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PSYCHOLOGICAL EMPOWERMENT AND EMPLOYEE ENGAGEMENT OF TAGUM WATER DISTRICT OFFICE

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ABSTRACT

The aim of this study was to determine the influence of psychological empowerment (PE) on employee engagement (EE) of the Tagum Water District Office in Tagum City. A total of 82 employees were identified and utilized a descriptive-correlation design. The study adopted two questionnaires and had undergone pilot testing. In analysis, Mean and Standard Deviation, Pearson-r, and Regression Analysis were utilized as statistical tools. The overall PE of employees registered a mean score of 3.75 (agree) meaning employees oftentimes observed PE in the workplace. The overall EE was described as always observed with a mean score of 3.35 meaning employees sometimes observed vigor, dedication, and absorption in the workplace. The overall test of the significant relationship between PE and EE showed that the variables were correlated by tallying an r-value of 0.51 with a p-value of .000 which is less than 0.05 in the level of significance. This means that as PE increases, EE increases, further, meaning, competence, self-determination, and impact were significantly correlated to EE. The test of influence revealed that PE significantly influences EE by registering a p-value of .000 which is less than .05 in the level of significance. Further, the result indicates that for every unit increase in psychological empowerment, employee engagement will increase by .769 holding other factors constant. Therefore, the high level of PE of employees may be sustained by exposing employees to activities that may enhance their psychological well-being. Finally, employees may be fully engaged in their tasks or work by giving them enough incentives, a conducive working environment, and establishing good interpersonal relationships with their peers.

Keywords: *Psychological empowerment, employee engagement, meaning, competence, impact, vigor, self-determination, dedication, and absorption*

INTRODUCTION

Employee engagement has attracted a lot of attention in recent years. Employee engagement, according to several experts, predicts employee results, organizational success, and financial performance (Richman, 2006). At the same time, it was claimed that employee engagement was declining, and that today's employees were becoming disengaged (Havenga, Stanz, & Visagie, 2011).

Every year, the U.S. loses approximately \$11 billion on employee turnover. People are more likely to leave the organization they work with if they don't feel engaged by or committed to that company's cause (Solar, 2020). Additionally, the Society of Human Resource Management (2017) revealed that 33 percent of American workers are engaged in their jobs. Fifty-two percent say they're just showing up, and 17 percent describe themselves as actively disengaged; therefore, most employers have a lot of work to do to unlock the full potential of their workforce.

In the local workplace, issues have emerged particularly on the generation/age gap between the employees hired. Employees hired in the 1990s tend to leave the organization by pursuing higher payday abroad. Thus, their engagement to contribute to the organization has been limited. Another issue is the working environment, employees tend to create conflict between and among each other which prompted others to resign and leave the organization. Also, job burnout and limited incentives are other problems existing in Water District. This problem has hindered the growth and development of the employee as

well as the organization. Pieces of literature have cited that employee engagement results in the success of an organization.

Empirical studies have shown that employee engagement has a positive relationship with organizational performance (Andreassen, Ursin, & Eriksen, 2007; Vallerand, 2008; Geetha & Mampilly, 2014). It was revealed that engagement has a positive effect not just on the individual performance of employees but also on group task performance. They found that engaging employees improves service climate, and then enhances customer-assessed employee performance. Additionally, Greco, Laschinger, and Wong (2006) found in one study that leaders empowering behaviors (supervisor support or organizational support) foster psychological empowerment and thereby produce engaged workers.

With the above manifestations, the researcher is prompted to investigate the prevailing issue in the workplace. Few studies have found a correlation between psychological empowerment and overall employee engagement and the role of psychological empowerment in explaining employee engagement has been largely neglected (Monje Amor, Abeal Vazquez, & Faina, 2020). This present undertaking must be accomplished since the result of this may serve as a blueprint for the development of policies in water district offices for employees to consistently engage in their job.

Truly, Tagum Water District (TWD)'s Mission is committed to continually improving Organizational Competence and Services either quantitatively or qualitatively. To achieve such, it is vital to strengthen the human capital since the success or failure of the organization is largely dependent upon the employees working in it (Khan & Fellow, 2013). The significance of human capital should be emphasized by encouraging the employees to fully engage in improving the organization's competitiveness which is equivalent to effective and efficient services.

Ultimately, TWD is on the verge of realizing its objective of becoming a world-class and advanced water district that provides sustainable, socialized, and responsive services. This is for this reason that the researcher would like to generate empirical evidence on the perceived influence of psychological empowerment on employee engagement. The success of this study would benefit several stakeholders.

RESEARCH QUESTIONS

This study especially addressed the following research questions:

1. What is the level of psychological empowerment in terms of:
 - 1.1 meaning,
 - 1.2 competence,
 - 1.3 self-determination, and
 - 1.4 impact?
2. What is the level of employee engagement in terms of:
 - 2.1 vigor,
 - 2.2 dedication, and
 - 2.3 absorption?
3. Is there a significant relationship between psychological empowerment and employee engagement?
4. Does psychological empowerment significantly influence employee engagement?

REVIEW OF LITERATURE

This part provides the background and framework of the investigation, selected related literature, and readings related to this study were obtained in this section. This includes the principles, theories, concepts, and views regarding the subject matter.

Psychological Empowerment

Psychological empowerment is characterized as a sense of self-control and active participation in one's work function as a result of intrinsic task motivation (Meng & Sun, 2019). Furthermore, psychological empowerment is linked to how competent people feel about their ability to complete their work successfully in an empowered work environment, and those who feel more competent about their ability to complete their work successfully should be more satisfied with their work, be more successfully devoted to their organization, have fewer resigning intentions, and perform better at work than those with lower levels of psychological empowerment (Meyerson & Kline, 2008). Moura, Orgambidez-Ramos, and de Jesus (2015) asserted that the psychological connection of the employees with their work needs to be the prime concern for organizations to bring out effective performance. Moreover, both employee engagement and psychological empowerment improve employee happiness, commitment, and task performance (Seibert, Wang, & Courtright, 2011; Maslach & Leiter, 2008). Psychological empowerment also boosts employees' sense of personal control and inspires them to work, resulting in better managerial and organizational outcomes (Stander & Rothmann, 2010).

According to Raub and Robert (2012), empowerment as a general idea is built on a set of activities that allows all employees at all levels to participate. Previous research by Ahearne, Mathieu, and Rapp (2005) and Zhang and Sims (2005) has shown that an empowered leader with influence can help his or her subordinates feel more powerful by providing them with more discretionary powers. Also, Hakimi, Van Knippenberg, and Giessner (2010) Consider that psychological empowerment entails the subordinate being aware of the level to which his or her leader is empowered to be able to empower him or her. According to Rayan, Sebaie, and Ahmed's (2018) findings, employee psychological empowerment should be a component that both empowers the leader and empowers the subordinate.

Meanwhile, psychological empowerment serves as an internal motivator for employees, increasing their excitement for work and work engagement (Sawasn, Ibrahim, & Jonathan, 2019). Self-efficacy, a psychologically oriented metric, is the most influential facet of empowerment in predicting employees' intrinsic pleasure (Ugwu, Onyishi, & Rodríguez-Sánchez, 2014). Employees with higher levels of empowerment tend to have higher job performance, be more motivated in their work, be more likely to actively explore effective teaching methods, and be more willing to discuss problems encountered in their job with leaders (McBride & Skau, 1995). Individual and organizational outcomes are positively influenced by psychologically empowered employees (Liden, Wayne, & Sparrowe, 2000). Psychological empowerment is linked to participation and commitment, according to Albrecht and Andreetta (2011).

Other studies like Raub and Robert (2010); Randolph and Kemery (2011); Boudrias, Gaudreau, Savoie, and Morin (2009) discovered a link between empowering leadership practices and the psychological empowerment of his/her followers. Also, Peachey (2010) also mentioned that the leader's behavior has an impact on subordinate empowerment. In comparison to those leaders with influence and official power, the study hypothesized that non-official managers would be ineffectual and unable to communicate or impart psychosocial empowerment to their subordinates. The findings revealed that the psychological empowerment aspects were significantly influenced by empowering leadership behavior dimensions.

Also, May, Gilson, and Harter (2004) studied statistically the causes and mediation effects of three psychological states on work engagement. The results revealed that three psychological conditions (psychological meaningfulness, psychological availability, and psychological safety) exhibited significant positive relations with engagement.

Further, one of the key factors for employee engagement is psychological empowerment at work (Czarnowsky, 2008; O'Neill & Arendt, 2008). Psychological empowerment and employee involvement were explored by Olivier and Rothmann (2007) and May, Gilson, and Harter (2007) in 2004. Employee engagement and psychological empowerment were found to be linked in the said research. According to Schaufeli and Bakker (2004), the relationship between psychological empowerment and employee engagement is explained by job demands and job resources models. Psychological, physical, social, and organizational needs are unique to each job. Each work has psychological, physical, social, and organizational resources to meet these objectives. If these needs are not addressed, performance dysfunction

and turnover will increase.

Furthermore, psychological empowerment is one of the job resources that aids in meeting job needs (Ugwu, Onitsha, & Rodríguez-Sánchez, 2014). Furthermore, Stander and Rothmann (2010) investigated the link between psychological empowerment and employee engagement in several South African industrial firms. They discovered that the two variables had a statistical link. Taghipour and Dezfuli's (2013) study verified the link between psychological empowerment and employee engagement. In the Egyptian and Arab contexts, the research focused on the association between psychological empowerment and positive work attitudes such as organizational commitment, job satisfaction, and organizational loyalty (El-Mobied & Awad, 2003; Saif & Saleh, 2013). The link between psychological empowerment and occupational engagement has not been adequately researched in Egypt.

In a study based on primary data collected from 111 employees working in three service organizations in Central Kerala in 2014, employee engagement and psychological empowerment have a considerable positive relationship, according to Geetha and Mampilly (2014). Other than self-determination, all measures of psychological empowerment were found to be predictive of employee engagement.

Bhatnagar (2012) found a similar conclusion, stating that psychological empowerment influenced the work engagement of 291 managers from Indian industrial sectors. Moreover, it resulted in a high sense of innovation while lowering turnover intention. It was also mentioned that psychological empowerment was a significant predictor of employee engagement. Moreover, through empirical research conducted by Al Sahi AL Zaabi, Ahmad, Hossan, and Singh (2016) employees' work engagement was hypothesized to be directly related to psychological empowerment.

Meaning is one of the cognitions of empowerment. It is the worth of a work aim or purpose as measured against one's own goals or standards (Jose & Mampilly, 2014). Meaning in work is considered as an approach to encourage employees' motivation and attachment to work, resulting in engagement, according to May, Gilson, and Harter (2004). Similarly, it is defined as the worth of a work aim as measured against one's own goals or standards (Rayan, Sebaie, & Ahmed, 2018).

Brief and Nord (1990) define meaning as a match between a job role's requirements and one's beliefs, values, and behaviors. It entails an individual's genuine interest in a particular task. Appelbaum and Honegger (1998) defined it as the sensation of meaningfulness, which is the sense that you are on a worthwhile journey; that you are on a valuable mission; and that your purpose counts in the grand scheme of things. Employees will not feel empowered if their hearts are not in their work and their work activity contradicts their value system, according to Spreitzer, Kizilos, and Nason (1997), meaning works as the motor of empowerment. Personal value fulfillment and job satisfaction, as per Thomas and Velthouse (1990), are the perceptions that one's work fulfills or enables the fulfillment of one's intended work values. The meaningful component of empowerment is consistent with such value fulfillment.

Furthermore, the sensation that employment responsibilities are useful and make a difference contributes to meaningfulness (Stander & Rothmann, 2010). People are expressive and creative, therefore they will seek out jobs that allow them to act in ways that reflect their own self-concepts. Work responsibilities and activities that match with people's self-concepts should be linked to more fulfilling work experiences. Empowered employees find deeper purpose in their jobs (Avolio, Zhu, Koh, & Bhatia, 2004). The restoration of meaning in the workplace is seen as a technique to boost an employee's motivation and attachment to their work, resulting in more engagement (Nelson & Simmons, 2003; Olivier & Rothmann, 2007).

Competence, the second component was defined as an individual's belief in his or her capacity to accomplish tasks with proficiency (Rayan, Sebaie, & Ahmed, 2018). According to Ryan and Deci (2001), research has demonstrated that feeling competent and confident about important goals is linked to increased intrinsic motivation and wellbeing. Employees who are engaged believe they can handle all aspects of their jobs (self-efficacy) (Llorens, Salanova, Bakker, & Schaufeli, 2007). Maslach, Schaufeli, and Leiter (2001) discovered that self-efficacy and engagement are strongly linked.

Furthermore, Appelbaum and Honegger (1998) describe competence as the sense of achievement you

get from mastering the task activities you've chosen. The sense that you are performing high-quality work on a task fosters employee engagement. According to Thomas and Velthouse (1990), competence refers to a person's ability to accomplish task activities with proficiency when they are attempted. Competence is similar to self-efficacy, which refers to people's perceptions of their ability to regulate their own level of functioning and events that affect their lives (Bandura, 1991). High self-efficacy feelings tend to result in initiating behaviors, high effort, and persistence in the face of obstacles which results in high engagement (Bandura, 1997). This is supported by Gist and Mitchell (1992) in their assertion that self-efficacy beliefs are considered to be the outcome of a process of weighing, integrating, and evaluating information about one's capabilities. These in turn regulate the choices that people make and the amount of effort they apply to a given task. Self-efficacy assessments also have an impact on how much effort people will put in and how long they will persevere in the face of adversity.

The sense of having a choice in mimicking and regulating action was defined as *self-determination* (Ryan, Sebaie, & Ahmed, 2018). Employee engagement will be enhanced by self-endorsed goals, whereas heteronomous goals, even if implemented effectively, will not (Ryan & Deci, 2001). Goals chosen by self-determination are well-internalized and self-contained (Ryan, Huta & Deci, 2008). They went on to say that one cannot be autonomous while pursuing one's actual self.

Self-determination is the ability to control and initiate actions. It represents the ability to initiate and continue work behaviors and procedures, resulting in high levels of engagement (Buitendach & Hlalele, 2005). According to Appelbaum and Honeggar (1998), choice is the ability to choose task activities that make sense to you and accomplish them in ways that appear suitable. The feeling of choice is the feeling of being free to choose, of being able to use your own judgment and act out your own understanding of the task. A sense that a person is controlled by events leads to tension, a more negative emotional tone, and decreased self-esteem. Self-determination is consistent with notions of personal control (Keller & Dansereau, 1995). Furthermore, for employees to feel empowered, they must perceive that their work environment is liberating rather than constraining, that their actions matter, and that those outcomes are affected by their decisions.

The impact dimension describes how much an individual can impact strategic, administrative, or operational results in the organization or wider environment (Ryan, Sebaie, & Ahmed, 2018). Impact indicates how involved an organization is and whether or not employees believe they are making a difference at work (Spreitzer, Kizilos, & Nason, 1997). Impact refers to a sense of progress toward a goal and people's belief that their activities matter in their organizations, both of which contribute to employee engagement.

According to Thomas and Velthouse (1990), the impact is the degree to which behavior is seen as making a difference in terms of accomplishing the purpose of a task. It is the accomplishment you feel in achieving a task's purpose (Appelbaum & Honeggar, 1998). It is the feeling that the task is progressing and that your actions are accomplishing something. The impact dimension of empowerment goes beyond the idea that people have some control over their employees to include the idea that they have some influence on wider organizational issues (Spreitzer, 1996). Furthermore, according to Ashforth and Lee (1990), if people believe they can influence organizational results and have an impact on the system in which they are entrenched, they will be more likely to influence their system through their job and so be perceived as more effective. In contrast, individuals who do not believe that they can make a difference will be less likely to try as hard in their work, and hence will often be seen as less effective.

Employee Engagement

Employee engagement is an emerging concept in business, management, organizational psychology, and human resource development fields (Wollard & Shuck, 2011). It has been defined as cognitive, emotional, and behavioral self-employment during task performance (Czarnowsky, 2008; Shuck & Wollard, 2010). Shuck and Reio (2013) define employee engagement as an individual's cognitive, emotional, and behavioral energy channeled toward organizational goals. They go on to define employee engagement as a set of psychological states (cognitive, emotional, and behavioral) that culminate in a desire to act with motivation-like characteristics.

Others saw it as work passion (Zigarmi, Nimon, Houson, Witt, & Diehl, 2009), the antithesis of burnout (Maslach & Leiter, 1997), and marked by vigor, devotion, and immersion (Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002). The concept was also linked to well-known perceptual dimensions including involvement, satisfaction, and organizational commitment. (Christian, Garza, & Slaughter, 2011; Newman, Joseph, Sparkman, & Carpenter, 2011).

Furthermore, it was stated that engagement is a multidimensional construct consisting of three separate but related constructs: trait, state, and behavior (Macey & Schneider, 2008) or as a multidimensional construct consisting of several forms of efficacy and levels of organizational interactions (Fearon, McLaughlin, & Morris, 2013). Along similar lines, Bakker, Demerouti, and Sanz-Vergel (2014) also challenged the notion that engagement is the positive antithesis of burnout and proposed different antecedents and consequences for each construct. Consequently, employee engagement has emerged as a critical element of business success (Slatten & Mehmetoglu, 2011).

Moreover, human resource practitioners, consulting firms, and academics have all acknowledged that employee engagement is critical for improving organizational productivity, employee retention, customer satisfaction, and gaining competitive advantage (Kim, Kolb, & Kim, 2013; Kuntz & Roberts, 2014). Employee engagement has been shown in several studies to have a major impact on organizational performance and effectiveness. Macey, Schneider, Barbera, and Young (2009) revealed that engaged employees had a higher return on profitability, assets, and shareholder value than disengaged employees across 65 businesses across various industries. Other researchers report that those organizations investing in engaging their workforce will reap significant benefits (Shuck, Rocco, & Albornoz, 2011).

In other words, employees who enjoy their work are eager to give more to the organization not because it is expected of them, but because it brings them joy (Bláha et al., 2013). Employee engagement has been defined as a sense of belonging to a company or identification with the company as a whole (Armstrong & Taylor, 2017). Engagement can be defined as a method that allows individuals and the entire business to perform better (Truss, Shantz, Soane, Alfes, & Delbridge, 2013). It is about people and their jobs. People engage in their work when they are interested in approaching it positively and enthusiastically, or when they are even excited about their work and willing to make voluntary efforts to complete it (Armstrong, 2012; Armstrong & Taylor, 2017). Meanwhile, Chimento's Happiness at Work Research study from 2007 defines engagement as a beneficial, bidirectional interaction between employee and employer. Employees that are engaged to their organizations will go above and beyond for one another because they perceive it as a mutually advantageous investment (Horvathova, Mikusova, & Kashi, 2019). Engagement employees see engagement as a service they deliver to their good employer in social exchange (Armstrong & Taylor, 2017).

Employee engagement, as one of the positive work attitudes, has a significant impact on the outcomes of organizations (Kumar & Pansari, 2014; Harter, Schmidt, Agrawal, & Plowman, 2013). Some psychological variables, such as meaningfulness, safety, and availability, should exist to consolidate the concept of employee engagement (Khan, 1990). Employees that are psychologically empowered believe that their efforts are valuable and that they have the power to shape their work environment (Gregory, Albritton, & Osmonbekov, 2010; Klerk & Stander, 2014).

Recently, many empirical studies have shown that employee engagement has a positive relationship with organizational performance (Andreassen, Ursin, & Eriksen, 2007; Vallerand, 2008; Geetha & Mampilly, 2014). It was revealed in one of their studies that engagement has a positive effect not just on the individual performance of employees but also on group task performance. They found that engaging employees improves service climate, and then enhances customer-assessed employee performance. Although both employee engagement and psychological empowerment are intrinsic motivations, only a few empirical studies have looked into the relationship between the two. Greco, Laschinger, and Wong (2006) found 1994 in one study that leaders empowering behaviors (supervisor support or organizational support) foster psychological empowerment and thereby produce engaged workers.

In a related study by Stander and Rothmann (2010), they empirically examined the relationship between

employee engagement and psychological empowerment and found that psychological empowerment predicts work engagement. Employee engagement is predicted by psychological meaningfulness, psychological safety, and psychological availability, according to May, Gilson, and Harter (2004). Work engagement is defined as a good, gratifying, and work-related state of mind distinguished by vigor, commitment, and absorption (Schaufeli et al., 2002), that is necessary for companies to be viable (Gruman & Saks, 2011; Koyuncu, Burke, & Fiksenbaum, 2006; Schaufeli & Salanova, 2007).

Individuals' mental resilience and high levels of energy during task performance, as well as their desire to put in extra effort and persevere in the face of challenges, are referred to as *vigor* (Ababneh, 2015). It also refers to studying with a lot of enthusiasm and mental toughness, being willing to put in the effort, and persevering even when things go rough (Schaufeli, 2017).

Dedication is defined as a person's sense of significance, pride, inspiration, and challenge (Ababneh, 2015). It also refers to a sense of importance, enthusiasm, pride, and challenges linked with one's studies (Schaufeli, 2017).

Individuals who are totally involved and entirely concentrated while conducting things are described as *absorption* (Ababneh, 2015). It also alluded to being entirely engrossed and happy in what one is studying, when time flies by and it is impossible to take oneself away from it (Schaufeli, 2017).

METHODOLOGY

The research methodology is explained in this chapter. The research design, study location, research instrument, data collection processes, and data analysis are all discussed.

Research Design

This quantitative research utilized a descriptive-correlation design. Descriptive research employs contrast and comparison to interpret the present, and cause-and-effect relationships can be established to some extent in well-planned and coordinated descriptive research (Zelnick, 2010). It is also concerned with pre-existing relationship circumstances, prevalent practices, attitudes, and ongoing processes; consequences that are being felt, or emerging trends (Calderon & Gonzales, 2013). In the context of this study, a descriptive design was utilized to measure the level of psychological empowerment and employee engagement at the Tagum Water District Office.

Meanwhile, when a researcher wishes to determine the degree of a link between two or more variables or sets of scores, he or she uses a correlational design (Creswell, 2012). It also determines if two variables are connected or not. This includes identifying whether a rise or drop in one variable is accompanied by a rise or fall in the other (Explorable.com, 2017). Correlational research also comprises gathering data to determine whether and to what extent two or more quantitative variables are connected (Brewer, 2000). In the context of the study, this will be used to determine the relationship between psychological empowerment and employee engagement at Tagum Water District Office. Specifically, Simple Linear Regression was used to determine the influence of psychological empowerment on employee engagement.

Locale of the Study

The research focused on Tagum Water District Office located in Tagum City, Philippines. The choice of this location was appropriate because the researcher resides in the area, providing firsthand knowledge of the problem under investigation. Respondents were purposively selected from the employees of the Tagum Water District Office, including job order, casual, and regular employees regardless of their length of service. Employees not working at Tagum Water District Office were excluded from the study. It is important to note that participants had the freedom to withdraw from the study at any time if they found the situation unfavorable, as per ethical considerations.

More importantly, the identification of the number of respondents obeys the sample size formula laid

down by Tabachnick and Fidell (2007) which is mathematically expressed as $n=50 + 8 (m)$, where n is the number of samples, 50 and 8 are constant, and m represents the number of independent variables. Since the study utilized 1 independent variable with four indicators, the indicators were multiplied by 8 equals 32 and it was added to 50 hence, the required number of samples was 82.

Research Instrument

The study adapted two questionnaires that focused on psychological empowerment taken from Spreitzer (1995) and employee management by Schaufeli, Salanova, Gonz'alez-Rom'a, and Bakker (2002). Both these questionnaires were subjected to validation by a panel of experts. Also, prior to the administration of the survey instruments, these were pilot tested on 30 employees not covered in the study to check the reliability of the instruments. Results showed a Cronbach alpha of 0.841 for the psychological empowerment questionnaire and 0.936 for the employee engagement questionnaire. This means that both questionnaires obtained a good reliability result.

Data Collection Procedure

In conducting the study, several necessary steps were taken. Firstly, permission was obtained from the Office of Graduate School and the Human Resources office of TWD. Next, the questionnaires underwent validation through expert panel evaluation, followed by pilot testing involving 41 selected employees from DCWD. The survey questionnaires were then administered using an online platform (Google Forms), and employees of Tagum Water District Office were informed about its availability. After collecting the filled questionnaires, the data was encoded in Microsoft Excel for analysis. Finally, the collected data was analyzed using statistical treatments including Mean, Standard Deviation, Pearson r , and Simple Linear Regression Analysis.

Data Analysis

In the analysis of data, the following statistical tools were utilized:

Mean and standard deviation was used to describe the level of psychological empowerment and staff engagement at the Tagum Water District Office.

Pearson Product Moment Correlation or *Pearson r* was used to measuring the relationship between psychological empowerment and employee engagement at Tagum Water District Office.

Simple Linear Regression Analysis was used to determine the influence of psychological empowerment on employee engagement at the Tagum Water District Office.

Ethical Consideration

Ethical considerations were implemented by the researcher to safeguard the rights of the research participants. Voluntary participation was ensured through informed consent and informed assent, where respondents were fully informed about the research procedures and gave their consent to participate. The researcher adhered to ethical standards by avoiding any situation that could potentially harm the respondents physically or psychologically. Privacy protection measures were in place, guaranteeing confidentiality of respondents' personal information, ensuring that it would not be shared with anyone outside the study. The principle of anonymity was upheld, maintaining the respondents' anonymity throughout the study, including the researcher himself.

FINDINGS

The results of this study were presented in the following tables:

Table 1. Level of Psychological Empowerment.

Indicators	Mean	SD	Description
Meaning	4.13	0.34	Agree
Competence	4.12	0.39	Agree
Self-determination	3.38	0.52	Moderately Agree
Impact	3.37	0.53	Moderately Agree
Overall	3.75	0.44	Agree

The overall psychological empowerment of employees registered a mean score of 3.75 which was described as agreeing. This means that employees oftentimes observed a high level of psychological empowerment in the workplace. The individual indicator showed that meaning registered a mean score of 4.13; competence scored a mean of 4.11 where these two indicators were labeled as agree. This means that employees oftentimes observed a level of meaning and competence in the workplace. Also, in terms of self-determination and impact, employees recorded a mean of 3.38 and 3.37, respectively, which were labeled as moderately agree. This means that employees sometimes observed a high level of psychological empowerment in the workplace.

This is the indicator that is closely linked to the political nature or aspect where the employees must decipher the significance of their performance in carrying out their functions. Herein, the employee can use this to demonstrate influence over their colleagues' performance in their respective departments.

Table 2. Level of Employee Engagement.

Indicators	Mean	SD	Description
Vigor	3.37	0.33	Moderately Agree
Absorption	3.35	0.37	Moderately Agree
Dedication	3.32	0.33	Moderately Agree
Overall	3.35	0.35	Moderately Agree

The overall employee engagement was described as sometimes observed with a mean score of 3.35. Vigor registered the highest mean score of 3.37 followed by absorption with 3.35 and the lowest mean score was obtained by dedication. The three indicators were described as moderately agree. This means that employees sometimes observed vigor, dedication, and absorption in the workplace.

Table 3. Significance of the Relationship between Psychological Empowerment and Employee Engagement

Psychological Empowerment Indicators	Dependent Variable	r-value	p-value	Decision
Meaning	Employee Engagement	0.47	.006	H ₀ is rejected
Competence		0.49	.001	H ₀ is rejected
Self-Determination		0.45	.001	H ₀ is rejected
Impact		0.49	.002	H ₀ is rejected
Overall		0.49	.001	H₀ is rejected

The overall test of the significant relationship between psychological empowerment and employee engagement showed that the variables were correlated by tallying an r-value of 0.49 with a p-value of 0.000 which is less than 0.05 in the level of significance. This means that as psychological empowerment increases, employee engagement increases. Employee engagement was highly connected with meaning, competence, self-determination, and impact.

The results support the notion that meaning in work fosters employees' motivation and attachment, leading to engagement (May, Gilson, & Harter, 2004). Similarly, Rayan, Sebaie, and Ahmed (2018) define meaning in work as the alignment of work goals with one's own ideas or norms.

Feeling competent and confident about important goals is linked to increased intrinsic motivation and well-being (Ryan & Deci, 2001). Engaged employees also exhibit self-efficacy and believe in their capability to handle professional responsibilities (Llorens et al., 2007; Maslach et al., 2001).

Furthermore, goals are chosen based on self-determination, internalization, and autonomy, emphasizing the importance of being true to oneself (Ryan, Huta, & Deci, 2008).

Table 4. Significance of the Influence of Psychological Empowerment on Employee Engagement

IV	Employee Engagement					
	Unstandardized Coefficients		Standard Coefficients			Decision @= 0.05
	B	Std. Error	Beta	t-value	p-value	
Constant	.769	.058		13.339	.000	
Psychological Empowerment	.836	.013	.991	65.512	.000	Reject H ₀

Dependent Variable: Employee Engagement
R= 0.991, R²=0.982, F-ratio=4291.85 p-value= 0.000

Finally, the test of the influence of psychological empowerment on employee engagement revealed that psychological empowerment significantly influenced employee engagement. This means that for every increase in psychological empowerment, employee engagement increases by .769 holding other factors constant.

The finding above supported the claim of Moura, Orgambídez-Ramos, and de Jesus (2015), who asserted that the psychological connection of the employees with their work needs to be the prime concern for organizations to bring out effective performance. Moreover, both employee engagement and psychological empowerment improve employee happiness, commitment, and task performance (Seibert, Wang, & Courtright, 2011; Maslach & Leiter, 2008). According to Stander and Rothmann (2010), psychological empowerment increases employees' sense of personal control and encourages them to participate in work, resulting in positive managerial and organizational outcomes.

CONCLUSIONS

It can be concluded that psychological empowerment is undeniably related to employee engagement. Psychological empowerment has been established as a significant factor influencing employee engagement. This finding aligns with the well-regarded Social Exchange theory proposed by Lawler and Thye (1999), as supported by the research conducted by Greco, Laschinger, and Wong (2006). Their study highlighted that employees are more likely to be engaged when they perceive an empowering environment that meets their expectations. Furthermore, the insights of Meyerson and Kline (2008) emphasize the profound impact of an organization's empowering culture on employees' competency, commitment, and performance.

RECOMMENDATIONS

Foster a sustained high level of psychological empowerment among employees through targeted initiatives aimed at enhancing their psychological well-being. This could include programs such as mindfulness training, stress management workshops, and opportunities for personal and professional growth.

Promote full employee engagement by providing a compelling set of incentives, including financial rewards, career advancement prospects, and recognition for outstanding performance. Additionally, creating a supportive and conducive working environment that prioritizes work-life balance and fosters positive interpersonal relationships among peers is crucial.

Direct the attention of top management within the water district to establish robust policies and frameworks that actively strengthen employee engagement. This can be achieved through the implementation of programs and initiatives that align with the company's vision and mission, empowering employees to contribute fully and meaningfully towards these organizational objectives.

Recognize that while psychological empowerment is a vital factor in employee engagement, there may be other variables that can further enhance our understanding and prediction of engagement levels. Therefore, it is recommended to explore and incorporate additional relevant factors in future research and organizational practices.

Encourage and support further studies in this area to validate the current findings and expand upon the existing knowledge base. Additional research endeavors can contribute to a more comprehensive understanding of the complex dynamics between psychological empowerment, employee engagement, and organizational success.

By implementing these substantial recommendations, organizations can create an environment that nurtures psychological empowerment and maximizes employee engagement, leading to improved job satisfaction, productivity, and overall organizational effectiveness.

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ACCEPTABILITY OF THE SENSORY PROFILE LEVEL OF PINEAPPLE BRITTLE USING MG3 VARIETY: PRODUCT DEVELOPMENT

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ABSTRACT

This study aimed to experiment the development and acceptability of MG3 pineapple (Ananas comosus) brittle. It sought to validate the following objectives. The first is to determine the acceptability level of the developed pineapple brittle in terms of Aroma, Color, Flavor, Taste, Texture, and General Acceptability. Second is to determine the developed product's nutrient and moisture content levels. Third is to evaluate the suitability and appropriate packaging materials for the product in terms of Durability, Attractiveness, and General Acceptability. Fourth is to determine the significant difference among the different treatments regarding sensory qualities. Fifth is to evaluate the significant difference among the packaging materials regarding attractiveness, durability, and general acceptability. It also aimed to determine the shelf-life and nutrient analysis. Sixty (60) study participants were randomly selected from the faculty members and Food Service Management (FSM) students of Sultan Kudarat State University. Results of the sensory evaluation were statistically analyzed using the Completely Randomized Design (CRD) with four (4) treatments replicated three (3) times. Analysis of variance (ANOVA) and Tukey-Kramer Multiple Comparison of means were used to analyze the significant differences among treatments and as bases to describe or interpret the gathered data. The findings of this study indicate a positive perception by the panel of evaluators on Treatment 3 of the MG3 pineapple brittle as the most accepted treatment. As evidence by the evaluation conducted, it had a "moderately acceptable" Color, "highly acceptable" Texture, "moderately acceptable" Flavor, "moderately acceptable" Taste, and "moderately acceptable" Aroma. Treatment 3 is highly recommended for commercialization.

Keywords: *Pineapple Brittle, MG3 Variety, Shelf-life, Complete Randomize, Develop Product*

INTRODUCTION

Pineapple is very common to many of us. This tropical fruit can be found in any country's fertile land. Pineapple has been cultivated in many parts of the country. This fruit is eaten raw or fresh and has significant nutrients like vitamin C, which is suitable for forming collagen, absorption of iron, and the like.

Too much of this fruit is considered a good source of fiber, as it helps digest food in the body. Pineapple has plenty of varieties. One of these is the MG3 which is very common in the province of South Cotabato and nearby places like Sultan Kudarat Province, where pineapple plantation is evident.

