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Cancel Culture Among Grade 12 Students in Santisimo Rosario Integrated High School: Perceptions and Experiences Amid the Pandemic

¹Sharleen M. Macalintal, ¹Jasmin Faith Flores, ¹Ashly Gabiana,
²Maria Monica M. Angeles & ²Katherine H. Pagkaliwangan

Abstract

“Cancel culture” is the practice of global withdrawing of support or tendency of engaging in mass cancelling as a way of expressing disapproval and exerting social pressures that, take place in social media platforms such as Facebook, Instagram, Twitter, TikTok, YouTube, and more. As a way of adapting to the new normal due to the COVID-19 pandemic, schools are turned to blended learning (online and modular). In this case, young people are being forced to curate their time differently leading to too much exposure to digital media and prevalent cancel culture. It is one of the controversial issues that students are facing throughout their academic careers. These problems are the foundation of this study using correlational research design. It focused on finding out the significant relationship between perceptions and experiences of cancel culture among Grade 12 students which were selected through quota sampling. The study was limited to forty (40) Grade 12 students of SRIHS S.Y. 2021 – 2022. Data were collected through online questionnaires; and statistically analyzed and interpreted using mean, standard deviation and Pearson r. The perceptions and experiences of Grade 12 students of Santisimo Rosario Integrated High School with cancel culture have significant relationship which supported the study of Louis (2021), claiming that cancel culture doesn't affect individuals equally as they have different cancel culture perceptions depending on their varying level of experiences.

Keywords: *Cancel culture, Perceptions, Experiences, Pandemic*

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Introduction

Social networking platforms are originally conceived to enable individuals to engage in various forms of online interactions paving the way for the rise of digital participatory cultures and social movements (Velasco, 2020). Recently, cancel culture, a modern internet phenomenon has entered the vernacular digital culture where individuals transgressing norms are called out, ostracized. Cancel culture in social media and other venues by members of the public leads to sanctions affecting their profession in engaging personal lives (Louis, 2021). Merriam-Webster defines the phrase “cancel culture” as the practice of global withdrawing of support or tendency of engaging in mass cancelling as a way of expressing disapproval and exerting social pressures that, take place in social media platforms such as Facebook, Instagram, Twitter, TikTok, YouTube, and more. As a way of adapting to the new normal due to the COVID-19 pandemic, schools are turned to blended learning (online and modular). In this case, young people are being forced to curate their time differently leading to too much exposure to digital media and prevalent cancel culture. It is one of the controversial issues that students are facing throughout their academic careers. Because of this problem, this study was conceptualized.

Methodology

This research is focused on how cancel culture affects the Grade 12 students of Santisimo Rosario Integrated High School in terms of their perceptions and experiences during a pandemic. Specifically, this study is sought to assess the perceptions of the Grade 12 students of Santisimo Rosario Integrated High School on cancel culture in terms of concept, purpose, and consequence, experiences of Grade 12 students on cancel culture in terms of self - experience and experience with peers and acquaintances and significant relationship between cancel culture perceptions and experiences.

The study utilized a correlational study as its design and quota sampling as its sampling technique. It underwent an online survey checklist through a Google Form Link which was distributed to the forty (40) Grade 12 students of Santisimo Rosario Integrated High School to learn about their cancel culture perceptions and experiences. Gathered data from the respondents were then tabulated and statistically treated through a test of correlation, Pearson r , to understand the significant relationships between the variables.

Findings

In terms of perceived concept of cancel culture towards their self-experience and experience with peers and acquaintances, the “concept of cancel culture” and “self-experience” variables show 0.380 r-value with 38 degrees of freedom and p-value of 0.015 that reveals interpretation of significant while the “concept of cancel culture” and “experience with peers and acquaintances” variables show 0.344 r-value with 38 degrees of freedom and p-value of 0.030 that reveals interpretation of significant.

In terms of perceived purpose of cancel culture towards their self-experience and experience with peers and acquaintances, the “purpose of cancel culture” and “self-experience” variables show 0.476 r-value with 38 degrees of freedom and p-value of 0.002 has reveals interpretation of significant while the “purpose of cancel culture” and “experience with peers and acquaintances” variables show 0.592 r-value with 38 degree of freedom and p-value of 0.000 that reveals interpretation of significant.

In terms of perceived consequences of cancel culture towards their self-experience and experience with peers and acquaintances, “consequence of cancel culture” and “self-experience” variables show 0.310 r-value with 38 degrees of freedom and p-value of 0.051 that reveals interpretation of not significant while the the “consequence of cancel culture” and “experience with peers and acquaintances” variables show 0.325 r-value with 38 degree of freedom and p-value of 0.041 that reveals interpretation of significant.

In terms of student’s perceptions and experiences of cancel culture, the result of the test of relationship using Pearson r of the “Perception” and “Experience” variables has r- value of 3.916 and p-value of 0.0004. Since the p-value of 0.0004 is less than 0.05, it reveals the interpretation of significant. The null hypothesis stating that *there is no significant relationship between SRIHS’ Grade 12 students’ cancel culture perceptions and experiences* is rejected. Thus, the perceptions and experiences of Grade 12 students of Santisimo Rosario Integrated High School with cancel culture **have significant relationship.**

Conclusion

Students agreed that culture exists and happens online, through social media or in person to both public figures and civilians. It is also known as a call-out culture, a modern form of ostracism in which someone is trusted out of social media or professional circle. It became an important tool of social justice as a way of combatting, through collective action, some of the huge

power imbalances between public figures with far reaching platforms and audiences, the people, and the communities their words and actions may harm. It helps to reflect awareness and acknowledge what people can do about establishing new ethical and social norms and figuring out how to collectively respond when those norms are violated. However, despite the positive aims of having cancel culture, it can result in a lot of negative consequences to the spiritual, physical, mental, social, and emotional being of a person such as losing self-esteem and career, gaining a bad reputation and developing anxiety and depression.

Students are exposed to cancel either by themselves or with their peers and acquaintances. Most of them either experienced cancelling or being cancelled by someone. They believe that cancel culture is an effective way to hold people accountable and right their mistakes. However, they also believe that it is not an ideal thing for a human being who commits mistakes. It cuts connections and ruins relationships based on their experiences. Being cancelled or cancelling someone has positive and negative impacts on people.

Despite the fact that there are instances where respondents who are not familiar with the term and real definition of “cancel culture”, this study statistically prove that respondents’ cancel culture perceptions have a direct relationship to their cancel culture experiences. It supports the study of Louis (2021), claiming that cancel culture doesn’t affect individuals equally as they have different cancel culture perceptions depending on their varying level of experiences.

In the sequel of summary of findings and conclusions, the following recommendations are being suggested for the research:

1. Researchers recommended being specific and using simple words with brief explanations when defining cancel culture as it has different meaning in people’s mind when they first hear it.
2. Researchers recommended asking more concise questions regarding the respondents’ experiences.
3. Researchers recommended studying how perception and experiences are related.

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Spiritual Formation: Challenges and Coping Mechanisms of Senior High Seminarians in the New Normal Education

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Abstract

The study was conducted at St. Pius X Seminary, Lawaan, Roxas City to evaluate the Spiritual formation activities involvement of Senior High Seminarians in the new normal education, the challenges encountered in their participation on Spiritual formation activities and the coping mechanisms with the challenges faced. The study is a qualitative design using phenomenology as a methodology. Data for this study were gathered using a researcher-made interview schedule and questionnaire for the focus group discussion (FGD). Ten participants, senior High School seminarians, were chosen through purposive sampling. The result shows that most seminarians attended the Mass and praying novena and holy rosary as part of their spiritual formation activities. Seminarians spend their time playing online mobile games and are addicted to social media, leading them to lack focus and motivation. Finally, seminarians resort to prayer, self-disciplining through avoidance or limitation in using gadgets and social media, and effective and proper to cope with these challenges. It is recommended that the seminary conduct online seminars or training on how to combat challenges seminarians face and provide a venue for open discussion and feedback so they may have the chance to voice their sentiments and concerns.

Keywords: *Challenges, Coping Mechanisms, New normal education, phenomenology*

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Introduction

St. Pius X Seminary as a formative community, SPXS aims at nurturing minor seminarians where natural human virtues, basic religious values, Christian behavior patterns, sound study habits, community life orientation, and appreciation for the priesthood are initially inculcated (SPXS Handbook, 2020). Spiritual formation is the core of the seminary formation program because it gives meaning and it animates the acting of seminarians. It stresses the importance of communal and personal prayers, sacramental and para-liturgical celebrations and devotions, and other activities that could deepen the personal commitment of seminarians to the person and mission of Jesus Christ.²

Due to the COVID-19 pandemic, spiritual formation activities in St. Pius X Seminary are hampered. The shift from face-to-face modalities to remote modalities in an institution has impacted these activities. Priest formators have had to switch from traditional in-seminary settings to various forms of distance formation and develop methods to stay in touch with seminarians. For seminarians, the lack of structured in-seminary formation settings may have required more self-regulation and self-motivation towards spiritual growth. Priest formators initiated varied spiritual activities via Facebook live and other online platforms just to reach out to the seminarians and the public. However, there is always an unavoidable circumstance that arises for different reasons in which sometimes only a few seminarians are joining and participating in this kind of online spiritual activity.

This present phenomenon needs to be given attention as spiritual formation plays a vital role in the life of seminarians. Understanding the plight and challenges of these seminarians can be a source of actions and plans that will help them cope with their endeavors. Studies on the experiences of the spiritual formation of seminarians in the new normal need to be explored, hence, this study.

This research study determined and understood the spiritual formation activities, challenges encountered, and coping mechanisms of Senior High Seminarians in the New Normal Education.

Specifically, it sought to answer the following:

1. What are the Spiritual formation activities involvement of Senior High Seminarians in the new normal education?

2. What are the challenges encountered in their participation in Spiritual formation activities?
3. What are the coping mechanisms with the challenges encountered by the Senior High Seminarians in participating in the spiritual formation activities?

Methodology

The study is a qualitative design using phenomenology to answer the research questions on challenges and coping mechanisms of Senior High Seminarians in the New Normal Education. Its main feature is to give meaningful and more profound explanations of social activities. Creswell stated that qualitative research was intended to explore more importantly on, social phenomena by immersing into the situations.¹ This study will understand and explore the lived experiences of Senior High Seminarians in the New Normal Education.

The participants of the study were identified using a purposive sampling method based on the following criteria: (a) currently enrolled in St. Pius X Seminary, AY 2021:2022; (b) Senior High Seminarian; c) willing to participate in the study as confirmed by their signatures in the Informed Consent Forms (ICFs). There were ten participants in the study. Data was gathered from interviews and focus group discussions of the participants under study.

Findings and Discussion

Praying and Attending to Daily Masses (Online)

The Catholic Church has allowed followers to attend Mass online while maintaining social distancing. St. Pius the X Seminary and several churches and parishes in the Philippines have been live streaming the Holy Mass through social media platforms such as Facebook and YouTube. Most seminarians attended the Mass and prayed novena and holy rosary as part of their spiritual formation activities. As one participant states, “*Attending the mass and the liturgy of the hours and the rosary.*” This shows that the seminarians are still offering and attending Eucharistic celebrations despite the pandemic.

Limited or no face-to-face activities

With diligence, creativity, and grace to persevere amid incredibly challenging circumstances and take the necessary measures to keep one another safe with grace, adaptability,

love of neighbor, and faith in God. One participant shared, *"It's very hard in today's situation, but my will to pray never stops and makes me deeper in terms of praying, especially because of the pandemic."* This shows that even though seminarians are inside their homes, they instill in their minds that spiritual formation will never end as long as they are a seminarian and human beings with faith and trust in God.

The Challenges Encountered in their spiritual formation activities.

Spiritual formation activities shifted online, and seminarians' way of life and spiritual development changed so radically in response to the global public health crisis. The researcher has come up with the theme of Social media and mobile games addiction since most participants shared that this is the most challenging activity, they encounter in their spiritual formation activity in the new normal.

Social Media & mobile games Addiction. The result shows that seminarians spend their time playing online mobile games and are tempted to use their gadgets or mobile phones since they have no other activities to do inside their houses after attending their classes online. Since they play mobile games, sometimes they forget to attend or hear the Mass online.

Less focus and less motivated. Theme 2 shows the seminarians' feelings towards the challenges they encountered. Results revealed that seminarians were less focused and unmotivated because most of the spiritual formation activities they attend are done online. With this, they found it less interactive.

Coping Mechanisms of the Students on the Challenges encountered

Prayer. The seminarians revealed that to cope with the challenges they encountered in participating in spiritual formation activities, they resort to prayer and asking for guidance from God.

Avoidance of gadgets/Minimizes using gadgets. Another coping mechanism, according to seminarians, is their personal desire to avoid using gadgets such as mobile phones.

Proper time management. The respondents also revealed that proper and effective time management could help them cope with these challenges. They revealed that if one can manage time properly and effectively, giving proper time for every activity, they can also manage to participate actively in spiritual formation activities.

Conclusion

There were limited spiritual formation activities offered and participated by seminarians. Given the distance learning and health crisis, seminarians could still join in some formation activities. Some of these were the usual activities at home, like praying the holy rosary and novena and attending Mass. With the new technology and advent of social media, seminarians could participate in holy Mass online.

Given the scenario that seminarians, especially minors, are not allowed to go out and attend mass gatherings in church, seminary, or public places, they were still confronted with other challenges and factors that hampered their participation in spiritual formation activities. Aside from their academics, various factors contributed to their participation, which greatly affected their focus and motivation to participate and involvement in the said formation activities.

Although seminarians were confronted with the challenges, they also find ways to cope with them and still participated in these activities. Seminarians exerted effort to combat those challenges that have affected their willingness and motivation to participate and be involved in the activities

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Rauwolfia Serpentina and Peperomia Pellucida as an Antiparasitic Spray Against Rhipicephalus Sanguineus Latreille

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Abstract

Rauwolfia Serpentina (Serpentina) and Peperomia Pellucida (Pansit-pansitan) were used as the raw materials for creating different mixtures of both plants to determine which concentration will be faster in exterminating Rhipicephalus sanguineus Latreille. The leaves were boiled to get the essence, which in turn was used for the creation of the spray mixtures itself. The variants of the concentration in regards to the ratio Serpentina/Pansit-pansitan are: Mixture 1: 50%/50%, Mixture 2: 75%/25% and Mixture 3: 25%/75%. Upon the testing, it was recorded that the Mixture 1 had the results of 1.5 hrs (sprayed once), 1.33 hrs (sprayed twice) and 1.25 hrs (sprayed thrice). Mixture 2 had the results of 3.5 hrs (sprayed once), 3.42 hrs (sprayed twice) and 3.33 hrs (sprayed thrice). Mixture 3 had the results of 1.5 hrs (sprayed once), 1.42 hrs (sprayed twice) and 1.33 hrs (sprayed thrice). Considering these results, it is noted that Mixture 1 and Mixture 3 almost had the same results, if not for the few time differences. Mixture 1 was always minutes faster than Mixture 3, while Mixture 2 was left behind a few hours. Therefore, Mixture 1 is the fastest of all mixtures to exterminate the ticks in a controlled environment.

Keywords: *Serpentina, Pansit-Pansitan, Ticks, Antiparasitic*

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Introduction

Rauwolfia serpentina has been used since the pre-Vedic period for the treatment of a lot of infections and diseases. It is a large glabrous herb or shrub belonging to the family Apocynaceae, and found in Assam, Pegu, Himalayas, Java, Tenasserim, Deccan, Peninsula, Bihar, and the Malay Peninsula. It is a source of many phytoconstituents including alkaloids, carbohydrates, flavonoids, glycosides, phlorotannins, phenols, resins, saponins sterols, tannins, and terpenes (Chauhan et al., 2017). On the other hand, Pansit-pansitan, scientifically known as *Peperomia pellucida*, is a medicinal plant with anti-gout properties. Its anti-gout properties help to lower the uric acid amount in the blood. It was one of the ten medicinal plants which underwent clinical testing as per the orders of the Department of Health.

A study about the antibacterial activity of pansit pansitan against three gram- negative bacterial isolates showed that the plant indeed has antibacterial properties. The researchers extracted the leaf essence of the plant and added it to solvents, namely water, and ethanol. The results varied with the two solvents, wherein *Peperomia pellucida* with ethanol is much more effective than *Peperomia pellucida* with water (Akinnibosun et al., 2008). The main problem in the research is the Brown Ticks. Brown Ticks, scientifically referred to as *Rhipicephalus sanguineus* Latrille, is a common dog tick found almost in any dog. This type of ticks is usually reddish-brown in their adulthood, with no specific marks, unlike other species.

