were six dominant themes. Teachers worried that their learners are not properly diagnosed and medically assessed. The issue of denial and acceptance also emerged as a problem among the family members. Parent's knowledge on how to accommodate their children and catering their special needs was also a problem mentioned as well as the financial status of parents which affected their child's performance in school and which became the main reason why their children are not diagnosed properly. In terms of the SPED curriculum, teachers revealed that the curriculum is not need-responsive because the curriculum is intended for the regular learners. In terms of the facilities and materials, most of the participants were saying that were no enough materials for them to use. If there are, those were to be modified in order to suit to the needs of the special learners they mentioned braille and more TV for each room for their HI and VI learners and in terms of the training and seminar on special education, all teachers said that trainings they attended were not disability-specific and were only conducted in a very short period of time. Short enough, that they can't grasp everything.

The coping mechanisms adopted by teachers were encapsulated into five themes. One participant said that by equipping herself with professional knowledge using her personal resources really helped to understand, appreciate, and value more her special learners. Some of the

participants revealed that attended trainings and seminars and even organized their own training for the parents and teachers to know the basics of sign language. Asking help to the NGOs and LGUs was only one of the coping mechanisms of the participant to ask for donation and help by introducing to them the SPED program of the school. Research and innovation were also conducted by the participants which aimed to help their learners with disability to catch the lessons and one participant said that teaching her learners with heart and compassion and she focuses on the ability rather than to the disability.

The researcher proposed a Capability Building Program designed for the teachers and Parents with the title: Upskilling and Empowering teachers and Parents on the Special Education and Inclusion Program. The proposed program has the following objectives: Learn Basic Filipino Sign Language, Be familiar with the important stipulation of Republic Act 11650 or the Inclusive Education Act, Understand the different Kinds of Disabilities and Difficulties, Identify the different Assistive Tools in every disability and difficulty, Identify the right accommodations for all disabilities and difficulties and Tapping the LGU and NGO for help and discussions.

Conclusion

Teaching in a special education school with special children being mainstreamed in a regular class requires great dedication, patience and love. Participants encountered both positive and negative experiences in the course of executing and performing their mandate to teach children with different disabilities which made them more appreciative and sensitive.

There is a serious problem in terms of the curriculum being used in the inclusion or mainstream education in the absence of the curriculum intended for them. Teachers likewise had a hard time to teach their learners due to the lack of facilities, materials, tools, and trainings which directly affect their teaching performance as well as the performance of their learners.

The values and character of being resilient, strong, positive, and resourceful were very evident among the 7 participants for they were able to come up with varied ways and means to remedy the problems they encountered while teaching special learners.

Problems in the implementation of the special education all over the country can be solved in there is a proper planning and cooperation among members of the society which includes the government, NGOs, teachers, learners and families.

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Game-Based Vocabulary Building Activities Material in English

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Abstract

The study aimed to develop and enhance activity sheets material to improve vocabulary performance focusing on reading and writing skills of Grade 8 learners in English. It is geared towards the improvement of student's vocabulary performance in English by developing a game-based activity sheets. Data were gathered from one hundred ten (110) Grade 8 learners randomly selected, twenty (20) English Teacher and four (4) specialists who were purposively selected. The instrument used in the study were the researcher-made activity material and questionnaire and a DepEd's evaluation rating sheet for print resources. The data were collected and treated using frequency, percentage, ranking, mean and standard deviation. Findings revealed that audio-lingual was the approach most practiced in teaching vocabulary. However, direct approach was preferred by learners in learning vocabulary. The developed game-based vocabulary building activity sheets passed all the criteria as evaluated by the specialists.

Keywords: *Activity Sheets, Vocabulary Performance, Game-based Vocabulary Building Activity, Approach*

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Introduction

Vocabulary mastery has an important role in English as a subject. Vocabulary is the basic to acquiring other competencies such as listening, speaking, reading and writing. Robertson (2015) explained that low levels of vocabulary can have an impact on reading and therefore writing. One can only write using words one knows. A broad vocabulary which includes a high volume of complex words provides greater scope to express ideas than a more limited vocabulary. Vocabulary, therefore, also impacts achievement on reading and therefore writing.

It was reported in the 2018 Program for International Student Assessment (PISA) study that the Philippines were placed 79th in Reading. Over eighty percent of students in the Philippines did not reach a minimum level of proficiency in reading, with mean average of 340 against the 487 average which is one of the largest shares of low performers amongst all PISA-participating countries and economies. Reading literacy is defined as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society which means that vocabulary place an important role in order for a child to improve his reading ability. Knowing vocabulary is a key to reading comprehension.

Since educational crisis happened because of the COVID – 19 pandemic, the learning delivery brought anxiety and boredom to the learners especially understanding subjects in the second language like English. The inclusion of games nowadays in the delivery of the lesson became an avenue for the teachers to help learners cope with the lessons. Be interactive, online or offline, teachers utilized this as springboard and assessment tool in order to engage the learners to the lesson.

As an English teacher for 10 years (2011-2021) at Callejon National High School, the researcher observed that the performance of the learners in English 8 is low in general. As reported in School Monitoring and Evaluation Planning Assessment (SMEPA) for School Year 2020-2021, English 8 reported 55.24 average MPS which is quite far from passing rate of 75. The researcher assumed that vocabulary plays an important role which affects the performance of learners in English subject. Therefore, the researcher finds that there is a need to use effective ways and appropriate strategies to help learners develop vocabulary knowledge in order to enhance the language comprehension and production abilities to be able to meet the need of a 21st century learner.

Methodology

The study employed descriptive methods focused on instructional development. Descriptive research (Pohl & Hungler 2016) describes what exists and may help to uncover new facts and meaning. The descriptive method was applied in describing the level of English vocabulary development performance, learning activities, preferred approaches in learning vocabulary as well as the peer evaluation on the developed Game-Based Vocabulary Building Activities Materials. The descriptive study provided a detailed description of the extent, environment and level of acceptability of the developed activity sheets material that the participants explored and utilized. The detail provided by the description look forward to generate sufficient insights and recommendations towards the enhancement of the game-based vocabulary building activities material.

There were two sets of respondents used in the study. The first set of respondents were teachers who were purposively chosen. They were 20 teachers who handled English 8 or had experienced handling English 8 subject and four (4) specialists who were masters of English subject as well as in learning resource material production. While, the second sets of participants were 110 students who were randomly selected from 4 sections in Grade 8 at Callejon National High School.

The study utilized two sets of questionnaire: checklist for teacher-repondents and student-repondents and adapted LRDMS evaluation tool.

The checklist questionnaire which was researcher-made was used to identify approaches used in teaching vocabulary and student's preferences in learning vocabulary. In addition, an evaluation tool adapted from DepEd Guidelines and Processes for LRMDs Assessment and Evaluation was utilized in the evaluation of the developed material.

In accomplishing this study, the following procedures were considered and followed:

The first phase of the data gathering procedures focused on seeking approval from the Schools Division Superintendent of the Division of Quezon for the conduct of the study. The second phase was the collection of the needed data for needs analysis which was gathered from the school's data upon securing the needed approval. Establishing reliability of the researcher-made instrument, which was the third phase focused on the try-out group where the researcher distributed the questionnaire to 20 teachers outside San Antonio District and students in Grade 9 who were not part of the study. The aforementioned research-made questionnaire was validated by English master teachers, head teacher and the researcher's adviser.

Questionnaires for the Learning Approaches used by the teachers in teaching vocabulary in English 8 were done through Google Form. Meanwhile, the questionnaires for learners were printed and distributed upon the distribution of modules since the learning modality applied in the school where the study was conducted was modular learning. Likewise, copies of game-based vocabulary building activity material and DepEd Guidelines and Processes for LRMS Assessment and Evaluation questionnaires were handed personally by the researcher to the different evaluator specialists.

Afterwards, the data collected from the respondents were classified, tabulated, and encoded for analysis.

In light of the ethical considerations, their participation was on voluntary basis. Full consent from the participants was secured as well as parental consent was issued to inform parents about the learners' participation in the study.

The following statistical techniques were used in this study to arrive at the correct interpretation and analysis of data: mean, standard deviation, ranking, frequency and percentage.

Findings

Based from the results of summative tests per quarter, the Mean Percentage Score (MPS) reached only the average level. Audio-Lingual Approach which focuses on drills on pronunciation, application, appreciation, manipulation and modeling of new learned words was the most practiced approach by the teacher in teaching vocabulary. However, Direct Approach which ranks 1st was preferred by the majority of the learners as an approach in learning vocabulary. Likewise, the evaluation rating of game-based vocabulary building activity sheets by specialists passed in all criteria. Specialists recommended to make instructions simpler and use standard font style for all the activities of game-based vocabulary building activity sheets.

Conclusion

The level of vocabulary competence of Grade 8 learners in English based on Summative Tests scores is only at the average level. Audio-Lingual Approach is the most practiced approach by majority of the teachers in teaching vocabulary. The learners preferred Direct Approach as an approach in learning vocabulary. Specialists recognized game-based vocabulary building activity sheets suitable in developing vocabulary skills and can be endorse for public usage.

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The Unknown World of Male Masseurs

Andro T. Tabiolo

Abstract

Massage as a camouflage for prostitution using the online dating application is one of the rarely explored topics. This qualitative study, in the form of a narrative, presents a comprehensive story of the lives and situational experiences, vulnerabilities, and resiliencies of five freelance male sex masseurs. Using a narrative approach involves inquiry directed at narratives of human experience or inquiry that produces data in a narrative (Creswell, 2013). This study highlights the participants' motivation and exposure to engage as a sex massage therapist. The study revealed that participants had varying reasons for entering this kind of career; the common denominator in offering extra service was that they came from poor families, were abused victims, and had low academic performance. The love for their families, easy money above all, a personal choice motivates them to engage in sex massage. For most participants, part of their motivation is the economic benefit, which bolsters the position of an economic necessity to alleviate their financial conditions. Further, their current personal circumstances, specifically the lack of job opportunities due to their educational attainment, limit their choices of profession.

Keywords: *extra service, prostitution, narrative inquiry, sex massage, male masseur, online sex work*

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Introduction

This study was conducted to reveal the unknown world of male masseurs to shed light on this kind of sex trade, masked as a legitimate profession, and the kind of lives they live to understand their individual life stories better specifically the participants' personal and social circumstances in engaging to extra service; and, motivations and exposure in engaging as a sex massage therapist.

Freelance male masseurs looked for other ways to attract clients by using the male-exclusive online application offering "extra service." "Extra service" refers to sexual services in addition to body massage in exchange for money or goods. This "extra service" could be classified as prostitution, sex for livelihood, usually paid in cash. It includes not only regular intercourse but also any form of sexual contact with another person for a fee.

With the practices and scenario, this study explored the socio-cultural narratives on sex massage therapy so that male masseurs can tell stories about their experiences, vulnerabilities, and resiliencies in massage prostitution. The researcher believed that men who offered "extra service" are in a liminal space as a socio-cultural narrative emphasizes men's sexuality.

Therefore, male masseurs' personal characteristics, stories, life experiences, outcome expectations, and expectancies, and whether they practice alone or with others, may be related to their behavior. Studying the characteristics of male masseurs may shed light on their struggles and challenges.

Methodology

This study used a qualitative research design. Qualitative inquiry provides a good fit for this particular study- the lives of male masseurs, given its ability to help researchers who "are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009). This study is grounded in narrative inquiry to elicit the critical tales that depict the male masseur's experiences. Narrative inquiry is a methodology gaining attention in qualitative research (Kim, 2011).

Five (5) participants were selected using purposeful, maximum variation sampling (Patton, 2002). Each of the five (5) participants was given a pseudonym to protect their personal identity.

The participants in this study consisted of five (5) male masseurs. In identifying the participants for this study, non-probability sampling. The study was conducted in the province of Aklan, specifically Boracay Island, which is the location of the participants.

According to Bryman and Bell (2007), ethical considerations can be specified as one of the most important parts of research. Friesen *et al.* (2014) seven important ethical issues was considered: a) informed consent; b) voluntary participation; c) do not harm; d) confidentiality; e) anonymity, and f) only access relevant components.

An interview guide translated into the local language (Tagalog and Aklanon) was used in the face-to-face interview to gather information about the participants. The researcher asked the questions as worded and sequenced in the interview guide. A voice recorder or a voice interview was used to validate the transcript with the participants' consent.

In this qualitative study, the primary data-gathering method involves primarily in-depth interviews with participants (Creswell, 2007). There were two private conversational in-depth interview sessions with the researcher. The first session involved an hour-and-a-half face-to-face interview regarding their stories, experiences, involvement, and exposure to sex massage. The second session involved any follow-up questions and a review of the first session transcript. This session lasted approximately one hour. Questions were asked in the local language that the participants understood and were conveniently used during the conversations. This is to let the participants express themselves fully.

Narrative analysts may use one of four approaches (Butina, 2015). The most common of the four approaches is narrative, and thematic analysis within the text is the primary focus; therefore, this was the study's approach. The narrative, thematic analysis process used in this study consisted of five stages: (a) organization and preparation of the data, (b) obtaining a general sense of the information, (c) the coding process, (d) categories or themes, and (e) interpretation of the data (Singer, 2004).