One of the most vital crops in the Philippines is the pineapple (Ananas comosus). Other Luzon provinces follow closely after Mindanao in terms of production concentration. But 85% of the output is controlled by massive multinational firms, such as Del Monte and Dole Philippines (Dolefil). Japan and Korea are the leading destinations for fresh pineapple exports. The US, Japan, and Canada are the largest markets for processed pineapple products. Some people grow pineapples for their local markets. Due to the widespread availability of pineapple (Dolefil 2018), various raw ingredients are made to be readily available.

Food preservation is crucial, offering a more diverse and balance food promotes the family's overall health. It permits one to consume food even when it is not in season. Food that spoil quickly are not

wasted. The surplus goods from one region can be saved and sold in the others where there is shortage of supply. Food preservation is one of the best ways to combat hunger, which has been the main issue in our nation since then. Due to consumption of unhealthy meals, it is highly noticeable in young children, especially those attending school. The government is doing everything possible to stop or battle it, and numerous programs are being introduced. It has also become a noticeable case in the countryside.

According to Executive Order No. 128, which was issued in January 1987, the Department of Science and Technology (DOST) Food and Nutrition Research Institute (FNRI) was charged with addressing malnutrition in the Philippines particularly among the younger population (FNRI 2022).

The Philippine government's commitment to the issue is apparent even in the nation's most remote regions since during the livelihood program, homemakers were taught to manufacture a range of food that can aid in overcoming hunger, of which food preservation is one. Creating and perfecting a new type of Filipino delicacy with a significant nutritional value that can assist in nourishing the body, this kind of effort can help in little ways to partially solve the problem.

Malnutrition is defined as a body's lack of extra nutrients. It could be brought by insufficient or excessive dietary consumption. Continues consuming unhealthy food whether of the same kind or different kinds is another contributing factor. Anyone whether young or old, male or female, poor or wealthy, can be affected by this.

A poor diet and accompanying factors including inheritance, diseases, intake, certain medicines, and parasitism contribute to further malnutrition. Nutritional deficits frequently go hand in hand. It can be reduced by creating new preserved foods from locally grown fruits like pineapple, which is very common in Mindanao. In addition, this fruit is naturally exceptional high in fiber and water-insoluble vitamin C.

The researcher devised a new method for innovation using pineapple into brittle as the replacement for its original raw materials since this type of food invention was initially done with peanuts as the significant elements. Making innovative items from pineapple fruits that promote the family's health especially the well-being of children is advantageous to homemakers.

Following the study's findings, business owners have motivation to stock and market this kind of preserved food aside from encouraging farmers to plant this kind of fruit so that it is not just consumed fresh or sold for a pitiful price especially during the busiest season. With the help of this study, pineapple producers and business owners can make delicious new healthy foods rather than only selling them cheaply during peak seasons. The produced product is strongly advised for sale in the pasalubong center and school canteens.

The importance of the study is that it will enable farmers, homemakers, and business owners to increase their family's income. The study can provide further information on the value of healthy nutrition for human life, notably vitamin C in large amount of pineapples. In the southern region of Mindanao, pineapples of MG3 kind are in plentiful supply.

The findings of this study provided further details about wholesome food in dessert or brittle form. It will encourage the pasalubong business owners to display this food on their booths or shelves.

Objectives of the Study

This study aimed to experiment the Development and Acceptability of MG3 Pineapple (*Ananas comosus*) Brittle. It sought to validate the following objectives:

1. Determine the acceptability level of the developed pineapple brittle in terms of: Color, Texture, Taste, Flavor, Aroma, and General Acceptability

2. Determine the nutrient and moisture content levels and the developed product's shelf life.
3. Evaluate the suitability and appropriate packaging materials for the product in terms of Durability, Attractiveness, and General Acceptability
4. Determine the significant difference among the different treatments in terms of sensory qualities.
5. Evaluate the significant difference among the packaging materials regarding Attractiveness, Durability, and General Acceptability

Theoretical Framework

This experimental study on the Development of (MG3) Pineapple Variety into Brittle has been conceptualized by the researcher after having experienced buying them in some of the pasalubong establishments, small vendor shops, and even in the canteen in some schools who are selling the same products made from peanut or cashew nut. The study's input is materials, ingredients, tools, and equipment, including the evaluation sheet. On the other side, the process is the preparation of the materials, tools, and equipment used in processing the pineapple brittle, including the sensory evaluation of the product and the microbial analysis. The final output is the developed product. Input process-output process model of pineapple brittle are the materials, score sheet, tools, and equipment as the input (Fig.1). The processing of the formulated recipe of pineapple crispy. The sensory evaluation sheet and the nutrient content were brought to the DOST as part of the process. In addition, the result of the process was used in the recipe formulation.

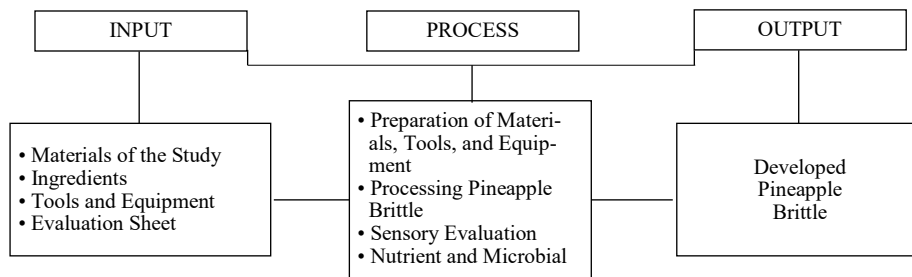


Figure 1. The Conceptual Framework of the Study

REVIEW OF RELATED LITERATURE AND STUDIES

This presents a pertinent discussion of the related literature and relevant findings of the study. This research stage is essential to support the study and ensure that it is not a repetition of previous work of researchers. Also includes previously published articles from books and online resources to further support the analysis and help the readers fully understand the study's concept.

Salsa De Piña Picante

Mexican salsa de pia picante is made with diced pineapple, coriander, jalapenos, chopped garlic, lemon and orange juice, salt, plus sweetener. The ingredients are combined in a bowl for direct preparation, and the dish is subsequently offered before serving preferably at room temperature. (Taste Atlas 2023).

Pineapple Product Processing Review

The third most significant tropical fruit throughout the globe is the pineapple. Because of its superior flavor and taste, it is called the "queen of fruits." It benefits the digestive system, aids in keeping a healthy weight, and promotes balance nutrition. Worldwide consumption of processed pineapples has prompted the development of new technologies by the processing industry to preserve the fruit's nutritional value. This is done to satisfy consumer's desire for natural wholesome products. The fundamental goal of processing is to turn perishable fruits into stable and to last longer. Processing is primarily used to reduce the quality and quantity of products that degrades after harvest. Vegetables that are dried and

preserved, jams, fruit juice, candies, and wine are among the primary export goods. In addition, certain preserved goods such as bottled pineapples, fruit juices, dried goods, and frozen fruits, are becoming increasingly well-liked in foreign markets and are profitable in foreign cash. In affluent countries, between 40 and 83% of the overall output is processed, compared to only 2.2% in India (Vipul C. et al. 2019).

An extensive analysis of the nutritional content, volatile chemicals, health advantages, and prospective food products of pineapple (*Ananas comosus*).

(*Ananas comosus*), a pineapple-like tropical fruit is prized for its mouthwatering flavor and distinctive aroma. It is considered a tasty fruit due to several volatile compounds in various quantities and complex mixtures. Further, pineapple is an excellent supplier of vitamins and minerals, which have several health benefits. Consumer demand for pineapple has dramatically increased globally, where it is rated third following citrus and banana. Pineapple industry has grown swiftly around the globe, both in the areas of the treatment of waste and the usage of pineapple-based food handling products. The nutritional qualities, physicochemical makeup, volatile chemicals, and health advantages of pineapples are covered in this study. Many bioactive substances, fiber from food, minerals, and nutrients may be found in pineapple. Pineapple has been shown to provide some health advantages, such as anti-inflammatory and antioxidant properties, monitoring nervous system activity, and mending bowel movement.

Further mentioned are the possible culinary items and waste treatment of pineapples. Future views and challenges are critically discussed concerning the future uses of pineapple. According to the research, pineapples have several health advantages and could be a game-changer for the food and agriculture industries (Food Research International 2020).

METHODOLOGY

In this section, it deals with the methods used in the study, the research materials, experimental design and treatments, processing or procedures of development of pineapple (MG3) variety into a brittle, locale of the study, respondents of the study, the research instrument, data gathering, statistical analysis that include the used of Tukey-Kramer as mean separation, and the flow of the experiment on the pineapple brittle using MG3 variety of pineapple.

Materials and Equipment

Utensils and equipment used in making the pineapple brittle are a digital weighing scale, cookie sheet, saucepan, spoon, bowl, and sealer. The ingredients are white sugar, cream of tartar, baking soda, butter, and pineapple pulp.

Experimental Design and Treatments or the Ratio and Proportion

The study was conducted in a Completely Randomized Design (CRD) with three (3) treatments, one (1) control, and three (3) replications. The treatments or ratio and proportion of the developed product's ingredients are shown in Table 1.

Table 1. Experimental Design and Treatments or the Ratio and Proportion

Ingredients	T1 (50%)	T2 (70%)	T3 (90%)	T4 (Control)
Pineapple	226 grams	317 grams	407 grams	0 gram
Sugar	165 grams	231 grams	297 grams	330 grams
Water	120 grams	186 grams	216 grams	240 grams
Salt	pinch	pinch	pinch	0 gram
Baking Soda	4.26 grams	5.97 grams	7.67 grams	8.53 grams
Butter	30 grams	42 grams	54 grams	60 grams

Table 1 shows the ratio and proportion of the ingredients used in the developed product. In Treatment 1. 50% of the ingredients are applied, Treatment 2 uses 70%, treatment 3 uses 90%, and Treatment four controls the developed product. Specific percentages were used in T1-T3 to determine which ratio and proportion have the most preferred acceptability level from the evaluation panel. It is easy to pick and

examine to what extent the product is accepted based on the experimental design. When it comes to the ratio and proportion of the ingredient. The substitution method was applied in the experimental design since the original recipe or the control used peanuts as the main ingredients.

Another thing to consider was the distribution of the percentage for every treatment. The researcher placed a certain percentage of ingredients for every therapy since this is experiential research. The researcher has the authority to decide on the portion to be in place for every treatment of the developed product without compromising the control treatment of the product.

Preparation of Pineapple

The first step is to select rare ripe pineapple. The essence of choosing the rare ripe pineapple in making the product is to avoid the watery brittle. Since the nature of pineapple is watery and the product is as brittle as possible, the rare ripe, raw material is the most suitable.

The second step is to cut -off the crown, and the peeling of the pineapple fruits is essential to remove the unwanted materials, even the foreign objects of the fruits, during the post-harvest handling that might cause harm and side effects to the final product. The third step in preparing the fruits is removing the small locks that look like the eyes of the fruits to avoid the stinging Taste of the naturally present fruits. The fourth step in the preparation is slicing. In doing this, pineapple fruits must be cut to remove the core or the hard part of the pineapple, which is undesirable in making the product. The fifth one is washing the fruit thoroughly in running water to remove unwanted foreign objects. The final step is slicing the fruit and squeezing to get the pulp then set aside.

Processing of Pineapple Brittle

Measuring and weighing the ingredients accurately according to given treatments. The measurement should be followed accurately to get the developed product's expected output and avoid deviation from the desired result. For every batch of medicine, transfer and pour the mixture into a prepared "carajay" (frying pan) and cook over a moderate flame. The essence of transferring the measured ratio and proportion of every batch of ingredients is to monitor every collection accordingly to avoid miss identification. The measured set of mixed ingredients must be cooked in a slow or moderate fire to avoid burning the product since the raw materials are susceptible to high heat and cause possible damage. Continuous stirring is necessary to prevent scouring and burning of the mixed ingredients. When it reaches its acceptable consistency, remove it from the flame, pour it into a prepared grease-baking sheet and let it cool. The essence of using a greased baking sheet while allowing the cooked product cool is to avoid pasting or sticking the product in the baking sheet, and easy to remove and mold according to the desired shape. When cool, scrape slowly and snap into desired sizes. Pack into prepared sterilized bottle, label, and store at room temperature for product evaluation and further study on the shelf life of the developed product.

Respondents of the Study

Sixty (60) study participants were randomly selected from Food Service Management or FSM students, Faculty, and Staff of SKSU Isulan Campus, Isulan Sultan Kudarat.

Table 2. Distribution Table of the Participants of the Study

Participants	N	Percentage (%)
FSM students	45	75%
Faculty and Staff	15	25%
Total	60	100%

Table 1 shows the distribution tables of the participants who participated in the study. It reveals that 45 FSM or Food Service Management Students evaluated the developed product, which is composed of 75% of the total population. At the same time, the other hand, 15 faculty and staff of the Sultan Kudarat University Isulan Campus participated in evaluating the developed product, which comprises 25 percent of the total population. They were randomly selected to evaluate the product.

The Research Instrument

This experimental study used sensory evaluation to assess participants' perception of the different treatments of the developed MG3 Pineapple (*Ananas comosus*) Brittle. The 7-point Hedonic rating was used to evaluate the product in terms of Color, Texture, Taste, Ocular inspection, and Odor, including the mouthfeel.

In determining suitable and appropriate packaging materials, the 7-point hedonic scale was also used to determine the packaging relative to the general acceptability of the product. The different packaging materials were coded to avoid miss identification among the four (4) treatments. All these research instruments come from standard rating. These were subject to either a dry run or to test for reliability. This was submitted for examination by the evaluators.

Statistical Analysis

The evaluation results were organized correctly to produce proper and good results.

To determine the sensory qualities of the different treatments, the respondents evaluated Treatments 1, 2, 3, and 4 of the experimental pineapple brittle (*Ananas comosus*) in terms of Color, Texture, Flavor, Taste and Odor. The quantitative attributes of the product in terms of the proper proportion of the ingredients and the mean were computed. The F Test or analysis of variance (ANOVA) was employed to get the significant difference among the treatments: for substantial results of ANOVA, the separation of mean was done using Tukey-Kramer Comparison Test.

The Research Instruments

The study used the Sensory Evaluation for the different treatments of the MG3 pineapple (*Ananas comosus*) in terms of Color, Texture, Odor, Visual Evaluation of flavor, and Odor using mouth feel and sense of smell. The Hedonic Rating scale was used to evaluate its Durability, Attractiveness and General Acceptability in determining the appropriate and suitable packaging material for the developed MG3 pineapple (*Ananas comosus*) brittle.

Data Gathering of the Study

Before conducting the study, the researcher approached the school administrator to conduct the study. The Food Service Management students, faculty, and staff members of SKSU Isulan Campus the study participants were instructed on how to do the evaluation process.

Different treatments with three (3) replications were utilized during the evaluation. They were coded to avoid misidentification by the respondents. The coding are as follows: treatment 1 with codes 101, 102, and 103; treatment 2 with codes 201, 202, and 203; treatment 3 with the codes 301, 302, and 303, and treatment 4 the control, with the regulations 401, 402, and 403.

The researcher then distributed samples of pineapple brittle to the panel of evaluators. They were instructed on how to use the evaluation sheet and to give their ratings. After tasting the pineapple brittle, the evaluators were given water to drink to wash off the taste of the previous brittle to ensure that they will evaluate each treatment authentically.

Sensory Evaluation Criteria Parameters

To determine the sensory quality of the developed MG3 Pineapple (*Ananas comosus*), the (7) hedonic scale was used to evaluate the product's sensory attributes.

RESULT AND DISCUSSION

The analysis and interpretation of data were gathered in the study. The data were taken from the responses in the questionnaire.

Table 3. Sensory Quality of MG3 Pineapple (*Ananas comosus*) Brittle in terms of Color

Treatment/Replication	Mean	Interpretation
T1	4.83 ^b	Slightly acceptable
T2	4.62 ^b	Slightly acceptable
T3	5.80 ^a	Moderately acceptable
T4	5.02 ^b	Moderately acceptable
Grand Mean	5.63	Slightly acceptable

α = 0.05 level of significance; Means of the same superscript are comparable

The computed mean in terms of color indicates that among the four (4) treatments, treatment 3 rated "moderately acceptable" with a mean value of 5.8, and the other treatments rated as "slightly acceptable" by the participants with a mean value of 5.02, 4.83, and 4.62 for treatment 4, treatment 1, and treatment 2, respectively.

It also implies that the significant differences in color were due to the different percentages of ingredients used in the treatments. The analysis shows the computed F-value = 16.691 F-tabular=2.64 at $\hat{\delta}=0.05$ level of significance, which is lower than the computed F-value. There is enough evidence to affirm that the differences among means of the sensory evaluation of dried pineapple are statistically significant. The results also show that the treatments affected the color of the products. The results also indicate that the three treatments have a mean satisfaction rating within an acceptable level concerning the mean satisfaction of the controlled variable.

Consequently, treatment 3 with a sugar concentration of 3 cups has manifested as the most desirable color. This can be attributed to the optimum sugar color blend with the natural pineapple color. There is a balance between refined sugar and pineapple that has enhanced its appeal to the respondents.

Initial perceptions of products are influenced by color, which has also an impact on consumer behavior. In order to appeal and engage customers of all ages, marketers must carefully consider the psychology of color when selecting, packaging and food coloring (Tracegains 2022).

Table 4. Sensory Quality of MG3 Pineapple (*Ananas comosus*) Brittle in terms of Texture

Treatment/Replication	Mean	Interpretation
T1	3.74 ^c	Neither acceptable nor unacceptable
T2	4.0 ^c	Neither acceptable nor unacceptable
T3	6.26 ^a	Highly acceptable
T4	5.31 ^b	Moderately acceptable
Grand Mean	4.83^c	Slightly acceptable

α = 0.05 level of significance; Means of the same superscript are comparable

Treatment 3 obtained the mean value of 6.26, followed by Treatment 4, Treatment 4, and Treatment 1, with their mean ratings of 5.31, 4.0, and 3.74, respectively.

Table 4 also shows that T3 was interpreted as "highly acceptable" and treatment four as "moderately acceptable." The results show T3 as the best treatment. However, T3 is comparable to T4, but T3 is very different from T1 and T2. The result implies that the Texture of pineapple brittle from T1 and T2 may likely be the same. The sugar concentration in the formulation affects the finished products' texture. An optimum concentration resulting in the most desirable texture falls within Treatment 3 with 3 cups of sugar. The analysis yielded a computed F-value of 149.30, more significant than the F-tabular=2.64 at $\hat{\delta}=0.05$ significance level.

Texture not only affects how much food you like but also how satisfied you feel after eating. In contrast to a bottle of apple juice, an apple is going to make you appear larger despite having the same amount of energy simply because of its texture. (RNZ 2022).

Table 4. Sensory Quality of MG3 Pineapple (*Ananas comosus*) Brittle in terms of Taste

Treatment/Replication	Mean	Interpretation
T1	3.48 ^d	Slightly unacceptable enough
T2	3.90 ^c	Either acceptable or not acceptable
T3	5.86 ^a	Moderately acceptable
T4	5.13 ^b	Slightly acceptable
Grand Mean	4.59^b	Slightly acceptable

α = 0.05 level of significance; Means of the same superscript are comparable

For the taste attributes of pineapple brittle, as perceived by the evaluators, the computed means indicate that among the four (4) treatments, T3 rated "moderately acceptable," T4 rated "slightly acceptable," T1 interpreted as "slightly unacceptable enough," and T2 as "neither acceptable nor not acceptable" by the respondents.

It is noticeable that T3 rated a higher mean rating of 5.86 than all other treatments relative to the Taste of pineapple brittle. This can be attributed to the optimum concentration of sugar added to the treatment. The specific concentration of sugar added to Treatment 3 has enhanced the natural flavor and sweetness of the pineapple. This complementary combination attracts the respondents' sensory nerves, providing a delectable sensation to their pallets, making Treatment 3 their desired choice.

The analysis of variance shows significant differences among treatment means of rating for the Taste of pineapple brittle, and It is evident that T3 is the preferred Taste. This implies that the sensory evaluation results on Taste were significantly affected by the different percentages of sugar. Differences in the rate of sugar indicate that every participant has their perception of the Taste of the product, which may be the same or different from each other.

Taste is the most significant factor when people determine whether or not they enjoy a product. This has been validated by every poll that the International Food Information Council Foundation has conducted to date, and in 2020, 88% of those surveyed cited Flavor as their top consideration when making a purchase. With figures like these, it is obvious that taste should be a major consideration both during the product creation process and when deciding whether to market the product (International Taste Institute 2020).

Table 5. Sensory Quality of MG3 Pineapple (*Ananas comosus*) in terms of Flavor

Treatment/Replication	Mean	Interpretation
T1	4.54 ^b	Slightly acceptable
T2	4.12 ^c	Neither acceptable or not acceptable
T3	5.79 ^a	Moderately acceptable
T4	5.79 ^b	Slightly acceptable
Grand Mean	4.78^b	Slightly acceptable

α = 0.05 level of significance; Means of the same superscript are comparable

In the evaluated flavor of pineapple brittle, T3 has the highest mean rating, 5.79, which is described as "too delicious." evaluators perceive T3 as "moderately acceptable." T4 obtained a mean value of 4.68, followed by T1, with a mean rating of 4.54, and T2, with a mean rating of 4.12. T4 is comparable to T1, but they are different from T2. The results also indicate that T3 is the evaluators' most preferred flavor of pineapple brittle. Looking closely at the concentrations of each treatment, T3, which has a moderate concentration of sugar added, has achieved the most desirable blend, showcasing the pineapple's natural flavor. Such indication has been proven effective through various replications showing the same results.

To ascertain the significance of differences among means of the treatments, analysis of variance (ANOVA) was utilized. The results show that variations among the standards are significant. This implies that medicine affects the acceptability of the pineapple brittle's flavor. It was found that T3 has the best flavor in pineapple brittle. The Taste of T1 is comparable to that of T4. The flavors of T1, T2, and T4 are comparatively different.

The analysis of variance yielded an F- a computed value of = 105.67, which is higher than the F-tabular=2.64 at $\hat{\alpha}=0.05$ level of significance. There is enough evidence to declare the differences among means of flavor in the sensory evaluation as statistically significant.

The primary function of flavors is to add taste to food, as they have no nutritional properties. Flavors come in both natural and artificial varieties. Artificial flavors are carefully selected to provide a larger and more diverse variety of flavors (Food Insights 2018).

Table 6. Sensory Quality of MG3 Pineapple (*Ananas comosus*) Brittle in terms of Aroma

Treatment/Replication	Mean	Interpretation
T1	4.56 ^b	Slightly acceptable
T2	4.61 ^b	Slightly acceptable
T3	5.81 ^a	Moderately acceptable
T4	5.03 ^b	Slightly acceptable
Grand Mean	5.00^b	Slightly acceptable

α = 0.05 level of significance; Means of the same superscript are comparable

Table 6 shows the means obtained by every treatment of the MG3 Pineapple Brittle. T3 has the highest standard of 5.81 and is interpreted as "moderately acceptable" as perceived by the evaluators. On the other hand, the rest of the treatments are comparable, as shown by their means; 4.56 for T1, 4.61 for T2, and 5.03 for T4.

The data show a significant effect of the ingredients variation in every treatment. One proportion stands out among the other proportions in the elements formulated.

As perceived by the evaluators, T3 stands out among other treatments, implying that Aroma plays an essential role in any food product. The scent is most desirable when the correct proportions of the ingredients are achieved. In this case, the sugar concentration in treatment three is just the right amount for the pineapple's natural esters to produce a desirable aroma that made the respondents pick it as their choice.

The statistical computation resulted in F computed = 212.67. However, F-tabular=2.64 at $\hat{\alpha}=0.05$ significance level is too small compared to the F calculated value. There is sufficient evidence to declare that differences in the Pineapple Brittle are not due to change. The variations in the sensory evaluation are affected by the treatment. Moreover, the results show a great possibility of one being the best treatment among the four (4) treatments involved in the study. The aroma or fragrance is caused by one or more volatilized.

Our impression of food is fundamentally influenced by aromas. Before taste the meal, the fragrance and whiff penetrate our brains via our olfactory nerves and cause a sense of hunger and longing, which in return assists in stimulating the digestive system (Mishra S. 2022).

Table 7. Sensory Quality of MG3 Pineapple (*Ananas comosus*) Brittle in terms of General Acceptability

Sensory Qualities	T1	T2	T3	T4
Color	4.83	4.62	5.83	5.02
Taste	3.48	3.90	5.86	5.13
Texture	3.74	4.00	6.27	5.37
Proportion	4.51	4.85	5.74	5.20
Aroma/Odor	4.56	4.61	5.81	5.03
Flavor	4.54	4.12	5.79	4.68
Grand Mean	4.28^c	4.35^c	5.88^a	5.06^b

α = 0.05 level of significance; Means of the same superscript are comparable

The treatment means of the Mg3 Pineapple Brittle in terms of its general acceptability and as perceived by the respondents are shown in Table 7. The data show that the T3 (5.88) is the most acceptable, followed by the T4 (5.06). The T1 and T2 are comparable, as demonstrated by their means of 4.28 and 4.35, respectively.

This implies that in the sensory attributes of the products, T3 is the most preferred by the panel of evaluators. The General Acceptability of the product is based on the components studied by the research. Furthermore, the investigation/experiment results show significant differences among the variables and treatments used.

Food acceptability is influenced by a variety of variables, some of which may be linked to the eater, the food, or the setting in which the meal is eaten. Acceptability is a hedonic (pleasure)-based subjective measure that is influenced by a variety of factors, including the food's sensory qualities, previous exposure to it and after demands, contextual considerations, a person's culture, physiological status (such as thirst, hunger, and the presence or absence of illness), among many others. The evaluation of food acceptability is quite complex and depends on behavioral theories (food-choice models) or psychometrics (scales). This article tries to explore some innate variables that influence how sensory assessment can be used to quantify and comprehend these aspects' effects on food acceptability (Murray J.M. 2023).

Table 8. Suitable and Appropriate Packaging Material of MG3 (*Ananas comosus*) Brittle in terms of Durability

Packaging	Mean	Interpretation
Packaging 1 (cellophane)	5.06	Slightly durable
Packaging 2 (zip lock)	4.28	Neither durable nor not durable
Packaging 3 (plastic)	6.00	Moderately durable

α = 0.05 level of significance; Means of the same superscript are comparable

The computed means in table 8 indicate that packaging three was interpreted as "moderately durable," packaging 2 was "neither durable nor not durable," and packaging three using cellophane Pp 20 was "slightly durable," as evaluated by the evaluators.

Packaging 3 obtained the highest mean value of 6.10; it implies that this is most preferred with the highest acceptability in terms of Durability, followed by Packaging 2 and Packaging 1 with their mean ratings of 5.06 and 4.28, respectively. The result signifies that among the three (3) packaging materials and in terms of Durability, packaging 3 is desirable to the participants due to its thickness. At the same time, it can hold and preserve the form of a brittle.

The key benefits of utilizing plastic for food storage include its light weight, good strength, ease of handling, and durability. They are simple to mold into many forms and containers. Plastics are much less expensive than metals, thus they are considered for food storage (Toppr 2022).

Table 9. Suitable and Appropriate Packaging Material of MG3 Pineapple (*Ananas comosus*) Brittle in terms of Attractiveness.

Packaging	Mean	Interpretation
Packaging 1 (cellophane)	5.10	Slightly attractive
Packaging 2 (zip lock)	4.2	Neither attractive nor not attractive
Packaging 3 (plastic)	6.08	Moderately attractive

α = 0.05 level of significance; Means of the same superscript are comparable

The computed means in table 9 indicate the Attractiveness of packaging materials as evaluated by the evaluators. Packaging 3 obtained the highest mean value of 6.08. The two (2) other packaging materials considered with low mean values are packaging 2, with its mean value of 5.10, and packaging 1, with the lowest mean of 4.25. This implies that Packaging 3 is the most desirable in terms of Attractiveness because it can hold the shape of the brittle and is more attractive.

Product packaging is regarded as the best chance for marketers to visually convey the brand's message and position the product as a superior option to any rival. Consumers are given an ever-growing range of options in the modern world. All they need is to draw them in, make an impression, and persuade them to "take it" in a regular 30-minute shopping session. Given the fierce competition, product packaging appears to be one of the most effective marketing tools for reaching and influencing consumers (Pareplash 2018).

Table 10. Suitable and Appropriate Packaging Material of MG3 Pineapple (*Ananas comosus*) Brittle in terms of General Acceptability

Packaging	Mean	Interpretation
Packaging 1 (cellophane)	5.06	Slightly acceptable
Packaging 2 (zip lock)	4.25	Neither acceptable nor not acceptable
Packaging 3 (plastic)	6.08	Moderately acceptable

α = 0.05 level of significance; Means of the same superscript are comparable

Table 10 shows the mean ratings on the evaluation of packaging materials regarding general acceptability. Packaging 3 obtained the highest mean value of 6.13 with its "moderately acceptable" interpretation rating, followed by Treatment 1 and Treatment 2 with mean ratings of 5.06 and 4.30, respectively. The result shows that among the three (3) studied packaging materials, Packaging 3 was "most suitable" in general acceptability.

This implies that treatment 3 is the most preferred by the respondents due to its thickness and ease of handling, especially if you want to transport it from one place to another, and it could preserve the appearance of the said brittle.

Plastic packaging's strength and seal ability prevent products from deteriorating and extend shelf life. Plastic packaging designed for changed atmospheres can extend shelf life between 5 to 10 days, reducing food loss in retailers from 16% to 4%. (BPF British Plastic Federation 2023).

Shelf-Life Analysis

In evaluating the shelf-life of the MG3 Pineapple Brittle, the researcher stored four (4) Pineapple Brittle samples for each treatment. The Pineapple Brittle were stored at room temperature. The products were tasted and rated every week based on the Sensory Evaluation regarding Color, Texture, Flavor, Taste, and Odor. The shelf life tasting was done for four (4) weeks and observations were recorded.

During the first, second, third, and fourth weeks of observation, no changes were observed in Color, Texture, Flavor, Taste, and Odor from all treatments. This is an indication that pineapple brittle is a preserved dessert form that can last for a more extended period.

The shelf life of food product begins when processing and packaging is finished. The time depends on ingredients, manufacturing process, packaging, and storage conditions. There is also a difference between the food spoils and when it starts losing quality. Some customers care more about the quality, so even if a product are not spoiled, they might not be happy selling it to customers after a certain point.

The term "shelf life" refers to the period of time during which you can anticipate a product to appear, behave, and be safe for use. The type of item, the way it is utilized and the way it is stored all affect how long it lasts. (US FDA 2022).

Nutrient Analysis

The nutritional analysis of MG3 Pineapple (*Ananas comosus*) Brittle in different parameters were analyzed.

Based on the laboratory analysis results conducted at Chemical and Microbial Testing Laboratories of DOST Region XII, Cotabato City, product sample I contained a moisture content of 1.12% (g/100g). Using the Gravimetric-AOAC Test Method, the solid has 98.88% per % (g/100g). Crude fat contains 0.36% per % (g/100g).

On the other hand, with the use of the Volumetric-AOAC Test Method, the Mg3 Pineapple (*Ananas comosus*) Brittle containing 40.64% per %/100g of Vitamin C and 10.82% of Sodium in every mg/100g using the Flame Photometer. The water content was 0.33%, as indicated by using the Test Method.

Therefore, based on the nutrients analysis, the Mg3 Pineapple Brittle is the best source of vitamin C. It should be sold in the sari-sari stores or any commercial food pasalubong shop. However, the current

study of the developed product reveals that Vitamin C contains 40.64% /100% of the vitamin. The possible reason is that too much exposure of the vitamin C in the heat can cause the evaporation of Vitamin C since this kind of vitamin is volatile and are not heat resistant. It is anchored to the published article of (Harvard T.H. Chan 2023) that both heat and light have the ability to degrade vitamin C. High-heat cooking temperatures or prolonged cooking times can break down the vitamin because the vitamin is water-soluble. It can potentially contaminate the cooking liquid therefore juices disappeared if not consumed.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summary of the study presents conclusions based on the findings of this research and formulated recommendations.

SUMMARY

This study entitled " Acceptability of the Sensory Profile Level of Pineapple Brittle Using Mg3variety: Product Development" was Conducted At The Regional Communal Processing Center, SKSU – Isulan Campus on October 24-26, 2016.

The study aimed to develop MG3 Pineapple (Ananas comosus) Brittle and to determine their sensory qualities in terms of Color, Texture, Taste, Proper Proportion, and Odor, as well as the quantitative quality attributes of the products in terms of the shelf-life, nutrient, and moisture content, as well as their suitable and appropriate packaging materials.

In the evaluation of the treatments, questionnaires were used for sensory evaluation. A rating scale from 1 - 7 was used to judge the sensory qualities of the products, with seven (7) being the highest value and one (1) for the lowest rating. The results of the sensory evaluation were statistically analyzed and interpreted.

Results of the sensory evaluation were statistically analyzed using the variance of Completely Randomized Design (CRD) with four (4) treatments replicated three (3) times.

THE SUMMARY OF FINDINGS

1. Regarding Taste, a significant difference among treatments was obtained. Treatment 3 was the most preferred by the evaluators, with the highest mean rating of 5.86, and interpreted as "moderately acceptable."
2. The Texture of the developed product showed significant differences among the treatments. Treatment 3 obtained the highest mean rating of 6.26, interpreted as "moderately acceptable."
3. Significant differences were also observed among treatments in the evaluation of Color. The highest mean rating of 5.8 was obtained by Treatment 3, interpreted as "moderately acceptable."
4. The Flavor of the developed product showed significant differences among treatments. Treatment 3 obtained the highest mean rating of 5.79, interpreted as "moderately acceptable."
5. A significant difference among treatments was also observed in the Aroma. Treatment 3 obtained the highest mean rating of 5.81, interpreted as "moderately acceptable."
6. When it comes to the General Acceptability of the developed product, Treatment 3 obtained the highest mean (5.88) in all sensory qualities, Color (5.83), Taste (5.86), Texture (6.27), Proper proportion (5.74), Aroma (5.81), and Flavor (5.79).
7. The developed MG3 Pineapple Brittle was observed to have no sign of spoilage from the date of processing, October 25, 2022, up to February 25, 2025.
8. The results of laboratory analysis conducted at Chemical and Microbial Testing Laboratories of DOST Region XII, Cotabato City, the product sample contained a moisture content of 1.12%

(g/100g). Using the Gravimetric-AOAC Test Method, the solid has 98.88% per % (g/100g). Crude fat contains 0.36% per %(g/100g).