Brown dog ticks often travel into houses on canines, their preferred hosts, or cats. Because they are found deep within the hair of animals, homeowners may not immediately see them. Adult ticks typically embed themselves to a dog's ears and between its toes, while larvae and nymphs typically attach to the dog's back. If brown dog ticks do not have a preferred host to feed upon, they will readily seek out humans for their needed blood meals. The pests attach themselves to an animal's skin to feed on its blood and lay eggs in its fur. After entering homes, they breed and can spread onto residents and other pets (Orkin, 2021). Thus, this study aims to concoct a substance made from *Serpentina* and Pansit- Pansitan and test it. This intends to use variations of solutions and durations to offer a result on the mixture of *Serpentina* and Pansit-Pansitan. To be able to remove ticks found on domestic cats and dogs, to provide alternative herbal antibacterial spray without harmful chemicals and to create a study about ticks as a future basis for future research.

Methodology

The series of steps that are needed to be followed in order to have an accurate and substantial data collection are the following:

1. Prepare and gather all materials that are required in the whole procedure in making the antibacterial spray.
2. Wash all the leaves with tap water.
3. Crush the 20 leaves with a mechanical blender to get its extract.
4. Boil each 20 crushed leaves in separate pots with 400 ml water.
5. Stir the materials evenly for 30 seconds up to 1 minute.
6. Prepare the 3 glass containers and label them from mixtures 1 to 3. Use the funnel and measuring cups to follow the percentages needed for different mixture:
 - 1: 200 ml of Serpentina and 200 ml of Pansit-pansitan Mixture
 - 2: 300 ml of Serpentina and 100 ml of Pansit-pansitan Mixture.
 - 3: 100 ml of Serpentina and 300 ml of Pansit-pansitan.
7. Stir the materials evenly for 30 seconds up to 1 minute.
8. Cool the mixture and transfer it in a spray bottle.
9. Prepare 9 plastic cups and fill it with 2 ticks each. Follow the following label:
 - Label 1 - Mixture 1 (spray once)
 - Label 2 - Mixture 1 (spray twice)
 - Label 3 - Mixture 1 (spray thrice)
 - Label 4 - Mixture 2 (spray once)
 - Label 5 - Mixture 2 (spray twice)
 - Label 6 - Mixture 2 (spray thrice)
 - Label 7 - Mixture 3 (spray once)
 - Label 8 - Mixture 3 (spray twice)
 - Label 9 - Mixture 3 (spray thrice)
10. Every solution will be sprayed in the plastic cups that are labeled to their mixture.
11. After an hour from the first spray, researchers will record how many ticks were found dead.
12. This manner of checking will be done until all of the ticks are dead.

Period of Experiment. The following is the duration of the experiment in itself.

Week 1. The last days of week 1 will be fully devoted to the creation of the mixture. To be safe, the researchers will have to use a day or two for the creation of the mixtures in case one day will not be enough.

Week 2. This will be the period of experimentation and observation. One researcher who is assigned to this part of the study will take the mixtures and the specimens to their homes to conduct the experiment. Every hour, the researcher will spray the ticks in the petri dish with the mixture assigned to them. The experiment and observation will be enclosed in a week so regardless of the results, the researchers will have to conclude the experiment.

Method of Observation. The method of observation used is descriptive observation. In which you only describe what you see. This is due to the lack of laboratory materials available for the researchers.

Key Findings

Sepentina and Pansint- Pansitan is effective against Common Ticks.

Conclusion

Therefore, the Mixture 1, which has the 50/50 ratio of Serpentina and Pansit-pansitan, is the most effective for exterminating the tick samples in a controlled environment. Although Mixture 1 and Mixture 3, which has a 25/75 ratio of Serpentina and Pansit-pansitan, tied in the category of Sprayed Once, the difference of a few minutes made the results lean more to the side of the Mixture 1. The researchers conclude that even though all mixtures are effective in exterminating ticks, Mixture 2, which has a 75/25 ratio of Serpentina and Pansit-pansitan, is the slowest followed by the Mixture 3. Mixture 1 is the fastest option in terms of effectiveness and rapidity in the extermination of ticks.

Recommendations

This study revealed the effectiveness of Serpentina and Pansit-pansitan extract as an antiparasitic spray in Domestic Cats and Dogs. Thus, the following are recommended: hypoallergenic test must be tried in laboratory, if negative result will show, then proceed in animal testing, acquiring equipment for future researchers, and further research for making the product extend its shelf- life may be conducted.

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Swardspeak as a Communication Medium Among Education Students in a State University

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Abstract

This descriptive study identified the profile, common swardspeak and frequency of their use, and the situations of usage among the Bachelor of Secondary Education students in a state university during the academic year 2020-2021. Thirty (30) randomly selected respondents supplied the data through a survey questionnaire, which was analyzed using frequency count and percentage. Results showed that most of the students who use swardspeak are female within the age range of 19-22 years old. The most common swardspeak used are afam, akeno/aketch/akis, awra, baboosh, beks/vaklangtow, bonak/junakis, bongga, borlog, chaka/shonget, char/charot/chos, cheka/chika, chosera/chusera, churva, daks, dites/ditey, eclavu, eme/keme, ganern, gora/gorabels, gurl, Hagardo Versoza, hanash, imas, juntis/juntils, juts, kabog, kalerki/nakakalurky, keribels/keriboombloom/keri lang, kiber, knowangji, krayola, lafang, Lotlot/Lotlot De Leon, mamsh/momshee/mudra/mudrakels, murayta, pagoda, pakak, payola, pudra, shala, sinetch/sinetchitey, sizt, shokot, shonga/shunga, shupatid, spyokang, Tom Jones, waley/wis/wit/wiz, warla, and Winwin Marquez. Most of these swardspeak are sometimes used in public places with friends, and in instances or situations where they have to go with or join a group. These cross-sectional findings can affect further studies as this swardspeak can be enhanced as this generation goes out and come up with sets of new words.

Keywords: *swardspeak, frequency, education students, communication, locations, instances*

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Introduction

Oral language is a fundamental communication medium to establish social relationships. This varies according to the cultural background of the speakers, their status, and geographical location. In sociolinguistics, a certain society may compose speech varieties that may classify social groups. These groups adopt ways and language to identify and assert their uniqueness. In previous years, swardspeak as a sociolect is associated with the homosexual community as a flagship of their culture (Kastrati, 2017). Today, however, even heterosexual people, particularly the young, are also using the language in casual conversations (Papua et al., 2021). This may be due to the influences of social media and television shows that incorporate swardspeak, and constant exposure to homosexual friends that bring about self-fulfillment for following the trend (Romero, 2019). In the Philippines, swardspeak is commonly called gay lingo or *bekimon* speculated to have originated from different variations, such as *Enggalog*, *Taglish*, Carabao English, and/or *Conyo* English (Sangga, 2015). The word “sward” is a Filipino slang about a male homosexual. This incorporates coined words from Spanish and Japanese languages where names of local and international celebrities and politicians, and brands and trademarks of products are given new meanings. Changes to names and brands are deliberately done to go with what’s in and hype, which for some people these words are of foreign origin (Racoma, 2013). Noticeably, swardspeak is a common language spoken by several young adults while they are in their group where ever they are. It is, however, unclear what specific swardspeak is used for a particular purpose, why are they used, how often they use in a given social activity, in what instances, and with whom are these words are used. This is the primary and specific objective of this study.

Methodology

This descriptive study aimed to identify the swardspeak, frequency, and situations of usage among 30 college students officially enrolled in the Bachelor of Secondary Education program in a state university in Western Visayas during the academic year 2020-2021. Specifically, it tried to establish the respondents’ profile, common swardspeak they use, frequency of their use, and situations where and with whom they use the language. Thirty (30) randomly selected respondents supplied the data through a survey questionnaire transformed into a Google form and sent through email, messenger, and chat rooms considering the restrictions imposed during the pandemic. The survey questionnaire was composed of three parts to (1) identify the

demographic profile of the respondents in terms of age and gender; (2) establish a comprehensive list of the common *swardspeak* used by the respondents; and (3) point out the frequency, situation, and groups where the words or phrases are used. Data collected were analyzed using frequency count and percentage.

Findings

Results showed that most of the teacher education students who use *swardspeak* are females (60%), followed by the LGBTQ+ (23%), with the rest being males (17%) all belonging to the age range of 19-22 years old. The most common *swardspeak* they use are *afam*, *akeno/aketch/akis*, *awra*, *baboosh*, *beks/vaklangtow*, *bonak/junakis*, *bongga*, *borlog*, *chaka/shonget*, *char/charot/chos*, *cheka/chika*, *chosera/chusera*, *churva*, *daks*, *dites/ditey*, *eclavu*, *eme/keme*, *ganern*, *gora/gorabels*, *gurl*, *HagardoVersoza*, *hanash*, *imas*, *juntis*, *juts*, *kabog*, *kalerki/nakakalurky*, *keribels/keriboomboom/keri lang*, *kiber*, *knowangji*, *krayola*, *lafang*, *Lotlot/Lotlot De Leon*, *mamsh/momshee/mudra/mudrakels*, *murayta*, *pagoda*, *pakak*, *payola*, *puadra*, *shala*, *sinetch/sinetchitey*, *sizt*, *shokot*, *shonga/shunga*, *shupatid*, *spyokang*, *TomJones*, *waley/wis/wit/wiz*, *warla*, and *Winwin Marquez*. Likewise, the majority of them always use *swardspeak* (57%) in public places with friends (25.9%), and in school with classmates (24.1%) and schoolmates (20.7%). in instances or situations where they have to go with or join a group. They use the *swardspeak* to go with or join the group (32.0%), to hide or cover up secrets or confidential information (26.0%), and/or to express emotions (25.0%).

Conclusion

Hence, it is deduced that *swardspeak* is a popular and accepted medium among young adults no matter what gender orientation is. Almost all the common and popular words and phrases they use are the same *swardspeak* identified in the studies of Romero (2019), and Cabelita and Gacrama (2020). It is often used when these individuals are with their siblings, friends, and classmates in public places and schools to be in with the group, hide and cover up secrets and confidential information, and express emotions. They utilize the language in some places and instances with specific considerations and restrictions aligned to their culture, values, and norms set in the particular society they are in. *Swardspeak* has become dynamic and diverse in the same way as Cantina (2020) puts it, and as long as speakers are free to think of and coin words to assert freedom, they will continue to create and innovate terminologies to sustain the language as

advocated by Rubiales (2020) to go with or lead the trend. With the acceptance of swardspeak as a medium of communication, lessons on and of swardspeak can take off from here and these are integrated into the curriculum and instruction in schools, as the latter will enrich and sustain the language itself and give awareness to students about the culture and identity of certain groups in the society.

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Dapit Hapon: The Level of Understanding COVID-19 Risks and Coping Behavior Among Geriatrics

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Abstract

Numerous cases of coronavirus disease 2019 (COVID-19) were recorded particularly in 185 countries—including the Philippines, as the virus is highly transmittable. Older population belongs to vulnerable and high-risk demographic for the present outbreak. With their declining cognitive ability due to age, this quantitative descriptive-correlational study meant to determine the level of understanding of COVID-19 risks among the geriatric population of Quezon Province, along with the associated coping behavior. Ethical considerations were thoroughly followed. Thirty-three (33) elderly respondents from selected parts of Quezon Province participated in this study through purposive and snowball sampling. Due to pandemic, samples were very limited. Questionnaires were provided via Google form. The study utilized percentage and weighted mean to score level of understanding of COVID-19 risk. Spearman's Rank-Order Correlation and Chi-Square Test were also used to determine correlations of variables. This study revealed that knowledge about COVID-19 risks among the geriatrics of Quezon Province is average as per study measurements. Statistical analysis showed no significant association between their level of knowledge and their coping behavior against COVID-19, nor is their level of knowledge significantly associated with their demographics. Should these findings be sustained by further studies, it would imply that (1) having greater extent of knowledge does not improve their coping behavior, that it might be more productive to empower and educate the persons in charge of caring for the geriatrics with regards to preventing and dealing with COVID-19 infection, and that (2) efforts or programs to enhance the knowledge of geriatrics can be applied uniformly regardless of demographics.

Keywords: *Coping Behavior, COVID-19, Descriptive-Correlation Study, Geriatrics, Level of Understanding, Risk Perception Theory*

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Introduction

Numerous cases of coronavirus disease 2019 (COVID-19) were recorded particularly in 185 countries—including the Philippines, as the virus is highly transmittable. Older population belongs to vulnerable and high-risk demographic for the present outbreak. In today's media, reports and conversations about the current situation and state of understanding, as well as a variety of information about hazards and protective mechanisms and prognostics of future concerns related to COVID-19, are almost ubiquitous. Until now, the focus of these talks has primarily been on the potential for overburdening the healthcare system and economic losses, the latter of which has been bolstered by political measures. Although the exact details of its epidemiology are still unknown, COVID-19-related deaths predominantly affect the elderly. This quantitative descriptive-correlational study meant to determine the level of understanding COVID-19 risks among the geriatric population of Quezon Province, along with the associated coping mechanism.

Methodology

The study employed the use of descriptive and correlational research design using a quantitative approach through a descriptive-survey questionnaire. The investigator had set a sampling size of 30 participants who belong to the age bracket of 60 and later. The population size has been set to be constant by the investigator due to the limited data collection-related actions brought by the pandemic. The investigator utilized purposive (judgement) sampling and snowball sampling as the research instrument due to the then ongoing pandemic, it is safer for both the researcher and the participant to stay distant to each other and just depend on referrals.

Participants should suffice the following criteria that the investigator had set, namely: must be residing in Quezon Province; should be a senior citizen, satisfying the given age bracket of 60 and above; must have not any underlying mental diseases (e.g., Alzheimer's Disease and Dementia), nor has never been diagnosed with any mental-related illnesses; is bound to be knowledgeable enough to answer the questionnaires that will be given and; should be open to providing personal information inclined with their demographic profile required as mentioned in the problem statement and should give only accurate answers associated with the study.

Thirty-three (33) elderly respondents from Quezon Province participated in this study through purposive and snowball sampling. Due to restrictions regarding pandemics, samples were very limited. Questionnaires were provided via Google form to follow the safety protocols during pandemic, then tabulated and analyzed in Microsoft Excel. The study utilized percentage and

weighted mean to score level of understanding of COVID-19 risk. Spearman's Rank-Order Correlation and Chi-Square Test were also used to determine correlations of variables.

To secure the validity and the reliability of the given research instrument, this study is validated by the following entities: one (1) research teacher; one (1) research adviser; two (2) licensed psychometricians; and two (2) senior high school language instructors.

The data derived made use of weighted-mean for the frequency distribution and percentage of the categorical variables such as the demographic profile, assessing the participants' level of understanding of COVID-19-related risks, and their response measures. At the same time, Chi-Square Test was used for the determination of the relationship between the demographic profile and the level of understanding of COVID-19 among geriatrics. Additionally, the study also used Spearman's Rank-Order Correlation to determine the significant relationship between the level of understanding and associated coping behavior. After the participants answered the questionnaire, the collected data were checked, tabulated, analyzed, and interpreted in Microsoft Excel.

Findings

After the results of the study are thoroughly evaluated and tabulated, the researcher concluded that the majority of the respondents who took the questionnaire are aged 70-74 years old. The said individuals are primarily females who are married. Mainly are elementary undergraduates. Most of the respondents are also pension holders who are mainly urban residents. Additionally, they opted to live with their families even with sufficient self-care ability. This study also revealed conclusions: (1) Knowledge about COVID-19 risks among the geriatrics of Quezon Province is average (48.5 %) to battle the virus, (2) although effective preventive measures are always practiced (WM=4.47), unproven preventive measures sometimes (WM=3.26), and seldom (WM=1.82) do negative measures. (3) Demographic profile and level of understanding COVID-19 risks have no significant relationship, as the p-values were at sex $p=0.577$, age $p=0.148$, marital status $p=0.800$, educational attainment $p=0.307$, pension holder $p=0.065$, self-care ability $p=0.511$, place of residence $p=0.853$, current living situation $p=0.191$, and living environment $p=0.305$. (4) Level of understanding of the said risks and coping mechanism also does not show significant association ($p > 0.05$, $p=0.605$).

Determining the level of understanding COVID-19 risks among the geriatrics of Quezon Province, it was concluded that the elderly population is aware and therefore performs proper safety protocols when it comes to protecting against the pandemic. Hence, this thesis proposal

addresses how the said population has overcome false knowledge that might lead them to inaccurate precautions or beliefs. The elderly population of Quezon Province always practices effective preventive measures to battle COVID-19, especially wearing face masks and face shields when going out. However, they still sometimes do unproven preventive measures while seldom practicing negative measures. Thus, there is still a significant gap when it comes to their information sources.

The geriatric population of Quezon province is equipped with average knowledge when it comes to battling COVID-19. The locale of this study might also affect which information about the virus they will accept or reject. The lack of signals in certain areas, especially in barrios, causes barriers as the primary information source they could rely on is the news and television.

The study has found that no significant relationship exists between the demographic profile of the geriatrics of Quezon Province and their level of understanding of COVID-19 risks. As a result, it indicates that, despite having a low academic degree, the person's comprehension of the risk variables remains unaffected. He or she still very well understands the imposed risks by the said virus.