All of the information collected from this study is confidential. The recorded voice interview was reviewed only by the researcher and a professional transcriber who agreed to keep the information confidential. The interview transcripts were coded, the researcher kept a separate master list with the names of participants, and the corresponding code numbers or pseudonyms were used. Once the data were collected and analyzed, the master list was destroyed. The recorded

voice interviews were destroyed after they were transcribed. Transcribed transcripts were saved to a CD-ROM or flash drive and retained for at least three years, kept in the researchers' position.

Creswell (2013) recommends that researchers utilize at least two strategies in any study. Strategies promoting credibility (internal validity) begin with the utilization of member-checking, next, this study was submitted to a panel of experts as an expert audit review, last, the researcher's biases will be clarified in the study. A strategy used for consistency (reliability) was the documentation of an audit trail which is the authentication of the study's findings by following the trail or steps of the researcher. Strategies promoting transferability (external validity) included providing detailed, thick descriptions. The term thick description is "a highly descriptive, detailed presentation of the setting and, in particular, the study's findings" (Merriam, 2009). A description of the research participants and presented findings with supporting evidence presented as narrative quotes.

Findings

The participants have varying reasons why they entered this kind of career; nonetheless, the common denominator was that they came from low-income families, were victims of abuse, had low academic achievement, and it was a personal choice. These situations pushed them to find financial means to support their needs and families, even if it was considered immoral and frowned upon by society.

The common factor that pushed the participants to be sex massage therapists was love for their families. Based on the participants' responses, they verbally expressed that their families were the main concern about why they entered sex work. Through their extra service, they could feed their families, support their siblings' studies and needs, and at least make their lives comfortable.

Another factor that made them continue with this profession is the growing demand for masseurs with extra service on the Island, which they saw as an opportunity to be professional masseurs but simultaneously continue with the extra service they provide. Relatively, their financial issues will be addressed.

The unfortunate experiences they encountered during childhood also allowed them to be exposed to this kind of profession which later led to them offering extra services. Given that they

were financially in need, the reality of them being encouraged to enter this profession was high, even if it was considered indecent.

Implications

The three theories used in has proven strong support for the results of the study. The culture of poverty has laid down poverty as a motivation to earn a living and survive hunger and education for their family members. They have been inclined to earn money at all causes. The psychosexual theory has led the participants to choose how to answer the call of poverty. Prompted by their sexual experience of abuse in the past, their craving for sexual pleasure and the easy money in extra service has been the perfect reason why they chose to engage in the king of the profession. Finally, the social cognitive theory lays down the foundation that strengthens the participant's professional stay. The presence of the circle of friends and the networks they were able to make has led to their protection to survive the world they chose.

The results of this study conform with the understanding regarding the Culture of Poverty that the most common reason for engaging into sex work concerned the financial benefits that this job affords them. In this study, sex massage participants earned more money and had more financial security.

On the other hand, Psychosexual Theory has a significant connection as results revealed that most participants enjoyed being male-sex masseurs; they cited some advantages and improvements resulting from their occupation. Male masseurs displayed physical or emotional intimacy with their clients. This implies the development of close friendship between them—a development of love and cares for a friend without the shadow of guilt and fear. The level of physical and emotional intimacy between the male sex masseur and his client is highly developed.

Finally, the social cognitive theory relates to the findings that most of the participants have positive improvements in their psychological health in terms of increased self-esteem, self-confidence, and the ability of the work to reduce feelings of depression and isolation. In contrast, some participants reported that they felt being used, depressed, or with a feeling of inner guilt.

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Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality

April Joy U. Reodava

Abstract

This qualitative descriptive research employing phenomenological design described the lived experiences of students with reading difficulty under the modular learning modality in the new normal. The participants were the 5 students with reading difficulty who were purposively chosen based on inclusion criteria. The research instrument used in gathering the data was a semi-structured interview guide. Colaizzi's method of data analysis was used in interpreting the qualitative research data. Results of the study showed that participants cannot decode words that they see in the module and the comprehension is low. The lack of family involvement is one of the contributing factors why the participants failed to accomplish modules in the intended time. Some of the participants are confronted with the truth that their parents or siblings cannot help them in any way in reading or in accomplishing their modules. As a way of coping, participants relied on their peers to survive every module per week and frequently resorted to activities where they feel more productive and inclined to. They also used mobile apps to look for answers if they need to. To address the issues, a training program must be conducted to further capacitate the teacher to be effective reading teachers.

Keywords: *reading difficulty, modular learning, reading, phenomenological research*

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Introduction

The number of students who reach higher levels of elementary education without the capacity to read has been raising concerns among schools even before the pandemic happened (Unicef, 2022). In the new normal setup, the learning gap was even more evident because of students struggling to accomplish their Self-Learning Modules due to their difficulty in reading. The World Bank says in "The State of Global Learning Poverty: 2022 Update," that 9 out of 10 children in the Philippines at late primary age are not proficient in reading. In the same article, Unicef estimates that as many as 70 percent of all children in low-income countries cannot read a simple sentence by the age of 10.

The Malinao School for Philippine Craftsmen has recorded 78 students who are in need of remediation in reading from Grade 7 to Grade 9 of School Year 2019 – 2020. During the conduct of Modular Learning Modality in the school, teachers have received reports of students burning their modules as a sign of distress. Some parents, also admittedly express their incapacity to teach or help their children in accomplishing the modules that result in a more challenging situation for students with reading difficulty.

This research is very significant to the researcher who is language teacher because there is a thorough need to understand the situation of students with reading difficulties for us to be able to apply necessary and appropriate interventions and behavior towards them. Thus, this study sought to describe the Lived Experiences of Students With Reading Difficulty Under Modular Learning Modality.

Methodology

In this study, the researcher used qualitative approach to obtain a deeper understanding of the Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality. This allowed the researcher to explore in detail the experiences participants have had and how they made meaning of those experiences (Creswell, 2007). Furthermore, the researcher hoped in using a qualitative approach so that the participants would feel empowered to share their experiences, thus giving voice to their stories.

The design of this study drew on aspects of phenomenology by Edmund Husserl and Martin Heidegger. Phenomenology seeks to explain the nature of things through the way people experience them. It translates literally as the "study of phenomena. This research design is best

suited for this research because of its emphasis on understanding several individuals' shared experiences of a phenomenon, in this instance, the Lived Experiences of Students with Reading Difficulty Under Modular Learning Modality.

Findings

All the participants identified their positive experiences to be their time freedom in accomplishing their SLMs while being in the Modular Learning Modality. Despite being behind in learning, the participants remain hopeful towards their future and their dreams motivate them to continue studying. The participants were mainly having difficulty in the modular learning because of their lack of foundation. They cannot decode words that they see in the module and the comprehension is low.

The lack of family involvement is one of the contributing factors why the participants fail to accomplish modules in the intended time. Some of the participants are confronted with the truth that their parents or siblings cannot help them in any way in reading or in accomplishing their modules. As a way of coping, participants are relying on their peers to survive every module week and frequently resort to activities where they feel more productive and inclined to. They also use mobile apps to look for answers if they need to.

Overall, each subtheme of this study served as a glimpse of the lived experiences of students with reading difficulty while in the modular learning modality during the pandemic. This reality depicts the urgency of the need to address such learning gap in the country's present situation. An enormous challenge because as the limited face-to-face classes eventually resume, these students' struggles continue.

Conclusion

The study emphasized the struggles of students with reading difficulty, which is rarely studied, especially during pandemics. This study also perceived the coping mechanisms and strategies of the students. The researcher has interviewed five (5) students with reading difficulty. The following conclusions are met based on the study's findings:

1. Accomplishing Self-Learning Modules is a time-consuming task hence, the participants feel comfortable knowing that they can manage their own time when to do their modules and when to take a break from doing so.

2. The participants did not choose their situation, it's just that they were caught up in the situation that resulted in this learning difficulty.
3. The support of family members and peers makes a difference in the participants' learning and motivation to learn. Without their help, the participants lose their will to carry on with their school works, they resort to technology for answers or worse, just give up on the task.
4. The willingness of the participants to learn reading must be propelled by the support and innovation of teachers and administrators to address the learning gap and administer the necessary actions to help the students.

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SDA-MCS Based Risk Response Strategy Model for Road Construction Project

Rester S. Jinang

Abstract

The SDA-MCS Based Risk Response Strategy (RRS) Model for Road Construction Project is developed to formulate strategies in improving the current condition by analyzing the risk factors and simulating strategies. The first part of the research focused on risk evaluation by Schedule Delay Analysis method: As-planned vs As-built method. The SDA determined the commonly occurring delaying factors and its extent in the project. Risk Response Strategy matrix is used to categorize risk factors according to occurrence probability and impact to the project; and strategize. Subsequently, these strategies can be imposed to the project schedule baseline in consideration with project scope and admissibility. Monte Carlo simulation is done to generate possible critical path duration. Moreover, the simulated critical paths are tested to determine the probability of success.

Keywords: *Risk Response Strategy, Delay, Schedule Delay Analysis (SDA), As-planned vs As-built method, Planned Schedule, Road Construction Project, Monte Carlo Simulation*

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Introduction

Risk Response Strategy (RRS) is an action plan to address risk on a project. Although RRS are generally attributed to strategies for projects other studies use the same method on managing risk in an organization. Moreover, RRS is framework or model that serves as a guide if risk factors reoccur. The developed SDA-MCS RRS model for road projects works by; analyzing delaying factor and its extent, simulating project baseline schedule; and identifying probability of success. The general conceptual model can also be applied to other infrastructure or non-infrastructure projects; and risk management in organizations.

Methodology

This research aims to formulate Risk Response Strategy (RSS) model through Schedule Delay Analysis (SDA) and Monte Carlo simulation to manage delays on road construction projects. Although the resulting model focuses on creating a simulated project schedule for road projects the main function of the model is to create a Risk Response Strategy framework for both infrastructure and non-infrastructure projects. Consequently, this RSS model can be used in any projects with standard procedures or specifics. The accuracy of the simulated project schedule depends on the quality of data and the frequency of the simulation.

The first two parts of this research covered descriptive and regression analysis so that the researcher can identify the factors and its impact on the project schedule. The regression also determined the strength of the relationship between the delays and delaying factors. When the strength of the relationship is established, RSS will be applied to the top delaying factors or factors with high probability of occurrence. The RSS model assumption is that high risk factors and factors with high probability of occurrence should be considered when making the project schedule and therefore should reflect on the first project baseline schedule before the project construction start. Delays vary depending on probability of factor occurrence and its impact on the project simply adding the estimated delay duration on the estimated project duration will not yield accurate result therefore, the RSS-adjusted baseline is simulated. Furthermore, to explain the impact of the risk and uncertainty in prediction and forecasting models Monte Carlo simulation model is utilized.

The RSS model as shown is cyclical because improvements can be incorporated on the Risk Response Strategies (RSS) on every cycle and resulting simulations' accuracy improves with repetitive simulation. Also, some Risk Response Strategies (RSS) are not simulated because some solutions are proactive only, while others can be retroactive; or both proactive and retroactive. The

skip on simulation is caused by proactive solution to a presumed problem and therefore recurrence of this problem on the project is no longer expected or in low probability.

Findings

In 2015 there are 25 delayed road projects that had 58 different memorandum orders. From 2016 to 2017 there are 34 and 43 delayed road projects that had 93 and 116 different memorandum orders consecutively. In 2018 there are 74 delayed road projects that had 117 different memorandum orders. Although some delays can be considered compensable not all are given with extra compensation or time extension.

These projects are composed of different types of road construction projects from roads, bridges, off-carriage way, drainage, etc. It was observed that delays often occurred on road projects between 2016 and 2017.

It is observable that 31% of all the road projects from these periods do not indicate any form of delay. The other 34% and 35% signify road projects with excusable and inexcusable delay.

Accordingly, road projects approved from 2015 to 2018 had a total planned duration of 29946 days and an actual duration of 40918 days.

For four years, these road projects exhibit an average of 73.2% productivity rate.

On the application of SDA-MCS RRS on a FMR in Buenavista, the FMR project originally has an estimated duration of 59 days and its probability of finishing on time is only approximately 2%. On the other hand, adjusting the estimated duration to 66 calendar days will yield a probability of finishing in time of approximately 63%. Moreover, adjusting the estimated duration to 69 calendar days will yield a probability of finishing in time of approximately 91%. These adjustments are just assumptions, the decision on how should it be adjusted depends on the stakeholders' prerogative.

Conclusion

The researcher was able to create a Risk Response Strategy (RRS) model for road construction project with Schedule Delay Analysis (SDA)-based Monte Carlo Simulation on project baseline. Furthermore, the researcher created a conceptual model for the general purpose of RSS and a specific conceptual framework for road projects.

The top delaying factors on road projects in Marinduque are unworkable ground condition, slow productivity, non-issuance of permit for aggregate extraction, variation order.

SDA showed that 31% of road projects have no delay; 35 % of project has inexcusable delay; 34% of projects are excusable and 2% from it is only compensable.

Almost all projects on every road category exhibited delay except for diversion road and access roads which were also the smallest project in terms of planned duration.

The Paired Sample T test of as-planned versus as-built method shows that from 2015 to 2018 only 2015 projects showed no significant difference on planned and actual duration. Also, 2015 had the least number of approved projects for the last four years. It was observed that delay also increased along with increased of approved projects.