9. On the other hand, with the use of the Volumetric-AOAC Test Method, the Mg3 Pineapple (Ananas comosus) Brittle contained 40.64% per %/100g of Vitamin C and obtained 10.82% of Sodium in every mg/100g using the Flame Photometer. The water content was 0.33%, as indicated by using the Test Method.

CONCLUSION

The findings of this study indicate a positive perception by the panel of evaluators:

1. Treatment 3 of the MG3 pineapple brittle is the most accepted treatment.
2. Treatment 3 based, evidenced by the evaluation conducted, had a "moderately
3. acceptable" Color, "highly acceptable" Texture, "moderately acceptable" Flavor, "moderately acceptable" Taste, and "moderately acceptable" Aroma.
4. Regarding the packaging materials used in the study, the plastic container was most acceptable, as evidenced by the evaluation rating of "moderately durable" in terms of Durability and "moderately attractive" in terms of Attractiveness.
5. Therefore, based on these data on the nutrient analysis, the Mg3 Pineapple Brittle is the best source of vitamin C. It should be sold in the sari-sari stores or any commercial food pasalubong center.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are considered:

1. Treatment three is highly recommended for commercialization, for if there is higher production, it can compensate and increase profit based on the evaluators' perception.
2. Treatment three is highly recommended for commercialization, based on the ratio and proportion of 3 cups sugar, ¼ cup pineapple pulp, 1 cup water, ½ tsp salt, 1 tsp baking soda 1 tsp cream of tartar, and 1 tsp butter.
3. Plastic container is highly recommended for packaging the developed product.
4. Due to its nutritional capability, future researchers are encouraged to use the pineapple as enhancer for any product development.
5. Young entrepreneurs, homemakers, and farmers are encouraged to develop the pineapple brittle using their ways of processing and adopting the technology.
6. The product is highly recommended to be sold in the sari-sari stores or any commercial food pasalubong center.

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"Trust in the Lord with all your heart and lean not on your understanding. In all your ways acknowledge Him, and He will direct your paths." Proverbs 3:5-6

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FELDER-SILVERMAN MODEL OF LEARNING STYLES AND BLENDED LEARNING MODALITY ACADEMIC PERFORMANCE IN BIOTECHNOLOGY

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ABSTRACT

Teaching-learning process under the COVID-19 pandemic is an enormous leap of faith, and the learning environment has been transformed, significantly affecting learners, varied preferences, needs, and learning styles. Identifying learners learning styles and how they best learn under the new learning modality is a must. This study explored the relationship between the learning style of grade-eight learners and their academic performance. This research utilized the descriptive-correlational design. The respondents of this study were the purposively selected grade-eight STE learners of the Pavia National High School SY 2021-2022. The data gathering instrument was the adapted Felder-Soloman Index Learning Style questionnaire. Results of the study revealed that visual learning is the dominant learning style in Biotechnology during blended learning between male and female Grade- eight learners and among socioeconomic classes. Learners under this learning modality were dominantly visual and had high achievement grades in Biotechnology, which strongly indicates that learners find the teaching-learning process favorable. It appeared that sex differences and socioeconomic classes appeared indistinctively in both learning styles and achievement grades, which strongly indicates that the Biotechnology curriculum should focus more on visual activities and less on other aspects. However, no relationship was found between the learning style of students and their academic performance in Biotechnology. Thus, the likelihood of higher scores in Biotechnology during blended learning is nothing to do with their learning styles. The findings of this study hoped to provide the basis for the formulation of a classroom intervention for teachers teaching the new normal .

Keywords: *academic performance, blended learning modality, Biotechnology, Felder-Silverman Model of Learning Style, learning styles*

INTRODUCTION

Background of the Study

Teaching-learning practices that have been transformed into the online environment differ significantly among learners due to their varied preferences, needs, and approaches to learning Dhawan, S. (2020). Jamali, A. R., & Mohamad, M. M. (2017) mentioned that each learner differs from others and has different learning processes. According to Švarcová, E., & Jelínková, K. (2016) educators must have the capacity to understand how students learn. This was further supported by Zagulova, D. et al. (2019) that students learn at different rates during the learning process. Moreover, Sogunro, O. A. (2017) stated that learners have different speeds in taking up information, passion, motivation to learn, and, most notably, the preferred learning style. In the study of Li, K. M. (2015), the preference for students' learning styles plays a role in enhancing teaching practices.

At the height of COVID-19, there was an enormous leap of faith from traditional face-to-face interaction to the new normal way of teaching and learning (d'Orville, H. 2020). Roy, A. (2019) added that schools

are adopting the new system in the education sector, which is integrating technology as a tool in learning. With schools worldwide redesigning because of COVID-19, blended learning has been around for a while. It combines traditional face-to-face and online instruction, all while students are in the classroom with the teacher (Ferlazzo, L. (2020). The same author also asserted that blended classrooms include face-to-face interaction or lecture group discussions and small groups while using technology to provide in-class and online learning that students can do at home, provided they have access to the necessary technology.

Raja, R., & Nagasubramani, P. C. (2018) discussed that the promotion of active learning, collaborative and cooperative learning, creative learning, integrative learning, and evaluative learning by teachers and students has a significant impact on the acquisition and absorption of knowledge. Generally, the learning style is a behavior, belief, and preference utilized by the learners in acquiring knowledge (Jamulia, J. 2018). To further support the idea, Jamali, A. R., & Mohamad, M. M. (2017) claimed that learning style is a method by which students think, process, and retain information to enhance their performance. Another strong point to consider, as mentioned by Darling-Hammond, L., et al. (2020) that learning styles determine how the individual receives and processes information. It is essential to note that there should be a match between the learner's learning and the teacher's teaching styles. Conversely, a mismatch in the teaching style to the learner's learning style can lead to poor performance among the learners (Jamali, A. R., & Mohamad, M. M. (2017).

Zagulova, D. et al. (2019) claimed that the Felder-Silverman Model of Learning Style is suitable for online instruction as we embrace the new normal education, knowing how students prefer to learn with the integration of technology as a tool of learning may assist in providing recommendations to teachers on how to deliver essential learning competencies digitally and with the integration of technology. Ferlazzo, L. (2020) supported the idea that blended instruction is a combination of face-to-face class interaction and technology to provide in-class online learning that students can do at home, provided they have access to the necessary technology.

The study of Magulod Jr, G. C. (2019) revealed that learning styles improve mental capacity and coping mechanisms with learning difficulties encountered refining learners' performance. Panzo, B. J., (2021) also highlighted the idea that investigating learning styles helps categorize learners on how they best learn in online education and with the integration of technology. Thus, the researcher conducted this study to investigate the learning styles of the learners using Felder-Silverman Model of Learning Styles and to explore in finding the relationship between the learning styles of the learners to academic performance.

Objectives of the Problem

This study aimed to investigate the learning styles of Grade 8 Science, Technology, and Engineering (STE) learners in Biotechnology using the Felder-Silverman Model of Learning Style to help categorize learners on how they best learn when there is an integration of technology in learning. Moreover, the study focused on and explored finding the relationship between the learning style of students and their academic performance.

Specifically, it sought to answer the following questions:

- 1) What are the learning styles in blended learning of Grade-eight learners when taken as a whole and grouped according to sex and socioeconomic class?
- 2) Are there significant differences in the learning styles in blended learning of Grade eight learners when grouped according to sex and socioeconomic class ?
- 3) What is the academic performance in blended learning of Grade eight learners when taken as a whole and grouped according to sex and socioeconomic class?
- 4) Are there significant differences in the academic performance in blended learning of Grade eight learners when grouped according to sex and socioeconomic class?
- 5) Do learning styles predict the academic performance of Grade-eight learners in blended learning?

LITERATURE BACKGROUND

Technology Integration

Serdyukov, P. (2017) claimed that the technology introduces and influences several great tools to assist students learn more effectively and efficiently providing them with flexible learning experiences which transform the classroom into online learning environment (Moreillon, J. (2015). Raja, R., & Nagasubramani, P. C. (2018) supported the idea that technology integration has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students through the promotion of active learning, collaborative and interactive learning, creative, evaluative and integrative learning. Thus, the impacts of these technological tools can more likely offer personalized learning environments to learners that enhance the quality of education, develop learner's style of thinking, and allow to students to adapt to its learning environment and ongoing social changes (Zagulova, D. et al. 2019) that lead to a positive impact on student learning and motivation (Moreillon, J., 2015).

Panzo, B.J. (2020), asserted that knowing how students prefer to learn in an online distance education or with integration of technology, educators can align their teaching style to the learning style of the students in online and blended education that can help students acquire knowledge and skills that are needed by a 21st century learner.

Learning Style

The learning style is more concerned on how students prefer to learn than what they are to learn (Truong, H.M. et al., 2016). With this, the learning style vary from student to student as every learner has his attributes, preferences and strengths that are used to collect information (Bhagat, A. et al., 2015). Thus, educators must understand students' learning styles and they need to enhance students' learning ability (Ridwan, H., et al. 2019).

Learning styles have a significant role in the learning process (Ilicin et al., 2018) and if integrated, it can make learning easier and can increase learning efficiency (El-Bishouty, M.M. et al. 2018). Presented results of the study conducted by Zagulova, D. et al. (2019) confirmed the relation between performance and learning styles according to the Felder-Silverman Learning Style Model where in some specialties, students with sequential learning style have higher academic performance than students with global learning style, as well as students with mild learning style preferences on the Activist/Reflector dimension.

Cardino, J. & Cruz, R.(2020) added that by understanding the diversity of students, realizing their different learning styles, teachers will be guided in designing different strategies. These will help students learn the easier way and, thus, achieve better academic performance in mathematics.

Learning Style Models

Gappi, L.L. (2013) cited that Jung's theory was the foundation of Kolb's learning style. The proponent classified the learners according to four categories based on their preferences on taking and incorporating information. This four categories were accommodator, diverger, assimilator and converger. According to Loo (2004), the model is an attempt to merge all the four stage sequences to direct the learners from actual experiences to the progression of notions that will cater the facilitator for a brand new experience. The same author further stated that competence is established upon the capability to act in response to various learning situations by successfully making use of each style. Nevertheless, proponents of this theory have similar points of view that each person has a preferred stage in which learning is found to be most comfortable (Goby & Lewis, 2000). As a result, Young, (2002) highlighted that as starting point for learning whichever stage favored by an individual may be considered.

Dunn and Dunn suggested one more learning style model in presenting and appraising intelligence. The said concept is founded on the theory which implies that there is no definitive connection between intelligence and talent or inborn capabilities (Dunn, R., Denig, S., & Lovelace, M. K. 2001) as an alternative for perception, comprehension, the achievement as Denig (2004) established, knowledge through experiences and analytical problem-solving and decision-making skills are acceptable and valid demon-

stration of intelligence. The mentioned learning Style model, views factors such as setting, emotionality, sociological fondness, physiological distinctiveness and psychosomatic processing inclinations shape student learning.

Furthermore, Magulod Jr, G. C. (2019) supported the notion that Kolb's learning style confirms that learning styles differ significantly to different professional and technical fields of specialization. A person tends to choose degree courses where the learning environment nurtures their learning styles. The said author focused on the assessment of the learning style preferences of students enrolled in applied science courses with the end goal of contributing to the existing body of knowledge about the distinct learning styles of students in these disciplines. The result of the study revealed that the students of applied sciences courses preferred visual, group and kinesthetic as major learning styles while they considered tactile, auditory and individual learning styles as minor learning preferences.

Teaching Methods

As made mention by El-Bishouty, M.M. et al. (2018), teaching methods do not always fit the students' learning styles and in effect learners that are not preferred by the supported learning environment experience problems in the learning process (Kintu, M. J., Zhu, C., & Kagambe, E. 2017). In the study conducted by Mohamad Sulaiman, Sern and Salleh (2015), the result further emphasized that learners acquire knowledge when teaching and learning materials can cater to the preferred learning styles. To understand a particular learning style that meets the needs of the students, teachers need to determine the best possible learning style that can support students' learning (Jamali, A. R., & Mohamad, M. M. 2017). The teaching style and methods of the instructor should match with the student's learning style. Their learning styles should be a guide for diversified teaching methods catering to the needs of the students (Lumanog, J.M.T. 2016).

METHODOLOGY

This research utilized the Descriptive-Correlational design. Kim, Sefcik & Bradway (2015) asserted that descriptive research describes certain phenomena and their characteristics. Moreover, McCombes (2022) stated that a descriptive research design inaccurately and systematically describes a population sample of the study. In an extensive and thorough review of Askarzai, W., & Unhelkar, B. (2017), they added that in research methodologies, the researchers describe descriptive research as a description, representation, and specification of the nature and attributes or aspects of the subject or respondents. Curtis, Comiskey, and Dempsey (2016) mentioned that correlational research determines the relationship between variables.

The study participants with a total of complete 54 learners were the two STE sections of Grade eight learners of Pavia National High School SHS Division of Iloilo for the school year 2021-2022. This group of learners was purposively taken as the participants because the Biotechnology subject was exclusively taught to these learners. The researcher followed all the prescribed research ethics. This study began with permission from the Asst. School Principal of Pavia National High School. The researcher then informed the Senior High School Coordinator and subject group head about the nature of the study. A letter was sent to the parents for their consent for their child to be one of the study's respondents. The confidentiality of information gathered from the respondents was valued to the highest degree.

The data gathering instrument was the adapted Felder-Soloman Index Learning Style questionnaire composed of 44 questions to determine the learning style of Grade eight STE learners based on the Felder-Silverman Learning Style Model by Richard M. Felder and Linda K. Silverman. Panzo, B.J., (2021) mentioned that this instrument was developed and validated by Richard M. Felder and Barbara A. Soloman in 1991. This instrument has been accessible to non-commercial users from 1996 to the present.

The questionnaire was composed of forty-four (44) questions, and eleven (11) questions were intended for each of the four (4) dimensions or types of learners in the Felder-Silverman Learning Style Model.

As to the said instrument, the researcher herself did not seek approval as the Felder -Soloman Index of Learning Style questionnaire has been accessible at no cost to non-commercial users from 1996 to the present (Zhang, B. et al. 2021). Lastly, the researcher did not modify any question and interpretation of the Felder-Soloman Index of Learning Style questionnaire.

Panzo, B.J., (2021) stated that as the school embraced online distance learning, blended learning, modular learning, and other learning modalities, a concept was introduced in Basic Education Unit as it brings quality education to the homes of the learners in this new normal education as it officially started the school year 2020-2021. The ShiftEd concept was introduced to help the school and teachers reach out to the learners with the aid of canvas, gamified assessments, google classroom, educational videos, and other technologies.

The study determined and answered the descriptive objectives of the study, which include the sex, socio-economic class (SEC), and learning style of the learners based on the Felder-Silverman Model of Learning Styles. Also, it determined the academic performance of the learners in Biotechnology using the learner's progress record interpretation set by the Department of Education.

The inferential objectives were answered using a correlational technique (Pearson's r), independent t-test, and ANOVA. An independent-samples t-test was conducted to compare the learning styles of male and female Grade eight learners and the achievement performance of male and female Grade eight learners. The ANOVA was conducted to determine the significant differences in the learning styles of Grade eight learners when grouped according to SEC. A Pearson's r was employed to determine if student's learning styles can predict the academic performance of Grade-eight learners in blended learning.

After answering the questionnaire using the web tool of North Carolina University, results were generated and interpreted directly. Alternatively, whenever technical glitches and network traffic arise, the Felder-Soloman Index of Learning Style questionnaire was given to the students through a printed copy. All statistical data were processed with the aid of Statistical Package for Social Sciences (SPSS) software version 22. The level of significance for inferential statistics was tested at 0.05 alpha.

FINDINGS

Complete 54 learners for this study represented the Grade eight STE learners in the Pavia NHS. The learning styles in blended learning of Grade-eight learners grouped according to sex was presented in Table 1. The learning style with the biggest number of learners was visual with 46.3 percent of the total population, followed by sensing with 20.4 percent and reflective with 7 percent, while sequential and global is 7.4 percent of the population and verbal had the lowest, which was only 1.9 percent. Tee, T. K. et al. (2015) revealed that most students preferred visual learning, with 90% in Business Management and Hospitality programs at Vocational College of Malaysia. Most learners in different social science, natural science, and engineering had visual preferences. Long, C. Y., et al. (2013) claimed that it was evident that the visual learning style was the most preferred learning style when analyzed based on the programs enrolled by the students.

A similar idea was stated by Jamali, A. R., & Mohamad, M. M. (2017) that engineering students showed a strong preference for visual learning. This implied that institutes should focus more on a visual learning environment so learners can easily enhance their academic performance.

Most learners were visual learners, of which 17 were females, and 8 were males. Of 20.4 percent of sensing learners, 8 were female while of which 3 were female learners. The reflective was 13 percent of the population, of which 5 were female, and 2 were male learners. The sequential, global, active, and verbal learning styles were less evident among Grade-eight learners in the Biotechnology class.

Table 1. Learning styles in blended learning of Grade-eight learners grouped according to sex

Preferred Learning Style	Sex		Total	Percent
	Male	Female		
Reflective	2	5	7	13.0
Visual	8	17	25	46.3
Sensing	3	8	11	20.4
Sequential	1	3	4	7.4
Global	0	4	4	7.4
Active	1	1	2	3.7
Verbal	0	1	1	1.9
Total	15	39	54	100.0

Table 2 showed the distribution of learners learning styles in terms of Socio-economic Class (SEC). Most of the learners learning styles belonged to C1 (Higher Middle SEC) and C2 (Lowe Middle SEC), where most learners were visual, sensing, and reflective in terms of learning styles. It was evident that the result from the responses on this item observed the low socioeconomic class of the survey area. Nazir, M. A., et al. (2018) similarly mentioned that there was no influence of parental income on learning style preferences.

Table 2. Learning styles in blended learning of Grade-eight learners grouped according to SEC

Preferred Learning Style	Socioeconomic Class				Total
	AB	C1	C2	D	
Reflective	0	5	2	0	7
Visual	0	10	12	3	25
Sensing	1	4	5	1	11
Sequential	0	1	1	2	4
Global	0	1	3	0	4
Active	0	1	0	1	2
Verbal	0	0	1	0	1
Total	1	22	24	7	54

An independent-samples t-test was conducted to compare the learning styles of male and female Grade eight learners. Table 3 below showed that there was no significant difference in the learning styles for male (M=2.47, SD=1.246) and female (M=2.77, SD=1.246) public secondary teachers; $t(52) = 1.716$, $p = .477$. These results suggested that male Grade eight learners had similar learning styles to female Grade eight learners. This was true only at the 0.05 level of significance. Shuib, M., & Azizan, S. N. (2015) provided a notion that there were relatively balanced learning preferences amongst the USM ESL students along the three dimensions of Felder-Silverman's learning styles showed no significant difference in the student's learning styles, and gender difference did not influence these preferences. As an implication, this study had shed light on the learning needs among Malaysian ESL learners in this study who, regardless of their gender, were in favor of various forms of instructional strategies, with a significant preference for a visual form of learning materials. Nazir, M. A., et al. (2018) also supported that no gender differences were observed regarding learning styles among dental students.

Table 3. Results of independent t-test and Descriptive Statistics for learning styles by sex

	Sex						95% CI for Mean Difference	Sig.	t	df
	M	Male SD	n	M	Female SD	n				
Learning Styles	2.47	1.246	15	2.77	1.246	39	-.151, .546	.477 ^{NS}	1.716	52

*p < 0.05 significant
NS-not significant

The ANOVA result in Table 4 showed no significant differences in the learning styles of Grade eight learners when grouped according to SEC. The computed F-value was equal to .893 at degrees of freedom (3, 50), equal to 53. The p-value was 0.451, greater than the set p less than .05, and interpreted as insignificant. No significant differences existed in the learning styles of Grade eight learners when

grouped according to SEC. According to the results conducted by Huseynpur B., et al. (2015), because students having different socioeconomic statuses did not significantly differ in their preferred learning styles, EFL teachers did not need to take different teaching methods, strategies, and teaching styles for the students' SES. Moreover, authors of the previous study implied that syllabus designers and curriculum developers did not have to control students' SES when designing the teaching materials for the sake of including all learning styles of the students.

Table 4. Differences in learners' learning styles when classified according to socioeconomic class

	Sum of Squares	df	mean square	F	p-value
SEC					
Between Group	5.170	3	.054	.893	.451 ^{NS}
Within Group	96.478	50	.022		
Total	101.648	53			

*p < 0.05 significant
NS-not significant

Results revealed in Table 5 that male learners had a mean achievement grade of 91.27 (SD= 2.086). Moreover, the female learners had 91.76. The mean achievement between sex was closer to each other. Moreover, in terms of socioeconomic class, those belonging to the C2 Class had the highest achievement with a mean of 92.00, followed by learners belonging to the C1 class with achievement grades of 91.76. Those in the socioeconomic class D had a 90.43 achievement in Biotechnology, while class A.B. was the lowest with an 88.00 achievement grade. Standard deviations were small, which means that the mean scores were close to each other.

Table 5. Learning styles in blended learning of Grade-eight learners when grouped according to sex and socioeconomic class

Achievement Grade	N	Mean	SD
Sex			
Male	15	91.27	2.086
Female	38	91.76	2.614
SEC			
AB	1	88.00	
C1	21	91.76	2.256
C2	24	92.00	2.782
D	7	90.43	1.272

An independent-samples t-test was conducted to compare the achievement grade of male and female Grade eight learners. Table 6 below showed that there was no significant difference in the achievement grade for male (M=91.27, SD=2.086) and female (M=91.79, SD=2.587) public secondary teachers; $t(52) = .706, p = .706$. These results suggested that male Grade eight learners had comparable achievement grades. This was true only at the .05 level of significance. Gappi, L. L. (2013) showed no significant effect of gender on the student's learning style preferences. Mutua, J., & Oyoo, S. (2020) supported this study's result that there were no significant gender differences between boys and girls in academic performance in Nairobi County, Kenya. Balam, E. M. (2015), added that in a study of study strategies and motivation of 139 postgraduate students (40 males, 99 females) at South Eastern University, results revealed no significant gender differences between male and female students concerning learning strategies.

Table 6. Results of independent t-test and Descriptive Statistics for achievement grade by sex

	Male			Female			95% CI for Mean Difference	Sig.	t	df
	M	SD	n	M	SD	n				
Achievement Grade	91.27	2.086	15	91.79	2.587	39	-2.029, .973	.483 ^{NS}	.706	52

*p < 0.05 significant
NS-not significant

The ANOVA result in Table 7 showed no significant differences in the achievement grade of Grade eight learners when grouped according to SEC. The computed F- value was 1.565 at degrees of freedom (3, 50), equal to 53. The p-value was 0.209, which was greater than the set p less than .05, interpreted as insignificant. This meant no significant differences existed in the achievement grade of Grade eight learners when grouped according to SEC. The research results of Dayanti, N., Sofendi., & Eryansiyah (2021), showed that learning styles and economic status did not show significant differences in student proficiency. Students who came from middle to upper-class economic status could afford good facilities. In other words, students' economic status did not guarantee better grades and academic performance.

Table 7. Differences in learners' achievement grades when classified according to socioeconomic class

	Sum of Squares	df	mean square	F	p-value
SEC					
Between Group	27.328	3	9.109	1.565	.209 ^{NS}
Within Group	290.987	50	5.820		
Total	318.315	53			

*p < 0.05 significant

NS-not significant

A Pearson's r was employed to determine the correlation between the student's learning styles and achievement grades. The data in Table 8 showed that there was no significant positive correlation between learners' learning styles and achievement grades. The results meant that the student's learning styles had no significant relation to the achievement grade ($r_s (.067) = .486$, $p = .631$). The result of the study was supported by Gappi, L. L. (2013), that there was no significant correlation between academic performance and the learning style preferences of the participants. Thus, student's learning style was insignificant with academic performance. This implied that large scale studies will further investigate on the influence of the learning styles on the teaching- learning progression and to address the needs of the students.

Table 8. Correlation between learners' learning styles and their achievement grade

Variables being correlated	N	r_s	p	Description
learning styles & achievement grade	54	.067	.631 ^{NS}	Not Significant, very weak positive correlation

*p < 0.05 significant

NS-not significant

CONCLUSION

Based on the summary of findings, the researcher concluded the following:

1. Visual learning is the dominant learning style in Biotechnology during blended learning between male and female Grade- eight learners and among socioeconomic classes.
2. Learners under blended learning modality have high achievement grades, which strongly indicates that learners find the teaching-learning process effective. For these reasons, since visual learners learn by reading or seeing pictures, one could argue that teachers should provide more primarily visual methods.
3. It appeared that sex differences and socioeconomic classes appeared indistinctively in both learning styles and achievement grades, which strongly indicates that the Biotechnology curriculum should focus more on visual activities and less on other aspects.
4. It, therefore, became valuable for a teacher to gain insight into improving visual activities and experiences linked to enhancing understanding of new concepts and skills in Biotechnology.
5. No relationship was found between the learning style of students and their academic performance in Biotechnology. Thus, the likelihood of higher scores in Biotechnology during blended learning has nothing to do with their learning styles.

RECOMMENDATIONS

Based on the summary of findings and conclusions, the researcher recommended the following:

1. It is recommended that a further study be conducted using other factors affecting academic performance.
2. It is suggested that a similar study be conducted using more accurate and well-qualified methods such as observation, in-depth interviews, and focus groups so that learners learning styles and academic performance can be assessed and described more objectively.
3. It is suggested that a similar study be conducted in other schools.
4. Other researchers should be there personally with the respondents as they answer the instrument for further explanation and clarification.

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ONLINE LEARNING EXPERIENCES OF THE COLLEGE OF EDUCATION STUDENTS AT ISABELA STATE UNIVERSITY-MAIN CAMPUS

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ABSTRACT

This descriptive-correlation study primarily aimed to determine the challenges of students in online learning. The respondents in this study were the students under the Bachelor of Secondary Education Program at Isabela State University-Main Campus, San Fabian, Echague, Isabela, during the School Year 2021-2022. This study utilized Frequency and percentage distribution and weighted mean. T- test and ANOVA were used for the purpose of determining the significant difference between the challenges of students in online learning when grouped according to their profile variables. The result of the study shows that the respondents have weak internet connectivity and has a monthly income of 5,000 and below. The students encountered all the challenges stated in learning environment and learning resources challenge. Furthermore, the respondents were uncertain or undecided whether to consider Student Isolation Challenges, Self- Regulation Challenges, Technological Literacy and Competency Challenges as a real challenge to them or not when they are participating in online learning. On the other hand, the students were able to effectively utilized technology in learning purposes, thus they find it least challenging. The study also revealed that the null hypothesis is rejected. It appears that there is a statistically significant difference on students' challenges in online learning when they are grouped according to Internet Connectivity and Monthly Income. The researchers suggested that the University may organize virtual symposium or webinars that will cater student's issues. Lastly, the government should offer educational assistance to students to be spent in prepaid load and in buying technological tools for their online learning.

Keywords: *Online Learning, Learning Environment and learning Resource Challenges*

THE PROBLEM AND ITS BACKGROUND

Introduction

Higher education faces issues as a result of the new method of learning, with the majority of institutions unprepared for a pandemic. Learners also put them to the test against the Covid-19. The Philippine Association of State Universities and Colleges (PASUC) has estimated that a total of 44, 069 college students of State Universities and Colleges (SUCs) will not enroll for academic year 2020-2021 as the country deals with the Covid-19 pandemic (Magsambol, 2021). The major causes of the number of not enrolled students were the shift to remote or distance learning through self-learning modules and online classes, coupled with the costly yet slow internet connectivity in the country, puts a strain on families' ability to shoulder the added cost of this type of education (Uaminal, 2020). However, the majority of students enrolled and are continuing to adjust to the new educational norms in order to pursue their studies.

According to the CHED's memorandum order No. 4, flexible learning is a pedagogical approach allowing flexible time, place, and audience, but not solely focused on the use of technology. The design and delivery of programs address learner's unique needs in terms of place, pace, process, and learning. The Commission on Higher Education clarifies that it involves a combination of digital and non-digital tech-

nology and does not necessarily require internet connectivity (Magsambol, 2021). Colleges and Universities, on the other hand, primarily utilized digital technology to offer their lessons to students. They combined their various expertise in using technology in the classroom to meet the needs of the students. The ability to create a video lesson and a power point presentation was improved. They also look at other online platforms for providing learners with assessment resources. On the other hand, students used a variety of platforms to study and deepen their knowledge of their course. Teachers and students can only communicate through their social media accounts where they can express their concerns and get updates on academic matters. Temporarily, the four corners of their house served as their school and office. Flexible learning is also known as distance learning. However, the advent of modern technology has resulted in a borderless society.

Several difficulties affecting students should be identified and a demand strategy or plan should be developed by the University and local authorities that are accountable for the learners. As a result, the student's difficulties will minimize and eventually addressed. The deputy secretary general of College Editors Guild of the Philippines, Regina Tolentino said that the government must hear students out and uphold basic rights to education even during pandemic (Guitierrez and Bilefsky, 2021).

While much is now known about online learning, there is limited research conducted on students experience during Covid-19 pandemic. Hence, this study may provide inputs in improving the learning conduct of online classes at the Isabela State University System, enabling the teaching-learning process during the pandemic more relevant and accessible to all.

Considering the aforementioned facts and scenarios caused by the occurrence of coronavirus in the environment it is indeed, a great challenge for higher education institutions particularly the Isabela State University to change its learning modality from face-to-face to online learning. While it is true that online learning has numerous strengths, benefits, and advantages, the readiness and experiences of students towards online learning is highly significant to know, yet it is unknown. Thus, this study was conducted.

Statement of the Problem

Generally, this study aimed to determine the Challenges of Students in Online Learning. Specifically, it sought to answer the following questions;

1. How may the profile of the respondents be described in terms of:
 - 1.1 Monthly income of family; and
 - 1.2 Internet Connectivity?
2. What are the challenges encountered by the students in online learning in terms of:
 - 2.1 Self-Regulation;
 - 2.2 Technological Literacy and Competency;
 - 2.3 Student Isolation;
 - 2.4 Learning Resource; and
 - 2.5 Learning Environment?
3. What is the difference on the challenges of students in online learning when grouped according to profile variables?

RELATED LITERATURE

Higher Education Institutions (HEIs) both public and private, have also had to adjust to the new situation. In a Webinar entitled "Educating our Children in the New Normal" attended by the chair of Commission on Higher Education, he said "From now on, flexible learning will be the norm. There is no going back to the traditional, full-packed face-to-face classrooms" (Malipot, 2021).

According to CHED's memorandum order No. 4, flexible learning is a pedagogical approach allowing flexible time, place, and audience, but not solely focused on the use of technology. Colleges and univer-

sities. On the other hand, primarily utilized digital technology to offer their lessons to students. One of the various modalities in the implementation of flexible learning and teaching in Higher Education is through On-line learning and teaching.

Online learning as cited by Dhawan (2020) in his article is defined as “Learning experiences in synchronous or asynchronous environment using different devices with internet access. In these environment, students can learn anywhere and interact with instructors and other students” (Singh and Thurman, 2019). The 3.5 million tertiary-level students enrolled in approximately 2, 400 HEI’s, certain HEI’s in the country have implemented proactive policies for the continuance of education (Joaquin, Biana and Dacela, 2020).

Online learning was the best solution for continuing education during the pandemic especially in tertiary education (Mayoob, 2020). However, the online learning methodology conducted during Movement Control Order (MCO) was unprecedented and unplanned where parties, educators and students were forced to adopt this teaching and learning method to continue learning for the remaining semesters. In institutions where the educators and students were familiar with this method prior to MCO restriction, such learning and teaching process did not create any unnecessary problems. Nonetheless, for those who were first-timers and had to apply 100% online teaching and learning methods, there were challenges that they faced (Yusuf et al., 2020).

Moreover, the online mode of learning has many issues and challenges. According to Doraisamy, (2021) on her article entitled Current Issues and Challenges of Online Learning Approach due to Pandemic Outbreak of Covid-19 she emphasized that this situation resistance the education system across the world and enforced educators to alteration to an online mode of teaching overnight. At an earlier stage majority of the educational institutions were unwilling to adopt their traditional pedagogical approach. Thus, there has no other opportunity but to transfer completely in online teaching and learning. Both students and teachers require more time to adapt to online learning because majority of them are still trying to explore the new technological innovation and techniques to use in the online learning process.

Further, Toquero, (2020) emphasized that educational institutions particularly in the Philippines are presented with surmounting challenges in its system of planning, implementation, and assessment. On a light note, however, the global pandemic opened up opportunities to the country to upgrade its educational mode of delivery and transfer its attention to emerging technologies. Higher education institutions thereby need to seize the opportunity to strengthen its evidence-based practices provide accessible mental health-related services and make the curriculum responsive to the needs of the changing times. There is also a greater need for educational institutions to strengthen the practices in the curriculum and make it more responsive to the learning needs of the students even beyond the conventional classrooms.

Related Studies

In the study conducted by Dr. Mohammad Mahyoob (2020) entitled “Challenges of e-learning during Covid-19 Pandemic.” The study reveals that major challenges encountered by learners in online learning were technical issues. Some learners faced internet connectivity problems, accessing classes, and downloading courses’ materials problems. Online examinations could not be opened on learner’s mobile phones. Regarding language communication issues, learners could not effectively interact with teachers during virtual classes of English Language skills, as revealed in learners’ responses to open ended questions. Learners’ satisfaction with online learning is low; less than 50% are satisfied with online learning, whereas 14% of learners are not satisfied with online learning, and 43% of learners are not fully supporting continuing online education if there is no crisis.