There is no significant relationship exists between the level of understanding of COVID-19 risks and the coping behaviors of elderly people in Quezon Province. An individual's beliefs greatly affect their coping behavior when it comes to crises like the present outbreak. They might understand the risks well yet still ignore them and proceed to their normal daily activity prior pandemic. Due to the study's small sample size, this part of the conclusion still may vary.

Conclusion

From the results and findings gathered from this study, the researcher recommends the following:

1. The geriatrics may do a consultation on the medical staff for the verifications regarding if the information they gathered is accurate. Given that fake news is lingering nowadays on social media, the geriatrics have to be precise especially it concerns their health.
2. The medical associates may conduct further research for an improvement on how to handle geriatrics in times of crisis.
3. The geriatrics may attend webinars conducted by the city health or rural health units in their respective locales regarding COVID-19.

4. Further research into the influence of older adults' views regarding public health events on their response behaviors may be done by follow-up studies with a larger sample size.

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Gender Diversity and Their Impact on Corporate Social Responsibility: Evidence from Listed Companies in Sri Lanka

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Abstract

Since the word Corporate Social Responsibility (CSR) was initially used decades ago, only a few efforts have been made to determine the relationship between gender diversity and CSR in the Sri Lankan context. Therefore, this study shows a willingness to analyze the impact of gender diversity on CSR in Sri Lanka based on empirical data and knowledge gaps in this field. The data was collected from 133 companies, by using a structured questionnaire. Therefore, this study is quantitative. Secondary data was collected from the annual reports for 2021. The data analysis included the descriptive, and correlation, by using Statistical Package for Social Science (SPSS) and regression analysis by using SMART PLS3. The findings revealed that gender diversity and legal responsibility have a significant impact while economic, ethical, and philanthropic have no impact on Sri Lankan companies. Although the finding of the study is added to the stakeholder theory. This study is only limited to the listed companies in Sri Lanka the sample consists of 164 companies and only 133 responses have been obtained. Furthermore, there is a possibility of not gathering enough data, and the issue of social desirability bias exists. As Sri Lanka is a developing country companies have to make more policies to achieve sustainable goals by imposing new rules to ensure that women's representation is on board. Additionally, representing female directors on boards is significant for the economy since women contribute to both social and economic development.

Keywords: *Corporate Social Responsibility, Gender Diversity, Economic Responsibility, Ethical Responsibility, Legal Responsibility, Philanthropic Responsibility*

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Introduction

“Women, which constitute half of the world’s human capital, are one of its most underutilized resources. Sustainable economic growth at national and global levels depends on women joining the labor force and fuller use being made of their skills and qualifications” (Foster, 2016, p 11). Above and beyond, sustainability Development Goals for 2030 also include a specific goal for Gender Equality. Hence, gender diversity in the workplace is desperately needed because it does not currently exist. It is advantageous to have a varied workforce since having a variety of perspectives is essential for growing in a workplace that is constantly changing.

Over the last decades, Corporate Social Responsibility (CSR) and its consequences for corporations have gained considerable interest from academics and professionals. As a result of the rise in environmental and ethical concerns, CSR has become an essential tool for companies throughout a variety of industries. Moreover, CSR may help organizations to form strong affairs, and make both proprietors and personnel feel more connected to the world around them. In addition, the connection between CSR and directors’ diversification in the board, with specific attention to gender as one of the most fundamental characteristics of diverse boards is examined throughout this study.

On the other hand, the current impact caused by COVID-19 has disclosed that several industries have shown commitment by adapting their CSR strategies and activities to current healthiness, financial, and social desires. Considering the pandemic, companies are redefining their goals by considering how to fulfill the financial, social, and environmental targets, granting more consequences to CSR they have to perform in society (García-Sánchez, 2020).

In the previous decade, many scholars focused more on gender diversity and its impact on CSR. Much new empirical evidence has been added to the literature as a result of these investigations. There is inconclusive evidence related to gender diversity and CSR in the world, and there is a dearth of studies related to gender diversity and CSR in the Sri Lankan context. Instead, gender diversity on board has a very critical impact on those economic and environmental environments and sustainable development. Thus, the major research problem associated with this study is whether there is an impact of gender diversity on corporate social responsibility in Sri Lanka. Moreover, the main objective of the study is to examine the impact of gender diversity on CSR among listed companies in Sri Lanka. The secondary objectives are: to examine the impact

of gender diversity on economic, legal, ethical, and philanthropic responsibilities among listed companies in Sri Lanka.

Methodology

The study examines the relationships between variables, and thus, a quantitative strategy was utilized that falls under the positivistic paradigm. The population of this study constituted 281 listed companies in Sri Lanka and the sample was 164 listed companies that were selected by random sampling. Data was collected by distributing a self-administered structured questionnaire which was developed based on a comprehensive literature review by Ehie (2016) and refined based on expert opinions and a pilot survey. However, the researcher has obtained only 133 responses for the study. Blau index, percentage of women on board, and critical mass were used to measure gender diversity which is derived from secondary data.

The researcher ensured the demographic profile of the population has been reasonably represented and approximated by the selected sample. After conducting the reliability and validity analysis hypotheses of this study have been analyzed by partial least square analysis accompanied by Smart PLS.

Findings

After testing for the convergent validity and discriminant validity of the measurement model, the structural models were analyzed. Since there are four dependent variables in this study, mainly four models were analyzed and under that, there are three sub-models for each main model. The findings of the study reveal that one dimension of CSR, namely legal responsibility is positively and significantly associated with gender diversity consistent with the findings of (Wu, Furuoka, and Lau, 2021) which highlighted that gender diversity has a significant impact on CSR. This finding is also supported by the correlation analysis. However, the current results contradict studies by Quintana-García et al. (2018) and Wu et al. (2021), where economic, ethical, and philanthropic responsibility has no significant association with gender diversity.

Conclusion

The main objective of this study was to investigate the impact of gender diversity on CSR. The results of this study indicated that only legal responsibility gets a positive relationship with gender diversity while the other three responsibilities are not had a significant relationship. The significance in this regard is to highlight and emphasize the women directors' impact on CSR in

Sri Lanka. There is evidence from global cases that there is an inconclusive relationship related to gender diversity and CSR. In addition to that, there is a dearth of studies related to female representation and CSR in the Sri Lankan context. Therefore, this study further enriches the existing dearth of literature on the impact of gender diversity at CSR Sri Lankan listed companies.

Practically, highlight the relevance of having gender diversity and, as a result, motivate CSR efforts in the company. Additionally, expanding the number of women directors on boards will encourage the industry to commit to more CSR practices. Concerning the results, the evidence proves that when there are women on board the legal responsibility will enhance. Representing female directors on boards is significant for the economy since women contribute to both social and economic development.

The current study is only limited to the listed companies in Sri Lanka. Hence future research can be expanded to private limited companies and companies limited by guarantee. In addition, the future study can make a comparison between the CSR initiatives practiced by public and private companies as it will provide meaningful information about the practices of CSR. As well Future researchers can use a qualitative research approach and conduct this study using qualitative data collection methods like interviews.

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Social-Emotional Learning Competencies and Mathematical Reasoning Skills of Grade 12 Students

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Abstract

Waning attention to the facets of social and emotional learning competencies (SEL) in an educational context along with the students' poor mathematical performance, which can be predicted through mathematical reasoning skills (MRS), is an issue that has to be addressed in the Philippines. Despite the fact that it has been shown to have an impact on mathematics achievement, associating SEL into the field of mathematical reasoning has yet to be explored. Hence, the researchers attempted to shed attention on the relationship between the perceived SEL of the respondents in terms of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and their level of MRS as to analyzing, generalizing, and justifying, and if strand moderates this relationship. A descriptive-correlational design with moderation analysis was used and stratified-random sampling technique was utilized in choosing 117 grade 12 students from one state university in Laguna. Adapted self-report survey and mathematical reasoning tasks were used to gather data. The results revealed that there is a significant relationship between the perceived SEL and MRS, except in self-management and relationship skills. Findings have also suggested that strand moderates the relationship of the two variables which implies that the interaction of SEL and strands of the respondents poses a direct relationship with their reasoning abilities in mathematics, when students are from STEM. Implementation of teaching strategies fostering students' social and emotional states is recommended.

Keywords: *Social-Emotional Learning Competencies, Mathematical Reasoning Skills, STEM, non-STEM, CASEL*

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Introduction

Different studies have focused on variables to measure not just cognitive skills but also soft skills (Gokce & Guner, 2021) or the social-emotional skills of learners. In relation to this, Social and Emotional Learning (SEL) views students' social-emotional development through the lens of five specific competencies: self-awareness; self-management; social awareness; relationship skills; and responsible decision-making (Collaborative for Academic Social and Emotional Learning, 2020). This has become a growing field of educational research as international organizations, including the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2019), have also recognized its importance as it divides student learning into dimensions that are not solely cognitive, but also include domains of social and emotional, and behavioral. Thus, developing these social-emotional learning competencies (SEL) in the classroom serves as the preparation of the students (Organization for Economic Co-operation and Development, 2019). However, only 20 states all over the world have integrated SEL into their educational curriculum (CASEL, 2020), and the Philippines is not one of those. In fact, UNESCO (2019) stated that the social and emotional dimension has been given a declining emphasis across different educational levels until upper secondary. In effect, although it was proven to have an impact on mathematical performance (Bhoumick & Saha, 2020) and the students' academic performance in general, Duckworth and Yeager (2015) and West et al. (2018) stated that these soft skills are not assessed in school contexts.

Studies about SELC have shown its impact on the students' academic performance. Taylor et al. (2017) revealed the significant improvement in the social-emotional skills, positive attitudes, academic performance, and well-being of the students after the implementation of SEL-based interventions in schools. Specifically, SELC has also been linked to their mathematical performance (Cavadini et al., 2021; Kahl et al., 2021). In relation to this, mathematical performance is an important aspect that is recognized not just for educational purposes, but also for preparation for future workplaces (National Council of Teachers of Mathematics, 2014). This highlights the significance of mathematical reasoning skills (MRS) as they are a predictor of mathematical performance (Adegoke, 2013; Green et al., 2017).

Even though reasoning is an essential skill in mathematics education, educators still struggle to properly understand and assess it, which is why Loong et al. (2018) developed a MRS rubric based on three reasoning actions, namely analyzing, generalizing, and justifying. These

actions are elicited through challenging, open-ended tasks, with no readily available solution, that require students to use their own resources and knowledge (Mueller, 2014). Meanwhile, several studies have associated social-emotional learning competencies and mathematical reasoning skills of students separately with other factors such as strand (Almerino et al., 2020) due to the relevance of developing SELC during the transition of students from high school to college, as these skills improve their readiness for tertiary education (Dymnicki et al., 2013; Comedis, 2014).

Even though both areas of concern are related to mathematical performance, no further research has explored the association between SELC and MRS. In relation, this study is anchored to the control-value theory, which states that the perceived control and value of the students toward a task may lead them to feel positive or negative emotions toward it (Pekrun, 2006). These emotions are part of the SELC of the students which can affect their performance and achievement in mathematics. Thus, this study sought to determine if there exists a relationship between social-emotional learning competencies and mathematical reasoning skills of the grade 12 students as moderated by strand.

Methodology

A descriptive-correlational design with moderation analysis was used and stratified-random sampling technique was utilized in choosing 117 grade 12 students from one state university in Laguna. Adapted self-report survey and mathematical reasoning tasks were used to gather data. The SELC survey was adapted from the Washoe County School District – Social and Emotional Competency Assessment (WCSD-SECA) which consists of 40 items: 25% for self-awareness; 35% for self-management; 12.5% for social awareness; 15% for relationship skills; and 12.5% for responsible decision-making. On the other hand, the mathematical reasoning test was composed of three reasoning tasks adapted from different studies. Each task has three guide questions that measure the respondents' reasoning skills as to analyzing, generalizing, and justifying.

Prior to commencing the study, the researchers requested approval from the Senior High School Department and Principal to carry it out at a time that would be most convenient for the respondents. The researchers scheduled an online meeting with the students through Google Meet, in which they were encouraged to open their cameras while answering. The instruments were administered using Google Forms. Once collected, four pre-service mathematics teachers checked the raw data.

Descriptive statistics, namely mean, standard deviation, and frequency was used to analyze the strand (STEM and non-STEM), perceived social-emotional learning competence (very low, low, high, and very high) and level of mathematical reasoning skills (not evident, beginning, developing, consolidating, and extending). Meanwhile, Pearson Product-Moment Correlation was employed to analyze the relationship between SELC and MRS. A moderation analysis with Process Macro was also used to determine if a moderating effect of strand exists in the relationship between SELC and MRS.

Findings

Among 117 grade 12 students, there are 53 from STEM and 64 from non-STEM strands. They perceive their social-emotional learning competencies as high. Their self-awareness competency was interpreted as high which can be understood that they find it easy to understand their emotions, thoughts, and behaviors in various contexts. A high self-management was also computed which is a reflection that they find it easy to manage their behaviors and emotions under different circumstances. Grade 12 students were also highly socially aware which suggests that it is easy for them to understand their classmates' perspectives while being aware of their different beliefs. Results have also shown that they demonstrated high relationship skills which is an indication that it is easy for them to create and maintain meaningful relationships with other people. Lastly, the respondents were highly responsible in terms of their decision-making competency which could mean that it is easy for them to create efficient and constructive decisions in academic and non-academic contexts.

From the three mathematical reasoning tasks, the respondents garnered consolidating analyzing skill which means that one to two errors were committed in provided similarities and differences among the mathematical concepts that they have noticed. On the other hand, the respondents were designated with developing generalizing skill, implying that three or more errors were made on the application of mathematical concepts from a specific case to a broader sense. In terms of justifying, this skill was interpreted with a developing level which shows that the students have committed three or more errors in constructing logical arguments in an attempt to support their mathematical claims. Additionally, the findings have shown that there exists a significant relationship between the perceived SELC and MRS, except in self-management and relationship skills.

Results have also suggested that strand moderates the relationship between the two variables which implies that the interaction of SELC and strands of the respondents poses a direct relationship with their reasoning abilities in mathematics, when students are from STEM. The variation in the mathematical reasoning skills of STEM and non-STEM students is also associated with their strand.

Conclusion

The result of this study suggests that the grade 12 students perceive their social-emotional learning competencies as high in all of its components. Meanwhile, their mean scores in terms of mathematical reasoning skill fall on the consolidating level of analyzing skill, and developing level on aspects of generalizing and justifying. In relation to this, it is suggested that students may periodically assess their perceived social-emotional learning competencies and improve it as it is associated with their level of their mathematical reasoning skills.

Results also manifest that there is a significant relationship between social-emotional learning competencies and mathematical reasoning skills except for self-management and relationship skills. Thus, teachers may consider implementing teaching strategies that could develop these soft skills and reasoning skills in and beyond the classroom context.

Furthermore, it can also be gleaned from the study that the strand moderates the relationship between SELC and MRS for STEM students only. With that, future researchers may also consider using a larger sample from college students in order to determine the extent of the moderating role of STEM courses on the association between the two variables.

Since the study was conducted through online set-up due to the pandemic, it is also recommended to conduct the study through face-to-face interactions if the situation permits. Finally, studying other potential moderating variables related to this field of study is also suggested.

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Process Oriented Guided Inquiry Learning and Mathematical Higher Order Thinking Skills of Grade 10 Students

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Abstract

Higher order thinking skills (HOTS) are recognized as one of the most essential skills required in the twenty-first century, however, Filipino students have been found to have difficulties in the subjects that require HOTS. Thus, this study utilized a descriptive design to know the perception of the students with regard to learning cycle activities and assigned team roles as features of Process Oriented Guided Inquiry Learning (POGIL). Also, pre-experimental research design was used to measure the effectiveness of POGIL approach in the Mathematical HOTS of the students in terms of analyzing, evaluating, and creating. Furthermore, cluster sampling technique was used in choosing twenty-eight (28) grade 10 students as respondents and evaluated their mathematical HOTS using a pre-test and post-test assessment. Based on the findings, students felt the effectiveness of assigned team roles and learning cycle activities in enhancing their skills and character towards learning. Moreover, there is a highly significant difference in the mean pre and post-test performance of the respondents before and after using the POGIL approach in mathematical HOTS (p -value=0.000). This implies that the POGIL is an effective teaching strategy that successfully improved Mathematical HOTS of the students. Based on the research findings, the researchers advise educators to use the POGIL approach in exposing their students to more active, collaborative and guided teaching-learning processes.

Keywords: *Analyzing, Creating, Evaluating, Mathematical Higher Order Thinking Skills, Process Oriented Guided Inquiry Learning*

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Introduction

To create an environment conducive to good teaching and learning, educators and their preferred teaching methods must be supported and organized methodically by the institution (Wegner et al., 2013). Section 5 of Republic Act No. 10533, also known as the "Enhanced Basic Education Act of 2013", requires educators to use learner-centered curriculum and pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative. The purpose of the mathematics curriculum, according to the Philippines Trends in International Mathematics and Science Study (TIMSS, 2019), is to foster and develop problem-solving and critical-thinking skills. Higher Order Thinking Skills (HOTS), on the other hand, are recognized as one of the most important skills required in the twenty-first century as it helps students develop critical thinking, creativity, communication, and cooperation, all of which are significant 21st-century abilities (Scott, 2015). However, it has been discovered that Filipino students struggle in the subjects that call for HOTS.