The linear regression formed by comparing planned duration to actual duration has an equation of $y = 1.318x + 5.848$. This linear equation shows that it has a slope of 1.318 which means that most road projects increase its actual duration to almost 32% more than its planned duration.

(On the application of the SDA-MSR RRS on the FMR in Buenavista) According to SDA-MSR RRS Model without any catch-up plans and only using Retain & Mitigate Strategy for unworkable ground condition due to severe weather condition the probability of success for 59 calendar days is only 2.22%. The probability of success for Retain and Mitigate Strategy is 100% if the project duration is 75 days. Aside from the delay due to severe weather condition, additional lag due to low productivity rate may have contributed to delay of the project.

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Growth and Yield Response of Pepper to Foliar Application of Carrageenan Plant Growth Promoter

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Abstract

The study determined the growth and yield response of pepper (*Capsicum annum* L.) to varying concentrations and frequencies of Carrageenan Plant Growth Promoter (CPGP). The study was set-up in a split-plot randomized complete block design with three replications. The three varying application frequencies were designated as main-plots, and the four concentrations of CPGP, as sub-plots. Peppers applied with 120 ppm and two to three times application of CPGP significantly matured earlier based on number of days to flowering and number of days to first priming. The same treatment combination resulted in significantly taller plants and higher number of lateral shoots. In terms of yield, however, CPGP at 120 ppm applied three times gave significantly higher number and heavier weight of fruits. The concentration of 120 ppm CPGP applied thrice in growing pepper is shown in the study to be the best treatment combination, thus, is recommended to improve the growth and increase the yield of pepper.

Keywords: *carrageenan, CPGP, concentration, frequency*

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Introduction

With the increasing demand for pepper worldwide, the market is expecting a continuous upward market trend up until 2025. It is projected that at the end of 2025, pepper market volume will be 840,000 T. However, there are indicated fluctuations of pepper production from 2007-2018 (Globe Newswire, 2020). In the Philippines, pepper production is about 15 T/ha as of 2017 (DA-RFO2, 2017). Depolymerized carrageenan through gamma-irradiation is a polysaccharide and a stimulant that has been a subject for researches in the recent years (Naeem, *et al.*, 2014; Abad *et al.*, 2011, 2016, 2017). This is commercially known as carrageenan plant growth promoter (CPGP). This plant stimulant aims to increase the growth and yield of pepper to aid in the projected increase in pepper demand. There has not also been much studies concerning the effects of CPGP on pepper. According to Abad (2018), there have not been studies to credit the effect of carrageenan on vegetables. Factors like dosage and frequency, among others should be considered (MMSU, 2018). Thus, this study determined the effect of CPGP on Solanaceous crops and recommend the optimum concentration and frequency of application for farmer's utilization.

Methodology

Foliar Application of Treatments. Application of different treatments started from ten days after transplanting. It was done every ten days (Ali, 2014), in accordance to the designated frequency of application. A hand-held pressurized sprayer was used to apply the different concentrations of CPGP, with the aid of plastic sheets to prevent unwanted spread of applied treatments to other plots. The amount of solution sprayed increased as the plants grow. Treatments were applied early in the morning.

In a personal communication with Dr. Lucille V. Abad, inventor of the Carrageenan Plant Growth Promoter (CPGP), the base concentration is 10,000 ppm. Dilution for treatment application of the CPGP were 60 ppm, 120 ppm, 240 ppm, and 480 ppm with application frequencies of 2x, 3x, and 4x.

Determination of Growth Attributes

Number of days to flowering. The number of days to flowering was counted from transplanting to the day when 50 percent of all the plants in each replication have at least three opened flowers.

Number of days to first priming. This was counted from transplanting to the day when 50 percent of all the plants in each replication have at least one fruit ready for harvest.

Plant height. Plant height was measured from the surface of the soil to tipmost part of the main stem. It was done at 60 DAT.

Number of lateral shoots. Lateral shoots were counted at 60 DAT.

Determination of Yield Attributes

Number, weight, and percent non-marketable fruits per plot. The number and weight of non-marketable fruits per plot were counted. The different indices used to identify damaged or non-marketable fruits were presence of holes, occurrence of alteration in coloration of fruits, the inside of the fruit is hollow and filled with frass, curled fruits, and rotten fruits.

Number, weight, and percent marketable fruits per plot. Fruits without the presence of holes, frass, rot, curling or any damage, per plot, were considered non-infested or marketable fruits, and were counted and weighed.

Total number and weight of fruits per plot and per plant. This is the cumulative (six harvestings) number and weight of infested plus non-infested fruits per treatment.

Computed yield per hectare. The total weight of marketable fruits harvested in a yield plot area (4 m²) was converted into per hectare basis.

Findings

Plants that received foliar application three times had significantly shorter time to flower opening. Furthermore, treatments with 120 ppm concentration of Carrageenan Plant Growth Promoter (CPGP) had the earliest time to flowering at 30.88 days after transplanting (DAT), nine days earlier than both controls.

Earliest priming was done in plots treated three times with CPGP, as well those that were applied with 120 ppm concentration, where fruits were primed 10 days earlier than both control treatments. Moreover, results of plant height revealed that there is no significant effect between application frequencies. Concentration of 120 ppm, on the other hand, presented the tallest plant at 69.74 cm at 60 DAT. Tallest peppers came from plots treated thrice at 120 ppm and 240 ppm.

Pepper plants that received three times application had the most number of lateral shoots. Frequency of three times at 120 ppm and 240 ppm concentration had the greatest number of branches at 13.67. Furthermore, application frequency of three times produced the highest number of fruits at 1572.39. Moreover, 120 ppm produced 49 more fruits than 240 ppm concentration, which had the next most number of fruits. However, there is no significant difference between 120 ppm and 240 ppm concentration and twice and thrice application frequency.

The weight of marketable fruits was heaviest at the interaction of three times application frequency and 120 ppm at 8614.63 g, and treatments with three times of application gained the highest total weight of fruits at 6739.56 g, four times frequency gained 6453.92 g, and application of CPGP two times had 6016.85 g of fruits. Moreover, treatments applied with 120 ppm gained 3918.98 g more than the negative control, and 2839.13 g more than the positive control.

Aphid population was not affected by the application of CPGP at any frequency of application or concentration. On the other hand, plants treated with concentrations of 120 ppm and 240 ppm CPGP, irrespective of the frequency of application, are more resistant to fusarium wilt compared to both positive and negative controls, which had the highest rate of infestation. Carrageenan Plant Growth Promoter concentrations of 60 ppm and 480 ppm had influenced approximately the same number of plants that were infected with the fusarium wilt but are lower than those of the control treatments.

Conclusion

Interaction of three-time frequency of application and 120 ppm concentration of Carrageenan Plant Growth Promoter (CPGP) shortened the number of days to flowering and first priming. It also gave the highest plant height, number of branches, number and weight of marketable and non-marketable fruits, total weight of fruits per plot and computed yield per hectare.

Concentration of 120 ppm CPGP foliar spray gave the best results in all growth and yield parameters tested in the study. Among the three frequencies tested, foliar application of CPGP three times in pepper yielded best results. Foliar application of CPGP at 120 ppm and 240 ppm reduced the rate of fusarium wilt infection in pepper plants.

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Challenges Encountered by Mathematics Teachers Through Online Learning

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Abstract

This study looked into the effectiveness of online learning in conducting Mathematics classes. The study sought answers on the lived experiences of Mathematics teachers using online learning as delivery mode, the challenges they encountered, and the coping mechanisms to address the challenges. The study utilized phenomenological research design with seven Mathematics teachers from private schools in Kalibo, Aklan for School Year 2022-2023 purposively chosen based on inclusion criteria as participants. Through a validated interview guide administered face-to-face, results showed that the teachers were happy and comfortable in their chosen field of endeavor because of their aspiration to help students learn and love Mathematics. Likewise, they want to promote learning and make a difference in every student's lives. The participants described their remarkable experiences as difficult yet fulfilling. Remarkable because they were able to create online learning materials that students can access anytime anywhere and fulfilling since they were able to cope and surpass in the online learning modality. Further, the challenges they face as poor/unstable internet connection and power-interruption, was embraced with their adaptability in the situation. The pandemic did not hamper the mathematics teachers' desire to give students the learning they longed for. The program recommended may help other Mathematics teachers who would like to venture into online teaching and learning.

Keywords: *Mathematics, Online Teaching, Online Learning, Challenges, Empowering Teachers in the Digital Era: Online Strategies and Tools*

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Introduction

Going to schools and conducting actual live classes has been the popular mode of learning in the Philippines until the COVID-19 Pandemic struck the whole nation. In March 2019, the government decided to implement a nationwide lockdown to contain the spread of the virus within the country. This affected our day-to-day activities such as going to our workplace, schools and public places. The educational system in the Philippines were also affected. However, schools need to be resilient and fins new ways to continue the teaching-learning activities. To answer the problem, the Department of Education has come up with the idea of having the distance learning and one of it is the migration to online learning modalities to mitigate the risk of face-to-face interaction.

As a Mathematics teacher in the Department of Education, students would describe this subject as difficult and challenging during face-to-face classes. In this regard, I always gave my best to explain the concept carefully and teach the necessary skills in easiest and simple way where my students will understand and grasp it in a manner that it wouldn't be difficult on their part. Until pandemic started and I was challenged on how to deliver learning in a way that I'm used to. I always wanted to help and assist my students while doing their task, but how can I do that since most public school adopt modular print as delivery mode of learning. Most of the students complain that they learn nothing from modular print especially in Mathematics, and it is in here why I am interested to conduct a study about online learning. I would like to find out the lived experiences of Mathematics teachers in online learning and know their insights and expertise which could be a great help to Mathematics teachers who wanted to use online learning as one delivery mode of learning. Although, most schools are now back to face-to-face classes but online learning is already part of our educational system. I am looking forward that through this study, teacher will be more equip with the right knowledge and skills in online learning.

This study sought to answer on what are the lived experiences of Mathematics teachers that uses online learning as delivery mode of learning, what are the challenges encountered by Mathematics teachers in teaching through online learning, what are the coping mechanisms to address the challenges and what intervention program may be developed for Mathematics teachers in online learning.

Methodology

This study used descriptive phenomenological research design. Phenomenological research design is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group Creswel, (2013). Phenomenology takes a case rather than variable perspective, although the distinction is nearly impossible to draw. This means in part that the researcher takes different cases to be wholes, in which the variables interact as a unit to produce certain outcomes. The design will help us to determine and understand the lived experiences, challenges and coping mechanisms of Mathematics teachers using the new learning modality of online learning.

The participants of the study were the 7 purposively chosen mathematics teachers who are using online learning in the District of Kalibo, Division of Aklan.

The study used a validated interview guide to facilitate the productive and efficient gathering of responses. It is formulated and validated to obtain data on the challenges of mathematics teachers in online learning. Questions included in the interview guide were open-ended so that it will enable the researcher to insert follow up questions to extract the most comprehensive and substantial information. All the questions were based from the statement of problem which are stated comprehensibly and ethically.

For the data gathering, after establishing the research topic and its objectives, interview guide was formulated and transcribed accordingly. The researcher contacted the chosen respondents to gather the necessary data. Consent was crafted to ensure the research was conducted in an ethical manner. The content of the consent was explained to the respondents assuring that their confidentiality and identity was protected including their permission of using an audio recorder during the conversation. Participants were encouraged to talk freely and to tell stories using their words. At the end of each interview, the researcher reminded the participants about the need for a second contact with them via telephone calls, Facebook messenger and other virtual platforms to discuss the study findings and to make sure that the study findings reflect their experiences.

In conducting this study, the researcher practiced ethical standards which shown through asking permission from the Schools Division Superintendent, Public Schools District Supervisor and the respective School Heads/Principals of the participants prior to the conduct of this study.

The researcher ensured the anonymity of the teacher-participants by using pseudonyms to conceal their real identity. All the information to be disclosed by the participants were treated with

utmost confidentiality by strictly adhering to the provisions of Republic Act 10173 or the Data Privacy Act of 2012.

Findings

It was found out that the teacher participants were happy and comfortable in their chosen field of endeavor as Mathematics teacher because it is their aspiration to help students learn and love Mathematics. Teaching through online is remarkable for them because they able to create online learning materials and at the same time it is fulfilling since they able to cope and surpass in the online learning modality. The common difficulties and challenges they experienced in online learning are poor/unstable internet connection, power-interruption. They find it also difficult to teach and create teaching strategies through online due to a lack of knowledge about tools and strategies. Flexibility and being positive in embracing the new normal and in facing different challenges in life are their common ways in coping with the challenges and difficulties in online learning. Majority of the participants suggested to improve internet connection and have an affordable internet connectivity since internet connection is essential for an online learning to takes place.

Conclusion

Despite the difficulties and challenges encountered by the teachers, they still gain positive experience and would describe this experience as optimistic. Their passion and love for teaching motivates them to continue teaching to the best they can regardless of all the challenges.