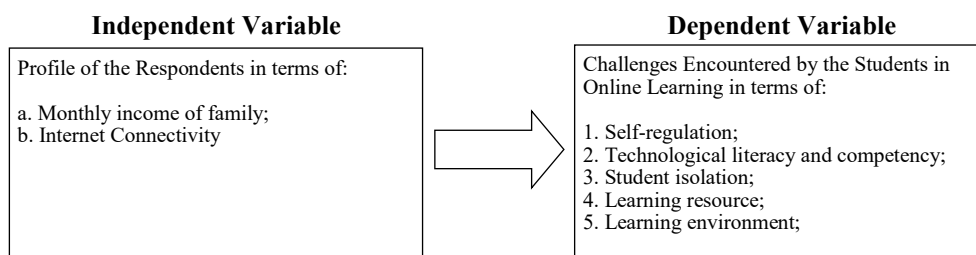
The study conducted by Alawamleh et. al. (2020) on Effect of online learning on communication between instructors and students during Covid-19 Pandemic, findings revealed that students still prefer classroom classes over online classes due to many problems they face when taking online classes, such as lack of motivation, understanding of the material, decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes. Also, in the study of

Elfirdoussi et. al. (2020) in “Assessing Distance Learning in Higher Education during COVID-19 Pandemic,” it was revealed that both Professors and students stated that online learning is not more interesting than ordinary learning and professors need to provide at least 50% of their teaching in face-to-face mode.

Furthermore, the research done by Taiman (2020) an online survey-based study of health analyst diploma students in West Java, Indonesia which identify the impact of the lockdown status on student learning during the Covid-19 pandemic. The method is descriptive survey. Structural questionnaires using the Google form were sent to 231 students via WhatsApp and E-mail. The finding shows that that most of the respondents (93.5%) use android phones to follow e-learning, and another 6.5% of students use their laptops or computers for online teaching and learning activities. Even though the majority of students use their android phones for e-learning many of them experience technical difficulties such as slow processing and full memory storage space.

In another study accomplished by Dube (2020) analyzed the Online learning challenges of 32 postgraduate certificates in education History students during Covid-19 at the University of Zululand. Data were collected through narrative inquiry, and a thematic data analysis method was used. The study revealed that PGCE history students faced challenges of adapting to and accessing online learning and library materials, in accessibility, most of them lived in rural areas. Internet connection was a serious challenge owing to low or no network at all. In heavy workload, they ended up being bombarded with a mountain of academic work. Individual learning experience instead of classroom or library learning, home distraction they experienced which is not conducive learning space, lack of parental support and financial constraints which the economic conditions of students also affected wherein they complained that they struggled to buy data in order to connect to the internet for online learning. Other students mentioned that they did not have laptops they could use for online learning.

Further, the study conducted by Xu (2021) entitled “How do students view Online Learning: An Empirical Study of Online Learning during the Covid-19 Pandemic” which used a questionnaire survey to obtain more about the objects attitudes, behaviors, opinions and cognition in the special situation, reiterated that generally students were able to adapt quickly to the new mode of learning, and could maintain a high completion rate to learning tasks yet, in particular there were several problems that were deserved careful thinking. Most students reflected that online learning decreased their learning motivation and abilities of self-management and they could not complete the learning tasks as well as they did at schools. Besides, although students confirmed that online learning has much strength. They also pointed out the shortcomings of online learning. It lacks effective teacher supervision.



METHODOLOGY

The descriptive-correlational method was utilized to determine the challenges encountered by the Bachelor of Secondary Education students in online learning at Isabela State University- Main Campus. The respondents were selected through simple random sampling. This is a representation taken at 95% confidence level at 5% percent margin of error. The number of the respondents were computed using Research advisor, a computer program designed to compute number sample respondents based on the total population of respondents.

The Instrument of the Study

Structured questionnaire on students' challenges in online learning was adapted, modified and cited by Barrot et al., (2021) on their study which originates from the study conducted by Rasheed et al. (2020) on the challenges in the online learning. This is made up of two parts. Part 1 covers the profile of the respondents and Part II focuses on the challenges on the following variables: Self-regulation, Technological literacy and competency, Student isolation, learning resource and learning environment.

Statistical Tools

Frequency counts and percentage distribution were used to describe the profile of the respondents. Mean was used to determine the challenges encountered by the students in online Learning. T- test and ANOVA were used to test the difference of two variables for the purpose of determining the significant difference between the challenges encountered in online learning when they are grouped according to monthly Income and Internet Connectivity.

FINDINGS

Table 1: Profile of the Respondents in terms of Monthly Income and Internet connectivity

	Frequency	Percent
Monthly Income		
5,000 and Below	128	54.9
6,000-10,000	63	27.0
11,000-15,000	17	7.3
16,000- Above	25	10.7
Internet Connectivity		
Weak	151	64.8
Strong	82	35.2
Total	233	100.0

Table 1 shows the data on the profile of the respondents according to monthly income. It indicates that out of 233 respondents 128 or 54.9% has monthly income of 5,000 and below. 63 or 27% respondents has monthly income ranging from 6, 000-10, 000 while 17 or 7.3% of them has 11, 000- 15,000 monthly income and 25 or 10.7% of the respondents have 16,000- above monthly income. This implies that most of the students have a low family monthly income.

Moreover, the table also shows the profile of the respondents according to internet connectivity. It indicates that out of 233 respondents 151 or 64.8% of them has weak internet connectivity while 82 or 35.2% of the respondents has strong internet connectivity. This finding implies that majority of the students have a good internet connectivity that can be used in online learning.

Table 2: Challenges of students in online learning

CHALLENGES IN ONLINE LEARNING	Mean	Qualitative Description
Self-Regulation		
1. I fail to get appropriate help during online classes.	2.94	Neither A nor DA
2. I have poor time management skills during online classes.	3.01	Neither A nor DA
3. I fail to properly use online peer learning strategies.	2.81	Neither A nor DA
4. I procrastinate on task related to my studies, causing them to be either incomplete or rushed just for compliance on the given deadline.	2.96	Neither A nor DA
5. I fail to develop a study plan to assist me with time management skills.	2.85	Neither A nor DA
6. During online class, I am unable to control my own thoughts, emotions and actions.	2.90	Neither A nor DA
GRAND MEAN	2.91	Neither A nor DA
Technological Literacy and Competency		
1. I have difficulties in learning a new technology	2.57	Neither A nor DA
2. I lack the ability to effectively use technology to facilitate learning.	2.49	D
3. I lack knowledge and training in the use of technology.	2.49	D
4. I am intimidated by the technologies used for learning.	2.69	Neither A nor DA
5. I have poor understanding of directions and expectations during online learning.	2.33	D

6. I cannot follow complex procedures in accessing different software and applications.	2.51	Neither A nor DA
7. I fail to integrate technology into existing lesson.	2.33	D
8. During online classes, I consider technology to be a barrier to receiving assistance from others.	2.58	Neither A nor DA
9. I am unable to grasp instruction easily with my technological difficulties.	2.50	Neither A nor DA
GRAND MEAN	2.50	Neither A nor DA
Student Isolation		
1. I feel unease and uncomfortable in using video projection, microphones, and speakers.	2.91	Neither A nor D
2. I feel isolated when I experience difficulties in manipulating learning tools during online class.	2.97	Neither A nor D
3. I lost my learning motivation due to sudden shift on learning modalities.	3.20	Neither A nor D
4. I feel isolated whenever I failed to do something in my online class due to technical glitches.	3.40	Neither A nor D
5. I am not comfortable in expressing myself in online discussion.	3.37	Neither A nor D
6. I cannot feel sense of belongingness during virtual meeting and discussion.	2.91	Neither A nor D
7. I am unable to effectively socialize with my peers due to technical errors and poor internet connectivity.	3.22	Neither A nor D
GRAND MEAN	3.14	Neither A nor D

Table 2 disclosed that numerical data and has been categorized from the legend of mean that majority of the respondents are undecided whether to “agree” or “disagree” as shown on their responses of neither agree nor disagree from the qualitative description regarding the self –regulation challenges.

Self-Regulation Challenges are not yet clear to students that it affects them in online learning given that it has Grand Mean of 2.91 which implies neither agree nor disagree from its description.

Table 2 clearly presents the technological literacy and competency challenges whereas in the statement number 2,3,5 and 7 with a mean result of 2.49 and 2.33 or “disagree” as its description which implies that the respondents have the ability to effectively use technology to facilitate learning and they have sufficient knowledge and training in the use of technology. Also, they have enough understanding of directions and expectations during online learning and they can integrate technology into existing lesson.

On the other hand, the respondents were undecided whether to “agree” or “disagree” from the majority of the statements under technological literacy and competency challenges following a Grand Mean of the table of 2.50 or neither agree nor disagree as its description which means that the respondents are undecided if they have difficulties in learning a new technology, intimidated by the technologies used for learning, following complex procedures in accessing different software and applications and to consider technology as a source in receiving assistance from others and unable to grasp instruction easily with technological difficulties.

With regards to Student Isolation Challenges. The students were undecided if they encounter isolation in the conduct of online classes as shown in its computed grand mean of 3.14 or neither “agree” nor “disagree”.

Table 3: Challenges of students in online learning in terms of Learning Resource Challenges

	Mean	Qualitative Description
Learning Resource Challenges (LRC)		
1. I have an insufficient access to laboratory equipment and materials.	3.39	Neither A nor D
2. I have limited access to textbooks, worksheets, and other instructional materials.	3.43	Neither A nor D
3. I experience difficulties in finding e-learning materials that can help me in my online learning.	3.40	Neither A nor D
4. I have difficulties in accessing information online due to internet connectivity problems.	3.46	Neither A nor D
5. I have limited access of information directly to a resource person due to safety protocol caused by the pandemic.	3.50	A
6. I find it difficult to comprehend the provided learning material which makes it difficult for me to complete relevant activities.	3.19	Neither A nor D
GRAND MEAN	3.40	Neither A nor D
Learning Environment Challenges (LEC)		
1. I experience distractions at home as a learning environment.	4.09	A
2. I have difficulties in selecting the best time and area for learning at home.	3.79	A
3. My internet connectivity is unstable because I live in far flung area/remote area.	3.16	Neither A nor D
4. My Internet is unstable due to bad weather condition.	3.92	A
5. I struggle attending my online class due to household chores and responsibilities at home.	3.53	A

6. I do not have good environment for learning due to interference of young children at home that interferes my virtual learning.	3.47	Neither A nor D
7. I struggle to concentrate in my online class due to noise from vehicles, factories and other environmental barriers.	3.69	A
8. I experience sudden power outage or blackout during my online class.	4.09	A
GRAND MEAN	3.72	Agree

Table 3 shows the data from the respondents regarding Learning Resource Challenges in online learning. Among the 6 statements above only statement number 5 has its qualitative description of “Agree” from its mean result of 3.50 which implies that in their online class they really have limited access of information directly to a resource person due to safety protocol caused by the pandemic.

On the other hand, the rest of the statements above has been categorized under the qualitative description of Neither “agree” nor “disagree” proven by its numerical data with a grand mean result of 3.40 which implies that the respondents are still undecided whether to agree or disagree if they have insufficient access to laboratory equipment and materials, limited access to textbooks, worksheets and other instructional materials, experience difficulties in finding e-learning materials that can help them in their online learning, difficulty in accessing information online due to internet connectivity problems and difficulty to comprehend the provided learning material which makes it difficult for them to complete relevant activities.

In relation to the challenges of students in online learning in terms of Learning Environment Challenges. Statement number 1, 2, 4, 5, 7 and 8 with a mean rating from 3.53 to 4.09 which implies that they experience distractions at home as their learning environment, they have difficulties in selecting the best time and area for learning at home, their internet connectivity is unstable due to bad weather condition, they also struggle in attending their online class due to household chores and responsibilities at home. They also struggle to concentrate in online class due to noise from vehicles, factories and other environmental barriers likewise experience sudden power outage during online class.

Moreover, statement number 2 and 6 has similar qualitative description under neither “agree” nor disagree based from their mean result which has an implication that respondents are still undecided whether to “agree” or “disagree” on the statements.

Overall, based from its grand mean of 3.72 or “agree” as its description, it implies that students experience Learning Environment Challenges in online class.

Table 4: Difference on the Challenges of students in online learning in terms of Self-Regulation when the respondents are grouped according to Internet Connectivity and monthly Income.

Self-Regulation Challenges (SRC)	Internet Connectivity		Monthly Income	
	t-value	p-value	t-value	p-value
1. I fail to get appropriate help during online classes.	4.19	0.00*	2.92	0.03*
2. I have poor time management skills during online classes.	2.13	0.03*	1.59	0.19 ^{ns}
3. I fail to properly use online peer learning strategies.	1.55	0.12 ^{ns}	1.31	0.27 ^{ns}
4. I procrastinate on task related to my studies, causing them to be either incomplete or rushed just for compliance on the given deadline.	1.42	0.16 ^{ns}	0.58	0.63 ^{ns}
5. I fail to develop a study plan to assist me with time management skills.	2.18	0.03*	1.25	0.29 ^{ns}
6. During online class, I am unable to control my own thoughts, emotions and actions.	0.66	0.51 ^{ns}	0.41	0.75 ^{ns}

The table shows that items 1, 2 and 5 has a computed t-value from 2.13 to 4.19 with a significance level less than 0.05 led to the rejection of the null hypothesis that there is a significant difference on the students Self-Regulation challenge in online learning when grouped according to internet connectivity which means that their internet connectivity affects their ability to get appropriate help during online classes, having poor time management skills during online classes, and develop a study plan to improve their time management skills. On the other hand, some of the corresponding items also shows no significant differences when the respondents are grouped according to Internet connectivity.

It is also revealed in the table the difference on the challenges of students in online learning in terms of Self-Regulation when the respondents are grouped according to monthly income. Item number 1 has a computed f-value of 2.92 with a significance level of less than 0.05 which led to rejection of the null hypothesis that there is a significant difference on the student's self-regulation challenges in online learning when grouped according to monthly income particularly in item no. 1 which means that the respondents monthly income affects their ability to get appropriate help during online classes.

Furthermore, most of the corresponding items have no significant difference when grouped according to monthly income which implies that monthly income does not create much difference on the student's self-regulation challenges in online learning.

Table 5: Difference on the Challenges of students in Online Learning in terms of Technological Literacy and Competency when the respondents are grouped according to Internet Connectivity and Monthly Income.

Technological Literacy and Competency Challenges (TLCC)	Internet Connectivity		Monthly Income	
	t-value	p-value	t-value	t-value
1. I have difficulties in learning a new technology	2.99	0.00*	3.14	0.03*
2. I lack the ability to effectively use technology to facilitate learning.	3.25	0.00*	4.28	0.01*
3. I lack knowledge and training in the use of technology.	3.10	0.00*	2.16	0.09 ^{ns}
4. I am intimidated by the technologies used for learning.	2.61	0.01*	1.62	0.19 ^{ns}
5. I have poor understanding of directions and expectations during online learning.	1.79	0.07 ^{ns}	2.16	0.09 ^{ns}
6. I cannot follow complex procedures in accessing different software and applications.	2.00	0.05*	0.47	0.70 ^{ns}
7. I fail to integrate technology into existing lesson.	2.35	0.02*	1.39	0.25 ^{ns}
8. During online classes, I consider technology to be a barrier to receiving assistance from others.	0.85	0.40 ^{ns}	0.34	0.80 ^{ns}
9. I am unable to grasp instruction easily with my technological difficulties.	1.92	0.06 ^{ns}	3.20	0.02*

Table 5 pointed out that items 1, 2, 3, 4, 6 and 7 has a computed t-value from 2.35 to 3.25 with a significance level less than 0.05 led to the rejection of the null hypothesis that there is a significant difference on the student's technological literacy and competency challenge in online learning when grouped according to internet connectivity which implies that the students Internet connectivity affects the respondents in experiencing difficulties in learning a new technology, they lack the ability to effectively use technology to facilitate learning, lack of knowledge and training in the use of technology, intimidated by the technologies used for learning, cannot follow complex procedures in accessing different software and applications and fail to integrate technology into existing lesson.

On the other hand, some of the corresponding items also shows no significant differences when grouped according to Internet connectivity.

The table further revealed the difference on the challenges of students in online learning in terms of Technological literacy and competency when the respondents are grouped according to monthly income. As shown in the table, items 1,2, and 9 has a computed f-value of 3.14 to 4.28 with significance level of less than 0.05 led to rejection of the null hypothesis that there is a significant difference on the student's challenges in online learning in terms of technological literacy and competency when grouped according to monthly which means that their monthly income has something to do with their difficulty in in learning a new technology, their ability to effectively use technology to facilitate learning and unable to grasp instruction easily with their technological difficulties.”

Moreover, most of the corresponding items have no significant difference when grouped according to monthly income. This implies that monthly income does not create much difference on the student's challenges in online learning in terms of technological literacy and competency.

Table 6: Difference on the Challenges of students in Online Learning in terms of Student Isolation when the respondents are grouped according to Internet Connectivity and Monthly Income.

Student Isolation Challenges (SIC)	Internet Connectivity		Monthly Income	
	t-value	p-value	t-value	p-value
1. I feel unease and uncomfortable in using video projection, microphones, and speakers.	1.21	0.23 ^{ns}	4.54	0.00 [*]
2. I feel isolated when I experience difficulties in manipulating learning tools during online class.	2.55	0.01 [*]	2.89	0.04 [*]
3. I lost my learning motivation due to sudden shift on learning modalities.	0.67	0.50 ^{ns}	0.18	0.91 ^{ns}
4. I feel isolated whenever I failed to do something in my online class due to technical glitches.	2.18	0.03 [*]	1.38	0.25 ^{ns}
5. I am not comfortable in expressing myself in online discussion.	0.61	0.54 ^{ns}	2.38	0.07 ^{ns}
6. I cannot feel sense of belongingness during virtual meeting and discussion.	1.10	0.27 ^{ns}	0.94	0.42 ^{ns}
7. I am unable to effectively socialize with my peers due to technical errors and poor internet connectivity.	5.77	0.00 [*]	3.60	0.01 [*]

Table 6 displays that items 2, 4 and 7 has a computed t-value from 2.18 to 5.77 with a significance level less than 0.05 led to the rejection of the null hypothesis that there is a significant difference on the students Self-Regulation challenge in online learning when grouped according to internet connectivity. The table also reveals a significant difference between the respondents' internet connectivity as to the category of Student Isolation Challenges as revealed in items 2, 4 and 7 which implies that internet connectivity has something to do with the feeling of isolation when they experience difficulties in manipulating learning tools during online class, they feel isolated whenever they failed to do something in their online class due to technical glitches, and unable to effectively socialize with their peers due to technical errors and poor internet connectivity. On the other hand, some of the corresponding items also show that internet connectivity does not create difference on the challenges faced by the students in online learning.

Same table illustrates the difference on the challenges of students in online learning in terms of Student Isolation when the respondents are grouped according to monthly income. The table shows that items 1,2 and 7 has a computed f-value from 2.84 to 4.54 with a significance level of less than 0.05 which led to rejection of the null hypothesis that there is a significant difference on the student's isolation challenges in online learning when grouped according to monthly income.

On the other hand, most of the corresponding items have no significant difference when grouped according to monthly income. Thus, this recommends that monthly income do not create much difference on the student's isolation challenges in online learning.

Table 7: Difference on the Challenges of students in Online Learning in terms of Learning Resource when the respondents are grouped according to Internet Connectivity.

Learning Resource Challenges (LRC)	Internet Connectivity		Monthly Income	
	t-value	p-value	t-value	p-value
1. I have an insufficient access to laboratory equipment and materials.	3.33	0.00 [*]	1.71	0.17 ^{ns}
2. I have limited access to textbooks, worksheets, and other instructional materials.	2.78	0.01 [*]	1.89	0.13 ^{ns}
3. I experience difficulties in finding e-learning materials that can help me in my online learning.	1.75	0.08 ^{ns}	0.40	0.76 ^{ns}
4. I have difficulties in accessing information online due to internet connectivity problems.	8.17	0.00 [*]	6.67	0.00 [*]
5. I have limited access of information directly to a resource person due to safety protocol caused by the pandemic.	1.66	0.10 ^{ns}	0.29	0.83 ^{ns}
6. I find it difficult to comprehend the provided learning material which makes it difficult for me to complete relevant activities.	1.79	0.07 ^{ns}	2.75	0.04 [*]

Table 7 shows that under Learning Resource Challenges items 1,2 and 4 has a t-value from 2.78 to 8.17 with a significance level less than 0.05 led to the rejection of the null hypothesis that there is a significant difference on the students Learning resource challenges in online learning when grouped according to internet connectivity. This implies that their experiences of insufficient access to laboratory equip-

ment and materials, limited access to textbooks, worksheets, and other instructional materials and difficulties in accessing information online due to internet connectivity problems has something to do with their internet connectivity. However, some of the items shows that internet connectivity does not create difference on the Learning resource challenges faced by the students in online learning.

Same table also illustrates the difference on the challenges of students in online learning in terms of Learning Resource when grouped according to monthly income. It shows that items 4 and 6 has a computed f-value from 2.75 to 6.67 with significant levels of less than 0.05 led to rejection of the null hypothesis that there is a significant difference on the student’s learning resource challenges in online learning when grouped according to monthly income. This indicates that their monthly income has something to do with their difficulties in accessing information online due to internet connectivity problems and difficulty to comprehend the provided learning material which makes it difficult for them to complete relevant activities. On the other hand, some of the corresponding items have no significance when respondents are grouped according to monthly income.

Table 8: Difference on the Challenges of students in online learning in terms of Learning Environment when the respondents are grouped according to internet connectivity.

Learning Environment	Internet Connectivity		Monthly Income	
	t-value	p-value	t-value	p-value
1. I experience distractions at home as a learning environment.	3.80	0.00*	2.28	0.08 ^{ns}
2. I have difficulties in selecting the best time and area for learning at home.	5.67	0.00*	3.95	0.00*
3. My internet connectivity is unstable because I live in far flung area/remote area.	8.09	0.00*	7.78	0.00*
4. My Internet is unstable due to bad weather condition.	6.73	0.00*	7.90	0.00*
5. I struggle attending my online class due to household chores and responsibilities at home.	1.42	0.16 ^{ns}	3.83	0.01*
6. I do not have good environment for learning due to interference of young children at home that interferes my virtual learning.	3.96	0.00*	5.51	0.00*
7. I struggle to concentrate in my online class due to noise from vehicles, factories and other environmental barriers.	4.11	0.00*	4.69	0.00*
8. I experience sudden power outage or blackout during my online class.	2.94	0.00*	0.59	0.62 ^{ns}

Table 8 reveals that almost all items under Learning Environment Challenges have a computed t-value from 2.94 to 8.09 with significant levels of less than 0.05 led to the rejection of the null hypothesis that there is a significant difference between Internet connectivity to the Learning environment challenges faced by the students. This means that internet connectivity has something to do regarding their experience of distractions at home as learning environment, difficulties in selecting the best time and area for learning at home, unstable connection because they live in far flung area and due to bad weather condition, not having good environment for learning due to interference of young children at home that interferes virtual learning, struggle to concentrate in their online class due to noise from vehicles, factories and other barriers as well as their sudden power outage or blackout during online class.

The table also shows the difference on the challenges of students in online learning in terms of Learning Environment when they are grouped according to monthly income. Items number 2,3,4,5,6 and 7 has a computed f-value from 3.83 to 7.90 with significance level less than 0.05 led to rejection of the null hypothesis that there is a significant difference on the student’s learning environment challenges in online learning when grouped according to monthly income. This means that monthly income has something to do regarding their difficulties in selecting the best time and area for learning at home, unstable internet connection because they live in far flung area and due to bad weather condition, their struggle in attending online class due to household chores and responsibilities at home, not having good environment for learning due to interference of young children at home that interferes virtual learning, and their struggle to concentrate in online class due to noise from vehicles, factories and other barriers.

On the other hand, some of the corresponding items have no significance when respondents are grouped according to monthly income.

CONCLUSIONS

The following conclusion was drawn from this study:

1. The students of Secondary Education in Isabela State University Echague campus has weak internet connectivity and has a monthly income of 5,000 and below.
2. The respondents were uncertain or undecided whether to consider Self- Regulation, Technological Literacy and Competency, Student Isolation Challenges, Challenges, as a real challenge to them or not particularly when they are participating in online learning.
3. Monthly income does not create much difference on the student's self-regulation challenges and Technological Literacy and Competency in online learning.
4. Students were able to effectively utilized technology in learning purposes, thus they find it least challenging.
5. There is a statistically significant difference on students' challenges in online learning when they are grouped according to Internet Connectivity and Monthly Income.

RECOMMENDATIONS

Based on the results of this study, the following are recommended:

1. The school may organize virtual symposium or webinars to cater student's mental health issues caused by the sudden shift of learning from face to face to distance learning modality.
2. The government may support the students financially by giving educational assistance to students to be spent in prepaid load and in buying technological tools such as cell phones and laptops that can be used in their online learning.
3. Future researchers may replicate the study and may add more profile variables of the students to test their differences in experiencing challenges which will serve as basis for some intervention.

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THE PEN AGAINST THE PANDEMIC: AN ANALYSIS OF EDITORS' NOTES/INTRODUCTIONS TO THE PUBLICATIONS OF THE NATIONAL COMMITTEE ON LITERARY ARTS (2020-2022)

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ABSTRACT

This paper scrutinizes the various literary publications that the National Commission for Culture and the Arts' Committee on Literary Arts (NCCA-NCLA) managed to produce from 2020 to 2022, whose aim is to help writers during the pandemic and contribute to the enrichment, promotion, and preservation of the country's literary tradition despite the global crisis. It highlights the purpose of each publication based on editor's note and introductions, discusses the merits of these writings, and surveys the various articles included in each book to determine how the literary and scholarly works may be utilized for educational purposes. The introductions or notes, whether consciously or unconsciously on the part of the editors, either capture the essence of the anthologies in form and content, align with the goals of each publication, echo the voices of the authors, or embody the collective spirit of the works. The publications turn out to be a varied collection of materials that include expository essays, academic papers, and literary works further classified by themes and genres representing the various regions in the Philippines. Each project ensures the participation of writers all over the country as it considers the impact of every work on the various aspects of life including its significance to education in the new normal conditions. It also shows that amidst the dangers and uncertainties, writers thrive to showcase their craftsmanship, express their sentiments, and address the issues that threaten human life and challenge humanity in today's world.

Keywords: *NCLA, Philippine literature, Editors' Notes, Pandemic*

*"The pen is mightier than the sword"
is an adage first penned by Edward Bulwer-Lytton
in his historical drama "Cardinal Richelieu."
It refers to the power of writing as compared to that of
weapons used to overcome one's enemies.*

INTRODUCTION

When the Coronavirus disease shocked the world with its devastating effects on human life and the global economy, people started finding ways to look out for other members of their community. The National Commission for Culture and the Arts' Committee on Literary Arts (NCCA-NCLA), for instance, came up with projects that could help augment the writers' sources of income while providing them an avenue for self-expression and creativity, which confirm its mandate "to promote the appreciation of Philippine literature and to develop a sense of nationhood among Filipino writers" (NCLA, 2020). Thus, during the course of three years, the committee completed ten (10) projects while struggling with the limitations caused by the coronavirus pandemic.

This study presents the various publications of the committee from 2020 to 2022 while intending to confirm their significance to readers and learners today, and consequently reaffirming the relevance of literature, in general, to contemporary issues and realities that make remarkable impact on the quality of life

and the course of human history. It sought to determine the selected publications' significance through the perspectives of the various editors from the committee, who spearheaded the publication projects.

Rationale

People often go directly to the main content of a publication without reading the foreword, the introduction, or the editor's note, which is like trying to establish a relationship with a person without proper introductions, getting a job without knowledge about the company, or enjoying a dish without knowing its name.

However, this part of a book should be like an appetizer to a whole set of meal, a teaser for an event, or an orientation for a new job. It should prepare the reader by providing details that trigger anticipation, share a foretaste of enriching content, or set the mood for an ultimate journey through the pages of information or articulated imagination.

Therefore, this study gives importance to this part of a book—the Editor's Note or Introduction—with the premise that it enhances the reading experience due to the fact that it provides knowledge of what to expect, an understanding of the publication's purpose, and a background of the circumstances or issues that inspired or influenced the concept of a publication.

A survey of the other parts of each book will be used for relevant purposes.

Intent of the Study

The study intended to accomplish the following:

1. Provide a description of the (a) purpose of or inspiration for the book, (b) main content of the book, and (c) relevant personal/professional insights of the editors for the various NCCA-NCLA publications from 2020 to 2022;
2. Determine the appropriateness or suitability of the Editor's Note or Introduction to the publication based on its (a) content, (b) structure or form, and (c) the editor's writing style;
3. Discuss the educational implications of each publication; and
4. Identify the common features found among the editor's notes or introductions of the selected publications.

Conceptual Framework

Focused on finding the publication's purpose, type and nature of its content, insights contributed by its editor-author, and editor's writing style through the Editor's Note or Introduction, the study tries to establish the suitability, educational implications, and common features of these notes or introductions. They are treated independently like living organisms with a meaningful existence, complete on their own. They are analyzed using close reading to gather the needed information through their form and content. However, this is merely an initial step.

The texts are like essays on various topics that cut across various disciplines. To discover their relevance to education, it is only through the use of an interdisciplinary approach that the discovery of their potential value may be maximized. For the sake of organization, the data are classified according to the needed information, but the discussion does not recognize the boundaries of just a single approach in literary criticism. For instance, other parts of the book and relevant notes are examined for the purpose of triangulation. Furthermore, the relevance of various other disciplines—social, political, economic, religious, and scientific, etc.—are considered.

For the basic analysis, Table 1 shows the Criteria for Data Selection, the Information Needed from the Editor's Note or Introduction, and Implication of the Data Gathered.

Table 1. Conceptual Matrix

Criteria for Data Selection	Information Needed	Implication
Introduction	<ul style="list-style-type: none"> • Purpose/Inspiration 	
Body	<ul style="list-style-type: none"> • Content/Focus (What to expect) • Insights (Editor’s own ideas/interpretations) 	Suitability; Educational implications;
Conclusion	<ul style="list-style-type: none"> • Structure (Features of the written discourse) • Writing Style of the Editor 	Common features

Significance of the study

For teachers to find more suitable and varied materials for teaching, which can further benefit students, is an important contribution of this study.

Likewise, it hopes to bring attention to the Editor’s Note or Introduction as a special type of written form that either serves to complete the presentation of a collection or stands alone as a separate discourse that resembles many things—critical essay, metacritical analysis, literature review, invitation, historical description, discussion of concepts, expression of gratitude, and narrative of experiences, etc.—depending on the subject matter, contents, or purpose of a publication.

METHODOLOGY

This is a qualitative, critical, and descriptive research, which analyzes the editor’s note or introduction to publications produced by the National Commission for Culture and the Arts’ Committee on Literary Arts during the time of the COVID 19 pandemic, specifically within the years 2020 to 2022.

The publications included in the study are NCCA-NCLA’s Ubod (2020), Agwat-Hilom (2020), Reading the Regions 2: Philippine Folk and Oral Traditions (2021), Hulagway: Bahay ng Salita, Blai ng Gunita (2022), Himaymay: Approaches to Philippine Literature (2022), Himaya: Panitikan ng Pagbabanyuhay (2022), Agwat-Hilom Book 2 (2022), 21st Century Philippine Literature Reader: Stories for Children Vol. 1 (2022), 21st Century Philippine Literature Reader: Prose Narratives Vol. 1 (2022), and Mga Nagwaging Akda: Gawad Bienvenido Lumbera NCLA National Literary Contest (2022).

The study made use of textual analysis basically applying new criticism or the formalistic approach while subjecting the editors’ notes or introductions to a close reading for the purpose of finding meaning through the texts’ structure and content. In looking over the articles or contributions included in each publication, the researcher was also guided by the basic principles of an interdisciplinary approach combining the various literary perspectives—semiotic, linguistic, didactic, and sociological approaches, etc.—suitable to certain texts for the purpose of maximizing the opportunity to discover the educational potential of the publications. Matrices were used in classifying the data gathered during the analysis.

Table 2 shows what information were noted from the Editor’s Note while Table 3 suggests how an analysis of the parts of the Editor’s Note or Introduction was done.

Table 2. Matrix for Classifying Data (Purpose, Content, and Editor’s Insights, etc.)

Publication and Title of the Intro	Purpose of the Publication	Content-Focus of the Intro	Editor’s Insights	Structure of the Intro	Editor-Author’s Style	Suitability of the Intro/Ed Note to the Pub/Book
	(data)	(data)	(data)	(data)	(data)	(interpretation)

Table 3. Matrix for Analyzing the body of the Editor’s Note/Introduction

Title	Introduction/Start	Body/Main Content	Conclusion/Last Paragraph
	(data)	(data)	(data)

RESULTS AND DISCUSSION

The NCCA-NCLA Publications from 2020 to 2022

This part of the Results and Discussion focuses on providing a description of the publications and on determining the suitability of the Editor's Note or Introduction to the publication.

“Ubod ng UBOD” by Niles Jordan Breis, *Ubod* (2020). The Tagalog word, “ubod” means core or center, while as a Visayan word, it means “heart of palm,” a vegetable harvested from the inner core and growing bud of certain palm trees. *Ubod* also refers to “edible young shoots of bamboo” (Binisaya.com, n.d.).

The book, *Ubod*, is intended to showcase the works of budding new writers from various regions in the country, and this collection features their poems, essays, and short stories.

In calling his article, “*Ubod ng UBOD*,” Breis seems to be saying, even before readers could read his work, that they are about to discover the very essence of *Ubod*. From his introduction, it can be gathered that works included in the anthology, which are written in various languages from various perspectives, mostly manifest strength or courage and passion. He suggests the idea that it is through new writers that we sometimes see the natural power of literature, and he discusses the advantage of writers over people, probably from other fields. He writes, “*Ang kalamangan, marahil ng bawat manunulat: nakaakyat siya malimit sa patutunguhan kahit na wala ni isang hagdan*” (p. v). (Perhaps, the advantage of a writer is that he/she is able to climb towards his/her destination even without a single ladder.) The essence or heart of *Ubod* is in the passion of young writers, which manifests through their works.