Mathematics is one of the most important subjects that require special attention in the Philippines. Program for International Student Assessment (PISA) 2018 results revealed that the Philippines is one of the countries with poor mathematical literacy, ranking second to last out of 79 participating countries. Filipino academic performance was also evaluated, and it was discovered that students excel at acquiring knowledge but struggle in subjects that require HOTS (Dinglasan & Patena, 2013; Ganal & Guiab, 2014). Santisimo Rosario Integrated National High School (SRINHS) is one of the schools that claim to have students with difficulties in mathematics. SRINHS received a Mean Percentage Score (MPS) of 48.94% in mathematics based on the 2014-2015 NAT results of Grade 10 students. This is significantly lower than the DepEd's 75% MPS standard and is interpreted as low mastery in NAT test- scores descriptive equivalence. As a response to these necessities, Process Oriented Guided Inquiry Learning (POGIL) has been adopted in teaching mathematics concepts as it provides structured direction and allows learners to efficiently engage in inquiry learning (Baepler et al., 2014).

Following Muhammad and Purwanto (2020), the POGIL technique improved learners' ability to solve mathematical problems; however, more research is needed to determine whether the POGIL model will also improve students' mathematical HOTS. Researchers should also investigate students' perceptions and satisfaction with how their participation in POGIL's assigned team roles contributes to their learning (Yadav et al., 2021). Thus, the purpose of this study was to learn about students' perceptions and satisfaction with learning cycle activities and assigned team

roles as POGIL features, as well as whether this POGIL approach is effective in improving students' HOTS, specifically analyzing, evaluating, and creating.

This study was conducted to 1) determine the perception of the student-respondents to their participation in the mathematical tasks as they are assigned to a certain role particularly being the manager, recorder, presenter, and reflector; 2) describe the satisfaction of student-respondents to a phase of learning cycle in POGIL when it comes to explore, invent and apply; 3) determine the pre- and posttest scores performance of the students before and after using the POGIL approach in the students' mathematical HOTS in terms of analyzing, evaluating and creating; and 4) test the difference in the pre-and posttest performance of the respondents before and after using the POGIL approach.

Methodology

The POGIL technique was implemented in one class with 28 Grade 10 students as respondents during the academic year 2021–2022 under the online learning modality, at Santisimo Rosario Integrated High School in San Pablo City. Descriptive and experimental research design was used where researchers-made instruments such as pretest, posttest, and survey questionnaires are used in describing the effects of POGIL and assessing students' perception and satisfaction with POGIL's learning cycle activities and assigned team roles. In selecting the class-respondents, researchers used probability sampling- cluster sampling.

The researchers first sent a copy of the validated pre-test assessment through google forms in examining the initial level of students' HOTS. Researchers prepared lesson plans to ensure that the method's characteristics and principles were applied throughout the course. The topic used to assess students' HOTS before and after the implementation of POGIL approach includes illustrating, calculating, interpreting, and solving problems involving measures of position. In keeping with the format of the class discussion with POGIL approach used over the four-week sessions, researchers who serve as subject teachers began the class with a motivational activity that intended to introduce the topic. This was followed by an activity for the students to investigate in which the class was divided into seven groups of four members, each with a specific role. The assigned presenter presented their output and afterward, educators did topic abstraction, where students were encouraged to do the concept invention phase through inquiry learning. Finally, students were given the opportunity to participate in the application phase, in which they answered the given problems and applied their acquired knowledge. Then after, the researchers disseminated

the post-test assessment and survey questionnaires. Following data collection, the results were statistically analyzed for interpretation.

Findings

The overall mean of students' perceptions of assigned team roles is 3.61, which was interpreted as "Highly Responsible." This implies that student-respondents recognized the importance of each role in completing group tasks while gaining knowledge and developing skills such as self-confidence, leadership ability, sense of responsibility, communication skills such as speaking, writing, and listening, analytical thinking skills, and teamwork. Students' satisfaction with learning cycle activities, on the other hand, revealed an overall mean of 3.75, with all indicators marked as "Very Satisfactory". This indicates that the student-respondents view the learning cycle as an effective way to execute skills as they are required to think, collaborate, and apply their learnings during mathematics class and group discussions. Furthermore, each stage of learning is observed to bring out different skills in the learners. Each phase necessitates students to demonstrate learning and thinking abilities on how they are going to solve and interpret given mathematical topics. The learning cycle serves as the class guide for a step-by-step process for how the class discussion and activity will take place.

As with the students' performance prior to the application of the POGIL approach, the overall mean of pretest results shows that students' HOTS is below the approaching level. This implies that students only barely understood the question, they provided an undefined solution and conclusion and presented an inaccurate output that failed to meet the majority of the given conditions. Students made at least 5 errors or missed information with the answers they have provided. Meanwhile, the post-test performance of students following the implementation of the POGIL approach is observed to be proficient. This indicates that the majority of students have a thorough understanding of the subject and can investigate the provided mathematical problem. Students are also capable of providing a clear and valid conclusion and solution, and present an output based on the given conditions with a single error or missed information.

Conclusion

Since the study demonstrated the efficacy of applying the POGIL approach to students' mathematical HOTS, educators are encouraged to use engaging and collaborative activities in their classes, particularly in mathematics, where each student has a specific role with a specific task.

This will assist students in developing the necessary skills and positive attitudes toward learning. Classroom teachers are also encouraged to use the learning cycle activities as a guide, particularly in mathematics teaching, to ensure an organized and smooth flow of class discussions and activities. Furthermore, future researchers can apply a parallel pedagogy to various branches of mathematics, academic disciplines, and modes of learning and evaluate its significant impact on students' mathematical higher order thinking skills.

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Enjoyment of E-Learning Games and The Learning Behavior in Mathematics of Grade 6 Pupils

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Abstract

Mathematics is one of the most challenging subjects for pupils to master but it is an important skill learners need to achieve. To understand the reasons students behave negatively in mathematics, there is a need to identify factors affecting their learning behavior. Hence, this study assisted by introducing the enjoyment of e-learning games and the learning behaviors in Mathematics of Grade 6 Pupils. The use of descriptive-correlational research design and purposive sampling technique resulted in the study's objectives being met for the school year 2021-2022, with thirty (30) grade 6 students as respondents who answered the adapted-modified survey questionnaire prepared by the researchers. The result shows that the enjoyment of e-learning games on concentration, goal clarity, feedback, challenge, autonomy, immersion, social interaction, and knowledge improvement has a positive significant relationship to interest, confidence, motivation, and usefulness that aligned to student's learning behavior in mathematics. Based on the findings, students felt the effectiveness of e-learning games to boost their enjoyment when it comes to the said subject. This also implies that the usage of e-learning games as an effective teaching tool can contribute to and successfully improve students' learning behavior. Considering the results of the study, the researchers advised future researchers to consider whether the enjoyment of e-learning games can be used and utilized in subjects other than mathematics, or whether the learning behavior presented here can be modified.

Keywords: *e-learning games, Learning Behavior, Mathematics, Grade 6 pupils*

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Introduction

Mathematics is considered by society as the bedrock of scientific and technical knowledge, prized by people worldwide (Kanafiah & Jumadi, 2013). However, according to Anwar et al. (2020), mathematics is one of the most challenging subjects for pupils to master but is an important skill. Some pupils think mathematics is dull, complex, and unimportant. Many people drop out of mathematics classes before they finish what they should (Schoenfeld, 2019). To understand why the students behave in that way when it comes to mathematics, it is important to seek the factors that affect their learning behavior in that subject. However, due to the current pandemic that the world is facing right now, online distance learning as the learning modality was used in delivering instruction, and e-learning games are utilized in teaching and learning mathematics.

True to this, mobile technology (such as smartphones) is increasingly being used in mathematics teaching and learning (e.g., computers and tablets), which has piqued the interest of educational researchers and practitioners. Specifications for mobile devices include portability, availability, and internet access. Mobile devices have emerged as an emergent agent capable of pushing the boundaries of mathematics instruction and learning beyond the classroom walls due to their widespread acceptance among young people and others. Mobile device properties (such as capturing and collecting data, communicating and collaborating with others, consuming and critically evaluating material, and constructing and creating personal forms of expression and representation) are easily mapped to the Common Core Math and Next Generation Standards' mathematical, scientific, and engineering methods (Moyer-Packenham et al., 2019).

In line with these, the SY 2009-2010 results of the National Achievement Test (NAT) among grade 6 showed a low 46.38 % passing rate, while the NAT results for high school showed a low 69.21 % passing rate. Even when just scientific high schools competed in the Advanced Mathematics category in 2008, the Philippines came in last based on the Department of Education, 2010 stated by (Capate et al., 2015). Because of this result, the researchers seek to know and understand the reasons behind the learning of students when it comes to Mathematics.

In addition, as per the observation of some researchers who conducted a study about the behavior of children while using mobile technology, it is relevant that they spend most of their time playing and internet browsing and it is evident that children have a high motivation, and social interaction and they are more immersed when playing games. As part of advancement, learning should not be left behind. Implementing math learning through games will allow students to study pleasantly and entertainingly while also improving their mathematical skills (Anwar et al., 2020).

E-learning brought about by innovations and globalization can contribute to the advancement and enjoyment of teaching and learning mathematics.

Many games can help the teaching and learning process and meet the fundamental characteristics of learning environments. However, to properly merge instructional approaches with game design, a thorough grasp of the various possibilities that digital games might bring is required (Gros, 2015). Thinking and incorporating such a strategy is a very crucial and critical factor that will determine its rate of success of it. Not all games can be incorporated into learning, a careful and thorough observation must be done before incorporating them into the learning process.

This study is focused on assessing the level of enjoyment of elementary students in playing e-learning games during Online learning in Mathematics and how it contributes to better learning behavior of Grade 6 pupils. Specifically, the study seeks to determine the extent of enjoyment of Grade 6 pupils by describing their participation in playing e-learning games during Mathematics sessions when it comes to their concentration, goal clarity, feedback, challenge, autonomy, immersion, social interaction, and knowledge improvement and how is the learning behavior of the pupils be described in attending Mathematics sessions with regard to interest, confidence, motivation, and usefulness. Further, the study aims to determine if the extent of enjoyment of Grade 6 pupils in playing e-learning games during Mathematics sessions significantly contributes to their learning behavior.

Methodology

This is a quantitative study that used a descriptive research design to describe Grade 6 pupils' enjoyment of E-learning games and how it relates to their learning behavior in mathematics. This method is used to assess the relationship between the level of enjoyment of e-learning games and mathematical learning behavior. The study's participants are grade six students from Del Remedio Elementary School who took Online Classes. They are the students who have registered for the academic year 2021-2022. The study's target respondents are 30 students from the school, and the sample was determined using a purposive sampling technique.

Upon acceptance of the sought authorization to conduct the study from the school administration and respondents by way of a separate procedure, after the validation of the research tools. First, the researcher at the participating school, Del Remedio Elementary School, created a request letter for data collection. The school's principal received the letter. The teacher received a

copy of the survey from the researcher through Google Forms. After four days, the instructor collected the completed survey surveys from the pupils who had been emailed the link to it. The data gathered using Google forms will be compiled by the researcher and given to her statistician for evaluation.

Findings

The responses reflect that all components – concentration, goal clarity, feedback, challenge, freedom, immersion, social interaction, and knowledge improvement assess the extent of the perception of the student-respondents in terms of enjoyment in e-learning games. While, in terms of the perception as to how student-describe their behavior in mathematics, they are all observed as to their interest, confidence, motivation, and usefulness. It was manifested in the findings that there is a significant relationship between the Enjoyment of e-learning games and the learning behavior of Grade 6 pupils in Mathematics. The concentration, goal clarity, feedback, challenge, freedom, immersion, social interaction, and knowledge improvement of the students has a positive significant relationship to students' learning behavior in mathematics such as their interest, confidence, motivation, and usefulness. It is shown from the findings that students felt the effectiveness of e-learning games to boost their enjoyment when it comes to the said subject which also implies that the usage of e-learning games as an effective teaching tool can contribute to successfully improving students' learning behavior in studying mathematics.

Conclusion

The outcome of the study recommends that the teacher may consider providing more activities wherein the discussion is in detail as well as activities wherein students will be more engaged and have the freedom to express their knowledge in the mathematics subject. It is also recommended that a certain learning task will be provided to the learners wherein they are the ones who will present their work to their classmates so that it can boost their confidence that they know something in line with mathematics. This study suggests teachers to consider e-learning games provided to the learners have an element of enjoyment since it would help learners to appreciate further mathematical concepts. Furthermore, a parallel study can be conducted to further the knowledge of teachers on whether the enjoyment of e-learning games can be used and utilized in other subjects aside from mathematics or whether the learning behavior presented here can be modified.

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Assessing The Quality of Online Learning and Pre-Service Teachers' Engagement in One State University

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Abstract

The Covid-19 pandemic affected about 98 percent of the student population, causing school closures and implementation of online learning is the greatest answer during this crisis. Quality of online learning must be addressed to assure that students are highly engaged in learning. This study assessed the quality of online learning and pre-service teachers' engagement in one state university. The study used a descriptive-correlational research design and purposive sampling techniques resulted in the study's objectives being met for the school year 2021-2022. Forty (40) BEED 4th year students participated and answered an adapted-modified questionnaire. The result shows that the quality of online learning on course content, design structure, collaboration, industry acceptance and value addition have a positive significant relationship to learning task, supportive information, just-in-time information and part-task practice that aligned to student's learning engagement. Based on the findings, it is revealed that online learning has high quality. This also implies that high quality online learning results in high student engagement. Based on the findings of the study, the researchers advised future researchers to consider whether the quality of online learning is applicable to other universities or whether the learning engagement presented here can be modified.

Keywords: *Online learning quality, Engagement, Pre-Service, student engagement*

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Introduction

Almost one billion children, or roughly 98 percent of the student population worldwide, have been impacted by school cancellations as a result of the COVID-19 pandemic (UNESCO, 2020). Implementing an online learning strategy is the best solution for this dilemma, claims Dhawan (2020). Being an online learner in the midst of the COVID19 pandemic is like being the education world's prima donna. However, given the pandemic the world is currently experiencing, it is imperative to guarantee the quality of education. For the students, learning in an online environment while ensuring their engagement is challenging.

As a result, the Department of Education (DepEd) has implemented technological and internet-based distance learning modalities to guarantee learning continuity. In this approach, students can continue their education remotely via TV, radio, printed modules, and online and offline venues. Since DEPED has implemented online learning, quality and engagement should be provided to the students. In addition, students and teachers alike express concerns about the quality of online education. Arguments are raised that students are unlikely to be able to learn information about the quality of the courses that are offered as consumers of online education and Kember and Ginns (2012) added that, learner engagement is another essential element of high-quality online education whereas the term "learner engagement" describes an individual's efforts to uphold their psychological commitment to continuing their involvement in the learning process, gaining knowledge, and refining their critical thinking abilities (Dixson, 2015). With these, Agariya and Singh (2012), Van Merriënboer et al. (2002) came up on online learning quality and engagement with the following criteria: course content, design structure, collaboration, value addition and industry acceptance, learning task, supportive information, just-in-time information, part-task practice.

Many of the students confess that they are concerned about the quality and engagement of online learning. They are debating whether conventional classes are of similar quality to online courses. Students are troubled about switching to online learning because of this. Therefore, it is crucial to apply online quality and engagement criteria while setting up an online learning environment. Thus, the researchers wanted to determine the quality of online learning delivery in one state university as observed by the pre-service teachers and how it makes students be more engaged in learning the lessons.

The study was conducted to 1) determine the level of observance of the pre-service teachers to the quality of online learning in the College of Teacher Education as to course content, design

structure, collaboration, value addition and industry acceptance; 2) determine the level of engagement in learning the lessons do pre-service teachers observed with regards to learning task, supportive information, just-in-time information, part-task practice; 3) determine if there is a significant relationship between the level of observance of the pre-service teachers to the quality of online learning and the level of engagement in learning the lessons.

Methodology

This study used a descriptive research design to address the objectives of the study. The scope of this research was limited to the subjects chosen of 40 from the 4th year Bachelor of Elementary Education students in Laguna State Polytechnic University San Pablo City Campus school year 2021-2022 that are exposed to online learning. This research was focused on assessing the quality of online learning and engagement among pre-service teachers. In selecting the student-respondents, the researchers used a purposive sampling technique, a method in which researcher rely on their own judgement when choosing members of the population to participate in the surveys. This research was carried out throughout the school year 2021-2022.