Majority of the participants are significantly challenge by poor/unstable internet connection and power interruption, kind of device used/lack of gadgets for online learning, poor attention and student's participation and lack of financial support from parents. They also have a hard time adjusting with the new approach of teaching as well as in assessing student's academic progress through online learning. The coping mechanism employed by the teachers during the Online Learning Modality were all effective since students learned from them and teachers also acquired new knowledge and skills from these. These coping mechanisms include adaptability, resiliency, possessing positive attitude towards the situation, efficacy, their passion for teaching and the strong support system that they get from the school/management, stakeholders and from their respective families. In terms of support system during the implementation of online learning, teachers were provided with free internet connection and were given much priority to attend online seminars and workshops to be able to cope with the trend and need in teaching online learning.

there were constant updating and feedbacking from time to time about their experiences and problems in encountered in online learning and all feedbacks were given appropriate solutions. Because of these they able to surpassed the different challenges they encounter in online learning. Participants have positive outlook in teaching and they were eager to proposed programs for Mathematics teachers who are using online learning as delivery mode of learning. They believed that by enhancing internet connectivity, upgrading teachers' knowledge and skills, and enforcing discipline on students throughout online learning, the online learning modality would be successfully implemented.

As a researcher who summarizes what my participants would like to have, I come up with this program “Empowering Teachers in the Digital Era: Online Teaching Strategies and Tools”. I recommend this program for the Management/Department of Education. This program will give necessary knowledge and skills for the online teachers. This program will be of great help for all Mathematics teachers who would like to venture into online teaching and learning.

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Training Needs Assessment of Women's Organizations in Camarines Norte, Philippines

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Abstract

Empowering the marginalized sectors of the society is among the mandates of Higher Education Institutions in the Philippines through its extension and community involvements. The need to identify the needs of the community is vital in providing quality, meaningful, and relevant interventions, hence, training needs assessment should be conducted. This study determined the profile of women's organizations, their training needs and the challenges they encountered. This study utilized quantitative-descriptive method using structured survey questionnaire in gathering relevant data from the selected members of women's organizations in Camarines Norte. The study revealed that in terms of training needs on life skills, both organizations need to be trained on leadership/organizational skills, wellness and mental health while in terms of technical skills, both needs to be trained on digital/ICT skills, basic computer applications, effective communication, bookkeeping and feasibility study preparation. In terms of livelihood skills, both needs to be trained on natural farming system and meat processing. The major challenges are lack of linkages with other organizations and budget constraints. Based on the results of the study, it is hereby recommended that women's organizations seek partnerships and linkages with local government agencies and academic institutions to help in carrying out the crafted training designs on livelihood for continuity and survival.

Keywords: *Life skills, technical skills, livelihood skills, training design*

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Introduction

Extension activities to marginalized sectors in the community and society help in uplifting the lives of people, thereby ensuring ways and means to combat problems and issues in the community. According to Human Flourishing Program of the Harvard Institute for Quantitative Social Science (2019) evidence-based activities and interventions have been shown to promote well-being which include various aspects of human flourishing including happiness and life satisfaction, mental and physical health, meaning and purpose, character and virtue, and close social relationships.

In ensuring quality in the delivery of extension services, training needs assessment should be done. Training needs assessment is an ongoing process of gathering data to determine what training needs exist so that training can be developed to help the organization accomplish its objectives. Conducting needs assessment is fundamental to the success of a training program (Brown, 2002).

Similarly, various relational and institutional commitments can be voluntarily pursued which likewise have been shown to have substantial effects on well-being. Each of these activities or commitments in some way involves an orientation for the benefit of the majority. The nature of, and evidence for, various cognitive and behavioral activities and interventions, various relational and institutional commitments, and also various workbook interventions have been shown to promote well-being (VanderWeele, 2019). This is in response to the United Nations Sustainable Development Goal No. 5 on gender equality which aims to achieve gender equality and empower all women because they still lag behind in terms of development.

In support of gender and development initiatives of the government, the Commission on Higher Education (CHED) issued a Memorandum Order No. 01 s. 2015 also known as “Establishing the Policies and Guidelines on Gender and Development in the Commission on Higher Education and Higher Education Institutions” mandates Gender-Responsive Extension Program (GREP) which refers to a collaborative set of activities designed by the Higher Education Institutions (HEIs) to contribute to the empowerment of both the institution and identified communities to promote and achieve the core value of gender equality.

Relevant to the pursuit of excellence in its trifocal functions, Camarines Norte State College (CNSC) as it gears toward becoming a world-class research university in 2032, is strengthening its research and extension accomplishments. One of the strategies to do so is the conduct of research-based extension programs, activities or projects (PAPs) to uplift and empower women

and men through extension and community involvement. Responding to the mandates of HEIs; the Operational Plan annually of the college reflects one of the quality objectives of improving the competitiveness through Livelihood Initiatives for the Needy and the Grassroots to Alleviate Poverty (LINGAP) and *Kolehiyo at Komunidad, Katuwang sa Pag-unlad* (KKK) Flagship Programs particularly conducting research-based trainings to program recipients.

The province of Camarines Norte have many people's organizations, and three (3) of them are women's organizations based on the records of Provincial Planning and Development Office (PPDO) Provincial Government of Camarines Norte in 2019. Kalipunan ng Liping Pilipina (KALIPI) and Rural Improvement Club Council (RIC) were chosen as they need more assistance in terms of livelihood. These organizations encounter problems in terms of project implementation in the communities being and these can be addressed through identification of their training needs. Strengthening these women's organizations will also redound to the contribution to women empowerment in the province and in the achievement of the noble purpose of extension.

This study gave light to the training needs assessment of women's organizations in Camarines Norte as basis for training designs for livelihood. Specifically, this research identified the profile of women's organizations; their training needs in terms of life skills, technical skills, and livelihood skills, their constraints and challenges in order to develop training designs on livelihood.

Methodology

This study used quantitative-descriptive method to gather relevant data from the members of women's organizations. It includes registered women's organizations: KALIPI and RIC in Camarines Norte as determined by Provincial Planning and Development Office (PPDO) in 2019. Based on records of PPDO in 2021, KALIPI Sta. Elena Chapter and RIC San Vicente Chapter were the most active organizations even during the pandemic, as such, these chapters were chosen purposively and total enumeration was used in determining the respondents from these chapters which are the chapter officers, which include 9 each or a total of 18 respondents.

The data was collected through modified survey questionnaire patterned in the Training Needs Assessment form of the CNSC Extension Services Division; however, it was modified to meet the objectives of the study. The survey questionnaires were answered through meeting the respondents in person with the approval of the organization officers. After the conduct of surveys and collating all the results, it was tabulated and analyzed. Frequency count and percentage was

utilized to determine the profile of the respondents, and the challenges of women's organizations, while weighted mean was used to identify the training needs.

Findings

The study shows that KALIPI Sta. Elena Chapter already exists for more than 10 years as compared to RIC San Vicente Chapter existing for more than one year and new in their operations. In terms of priority projects, both prioritize livelihood projects to be able to augment also the income of the members of the family. In terms of generating income for the women's organizations, they both agree that they impose collection of membership fee, seek support from government organizations and initiate income generating projects. The KALIPI Sta. Elena Chapter members were trained in terms of food processing and capacity building seminars. On the other hand, RIC San Vicente Chapter have different attended seminars and trainings which include meat processing, organic farming and cacao production.

In terms of life skills, both KALIPI and RIC agreed that they highly need to be trained on leadership/organizational skills, and wellness and mental health. In terms of technical skills, both highly agree that they need digital/ICT skills, basic computer applications, effective communication, bookkeeping, and feasibility study preparation. In terms of livelihood skills, both organizations agree that they very much need natural farming system, and meat processing. The major challenge encountered by KALIPI is lack of linkages with other organizations while RIC is budget constraints.

Conclusion

Based on the findings, the study arrived at these conclusions: KALIPI exists for more than 10 years and RIC for less than 3 years, both prioritizes livelihood projects, with sources of income coming from membership fee, support from government organizations and IGPs, and with different seminars/trainings attended. In terms of training needs on life skills, both organizations need to be trained on leadership/organizational skills, wellness and mental health, while in terms of technical skills, both agree that they need to be trained on digital/ICT skills, basic computer applications, effective communication, bookkeeping and feasibility study preparation. In terms of livelihood skills, both needs to be trained on natural farming system and meat processing. The KALIPI's major challenge is lack of linkages with other organizations while RIC is budget constraints. It is hereby recommended that women's organizations may seek partnerships and linkages with government and non-government organizations particularly on livelihood activities

and funding requirements and the proposed training designs may be presented to possible industry partners for implementation.

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Contextualized Mathematics Instruction Based on Learning Styles in Improving Critical Thinking Skills of Grade 7 Students

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Abstract

This study was an attempt to find the effects of contextualized lesson content and instructional materials on visual and kinesthetic learners. Using an experimental research design participated by visual and kinesthetic learners, both taken as one group and separately, it revealed that respondents use contextualized lesson content and contextualized instructional materials positively. However, inferential statistics showed no significant relationship exists between the perceived use of contextualized instruction and the student's level of critical thinking skills. In addition, when taken as one group, contextualized instruction was able to develop all the critical thinking skills of the respondents, in favor of the posttest results. Comparison of the visual and kinesthetic groups also showed that contextualized instruction developed better in kinesthetic learners than in visual learners specifically in analyzing and problem-solving skills. Thus, the use of contextualized instruction is recommended in developing critical thinking skills among learners, most especially in developing analyzing and problem-solving skills in kinesthetic learners.

Keywords: *Contextualization, visual, kinesthetic, lesson content, instructional material*

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Introduction

In the most recent Programme for International Student Assessment (PISA) results, a worldwide study on the evaluation of educational systems, the Philippines got very low results. This sets the bar for all educators to be at par with other educational systems (Golla & Reyes, 2020). Mathematics is a combination of understanding and skills. Without understanding, skills are impossible to showcase. With this fact at hand, mathematics teachers now face a concern on how to better equip learners with understanding of mathematical concepts and ways to allow learners to showcase their skills (Rensaa, 2014).

As reflected in the curriculum guide from the Department of Education (DepEd), students are assessed in three components: Written Works (WW), Performance Tasks (PT) and Quarterly Assessments (QA). Understanding of mathematical concepts are exemplified through pen and paper tests by WWs and QAs, but skills must be demonstrated through PTs. The high Mean Percentage Scores (MPS) for Mathematics only demonstrates that students have high understanding of mathematical concepts but does not really equate to the fact that they are also mathematically skilled. For teachers to be able to claim that, performance tasks should be given. One of the indicators of performance readiness among learners is their level of critical thinking. These skills are used by students to understand mathematical concepts better and eventually leads to them being able to solve properly (Chukwuyenum, 2013).

Methodology

A one-group experimental pretest-posttest and descriptive study designs are used in this study. Descriptive design measures a variable against an approved scale and then quantifies it for interpretation, whereas experimental design treats variables independently and then compares the results. It also includes manipulating elements, instructional strategies, and lesson content that have recurred or have manipulative and marginally influenceable characteristics (Ongowo, 2017).

The Critical Skills Test and a survey questionnaire for learning mode inventory was used in this study. The researcher adopted a pretest – posttest control group approach in her work, which was inspired by Jeenthong et al. (2014). Two separate teaching styles was used to teach two different classes. The first group received traditional lecture training with the addition of reading materials, whereas the second group received an intervention program with the same content as the traditional program.

This study looked at the impact of applying contextualization in lesson content and instructional materials on students' Critical Thinking Skills development. The skills of the learners were assessed before and after the use of contextualized instruction and the same was compared afterwards.

The respondents of this study were 51 Grade 7 students officially enrolled for the academic year 2022–2023. The researcher administered the Learning Modality Category Test lifted from the standardized VARK Learning Modality Test to determine the class's dominant learning style.

The VARK Learning Modality Category Test and the Critical Thinking Skills Test are two of the research instruments used in the conduct of this study.

Manalo (2016) claims that learning styles reflect learners' experiences. Because people have varied learning experiences, they have a range of learning modalities. Multiple learning modalities can exist in one learner; nevertheless, it is usually considered that one should be the more developed.

VARK standardized test specifically Version 8.01 (2019) was used for profiling of the respondents. It consists of situations that are aimed at processing a student's learning style and used in a classroom environment. They just blacken the circle if they are more likely to accomplish what is suggested in each of the assertions.

Observing, analyzing, inferring, communicating, and problem solving are the five subskills of critical thinking. The researcher adopted the CTS Test of Magpantay (2022), which was evaluated by a group of mathematics professionals, including four master teachers, one head teacher, and two Mathematics Coordinators (Teacher III). There were five set of mathematical problems for pre-test and post-test, each problem has the five subskills of critical thinking. Before using the CLC and CIM to determine their first degree of CTS, pupils have to take this test. The same examination was utilized to compare the performance of the two groups after they have used the strategies.

The researcher preferred to develop new instruments in order to highlight the reliability and validity of the results, experts in the field of mathematics were invited to assess the teacher-made CTS Test. Another goal is to translate existing assessments so that the same skills are being tested and the same problem is being addressed.

Findings

Generally, the scores of the respondents in the critical thinking skills test before the use of contextualized instruction were described from fairly to satisfactory for most skills. However, after the use of the strategy, most of the scores of the respondents shifted to very satisfactory and outstanding levels. As to the perception on the use of contextualized instruction, the respondents perceive contextualized lesson as highly evident and contextualized learning materials as moderately evident. There was no significant relationship in terms of the contextualized lesson content and contextualized instructional materials and the learners' level of critical thinking skills. Significant differences were noted in terms of the level of critical thinking skills of the learners in all of the skills, in favor of the posttest scores. Comparison of the performances of the visual and kinesthetic learners also revealed that contextualized instruction developed analyzing and problem solving better in kinesthetic learners than it did with the visual ones.