Breis' introduction to *Ubod* is written in Filipino in a casual, conversational manner. He focuses on describing the type of writers that are featured in *Ubod* without mentioning their works, probably due to the fact that each regional collection is already introduced by the respective coordinators. His essay is brief, but it bears the essence of the publication—fresh, simple, yet, full of potentials.

Although the collection features young and newly published writers, their works can be used either as subject matter or as materials for teaching the various elements of literature or examples for figures of speech, etc.

“Introduction” by Julieta C. Mallari, Ph.D., *Agwat-Hilom* (2020). The editor starts her Introduction to *Agwat-Hilom* with a quote from Henri Nouwen, “Somewhere we know that without silence words lose their meaning, that without listening speaking no longer heals, that without distance closeness cannot cure” (p. vii). Then, she establishes the relevance of the quote, particularly its last part, to the title of the publication—*Agwat-Hilom*—that, literally translated, would be “Distance-Healing.” It is a creative way of starting her essay to introduce a book of short stories, poems, essays, and plays that represent the pandemic experiences of writers writing in the various languages of the Philippines.

Agwat-Hilom was primarily intended to help writers, especially those who were gravely affected by the Covid 19 pandemic. Thus, the collection is composed of writings from various regions in the country, which, as the editor puts it, “alludes to the impact of the Covid 19 pandemic” (p. vii).

Dr. Mallari's focus is on explaining the title of the publication. She talks about distancing (*agwat*) as “a therapeutic leap from absolute psychological defeat” (p. vii). According to her, “Through this cathartic effect—purging of pity and fear—is induced the *hilom* or healing process” (p. vii), which the book has allowed.

Dr. Mallari uses the language of creative writers. For instance, she calls the collection a “harvest” that “makes the language of each region come alive” (p. viii), applying a metaphor and personification at the same time. From the quote in the first part of the “Introduction,” which she used to establish the significance of the title and its relevance to the collection of literature that reflects the struggles of writers dur-

ing the pandemic, to the end of the discussion where she quotes Vim Nadera's apostrophic address to Covid 19—"At, dahil sa iyo, natutuhan namin ang aming lakas..." (p. viii)—the poetic language of her essay echoes the figurative language that can be observed through the works included in *Agwat-Hilom*.

"Isang Uri ng Pagbabahagi Mula sa Pista ng Diwa at Kamalayan" ni Luna Sicat-Cleto, Ph.D., *Reading the Regions 2: Philippine Folk and Oral Traditions* (2021). This publication contains the papers presented during the conference held as part of the annual National Arts Month celebration. Technically, since it is a collection of lectures by keynote and plenary speakers, and scholarly papers presented by artists and researchers during the conference, it is by nature a publication of conference proceedings.

Dr. Cleto's introduction for the publication is also a scholarly paper in the sense that it starts by identifying the problem, and even ends with references to show that she has added researched materials in writing the article. She begins by reporting about an event held in the midst of a problematic situation, stated by her as "*panahon ng ligalig*" (p. vii). She then proceeds to discuss the need to study folklore as she quotes National Artist Resil Mojares saying, "there is much to celebrate in the field of folklore studies, but much remains unfulfilled" (p. vii). Then, she continues by discussing the effort to find or collect and preserve texts. She also describes her observations regarding the impressions and knowledge she has about the indigenous people who are more than the Badjao that begs for "*Konting Tulong Lang*" (p. xi); they are actually the source of legends, myths, epics, beliefs, weaving, healing, and other cultural knowledge researchers can gather.

Dr. Cleto also speaks about the exceptional contribution of the collection. According to her, "*Kung sa mga karaniwang textbook ng panitikan ay mababasa natin ang diwa ng mga nasa sentro, mga urbanisado, mga nagsanay sa kritisismo, literature, humanidades at iba pang sangay ng cultural studies, ang tangka ng Reading the Regions 2 ay basahin nang mabuti ang agos ng linalakbayan nating dagat, tingnan nang mabuti ang direksiyon ng hangin sa gubat na ating tinatalunton, pakinggan ang mga sinasabi ng mga ibon, hayop, di nakikita*" (p. xiii). (If in the common textbooks of literature, we can read the spirit of those in the center, urbanized, those trained in criticism, literature, humanities and other branches of cultural studies, the challenge of *Reading the Regions 2* is to read carefully the flow of the sea we are traveling, look carefully at the direction of the wind we are following in the forest, listen to the words of the birds, animals, unseen.)

Her work is written in Filipino, and it is filled with metaphors, but it also reflects the essential nature and subject matter of the papers included in the publication.

"Of Raptures and Afterlives: Imagining Philippine Literature in 'Possible/Probable' Post-Pandemic Worlds" by Joyce L. Arriola, Ph.D., *Himaya: Panitikan ng Pagbabanyuhay* (2022). This publication is also a collection of contributed papers for the NCLA conference held during the National Arts Month the following year. The editor classified the papers in this collection into two groups: "Tackling Covid" and "Literature After Covid," which clearly shows her diligent preparation for writing the introduction to the book. She provides a background on the theme that revolves around the effects and consequences of the pandemic, a narrative of the preparation for the conference and details in relation to the theme, and an analytical overview of the papers. Then, she ends her essay with a prophecy about the future of writing based on the signs she has read from the anthology, the book of proceedings—being forward-looking, futuristic, hopeful, and technology-induced...

"Like the pandemic that jolted us out of our comfort zones, the Philippine literature of the future will probably be more than national and global in its intention and trajectories; it will be a literature of multiple probabilities. And though it may be produced with much trepidation, "fear and trembling," it will be superbly imaginative, original, and kinder to its past hurts. It will know enough the lessons of destruction that it will take to acknowledging these as an opportunity to open the ground for creativity" (p.13).

Scholarly is an apt description for her introduction that also resembles a literature review; it is quite suit-

able given the fact that it introduces a collection of academic papers.

“Geometrical Anthologies” by Floraime Oliveros Pantaleta, *Hulagway: Bahay ng Salita, Balai ng Gunita* (2022). *Hulagway* contains transcripts of conversations and papers presented during these episodic panel conversations where writers tried to discuss their *understanding of cultural concepts from different Philippine languages. These concepts included Puhon and Saysay, Ili, Ikinababayi, Talas, Panumduman, Kritisismo at Siyudad, Kapuluan, and Poetics of Agi-agi and Ligsok.*

As the title of Pantaleta’s introductory essay suggests, the book features a collection of selected literary pieces of various sizes and shapes, considered from various positions or angles, and measured according to various dimensions. When she asks how “words weigh against the loss of many innocent lives” (p. vii), she puts emphasis on the measure of relevance between words and their impact on significant realities more than anything else, and confirms this notion when she proposes “a geometry of literature where relations among...languages and texts are foregrounded” (p. viii).

The introduction to this anthology, which the editor called, “Geometrical Anthologies,” is as novel as the publishing of discourses from episodic panel conversations. It manifests its author’s impressive vocabulary and profound knowledge, not just of linguistics and literature, but also of other fields of discipline and issues concerning Philippine society. Given the concept of the publication, it affirms the editor’s authority.

“Introduction” by Priscilla Supnet Macansantos, *Himaymay: Approaches to Philippine Literature* (2022). According to Dr. Macansantos, the “collection of essays” in this publication “attempts to find and examine in the fabric of our literature those works written from various places in the country” (p. v). She provides an overview of the collection, including comments and brief analyses on specific contributions, and includes a distinct list of works cited. She starts her introduction with a quote from National Artist Resil Mojares, and ends it with a quote from Caroline Hau. Her own quotable lines emphasize the need for literature to grow and persist. Referring to literary criticism, she states, “Without doubt, this theorizing is necessary for the growth and maturation of any literature. Yet there is value in casting a wider net, in approaching literary work and its sources from various perspectives, without sacrificing substance or rigor” (p. v). She also believes that a critical consciousness should be developed among writers and readers, “without which a state of literary stagnation or ennui ensues” (p. vi).

The book she introduces contains works mostly by members of the Executive Council of the National Committee on Literary Arts, who utilized literary criticism, dealt with literary history, and traced the development of creative writers in relation to their craft. They are, according to her, intended to deepen understanding and critical appreciation of specific literary works that include folk literature and contemporary works written by authors whose contribution to the country’s literary heritage is quite significant. Her scholarly, yet casual style of writing is just right for the publication.

“Introduction” by Priscilla Supnet Macansantos, *Agwat-Hilom Book 2* (2022). *Agwat-Hilom Book 2* is obviously the second publication of works by writers, which tells about experiences and sentiments related to the Covid 19 pandemic through essays, stories, poetry, and this time, comics.

Dr. Macansantos recalls the purpose of the *Agwat-Hilom*, the reason why there is another *Agwat-Hilom*—because “covid persists” (p. v). She discusses writings about plagues to emphasize the importance of a body of literature that serves to provide a means of knowing how to deal with situations similar to the past when solutions are needed in the present. She explains the significance of writings that bear “...witness to our collective anguish” (p. ix), the records of the struggles and the sufferings, which may provide succeeding generations the will to endure, and the determination to overcome. In her own words, she wrote, “History is instructive in that it provides perspective for how we assess the present moment and the present crisis, as well as how we might deal with the effects of the calamity” (p. v).

The collection suggests a “hopefulness that a better world is possible after the crisis,” and for this edi-

tor, this is “what *Agwat-Hilom* (space to heal) hopes for” (p. ix).

“Not so long ago in a not so far away land...” by May Anne Ticao-Jaro, *21st Century Philippine Literature Reader: Stories for Children Vol. 1* (2022). The book is composed of stories for children, which, as stated in the opening paragraph, may introduce the young readers to “a magical world where all creatures and creations talk, react, and interact” (p. v), friends of various ages from a different world, new ideas from children like them, and responsibilities possible for them to help society and the environment.

For Dr. Jaro, this is a book that gives credit to the creative mind for giving birth to stories that should “accompany our children as they encounter strange new worlds...” (p. v) or challenges and new experiences. It is meant for the children to have an idea of how to deal with the world when it becomes more and more complicated as they grow old.

The Editor’s Note is brief and its language is simple; it adapts to the intended readers of the collection. For style, it starts by imitating the structure of classic fairytales, while stating the opposite in terms of space and time as it begins with “Not so long ago in a not so far away land...” (p. v) instead of “A long, long time ago in a faraway land...” This is to imply that the stories in the collection are not fairytales from ancient times, but stories for the children of the 21st century.

“A Treasure Trove of 21st Century Philippine Literature” by May Anne Ticao-Jaro, *21st Century Philippine Literature Reader: Prose Narratives Vol. 1* (2022). The introduction to this book of prose narratives (short stories, novel excerpts, essays, and creative nonfiction) starts by describing the impact of the new educational system, particularly during the implementation of the K to 12 Curriculum, which, due to lack of suitable instructional materials, created a learning gap. It presents the need for authentic 21st-century literary materials, emphasizes the pragmatic function of literature, gives an overview of the subject matter or topics of works in the collection, shares the criteria for the selections and genre of the chosen selections, and explains the function of the guide questions. Finally, it elaborates on the mission of the publication and its vision for the readers and the future of this nation.

The editor’s writing style is patterned after textbook introductions since the purpose of the publication is to reinforce the sources of instructional creative writings. The collection is a concrete response to the need for true 21st-century Philippine literary materials. The project, may showcase craftsmanship, but its main goal, according to the editor, is “to strengthen the preservation of cultural values that can provide an anchor and a compass to our children when they are left on their own to deal with the challenges of the new world; it is to contribute to the enrichment of Philippine literary tradition while facilitating in the attainment of quality education as a foundation for building a character that ensures a better future for the younger generation of Filipinos” (p. vii).

“Sa Caritate at Samutsaring Antipara: Ilang Tala Hinggil sa 2022 Gawad Bienvenido Lumbera” ni Niles Jordan Breis, *Mga Nagwaging Akda: Gawad Bienvenido Lumbera NCLA National Literary Contest* (2022). Writing in Filipino in a casual manner, Breis introduces the anthology of winning works by focusing on the impressions he had of the person after whom the NCLA Literary Contest was named. He discusses Bienvenido Lumbera’s views on literature, and highlights a quote from the National Artist, that has imprinted itself in his memory. According to Lumbera, as quoted by Bries, “*Pasukin mo ang kaluluwa ng iyong akda. Kung wala kang kaluluwa, sigurado akong meron ang iyong akda*” (p. i). (Enter the soul of your writing. If you don't have a soul, I am sure that your writing does.)

Bries explains that Lumbera who appeared to be religious, was actually a humanist, but he cannot make a definite judgment. Given the fact that the respected writer reiterated a number of times, one significant phrase—“*veritas in caritate*” or “*katotohanan na nasa pagmamahal*” (p.i), he is only resigned to the knowledge that, indeed, the winning pieces may have something in common, explicitly or implicitly, the idea that truth is necessary, but difficult to bear without love. Consequently, although the winning pieces were chosen, not for strictly having the quality of Lumbera’s writing, they have in them, the “soul” of Lumbera.

Educational Implications

The publications may be classified into three (3) types of materials: Academic Papers, Expository Essays, and Literary Works.

Being collections of academic papers, *Reading the Regions 2: Philippine Folk and Oral Traditions* (2021), *Himaya: Panitikan ng Pagbabanyuhay* (2022), and *Himaymay: Approaches to Philippine Literature* (2022) go together. They may serve as examples of various types of research or of how specific literary approaches are used. They may be sources of literary history or references in tracing the development of certain theories, literary movements, writing trends, or writer's craft as well as of issues with socio-cultural or eco-critical bearing.

Hulagway: Bahay ng Salita, Blai ng Gunita (2022) may be considered a book of expository essays particularly focusing on definition, since this is a book of papers focused mainly on defining, explaining, or discussing certain concepts or how these concepts are treated in certain literary works. Although there are articles that discuss literature, the materials in this publication are generally good materials for further reading in the area of linguistics.

The rest are collections of literary works—fiction, poetry, creative nonfiction, personal essays, etc. They can be sources of literature to represent a genre, literature to exemplify a literary element or concept, literature on which to apply a literary approach, or literature to teach values and discuss social, moral, political or environmental issues.

Ubod (2020) features works of young or newly published writers, but the pieces are interesting; the book also features introductions for every regional collection.

Agwat-Hilom (2020) and *Agwat-Hilom Book 2* (2022) are organized by genre, but they are generally focused on one subject matter—the Covid 19 pandemic and its effects.

21st Century Philippine Literature Reader: Stories for Children Vol. 1 (2022) and *21st Century Philippine Literature Reader: Prose Narratives Vol. 1* (2022) are both collections of stories and other types of prose narratives considered to embody the qualities of 21st-century literary materials, and both classify the collections by regions, but the former is meant for younger children while the latter is for more mature learners. Nevertheless, both publications are actually intended for educational purposes.

Finally, *Mga Nagwaging Akda: Gawad Bienvenido Lumbera NCLA National Literary Contest* (2022) is a collection of works expected to have passed the standards of a more competitive type of writing. The collection may be used as topics on their own or examples to improve or enhance the students' creative writing skills.

Common Features of the Editors' Notes or Introductions

The editors' notes are observed to follow a certain structure: a first paragraph or first part that captures the reader's attention usually through quotes that introduce the theme or explains the title of the publication, or through reports or narratives of the background of the publication.

It is usually followed by a description of the nature of its content, the individual themes or subject matter of the stories in the collection, and ends with the editor's personal insight either written in his/her own words or reinforced or represented by a quote from another author of distinguished reputation in the literary field.

The most important commonality, however, is that every Introduction or Editor's Note highlights a certain aspect of the publication that elevates the function of writing and the purpose of literature.

CONCLUSION

Although the publications feature various types of collections, they all contribute to the accomplishment of the National Committee on Literary Arts' mandate "to promote the appreciation of Philippine literature and to develop a sense of nationhood among Filipino writers" (NCLA, 2020). The various purposes of the projects—to provide an avenue for writers to release their negative energies and thoughts, and find consolation through the completion of a project or the reward or compensation of their efforts; to provide materials for educational purposes; to publish a record of presentation papers that may call attention to certain issues, cultural or environmental concerns and suggest ways to resolve certain socio-political and economic conflicts; or to print transcripts of panel discussions on language and literature—all lead to the realization of the committee's functions.

This study highlights the fact that the editors' written contributions to the publications are also writings of vital significance. They constitute a special type of literature, too. They provide the context of the publication, a sneak peek of the package, and some words of wisdom.

The most important common element of these introductions is that they speak about literature as they also become a unique piece of literature.

Literature is vital to learning. Through it, people learn to be more sensible and sensitive to the unspoken messages of nature and humankind; think more critically and creatively; discern their purpose and responsibilities; and find healing for broken hearts, shattered dreams, and failed expectations. This goes for both the readers and the writers.

"Writing," as discussed by Gillie Bolton (1999, par. 1), "is a means of making sense of experience, and of arriving at a deeper understanding of the self. The use of creative writing therapeutically can complement verbal discussions, and offers a cost- and time-effective way of extending support to depressed or psychologically distressed patients."

Most of the selected publications were primarily intended to help writers overcome their social, psychological, and economic difficulties during the pandemic. Yet, through their work, they also help reveal the deeper meaning of life. Their stories may come to us in more organized, yet more dramatic and possibly more exaggerated representations, but while we learn about events and be able to trace the origin of the coronavirus disease through history, we perceive and understand the struggles and aspirations of people who suffered the loss of loved ones slain by the invisible enemy through the individual stories.

As Tyler Stovall (2020) said, "In this time, the humanities, and history and literature in particular, offer important insights into how people have dealt with the trauma of pandemics in the past, and how to make sense of a world now in many ways beyond our control" (par. 2).

Literature accompanies mankind through all the years, through all situations, and its purpose as a therapy for writers may be considered verified. Likewise, it may be said that writers whose writing offer them a means of healing, also contribute to the healing of society during times when an invisible enemy threatens to undermine the basic foundations of human development.

The National Committee on Literary Arts has contributed to this healing through its publications to prove that amidst the dangers and uncertainties, writers thrive to showcase their craftsmanship, express their sentiments, and address the issues that threaten human life and challenge humanity in today's world.

RECOMMENDATIONS

The publications are rich with learning materials and teaching ideas, but not all of them have certain target audience like the book of the stories for children. Therefore, educators must read some of the materials carefully to see whether they are suitable to the target learners.

Further studies or research may be conducted on one to two or more of the publications focusing on the collection of works or other parts of the publication that has not yet been explored.

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EFFECTIVENESS OF TEACHER-MADE MODULE AS PERCEIVED BY THE COLLEGE OF EDUCATION STUDENTS IN THE NEW NORMAL

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ABSTRACT

The study titled “Effectiveness of Teacher-Made Module as Perceived by the College of Education Students in the New Normal” was conducted in the College of Education of Capiz state University Burias Campus during the school year 2021 – 2022. The study employed the descriptive research design. The data were gathered by the researcher using an adapted questionnaire. The student - respondents were randomly chosen through simple sampling technique from each year level. This study was conducted in the first semester of the school year 2021 – 2022 covering the 228 college of education students of Capiz State University Burias campus. The researcher personally gave and retrieved the questionnaire during module distribution. Statistical tools such as frequency count, percentage, and mean were used in the analysis of the data. Results of the study revealed that the College of Education students of Capiz State University Burias Campus were mostly female, had high school graduate parent, with family income of 10,000 and below, without internet connectivity and reside in barangay. The level of effectiveness of teacher-made module as perceived by the student – respondents were very highly effective as a whole. The level of effectiveness of teacher-made module as perceived by the student – respondents when grouped according to category namely content, instructional quality, technical quality, accuracy and recency of information, and assessment was “very highly effective”

Keywords: *Instructional quality, technical quality, content, internet connectivity*

INTRODUCTION

In teaching, it is required that the environment, instructional materials, and interactions with learners be appropriate for teaching and learning. This is perceived as responding to the learners’ interest and needs.

Delivery of education in the country has greatly changed because of the coronavirus disease 2019 (COVID-19) pandemic (Montemayor, 2020). The Philippine school system, in particular, adjusts to adhere to the COVID-19 Inter-agency Task Force's restrictions on the virus's propagation in order to preserve lives. This situation prompted school administration to take action and fix the current urgent issue so that they could continue to provide high-quality education to its stakeholders without jeopardizing their safety. Due to the closure of public and private schools, educational institutions abruptly left off the traditional face-to-face classes and transition to flexible learning, employing alternative delivery modes of instruction, such as the use of modular and digital platforms.

Ordinarily, teacher-made module creates curiosity for the learners who may seize this opportunity to explore and create. These abilities to explore and create often tend to increase the student’s knowledge and cognitive development. Learners learn a lot from their teachers through the process of applying instructional materials. Bello (1999) is of the opinion that the provision and utilization of teacher-made module will promote the intellectual ability of children.

For Kuppaswamy (2010), learning is the process by which an organism, as a result of its interaction with a situation, acquires a new mode of behavior, which tends to persist and affect the general behavioral pattern of the organism to some degree. The ability to create learning connections through the applica-

tion of teacher-made instructional materials are the skills through which children develop new combinations and relationships in organizing ideas, symbols, objects, and words (Charlesworth, 1996).

Education plays an important role in shaping the life of students that in the process, teachers are one of the instruments in delivering quality learning. Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education (Castroverde & Acala, 2021).

The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher through email and text message. Also, the parents serve as partners of teachers in order to be effective the modular learning to the students. FlipScience (2020) stated that since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role in modular learning is to establish a connection and guide the child.

According to Davis (2021), despite to the solution found by the government, there are still existing challenges in implementing this kind of educational system for example, students having difficulties in self-studying, poor internet connection, lack of sleep and time to answer the modules due to the great number of activities and lack of focus Davis.

The use of teacher-made modules for classroom instruction is significant in the light of maintaining the students' motivation in spite of their poor ability in grasping ideas and processes from a highly verbal lecture (Guskey, 2010). The modularized learning could allow the students to evaluate their own progress and utilize their spare time to read the lesson as many times as his ability to master requires.

School therefore, are advised to examine the teachers and students in their dependency to school adjustments in the new normal and know their difficulties in dealing the situation, this could be a way to solve the problem. If the school finds out the problem, they can formulate strategies which can help teachers in making appropriate modules, so that the students may understand it because the content is well-explained.

Generally, this determined the effectiveness towards teacher-made module as perceived by the College of Education students in the new normal. Specifically, this study sought to answer the following questions: (1) What is the profile of the respondents in terms of internet connectivity, monthly family income, parents' educational attainment, place of residence and sex? (2) What is the level of effectiveness of teacher-made module as perceived by the respondents as a whole and when grouped according to category namely content, instructional quality, technical quality, accuracy and recency of information, and assessment?

METHODOLOGY

This study utilized the descriptive research design to determine the perception of the respondents on the effectiveness of teacher-made module in the new normal. The student - respondents were randomly chosen through simple sampling technique from each year level. Simple random technique is a type of probability sampling in which the researcher randomly selects a subset of participants from a population.

This study was conducted in the first semester of the school year 2021 – 2022 covering the 228 college of education students of Capiz State University Burias campus.

The data were gathered by the researcher using an adapted questionnaire from Garde (2021).

The researcher personally gave and retrieved the questionnaire during module distribution.

Statistical tools such as frequency count, percentage, and mean were used in the analysis of the data.

FINDINGS

Educational Attainment of Father

More than one – fourth or 31.14 percent of the respondents were high school graduate; 63 or 27.63 percent, high school level; 38 or 16.67 percent, college level; 34 or 14.91 percent, elementary graduate; 10 or 04.39 percent, elementary level and college graduate; and only 2 or 00.88 percent were master’s degree holder.

Educational Attainment of Mother

Internet Connectivity

More than one-half (60.52%) of the respondents have no internet connectivity and only 110 or 48.24 percent have internet connectivity. It can be said that majority of the respondents had no internet connectivity.

Monthly Family Income

Majority (93.42 %) of the respondents had income between 10,000 and below, 14 or 06.14 percent, 10,001 – 20,000; and only 1 or 00.44 percent had monthly income bracket between 30,001 and above.

Place of Residence

More than three – fourths or (76.32 %) of the respondents reside in barangay, and only 54 or 23.68 percent were resided in Poblacion.

Sex

The findings of the study in terms of sex show that majority or 75.44 percent of the respondents were females and only 24.56 percent were male respondents.

Table 1. Profile of the respondents.

VARIABLES	FREQUENCY	PERCENTAGE
Educational Attainment of Father		
Elementary Level	10	10
Elementary Graduate	34	34
High School Level	63	63
High School Graduate	71	71
College Level	38	38
College Graduate	10	10
Bachelor’s Degree with Masteral Units	2	2
TOTAL	228	100.00
Educational Attainment of Mother		
Elementary Level	14	06.14
Elementary Graduate	45	19.73
High School Level	74	32.46
High School Graduate	58	25.44
College Level	32	14.04
College Graduate	5	02.19
TOTAL	228	100.00
Internet Connectivity		
With internet	55	40.74
Without Internet	80	59.26
TOTAL	228	100.00
Monthly Family Income		
10,000 and below	213	93.42
10,001 – 20,000	14	06.14
20,001 and above	1	04.44
TOTAL	228	100.00
Mean 4,575.00		

Place of Residence		
Poblacion	54	23.68
Barangay	174	76.32
TOTAL	228	100.00
Sex		
Male	56	25.56
Female	172	75.44
TOTAL	228	100.00

Effectiveness of Teacher-Made Module as Perceived by the COE Student-Respondents in the New Normal as a Whole

Data in Table 2 revealed that more than one-half (55.71 %) of the respondents had perceived “very highly effective” teacher – made module; 42.98 percent, “highly effective”; and only 3 or 01.31 percent had perceived the teacher - made module “effective”.

The mean of 4.54 showed that the teacher made module was “very highly effective” as perceived by the respondents. The standard deviation of 0.52 showed a little variation in the effectiveness of the teacher made module as perceived by the respondents as a whole.

It implies that teacher – made module provides for the development of higher cognitive skills such as critical thinking, creativity, inquiry, problem solving, among others and substantial coverage of concepts, principles or salient issues as required by the course.

This result conforms to the study of Ali et al. (2010), they discovered that modular learning has a significant impact on student achievement.

Moreover, according to Teng (2017) concluded that the Teacher Assisted Modular approach is more effective than Textbook approach in teaching.

Table 2. Effectiveness of Teacher-Made Module as Perceived by the Student-Respondents in New Normal as a whole.

TEACHER MADE MODULE	FREQUENCY	PERCENTAGE
Very highly Effective	127	55.71
Highly Effective	98	42.98
Effective	3	01.31
TOTAL	228	
MEAN 4.54 (Very Highly Effective)	SD = 0.52	100.00

Effectiveness of Teacher-Made Module As Perceived by Student-Respondents According to its Category

Table 3 reveals the findings of the study on the effectiveness of the teacher-made module as perceived by the student - respondents in new normal according to its category.

It implies that teacher – made module is interesting to the students through provisions of engaging tasks. The material stimulates learner’s creativity and the assessment activity/strategies are aligned with instructional objectives.

Table 3. Effectiveness of Teacher Made Module as Perceived by the Respondents in this New Normal when Grouped According to its Category.

TEACHER MADE MODULE	MEAN	VERBAL INTERPRETATION
Content	4.24	Very Highly Effective
Instructional Quality	4.23	Very Highly Effective
Technical Quality	4.25	Very Highly Effective
Accuracy and Recency of Information	4.22	Very highly Effective
Assessment	4.26	Very Highly Effective

CONCLUSIONS

From the foregoing findings, the following conclusions were drawn:

The College of Education Students of Capiz State University Burias campus perceived that the teacher – made module were very highly effective as a whole. It implies that teacher – made module provides substantial coverage of concepts, principles or salient issues as required by the course.

In the same note, the teacher – made module were very highly effective when they were grouped according to its category namely content, instructional quality, technical quality, accuracy and recency of information, and assessment. It implies that teacher –made module facilitates learning without the presence of the teachers.

RECOMMENDATIONS

1. The College Dean should make use of the findings of this study to sustain and revisit the application of teacher-made module for enhancing teaching and learning process.
2. The College Dean should encourages teachers to use teacher-made module as one of the requirements in their instruction functions.

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CAPABILITY LEVEL AND DEVELOPMENT PRIORITY OF ASSESSMENT AND REPORTING DOMAIN

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ABSTRACT

This study was conducted to determine the teachers' demographic profiles, teachers' level of capability in performing each objective of assessment and reporting domain and its development priority given to each objective, and to explore the lived experiences of teachers on the performance of assessment and reporting domain. This study employed convergent parallel mixed method with 104 participants for quantitative part and 47 informants for qualitative part. Interviews and focus group discussions were also done. Results revealed that the teachers' level of capability in performing each objective and its development priority given to each objective are high. Qualitative findings revealed that there are three themes emerged in the exploration of the lived experiences of teachers on the performance of assessment and reporting domain. First, teachers utilized various assessment strategies that are consistent to curriculum parameters; identically, they followed the entries of the table of specifications and lesson plans to ensure alignment of the instructional objectives when they were teaching. Then, teachers monitored and evaluated learner's progress; similarly, they strengthen the class recording for provision of learning evidence and daily lesson logging for mastery of the lesson. Lastly, teachers communicated to stakeholders; in the like manner, they conducted home visitation, sending letters to parents, and reporting anecdotal records of students. It is recommended that the remaining indicators of assessment and reporting domain be also studied similarly.

Keywords: *education and teaching, assessment and reporting domain, convergent parallelism, Philippines*

INTRODUCTION

Teacher quality is described by the quality of learning and success of learners. Revolutionizing education to Industry 4.0 becomes the trend of today's era and that has been the vital concern of the professional teachers in Indonesia (Afrianto, 2018).

Moreover, half of the South East Asian countries are implementing the national teaching standards (Kavinda & Ye, 2014) and aligning them with the 21st century skills and practices to these standards (Beck, Hart, & Kosnik, 2002). This professional standards represent a policy instrument for teacher expertise and to change the profession from out with Torrance and Forde (2017) and Organisation for Economic Co-operation and Development (2015) agreed that assessment of educational progress gives a requirement to improve student achievement in schooling and beyond.

The effectiveness of the learning experience is reliant on teacher excellence (Lomibao, 2016). Assessing student performance against achievement standards requires considerable assessment literacy because teachers are accountable for selecting or designing the assessment tasks (Edwards, 2013). Formative assessment practices have been established to raise students' academic accomplishments.

and attitudes toward the class significantly and to affect their self-regulation skills (Ozan & Kınca,

2018).

However, Widiastuti and Saukah (2017) noted that teachers were found not to take suitable follow-up actions due to their deep understanding of formative assessment. This discrepancy happened because of teachers' lack of proper knowledge and skills about formative assessment strategies and their role in education (Dessie and Heeralal, 2016). Also, there is a lack of approaches to thoroughly assess, compare, and refine how organizations go about achieving their preservation goals (Becker & Cardoso, 2014).

In the Philippines, Hailaya (2014) said that the school teachers in Tawi-Tawi have low assessment literacy. He added that teachers perform highest on choosing assessment methods suitable for instructional decisions and smallest on developing assessment methods fits for instructional decisions.

The dearth of investigation on assessment and reporting domain of teachers has triggered the researcher to conduct the study. Majority of the studies revealed descriptive level of the domain, yet few attentions have been made to the capability level in performing and development priority given to each objective of this domain of teacher standards. Also, the lived experiences and practices of teachers as they perform and give development priority to the objective of the domain. This study served as baseline data for the teachers and educators whether the level of capability and development priority of the assessment and reporting domain of teachers can promote a better teacher quality.

STATEMENT OF THE PROBLEM

This study was conducted to determine the teachers' level of capabilities and development priority of the assessment and reporting domain to enhance teacher quality in the selected small schools of Lupon East District. Specifically, it sought to answer the following questions:

1. What are the demographic profiles of teachers in terms of age, sex, employment status, position, total number of years in teaching, highest degree obtained, seminars/ trainings attended, computer literacy, and class proficiency level (CPL)?
2. What is the teachers' level of capability in performing each objective of the Assessment and Reporting Domain in terms of:
 - 2.1 designing, selecting, organizing, and utilizing assessment strategies
 - 2.2 monitoring and evaluating learner progress and achievement
 - 2.3 communicating learner needs, progress, and achievement to key stakeholders
3. What is the teachers' level of development priority given to each objective of the Assessment and Reporting Domain in terms of:
 - 3.1 designing, selecting, organizing, and utilizing assessment strategies
 - 3.2 monitoring and evaluating learner progress achievement
 - 3.3 communicating learner needs, progress, and achievement to key stakeholders
4. What are the practices of teachers in the level of capability in performing each objective and teachers' level of development priority given to each objective of the assessment and reporting domain?

METHODOLOGY

Research Design, Sampling, Data Analysis

This study employed mixed-method specifically convergent parallel design. Wisdom and Creswell (2013) defined mixed method as an evolving methodology of research that advanced the combination of quantitative and qualitative data within a single research study. In convergent parallelism, quantitative and qualitative data were collected concurrently, analyzed separately, and merged and matched at the end of analysis (Tasseff, Tavernier, Watkins, & Neill, 2018).

The quantitative form was used to determine the teachers' demographic profile, teacher's level of capability in performing each objective of the assessment and reporting domain and the development priority given by teachers to each objective. A total of 104 respondents were selected who were teaching in the

small school category only. Frequency count is used to determine the demographic profiles of the respondents. Mean was used to measure the respondents' level of capability for each objective and priority level for development given to each objective of assessment and reporting domain. Standard deviation was also used to determine the consistency of responses.