The study used an adapted- modified instruments with a total of 32 questions. The quality of Online Learning was measured through an adapted-modified instrument made by Agariya and Singh (2012) while the learning Engagement were measured through an adapted-modified instrument made by Van Merriënboer (2002). The study's findings were restricted to the participants' statements. The researchers disseminated the questionnaires through Google Forms then retrieved afterwards. After gathering the data, the results were treated statistically for interpretation.

Findings

Based on the findings, it was revealed that online learning has a high quality and students are highly engaged in learning the lessons. It was manifested in the findings that there is a significant relationship between the level of observance of the pre-service teachers to the quality of online learning and the level of engagement in learning the lessons. The course content, design structure, collaboration, industry acceptance and value addition have a positive significant relationship to the students learning engagement such as learning task, supportive information, just-in-time information, and part-task practice.

Conclusion

Since the study revealed that online learning has high quality considering course content, design structure, collaboration, industry acceptance and value addition that were observed in quality of online learning among pre-service teachers, the university may continue an online learning set up for students considering its high quality. Accordingly, it was described that there is a high level of engagement among pre-service teachers. It is recommended that teachers should continue providing learning tasks, supportive and just-in-time information and part-task practice to maintain the high engagement among pre-service teachers. Moreover, since it was depicted that there is a positive significant correlation between the quality of online learning and learning engagement among pre-service teachers, it is suggested to the university to consider given factors and components because it would help students to be highly engage in a high-quality online learning.

Furthermore, future researchers can conduct a parallel study to further the knowledge of the universities on whether a high-quality online learning can increase students' engagement when other factors are included aside from the factors that is given by the researchers. The researcher should follow the quality of online learning through time to see what sorts of events and circumstances result in a high engagement might be useful.

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Realistic Mathematics Education Approach on Improving Problem-Solving Skills of Students

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Abstract

The Philippines' education system is still dominated by traditional mathematics teaching, which frequently overlooks the goal of mathematics education—to prepare students to deal successfully with real-life situations. This affects the declining performance of the students in their overall mathematical ability, especially in problem-solving. Hence, this study utilized a pre-experimental design to measure the effectiveness of the Realistic Mathematics Education (RME) approach in the problem-solving skills of the students in terms of understanding the problem, devising a plan, carrying out the plan, and looking back. Furthermore, the cluster sampling technique was used in choosing thirty-five (35) grade 9 students and evaluated their problem-solving ability using a pre-test and post-test assessment. Based on the result, there is a highly significant difference in the mean pre-test and post-test performance of the respondent before and after using the RME approach in all the four phases of problem-solving (p -value=0.000). This implies that the RME is an effective teaching approach that successfully improved the Mathematical proficiency of the students, especially in all aspects of problem-solving skills. According to the findings, the researchers may advise educators to use the RME approach to expose their students to more collaborative teaching-learning processes that incorporate real-world scenarios.

Keywords: *Didactical Phenomenology, Emergent Model, Guided Reinvention, Problem-solving Skills, Realistic Mathematics Education Approach*

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Introduction

Problem-solving is the most necessary concept in mathematics for contextualization and re-contextualization, which guarantee continual learning by transferring basic and complex ideas (Căprioară, 2015). Mathematics education is expected to provide a high-quality education that emphasizes problem-solving and makes the learners globally competitive. As stated by the World Economic Forum (2020), problem-solving is one of the top skills needed for the next five years. Furthermore, the Department of Education developed a curriculum that emphasizes the twin goals of mathematics education, where problem-solving skills belong. But despite these innovations, students' problem-solving skills are still lacking (Nurjamaludin et al., 2021). This problem is evident in the Program for International Student Assessment (PISA) 2018, where the Philippines came in last place out of 79 countries in mathematics (OECD, 2019) and did not reach the average score of 489 and got only 353. In this international assessment, problem-solving skills are acknowledged as the core of mathematics education (OECD, 2013).

Concerning the study of Roman (2019), from the result of national assessments and research from the Philippines over the past 15 years, students show poor Mathematical performance that is noticeable from basic education to higher education levels. Based on the National Achievement Test 2018, students got a low mean percentage score of 35.34% in the Mathematical Ability subtest (Penaso & Gaylo, 2019). Concerning this, the researchers' cooperating teachers perceived Grade 9 students of their school to have poor mathematical skills, especially in problem-solving. It has been evident in previous quarters from the results of their quarterly Mathematics examination. When the pandemic began, it doubled the difficulty for students to learn Mathematics effectively because it is only taught for two hours a week.

Laurens et al. (2018) highlighted that using ineffective teaching approaches has an impact on students' capacity to learn mathematics, particularly in problem-solving. Moreover, a new approach to mathematics teaching was introduced in the Netherlands by Freudenthal Institute that popularly known as the Realistic Mathematics Education (RME) approach. This constructivist-based teaching approach encourages students to investigate and collaborate on their learning with real-world concerns. Guided reinvention, didactical phenomenology, and emergent model are the three core heuristic principles of the RME approach which guide the teaching process design.

Plenty of past international studies showed that the RME is an effective strategy for enhancing mathematics achievement levels (Laurens et al. 2018; see also Zakaria & Syamaun, 2017). However, in comparison to the traditional lecture with problem-solving skills activities, this

teaching style is not widely used in the Philippines. In reviewing related works of literature and studies, the researchers were unable to locate any study conducted in the Philippines that considers the RME approach as a teaching strategy for improving students' mathematical skills to the best of the researchers' knowledge. To fill up the gaps left by previous studies, the researchers will adapt the RME approach to the Philippine educational system and test its effectiveness on the problem-solving skills of the students.

This study was conducted to 1) determine the pre-test performance of the student on Problem-solving skills before the use of the RME approach in terms of understand the problem, devise a plan, carry out the plan, and look back; 2) determine the post-test performance of the student on Problem-solving skills after the use of RME approach in terms of understand the problem, devise a plan, carry out the plan, and look back; and 3) find out if there is a significant difference between the pre-test and post-test performance before and after using the RME approach in the problem-solving skills of the students.

Methodology

The researchers utilized a pre-experimental research design, specifically a one-group pre-test and post-test design. The RME approach was used as the treatment, and the group observed, was the students' problem-solving skills in terms of understand the problem, devise a plan, carry out the plan, and look back. The study's respondents are 35 Grade 9 students from one of the two sections of Almond Academy Foundation Incorporated during the academic year 2021-2022 and were selected using clustered sampling.

Before starting the implementation and discussion using the RME approach, the researchers disseminated the pre-test to the students, then retrieved it afterward. The RME approach was then incorporated, guided by its three core heuristic principles: guided reinvention, didactical phenomenology, and emergent model. The researchers used guided reinvention by providing them with activities that encourage self-exploration through investigation and observation for them to make meaning on their own. For didactical phenomenology, real-life experiences were not only used as examples and parts of the discussion, but the researchers let the students experience the lesson by giving them activities that connect the topic of trigonometry to the real world. In the self-emergent model, models or graphs were provided to support their learning, and students were exposed to drawing the situation on their own to familiarize themselves and make it a routine in every problem solving that they will encounter. Furthermore, as part of

the self-emergent model, the researchers used various online platforms and websites to incorporate tools that will aid their learning. After utilizing the RME approach, the researcher disseminated the post-test with the same level of questioning as the pre-test but not identical. After gathering the data, the results were treated statistically for interpretation.

Findings

The following are the significant findings of this study based on the data analyzed and interpreted. The overall pre-test performance of the respondents in Problem-solving skills falls under the emerging to developing level. In understanding the problem and devising a plan, students got a developing level, while in carrying out the plan and looking back, students have the emerging level of performance. It implies that familiarity with the topic much impacted the performance of the students in problem-solving, they have committed more than two incorrect answers and/or got incorrect answers at all. Outstanding improvement was reflected in the post-test performance of the students after the exposure to the RME approach. Students performed exemplary levels of performance in understanding the problem and devising a plan. In carrying out the plan, students got a proficient level of performance. While in looking back process, students fall under proficient and exemplary levels. It shows that they gained enough learning that enable them to develop different skills and mastered the topic, which contributed to the development of their problem-solving abilities. Moreover, results showed that there is a highly significant difference between the mean pre-test and post-test performance of the students in problem-solving, which all the four phases of problem-solving got a computed p-value of 0.000. This revealed that the use of the RME approach increases the level of problem-solving skills of the students, in all the four-phases. Thus, Realistic Mathematics Education is an effective teaching approach.

Conclusion

From the obtained results, RME significantly increased the performance of the students. This help learners enhance and master the problem-solving ability they need to become lifelong, self-directed learners. Thus, the school and its organization may encourage teachers to explore different teaching strategies, such as the RME approach to improve the teaching-learning process. Findings also manifest that the use of the RME approach is highly interactive and can provide the best learning experiences for the learners. Therefore, teachers may utilize it to expose their students

to more engaging and collaborative teaching-learning processes with the incorporation of real-world scenarios using contextualized examples and problems.

Since the study was conducted through an online set-up due to the pandemic, future researchers may conduct a similar study in a face-to-face mode of learning to comprehensively use the RME approach. Also, it is advised to increase the number of respondents and use two classes to have a detailed comparison between the controlled and experimental groups, which falls under the quasi-experimental research design. Moreover, to test the usefulness of the RME approach in other aspects, they may use this parallel approach to the various disciplines of mathematics as well as other subjects like Science and English. In addition, the future researcher may explore each principle and characteristic uniquely found in the RME approach and thoroughly focus on it for designing their learning exemplars. All in all, this study serves as the foundation for future studies to extend the use of the RME approach from the local to the global educational system.

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Social-Emotional Learning to the Intrinsic and Extrinsic Motivation of Elementary Students

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Abstract

Lack of motivation is an internal factor that contributes to students' poor performance. To understand students' attitude towards academic, the aspect of social-emotional learning that affects the motivation of students need scrutiny. This study assisted by introducing the social-emotional learning to the intrinsic and extrinsic motivation of elementary students. The use of descriptive-correlational research design and random sampling technique resulted in the study's objectives being met for the school year 2021-2022, with thirty-three (33) grade 6 students as respondents who answered the adapted-modified survey questionnaire prepared by the researchers. The result shows that there is a positive significant relationship between the social-emotional learning on social awareness, self-control and relationship skills to knowing, experience stimulation, and accomplishment however, the social isolation and social anxiety shows that there is no significant effect to knowing, accomplishment, experience stimulation, identification, and introjected that aligned to intrinsic and extrinsic motivation. Based on the research findings, the researchers recommended for future researcher should follow the development of social-emotional learning of students through time to time to see what sort of development student make in accordance to their motivation in studying.

Keywords: *Social-Emotional Learning, Intrinsic Motivation, Extrinsic Motivation*

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Introduction

Motivation is a complicated aspect of human psychology and behavior that impacts how people choose to spend their time, how much energy they put into a task, how they think and feel about the work, and how long they stay on track with it (Bakar, 2014). Motivation, according to Luthans (2012) is a process that begins with a physiological or psychological deficiency or need, which then generates a behavior or drive aiming at a goal or incentives. Lack of motivation is an internal factor that contributes to students' poor performance. Students are less motivated to learn because they do not believe their efforts would improve their performance and because they have other responsibilities that demand their attention (Mauliya, 2020) and monotonous classes and complex activities that lack a comprehensive explanation from the lecturer (Dişlen, 2013).

The EdWeek Research Center surveyed students and teachers after the first half of 2021 school year and found that student motivation and morale are significantly lower than they were prior to the pandemic. The following core themes of low motivation were discovered in research conducted from 405 high school students and 305 college/university students in the Philippines: beliefs and attitudes about the self and the subject, perceptions of the teacher's competencies, and distractions provided by social support systems (Salanga & Bernardo, 2016). Not only is academic motivation evidently low in some students of higher education, there are a few cases reported in the elementary level education. Despite the fact that public education is free from primary to secondary school, the Philippines have the highest dropout rates of any Asian country, with 6.38 percent of elementary students and 7.82 percent of secondary school students dropping out (The Borgen Project, 2019). Teachers and institutions should promote students' motivation in order to reduce dropout rates. This can be accomplished by aligning pedagogy and the OBL environment with students' needs and interests (Hegarty, 2011).

Students have a hard time transitioning in to new normal of learning, from having to learn together with your classmate, students are now studying alone and isolated in their home. Furthermore, academic motivation such as intrinsic and extrinsic was reduced during this period due to a lack of control over the learning process or fewer preferences, as well as a diminished sense of capability and autonomy to perform academic oriented learning tactics as a result of the shift from face-to-face to online lessons (Kim & Frick, 2011). It is evident that a number of students are having a hard time maintaining their motivation to study in this kind of environment.

According to Sanchez et al. (2017), academic outcomes can be influenced by school-based social-emotional and character development programs. Students that actively participate in these

programs tend to see considerable improvements in their academic motivation and learning gains. It's a complete curriculum that tackles the Collaborative for Academic, Socio, and Emotional Learning's five social-emotional competency clusters, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

The effective SEL techniques at the elementary level help students develop essential developmental competences such as the ability to identify and express emotions, as well as the ability to build and manage peer interactions and friendships with minimal adult support according to Denham (2015). Students also improve their ability to see things from other people's perspectives, to recognize when and why others may experience different emotions, and to use problem-solving techniques. Effective programs included activities and practices that showed a thorough understanding of how adolescents develop socially and emotionally throughout time. Thus, the researchers wanted to determine the relationship between social emotional learning and intrinsic and extrinsic motivation of elementary students.

This study was conducted to 1) determine the extent of social emotional learning of elementary pupils be described when it comes to social awareness, social isolation, self-control, social anxiety, and relationship skills; 2) to find out the level of intrinsic motivation of elementary pupils with regard to knowing, accomplishment, and experience stimulation; 3) to find out the level of extrinsic motivation of elementary pupils with regard to identification, and introjected; 4) to determine if there is significant relationship between extent of social- emotional learning and the level of intrinsic motivation of elementary pupils; and 5) to determine if there is significant relationship between extent of social- emotional learning and the level of extrinsic motivation of elementary pupils.

Methodology

The study used the quantitative approach of research employing the descriptive method of research. This study included the use of correlational analysis focusing on using social emotional learning and how its related to the students intrinsic and extrinsic motivation. The researcher used a random sampling technique. Random sampling is a method of people chosen at random by researchers to represent a whole population. A total of 33 students from Grade VI at Makati Ville Elementary School academic year 2021-2022 was the respondents of the research. A selection of students was randomly chosen from each section to make up the research study.

After the validation of the research instruments and after the approval of the requested

permission to conduct the study from the school principal and respondents by following the separate procedure: first, a request letter for data collection was prepared by the researcher at the participating school at the Makati Ville Elementary School. The letter was sent to the principal of the classroom, and the researcher sent another letter to the respondents after the school principal's approval in helping her to conduct the study. The researcher sent a copy of the questionnaire to each respondent via printed copies and Google form. The teacher sent the link with a copy of survey questionnaire and distributed the printed copies of questionnaire for those students whose cannot answer in Google Form. On the same day of distribution of questionnaire face-to-face the researchers received the data of 13 students and after 12 days the students who answered via Google Form are retrieved.

Findings

The responses reflect that all components such as social awareness, social isolation, social control, social anxiety, and relationship skills used to assess the extent of the perception of the student-respondents in terms of social-emotional learning. In terms of the perception as to how student-describe themselves based on the intrinsic and extrinsic motivation, they are all observed as to the knowing, experience stimulation, accomplishment, identification, and introjected. It was manifested in the findings that there is a significant relationship between the social-emotional learning and the students' intrinsic motivation. The social awareness, self-control, and relationship skills of students has a positive significant relationship to the intrinsic motivation such as knowing, experience stimulation, and accomplishment. However, unlike the social awareness, self-control, and relationship skills there is no significant relationship traced in social isolation and social anxiety towards the intrinsic motivation of the students. It was manifested in the findings that there is a significant relationship between the social-emotional learning and the students' extrinsic motivation. The social awareness, self-control, and relationship skills of students has a positive significant relationship to the intrinsic motivation such as identification. The relationship skill has a positive significant relationship to the intrinsic motivation in terms of introjected. However, unlike the social awareness, self-control, and relationship skills there is no significant relationship traced in social isolation and social anxiety towards the extrinsic motivation of the students.

Conclusion

This study focused on determining the relationship between the social-emotional learning to the intrinsic and extrinsic motivation of grade 6 students. Specifically, the purpose of this

research was to determine the assessed extent and how the student-respondents describe themselves as to social-emotional learning to the intrinsic and extrinsic motivation. It shows that there is significant relationship between social-emotional learning and Intrinsic motivation of students that are related to experience stimulation, experience stimulation, and accomplishment. There is significant relationship between social-emotional learning and extrinsic motivation that are related to identification and introjected.