Conclusion

The use of contextualized instruction was able to develop all the critical thinking skills, and was found to develop analyzing and problem-solving skills better in kinesthetic learners than in visual learners. The use of contextualized instruction was able to let learners experience a learning environment that touches their personal experiences and showcases examples which they can relate to.

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Community Support on Education During the Pandemic

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Abstract

This study explored the community support to education during the pandemic using participatory qualitative research design, deemed as the most appropriate as it refers to all the techniques and approaches that involve the direct collaboration of researcher and those affected by the social issues being studied to bring about an action that will result in a positive change. Simply put, it is an umbrella term for research methods or frameworks that involves working with the research subjects to collect data, analyze it, and make recommendations. Based on the findings of the study, various issues and challenges were experienced by the stakeholders in rendering support in order to assure the continuity of education during the pandemic. The themes under challenges include financial constraints, limited social mobilization, health protocols that caused delays, limited resources and disparate opinions with other stakeholders. However, various best practices were identified which can be utilized by schools to strengthened school-community partnerships especially during crisis. Identified themes indicate that recognition, keeping the stakeholders updated and the expression of gratitude have vital role to encourage more support from the community. Additionally, this study proposes a sustainability plan which can be utilized to encourage more community support. It also provides insights and recommendations to strengthen school-community partnership to assure continuity of education in whatever circumstance but most especially during crisis.

Keywords: *Community Support to education, Education during the pandemic, Issues and challenges, Sustainability plan*

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Introduction

COVID-19 has profoundly altered education at all levels-with extensive schools' closures, remote instruction, and controversies over public health policies in schools. But innovative responses to the pandemic have also revealed the strength of communities in tackling disrupted learning, and ensuring educational success more broadly. Schools should welcome community members and see them as the source of innovation, inspiration, and support that they have proven to be (Banerji and Selah, 2022). The Department of Education Secretary Leonor Briones which the researcher fully agrees with: "We must act together and learn from the past." Effective strategies wouldn't bear much fruit, however, without innovativeness and cooperation among all school stakeholders. This calls for maximum support from all possible linkages that schools had established. The school needs partners to minimize the burdens it carries and help it to build linkages to provide possible solutions to concerns. The community can be recognized as an asset where they could share their resources, time, and talents as a contributory factor to support the school (Nacino, 2022).

To cope with the new normal, Gibon Elementary School was demanded with major adjustments in the process of teaching, drastic shift of teaching modality and multiple turnarounds were at hand when the pandemic had broken up. Through a convergence meeting held with the members of the community the school presented issues that needs to be address together with the school's stakeholders. School preparations, additional resources for learning material production, delivery of instruction and parent's involvement in home learning are some of the many issues that need urgent response.

During the course of the pandemic, school's internal resources cannot cope up the needs and demands in order to deliver quality education in the absence of face-to-face instruction. More so, many more factors have to be considered for the success of implementation. External support from the community can alleviate the burden among teachers and school head.

In this lieu, the researcher aims to know what are the community supports extended, identify the issues and challenges that impede the flourishing and generation of community support, and what are best practices employed by the school authorities to encourage support and enable school's stakeholders into action in supporting the continuity of education. Additionally, the findings of this research study will serve as basis as how community support in times of pandemic and beyond.

Methodology

Participatory Research, a qualitative research-to-action approach that emphasizes direct engagement of local priorities and perspectives (Cornwall & Jewkes, 1995). Participatory Research can be defined as an umbrella term for research designs, methods, and frameworks that use systematic inquiry in direct collaboration with those affected by the issue being studied for the purpose of action or change (Cargo & Mercer, 2008). Participatory Research prioritizes co-constructing research through partnerships between researchers and stakeholders, community members, or others with insider knowledge and lived expertise (Jagosh et al., 2012).

Participants in this study were invited for an individual interview, the researcher used guiding questions to determine the community support, the issues and challenges encountered by the participants, and the best practices that encouraged them to render support to education during the pandemic. This study was conducted at Gibon Elementary School, in the municipality of Nabas, Aklan with a total population of 379 pupils, 15 teachers and 1 school head. The school has a total land area of 6,188 sq. meters.

The participants of this study were seven community members/stakeholders of Gibon Elementary School and whom I purposively chose based on the criteria. Participant #1 is a Local Government Unit Member and Barangay's Co-chair of Committee on Education; Participant #2 is the president of General Parent-Teacher Association; Participant #3 is a Senior Pastor for Christ is the Answer Church-Gibon; Participant #4 is an Alumni Officer representing Alumni Association of Gibon ES; Participant #5 is one of parents of Gibon ES; Participant #6 also one of the alumni of the school and represents social group particularly Triskelion Brotherhood; and Participant #7 is an entrepreneur that represents business sectors who support the school. I used pseudo names to protect the identity of the participants.

The following criteria are considered in choosing the participants: Participant is a community member of Barangay Gibon; Participant is willing to participate; and Participant rendered support in school during the pandemic. The participants were properly oriented regarding the nature of the study and its purpose. The benefits and advantages of the research were also discussed to the participants. Checking and thorough scrutiny were made to warrant that every instrument upon retrieval is fully accomplished.

To ensure confidentiality, the researcher personally conducted the survey. After the questionnaires were accomplished, questionnaires were examined to find out if there were

questions left unanswered. Incompletely answered questionnaires were returned to the respondents personally for completion. The data gathered were recorded.

Findings

The pandemic had raised various demands in order to assure the continuity of education. The support of the community during the pandemic is a huge help for the school to leverage the effect of the situation. However, some of the stakeholders also experience the upshot of the pandemic and experience financial constraints. On the other hand, the importance of spiritual support was emphasized. In rendering their donations following the instructions and protocols must be observed to ensure the welfare of pupils as identified in one theme. They also express their readiness to support the school during the pandemic.

There were several issues and difficulties encountered by the stakeholders in rendering their support. Some had issues on the limited social mobilization. Some expressed that health protocols caused delay. Some had limited resources and some came across about the disparate opinions with other stakeholders.

There were best practices employed and were personally experienced by the participants. It helped to encourage more support from the community by keeping the stakeholders updated of the donations/support, stakeholders are well recognized and school's expression of gratitude through social media.

After identifying the challenges encountered, I came up with a Sustainability Plan which will bear the plan of actions to strengthen the school and community partnership and build a well-founded reliance especially during uncertain situations.

Conclusion

The community has an important role in the success of the school children. Their support is vital in achieving the goal of education. Though the participants had encountered issues and challenges in rendering their support during the pandemic, their readiness to support is commendable.

The issues and challenges experience by the community in rendering support to education were just normal because of the adjustments caused by the pandemic. It shows that the

stakeholders-participants ventured and willing enough just to support the education during the pandemic.

Best practices are the most sensible way to proceed. It is an effective tool to create a system of easy yet effective way to achieve the goal. The best practices employed by Gibon Elementary School is of great help it paves way for boundless opportunities for education to continue amidst the pandemic.

A well-established partnership between the community and school can be strengthened when there is a proper planning and cooperation among members of the community which includes various sectors like religious sector, NGO, Parent Association, Alumni, LGU and etc.

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A Structural Equation Model of Factors Influencing Student Satisfaction of University Students in Myanmar

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Abstract

Satisfaction among university students cannot be attributed to a single factor alone. The literature indicates that personal factors, instructional factors, university factors, social factors, and outcome-related factors collectively contribute to the satisfaction of university students within the context of higher education. The purpose of this research was to develop and confirm the validity of the above factors influencing student satisfaction of university students. A total of 1814 university students (644 males and 1094 females) from eleven universities in Myanmar participated in this study in February 2020. Many standardized instruments and self-developed instruments were validated and used to measure student satisfaction and its factors. The structural equation modeling approach was done to confirm the validity of the model on factors influencing student satisfaction of university students. SEM results confirmed that instructional factors, social factors and outcome-related factors had direct effect on student satisfaction but personal factors and university factors had only indirect effect on it through social factors. Totally, 64.5 % of the variance in student satisfaction can be explained by the structural equation model. This study provided a research insight on the relationship of factors influencing student satisfaction and important implications for stakeholders to develop intervention plans and ways to improve university students' satisfaction.

Keywords: *Student Satisfaction, Structural Equation Modeling, Personal Factors, Social Factors, University Factors, Instructional Factors, Outcome-related Factors*

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Introduction

Contemporary higher education institutions face various intricate educational challenges. Enhancing student retention and success rates while meeting their educational needs poses a significant hurdle. To address these challenges, institutions must prioritize the quality of their programs and provide adequate support to students. In an increasingly competitive higher education landscape, ensuring university student satisfaction has become a crucial aspect of maintaining quality assurance. University students' satisfaction is important to institutional success in that effective institutions have satisfied students because this satisfaction supports the enrollment of additional students and persistence of existing students. As a result, most universities around the world are constantly looking at how to improve the satisfaction of students at their institutions.

Student Satisfaction is the extent to which a student's perceived educational experience meets or exceeds his or her expectations, measured as gaps between students' expectations and perceived reality (Juillerat, 1995). College student satisfaction refers to the level of enjoyment or realization of a requirement, aspiration, or expectation involving the college experience (Astin, 1993). Clearly, the satisfaction of students with their studies is central to the success of the sector. From an institutional perspective, satisfied students are more inclined to persist with their studies and achieve academic success (Duque, 2014). This trend is expected to improve the financial position and reputation of the institution. Therefore, maintaining and improving student satisfaction to its fullest extent is the ultimate goal of higher education institutions, universities and colleges (Orpen, 1990; Wong, & Chapman, 2023).

In this time of reforming Myanmar higher education, there is a need of researches in the field of university student satisfaction, the prestigious quality of higher education institutions. The administrators and policy makers should consider factors affecting on university student satisfaction in implementing higher education development plans. So, this research will explore how to get this necessary quality of higher education institutions and universities.

No single factor can explain satisfaction among university students; there are a range of personal, financial, social and institution specific factors. Than and Khaing (2020) synthesized the five group of factors influencing student satisfaction by using meta-analysis approach. This meta-analysis study found that self-efficacy (SE), motivation (EM & IM) and college experience (CE) were the most influencing personal factors for student satisfaction. Then, courses (C), learning environment (LE) and teaching and instruction (TI) were the most influencing factors on student

satisfaction among instructional factors. Among the university factors, service quality (RES, REL, ASS, EMP & TAN), cost and reputation (R) had the highest influence on student satisfaction. Among the social factors, student-teacher relation (STR) and social presence (SP) were the most influencing factors. Finally, job prospects (JP) and skills developed (SD) were found as the most influencing outcomes-related factors for student satisfaction.

Based on the above causes, this study proposed a model for predicting factors influencing student satisfaction of Myanmar university students. This study proposed that the above-mentioned personal factors, instructional factors, university factors, social factors and outcome-related factors have direct effect on student satisfaction of university students. Therefore, this study aimed to confirm the above proposed model of factors influencing student satisfaction. Finally, it is anticipated that this study will provide strong theoretical bases of student satisfaction to guide teachers and stakeholders who are involved either directly or indirectly in implementing, planning, or projecting university education.

Methodology

This research study aimed to explore the patterns of relationships among the factors influencing student satisfaction of university students in Myanmar. In order to execute the research objectives quantitatively, this study focuses mainly on quantitative research approach by means of survey design. The target population for this study was university students in Myanmar at (2020-2021) Academic Year. By means of the multistage cluster sampling technique, a total of 1814 university students were selected from eleven universities in Myanmar.

The collected data for this study included student satisfaction, academic self-efficacy, motivation, college experience, student-teacher relation, social presence, job prospects, skills developed, service quality, cost, reputation, courses, learning environment, and teaching and instruction. This study utilized some demographic questions and eight instruments for measuring student satisfaction and its factors. After preparing research instruments, the expert review was conducted for content validity with the help of eighteen experts from the field of Educational Psychology. Pilot study was conducted with a sample of 350 students from Sagaing University of Education. Then, the reliability and validity of the instruments were tested and confirmed by means of the confirmatory factor analysis approach in order to ensure the internal validity of the study.

Structural Equation Modeling (SEM) approach was used to confirm a conceptual model for factors influencing student satisfaction proposed in this study. This approach can help the

researchers to test the models and patterns of relationships among numerous observed and latent variables. In R studio (version 3.5.2), SEM was conducted by using the lavaan package (Latent Variable Analysis) and the semPlot package.

Findings

In general, the main purpose of the study was to verify the influence of the personal, social, instructional, outcome-related and university factors towards student satisfaction. Before evaluating hypotheses of the study, goodness of the structural equation model was assessed according to Hooper, Coughlan and Mullen (2008)'s guidelines for Determining Model Fit for Structural Equation Modelling. Assessment of goodness test showed the proposed model does not fit the actual data well since the values of fit indexes are not in the acceptable range. Therefore, the measurement model and structural model were revised according to the modification indexes with the assistance of the supporting literature.