The qualitative method was used to determine the lived experiences and practices of teachers in their capability level of each objective and the priority level for development given to each objective of the assessment and reporting domain when they designed, selected, organized, and utilized assessment strategies; monitored and evaluated learner's progress and achievement; communicated learner's needs, progress, and achievement to key stakeholders. This is measured using interviews and focus group discussions. Three teachers were selected from each small school category using random sampling for the conduct of interviews. Then, one teacher was randomly chosen from each small school category for the focus group discussions.

Finally, a convergent parallel design was used. In this study, the quantitative and qualitative results were analyzed independently and interprets the results together.

Research Respondents

The respondents of the study were the elementary teachers of Lupon Districts with Teacher-I to Teacher-III positions but excluding the Kindergarten Teachers during the academic year 2019-2020. Teachers who were teaching in the east and west districts of Lupon grouped as small school category of DepEd were the focus of this study. The categorization of schools was pursuant to the Department of Education Memorandum No. 215 (2019). The small schools consist of nine teachers and below.

Table I showed the distribution of respondents from the small school category of the two districts of Lupon, Division of Davao Oriental.

TABLE I. DISTRIBUTION OF RESPONDENTS

Small Schools		Number of Teachers with Teacher I-III Positions		
Name of Elementary School	District	Number of Male	Number of Female	Total
Calasagan	LE	2	5	7
Sergio Mawalic	LE	0	6	6
New Visayas	LE	1	4	5
Lantawan	LE	0	3	3
Ernesto Violan	LE	0	7	7
Matigdao	LE	1	4	5
Tiombocan	LE	2	2	4
Kauswagan	LE	2	2	4
Banhawan	LE	1	6	7
Taliman	LE	2	5	7
Malig	LE	1	6	7
Immaculada	LE	0	4	4
Recaño	LW	0	7	7
Cabadiangan	LW	0	7	7
Langka	LW	1	6	7
Mahayahay	LW	2	3	5
Pangyan	LW	3	3	6
Logdeck	LW	2	1	3
Sigang	LW	3	0	3
Total		23	81	104

Legend:
LE – Lupon East
LW – Lupon West

Research Instruments

The researcher collected the data through a survey questionnaire that was adapted in Results-Based Performance Management System (2018). The questionnaire showed the demographic profile of the respondents and their self-assessment tool to determine the level of capability in performing each objective of the assessment and reporting domain and the development priority given by teachers in each domain. Also, it has its Likert-scale with its corresponding description.

FINDINGS

Demographic Profile of the Respondents

The demographic profile of the respondents was presented in a graphical representation. Figure 1 revealed that most of them belonged to the age bracket from 36- to 40-year old and majority of them were regular permanent employment status. They were mostly female teachers with Teacher I permanent plantilla position. Also, majority of the respondents had bachelor’s degree as their highest degree obtained with more than 10 years of service in teaching.

In addition, Figure 2 showed that respondents were computer literate and attended seminars and training for their continuing professional development. The teacher’s class proficiency level ranges from 76 to 80% which means that developing to approaching proficient

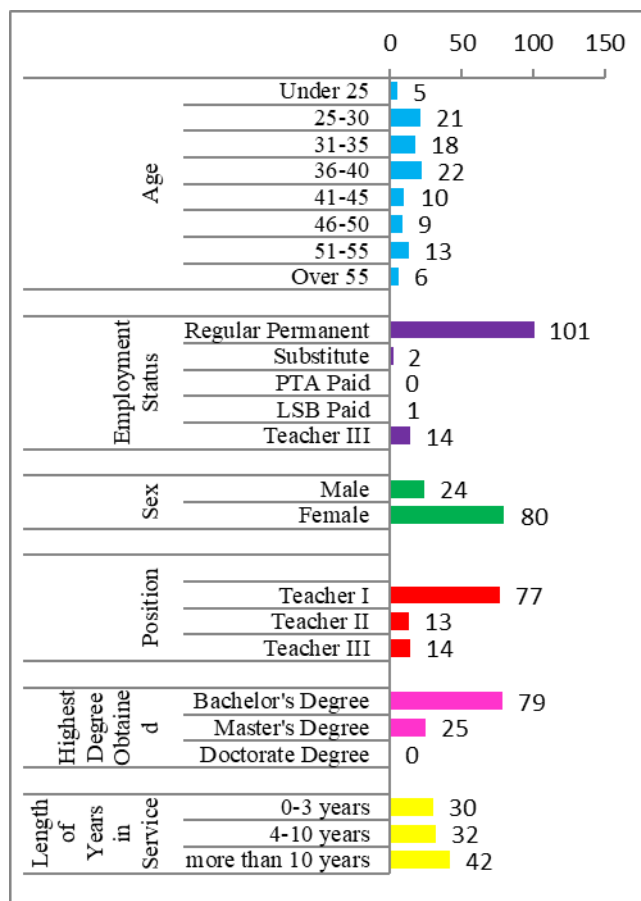


Figure 1. Age, Employment Status, Sex, Position, Highest Degree Obtained, and Length of Service

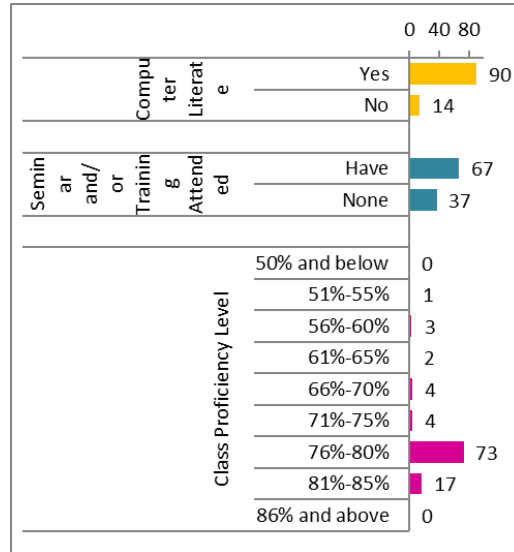


Figure 2. Class Proficiency Level, Seminars and Training Attended, and Computer Literate

Teacher’s Level of Capability for Each Objective of the Assessment and Reporting Domain

It could be noted that the standard deviation in all strands of assessment and reporting domain reflected in Table 2 is less than 1.00 which is the typical standard deviation (Wittink and Bayer, 1994 as cited by Darbyshire and McDonald, 2004). This indicates that there is consistency of responses among the respondents. The data revealed that the overall mean for the teacher’s level of capability of performing each objective is 2.97, described as high, which means that the teachers in Lupon Districts show most behavioural indicators. They provided a thorough response which demonstrated capability at this level.

Specifically, it can be gleaned in Table 2 that the strand on communication of learner needs, progress and achievement to key stakeholder has the highest mean rating of 3.07 for the teacher’s level of capability in performing each objective of the assessment and reporting domain which denotes a high level. This indicates that the teachers perceived most behavioural indicators. They corrected test papers with parent’s or guardian’s signature and date of receipt. They also conducted Parents and Teachers Association meeting or conferences with proof of their attendance.

In particular, the strand on monitoring and evaluation of learning progress and achievement has a mean rating of 2.94, which denotes a high level. This indicates that the teachers perceived most behavioural indicators. They compiled written work with summary of results and with signature of parents. They also prepared formative and summative assessment tools with table of specifications and frequency of errors with identified least mastered skills.

Finally, the strand on design, selection, organization and utilization of assessment strategies has a mean rating of 2.91, which denotes a high level. This indicates that the teachers perceived most behavioural indicators. They used a repertoire of assessment strategies which are aligned with the intended learning goals.

The result was supported by Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2019) which they believed that effective strategies and programs exemplified support creative learning and improvement for all young people. Further, Brookhart (2004) stated that information of high-quality assessments can enhance information, construct a better course, and know more about what pupils understand.

TABLE II. TEACHERS' LEVEL OF CAPABILITY IN PERFORMING EACH OBJECTIVE OF THE ASSESSMENT AND REPORTING DOMAIN

Item	SD	Weighted Mean	Descriptive Level
1. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements	0.62	2.91	High
2. Monitored and evaluated learner progress and achievement using learner attainment data	0.54	2.94	High
3. Communicated promptly and clearly the learner's needs, progress and achievement to key stakeholders, including parents / guardians	0.53	3.07	High
Overall	0.56	2.97	High

Teacher's Level of Priority for Development Given to Each Objective of the Assessment and Reporting Domain

The data revealed that the overall mean for the teacher's priority for development given to each objective is 2.94, described as high, which means that the teachers in Lupon Districts show most behavioural indicators. They provided a thorough response which demonstrated priority for development at this level.

Meanwhile, it can be revealed in Table 3 that the strand on communication of learner needs, progress and achievement to key stakeholder has the highest mean rating of 2.99 for the teacher's priority for development given to each objective of the assessment and reporting domain which denotes a high level. This indicates that the teachers perceived most behavioural indicators. They gave priority for development in communicating with parents or guardians using various modalities. They also prepared anecdotal records showing behaviours of learners.

As indicated, the strand on monitoring and evaluation of learning progress and achievement has a mean rating of 2.93, which denotes a high level. This indicates that the teachers perceived most behavioural indicators. They organized class records or grading sheets. They also crafted lesson plans and modified daily lesson logs showing index of mastery.

Finally, the strand on design, selection, organized and utilization of assessment strategies has a mean rating of 2.90, which denotes a high level. This indicates that the teachers showed most behavioural indicators. They used assessment procedures that draw out evidence of learners' most intended learning outcome. For example, they developed performance tasks with rubrics reviewed by experts and showcased sample accomplished rubrics.

The study of Abrams, Pedulla, & Madau (2003) supported the result which claimed that the burden to increase test scores inspires them to highlight instructional and assessment approaches that mirror the content and arrangement of the test. Likewise, Stipek, Givvin, Salmon and MacGyvers (2001) believed that whatever method is used, it is clear that beliefs and practices are connected, and either one without seeing the other is likely to fail.

TABLE III. TEACHERS' LEVEL OF PRIORITY FOR DEVELOPMENT GIVEN TO OBJECTIVE OF THE ASSESSMENT AND REPORTING DOMAIN

Item	SD	Weighted Mean	Descriptive Level
1. Designed, selected, organized and used diagnostic, formative and summative assessment strategies consistent with curriculum requirements	0.61	2.90	High
2. Monitored and evaluated learner progress and achievement using learner attainment data	0.56	2.93	High
3. Communicated promptly and clearly the learner's needs, progress and achievement to key stakeholders, including parents / guardians	0.58	2.99	High
Overall	0.58	2.94	High

Practices of Teachers in the Level of Capability in Performing Each Objective and Development Priority Given to Each Objective of the Assessment and Reporting Domain

Three root codes emerged that highlighted facets of the participants’ practices experienced by the teachers in the level of capability in performing each objective of the assessment and reporting domain and the development priority given by teachers to each objective. Further analysis produced branch codes that created textural understanding of the phenomena.

The first root code emerged was monitoring and evaluating progress of learners. In view of this, continuous monitoring is a must to look and evaluate learner’s progress. Names mentioned are not their real names.

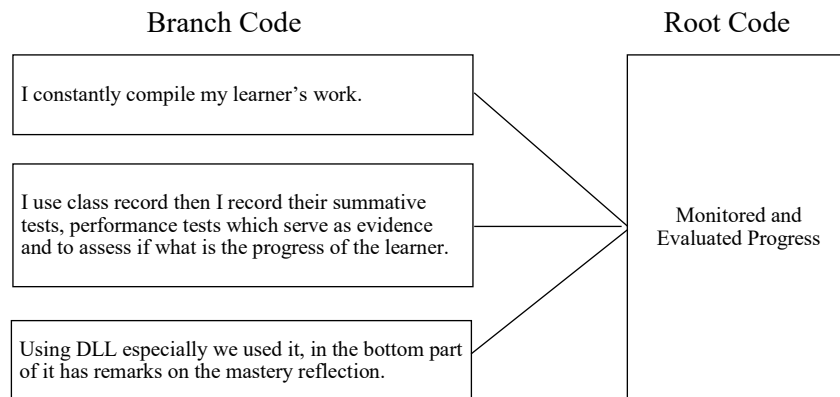


Fig. 3. First Root Code on Practices of Teachers on Capability Level and Development Priority Given to Each Objective for Assessment and Reporting Domain

Persistent compiling of learner’s output could be a tool to have an authentic judgement in which according to Ariana, she said that “I constantly compile my learners work in monitoring learner’s progress.” Similar thoughts also had been said by six FGD respondents and and twenty-four IDI participants.

*I constantly compile my learners work. (**JTESFGDTA**)*

In contrast, Nathan of FGD negated the statement of Ariana which stated that “I didn’t use portfolio to monitor and evaluate learner’s progress but in my co-teacher they used Ma’am.”

*Sa akoad ma’am wala, akoang mga kaubanan nagagamit Ma’am. (**LESFGDTN**)*

Further, Odette, an informant of FGD said, “In monitoring progress of learners, I use class record then I record their summative tests, performance tests which serve as evidence and to assess if what is the progress of the learner.” Three respondents of FGD and twenty-three from IDI were having characteristics shared in common.

*Yes ma’am nagagamit ko pud ko ug class record gina uh.. ginarecord na ko ilahang mga summative test, performance test para pud mahimo syang evidence ma’am ug didto pud nimu maassess kung asa na ang progress sa imong bata. (**PESFGDTO**)*

To continue, Jordan, a member of FGD said that in monitoring learner’s progress, he said that “Using Daily Lesson Log especially we used it, in the bottom part of it has remarks on the mastery reflection when monitoring learner’s progress.” Three respondents from FGD as well as nineteen IDI participants were alike in substance.

Kuan sir sa akong sa .. para sa akoad uh..pinaagi sa DLL especially nga kita nag gamit tag DLL di

*ba diha sa ubos sa kina lasan gyud sa DLL di ba naa may mga remarks mga mastery reflection... (**NVESFGDTH**)*

The results encompassed teacher’s function to monitor and evaluate needs, progress, and achievement of learners. This revolved around the teachers who constantly compile learner’s output, using class record to provide evidence in every assessment, and the use of daily lesson log to monitor the mastery of each lesson.

The second root code emerged was to communicate learner’s needs, progress, and achievement to stakeholders

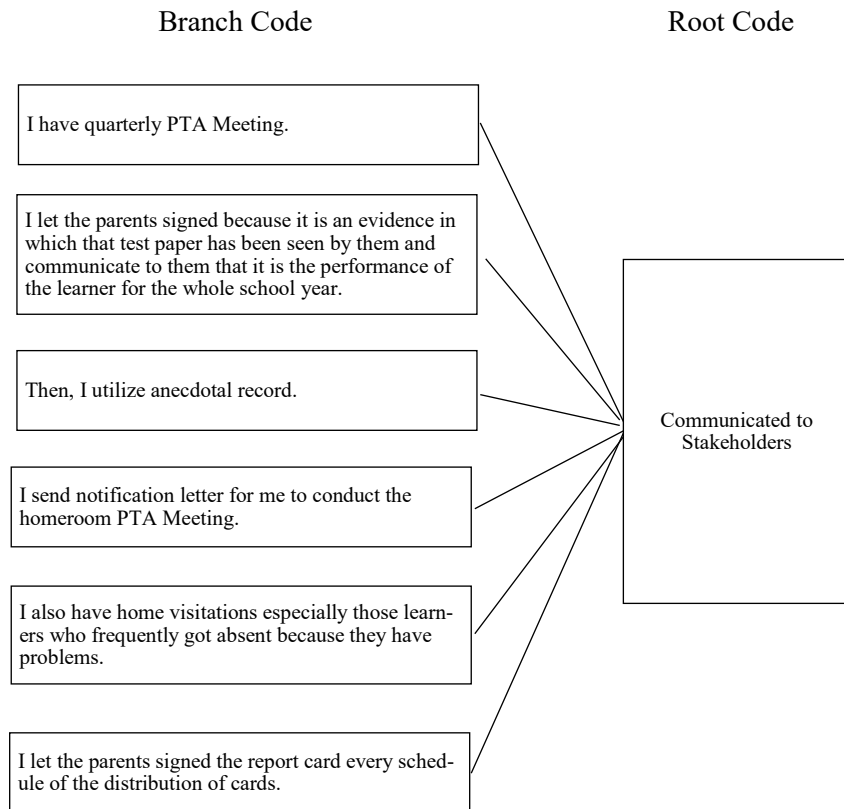


Fig. 4. Second Root Code on Practices of Teachers on Capability Level and Development Priority Given to Each Objective for Assessment and Reporting Domain

This root code was followed up by Ariana, an informant from FGD who said that “I have quarterly Parent Teacher Association (PTA) Meeting in communicating learner’s needs, progress, and achievement to stakeholders.” This illustration was supported by Dianne and Jordan, participants from FGD and 28 participants from IDI.

*So kami naa mi quarterly naa mi PTA Meeting... (**JTESFGDTA**)*

In the like manner, Dianne said, “When communicating progress of learners to stakeholders, I let the parents signed because it is an evidence in which that test paper have been seen by them and communicate to them that it is the performance of the learner for the whole school year.” Correspondingly, twenty-one participants from IDI had showed similar claims.

Ay ano sir papermahan gyud sir..(Sir D: Naa pa gyud gani diay) uh.. evident man gud natu nimo ang kanang evidence nimu ang kanang test paper ba nga ipakita sa iyaha nga mao jud ni iyang per-

formance for the whole kuan.. papermahan sa iyaha ang kuan ang test papers... (**KESFGDTD**)

In addition, Natalie, an IDI member answered, “Then, I utilize anecdotal record and also in that way that’s the time that we can recognize if the child or in a particular performance we can determine the needs whether there is a need to develop or is there a progress in that certain learner.” which is one of the tools to communicate learner’s needs, progress, and achievement to stakeholders.” Similar experiences shared by the twenty-five IDI participants.

Then, nagapa nagagamit pud ko ug anecdotal record...diha pud natu mahibal an kung ang isa ka bata ba or during kana na kana na performance diha pud natu maunsa nga need ba ug development or kailangan ba sya kailangan ba sya naa bay progress sa iyaha. (**EVESIDIP14**)

In the same way, Evelyn said that “I send notification letter in order for me to conduct the homeroom PTA Meeting when communicating learner’s progress to stakeholders.” Similar experiences shared by twenty-six IDI participants as they also practiced in communicating learner’s progress to stakeholders.

K uh..I send notification letter Ma’am uh in order for me to conduct the homeroom PTA Meeting unya didto nako gina..gina kuan ginahatag sa mga ginikanan ang results unya magpaperma sa card, ang mga test paper nila tanan tanan through homeroom PTA Meeting. (**CESIDIP9**)

Grace, an IDI member said, “In communicating learner’s progress to stakeholders, I have also home visitation especially those learner that lots of absenteeism because they have problem.” Comparably, twenty-six IDI participants shared the same experiences as they practiced.

So, Uh..naa..actually na pud mi mga home visitation especially those kadtung mga bata gani nga uhm..naga absent na.. naa nay something problem nagavisit mi sa ilang mga balay to inform as well. (**JTESIDIP13**)

The last experiences shared by Abigail, an IDI member, said that, “I let the parents signed the report card every schedule of the distribution of cards in communicate learner’s progress towards stakeholders.” Akin to this, twenty-one IDI participants shared appeared to these shared practices of the participants.

I communicate my learner’s needs... nagapaperma pud kog report card sa kada schedule sa distribution of cards... (**TESIDIP15**)

This root code revealed about teachers who communicated learner’s needs, progress, and achievement to parents and guardians. This shows that the teacher’s communicate parents through test papers and was signed by parents to see progress, using anecdotal record, sending letter to parents, home visitation, and parent’s signing of report cards in every schedule of the distribution of cards.

The third root code that emerged was the consistency of assessment strategies when designing diagnostic, formative and summative assessment strategies as revealed in Figure 3. Names mentioned are not their real names.

Rose, an in-depth interview (IDI) member, said that “Formative and summative assessment test is not that difficult to design because I am the one who constructed it.” Similar ideas by the three respondents from an in-depth interview were taken into account. They also find it easy in designing diagnostic, formative and summative assessment strategies.

Uh dili man sya lisud kay ako man ang magbuhat gyud sa akoang formative and summative test.” (**IESIDIP12**)

In contrast, Ariana, a focus group discussion (FGD) member said that “My experience is graveyard in making the diagnostic, the formative test or those assessment tool because you have to prepare Table of Specifications and everything before you can give it. So, you need a lot of resources if you design summative test and periodical test.” It was then supported by ten respondents from IDI and FGD.

*“Experience nako is graveyard sya kay you have to prepare TOS and everything before ka maghatag so kinahanglan pa nimu ug a lot of resources kung maghimo ka ug like summative test and periodical test.” (**JTESFGDTA**)*

But then, Kylee mentioned that in designing diagnostic, formative and summative assessment strategy, “You don’t depend only in the lesson itself but also you are going to consider the strengths and weaknesses of the pupils.” This was supported by nine participants from IDI and FGD.

*So, uhh.. dili lang ka magdepende sa aw dili lang kay unsay imong gileksyon mao tuy imong ikuan sa ilaha but you are going also the strengths and weaknesses of the pupils. (**EVESFGDTK**)*

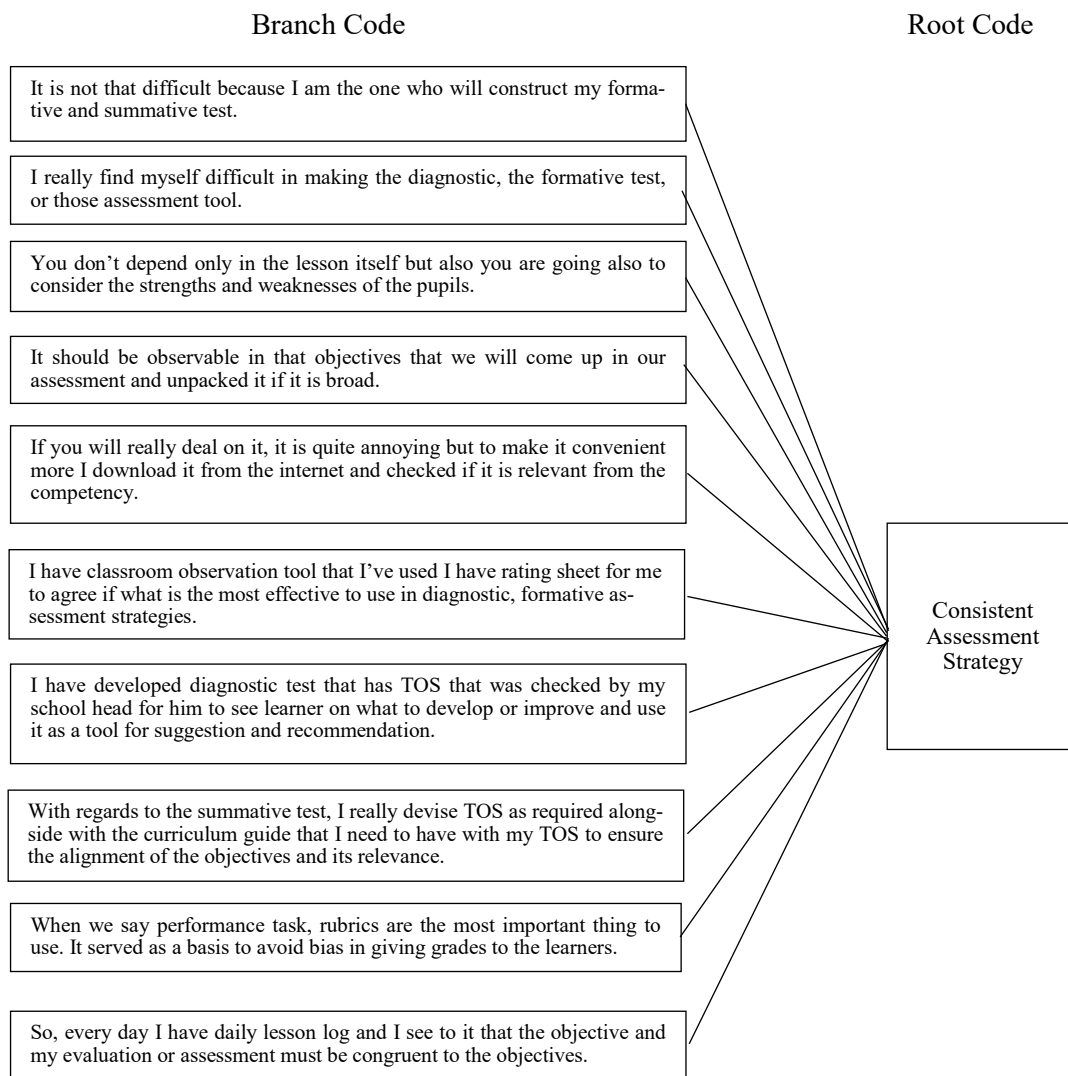


Fig. 5. Third Root Code on Practices of Teachers on Capability Level and Development Priority Given to Each Objective for Assessment and Reporting Domain

In addition, initiative arises in the interview wherein Dianne, said that “In constructing assessment, it should be observable in that objectives that we come up in our assessment and unpacked it if it is broad.” Comparably, six participants of FGD and IDI member shared common experiences in designing diagnostic, formative and summative assessment strategies. Contextualizing with matching localizing the certain competencies may lead to a better teaching.

*So, first and for most it should be observable and ana na objectives maka come up ta ug mga assessment nga maka-makahatag ug resulta showing atu nga objective. We religiously follow what is in the curriculum guide but there instances that it it's too broad so we need to... we need to fragmentized it. Kung sa baga imuha syang i-kuan i-unpacked. (**KESFGDTD**)*

Another initiative has been said about constructing assessment strategies by Anthony, an IDI participant, said that “If you will really deal on designing assessment strategy, it is quite annoying but to make it more convenient, I downloaded it from the internet and checked if it is relevant from the competency.” Correspondingly, Michael was also supported by FGD member and IDI member named Nathan. Adopting technology was also other way to have consistent assessment strategy.

*Kung tinud-on nimu ma'am hasul, uh... pero to make it convenience uh.. nagadownload na lang... nagadownload sa internet pero i-check lang pud kung relevant ba jud ug naa ba jud sa competency. (**LESIDIP6**)*

Furthermore, Niel, an IDI participant, revealed that “I have classroom observation tool that I have used, I have rating sheet in order for me to agree if what is most effective to use in diagnostic, formative assessment strategies in designing assessment strategy.”

*Nakoy classroom observation tool nakong gigamit nu..nakoy rating sheet para ma.. maagreehan nako kung unsay mas maayo gamit ang diagnostic, formative assessment an... strategies. (**MESIDIP2**)*

Analogically, the ideas of one FGD member and the seven IDI participants agreed that an observation tool plays a great part of learning how to teach. Much of what beginner teachers need to be aware of cannot be learned solely in the class. Therefore, classroom observation presents an opportunity to see real-life teachers in real-life teaching situations.

Meanwhile, Niel, and IDI participant, said that “I have developed diagnostic test that has table of specifications that was checked by my school head in order to see learners on what to develop or improve and use it as a tool for suggestion and recommendation.”

*Na..ug nagadevelop pug usab ko ug kanang uh.. diagnostic test nga naay TOS na gi-check sa akong school head para mas matan aw sa akong school head kung unsay dapat i-develop nu... or i-improve pa sa kong mga bata gamit ang mga suggestion recommendation ug mao pud na akong gamiton para pud sa kong mga bata. **MESIDIP2***

Elias, Ariana and Gabriel of FGD members and thirteen IDI members have parallel experiences in terms of designing diagnostic, formative, and summative assessment strategy.

As an illustration, in an interview with Elias, a member of FGD, he said, “With regards to the summative test, I really devise a Table of Specifications to ensure alignment of objectives from the curriculum guide to the questions being formulated.”

*With regards to the summative test I really device kuan kanang TOS as required alongside with the curriculum guide that I need to have with my TOS in order to ensure the alignment of the objectives and its relevance. (**IESFGDTE**)*

Experiences of Ariana, Rean and Gabriel FGD participants together with IDI members resembled to Elias. Only Michael opposed their statement which she said that “In our school head ma’am, there is table of specifications but when it comes to checking there is no checking at all.”

*Sa school head namin ma’am, meron mang TOS pero pagdating sa checking wala. (**SESGDTM**)*

In making diagnostic, formative, and summative assessment strategies, Nathan, an informant of FGD said, “When we say performance task, rubrics is the most important thing to use. It served as a basis to avoid bias in giving grades to the learners.” Similarly, four FGD participants and twenty-six IDI participants showed agreement in designing assessment strategies.

Odette, one of the informants in FGD, said that “So, every day, I have daily lesson log and I see to it that the objective and my evaluation or assessment must be congruent to the objectives in designing diagnostic, formative, and summative assessment strategies.” It was agreed by Irene and Jane from FGD members as well as twenty-two IDI participants.

*Ako ma’am naga refer ko sa akong daily lesson log everyday. So, everyday na ko daily lesson log is ginatan aw na ko ang objective and dapat ang akoang evaluation or akong assessment dapat congruent sya sa objectives. (**PESFGDTM**)*

The results highlighted the assessment strategy. This was in favor to teachers felt easy to make formative and summative, difficulty in designing, considering the strengths and weaknesses of the learners, unpacking of competency, innovative using technology, using classroom observation tool, developing diagnostic test checked by school administrator, using table of specifications in aligning objectives, using rubrics in performance task, and the use of lesson plan to see if the assessment is congruent to objectives of the lesson.

Data Corroboration

Teachers of Lupon District have high level of capability in performing each objective in assessment and reporting domain and of the priority for development given to each objective. Identically, they found no difficulty in making various assessment strategies and they unpacked broad learning competency. Further, they were also ensuring congruency of varied assessment strategies to the learning objectives as well as to classroom observation tools.

Similarly, they also communicated the assessment results to parents and guardians, prepared anecdotal records showing inventory of behaviors of learners, organized class record, implement daily lesson logs and ensure congruency of learning assessment to instructional objectives.

CONCLUSIONS

The exploration into the teachers’ level of capability and development priority in performing each objective of the assessment and reporting domain required of a quality teacher, practices of teachers in the level of capability and development priority, and the intervention program that would address the sprung problem has highlighted the relevance and necessity of such research. The knowledge and understanding of the various aspect of this research highlights the importance of continued investigation into the phenomenon which can be translated into more effective means of quality teaching and learning development.

The teachers of Lupon districts have high level of capability in performing each objective of the assessment and reporting domain. Also, they were high level in terms of teacher’s priority for development given to each objective. It only means that they showed most behavioural indicators. They provided a thorough response which demonstrated priority for development at this level.

Three themes emerged in the exploration of the lived experiences of teachers on the performance of assessment and reporting domain. These are monitored and evaluated progress, likewise, teachers strengthen performance recording and daily lesson logging subject mastery. Second, teachers attentively communicated to stakeholders, in the same way, home visitation, sending letters to parents, and reporting anecdotal records of students. Lastly, teachers utilized various assessment strategies that are parallel to curriculum; identically, they followed the entries of the table of specifications and lesson plans to ensure alignment of the instructional objectives when they were teaching.

RECOMMENDATIONS

Based on the findings of the study, it is suggested that more studies be carried out to address the following:

More investigations are needed on the quality of assessment and reporting processes which is a significant determiner of teaching practice and is vital to teachers' curriculum problem-solving. This is because the pedagogy utilized to one learner may vary with the other learners.

Since the study did not include kindergarten teachers, future research may be conducted investigating kindergarten teachers' strategies in terms of assessment and reporting because class proficiency level is (CPL) available.

Apart from this, future research may replicate this study, and emphasize both quantitative and qualitative data gathering techniques. Using such approaches helped come up with a more comprehensible program for such matter.

Given that establishing motivation and conducting formative and summative assessment among stakeholders is the major intervention program proposed by participants. Its effectiveness maybe investigated. Such studies would contribute towards a more developed and strengthened ways of quality teaching and learning processes.

More studies are needed with respect to the factors on the learners' acquisition of knowledge which may regard to background, socio economic and environmental factors. This is because the study did not determine the cases of such matter.

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**KOMUNIKATIBONG KASANAYAN PANGWIKA NG MGA
MAG-AARAL SA SPEC 110: BATAYAN SA PAGGAMIT NG
MGA ESTRATEHIYA AT GAWAIN SA PAGTUTURO**

**(COMMUNICATIVE LANGUAGE COMPETENCE OF
STUDENTS IN SPEC 110: BASIS FOR STRATEGIES
AND ACTIVITIES IN TEACHING)**

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ABSTRACT (ABSTRAK)

Ang pag-aaral na ito ay naglayong matukoy ang komunikatibong kasanayan Pangwika ng mga mag-aaral na kumukuha ng kursong SPEC 110 o Pagtuturo ng Filipino sa Elementarya 2 sa Ikalawang Semestre ng Taong Panuruan 2021-2022. Ginamit ang pamaraang palrawan na desinyo sa pananaliksik at isinagawa ang purposive sampling sa pagtukoy ng mga tagatugon. Ang mga mag-aaral ay nahubog ang kakayahan sa paggamit ng wikang Filipino. Makakaya nilang makipagtalastasan at makabahagi ng opinyon at kaalaman sa mga pormal na pagtitipon at higit sa lahat ay may kritikal na pang-unawa upang maintindihan ang paksain at takbo ng pakikipagkomunikasyon. Subalit ang kanilang mga kahinaan naman ay ang kakulangan sa kakayahan sa mga argumentatibong pakikipag-ugnayan; hindi tuwirang makagamit ng wikang Filipino dahil kadalasan ay halo-halo ang wika na kanilang ginagamit bago lubusang maipahayag ang kanilang saloobin at kaisipan; Hindi nila binibigyang-pansin ang paghubog sa ilang mga teknikal na aspekto ng wika upang lubusang maging ganap ang kanilang kaalaman at kasanayan sa paggamit ng wikang Filipino. Ang mga kahinaang ito ay tutulayan ng mga angkop na interaktibong estratehiya at Gawain upang mahubog ang kasanayan ng mga mag-aaral.