Concerning the moderate extent of social anxiety that were assessed in the extent of Social Emotional Learning, the teacher may consider using teaching practices that may lessen the amount of social anxiety the students have to make the learning atmosphere light and friendly for the students. Hence, it was described that experience stimulation is the only variable in intrinsic motivation that the students responded as highly motivated; it is recommended that the teacher may think of certain strategies that may motivate students to improve their sense of learning and achievement. Consequently, it was described that there is a high level of extrinsic motivation among the students; it is recommended that a teacher may help students become driven and competitive through developing good study habit and extrinsic motivation. Since it was depicted that social awareness, self-control, and relationship skills of students has a positive significant relationship to the intrinsic motivation such as knowing, experience stimulation, and accomplishment; it is suggested among the teacher to avoid situation where students may develop social isolation and anxiety since it will be hard for the students to be motivated and engage inside the classroom. Since it was depicted that social awareness, self-control, and relationship skills of students has a positive significant relationship to the extrinsic motivation such as identification, it is suggested among the teacher that they have to consider administering sense of responsibility to the students with the help of good social and emotional support to motivate them. Future researcher, a parallel study can be conducted to further the knowledge of teachers on whether intrinsic and extrinsic motivation will be affected by students with low level of social emotional competencies or students who are suffering from mental issues like anxiety. The researcher should follow the development of social emotional learning of students through time to see what sort of development student make in accordance to their motivation in studying.

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Teaching Strategies of AIMS Maritime Professors Under the Online Teaching Mode: A Best Practice Approach Using Three-Domain Theories

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Abstract

This study assessed the teaching strategies of AIMS maritime professors under the lens of three-domain teaching strategy theories: Behaviorism; Cognitivism; and, Social Constructivism. The relationship between the teaching strategies and the demographic profiles (age, years of teaching experience, and highest educational attainment) was also determined to identify factors that could affect the teaching strategies of the respondents. Using descriptive-correlation design, the study endeavored to describe the teaching strategies of AIMS maritime professors. Using complete enumeration as a sampling technique, it included 30 non-laboratory maritime professors. To gather the data, a researcher-made questionnaire was used. An online platform of the questionnaire was made through Google forms. The questionnaire was distributed to the professors after ensuring the permit via Microsoft Teams Software, FB messenger, or Google mails. To treat the data, the following statistical tools were used: percentage; weighted mean; and chi-square. Results indicated that the maritime professors highly utilized the Direct Instruction Strategy (M=4.41) under the Behaviorism Theory. This was followed by Flipped Instruction Strategy (M=3.96) under the Social Constructivism Theory; and, Chunking Instruction Strategy (M=3.93) under Cognitivism Theory. The chi-square result indicated no significant relationship between the teaching strategies and demographic profiles of the maritime professors.

Keywords: *AIMS Maritime Professors, online teaching, teaching strategies, three-domain theories*

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Introduction

During the Covid-19 pandemic, the abrupt transformation from face-to-face classes to online learning mode has created a problem in the teaching strategy of professors. Much to the effect created on learners, the situation has elicited deeper dilemma to professors who are used to delivering lessons in person. An inventory of available teaching strategies suited for online is therefore vital at this point in time. However, among the lists of teaching strategies, which can be considered as a best practice strategy and can be adopted for online learning? To meet the purpose of the study, the researchers assessed the teaching strategies of AIMS maritime professors under the lens of three-domain teaching strategy theories: Behaviorism; Cognitivism; and, Social Constructivism. The relationship between the teaching strategies and the demographic profiles (age, years of teaching experience, and highest educational attainment) was also determined to identify factors that could affect the teaching strategies of the respondents.

Methodology

Using descriptive-correlation research design, data were obtained from AIMS maritime professors (N=30) using a modified questionnaire anchored from the “List of Teaching Strategies with Theoretical Link” of Chris Drew (2019). An online version of the questionnaire (Google forms) was made for easy distribution via social media and email. Employing Statistical Package for Social Sciences (SPSS, version 20) in analyzing the data, statistical results were elicited using percentage, weighted mean, and chi-square.

Findings

Results indicated that the maritime professors highly utilized the Direct Instruction Strategy (M=4.41) under the Behaviorism Theory. This was followed by Flipped Instruction Strategy (M=3.96) under the Social Constructivism Theory; and, Chunking Instruction Strategy (M=3.93) under Cognitivism Theory. The chi-square result indicated no significant relationship between the teaching strategies and demographic profiles of the maritime professors.

Conclusion

The respondents have generally applied the three-domain teaching strategies in their online teaching with a distinct utilization of the Direct Instruction Strategy (Behaviorism Theory). Practical application of the results can be adopted to maximize the delivery of instructions. An

assessment of student performance instructed under the three strategies is recommended to determine the effectiveness of the three-domain teaching strategies.

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The Adaptation to Shipboard Working Environment of Selected Filipino Seafarers During the Covid-19 Pandemic

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Abstract

This study was designed to analyse the adaptation of selected Filipino seafarers towards the shipboard working environment specifically on work-related (ship routine) and worker-related (seafarer well-being) aspects during the Covid-19. The measures to adapt were also investigated. Employing qualitative design, data were obtained using an unstructured questionnaire from purposively sampled Filipino seafarers (N=6) via face-to-face interview. This is the limit of this study which there were only 6 respondents and predominantly have access to an internet connection or near the location of one of the researchers. Interview transcript was thematically analysed to establish themes and patterns. The results indicated that the work-related difficulties experienced by the seafarers during the Covid-19 pandemic involve the constant sanitation protocol and the wearing of personal protective equipment (PPE), such as facemasks and bodysuits. While the worker-related difficulties involve lack of relaxation, sudden changes of behavior of crewmates, contract shortening and extension and strict health protocols. Work-related coping measures were proper sanitation, social distancing and constant use of handheld radios for communication while worker-related measures were application of discipline and sacrifice of shore leave.

Keywords: *adaptation, Covid-19, Filipino seafarers, shipboard*

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Introduction

The maritime industry has been continuously operating across the world despite the presence of the Covid-19 pandemic. Seafarers have therefore learned to adapt on this new reality. However, the degree to adapt remained a challenge as extended hours, restricted access to and from the ship, lack of updated information among others became hard for some Filipino seafarers to adjust. The study was designed to analyze the adaptation of selected Filipino seafarers towards the shipboard working environment specifically on work-related (ship routine) and worker-related (seafarer well-being) aspects during the Covid-19. The measures to adapt were also investigated.

Methodology

Employing qualitative design, data were obtained using an unstructured questionnaire from purposively sampled Filipino seafarers (N=6) via face-to-face interview. Interview transcript was thematically analyzed to establish themes and patterns.

Findings

Results indicated that the work-related difficulties experienced by the seafarers during the Covid-19 pandemic involve the constant sanitation protocol and the wearing of personal protective equipment (PPE), such as facemasks and bodysuits. While the worker-related difficulties involve lack of relaxation, sudden changes of behavior of crewmates, contract shortening and extension and strict health protocols. Work-related coping measures were proper sanitation, social distancing and constant use of handheld radios for communication while worker-related measures were application of discipline and sacrifice of shore leave.

Conclusion

Generally, the participants indicated a hard adaptation towards the shipboard working environment during the Covid-19 pandemic as it affected their work routine and well-being. Nonetheless, their coping measures have helped them in some way to slowly adapt to their new working environment.

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Public Response and Involvement to ECQ and Vaccination Amidst COVID-19 Crisis in Bicol Region: An Analysis on Institutionalizing Post-Pandemic Community Behavior Towards Inclusive Economic Growth

Ariel N. Delfino

Abstract

The economic condition of a specific country has been defied amid the COVID-19 crisis. Yet, post-pandemic community behavior has not been analyzed to probably institutionalize to help gradually recover the economy. As a result, this paper aimed to address that gap by examining the public response and involvement in enhanced community quarantine and vaccination in the Bicol Region. This study used a quantitative research method through a causal-correlational research design. The findings indicate that institutionalization of post-pandemic community behavior is highly likely due to Bicolanos' active involvement in community activities during the implementation of ECQ and vaccination in the region. Kurt Lewin's change management model and inclusive socio-economic and political institutions model can be used to execute policies that the government demands to implement pluralistically. However, the policymaking body may consider the age, average household monthly income, and level of awareness of local people when formulating post-pandemic community behavioral policies because these variables significantly influence their community involvement decisions.

Keywords: *community behavior, economy, COVID-19, pandemic, vaccination*

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Introduction

Economy is the heart and soul of every country. It is the large set of interconnected production, consumption, and exchange activities that contribute to how scarce resources are allocated. The production, consumption, and distribution of goods and services are used to meet the needs of those who live and work in the economy, also known as an economic system (Kenton, 2022). However, in the last quarter of 2019, the world's economic system is challenged by the outbreak of the COVID-19 virus, which relentless to stimulate all walks of life (physical-health, social, environmental, psychological, and economic aspects) up to this day. As a result, COVID-19 has wreaked far more economic havoc than any recent disease outbreak or economic crisis (Shretta, 2020; Haruhiko, 2020). Economic recovery could be rapid (the International Monetary Fund (IMF) currently forecasts that the world's economies will grow by 5.8% in 2021) (IMF, 2020), but it will require decisive and effective action to control the disease and restore economic activity, including global value chains (Lucas, 2020).

According to Sen (2021), as economies grow, states can tax that revenue to gain the capacity and resources needed to provide the public goods and services that their citizens require, such as healthcare, education, social protection and basic public services. People in developing countries, such as the Philippines, must, however, increase their efforts to achieve effective economic recovery in the face of the COVID-19 pandemic. To realize this, Filipinos must establish or institutionalize a post-pandemic community behavior in which everyone can engage in normal economic activities (production, consumption and distribution of goods and services) without compromising their health conditions or status due to COVID-19 virus. Thus, this paper aims to fill that gap by analyzing the institutionalization of post-pandemic community behavior in the case of Bicolanos through determining the public response and involvement to enhanced community quarantine and vaccination roll-out amidst the COVID-19 crisis.

Methodology

The quantitative method was used in this study following a causal-correlational research design. The quantitative data emerged from the respondents' replies using a questionnaire checklist pertaining to their responses and involvement in ECQ and vaccination roll-out implemented by local government units during COVID-19 crisis. Furthermore, the data examined its institutionalization in the direction of inclusive economic growth. This study used purposive sampling in conjunction with the convenience sampling technique to allow the available

respondents to answer to the questions posed via google form. Convenience sampling is a non-probability sampling method that the sample is chosen by the researcher rather than drawn at random, so not all members of the population have an equal chance of participating in the study (Simkus, 2022). With this, 117 respondents were willingly responded to the request. They are all 18 years old and above, and answered regardless of their status quo as long as they experienced ECQ and were affected by the COVID-19 crisis.

Findings

The majority of the Bicolano respondents are 98.30% vaccinated with 2 doses/jabs and boosters. They have positive attitude toward their ability to stay at home during ECQ, except of not being able to get powdered milk, diapers or other important items for a baby in their family, unable to get healthcare or prescription drugs that they need, and unable to care for disabled and elderly people in their home. In terms of school closures and working from home, the majority of the respondents respond positively to the statements provided. When it comes to public or community involvement, majority of them are willing to participate in any activity that health and community authorities are asked to implement. Furthermore, using the point-biserial correlation coefficient, it revealed that school closure and working from home during ECQ have significant association with respondents' community involvement decisions, similar to some of the public response statements on the ability to stay at home. The age, average monthly household income and level of awareness, on the other hand, have significant influence on respondents' decision to participate or not in community activities during ECQ, with 0.06, 0.005, and 0.004 level of significance, respectively, which are less than 0.10 and 0.05.

Conclusion

Bicolanos are well-known for their resilience in natural disasters, particularly during rainy seasons in the country, wherein Bicol region is frequently hit by strong typhoons. As a result, Bicolanos have established resiliency in the face of natural calamities. However, the COVID-19 crisis tested their resiliency, negatively impacting their economic conditions. Thus, the institutionalization of post-pandemic community behavior in the Bicol region, anchored from the preventive measures implemented during ECQ as well as the mandatory of COVID-19 vaccination, is highly likely to be implemented at the community level to help the country's gradual recovery of inclusive regional and national economic growth. But this suggestion is in a case-to-case basis. With this, it is critical to discourse how the Kurt Lewin Change Management

model can be used to alter Bicolanos' behavior, specifically in the implementation of post-pandemic community behavior or practices. The development of post-pandemic community policies may assist local residents in motivating and preparing for community behavioral change. Following that, community behavioral change involves the formation of new attitudes, beliefs and behaviors as new ideas or practices are implemented within a community or country. An inclusive political institution model may be implemented in this part to encourage Bicolanos to participate and engage in the execution of newly developed post-pandemic community behavior or practices. A sufficiently centralized and inclusive political structure may provide public participation in the community's institutionalization of new beliefs, attitudes and behaviors. In the refreezing stage, a new community behavioral change will be institutionalized and integrated into the community cultural system. In this regard, Bicolanos may be much more resilient once post-pandemic community behavior is applied, even if new variants of COVID-related viruses emerge. As a result of Bicolanos' participation in this recommendation, there will undoubtedly be regional and national inclusive socioeconomic growth. Furthermore, effective regional actions require reaching out to multiple partners and engaging with different actors across common goals. This paper also suggests that other variables and concepts be used in future researches to analyze the creation, formulation, and implementation of post-pandemic community behavior. Applicable approaches may be investigated in order to properly implement the policies related to this topic.

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Schools' Level of Compliance on Deming's Philosophy in the Division of Quezon: Basis for An Action Plan

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Abstract

The study investigated the schools' level of compliance on Deming's Philosophy which would arrive at an action plan. Descriptive-comparative method of study was used in comparing the Deming's Fourteen Points. The questionnaire was used as the main data gathering instrument. The study employed 117 public school teachers as respondents. The study made use of stratified sampling in selecting its respondents. Frequency, percentage, weighted mean and ranking were used in the statistical analysis of data. The findings showed that the quality initiatives that implemented in school is Teachers' involvement to improve quality. Moreover, Deming's fourteen points applied to secondary schools in the Division of Quezon were good/adequate. On end the practice of doing business on price tag alone, it exemplified that the school encourages "Brigada Eskwela", Tree Planting Programs, and other outreach programs. In terms of Institute leadership, it is expressed that the school leadership consist of working with teachers, parents, students, and members of the community as coach and mentor. The top most hindering factor is that the school lacks the funds to implement a quality control measure. Furthermore, the level of acceptance of the proposed development program is highly acceptable to the target users. The research implied that it needs to use the Ishikawa diagram in determining the root cause of the problem on the quality of education rendered in the public school system.

Keywords: *Action Plan, Deming's Philosophy, School's Level of Compliance, Public School System*

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Introduction

W. Edwards Deming, one of the originators of Total Quality Management (TQM), pioneered some of the world's most useful and innovative strategies for enhancing quality and productivity. Initially ignored by American management, Deming's ideas are currently synonymous with sustained profitability and long-term success in the private and public sector. Furthermore, his uncompromising stance on the key issue of accountability serves as a cornerstone for organizational viability. Similarly, higher education has also been significantly affected by the management revolution taking place in the private and public sector. Evidence of how Deming has influenced the academic world can be found in the push toward greater accountability at all levels of the educational hierarchy. More than just an attempt to ensure consistency within and between similar programs, many of the changes that have occurred within our educational systems over the last couple of decades have been motivated by the desire to maximize the quality potential for both the institution and, ultimately, its graduates

Hence, this study was established to supplant the need for quality programs to be used in the K to 12 curriculum as support for better students' performance. The researcher was prompted to conduct this research to help boost the morale and capabilities of the schools here in the Division of Quezon in committing to produce well-rounded individuals and how these individuals are molded by the schools. This study will make use Deming's Philosophy for 'Quality Improvement Planning and Strategizing to revive the Quality Assurance Model that the schools have in the present. This will measure the "Psychometric Properties" of their "Quality Initiatives" that will sharpen and strengthen the "Quality Process Control."

Methodology

The participants of this study are the 117 public high school teachers in the Division of Quezon. Stratified sampling technique was used in selecting the respondents. The study used the descriptive-comparative method of research wherein it examined the phenomena as compared to the current scenario of the study.

The decision to conduct the study was prompted by the works of total quality management principles and lean six sigma tool. A questionnaire was devised based on the Deming's Fourteen points as used in the schools. After validating and modifying the questionnaire contextualized in the Philippine settings, the devised questionnaire was distributed to the targeted respondents. After which, the questionnaire was retrieved. Tallying and tabulating of the results followed. Statistical tools were applied such as frequency count, and weighted mean using Microsoft excel

Data Analysis Toolpak. Results were presented in tabular form.