The measurement part of the SEM model without the indicator “cost” in the latent factor “University-related factors” and the indicator “college experience” in the latent factor “Personal Factors” showed a good fit with the data. In the structural part of the SEM model, the direct paths from personal factors and university-related factors to student satisfaction were not significant and therefore, the indirect paths through the social factors had to be added to improve the model with the support of the Self-Determination Theory. Then, the revised model fits well with the actual data, with all fit indexes in the acceptable range.

The result showed that among five latent variables, social factor, outcome-related factor and instructional factor had direct significant effects on student satisfaction when all variables were included. The personal and university factors had significant indirect effect on student satisfaction through the mediator of social factor. Specifically, consistent partial mediation was found between university factor and student satisfaction by social factor. Interestingly, supplementary partial mediation occurs between personal factor and student satisfaction by social factor. Totally, 64.5 % of the variance in student satisfaction can be explained by the structural model.

Conclusion

Every university wants to retain their students and to have them perform well; therefore, it is important to consider the relationship between satisfaction and the predictor variables. The results of this study identify predictors of student satisfaction that have significant relationship

with satisfaction. Social factors, outcome-related factors and instructional factors had direct significant effects on student satisfaction when all variables were included. The personal and university factors had significant indirect effect on student satisfaction through the mediator of social factor.

In conclusion, the findings of the study could assist as a guideline for top management of higher education institutions to appraise their service quality, courses, instruction, social services and skill training assessments on a periodic basis in order to facilitate student satisfaction. Future researches can develop satisfaction interventions and determine which predictors of satisfaction are most easily manipulated, resulting in the largest gains in satisfaction. At a minimum, this study has confirmed that student satisfaction is a terribly important variable to consider in higher education and has important implications for intervention planning to improve retention. Additionally, this study helps provide evidence about which theories of college student satisfaction are plausible and should be investigated further.

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Activating Strategies in a Constructivist Teaching of Trends, Networks and Critical Thinking in the 21st Century Culture

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Abstract

This research which was participated in by 98 Grade 12 students enrolled for the school year 2022 – 2023 under the Humanities and Social Sciences Strand was an attempt to find whether the use of activating strategies, written and non-written, improved the level of critical thinking skills of the participants. Using a one-group pretest-posttest design, it gathered information on the use of written and non-written activating strategies using a survey questionnaire and on the level of critical thinking skills using a test. Both instruments were teacher-made and expert-validated. Results revealed that for the respondents, the use of written and non-written activating strategies is generally accepted. Their critical thinking skills can be described as ranging from needs improvement to satisfactory based for almost all skills before the use of activating strategies, but after its implementation, their scores have drastically shifted from very satisfactory up to outstanding. The test of correlation also revealed no significant relationship among the variables except for some variables. The use of activating strategies have also revealed that it improved the critical thinking skills of the respondents. Thus, its use must be encouraged especially when trying to present new lessons and if skills acquisition is desired.

Keywords: *Activating strategies, constructivist teaching, critical thinking skills*

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Introduction

One of the greatest factors that affects student learning and the teaching – learning process is motivation. Students may achieve this motivation by specific means including but not limited to being able to interact with their classmates, formulating meaning and finding significance to learning, and being able to apply new learnings in day – to – day living (Ramos, 2015). However, when the health crisis started, students and teachers alike were confined and made to fit in the four corners of a screen in order to continue on with learning, causing students to eventually lose the motivation they once had (Corpuz, 2020). This has resulted to a lower performance of students in San Bartolome Integrated High School. In fact, the collective Mean Percentage Score (MPS) and classified grades of students reveal that there has been a significant decline. This is supported by the item analysis results that even those questions that only require simple recall has been answered incorrectly by a great number of students (Quarter 1 and 2 School Monitoring, Evaluation and Adjustment Report). Fueling the claim that their thinking skills are getting compromised.

Methodology

The research used the experimental one group pretest – post-test design. It is a research design where the primary goal will be to show cause and effect and measuring any difference within the group (Heffner, 2014). In a previous study conducted by Sanchez, Garcia & Tondo (2020), the same research design was used to determine whether integrative teaching approaches will be develop understanding of least mastered competencies in Biology. They also suggested that the same method may be used to try to measure levels of understanding in other areas such as Social Science, Physical Education, and Filipino.

The respondents for this research were composed of 98 Grade 12 students who are officially enrolled in Trends, Networks and Critical Thinking in the 21st Century Culture course for the academic year 2022 – 2023. They were exposed to different activating strategies in discussing the lesson content. In terms of characteristics, they were heterogeneously grouped and match – paired in terms of their pretest scores in the thinking skills test.

For the instrument, a teacher – made test was administered as pre and post-test. It was validated by experts in the field of Social Science and was evaluated in terms of content, reliability and internal consistency. Cronbach Alpha was the specific test to measure the said indicators. It is

a 60 – item test to measure the critical thinking skills of the students. A table of specification containing the competency and the skill being measured was also crafted.

In order to deliver the instructions better, instructional plans were made by the researcher. These instructional plans were validated by experts both in the fields of Social Science and Education and which contained activities and lesson distributions. To further standardize the content validation process, the said instrument was evaluated using Lesson Plan Evaluation adapted from Harley (2012). A survey questionnaire was also designed to gather information about the perception of the students on the use of the activating strategies in a constructivist teaching. The said questionnaire was administered in a pilot test and split half method was used to measure test its reliability index.

For the quantitative part, descriptive and inferential statistical measures were used. Mean, Standard Deviation, Frequency Count and Percent distribution were used to interpret the scores of the respondents in the teacher made test and their perception in the use of Activating Strategies in a constructivist teaching. Inferential statistical measure was used. Pearson Moment Product-Correlation was used to determine whether there is a significant relationship between the perceived use of Activating Strategies and the respondents' critical thinking skills. In order to discover whether the pretest scores of the respondents are significantly different with the posttest scores. Paired sample t-test was utilized. Independent sample t-test was used to see whether the post test scores of the group are significantly different with the pre-test scores obtained.

Findings

Summarizing the perception of the respondents on the four usages of activating strategies, it can be observed that for learning objectives, non – written activating strategies was more preferred by the respondents. This may be because non – written activating strategies did not really require the students to be able to speak in English, that's why they were more comfortable with those strategies. However, the same cannot be said for the other indicators, learning experiences, learning opportunities and learning outcomes, as the written activating strategies were more preferred by the learners.

The scores of the respondents in the critical thinking skills test is reflected in table 9. It shows that before the use of any activating strategy, the learners have a very low level of critical thinking skills as to all the individual skills: remembering, understanding, applying, analyzing,

evaluating, and creating. Most of their scores ranged and were interpreted as needs improvement up to satisfactory only with a very few learners being able to score very satisfactorily and outstandingly. Also, it can be observed that as the skills become more complex, the number of learners reaching the higher tiers of scores also decreases in general.

After the use of activating strategies, there was a shift in the scores of the respondents, suggesting that they were able to understand the lessons that were discussed with the integration of written and non – written activating strategies and that they were able to show how the skills can be done, shown, or applied in certain questions or problems.

The test of correlation revealed that, in general, the use of written activating strategies in terms of learning objectives, learning experiences, learning opportunities and learning outcomes do not relate significantly to the level of critical thinking skills of the respondents. However, for learning outcomes, it is related significantly to remembering. This association between the two variables may be linked to their individual nature. As defined previously, remembering is the plain recall of facts, and is probably the most evident and easiest outcome learners can show through a test.

For the test of correlation between the use of non – written activating strategies and the level of critical thinking skills of the students, only learning objectives related to remembering, learning experiences to analyzing, and learning outcomes to remembering have shown significant relationship.

The comparison of the pre and posttest scores of the respondents revealed that there is a significant difference between the scores of the students, in favor of the posttest scores in all of the skills that were tested.

Conclusion

The use of activating strategies creates a non – threatening learning environment for the learners and it also gave them new learning experiences by allowing to work in their own pace, either individually or through groups.

Activating strategies, as perceived by the respondents, do not significantly relate to their level of critical thinking skills except for the perception of the learners on written activating strategies in terms of learning outcomes and remembering, and between learning objectives and remembering, learning experiences and analyzing, and learning outcomes and remembering for the non – written activating strategies.

The results of the test of difference revealed significant differences in the pre and posttest scores, thus, the use of activating strategies was able to develop all critical thinking skills.

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Attitude, Learning Style, and Commitment on Academic Performance of Students in Research: A Structural Equation Model

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Abstract

Academic performance is a substantial element in determining students' achievement. The foremost goal of this research was to generate a model that best fits the academic performance of the students. Three exogenous variables were utilized to generate the best-fit model: attitude, learning style, and academic commitment. Data were gathered from the 145 fourth-year BVTED students. Descriptive-causal and structural equation models were utilized as the design of this study. This study adjusted its tools and used online platforms to collect data in order to account for the pandemic's challenges. Initially, analysis using descriptive statistical tools namely mean, the standard deviation was utilized followed by the inferential analysis of data such as Pearson r, multiple regression analysis, and structural equation modeling (SEM). Results revealed that attitude towards research, learning style and commitment among the BVTED students is oftentimes observed. While academic performance, students' grades revealed that it is very satisfactory. Moreover, a positive and significant correlation was revealed between the exogenous and endogenous variables. The test of influence result revealed that all the exogenous variables significantly influence academic performance. The best-fit model reveals that attitude and commitment are significantly influencing academic performance. Additionally, research usefulness, research anxiety, positive attitude, and research difficulty are the remaining domains of attitude. Commitment retains the following as its indicators: investment and meaningfulness. While the endogenous variable academic performance maintains its indicators: Technology for Research 1 and Technology for Research 2. Hence, in improving the academic performance among students, it should be accompanied by attitude and commitment.

Keywords: *attitude, learning style, commitment, academic performance, research, structural equation modeling, Philippines*

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Introduction

Academic performance is determined by continuous assessment or cumulative grade point average and indicates how well a student, instructor, or institution has met their short- or long-term educational objectives (Tadese et al., 2022). However, several issues have been exposed concerning an undesirable extent of academic performance of students. For instance, absence of high desires and clear objectives, the presence of intellectual misunderstandings and weak emotions, the disturbance of values in life, personal traits and weak ability, lack of parental guidance, financial problems, unjustified assessments, outdated educational materials and ineffective educational management practices of teachers (Wu & Xin 2019).

Students must dedicate a significant time in studying in order to graduate with good academic performance. Students with good academic performance are more likely to have better employment benefits, higher incomes, higher levels of self-confidence and self-esteem, lower levels of anxiety and depression, and lower rates of substance addiction (Tadese et al., 2022). Moreover, having a good academic performance gives the students a sense of accomplishment to motivate themselves to continue doing their best and they have better job opportunities that leads to higher earnings (Mautushi, 2022).

Although there are existing studies that link academic performance to different factors, numerous inquiries have been conducted advancing our understanding about academic performance. However, the researcher has not come across a study that create a causal model on academic performance of students through attitude, learning style, and commitment within the local settings. Hence, the researcher finds the urgency to conduct this study to fill the gap in the literature covering these subjects, especially in the local context. Therefore, the ultimate objective of this scientific inquiry is to create a causal model on academic performance of students through attitude, learning style, and commitment. The results of this study are expected to contribute to the identification of elements that are present in the workplace and contribute to the ongoing efforts in raising academic performance of the students in higher education institution, and they may contribute to the construction of an epistemology of educational practice.

Methodology

The quantitative non-experimental research design was fundamentally used by the researcher. This study uses structural equation modelling (SEM). This method is employed to examine and deal with complex structural relationships. Further, it examined the structural link between measured variables and latent variables (Rashid, 2020). These methods were used to create a best fit model on academic performance of students in research seeing attitude, learning style, and commitment as exogenous variables.

Findings

The results for the students' attitude are presented, examined, and interpreted. The overall mean for attitude was 3.80 and a standard deviation of 0.77. The learning style had an overall mean of 3.96 and a standard deviation of 0.69. The academic commitment had an overall mean of 4.08 and a standard deviation of 0.70. The academic performance had an overall mean of 86.40 and a standard deviation of 3.72. The findings about the significance of the association between attitude and academic performance with an overall calculated r-value of .780 and a p-value of .000. The findings about the significance of the association between learning style and academic performance with an overall calculated r-value of .809 and a p-value of .000. The findings about the significance of the association between commitment and academic performance with an overall calculated r-value of .791 and a p-value of .000.

Moreover, examining the unstandardized beta coefficients is necessary to identify which among the exogenous variables significantly influence academic performance. The attitude towards academic performance computed a beta of .444. Learning style towards academic performance generated a beta of .301. Commitment to academic performance exposed a beta of .431. Therefore, attitude is the best influencer of students' academic performance.

The modified model six, which is the model that satisfies all the allowed ranges of the indices, illustrates the relationship between attitude and commitment and their direct impact on academic performance. Model six was found to have indices that displays a very good fit as indicated by p-value = .162, CMIN/DF = 1.340, p-close = .474 and RMSEA = .049, while the indices of the following generated NFI .973, TLI .988, and CFI .993. All of the indices had values more than 0.95, which satisfied the criteria for the goodness of fit measures.