Susing Salita: *Komunikatibong Kasanayan Pangwika, Mag-aaral, Estartehiya at Gawain sa Pagtuturo*

ABSTRACT

This study aimed to know the Communicative Language Competence of the Students whor are taking the Course SPEC 110 or Teaching Filipino in Elementary Grades 2 during the Second Semester of 2021-2022. It utilized a descriptive research design and used purposive sampling to determine the respondents. Research found that students were able to develop their knowledge and skills in Filipino Language. They can communicate effectively and can share their opinion and ideas in fomal gatherings and above all, they have critical iundertanding of the topics and flow of conversation. But, it was found out as well that their their least mastered skills were: lack of skills for argumentative communication; unable to use Filipino Language fluently and in straightforward conversation; and they failed to hone their technical aspect of the language to holistically develop their knowledge and skills in Filipino Language. These least learned skills should be laid down by interactive strategies and activities to fully develop the skills of the students.

Keywords: *Communicative Language Competence, Students, Strategies and Activities in Teaching*

INTRODUKSYON

Nabubuhay ang tao na ang pangunahing sandata sa pagkilos sa araw-araw ay wikang kanyang sinasalita kung kaya't naging malaki ang ginagampangang papel nito sa buhay. Wika ang pangunahing instrumento na nagbubuklod sa mga tao hindi lamang sa pakikipagkomunikasyon kundi maging sa pagkilala ng kultura ng iba't ibang lipunan. Kung walang wika, tayo ay hahawak nalang, kukumpas, kikilos, sa halip na magsalita. Kung walang wikang naisulat, wala tayong pag-alam sa mga pangyayari sa loob at labas ng bansa. Sa harap ng ganitong mga sitwasyon, hindi sapat na ang tao ay matuto lamang ng lengguwahe at makapagsalita, marapat na maunawaan at magamit nito ang wika nang tama. Mahalaga ring pagtuonan ng pansin ang kakayahan ng tao na magamit ang wika sa paraang komunikatibo. Ito ang kakayahan ng tao na magamit ang wika ayon sa pangangailangan nang wasto at angkop sa isang tiyak na gawain.

Wika ang ginagamit natin sa pakikipagtalastasan at pakikipag-unawaan sa kapwa. Napakahalaga ng pakikipagtalastasan sa buhay ng isang tao. Sa lahat ng larangan ng buhay, kinakailangan ang pakikipagtalastasan. Ito ang dahilan kung bakit tayo nagkaka-unawaan at nagpapalit-palitan ng iba't ibang ideya, saloobin at damdamin sa ibang tao. Sa punto ng pakikipagtalastasan, kinakailangang unawain ang mga kakayahang komunikatibo. Parte nito ang apat (4) na komponent, ito ang gramatika, sosyo-lingguwistik, strategic at diskorsal (Heramia, 2017). Sa komponent na diskorsal, nababatid na ang diskurso ay may kinalaman sa pagsasalita at pagtatalumpati. Marapat lamang na sabihin na ang diskurso ay isang pagbibigay ng pagtalakay sa iba't ibang paksa, pasulat man o pasalita. Dahil sa diskurso, maraming nalaman ang mga tao mula sa mga taong nagsisipagsulat ng kani-kanilang mga akda at gayundin sa mga taong nakikipagpalitan-tugon sa pamamagitan ng pagsasalita sa kanilang kausap. Samantala, ang kakayahang strategic naman ay ang paraan ng paggamit ng mga "coping" o "survival strategies" upang punan ang limitado o imperpektong kaalaman sa tuntunin sa wika at kontekstong saso-kultural para sa maayos na komunikasyon at binibigyang kakayahan ang nagsasalita na gumamit ng mga senyas o di berbal na hudyat upang maipahiwatig ng maayos ang mensahe. Ang sosyo-lingguwistik naman ang tawag kung pinapakita ang ugnayan ng wika at lipunan ang kaangkupan ng gmit ng isang wika batay sa iba't ibang konteksto. Lahat ng nabanggit na komponent ay nakabatay sa wika bilang kasangkapan sa sosyalisasyon. Sa madaling sabi, ang wika ay mahalaga at kinakailangan ng isang bansa maging ng tao sapagkat ito ang ginagamit sa pakikipagkomunikasyon, pakikipag-ugnayan at pakikipag-talastasan ng bawat mamamayan.

Ang SPEC 110 o ang "Pagtuturo ng Filipino sa Elementarya 2" ay isang kurso na nakapokus sa paghubog ng kakayahan at kagalingan ng mag-aaral na nagnanais na maging mga prospektibong guro sa hinaharap. Sa kadahilanang, dalawa na lamang ang kursong Filipino sa Kolehiyo, nararapat lamang na matukoy ang mga Komunikatibong kakayahang Pangwika ng mga mag-aaral nang sa gayon ay matukoy ang mga kalakasan at kahinaan ng mga kakayahang ito at matulayan ng mga angkop na gawain ang kanilang mga kahinaan at mahubog nang buo ang kanilang mga kasanayan lalong-lalo na kapag sila na ay magtuturo ng Filipino sa Elementarya.

Ito rin ay ay makakatulong upang lubusang mapahusay ang komunikatibong kasanayang pangwika ng mga mag-aaral na magagamit nila hindi lamang sa pang-araw-araw na buhay bagkus lalo na upang mas mapadali ang kanilang pagkatuto at maging handa sa mga hamon ng pagtuturo.

Sa pagtiyak, sinagot ng pag-aaral na ito ang mga sumusunod na katanungan:

1. Ano ang kakayahang komunikatibong Pangwika ng mga mag-aaral kung ito ay tutukuyin ayon sa:
 - 1.1. Kakayahang Lingguwistiko;
 - 1.2. Kakayahang Sosyolingguwistiko;
 - 1.3. Kakayahang Pragmatik at Istratedyik; at
 - 1.4. Kakayahang Diskorsal?
2. Ano-ano ang mga estratehiyang pang-klasrum ang maaaring mailatag sa mag-aaral upang matugunan ang kanilang mga kahinaan sa kanilang komunikatibong kakayahan sa Filipino?

Metodolohiya:

Ang pag-aaral ay isang aksyong pananaliksik na ginamit ang paraang palarawang pananaliksik. Ito ay isinagawa sa isandan at dalawang (102) mga mag-aaral na binubuo ng siyamnaput-anim (96) na mga BEED 2 at anim (6) na BEED 3 na kumukuha ng kursong SPEC 110 o “ Pagtuturo ng Filipino sa Elementarya 2” sa ikalawang semester ng taong panuruan 2021-2022. Ginamit ang paraang purposive sampling sa pagkuha ng mga tagatugon. Isang istandardisadong talatanungan ang ginamit upang makuha ang mga karampatang datos sa pag-aaral. Ang talatanungan ay mula sa isang pag-aaral na isinagawa ni Clarisse D. Dragon (2021), na nakalathala sa American Journal of Humanities and Social Sciences Research (AJHSSR). Ang mga datos na nakalap ay inalis gamit ang katampatang-tuos at rangko.

Mga Kaugnay na Pag-Aaral

Mabilis na nagbabago ang panahon. Patuloy na umuunlad ang teknolohiya at komunikasyon. Kasabay ng mga pagbabagong ito, nagbabago rin ang wika at ang lipunan. Ang wikang Filipino at ang lipunang Pilipino ay kaagapay ng penomenong ito. Bilang isang wikang buhay, patuloy ang mga mauunlad na pagbabago ng Filipino. Ilan sa mga wikang banyaga na nakaiimpluwensya sa ating kabihasan at ang pag-aambag mula sa ating wikang katutubo. Bukod dito, ang wika natin ay umaagapay rin sa mga pagbabago sa lipunan. Kailangan nitong magbago upang umangkop sa mga intelektwalisadong disiplina (Barnales et. al., 2016)

Ang paniwala ni Hymes sa pagbanggit ni Dragon (2021), na sa kakayahang komunikatibo ay nagbigay ng isang pamamaraan para sa pagsusuri ng isang pangyayaring nag-uusap sa konteksto ng sosyo-kultural na kalagayan, na nagdadala ng pamamaraang antropolohikal sa wika. Kinikilala ng kanyang modelo ang iba't ibang mga kadahilanan na nakakaimpluwensya sa komunikasyon, tulad ng kung ano ang sasabihin, kailan sasabihin ito, kanino sasabihin ito, kung paano ito sasabihin, at sa anong hangarin. Ang kakayahang na ito ay nakatuon sa mga pagpapaandar ng wika sa ilang mga tukoy na domain ng paggamit ng wika tulad ng pamimili, paglalakbay, bahay at bahay, pagkain, at inumin. Ang pagtuturo sa wika para sa kakayahang makipag-usap ay nagbawas sa paniwala ng komunikasyon ng Hymes sa isang limitado at nakapirming hanay ng mga paksang pang-sitwasyon, kung saan makikipagtagpo ang mag-aaral at mag-sasagawa ng mga kilos na nagkacomunikasyon tulad ng pagbibigay ng babala, pag-anyaya sa isang tao o paghingi ng tulong, sa loob ng mga itinakdang domain na gumagamit ng mga itinakdang parirala. Ang pokus nito ay naging isang nakatuon sa pagtingin sa wika kung saan ang mga limitadong tampok ng sitwasyong pang-sitwasyon ay ang punong-guro na nagpapasiya sa mga pagpipiliang pangwika na gagawin. Ang pagbawas ng pagtuturo ng wika higit sa lahat sa konteksto ng sitwasyon ay naglilimita sa pagunawa ng mga mag-aaral sa papel na ginagampanan ng ating panlipunan at pangkulturang kapaligiran sa paggamit ng ating wika. Ang pagsasaalang-alang sa konteksto ayon sa itinakdang mga parameter ay ipinapalagay na ang mga patakaran para sa komunikasyon sa lipunan na ginamit sa isang sitwasyon ay pareho sa lahat ng mga sitwasyon ng ganoong uri. Tulad ng tradisyon ng Saussurean, ipinapalagay nito ang katatagan ng kahulugan. Hindi pinapansin ang hindi mahuhulaan na mga kaganapan sa pakikipag-usap at ang mga indibidwal na pagpipilian na maaari nating gawin sa aming mga pagsasalita upang tumugon sa konteksto. Maipapahayag na ang mga mag-aaral ay hindi bababa sa kakailanganin na malaman ang mga kombensyon na ginamit sa ilang mga setting ng pakikipag-usap, ngunit kahit na sa mga sitwasyong pinamamahalaan ng higit sa lahat ng mga kombensyon mayroon kaming kalayaan na kumilos alinsunod sa mga kombensyon o hindi.

Wika ang ginagamit natin sa pakikipagtalastasan at pakikipag-unawaan sa kapwa. Napakahalaga ng pakikipagtalastasan sa buhay ng isang tao. Sa lahat ng larangan ng buhay, kinakailangan ang pakikipagtalastasan. Ito ang dahilan kung bakit tayo nagkaka-unawaan at nagpapalit-palitan ng iba't ibang ideya, saloobin at damdamin sa ibang tao. Sa punto ng pakikipagtalastasan, kinakailangang unawain ang mga kakayahang komunikatibo. Parte nito ang apat (4) na komponent, ito ang gramatika, sosyo-lingguwistik, strategic at diskorsal (Heramia, 2017). Sa komponent na diskorsal, nababatid na ang diskurso ay may kinalaman sa pagsasalita at pagtatalumpati. Marapat lamang na sabihin na ang diskurso ay isang pagbibigay ng pagtalakay sa iba't ibang paksa, pasulat man o pasalita. Dahil sa diskurso, maraming nalaman ang mga tao mula sa mga taong nagsisipagsulat ng kani-kanilang mga akda at gayundin sa mga taong

nakikipagpalitan-tugon sa pamamagitan ng pagsasalita sa kanilang kausap. Samantala, ang kakayahang strategic naman ay ang paraan ng paggamit ng mga “coping” o “survival strategies” upang punan ang limitado o imperpektong kaalaman sa tuntunin sa wika at kontekstong saso-kultural para sa maayos na komunikayon at binibigyang kakayahan ang nagsasalita na gumamit ng mga senyas o di berbal na hudyat upang maipahiwatig ng maayos ang mensahe. Ang sosyo-lingguwistik naman ang tawag kung pinapakita ang ugnayan ng wika at lipunan ang kaangkupan ng gmaing ng isang wika batay sa iba’t ibang konteksto. Lahat ng nabanggit na komponent ay nakabatay sa wika bilang kasangkapan sa sosyalisasyon. Sa madaling sabi, ang wika ay mahalaga at kinakailangan ng isang bansa maging ng tao sapagkat ito ang ginagamit sa pakikipagkomunikasyon, pakikipag-ugnayan at pakikipag-talastasan ng bawat mamamayan (Agbones et. al., 2016).

Paglalahad, Pagsusuri at Pagpapakahulugan ng mga Datos:

Komunikatibong Kasanayan Pangwika batay sa Kakayahang Lingguwistiko

Sa komunikatibong kakayahan pangwika ng mga mag-aaral sa kategoryang Lingguwistiko, lumabas sa pagtuos ng mga datos na ang pahayag na “ Gumagamit ng wasto at angkop nas alita sa pagpapahayag ng kaalaman” ang nangunguna (M=3.67) at may deskripsiyon na mahusay, pangalawa ay “ Nabibigyang-diin sa pagtatanong bilang kagamitan sa komunikasyon at replektibong komunikasyon” (M=56) at may deskripsiyon na mahusay, pangtatlo ang “ Bumubuo ng epektibong salita at pagbabaybay sa pagsulat at pagsasalita” (M=3.49, mahusay) , pang-apat ang “ Gumagamit ng angkop na paggamit ng wika, tulad ng wastong paggamit ng mga panghalip, pangngalan, pandiwaat pang-uri” (M=3.47, mahusay), panglima ay ang “ Gumagamit ng angkop na bokabularyo sa iba'tibang mga sitwasyon sa komunikasyon, at paggamit ng angkop na haba at kumplikadong mga pangungusapna may angkop na prosodi” (M=3.45, mahusay), pang-anim ang “ Gumagamit ng angkop na intonasyon, diin at tono sa pagsasalita” (M=3.43, mahusay), pangpito ay ang “ Sumusulat ng akdang pampanitikan na may pagsunod sa istrukturang wika at tuntunin ng balarila” (M=3.21, mahusay), pangwalo ay “ Nagbibigay ng isang malinaw at mahusay na paliwanag ng kanilang sariling kaalaman at ideya” (M=3.10, di-gaanong ,mahusay) (M=3.10, mahusay), pang-siyam ay ang “ Gumagamit ng sapat na kaalaman sa mga patakaran ng ponolohiya, morpolohiya, gramatika, at leksikal” (M=2.35, mahusay), at pang-sampung ang pahayag na “ Natutukoy at nagagamit ng angkop ang paliwanag, pagtatalo, pagwawasto, pagtanggap at puna.” (M=2.10, bahagyang mahusay).

Ito ay nagpapakita lamang na ang kalakasan ng mga mag-aaral sa kakayahang lingguwistiko ay ang kakayahang gumamit ng wasto at angkop na salita sa pagpapahayag ng kaalaman. Ito ay nagpapatunay na sila ay may kakayahan sa paggamit ng wikang Filipino bilang isang paraan sa pagpapahayag ng kanilang mga kaalaman, saloobin at pakikipag-usap sa kanilang kapwa. Natukoy rin na sa aspektong lingguwistiko, na ang mga mag-aaral ay bahagyang mahusay lamang sa pagtukoy at paggamit ng angkop na paliwanag, pagtatalo, pagwawasto, pagtanggap at puna. Ito ay nagpapakita lamang na ang mga mag-aaral ay may kakulangan sa paraan ng pagpapahayag ng kanilang mga kaisipan. Kadalasan ang isa sa mga pangunahing kadahilanan ay naasiwa ang mga mag-aaral sa paggamit ng Wikang Filipino dahil mas madali sa kanila ang paggamit ng Ingles at Wikang Bernakular bilang paraan ng pakikipagkomunikasyon.

Kakayahang Lingguwistiko	Katampatang-tuos	SD	Rangko	Deskripsyon
Gumagamit ng wasto at angkop nas alita sa pagpapahayag ng kaalaman.	3.67	0.34	1	Mahusay
Nabibigyang-diin sa pagtatanong bilang kagamitan sa komunikasyon at replektibong komunikasyon.	3.56	0.23	2	Mahusay
Bumubuo ng epektibong salita at pagbabaybay sa pagsulat at pagsasalita.	3.49	0.21	3	Mahusay
Gumagamit ng angkop na paggamit ng wika, tulad ng wastong paggamit ng mga panghalip, pangngalan, pandiwaat pang-uri.	3.47	0.54	4	Mahusay
Gumagamit ng angkop na bokabularyo sa iba'tibang mga sitwasyon sa komunikasyon, at paggamit ng angkop na haba at kumplikadong mga pangungusapna may angkop na prosodi.	3.45	0.47	5	Mahusay

Gumagamit ng angkop na intonasyon, diin at tono sa pagsasalita.	3.43	0.52	6	Mahusay
Sumusulat ng akdang pampanitikan na may pagsunod sa istrukturang wika at tuntunin ng balarila.	3.21	0.25	7	Di-gaanong mahusay
Nagbibigay ng isang malinaw at mahusay na paliwanag ng kanilang sariling kaalaman at ideya.	3.10	0.35	8	Di-gaanong mahusay
Gumagamit ng sapat na kaalaman sa mga patakaran ng ponolohiya, morpolohiya, gramatika, at leksikal	2.35	0.30	9	Bahagyang Mahusay
Natutukoy at nagagamit ng angkop ang paliwanag, pagtatalo, pagwawasto, pagtanggap at puna.	2.10	0.41	10	Bahagyang Mahusay
Kabuuan	3.18	0.33		Di-Gaanong Mahusay
<i>Iskala</i>				<i>Deskripsyon</i>
4.21-5.00				Lubos na Mahusay
3.41-4.20				Mahusay
2.61-3.40				Di-gaanong Mahusay
1.81-2.60				Bahagyang Mahusay
1.00-1.80				Hindi Mahusay

Komunikatibong Kasanayan Pangwika batay sa Kakayahang Sosyolingguwistiko

Sa komunikatibong kakayahan pangwika ng mga mag-aaral sa katagoryang Sosyolingguwistiko, lumabas sa pagtuos ng mga datos na ang pahayag na “Napapanahon at madiskarteng paggamit ng wikang sinasalita para sa silid-aralan” ang nangunguna (M=4.67, lubos na mahusay), pangalawa ay “Naiangkop ang kombensiyon at kilos sa pakikipag-usap.” (M=3.78, mahusay), pangtatlo ang “Naiiangkop ang salita ayon sa paksa bilang kakayahang magproseso” (M=3.71, mahusay), pang-apat ang “Gumagamit ng makatwirang pagsasalaysay o paglalarawan bilang tanda ng pagbibigay-diin sa punto ng pakikipag-usap” (M=3.48, mahusay), panglima ay ang “Gumagamit ng angkop na mga pagkilala at pagtawag na gagamitin sa mga kamag-aral at iba pang mga indibidwal” (M=3.45, mahusay), pang-anim ang “Nagbibigay ng kaaalaman at kabatiran sa mga nakikinig natiyak at tuwiran” (M=3.27, mahusay), pangpito ay ang “Nasusunod ang kaalaman kung paano isaalang-alang ang mga tagapakinig, kung paano suriin ang antas ng kaalaman ng mga tagapakinig, kung paano magbigay ng kalinawan tungkol sa mga bagong termino at upang buod ang mga pangunahing ideya at kung paano gawing malinaw ang kanilang inilaan na plano para sa komunikasyon” (M=3.21, di-gaanong mahusay), pangwalo ay “Nagagamit at nakatutugon ng may malawak na kaalaman hinggil sa rehistrong wika” (M=3.12, di-gaanong mahusay), pang-siyam ay ang “Sensetibo sa paggamit ng dayalekto at baraying wika sa pagtuturo” (M=3.10, di-gaanong mahusay), at pang-sampung ang pahayag na “Naiiangkop ang kakayahang makipag-usap nang epektibo habang ginagamit ang wika at matagumpay na maihatid ang kahulugan” (M=2.45, di-gaanong mahusay).

Nakitaan na sa mga pahayag ay nangunguna sa kakayahan ng mga mag-aaral ay kaya nilang maka-adapt sa paraan ng pakikipagkomunikasyon na naangkop sa sitwasyon. Kadalasan, sa mga pagkakataong ito, ang mga mag-aaral ay nakakakitaan ng impluwensiya lalong-lalo na ang eksposur nila sa midya gaya ng telebisyon at sosyal midya. Malimit na marinig sa kanila ang mga ekspresyon at pahayag mula sa mga kilalang personalidad sa mga ito.

Lumabas na ang pinakamahirang kakayahan sa aspektonhg sosyolingguwistik ng mga mag-aaral ay ang paraan at kahusayan sa lubos na paggamit ng wikang Filipino. Mapapansin din na sa ganitong sitwasyon, kadalasan ay halo-halo ang paraan ng pagsasalita ng mga mag-aaral na ang kanilang gamit ay maaring Filipino-English o hindi naman kaya ay Filipino-Bernakular.

Manghad 2. Komunikatibong Kasanayan Pangwika batay sa Kakayahang Sosyolingguwistiko

Kakayahang Lingguwistiko	Katampatang-tuos	SD	Rangko	Deskripsyon
Napapanahon at madiskarteng paggamit ng wikang sinasalita para sa silid-aralan .	4.67	0.42	1	Lubos na Mahusay
Naiiangkop ang kombensiyon at kilos sa pakikipag-usap.	3.78	0.56	2	Mahusay
Naiiangkop ang salita ayon sa paksa bilang kakayahang magproseso.	3.71	0.34	3	Mahusay

Gumagamit ng makatwirang pagsasalaysay o paglalarawan bilang tanda ng pagbibigay-diin sa punto ng pakikipagusap.	3.48	0.41	4	Mahusay
Gumagamit ng angkop na mga pagkilala at pagtawag na gagamitin sa mga kamag-aral at iba pang mga indibidwal.	3.45	0.32	5	Mahusay
Nagbibigay ng kaalaman at kabatiran sa mga nakikinig natiyak at tuwiran.	3.27	0.46	6	Mahusay
Nasusunod ang kaalaman kung paano isaalang-alang ang mga tagapakinig, kung paano suriin ang antas ng kaalaman ng mga tagapakinig, kung paano magbigay ng kalinawan tungkol sa mga bagong termino at upang buod ang mga pangunahing ideya at kung paano gawing malinaw ang kanilang inilaan na plano para sa komunikasyon	3.21	0.40	7	Di-gaanong mahusay
Nagagamit at nakatutugon ng may malawak na kaalaman hinggil sarehistrong wika.	3.12	0.23	8	Di-gaanong mahusay
Sensetibo sa paggamit ng dayalekto at barayting wika sa pagtuturo.	3.10	0.39	9	Di-gaanong mahusay
Naiiangkop ang kakayahang makipag-usap nang epektibo habang ginagamit ang wika at matagumpay na maihatid ang kahulugan.	2.45	0.30	10	Di-gaanong mahusay
KABUUAN	3.42	0.41		Mahusay
<i>Iskala</i>				<i>Deskripsyon</i>
4.21-5.00				Lubos na Mahusay
3.41-4.20				Mahusay
2.61-3.40				Di-gaanong Mahusay
1.81-2.60				Bahagyang Mahusay
1.00-1.80				Hindi Mahusay

Komunikatibong Kasanayan Pangwika batay sa Kakayahang Pragmatik at Istratediyik

Sa komunikatibong kakayahan pangwika ng mga mag-aaral sa categoryang Pragmatik at Istratediyik, lumabas sa pagtuos ng mga datos na ang pahayag na “Nakikilala ang mga biro at pagpapadaloy ng usapan” (M=4.89, lubos na mahusay), pangalawa ay “Nakatutugon ng may paggalang sa mga papuri o paumanhin” (M=4.67, lubos na mahusay), pangtatlo ang “Gumamit ng angkop na bantas sa pagsulat.” (M=4.50, lubos na mahusay), magkaparehong katampatang tuos ang nakuha ng mga pahayag na “Gumagamit ng angkop na kumpas ng kamay sa pagpapahayag ng punto o pagpapaliwanag ng ideya” at “Gumagamit ng wika nang maayos at magkakaugnay na paraan sa pagpapahayag ng kaalaman ayon sa uri at sitwasyon ng komunikasyon” (M=4.45, lubos na mahusay), pang-anim ang “Gumagamit ng wika nang maayos at magkakaugnay na paraan sa pagpapahayag ng kaalaman” (M=3.89, mahusay), pangpito ay ang “Gumagamit ng wika sa isang naaangkop na paraan kapag pinag-uugnay ang isang partikular na konteksto at kultura.” (M=4.30, lubos na mahusay), pangwalo ay “Pumipili ng wastong salita sa pagbuo ng teksto o pakikipag-usap” (M=3.78, lubos na mahusay), pang-siyam ay ang “Gumagamit ng angkop na ekspresyon ng mukha kapag nagsasalita” (M=3.18, di-gaanong mahusay), at pang-sampu ang pahayag na “Tumutugon sa suliraning pangkomunikasyon na humahadlang sa matagumpay na pagpapahayag o mabisang pagkakaintindi” (M=3.17, mahusay).

Ito ay nangangahulugan lamang na ang mga mag-aaral ay may kahusayan pagdating sa pag-unawa ng mga pahayag na naririnig at nakakasagot ng maayos sa mga siwtasyon at tagpo ng komunikasyong umiiral. Ito ay isang mabuting indikasyon na ang kritikal na pagkatuto ay nahubog sa mga mag-aaral. Subalit, sila naman ay mahusay lamang sa aspektong pagtugon sa mga suliraning pangkomunikasyon na humahadlang sa matagumpay na pagpapahayag o mabisang pang-unawa. Ito ay nagpapakita lamang na ang mga mag-aaral ay maliit lamang ang pokus o hindi kaya ay hindi lubos na binibigyang-halaga ang ganitong mga bagay dahil sapat na sa kanila ang makaunawa at makagamit ng wikang Filipino sa pakikipagkomunikasyon kung ihahambing sa Ingles o bernakular na wika.

Manghad 3. Komunikatibong Kasanayan Pangwika batay sa Kakayahang Pragmatik at Istratediyik

Kakayahang Linggwistiko	Katampatang-tuos	SD	Rangko	Deskripsyon
Nakikilala ang mga biro at pagpapadaloy ng usapan.	4.89	0.23	1	Lubos na mahusay
Nakatutugon ng may paggalang sa mga papuri o paumanhin.	4.67	0.43	2	Luos na mahusay
Gumamit ng angkop na bantas sa pagsulat.	4.50	0.54	3	Lubos na mahusay

Gumagamit ng wika nang maayos at magkakaugnay na paraan sa pagpapahayag ng kaalaman ayon sa uri at sitwasyon ng komunikasyon.	4.45	0.21	4.5	Lubos na Mahusay
Gumagamit ng angkop na kumpas ng kamay sa pagpapahayag ng punto o pagpapaliwanag ng ideya.	4.45	0.39	4.5	Lubos na mahusay
Gumagamit ng wika sa isang naaangkop na paraan kapag pinag-uugnay ang isang partikular na konteksto at kultura.	4.30	0.28	6	Lubos na Mahusay
Gumagamit ng wika nang maayos at magkakaugnay na paraan sa pagpapahayag ng kaalaman.	3.89	0.45	7	Mahusay
Pumipiling wastong salita sa pagbuo ng teksto o pakikipag-usap.	3.78	0.34	8	Mahusay
Gumagamit ng angkop na ekspresyon ng mukha kapag nag-sasalita.	3.18	0.28	9	Di-gaanong mahusay
Tumutugon sa suliraning pangkomunikayon na humahadlang sa matagumpay na pagpapahayag o mabisang pagkakaintindi.	3.17	0.23	10	Mahusay
KABUUAN	4.13	0.38		Mahusay
<i>Iskala</i>				<i>Deskripsyon</i>
4.21-5.00				Lubos na Mhausay
3.41-4.20				Mahusay
2.61-3.40				Di-gaanong Mahusay
1.81-2.60				Bahagyang Mahusay
1.00-1.80				Hindi Mahusay

Komunikatibong Kasanayan Pangwika batay sa Kakayahang Diskorsal

Sa komunikatibong kakayahan pangwika ng mga mag-aaral sa kategoryang Diskorsal, lumabas sa pagtuos ng mga datos na ang pahayag na “Kakayahang makibahagi sa isang kumbensyon” ang nangunguna (M=4.34, lubos na mahusay), pangalawa ay “Napagdidikit ang kahulugan ng mga pangungusap o

pahayag sa paraang pasalita o pasulat” (M=4.30, lubos na mahusay), pangtatlo ang “ Nakiisa sa panuntunan hinggil sa kantidad, kalidad, relasyon, at paraan ng kombensyon” (M=4.20, mahusay) , pang-apat ang “ Nauunawa at nakapag pahayag ng isang tiyak na wika” (M=4.18, mahusay), magkaparehas na katampatang-tuos ang nakuha ng mga pahayag na “ Gumagamit ng wika sa pagsasalita upang maisulong ang paghahambing, pagbabahagi, at paglilinaw ng mga konsepto at mga paniwala” at “Naiuugnay ang tuntuning panggramatika at kahulugan ng teksto batay sa kategoryang pagsasalaysay” (M=3.45, mahusay), pang-anim ang “ Nagbibigay ng kaaalaman at kabatiran sa mga nakikinig natiyak at tuwiran” (M=3.27, mahusay), pangwalo ay “ Naiuugnay ang tuntuning panggramatika at kahulugan ng teksto batay sa kategorya ng tula” (M=3.23, di-gaanong mahusay), pang-siyam ay ang “ Sumulat ng iba’t- ibang teksto, pasalita man o pasulat na may hustong kayarian” (M=3.20, di-gaanong mahusay), at pang-sampu ang pahayag na “ Sumusulat ng argumentatibong salaysay na nailalapat ang tuntuning panggramatika at kahulugan ng teksto” (M=2.28, di-gaanong mahusay).

Ito ay nangangahulugan lamang na ang mga mag-aaral ay may kakayahang makihalubilo at makipagtalastasan sa iba kapag sila ay nasa isang pagtitipon. Isang positibong indikasyon na kapag sila ay mga nasa pormal na pagtitipon, kaya nilang makapagpahayag at makisali sa mga talakayan o gawain sa ganitong mga sitwasyon. Subalit, nakitaan ng kahinaan sa aspektong pagsulat mga argumentatibong salaysay at mailapat ang mga gawaing panggramatika batay sa kategoryang pagsasalaysay. Ito ay isang kahinaan na dapat mapunan nang sa gayon ay makapagturo at makapagbahagi ng maayos at wasto ang mga mag-aaral at mahubog ng lubos ang kanilang kakayahan sa paggamit ng wikang Filipino.

Manghad 4. Komunikatibong Kasanayan Pangwika batay sa Kakayahang Diskorsal

Kakayahang Linggwistiko	Katampatang-tuos	SD	Rangko	Deskripsyon
Kakayahang makibahagi sa isang kumbensyon.	4.34	0.24	1	Lubos na mahusay
Napagdidikit ang kahulugan ng mga pangungusap o pahayag sa paraang pasalita o pasulat.	4.30	0.45	2	Lubos na mahusay
Nakiisa sa panuntunan hinggil sa kantidad, kalidad, relasyon, at paraan ng kombensyon..	4.20	0.33	3	Mahusay
Nauunawa at nakapag pahayag ng isang tiyak na wika.	4.18	0.47	4	Mahusay
Kakayahan sa pagpapakilala sa pagpapalitan ng pahayag.	3.47	0.39	5	Mahusay

Gumagamit ng wika sa pagsasalita upang maisulong ang paghahambing, pagbabahagi, at paglilinaw ng mga konsepto at mga paniwala.	3.45	0.58	6.5	Mahusay
Naiuugnay ang tuntuning panggramatika at kahulugan ng teksto batay sa kategoryang pagsasalaysay	3.45	0.36	6.5	Mahusay
Naiuugnay ang tuntuning panggramatika at kahulugan ng teksto batay sa kategorya ng tula	3.23	0.39	8	Di-gaanong mahusay
Sumulat ng iba't-ibang teksto, pasalita man o pasulat na may hustong kayarian.	3.20	0.47	9	Di-gaanong mahusay
Sumusulat ng argumentatibong salaysay na nailalapat ang tuntuning panggramatika at kahulugan ng teksto	2.28	0.34	10	Bahagyang Mahusay
KABUUAN	3.61	0.43		Mahusay

<i>Iskala</i>	<i>Deskripsyon</i>
4.21-5.00	Lubos na Mhausay
3.41-4.20	Mahusay
2.61-3.40	Di-gaanong Mahusay
1.81-2.60	Bahagyang Mahusay
1.00-1.80	Hindi Mahusay

Mga Mungkahing Estratehiya at Gawain sa Pagtuturo

Komunikatibong Kakayang Pangwika	Pinakamahirang Aspekto na Dapat Tugunan	Mungkahing Gawain
Kakayahang Linggwistiko	Natutukoy at nagagamit ng angkop ang paliwanag, pagtatalo, pagwawasto, pagtanggap at puna.	Panel Discussion o Roundtable Discussion
Kakayahang SosyoLinggwistik	Naiiangkop ang kakayahang makipag-usap nang epektibo habang ginagamit ang wika at matagumpay na maihatid ang kahulugan	Role Playing o Sociodrama
Kakayahang Pragmatik at Istratediyik	Tumutugon sa suliraning pangkomunikayon na humahadlang sa matagumpay na pagpapahayag o mabisang pagkakaintindi.	Class Debate
Kakayahang Diskorsal	Sumusulat ng argumentatibong salaysay na nailalapat ang tuntuning panggramatika at kahulugan ng teksto	Case Study o KWL

Kongklusyon:

Batay sa kinalabasan ng pag-aaral, nabuo ang mga sumusunod na kongklusyon:

1. Ang mga mag-aaral ay may kakayahan na makagamit ng wikang Filipino upang makapagpahayag ng kanilang kaalaman subalit may kalimitan pagdating sa pagpapaliwanag, pagtatalo at iba pang argumentatibong pakikipagtalastasan.
2. Ang kanilang kakayahan na makipag-usap at makapagbigay -opinyon sa mga paksang tinatalakay ay isang indikasyon ng positibong paglinang ng wika subalit kadalasan, halo-halo ang paraan ng pagkagamit ng wika upang lubos nilang maibahagi ang kanilang mga saloobin. Isang limitasyon na nagpapakita ng kakulangan sa paghubog ng buo at ganap na kakayahang magamit ang isang wika na siyang midyum ng pakikipagtalastasan.
3. Nahubog ang kritikal na pang-unawa ng mga mag-aaral sa wikang Filipino subalit malimit na hindi nila higit na binibigyang-pansin ang ilan pang mga mahahalagang bagay upang higit na mahubog ang kanilang kakayahan at kaaalaman sa wika.
4. May kakayahan silang makihalubilo at makibahagi sa iba sa mga pagtitipong pormal subalit sila ay nakitaan ng kahinaan sa kanilang kakayahan sa pagsulat at paggamit ng wastong gramatikang Filipino.
5. Ang mga kahinaan sa kahusayan sa paggamit ng wikang Filipino ng mga mag-aaral ay maaring matulayan sa pamamagitan ng paglalapat ng interaktibong mga estratehiya at Gawain upang ito ay mahubog nang lubusan.