Findings

The study revealed that most of the respondents were 21 to 30 years old with the frequency of 54 (46.16%). Also, majority of the respondents were females with the frequency of 92 (78.63%). Furthermore, majority of the respondents were married with the frequency of 64 (54.70%). Additionally, most of the respondents were with Master's Unit with the frequency of 48 (41.03%). Moreover, majority of the respondents were Teacher I with the frequency of 75 (64.10%). Furthermore, schools' level of compliance to Deming's Philosophy applied to secondary schools in the Division of Quezon were high. On ending the practice of doing business on price tag alone, it exemplified that the top indicator saying "the school encourages "Brigada Eskwela", Tree Planting Programs, and other outreach programs" with the weighted mean of 4.48. In terms of Instituting leadership, the top rater is the item expressing that "school leadership consist of working with teachers, parents, students, and members of the community as coach and mentor" with the weighted mean of 4.27. Also, the respondents fairly agreed on the hindering factors in the schools' level of compliance to Deming's Philosophy. Out of ten indicators, the highest rater is the item illustrating that "the school lacks the funds to implement a quality control measure in the schools" with the total response of 3.35. In addition, the action plan provided the actions taken for the assessment and implementation of the Deming's Fourteen Points for Continuous School Improvement Process. And, the level of acceptance of the proposed development program is highly acceptable to the target users. This is evident on the highest indicators stating that "The rational discusses the results of the study to where the development program is based," "The objectives are specific, measurable, attainable, realistic, and time-bound," "The resources needed were identified," "A Gantt Chart for activities in the program were provided," "A matric of action was prepared to immediately act on the matters involved," "An evaluation plan was provided to assess the outcome of the development program," "A monitoring system was established to supervise the development program," and "A proposal matrix or action was also provided for the program" with the same weighted mean of 4.05.

Conclusion

The demographic profile revealed that most of the respondents were 21 to 20 years old, female, married, with Master's Unit, Teacher I, and the quality initiatives that implemented in school is Teachers' involvement to improve quality. Moreover, schools' level of compliance to Deming's Philosophy applied to secondary schools in the Division of Quezon were high. On

ending the practice of doing business on price tag alone, it exemplified that the school encourages “Brigada Eskwela”, Tree Planting Programs, and other outreach programs. In terms of Instituting leadership, it is expressed that the school leadership consist of working with teachers, parents, students, and members of the community as coach and mentor. Also, the top three hindering factors in implementing Deming’s philosophy are: the school lacks the funds to implement a quality control measure in the schools, there is a lack of facilities and laboratories in the public school systems, and classrooms are not well-ventilated and properly maintained. Moreso, the action plan provided the actions taken for the assessment and implementation of the Deming’s Fourteen Points for Continuous School Improvement Process. And, the level of acceptance of the proposed development program is highly acceptable to the target users. This is evident on the highest indicators stating that The rational discusses the results of the study to where the development program is based, The objectives are specific, measurable, attainable, realistic, and time-bound, The resources needed were identified, A Gantt Chart for activities in the program were provided, A matric of action was prepared to immediately act on the matters involved, An evaluation plan was provided to assess the outcome of the development program, A monitoring system was established to supervise the development program, and A proposal matrix or action was also provided for the program.

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Managerial Competencies and Practices as Predictors of Service Quality of Public Elementary Schools in The Division of Cabuyao, Laguna

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Abstract

This study employed the descriptive and correlational method of research in determining the relationship between school heads' managerial practices and the service quality of public elementary schools in the Division of Cabuyao, Laguna. The respondents were two hundred sixty-seven (267) which is the sample size of the teachers who are currently associated with the five (5) public elementary schools in the Division of Cabuyao City. As laid out by the correlation between managerial competencies to the school service quality, positive significant relationship was manifested. Same result was obtained between the correlation of managerial practices to the school service quality. A multiple linear regression analysis was conducted with managerial competencies on the school service quality. The multiple regression analysis revealed that the community involvement and open management style of managerial competencies contributed significantly to the regression model. This suggests that the community involvement and open management style of managerial competencies significantly predict the service quality which produces the final regression. Also, a multiple linear regression was conducted with the managerial practices on school service quality. The multiple regression analysis revealed that the human, material, and training of managerial practices contributed significantly to the regression model. This suggests that the human, material, and training of managerial practices significantly predict the service quality which produces the final regression.

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Introduction

School head's capacity to achieve the goals of a school academic institution is greatly dependent on his or her talents and leadership strategies. In collaboration with community school governing bodies, other institutions, and stakeholders, the school head is responsible for running the school organization as well as regulating and controlling all sources, organizations, and existing stakeholders. The school's needs, including those of teachers, students, and other school members, must be considered by the school head's leadership in building and operating the school. Professional school heads will always encourage all school components to enhance their skills for students to grow and flourish. School heads and teachers, as professional educational experts, not only understand science, teaching materials, and procedures, but they can also motivate students to develop wide skills and perspectives in education. (Rohiat, 2013). Technical competence is the understanding of an individual's mastery of tasks or duties, interpersonal competence is the ability to interact with others, and conceptual competence is the ability to put ideas and concepts into action. A school head might set the school's vision and strategic strategy in this case. Furthermore, conceptual competence refers to the school head's ability to understand the organization as a whole and solve problems in a holistic manner (Katz in Sidek & Mohamad, 2014).

The study aimed to determine the school heads' managerial competencies in performing the different functions of school heads such as problem solving skills; communication skills; community involvement; leading by example; setting and demanding realistic goals; open management style; strategic planning and effective managerial practices in improving service quality of public elementary schools. This includes Human Resources Management, Material Resources Management, Financial Resources Management, Training, Empowering Staff, Introducing Schemes for Improving Quality, and Introducing Various Forms of New Technology. The study also aimed to find-out whether there is a significant relationship between school heads' managerial competencies and the service quality of Public Elementary Schools such as tangibility, reliability, responsiveness, assurance, and empathy. Lastly, it is the intention of the study to find-out whether there is a significant relationship between school heads' managerial practices and the service quality of Public Elementary Schools.

Methodology

The study utilized the descriptive and correlational method of research in determining the relationship between school heads' managerial practices and the service quality of Public Elementary Schools in the Division of Cabuyao, Laguna. The researcher-made online survey

questionnaire was used as the primary instrument to gather data. The questionnaire is divided into four parts (respondent's profile, school heads' managerial competencies, school heads' effective management practices, and school service quality).

Findings

As laid out by the correlation between managerial competencies to the school service quality, positive significant relationship was manifested. Same result was obtained between the correlation of managerial practices to the school service quality. A multiple linear regression analysis of school service quality on managerial competencies was conducted. The multiple regression analysis revealed that the community involvement and open management style of managerial competencies contributed significantly to the regression model. This suggests that the community involvement and open management style of managerial competencies significantly predict the school service quality which produces the final regression. Also, a multiple linear regression of school service quality on managerial practices was conducted. The multiple regression analysis revealed that the human, material, and training contributed significantly to the regression model. This suggests that the human, material, and training significantly predict the school service quality which produces the final regression.

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Conclusion

The Department of Education may consistently find ways to make opportunity to develop the competencies of school heads through school heads development program. School heads may be persistent in developing and capacitating themselves as well as in implementing the mandates

and prescribed practices to sustain their well appreciated overwhelming level of competencies. They may lead and manage the school accordingly to increase the level of their school service quality. Future researchers may be encouraged to conduct further studies embedded in local setting to justify the idea that the mentioned variables may predict the managerial competencies and managerial practices of DepEd school heads in the district, division level or even in the regional level. Another study with a larger scope and more variables may be added in relation to school heads' competencies and practices.

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Community of Practice and Themes of School Learning Action Cell Towards Better Teachers' Performances

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Abstract

School Learning Action Cell (SLAC) must be planned and implemented in accordance with the Department of Education's call for schools to continuously provide professional community of practice that would empower teachers and make them more productive teachers in front of their students. The study sought to determine the perceived observance of the SLAC Community of Practice and the usefulness of SLAC Themes. A descriptive correlational strategy was used in this investigation. The data was gathered using an online survey questionnaire created by the researcher. According to the findings, the SLAC community of practice was highly observed in terms of collaborative planning, problem-solving, and action implementation by the majority of respondents. Similarly, respondents' average perceptions of SLAC themes' usefulness in terms of learner inclusivity, subject components and competencies, curriculum assessment, 21st-century skills and ICT integration, and curriculum contextualization, localization, and indigenization revealed that SLAC is very useful. After attending SLAC for several sessions, the teacher's performance was deemed outstanding in the areas of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional growth and professional development. A significant association was found between the SLAC community of practice and teacher performance. The association of SLAC themes to the teacher's performance yielded the same result.

Keywords: *School Learning Action Cell, Community of Practice, SLAC Themes, Teachers Performance*

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Introduction

Outstanding teachers contribute to the development of great students. They are one of the aspects that have an impact on student accomplishment and the school's overall performance. Teachers must be knowledgeable about contemporary educational trends and issues. Teachers must be prepared to tackle new challenges and tasks to fully fulfill their responsibilities in the classroom, given the complex function of the teacher in modern schools (Zuljan & Vogrinc, 2011). Various developments are improving and altering the educational landscape today. The School Learning Action Cell (SLAC) is the venue for in-service training and teacher development that is both ongoing and cost-effective. To this end, The Department of Education fully supports its teachers' ongoing professional development, which is based on the principle of lifelong learning and recognition of teaching as a profession in which teachers must possess expert knowledge and specialized abilities, which they must acquire and maintain through continuous study (UNESCO 2006).

Teachers require more training to get new skills and information to tackle new problems and reform in the classroom. SLAC can assist teachers in becoming more professional to help the organization meet its goals. A training program like SLAC in a school provides people with the necessary skills and information or attitude to carry out their responsibilities. Training is concerned with broadening an individual's skills in preparation for future duties, whereas development is concerned with an organization's efforts to enable learning among its personnel (George and Scott, 2012). As a result, addressing these challenges and satisfying the needs of the school requires a training program. It also serves as a bridge between novice and experienced instructors, assisting them in overcoming the challenges of guiding students to greater levels of learning and self-development. Teachers require professional development programs such as SLAC; nevertheless, this should not be done in the absence of reform. Teachers can be more methodical and logical in their teaching manner by using the School Learning Action Cell (Kazmi et.al., 2011).

To stay current with the newest trends, instructional strategies, and methodologies in the field of education, instructors must constantly advance their professional skills. Professional development is typically founded on the concept that after attending conferences and workshops, instructors will return to their classrooms and employ their newly acquired abilities (Girvan et al., 2016).

The study aimed to determine the perceived observance of the School Learning Action Cell Community of Practice as to collaborative planning; problem-solving; and action implementation.

The study also aimed to find out the usefulness of the School Learning Action Cell Themes: learners inclusivity; subject components and competencies; curriculum assessment; 21st century skills and ICT integration; and curriculum contextualization, localization, and indigenization. The study aimed to determine the performance level of the teachers in school when it comes to content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages; and personal growth and professional development. Lastly, it is the intention of the study to find out whether there a significant correlation between the perceived observance of the School Learning Action Cell community of practice and the teachers' performance, and the usefulness of the School Learning Action Cell Themes and the performance of the teachers.

Methodology

The descriptive-correlational research strategy was used after analyzing the study's goals and objectives and reviewing existing research on the subject. There are 124 respondents in the study, these are the teachers conducting the School Learning Action Cell in Padre Garcia District, Division of Batangas. The instrument was composed of five parts. There were 61 statements in the questionnaire which were rated on a five-point scale. The respondents were well-informed, so they understood exactly what they were being asked to do and what the risks are before they agree to take part in the study.

Findings

The teachers highly observed in the school that that there is a community of practice when it comes to the implementation of the school learning action cell. This means that the school adheres to the standards required by the Department of Education that in conducting SLAC within the year, there must be considerations of having collaborative planning, problem solving and action implementation. To which the schools consider that to attain success in meeting the level of performance of the teachers, SLACs are implemented following the terms of collaborative planning, problem solving and action implementation. The themes or topics that are used in the School Learning action cell at school within the district are said to be very useful. It implies that the teachers noted that the themes are truly relevant and that can be attributed to their daily teaching and learning experiences encountered in the school premises. For them to become more performing in their job, the school must provide them very useful topics that covers learners' inclusivity, subject components and competencies, curriculum assessment, 21st century skills and

ICT integration and curriculum contextualization and indigenization. Therefore, the teacher in the district shows an outstanding performance to the parameters on content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and personal growth and professional development. It only shows that the teachers observed to perform well in school in several aspects of their performance assessment considering that there is a community of practice that are implemented in the school premise when it comes to SLAC. Effective and well organize SLAC can help teachers outbring outstanding performances at work.

Conclusion

Teachers and others who are working in the field of education may realize the importance of having a SLAC community of practice and themes that may have a significant impact on how they conduct, lead, and perform in the organization. The Department of Education may always conduct School Learning Action Cell every last Friday of the month for teaching professionals. They must provide the needed materials in every session. The result may establish workforce strengths and development needs and somehow enables the organization to respond rapidly to capabilities concerns and challenges. The result of the study may guide teachers that for them to have an outstanding performance they may highly observe the School Learning Action Cell community of practice with the collaborative planning, problem-solving, and action implementation. Teachers may consider the SLAC themes as very useful. The themes are centered and focused on the most important aspects of learning. Future researchers may be encouraged to conduct further studies embedded in a local setting to justify the idea that the mentioned variables may predict the teachers' performances of DepEd school managers in the district, division level, or even at the regional level.

School Learning Action Cell (SLAC) must be planned and implemented in accordance with DepEd's call for schools to continuously provide professional community of practice that would empower teachers and make them more productive teachers in front of their students. The study sought to determine the perceived observance of the School Learning Action Cell Community of Practice and the usefulness of School Learning Action Cell Themes.

After attending School Learning Action Cell for several sessions, the teacher's performance was deemed outstanding in the areas of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional growth and professional development. A favorable significant association was

demonstrated by the correlation between the SLAC community of practice and teacher performance. The association of SLAC themes to the teacher's performance yielded the same result. The result of the study served as guide for teachers and others who are working in the field of education may realize the importance of having a SLAC community of practice and themes that may have a significant impact on how they conduct, lead, and perform in the organization.

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Digital Learning Principles and Capabilities: Its Impact to the Learning Outcomes of Grade 9 Students

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Abstract

The study aims to describe and analyze the correlation between digital learning principles and the students' capabilities concerning their learning outcomes in Mathematics. The research design employed by the researcher is a descriptive approach for this study, specifically, a correlational research design. The study's respondents were 150 Grade 9 students selected using the purposive sampling technique. The findings indicated below are based on the data gathered by the researcher: The level of digital learning principles of the respondents in terms of quality and standards, tools and equipment, building digital learning capabilities, and evaluation strategy is observed. The level of digital learning capabilities of the respondents in terms of ICT proficiency and productivity, digital learning and development, digital creation, problem-solving and innovation, collaboration, communication, and participation, digital identity and well-being, and information, media, and data literacy is perceived to be much capable. The respondents' level of learning outcomes in Mathematics regarding collaborative learning, interactive behavior; motivation; self-esteem; cognitive development; and mathematical skills are perceived to be high. There is no significant relationship between digital learning principles and learning outcomes in Mathematics. There is no significant relationship between digital learning capabilities and learning outcomes in Mathematics.

Keywords: *Digital Learning Principles, Digital Learning Capabilities, Learning Outcomes*

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Introduction

Students in Southeast Asian countries have benefited from the fact that their schools had previously implemented some type of online learning, like the Canvas learning management system and Google classroom, even before the pandemic crisis (Nurul et al., 2021). With regards to the use of digital technology on education, research papers focusing on the use of spreadsheets, graphing calculators, and other forms of digital technology in teaching Mathematics have been plentiful over the past decade (Sinclair, 2016). Despite of that, the role of several 21st century skills and literacies on the students' learning of Mathematics has not been fully clarified and taken into account by educators, particularly by curriculum designers (Martinovic & Freiman, 2017).

Recently, online course enrolment is quickly increasing, and public universities are the leading educators of distance education students. One motive for expanding online course offerings is to accommodate more students without incurring large infrastructure costs (Allen & Seaman, 2017). Distant learning is currently extremely concentrated, with nearly half of all distance education students attending only 5% of all institutions. Increased online course alternatives, in particular, offer the potential to reach students who have limited access to higher education due to social, regional, financial, educational, and personal constraints (Choe et al., 2019). Studies on the relationship between digital learning and learning outcomes of students have emerged since the dawn of the pandemic. A study of Baber (2020), for example, focuses on the determinants that are resulting on the students' perceived learning outcomes and their influence on student satisfaction in online classes during the pandemic. However, studies focusing on digital learning and its relationship towards the learning outcomes in Mathematics are minimal especially on the secondary level. As such, the researchers' curiosity on determining the digital capabilities of students led to the development of this study. In response, this study specifically aims to explore the digital capabilities of grade 9 students of Calumpang National High School and how this correlate with their learning outcomes in Mathematics.

Methodology

The study employed descriptive and correlational for this study, specifically, a correlational research design to describe and analyse the relationships of digital learning principles and capabilities of the students, and their individual learning outcomes in Mathematics. Through purposive sampling technique, the researchers decided to choose all Grade 9 students of Calumpang National High School, A.Y. 2021 – 2022, as the respondents of the study with a total

number of one hundred and fifty (150). A 4-point Likert scale was used with the survey-questionnaire as it is one of the most common quantitative scales for a descriptive type of research. Mean, standard deviation, and Pearson product moment correlation are the statistical tools used by the researchers in treating the data obtained from the respondents.