Conclusion

The result of attitude towards research of students revealed a high level. Therefore, students must continue to be engaged, enthusiastic, and motivated in the research process. The level of learning styles of the students was high. Hence, students must be ready to absorb the knowledge when it is presented in a way that matches with their chosen learning technique. Commitment of the students was high. Therefore, students must continue to be dedicated, persistent, and engaged in their academic endeavors. Academic performance of the students revealed a high performance. Hence, students must satisfy the academic demands of their schoolwork successfully and effectively. Attitude, learning style, and commitment were all positively correlated with academic performance of students in research. Also, all these exogenous variables are significantly influencing the endogenous variable, which is the academic performance. Hence, any variances in students' research outcomes it must be influenced by the attitude, learning style, and commitment. The result revealed that exogenous variable that best influence academic performance was attitude. Therefore, attitude impacts how a student approaches their academics and the degree of effort they put in. The model best fits for academic performance of students in research illustrates the relationship between attitude and commitment and their direct impact on academic performance. Therefore, students' research outcomes were highly influenced by the linkage between attitude and commitment.

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Effectiveness of Classroom Observation on Teachers' Performance

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Abstract

The study determined the effectiveness of classroom observation on teachers' performance. The descriptive correlational research design was used. The respondents of the study were forty-three (43) teachers from a population of forty-nine (49) in a public elementary school in Aklan, School Year 2021-2022. Majority of the respondents' age ranged from 31-40 years old, most of whom were females, majority were Teacher I and master's degree holders. The biggest number had been in service for five years, taught ESP, MAPEH, English, Araling Panlipunan, Filipino, Mathematics and Mother Tongue. A survey questionnaire was used to gather data on the personal profile of the teachers, classroom performance based on the instrument developed by the Philippine National Research Center for Teacher Quality, and effectiveness of classroom observation as perceived by the teachers themselves. Findings of the study revealed that the overall classroom performance of the teachers was outstanding. They perceived classroom observation as a very effective strategy to enhance classroom performance. Age and level of ICT literacy were significantly correlated to classroom performance of teachers. On the other hand, age, teaching position and level of ICT literacy significantly were correlated to perceived effectiveness of classroom observation. There was a significant relationship between perceived effectiveness of classroom observation and classroom performance. Hence, the more effective perceived classroom observation, the higher classroom performance.

Keywords: *Effectiveness, Classroom Observation, Teachers' Performance*

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Introduction

For making teaching and learning more visible, classroom observation plays a central role. It provides teachers with constructive critical feedback in order to improve their classroom management and instructional techniques. For teachers it is important to observe the interaction between teacher-learner within the classroom because it can determine the learning opportunities that students get. Feedback from classroom observations is an effective way for providing teachers with the information they need about their classroom behavior, and it can help them in their continuous professional development (Shanjida et al., 2018).

An implementation in Department of Education that includes teacher welfare and training needs which may be measured via teacher classroom observation wherein a classroom observation is a tool that help teachers determine their strengths and weaknesses in teaching. Classroom observation raters include the Head Teacher, Master Teacher, and principal. However, the COVID-19 pandemic has brought an unprecedented change in the life of everyone, especially in the education sector. Whereas, the usual classroom observation has converted and be done through recorded of video lessons presentation because of restriction of face-to-face classes a midst pandemic.

Recently, with compliance of necessary documents and permits, the schools were permitted to operate and manage limited face-to-face classes until such time that all schools both in private and public were eventually opened for full blast of face- to- face classes approach inside the classroom as ordered by the government because of no high risk and cases of COVID-19 in the country. Moreover, an actual classroom observation could be done again formally inside the classroom wherein it is the basic part of the Means of Verification (MOVs) in Portfolio of Result-Based Performance Management System (RPMS) of every public-school teacher.

Meanwhile, others thought of standardized classroom observation was made to add the burden to the teachers. On the contrary, it helps them in planning their teaching-learning process and empower teachers to reflect on their own teaching and identify pedagogical needs and initiate innovation for the benefit of the learners. Therefore, these ideas motivated the researcher to conduct study in order to explore and know the effect of classroom observation on teaching performance.

Methodology

The descriptive correlational research design was used. The respondents of the study were forty-three (43) teachers from a population of forty-nine (49) in a public elementary school in Aklan, SY 2021-2022.

A survey questionnaire was used to gather data on the personal profile of the teachers, classroom performance based on the instrument developed by the Philippine National Research Center for Teacher Quality, and effectiveness of classroom observation as perceived by the teachers themselves.

The researcher reproduced questionnaires and distributed to the respondents. These instruments employed were the self-administered survey questionnaires in which respondents rightfully oriented regarding the research wherein the researcher was permitted to administer the survey questionnaires to the respondents. The data gathered were tabulated and analyzed, descriptive statistics were frequency counts, percentage, mean and Pearson r.

Findings

Findings of the study revealed that majority of the respondents' age ranged from 31-40 years old, most of whom were females, majority were Teacher I and master's degree holders. The biggest number had been in service for five years, taught ESP, MAPEH, English, Araling Panlipunan, Filipino, Mathematics and Mother Tongue. The overall classroom performance of the teachers was outstanding. They perceived classroom observation as a very effective strategy to enhance classroom performance. Age and level of ICT literacy were significantly correlated to classroom performance of teachers. On the other hand, age, teaching position and level of ICT literacy significantly were correlated to perceived effectiveness of classroom observation.

There was a significant relationship between perceived effectiveness of classroom observation and classroom performance. Hence, the more effective was the perceived effect of classroom observation, the higher was the classroom performance. The implication of this study was that teachers who perceived classroom observation as very effective also excelled in the classroom.

Conclusion

In terms of their Level of ICT Proficiency, that most of the teachers is in level 2 which is they are capable in Basic Computing and Application wherein teachers use computers to record grades, calculate averages, manage attendance and access data and forms related in the school

works. As a result, the more ICT proficient the teachers, the more they see classroom observation to be effective. The Outstanding results in the performance of the teachers in classroom observation shows how well the teachers in their performance. This implies that teachers undergone classroom observation can perform well not only during the observation but also in their daily routine in teaching as they can apply their learning and experiences from the observation which rater can modify the strength and weakness and help them to strategize and improve their teaching skills through feedback and suggestions.

The effectiveness of classroom observation perceived by teachers is “Very Effective” as it helped to enhance their relationship with administrators, through reflective feedbacks, likewise maximized different technique and strategies in their daily teaching routine. There is no significant relationship between the Personal Profile of the Teachers and their Performance in Classroom Observation. Teachers are Outstanding on their Performance in Classroom observation regardless with their personal profile or background that conducting and using the classroom observation tool was mainly for the improvement of the teaching-learning process and teachers feel more confident after the post conferences because their strong points are being appreciated by their school heads. There is no significant relationship between the socio demographic profile of the teachers and their level of teaching performance. Teachers have different abilities and strategies in using useful and meaningful teaching materials which can be attain through classroom observation as they will modify their teaching strengths and weaknesses as a classroom teacher. The teachers performed outstanding in the classroom observation, will also increase the level of teaching performance and become very effective teacher in classroom observation. The more they performed well in classroom observation, the more effective teacher can be.

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Technology-Enhanced Learning Aide as Supplemental Tools in Teaching Science 4

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Abstract

The study determined the performance of grade four pupils using a module with technology-enhanced learning aide video lesson as supplemental tool in teaching science. The quasi-experimental pretest-posttest design was employed. The participants of the study were 60 grade four pupils in Science 4 class in a public school elementary school in Aklan. The pupils were divided into the control and experimental groups. Thirty (30) pupils in the control group were taught using pure modular learning while the other 30 pupils in the experimental group were given modules with technology-enhanced learning aide using video lessons as supplemental material. The study applied match-pairing in choosing the participants of the study. A diagnostic pre-test and post-test, which consisted of forty (40) multiple choice items with four options in each item, was used. Results revealed that based on the pre-test performance of the learners in the control and experimental group, both reached average level, a significant difference was obtained in the post-test performance between the control and experimental group. A significant difference was also obtained in the post-test and post-test result, both in the control group using pure modular learning and in the experimental group using technology-enhanced learning aide. Thus, pupils who were given modules with technology-enhanced learning aide performed better as shown in the result of the post-test wherein they reached the mastery level. The results suggest that using technology-enhanced learning aide as supplemental tool in teaching science 4 was remarkably effective compared to pure modular learning.

Keywords: *Technology-enhanced learning aide, supplemental tool, teaching science, pure modular learning*

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Introduction

Technology makes information instantly accessible, which is why having it in the classroom is essential. For both students and teachers, smartphones, computers, and tablets are already a part of daily life. It makes sense that efforts to develop engaging educational opportunities for kids of all ages using technological tools in the classroom are being made. Nowadays, teachers' find ways to innovate, to discover strategies that would best be used in delivering the lesson as there is a need for interventions to close the gap between the teaching and learning processes. The Use of video classes as an additional resource, which are designed to be at the students' level is one of them (Esguerra, 2021). It is also noted that the ability of instructors to apply knowledge can be improved by using video in teacher education (Seidel, 2013).

For schools, teaching science subject in Grade Four has become challenging. Realizing the increasing impact of technology on vitalizing classroom instruction, the researcher came out to use the technology-enhanced learning aide video lesson as supplemental tool to enhance learning and motivation aside from their modules to cope up from transition to face-to-face classes.

The purpose of this study is to determine the performance of the grade four pupils using modular with technology-enhanced learning aide video lesson as supplemental tool in teaching science compared to pure modular learning. With the current situation, it aims to find out whether the technology-enhanced learning aide video lesson as supplemental tool in teaching science 4 would increase their performance and that would be the basis for further adaptation to other grade levels.

Methodology

To quantify the effectiveness technology-enhanced learning aide in teaching science in grade 4, a quasi-experimental research design is employed that tests the hypotheses. The study group consisted of sixty (60) Grade 4 pupils for the School Year 2022-2023. Thirty (30) in control group and thirty (30) in experimental group. Their ages range between nine (9) to ten (10) years old.

Participants of this study were selected and matched paired using their general weighted average in science subject in grade 3. One section was assigned in the experimental group while the remaining 30 pupils were assigned in the control group. Pupils from the control group came from different sections selected to match with the general weighted average in the experimental group. The data gathering started from the first week in month of September-October 2022

covering the first quarter of the School Year. The researcher used a 40-item test which consisted of multiple-choice questions. The study underwent three stages: pre-intervention, intervention, and post-intervention. During the pre-experimental stage, the researcher prepared the instrument which was used for the pretest and posttest. In the intervention stage, thirty (30) pupils from the control group were given pure modular method. The experimental group consisted of thirty (30) pupils from Grade 4 were given module with technology-enhanced learning aide video lessons as supplemental tool.

After the intervention, post-test was given to the participants. The data was tabulated and analyzed using appropriate statistical procedures. The result of the pre-test and post-test were tabulated, analyzed, compared, and interpreted. Pre-test and post-test answers was scored one (1) point for every correct answer and 0 for every incorrect response. The maximum points a student can obtain was forty (40) points and the lowest was 0. The mean score was rounded off to determine the verbal description of the result. All statistical analyses were set to 0.05 significance level.

Findings

The pre-test performance of learners in science 4 was average or satisfactory, with the control group having a very high proficiency level and the experimental group reaching the mastery level. There was a significant difference between the pre-test and post-test performance of learners in science 4 in the controlled (Pure Modular Learning) and experimental (Technology-Enhanced Learning Aide) groups. The use of technology-enhanced learning aide significantly improved the performance level of the pupils, from satisfactory proficiency to excellent/exceptional proficiency. The null hypothesis was rejected, as the use of technology-enhanced learning aide significantly improved the performance compared to pure modular learning alone.

Conclusion

Based on the pre-test performance of the learners in science 4 between the control and the experimental group, findings revealed that both have almost the same over-all mean scores and have reached the average or the satisfactory proficiency level. Therefore, results implied that during the match-paring, pupils were grouped accordingly as shown in the result. The result of the post-test revealed that, pupils exposed to technology-enhanced learning aide came out to have reached the mastery level as compared to those who were given pure modular lesson. Findings

revealed that there was a significant difference between the pre-test and post-test performance of learners in the control group exposed to conventional pure modular learning, therefore, rejecting the null hypothesis. Findings revealed that there was a significant difference in the post-test performance of the learners using technology-enhanced learning aide. Therefore, it only proved that aside from the modules, video lessons helped them understood the lesson well as shown in the result of the post-test. There was no significant difference between the result of the pre-test performance in the control group and the experimental group, as shown in the result wherein pupils over-all mean scores were almost the same and reached the average level. Based on the findings of the post-test result between the control and the experimental group, the latter showed a very high result wherein pupils who were exposed to technology-enhanced learning aide have reached the mastery level as compared to the pupils exposed to pure modular learning who obtained a very high proficiency level.

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Intrusion of Code-Switching in Exploring the Principles of Sentence and Paragraph Constructions: An Explanatory Sequential Study

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Abstract

The Philippines is one of the countries that produce proficient English speakers in the world. In the previous years, Filipino English proficiency is slowly declining and worsened due to the Covid-19 pandemic which impacted not only students but also the global workforce. Hence, several studies on the use of code-switching were proposed to find answers to such emerging problems; and to determine which medium of instruction aids students' English proficiency, the researchers conduct sequential-explanatory research about the intrusion of code-switching in exploring the principles of sentence and paragraph construction. A total of 60 students divided into two (2) groups: a) experimental group (code-switched class) b) control group (English only) underwent the pre-test, class intervention, and post-tests for quantitative data and a total of six (6) students from experimental groups underwent in-depth-interview. The results of the study emphasized that there are significant differences between the experimental and control group test scores. The findings from the qualitative data further explain the numeric data that the intrusion of code-switching in the class improves students' test scores and positively enhances comprehension, and knowledge, and reduces language anxiety. The study findings present strong indications that the use of code-switching aids students' English proficiency. This study highlights the implication to determine the type of code-switching appropriate to use in a language classroom.

Keywords: *Code-switching, sequential-explanatory, medium of instruction, English proficiency, STCAST*

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Introduction

Schools in the Philippines are required to use English as a medium of instruction. However, the study shows that there is a deterioration in the English proficiency level of Filipino students, as mentioned in the study by Baclig (2020). Thus, research on the intrusion of code-switching to explore which medium of instruction enhances students' English proficiency is limited. Therefore, this study should be conducted to fill in that gap.

Methodology

This study adopted the mixed-methods sequential explanatory design consisting of two distinct phases: quantitative (numeric) followed by qualitative (personal experiences) (Creswell et al. cited by Bowen et al. 2017).

This study used two (2) different sections from a Bachelor of Science in Office Administration, a control class, and an experimental class, with a total number of not less than 30 students per class, to gather quantitative data. After gathering the numeric data, the researcher undertakes an In-depth-Interview (IDI) with a limited number of six (6) students from the experimental class, and four (4) students undertake focus group discussion (FGD) from the control group.

The study used test questionnaires: a. Pre-test; and b.) Post-test and face-to-face interviews as tools for collecting data.

Findings

The findings of the study supported the use of code-switching in the classroom. Though, quantitative findings reveal that in terms of the pre-test the control group obtained high scores compared to the Experimental group, it doesn't affect the overall English proficiency of the students.

A respondent stated that prior knowledge and gut feelings are some of the factors why the control group respondents obtained high scores in the pre-test compared to them. Bukhari (2019) states that pre-assessment is a diagnostic tool used to speed up the process of building new concepts on top of pre-existing knowledge blocks and to gauge how prepared learners are to take on new ideas. It exclusively measures student growth over time. In this study, the researchers use a pre-

test to display the student's level of comprehension before and following instruction. The qualitative results reveal some of the factors affecting experimental group pre-test scores.

Meanwhile, another respondent claimed that some of the participants did not give importance to the test. Not giving importance to the test shows that learners have low expectations of getting high scores. According to Toujani and Hermessi (2018), low self-esteem among students encourages them to have low expectations, which ultimately results in low English achievement.

Another respondent agreed and stated that the medium of instruction used in the test affected the results of the assessment as some of the respondents cannot understand some of the words in English which are supported by a recent survey study by Xie (2020) where he concluded that the obvious obstacle to learners' progress in English, is their inadequate vocabulary and grammar knowledge.

In terms of the post-test results, the findings of the study revealed that the experimental group who underwent code-switching in the classroom improved. The results of the qualitative data supported the numerical data. A respondent claimed that the use of code-switching during the class discussion helps them better comprehend the lesson which makes their test scores improve in the post-test. According to Utami (2019), code-switching provides the opportunity to engage in meaningful learning as it aids students' lack of knowledge of one language in that language on a certain subject.

Another respondent stated that the use of code-switching as a medium of instruction helps them to learn better, especially when an instructor uses difficult English words. Alang and Idris (2018) supported this notion as they claimed that students feel code-switching is required to assure their understanding of the course and to clarify the explanation.

Based on the qualitative result of this study, respondents claim that integrating code-switching during the discussion helps them to comprehend the lesson better. It helps students comprehend the information presented, increase their vocabulary, and become more engaged in classroom discussions (Harmilawati, 2018).

In terms of the mean gained scores of the experimental and control group pre-test and post-test scores, the data revealed that there is a significant difference between the groups. This difference means that the use of code-switching to improve students' English proficiency is effective.

Further, in this study, students' reasons for code-switching are because of a lack of knowledge and anxiety to create grammatical mistakes. Students prefer their teachers to code-switch when it comes to providing lesson examples and giving feedback, and instructions.

According to Appel and Muysken's (2006 as cited by Utami, 2019) six functional models of code-switching, three of which occurred in this study: *referential function* wherein students resort to code-switch to express their answer more comprehensively. A lack of knowledge of one language or a lack of facility in that language on a certain subject causes the student to code-switch; *phatic function* as students prefer their teachers to code-switch when giving another example of the same lesson. Code-switching indicates a change in the tone of the conversation to help students feel at ease and understand better, and *poetic function* usually occurs when teachers are trying to provide an example that students could relate to.

Code-switching helps students as well as teachers to create more meaningful learning as words, funny phrases, or jokes in a code-switched manner create entertainment which makes learning more enjoyable.

Utilizing code-switching in the classroom should be limited only to the following functions presented in this study as the quantitative data reveals that using it is not an assurance to obtain high scores in an English test as scores remain satisfactory in both pre- and post-assessment. But instead, it is one of the factors that improve learners' comprehension, enhance their knowledge, and create an environment that is conducive to learning.

Conclusion

Findings show that students in all English classes have better prior knowledge, so it is necessary to keep students monitored in terms of their language usage as both mediums of instruction aid students in different aspects. Code-switching is a great help to students struggling to express their answers in English and comprehend the lesson in an English manner. The use of the local language helps them improve their comprehension skills, which resulted improvement in scores during their post-test assessment. However, the researchers suggest that the use of local languages should be used in moderation to avoid too much dependency on them. The use of code-switching should be limited only to referential, poetic, and phatic functions.

Instructors should utilize code-switching but should be limited only to the three functions of code-switching found in this study: *referential function* wherein students resort to code-switch to express their answer more comprehensively; *phatic function* as students prefer their teachers to

code-switch when giving another example of the same lesson; and *poetic function* usually occurs when teachers are trying to provide an example that students could relate to.

To future researchers, the negative effects of maximizing the use of code-switching, identifying the type of code-switching appropriate in a language classroom, and the effects of code-switching on students majoring in English should be studied. A much larger population should also be considered to ensure that code-switching is a phenomenon and should not be disregarded.

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The Lived Experiences of Teachers and Parents on Kindergarten Learners' Separation Anxiety

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Abstract

This qualitative phenomenological study explored the phenomenon on the separation anxiety among kindergarten pupils. The study revealed two (2) generated major themes with seven (7) subthemes that emerged during several interviews and focus group discussions (FGD) with the research participants. The causes of separation anxiety was considered the first major theme with three (3) subthemes: (a) stress, (b) new environment, and (c) overprotected parents. The display of separation anxiety was the second major theme that emerged with four (4) subthemes: (a) crying, (b) clinginess, (c) shyness, and (d) silence. The study further revealed one (1) major theme emerged with three (3) subthemes. The separation anxiety's intrusiveness was the major theme that emerged with three (3) subthemes: (a) parents hampered daily routine activities, (b) teachers' disruptive school-related activities, and (c) agent for pupil's behavioral change. In terms of the coping mechanisms of parents and kindergarten teachers concerning the separation anxiety among kindergarten pupils, the results showed that there was one (1) major theme and three (3) subthemes. The fostering dialogue was the generated major theme and the subthemes are: (a) validate their feelings, (b) do not sneak out, and (c) clear communication. Parents and teachers should be vigilant in monitoring and should address children who exhibit signs of separation anxiety so that they may be treated as early and effectively as possible.

Keywords: *Separation Anxiety, Kindergarten Learners, Lived Experiences of Parents, Lived Experiences of Teachers*

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Introduction

Kindergarten marks the beginning of formal schooling for children and is crucial for their overall development, especially social-emotional development. The transition from a play-and-home setting to formal education will occur, allowing each kid to reach a greater level of learning. This allegation was also supported by Brown et al. (2021) that consistent, developmentally sound, and emotionally supportive early experiences have favorable consequences on kindergarten pupils entering formal schooling.

School readiness, as defined by scholars Boivin and Bierman (2014), is a fundamental ability that children need to possess upon entering the school setting to adjust effectively, study, and succeed at a satisfactory level. According to Valiente (2021), when kids start kindergarten with high school readiness, they possess the abilities essential to participate in productive classroom interactions that promote academic growth. These components include establishing security, healthy relationships with others, managing and expressing emotions in culturally and socially acceptable ways, and exhibiting self-regulatory behaviors (Halle & Darling-Churchill, 2016; Hourri & Miller, 2019). However, when compared to kindergarten pupils' school readiness, it is worth noting in their actions that they have this *separation anxiety* on their first day of school and beyond. Separation anxiety is broadly described as the anxiety of separation from the parents or primary caregiver. Tantrums and clinging are the most frequent ways for youngsters to express their separation anxiety (Fritscher, 2020).

Over the last 20 years of teaching kindergarten pupils, the researcher had seen that separation anxiety among kindergarteners usually persisted within the first week or beyond the start of classes. Significant changes in kindergarten pupil's behavior are inevitably noticeable, especially when children are left in class by caregivers or parents (Keough & Eisen, 2019). These scenarios are always happening year after year. Likewise, the researcher observed that pupils were easily influenced by their peers and lost focus and attention during psychosocial activities; in the worst case, they were influenced by peers who were crying, causing them to cry as well. Moreover, it was noticed that most children had difficulties forming positive connections with their classmates for they competed in various activities, which might lead to conflict.

This research topic inspired the researcher to undertake an in-depth inquiry of the study to comprehend better the reasons that cause separation anxiety to reoccur annually among kindergarten pupils. Finally, parents and teachers will perceive and understand how to effectively handle the identified phenomenon - separation anxiety among kindergarten pupils.

Methodology

In this study, the researcher used the phenomenological research design to understand people's lived experiences in relation to a certain phenomenon (Yilmaz, 2020). According to Dorfler and Stierand (2020), phenomenology is a technique in which the researcher starts with a concrete example of the thing being examined, brackets presuppositions, and creatively investigates the phenomenon to disclose its basic aspects. In addition, phenomenology is a method for doing qualitative research that centers its attention on the collective experiences of a sample of individuals. The technique's primary objective is to describe the nature of the particular phenomenon being studied (Creswell, 2013). Thus, in this study, the researcher aimed to analyze a pre-existing phenomenon: separation anxiety among kindergarteners during their first day in school and thereafter.

Findings

1. To understand lived experiences of parents and teachers concerning the separation anxiety of kindergarten pupils. The *Causes of Separation Anxiety* was considered the first major theme that emerged with three (3) subthemes: (a) Stress, (b) new environment, and (c) overprotected parents. Then, the *Display of Separation Anxiety* was the second major theme that emerged with four (4) subthemes: (a) crying, (b) clinginess, (c) shyness, and (d) silence.
2. Regarding the challenges and difficulties that parents and teachers encountered concerning the separation anxiety of kindergarten pupils, the study findings revealed that one (1) major theme emerged with three (3) subthemes. These themes were generated from study's participants' significant statements during the several interviews and focus group discussions (FGD). The *Separation Anxiety's Intrusiveness* was the major theme that emerged with three (3) subthemes: (a) parents hampered daily routine activities, (b) teachers disruptive school-related activities, and (c) agent for pupil's behavioral change.
3. In terms of the coping mechanisms of the parents and teachers concerning the separation anxiety of kindergarten learners, the results showed that there was one (1) major theme that emerged and three (3) subthemes taken from the significant statements of the research participants during the several interviews and focus group discussions (FGD). The *Fostering Dialogue* was the generated major theme that emerged, and the subthemes are as follows: (a) validate their feelings, (b) do not sneak out, and (c) clear communication.

4. In terms of the study's proposed intervention in the future, the researcher named this as *A Symposium on the Separation Anxiety of Kindergarten Pupils and How they Cope with It Program* in which the participants are the parents and preschool teachers to educate them on how to address, understand and cope with the separation anxiety of kindergarten pupils.

Conclusion

1. Separation anxiety among kindergarten students was caused not only by children's fear of being abandoned by their parents, but also by a number of common factors such as stress, new surroundings, and overprotective parents. Then, to determine whether or not children had separation anxiety attacks, certain behaviors such as crying, clinginess, shyness, and silence were observed inside or outside of the classroom or at home. Separation anxiety may differ in some children or different parts of the globe, but the research found that it is typically caused by the stresses that children perceive in their new surroundings and the parental interactions that they have at home.
2. Separation anxiety in children may create disturbance and engross someone's attention, most notably parents, teachers, and classmates. This indicates that if children have separation anxiety at home, their parents' daily routines may be disrupted. When kindergarten students have separation anxiety at school, their classmates' emotions may shift, and teachers' planned activities might be interrupted since separation anxiety is believed to be contagious.
3. Dialogue with children with separation anxiety was perceived as the ideal coping mechanism to relieve their stress because parents and teachers set conditions for childrens' minds with all sincerity. They will feel relieved that they have nothing to worry about if you compassionately communicate with them and provide them with clear instructions. This was a simple act of giving them love, care, and appreciation at all times.
4. Parents and preschool teachers should attend a symposium to learn how to cope with children who suffer from separation anxiety, as well as how to be effective parents at home. Good parenting will be one of the topics of the symposium since the stressors that prompt the child to experience separation anxiety attacks were attributed from home.

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