Findings

The study found out that the level of digital learning principles of the respondents in terms of quality and standards ($M = 4.14$), tools and equipment ($M = 3.75$), building digital learning capabilities ($M = 3.51$), and evaluation strategy ($M = 3.97$) are perceived to be “Observed”, with an overall mean of 3.84. The level of digital learning capabilities of the respondents in terms of ICT proficiency and productivity ($M = 3.77$), digital learning and development ($M = 3.65$), digital creation, problem-solving, and innovation ($M = 3.80$), collaboration, communication, and participation ($M = 3.80$), digital identity and well-being ($M = 3.94$), and information, media, and data literacy ($M = 3.83$) are perceived to be “Much Capable”, with an overall mean of 3.80. The level of learning outcomes in Mathematics of the respondents with regards to: collaborative learning ($M = 3.94$), interactive behavior ($M = 4.15$); motivation ($M = 3.41$); self-esteem ($M = 3.33$); cognitive development ($M = 3.37$); and mathematical skills ($M = 3.32$) are perceived to be “High”, with an overall mean of 3.59. The computed r-values between digital learning principles and learning outcomes show positive correlations existing between the two variables. The null hypothesis is rejected. The computed r-values between digital learning capabilities and learning outcomes show positive correlations existing between the two variables. The null hypothesis is also rejected.

Conclusion

The study aimed to analyse the correlations of digital learning principles and capabilities of the students with respect to their individual learning outcomes in Mathematics. The study has concluded that there is a significant relationship between digital learning principles and learning outcomes in Mathematics. Furthermore, there is also a significant relationship between digital learning capabilities and learning outcomes in Mathematics. Future researchers are recommended to test the digital learning capabilities of private school students and test if it is significantly different to the digital learning capabilities of those in public high schools. Computer subjects are more elaborately and comprehensively taught in private high schools in Laguna, particularly in Catholic private schools. These institutions are well-equipped with computer, speech, and science

laboratories. Researchers may also test the digital capabilities of teachers and whether these affect the academic performance of their students.

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Communication Competence and Axiological Motivation as Predictors of Institutional Research Productivity

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Abstract

This study aims to probe if the communicative competence and axiological motivation of maritime faculty members in selected MHEIs in the Philippines are significant attributing factors in the goal to produce, publish and present research. Applying the predictive correlational research design, the study generally intends to determine the predictive level of axiological motivation and communicative competence towards the measured values of research productivity. The respondents of the study are 102 maritime faculty members from selected MHEIs in the Philippines. Cluster sampling was employed to determine the regional origin of the respondents while simple random sampling was used to randomly select respondents from each MHEI representing a certain region. A researcher-made questionnaire was used as instrument in yielding the data of the study. Results revealed that, generally, the institutional research productivity of the maritime faculty members is fair while their presentation and publication efforts were poor. On variable relationships, a significant relationship exists between communicative competence and axiological motivation while no significant relationship between axiological motivation and research productivity was yielded. In terms of predictability, only communicative competence was found to be a significant predictor of research productivity. As to the significance and predictive power of the model, it suggests that the model is significant. This means that the use of the said regression model in predicting the research productivity of maritime faculty members is significantly better than when prediction is done by chance.

Keywords: *Communication Competence; Axiological Motivation; Research Productivity; Institutional Research; Maritime Faculty; MHEI*

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Introduction

In the incessant progress of humankind to the continuous innovation and advancement of technology, research has played an important role in the creation and discovery of various tangibles and non-tangibles which, at this point, has fostered a quality life for the humanity. With this importance, various fields of endeavor have encouraged its practitioners to continuously innovate and discover phenomena aiming to communicate its results and render favorable use to the public. The academic community, being a place of learning, is one big sector that have largely exercised research work owing to the idea that the conduct of research is largely learned in the academic setting. The maritime higher education institutions (MHEIs) in the Philippines are no exemption to the above practice. Being one of the top producers of seafarers in the world, MHEIs should be keen in continuously researching in order to yield valuable and substantial results aiming to protect the interest of Filipino seafarers as well as to maintain the status of the country in the arena of seafaring. However, the proponent observed the poor institutional research production of MHEIs compared to other higher educational institutions (HEIs). In the recently issued “Social Innovation and Higher Education Landscape in the Philippines Report” (2020) by the British Council, the area of maritime has no reported production. This is a clear manifestation that MHEIs have been lagging behind in terms of research production.

This observation points to the deduction that a plethora of issues and perplexities hound the intention of many MHEIs in producing research. Henceforth, in the general aim to determine the state of MHEIs in the field of research, the proponent intends to probe if the communicative competence and axiological motivation of maritime faculty members in selected MHEIs in the Philippines are significant attributing factors in the goal to produce, publish and present research. Thus, the study has laid the following objectives: 1) To determine the institutional research productivity level of maritime faculty members in selected MHEIs in the Philippines; 2) To determine the communicative competence of maritime faculty members with respect to production, presentation and publication of institutional research; 3) To determine the extent of maritime faculty members’ motivation to produce, present and publish institutional research; 4) To determine if significant relationship exist between axiological motivation and research productivity; between communication competence and axiological motivation; and, if axiological motivation and communicative competence serve as significant predictors of research productivity.

Methodology

Applying the predictive correlational research design, the study generally intends to determine the predictive level of axiological motivation and communicative competence towards the measured values of research productivity. The respondents of the study are 102 maritime faculty members from selected MHEIs in the Philippines. Cluster sampling was employed to determine the regional origin of the respondents while simple random sampling was used to randomly select respondents from each MHEI representing a certain region. A researcher-made questionnaire was used as instrument in yielding the data of the study. The instrument undergone reliability test and yielded a 0.983 Cronbach alpha test score indicating a high level of reliability and internal consistency. The instrument was further converted into an online survey questionnaire (Google Forms) to keep up with the present pandemic regulation of none face-to-face surveying. To derive the data, the following statistical measures were employed: mean, standard deviation, Pearson's correlation coefficient and multiple linear regression.

Findings

Results revealed that, generally, the institutional research productivity of the maritime faculty members is fair while their presentation and publication efforts were poor. Based on their self-assessment, the maritime faculty members are competent in their communicative competence. However, a slight low competence was observed in terms of vocabulary specifically on the knowledge of English words, idioms, expressions and cliches. Another low competence is observed under sentence formation (syntax) specifically on the construction of complex sentences. On the other hand, the maritime faculty members are highly motivated in accomplishing, presenting and publishing institutional research. However, their high motivation did not matter much when accounted to their fair rating on research productivity and much more with their poor rating on research presentation and publication. On variable relationships, a significant relationship exists between communicative competence and axiological motivation while no significant relationship between axiological motivation and research productivity was yielded. In terms of predictability, only communicative competence was found to be a significant predictor of research productivity. As to the significance and predictive power of the model, it suggests that the model is significant. This means that the use of the said regression model in predicting the research productivity of maritime faculty members is significantly better than when prediction is done by chance.

Recommendation

A strong recommendation to MHEIs to adapt an intensive faculty research productivity program with the aim to inculcate the value of research. The development of a policy to create a “research culture” within the institution is also recommended to increase research productivity. It was further recommended that MHEIs should extend great consideration with respect to the communication skills of their maritime faculty members as this aspect indicated a significant relationship towards, as well as predicts, research productivity. A creation of a research consortium exclusive to MHEIs is also strongly recommended to provide support to maritime faculty members in the production of institutional research such as funding opportunities, and holding of conventions, conferences and forums. Research centers of MHEIs should also create and maintain a repository of journal publication sites, such as SCOPUS and ISI, to further review publication requirements for higher chances of publication. A replication or continuation of the study is also recommended with a wider base of respondents, or with additional variables, or employing a qualitative design approach.

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The Pandemic Effect on The Perception of Ilocano Tourists in Ilocos Norte About Travel Risk and Management

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Abstract

This study investigates the Covid-19 pandemic effect on Ilocano tourists' travel risk and management perceptions. The study participants were Ilocanos residing at Ilocos Norte, and they were chosen using a sample size of 384 respondents. This study explores Ilocano tourists' travel risk and management perceptions and their influence on society in the context of the pandemic's effects. The data was obtained through an online survey utilizing google forms and shared through Messenger, using a proportional stratified sampling technique, and analyzed using the WarpPLS-SEM version 7.0 tool. The study employed a descriptive-causal research approach and quantitative research design to measure the Covid-19 pandemic effect on Ilocano tourists' travel risk and management perceptions. The data indicated that it significantly impacts Ilocano tourists' travel risk and management perceptions. Travel risk and management perception are significantly associated with risk management, service delivery, transportation patterns, distribution channels, avoidance of overpopulated locations, and hygiene and safety. The findings also revealed the effect of travel risk and management perceptions. The study's findings contribute to the province of Ilocos Norte's tourism dilemma. It gives future study insights into the travel and tourism industry and responses to changing tourists' travel risk and management perceptions in the gradually accepted new normal period.

Keywords: *Ilocano tourists, travel risk, management perceptions, pandemic effect, tourism industry*

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Introduction

Travel and tourism have increased as the number of confirmed cases has decreased and stabilized as a result of the safety protocol and vaccination rollout. The limits on movement were also eased. After more than a year after the first shutdown in Ilocos Norte and being placed under the strictest community quarantine classification more than twice, it was interesting to investigate how Ilocano tourist travel risk and management perceptions have altered. The study purpose was to examine the pandemic effect on Ilocano tourists' travel risk and management perceptions within the province of Ilocos Norte in the pandemic period. This investigation also examined the effect of the pandemic in the provincial tourism industry in Ilocos Norte, including travel movement and the economy. Finally, it attempted to identify the alternatives and solutions that Ilocano tourists in the province were adopting to travel in this pandemic and thus, accepted as the new normal.

Methodology

This study is a descriptive-causal research design described as a research approach that describes two closely related variables: the Covid-19 pandemic effect and tourist perceptions of travel and risk management. The study participants were local tourists residing from Ilocos Norte who were chosen using a proportional stratified sampling technique. These local tourists were ages from 18-65 years old who are fully vaccinated. Used with Raosoft's sample size calculator, with a 5% margin of error and a level of confidence of 95%, and a total population of three provinces of 161,750 (PhilAtlas, 2021), the total sample size was 384. An elaborate statement was used to examine respondents' responses to the given Covid-19 pandemic characteristics, tourists' travel risk and management perceptions, and their social qualities. This study's measurement was pretested to ensure the survey instrument's validity. Data from a self-administered assessment adopted from Rahman et al. (2021) was collected to analyze the conceptual model of this study. The relationship between perception of the effects of the COVID-19 pandemic and Ilocano tourists' travel risk and management was determined using structural equation modeling in WarpPLS version 7.0.

Findings

The findings showed hypothesis relationships, indicating that the Covid-19 pandemic is related to travel risk and management perceptions. As a result, it suggests that the spread of the Covid-19 outbreak across the Philippines, causes most regions to impose short-term travel

restrictions and safety health protocols to suppress the widespread fear. The present study results revealed that the Covid-19 pandemic significantly affected risk management, service delivery, travel patterns, distribution channels, avoidance of overpopulated destinations, and hygiene and safety perceptions among Ilocano tourists' travel risk and management. Ilocano tourists believe that the Covid-19 outbreak has increased travel risk and management perception, causing them to restrict their plans to travel to destinations. The data analysis in this study shows that Ilocano tourists' perceptions of travel risk and management are strongly related to risk management. Moreover, this research revealed that Ilocano tourists' perceptions of travel risk and management are strongly connected to their avoidance of overcrowded destinations.

Conclusion

The travel risk and management perception has a beneficial influence on hygiene and safety. In the scope of service research, hygiene and safety evaluations have been identified as an essential component influencing people's safety and security toward service businesses or consumers' buy intentions of goods and services given by firms or service organizations (Rahman M.K., et al., 2021). When arranging a vacation, Ilocanos can acquire travel insurance to provide coverage in the event of illness, including Covid-19. Potential Ilocano tourists are usually interested in hygiene, safety, security, cleanliness, medical facilities, and population density when individuals decide to visit a destination. The COVID-19 pandemic influences the ability to accept tourists for tourism. Travel risk and management perceptions considerably affect local tourists' decision to travel destinations. To sum it up, there is a significant relationship between the Covid-19 pandemic effect on the perception of Ilocano tourists about travel risk and management and its hypothesis.

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Exploring The Leadership of Elementary School Principals in The Post-Pandemic Education: A Collaizi Method

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Abstract

This study aimed to explore the challenges and school leadership of elementary school principals in transitioning to post-pandemic education. It employed Colaizzi method, a qualitative approach. Pertinent data were obtained through in-depth and written interviews using semi-structured interview questions from eleven principals in the various public elementary schools in the municipality of Candelaria, Quezon province. The analysis presented three (3) themes of school leadership and management: challenges, leadership and responsibilities, and strategic responses as “tip of the iceberg.” The study revealed the following findings: the health and security of learners and personnel, academic performance of the learners and learning gap being the big issues, restricted mobility, budget and funds, and the work arrangement of the teachers are the most common challenges encountered. Also, top-down management was perceived as the common style for transitioning to the post-pandemic set-up. The findings reflected that although the standards of education are in paucity and has school forms-rigor-submission culture, still the priority is mainly focused on the basic academic which are reading, writing and numeracy, and health awareness.

Keywords: *school principals, leadership, management, post-pandemic education*

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Introduction

According to Education Assistant Secretary Malcolm Garma, “the new normal would be a combination of the school-based and home-based systems. He said that the “new normal” in education would not be a purely classroom setup.” We need to consider what it would be like for school leaders to implement such a setup in the school. What about the school's current vision, is that still relevant or does it need refining? Is the vision of school six months ago still the vision of school now, and what do we need to do to ensure that the vision reflects and drives the current reality? It's such an important time to bring people together to have that focus and purpose tailored to the needs of the students. The Department of Education and school leaders need to work to preserve and enhance the school community and shape the school vision so that everybody buys into it and everybody knows what school priorities and the vision is.

With the noticeable change of leadership in schools, the researchers conduct a research study about the challenges and school leadership of the selected elementary principals in various schools in the municipality of Candelaria. The researcher aims to acknowledge and identify these challenges in dealing with the new normal learning. Thus, the government is slowly opening schools for the limited face-to-face. For 2 years of not being able to open schools and the threat of the risk that the virus will be still present, on behalf of the Department of Education, school principals are expected to institute a new way of management and leadership within the school to make it safe for everyone.

Methodology

A phenomenological approach to qualitative research was employed to achieve the goal of this study. This study used the interview guide questionnaire as the research instrument which aimed to collect data on the specific questions that the researchers have made. Content validation was performed on the interview guide questions. The semi-structured interview questionnaire has the following parts: Part 1. Profile of the participants; Part 2. The lived experience of the principals; Part 3. Challenges being faced amid the post-pandemic. The eleven (11) principals from different elementary schools in the municipality of Candelaria were purposely chosen as the participants of the study. This study followed the interview protocol refinement framework comprising four phases to systematically develop and refine an interview protocol, to the extent possible, before data collection (Yeong, 2018). After the gathering of data, the researchers proceed in applying an array of data analysis methods in phenomenological studies, the researchers particularly selected the method proposed by Colaizzi (1978). Specifically, this method of Colaizzi (1978) consists of

seven developmental steps as follows: 1.) acquiring a sense of each transcript; 2.) extracting significant statements; 3.) formulating meanings; 4.) organizing the meanings into themes; 5.) describing the phenomenon; 6.) describing the fundamental structure; and 7.) returning to the participants (Sanders, 2014).

Findings

The generated themes on the challenges encountered by the school principals in terms of school preparation and transition to post-pandemic education summed up to:

Health and Equity. The top priority when dealing with the return to school of students and teachers.

Restricted mobility. Due to the strict compliance to health protocols, students' socialization and collaboration are restricted.

Academic performance (inadequate learning and learning gap). This became a big challenge due to the lack of knowledge of parents to teach their children at home. In some cases, the parents were the ones answering the modules.

Budget / Funds. Due to lack of budget/funds, the preparation of school facilities and accomplishing requirements were the toughest for them.

Work arrangement. It becomes more difficult for the teachers to go back to school because they get used to working from home arrangements during the pandemic.

Conclusion

Challenges are important ingredient for any school leadership. With the teachers and staff, they faced and dealt with it, they are applying open communications over groupthink. The connections among them were hierarchically direct, which made them adapt to the challenges that their schools are facing. The leadership of principals manifested proactive mindset in their school and majority of them plans to be rigor in terms of direct management as the pandemic wanes. The leadership they showed in transitioning to post-pandemic education has a resounding burdensome specially in terms of transformative and organizational resilience. Uncovering the themes made another theme for the coping strategies the school principals used in dealing with challenges and performing their leadership and responsibilities. These include adaptability and flexibility, being resilient, visionary, and strategic in stakeholders' partnership, regular SLAC sessions, good and open communication. The elementary principals are firm to top-down approach as main component skill that they knew would be beneficial and effective among cohorts.

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