Rekomendasyon:

Batay sa kinalabasan ng pag-aaral, ang mga sumusunod ay iminumungkahi ng mananaliksik:

1. Ang mga mag-aaral ay kailangan na gamitan ng mga interaktibong dulong o estratehiya sa pagtuturo. Bibigyan sila ng mga Gawain na kinakailangan magbahagi ng bawat isa upang matagumpay na maisagawa ang mga ito. Sa ganang ito, ang mga mag-aaral ay mahuhubog ang tiwala sa sarili na magsalita, makibahagi at iapahayag ang kanilang sariling damdamin o opinyon.
2. Marapat na sanayin ang mga mag-aaral upang tuwirang magamit ang Filipino bilang wika ng pakikipagtalastasan at diskurso. Ang paglatag ng mga Gawain kagaya ng mga pagtatalumpati, debate, role playing at iba ay makakatulong upang mabuo nang ganap ang kanilang komunikatibong kakayahan.
3. Ang mga mag-aaral ay dapat maglaan ng oras upang balikan at matuto muli sa gramatikang Filipino. Ang mga Gawain kagaya ng pagsulat ng tula, komposisyon, pagsulat ng mga akda o kwento ay makakatutulong sa paghubog ng kanilang kasanayan at kaaalaman sa wika.
4. Ang mga mungkahing interaktibong estratehiya at Gawain ay maaring ilapat ng guro sa pagtuturo sa SPEC 110 upang mapunan ang mga kahinaan ng mga mag-aaral sa kanilang kakayahang pangwika at maging mga epektibong guro sa hinaharap.

Maikling Pasasalamat

Ang mananaliksik ay taos-pusong nagpapasalamat sa Pamunuan ng Capiz State University sa pagbibigay pagkakataon na makasagawa ng pananaliksik. Sa kaniyang mga kasamahan sa CapSU-Tapaz, sa kaniyang mga kaibigan na nagbigay-suporta at higit sa kaniyang pinakamamahal na pamilya sa walang sawang -pagmamahal, suporta at motibasyon. Sa Diyos na Maylikha ang lahat ng papuri.

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**EDUKASYONG KINDERGARTEN SA TAPAZ: SALOOBIN
SA KAGAMITANG PAMPAGTUTURO AT
KABISAAN NG PAGTUTURO**

**(KINDERGARTEN EDUCATION IN TAPAZ: ATTITUDE
TOWARDS INSTRUCTIONAL MATERIALS
AND TEACHING EFFECTIVENESS)**

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ABSTRACT (ABSTRAK)

Ang pag-aaral na ito ay naglayong matukoy ang Saloobin sa Kagamitang Pampagtuturo at Kabisaan ng Pagtuturo ng mga Guro sa Kindergarten sa Kanlurang Distrito ng Tapaz sa taong panuruan 2017-2018. Ginamit ang pamaraang deskriptibo-korelelysonal na desinyo sa pananaliksik at isinagawa ang cluster sampling sa pagtukoy ng mga tagatugon. Napag-alaman sa pag-aaral na ang mga guro ay digaanong sang-ayon sa mga kagamitang pampagtuturo na kanilang ginagamit sa pagtuturo. Ito ay sa kadahilanang, maraming mga kulang na mga kagamitang pampagtuturo ang hindi pa naipamahagi ng Kagawaran ng Edukasyon hanggang sa kasalukuyan. Naging malaking hamon ito sa mga kaguruan sa Kindergarten ngunit hindi naman ito naging hadlang upang makapagturo sila ng maayos sa mga kabataan. Nagpapakita lamang ito ng kanilang dedikasyon, at komitment. At sa kabilang dako nito ay epektibo pa rin nilang nagampanan ang kanilang pagtuturo sa antas Kindergarten. May kakulangan man sa mga kagamitan ngunit ang de-kalidad na pagtuturo ay hindi nabahiran. Ito ay nagpapahakita ng kanilang walang humpay na pagmamahal at pagmamalasakit sa kanilang propesyon at mga mag-aaral. Bunsod ng pangangailangang ito ay naisakatuparan ang isang gawaing pang-ekstensyon sa ilalim ng pamunuan ng Extension Department ng kolehiyo. Naisagawa ang isang seminar-worksyap sa mga guro ng Kindergarten sa buong Munisipalidad ng Tapaz at sila ay sinanay upang makagawa ng kanilang mga kagamitang pampagtuturo. Sa katunayan, naging daan ito upang sila ay makapag-upload ng kanilang ginawang maliit na aklat (small book) sa LRMDs Portal ng Dibisyon ng Capiz .

Susing Salita: *Saloobin, Kabisaan sa Pagtuturo, Kagamitang Pampagtuturo*

This study aimed to determine the attitude of the Teachers in the Kindergarten with their Instructional Materials being used and their Teaching Effectiveness in the District of Tapaz West, School Year 2017-2018. It utilized a descriptive-correlational design and cluster sampling was used to identify the respondents. It was found out that Teachers are not really agreed with the Instructional Materials that they used in teaching. It is for the reason that there are many lacking support instructional materials that the Department of Education was not able to provide with them. It brought a big challenge to the Kindergarten Teachers but it was not able to hinder them to teach effectively which only showed their commitment and dedication. On the brighter side, despite of some lapses, teachers still able to provide and teach effectively among learners. their endless and fire burning desire to impart quality education among kinder learners were never tainted and does not waver their passion towards their vocation. On these findings, an extension activity was conducted by the Extension Office of CapSU-Tapaz. A Seminar-Workshop was conducted among Kindergarten Teachers in the whole Municipality of Tapaz that focuses on the crafting of a localized and indigenized Instructional Materials that they can utilized in their teaching. This given the teachers the opportunity to upload their small book outputs in the LRMDs of the Division of Capiz.

INTRODUKSIYON

Bilang tugon sa mabilis na pagbabago sa larangan ng edukasyon, patuloy na paglaganap ng mga makabagong kaalaman at impormasyon, bigyang-solusyon ang pagbaba ng kalidad ng edukasyon sa bansa at makaagapay sa pandaigdigang larangan ng globalisasyon, ang Kagawaran ng Edukasyon ay nagpatupad ng makabagong patakaran sa kurikulum upang mas mapataas at maisakatuparan ang isang uri ng sistemang magbibigay ng higit na kalidad ng edukasyon sa lahat ng mga Pilipino.

Ayon sa R.A. no. 10533 o ang “Enhanced Basic Education Curriculum Act of 2013”, ipinatupad ang programang “K to 12 Kurikulum” sa edukasyong elementarya at sekondarya. Isa sa makabagong pamamaraan sa “K to 12 Kurikulum” ay ang pagtuturo ng Kindergarten. Layunin nito ang pagtuturo sa mga mag-aaral na edad limang (5) taon bilang prerekwisit sa pagpasok sa unang baitang sa elementarya (Official Gazette, 2018).

Sa pagsimula ng makabagong balangkas sa pagtuturo sa Kindergarten, maraming hamon na dapat tugunan at punan ang mga guro upang maabot ang mataas na pamantayan ng pamahalaan sa mga mamamayan nito. Nakasalalay ang tagumpay ng mga programa sa mga guro. Ngunit ang malaking problema sa halos lahat ng mga bansa, ilan lamang sa mga guro mula sa mga komunidad ang may ganitong kasanayan.

Bilang mga tagapagbahagi ng kaalaman, ang bawat guro ay dapat maghubog ng wastong ugali at pagpapahalaga, higit sa lahat ay ang mga kaalaman at kasanayan na dapat matutunan sa pagtuturo upang mabisang maibahagi at magampanan ang kani-kaniyang mga responsibilidad. Sa kabila ng maraming kakulangan sa kagamitang pampagturo sa antas kindergarten, mahalagang matukoy kung ano ang antas ng pagpapatupad ng programang ito ng Kagawaran ng Edukasyon. Ayon kay Metillo sa pagbangit ni Malone (2008), ang mga guro ang pinakamabisang sandata para matuto ang mga kabataan na siyang pag-asa ng bayan. Upang maisakatuparan ito ay dapat taglayin ng guro ang mga katangiang ito; Una, pata-tagin ang pamamaraan at patapangin ang sarili. Hindi mauubusan ng pamamaraan sa pagtuturo ang mga mabubuting guro. Alam niya kung nasa anong katayuan ang mga bata at iniangkop ang kanyang mga materyales at pamamaraan sa pagtuturo. Matapang niyang harapin ang lahat ng problema sa kanyang silid-aralan. Maging ang kakulangan ng mga upuan, mesa, aklat at iba pang kagamitan. Maging ang kakulangan ng wastong nutrisyon ay babalikatin niya upang mabigyang lunas sa abot ng kanyang makakaya bago niya isangguni sa kanyang punong-guro. Matatag niyang iwanan ang kanyang sariling pangangailangan at problema sa buhay sa bawat pagpasok sa pergola ng kanyang paaralan. Ito ay gagawin niya upang maituturo niyang mabuti ang kanyang asignatura at makuha niya ang antas na 75% mastery level.

Ito ang naghikayat sa mananaliksik na isagawa ang pag-aaral upang matukoy ang saloobin sa mga kagamitang pampagturo at kabisaan ng pagtuturo ng mga guro sa Kindergarten sa elementarya. Ayon nga kay Belvez na tinuran ni Besar (2011), na ang tunay ay guro ay may angking kakayahan, kakayahang pampropesional, magandang saloobin at magandang saloobin sa pagtuturo. Bilang isang guro at pangunahing tagapaghatid ng karunungan na siyang mga elemento sa tagumpay o kabiguan ng programa, ang mga kinakaharap na problema sa kakulangan sa mga kagamitang pampagturo at angkop na kasanayan sa pagtuturo ay dapat mabigyang-solusyon para sa pag-abot ng mithiin ng K to 12 Kurikulum. Sa aspektong ito, nilayon ng pag-aaral na matukoy ang saloobin sa kagamitang pampagturo at kabisaan ng pagtuturo sa kindergarten sa Kanlurang Distrito ng Tapaz, Sangay ng Capiz sa taong panuruan 2018-2019.

Sa pagtiyak, sinagot ng pag-aaral na ito ang mga sumusunod na katanungan:

1. Ano ang antas ng saloobin ng mga guro tungkol sa kanilang mga kagamitang pampagturo sa kindergarten sa kabuuan at kung pangkatin ayon sa bilang ng taon sa pagtuturo at pinakamataas na karununganang natamo?
2. May makabuluhang pagkakaiba ba ang saloobin ng mga guro tungkol sa kanilang mga kagamitang pampagturo sa kindergarten kung pangkatin ayon sa bilang ng taon sa pagtuturo at pinakamataas na

karunungan natamo

3. Ano ang antas ng kabisaan ng pagtuturo ng mga guro sa kindegarten sa kabuuan at kung pangkatin ayon sa pamamaraan, kaalaman sa paksang aralin, at pangangasiwa sa klasrum at pagkatuto at kung papangkatin pa ayon sa bilang ng taon sa pagtuturo at pinakamataas na karunungan natamo?
4. May makabuluhang pagkakaiba ba ang kabisaan ng pagtuturo ng mga guro sa kindegarten batay sa pamamaraan, kaalaman sa paksang aralin, at pangangasiwa sa klasrum at pagkatuto at kung papangkatin ayon sa kanilang bilang ng taon sa pagtuturo at pinakamataas na karunungan natamo?
5. May makabuluhang pagkakaugnay ba ang saloobin sa mga kagamitang pampagturo at kabisaan ng pagtuturo ng mga guro sa kindegarten?

MGA KAUGNAY NA PAG-AARAL

Ang k -12 ay ang modelo ng edukasyon na nagsisimula sa kindegarten, anim na taon sa elementarya (Grades 1-6); apat na taon ng junior high school (Grades 7-10); at dalawang taon ng Senior High School (Grades 11-12). Ang programang ito ay tumutukoy sa anim na taon ng mataas na paaralan na edukasyon na binubuo ng apat na taon ng junior high school at dalawang taon ng senior high school. Ang mag-aaral ay makakatanggap ng diploma sa pagtatapos sa junior high school at sila ay bibigyan ng isa pang diploma sa pagtatapos ng senior high school. Ang dalawang taon ng senior high school ay naglalayong mabigyan ang mga mag-aaral na may kakayahan na tutulong sa kanila na mapadaling makahanap ng trabaho. Ang kurikulum ay magbibigay ng espesyalisasyon batay sa mga karerang gusto ng isang mag-aaral na ituloy (Lustria, 2010).

Binigyang diin ni Feist sa pagbanggit ni Seias (2009) na ang saloobin ay isang ingklynasyon sa pagkilos o pagbigay ng katangi-tanging direksiyon. Ipinaliwanag din ni Alford, na ang kahalagahan ng saloobin ayon sa pananaw ng mga sikolohiko ay makikilala sa pamamagitan ng kaalaman nito. Ang saloobin ay maaring isipin bilang natutunang gawi na makapagkikilos ng isang indibidwal ayon sa angkop na sitwasyon. Idinagdag pa niya na ang saloobin ay isang pangkaisipan at likas na estado ng kahandaang binuo ng mga karanasang nakakaimpluwensiya sa nagiging reaksiyon ng indibidwal sa mga magkakaugnay na mga bagay at sitwasyon. Sa isang pananaliksik na isinagawa ni Richards, et. Al (2001), tungkol sa saloobin at paniniwala ng mga guro ay nakita na ang pagbibigay oportunidad na ipakita ng mga guro ang mga saloobing ito at magmuni kung paano nila nakuha ang ganitong mga saloobin at paniniwala ay isang nagbabubukas ng pinto ng pagbabago.

Ang pag-aaral hinggil sa saloobin ng mga guro ay nakakatuulong din sa mga tagapag-sanay upang makapagbigay ng angkop na mga programa para sa pangangailangan ng mga guro. Nakakatuulong din ito sa pagtukoy ng mga problema at kahirapan ng mga guro sa pagpapatupad ng mga pagbabagong kurikular sa klasrum (Dingwal,1985).

Paaralan ang itinuturing na pangalawang tahanan, malaki ang ginagampanang papel ng paaralan sa pagpapaunlad ng pananalita ng isang tao. Sa araw-araw na pamumuhay ay tinatayang walong oras ang inilalagi sa paaralan kung kaya't malaki rin ang ginagampanang papel ng isang guro sa paraan ng pagsasalita ng kanyang mga mag-aaral.

Tinuran nina Bustos at Espirito (1985), na nakakaimpluwensya sa pag-unawa ng estudyante ang paraang ginagamit ng guro kaya dapat lang na mabisa ito. Ito ay may kaugnayan sa teorya ng silolohistang si Ausubel na tinuran ni Aquino (2003), na natuto ang mag-aaral mula sa berbal na material-sinasalita at sinusulat. Ito ay may kaugnayan sa limang makrong kasanayan na dapat pagtuunan ng pansin at mabigyan ng estratehiya- ang pakikinig, pagsasalita, pagbasa, pagsulat at panunuod. Ang mga estratehiyang gamit sa pagtuturo ng mga ito ay nakatuon sa fisiolohikal, sikolohikal, linguistic at sosyolohikal na estruktura.

METODOLOHIYA

Ginamit ang pamaraang deskriptibo-koreleysiyonal sa pagsagawa ng pag-aaral. Isang modified na istandardisadong talatanungan ang ginamit upang makalap ang mga datos na kinakailangan. Ito ay hinango mula sa pag-aaral na isinagawa ni Flagne (2016) na isang di-nakalatha; ang tesis sa antas masterado na may pamagat na “Mother-Tongue Based Multilingual Education (MTB-MLE): Saloobin at Kabisaan ng Pagtuturo” sa Pamantasan ng Iloilo-Phnma Education Network. Ang talatanungan ay binuo ng tatlong bahagi; una, ay ang personal na impormasyon ng mga tagatugon; pangalawa, ay ang mga pahayag patungkol sa kanilang mga saloobin sa mga kagamitang pampagturo; at pangatlo, ay mga pahayag patungkol sa kanilang kabisaan ng pagtuturo sa kindergarten. Ginamit din ang pamaraang cluster sampling sa pagtukoy ng mga tagatugon. Sa pagsagawa ng pag-aaral, isinagawa at hiniling ng mananaliksik ang mga karampatang patnugot upang ito ay maisakatuparan sa mga guro na nagtuturo sa Kindergarten sa Kanlurang Distrito ng Tapaz. Pagkatapos maisakatuparan ang mga ito, personal na ipinamigay ng mananaliksik ang mga talatanungan sa mga tagatugon habang sila ay nasa kanilang In-service training sa kanilang distrito. Para sa pang-istadistikang pagtalakay ng mga datos, ginamit ang katampatang-tuos para sa mga istadistikang palarawan at ginamit ang Mann Whitney, Kruskall Wallis at Spearman rho para sa mga istadistikang imperensyal. Sa pagtuos ng lahat ng mga datos ay ginamit ng mananaliksik ang Social Package for Social Science (SPSS).

PAGLALAHAD, PAGSUSURI AT PAGPAPAKAHULUGAN NG MGA DATOS

Antas ng Saloobin ng mga Guro sa Kagamitang Pampagturo sa Kindergarten

Batay sa kinalabasan, sa kabuuan, ang mga guro ay nakakuha ng katampatang-tuos na 2.56 na nangangahulugang sila ay di gaanong sang-ayon sa kanilang mga kagamitang-pampagturo sa pagtuturo sa kindergarten.

Kapag pinangkat ayon sa bilang ng taon sa pagtuturo, ang mga baguhan (7 taon-pababa) ay nakakuha ng katampatang-tuos na 2.69 na nangangahulugang sila ay di gaanong sang-ayon at ang mga matagal ng nagtuturo na mga guro (7 taon-pataas) ay nakakuha ng katampatang-tuos na 2.33 na ang ibig sabihin ay di rin gaanong sang-ayon sa kanilang mga kagamitang-pampagturo.

Kung pangkatin ayon sa pinakamataas na karunungan natamo, ang mga gurong may Bachelor's degree ay nakakuha ng 2.54, ang Bachelor's degree na may MA units nakakuha ng katampatang-tuos na 2.71, ang may MA degree ay nakakuha ng katampatang-tuos na 2.25. Ito ay nagpahiwatig lamang na ang mga guro ay di gaanong sang-ayon sa kanilang mga kagamitang-pampagturo na ginagamit anuman ang kanyang karunungan natamo. Mapapansin na walang resulta sa MA w/ Phd/EdD units at Phd/EdD degree dahil wala pang guro ang nakatamo nito ng isinagawa ang pag-aaral.

Sa kabuuan, ang mga gurong tagatugon ay may saloobin na di gaanong sang-ayon sa kanilang mga kagamitang-pampagturo na ginagamit sa kanilang pagtuturo sa antas kindergarten. Ang ganitong damdamin ay sumasalamin sa katotohanan na kulang na kulang ang mga kagamitang pampagturo na ibinibigay ng Kagawaran ng Edukasyon sa mga Guro. Ang ganitong pangyayari ay labis ang epekto sa magiging kalidad ng edukasyon sa bansa. Ito ay magdudulot din ng malaking kakulangan at problema sa parte ng mga guro dahil hindi lahat ay may resources o mapagkukunan ng mga kaukulang kagamitang pampagturo.

Ang resultang ito ay may kaugnayan sa sinabi ni Feist sa pagbanggit ni Seias (2009) na ang saloobin ay isang pangkaisipan at likas na estado ng kahandaang binuo ng karanasang nakakaimpluwensiya sa reaksiyon ng isang indibidwal. Ang di gaanong pagsang-ayon ng mga guro sa estado ng kanilang mga kagamitang pampagturo na ginagamit sa kasalukuyan ay isang malaking salik upang hindi lubusang maisakatuparan ang mga layunin ng programang kindergarten. Ang ganitong mga problema ay nangangailangan ng agarang solusyon lalong-lalo na dahil kailangan ng kontekstwalisasyon ng mga kagamitang pampagturo na siyang gagamitin sa bawat antas o grado.

Manghad 1. Antas ng Saloobin sa Kagamitang Pampagturo ng mga Guro

Kategorya	Bilang ng mga tagatugon	Katampatang-tuos	SD	Deskripsyon
Kabuuan	22	2.56	.49	Di-gaanong sang-ayon
Bilang ng Taon sa Pagtuturo				
Baguhan	15	2.69	.52	Di-gaanong sang-ayon
Matagal na	7	2.33	.33	Bahagyang sang-ayon
Pinakamataas na Karunungan Natamo				
BS degree	12	2.54	.51	Di-gaanong sang-ayon
BS w/ MA Units	8	2.71	.49	Di-gaanong sang-ayon
MA Degree	2	2.55	.35	Bahagyang sang-ayon
MA w/ PhD/EdD Units	0			
PhD/EdD degree	0			

<i>Iskala</i>	<i>Deskripsyon</i>
4.21-5.00	Lubos na sang-ayon
3.41-4.20	Sang-ayon
2.61-3.40	Di-gaanong sang-ayon
1.81-2.60	Bahagyang sang-ayon
1.00-1.80	Hindi sang-ayon

Pagkakaiba sa Antas ng Saloobin sa Kagamitang Pampagturo ng mga Guro sa Kindegarten ayon sa Bilang ng Taon sa Pagtuturo

Ipinakita sa kinalabasan ng pagtuos gamit ang Mann Whitney na ang p-value na .16 ay mas mataas sa itinakdang .05 alpha lebel ng kabuluhan. Ito ay nagpakita na walang makabuluhang pagkakaiba ang saloobin ng mga guro kung pagbabatayan ang kanilang bilang ng taon sa pagtuturo. Kapwa ang mga baguhan (7 taon-pababa) at matagal na sa serbisyo (7 taon-pataas) na mga guro ay pareho ang sentimyento sa estado ng kanilang mga kagamitang pampagturo. Mapapansin na sa simula pa lamang ng implementasyon sa programang K to 12 ay labis na ang pagtutol ng mga kaguruan sa programang ito dahil sa kadahilang wala pang sapat na mga kagamitang pampagturo na ibinibigay o ibinabahagi ang Kagawaran ng Edukasyon.

Manghad 2. Pagkakaiba sa Antas ng Saloobin sa Kagamitang-pampagturo ng mga Guro sa Kindergarten ayon sa Taon ng Pagtuturo

	Bilang ng mga tagatugon	Ranggo ng Katampatang-tuos	Kabuuang Ranggo	Makabuluhan (2-tailed)
Taon ng Pagtuturo				
Baguhan	15	12.80	192.00	.16
Matagal ng Nagtuturo	7	8.71	61	

*Legenda: *p-value<0.05, makabuluhan*

Pagkakaiba sa Antas ng Saloobin sa Kagamitang Pampagturo ng mga Guro sa Kindergarten ayon sa Pinakamataas na Karunungan Natamo

Gamit ang Kruskal Wallis sa pagtuos ng mga datos, ang resulta ay nagpakita na ang p-value na .43 ay mas mataas sa itinakdang .05 lebel ng kabuluhan. Ito ay nangahulugan na walang makabuluhang pagkakaiba ang antas ng saloobin ng mga guro sa kanilang mga kagamitang pampagturo ayon sa pinakamataas na karunungan natamo. Hindi isang salik ang karunungan natamo ng mga guro upang sila ay magkaroon ng positibong saloobin sa kasalukuyang estado ng kanilang mga ginagamit na mga kagamitang pampagturo. Nagpapahiwatig din ito na iisa lang ang kanilang mga hinaing patungkol sa kakulangan ng kanilang mga kagamitang pampagturo.

Ayon kay Gonard sa pagbanggit ni Flagne (2016), walang sapat na ebidensiya ang nakalap sa mga pag-aaral upang iugnay ang saloobin sa karunungan natamo ng guro subalit marami pa ring mga pag-aaral ang sumusubok na mabigyan ng paliwanag ang kaugnayang ito.

Manghad 3. Pagkakaiba sa Antas ng Saloobin sa Kagamitang-pampagturo ng mga Guro sa Kindergarten ayon sa Pinakamataas na Karunungan Natamo

	Bilang ng mga tagatugon	Ranggo ng Katampatang-tuos	Makabuluhan (2-tailed)
Karunungan Natamo			
Bachelor's degree	12	10.83	
BS w/ MA Units	8	13.50	.43
MA degree	2	7.50	

Leyenda: **p-value*<0.05, makabuluhan

Antas ng Kabisaan ng Pagtuturo sa Kindergarten sa Kabuuan

Ang pagtuos ng mga datos gamit ang katampatang-tuos ay nagpakita na sa kabuuan ang kabisaan ng pagtuturo ng mga guro sa kindergarten ay 4.19 na nangangahulugang ito ay nasa antas pinaka-mabisa. Kapag ito ay pinangkat ayon sa pamamaraan, ito ay may katampatang-tuos na 4.59 at ito ay nasa antas ng pinaka-mabisa. Ang kaalaman sa paksang-aralin ay nakakuha ng katampatang-tuos na 4.63 at ang pangangasiwa sa klasrum at pagkatuto ay nakakuha ng katampatang-tuos na 4.64 na kapwa nasa pinakamabisang antas ng kabisaan ng pagtuturo.

Ito ay nangahulugan na mayroong pagpapahalaga ang mga guro sa kanilang tungkulin sa pamamagitan ng pagbigay ng maayos na serbisyo at pagtuturo sa kanilang mag-aaral. Ito ay kinumpirma ni Seias (2009), na kailangan ang mahusay na pangangasiwa sa mga silid-aralan o ng klase para sa lalong mahusay na pagganap ng tungkulin.

Manghad 4. Antas ng Kabisaan ng Pagtuturo sa Kindergarten ayon sa Kabuuan at kung pangkatin ayon sa Pamamaraan, Kaalaman sa Paksang Aralin at Pangangasiwa sa Klasrum at pagkatuto

Kategorya	Bilang ng mga tagatugon	Katampatang-tuos	SD	Deskripsyon
Kabuuan	22	4.19		Pinakamabisa
Pamamaraan	22	4.59	.37	Pinakamabisa
Kaalaman sa Paksang-Aralin	22	4.63	.46	Pinakamabisa
Pangangasiwa sa Klasrum at Pagkatuto	22	4.64	.39	Pinakamabisa

<i>Iskala</i>	<i>Deskripsyon</i>
4.21-5.00	Pinakamabisa
3.41-4.20	Mabisa
2.61-3.40	Bahagyang Mabisa
1.81-2.60	Hindi gaanong mabisa
1.00-1.80	Walang bisa

Antas ng Kabisaan ng Pagtuturo sa Kindergarten batay sa Pamamaraan kapag pinangkat ayon sa Bilang ng Taon sa Pagtuturo at Pinakamataas na Karunungan Natamo

Ayon sa bilang ng taon ng pagtuturo, lumabas na ang mga baguhang guro (7 taon-pababa) ay nakakuha ng katampatang-tuos na 4.57 at ang mga matagal ng nagtuturo o ang mga gurong matagal na sa serbisyo (7 taon-pataas) ay nakakuha ng katampatang-tuos na 4.64, at kapwa nasa antas din ng pinakamabisang paraan ng pagtuturo.

Ipinakita din ng resulta na ayon sa pinakamataas na karunungan natamo, ang mga gurong may BS o Bachelor's degree ay nakakuha ng katampatang-tuos na 4.48, ang mga may BS degree na may yunits sa MA ay may katampatang-tuos na 4.71, ang may MA degree ay may katampatang-tuos na 4.80. Ito ay nangangahulugang nasa pinakamabisang antas ng pagtuturo ang ibinigay ng mga guro sa kanilang pagtuturo.

Sa katunayan, ang resultang ito ay nakita sa iba't-ibang mga dulong/stratehiya na ginamit ng mga guro sa kanilang pagtuturo upang maging kaaya-aya ang pagkatuto ng kanilang mga mag-aaral. Sa kabila ng

mga kakulangan, sila ay patuloy na lumilinig ng mga kagamitang pampagturo at pagsulat ng mga kwentong nasa Hiligaynon na siyang kanilang ginamit sa kanilang mga pagkukwento. Gayundin, ang pagsasa-lokal ng kurikulum na ginamit na kung saan ay higit na inangkop ang mga aralin sa karanasan ng mga mag-aaral at maging ng pamayanan na kanilang kinabibilangan.

Ayon kina Bustos at Espiritu sa pagbanggit ni Garcia (2010), nakaimpluwensiya sa pag-unawa at pagkatuto ng mga estudyante ang paraang ginamit ng guro. Kaya marapat lamang na bigyang-halaga ang bagay na ito.

Manghad 5. Antas ng Kabisaan ng Pagtuturo sa Kindergarten batay sa Pamamaraan at kapag pinangkat ayon sa Bilang ng Taon sa Pagtuturo, at Pinakamataas na Karunungan Natamo

Kategorya	Bilang ng mga tagatugon	Katampatang-tuos	SD	Deskripsyon
Bilang ng Taon sa Pagtuturo				
Baguhan	15	4.57	.36	Pinakamabisa
Matagal ng Nagtuturo	7	4.64	.43	Pinakamabisa
Pinakamataas na Karunungan Natamo				
BS degree	12	4.48	.39	Pinakamabisa
BS w/ MA Units	8	4.71	.34	Pinakamabisa
MA Degree	2	4.80	.28	Pinakamabisa
<i>Iskala</i>		<i>Deskripsyon</i>		
4.21-5.00		Pinakamabisa		
3.41-4.20		Mabisa		
2.61-3.40		Bahagyang Mabisa		
1.81-2.60		Hindi gaanong mabisa		
1.00-1.80		Walang bisa		

Antas ng Kabisaan ng Pagtuturo sa Kindergarten Batay sa Kaalaman sa Paksang Aralin kapag pinangkat ayon sa Bilang ng Taon sa Pagtuturo at Pinakamataas na Karunungan Natamo

Ginamit ang katampatang-tuos sa pagtuos ng mga datos na nakalap. Ayon sa bilang ng taon ng pagtuturo, lumabas na ang mga baguhang guro (7 taon-pababa) ay nakakuha ng katampatang-tuos na 60 at ang mga matagal ng nagtuturo na mga guro (7 taon-pataas) ay nakakuha ng katampatang-tuos na 4.69, at kapwa nasa antas din ng pinakamabisang kaalaman sa mga paksang aralin na itinuro. Ipinakita din sa kinalabasan ng pagtuos na ayon sa pinakamataas na karunungan natamo, ang mga gurong may BS o Bachelor's degree ay nakakuha ng katampatang-tuos na 4.55, ang mga may BS degree na may yunits sa MA ay may katampatang-tuos na 4.77, ang may MA degree ay may katampatang-tuos na 4.57. Ito ay nangahulugan nasa pinakamabisang antas ng kaalaman sa paksang aralin na itinuro ng mga guro.

Ipinakita ng resulta na sa kaalaman sa paksang aralin, nasa pinakamabisang antas ang kaalaman ng mga guro na siyang salik sa mabisang pagtuturo ng mga aralin sa Kindergarten. Patuloy nilang nilinang ang kanilang mga sarili upang mabisang maipatupad ang programa sa kabila ng maraming mga hamon na kanilang kinaharap.

Ito ay nangahulugan lamang na ang mga guro ay may malawak at sapat na kaalaman sa kanilang pagtuturo ng Kindergarten. Ito ay ang kanilang pagpapakita na sa kabila ng mga balakid at problema, sila ay patuloy na nagpupunyagi upang higit na makapagbigay ng de-kalidad na edukasyon sa mga kabataan.

Manghad 6. Antas ng Kabisaan ng Pagtuturo sa Kindergarten batay sa Kaalaman sa Paksang Aralin kapag pinangkat ayon sa Bilang ng Taon sa Pagtuturo, at Pinakamataas na Karunungan Natamo

Kategorya	Bilang ng mga tagatugon	Katampatang-tuos	SD	Deskripsyon
Bilang ng Taon sa Pagtuturo				
Baguhan	15	4.60	.43	Pinakamabisa
Matagal ng Nagtuturo	7	4.69	.54	Pinakamabisa
Pinakamataas na Karunungan Natamo				
BS degree	12	4.55	.43	Pinakamabisa
BS w/ MA Units	8	4.77	.41	Pinakamabisa
MA Degree	2	4.57	.61	Pinakamabisa

Iskala
4.21-5.00
3.41-4.20
2.61-3.40

Deskripsyon
Pinakamabisa
Mabisa
Bahagyang Mabisa

Antas ng Kabisaan ng Pagtuturo Gamit ang MTB-MLE Batay sa Pangangasiwa sa Klasrum at Pagkatuto at kapag pinangkat ayon sa Bilang ng Taon sa Pagtuturo at Pinakamataas na Karunungan Natamo

Batay sa pangangasiwa sa klasrum at pagkatuto at pinangkat ayon sa ayon sa bilang ng taon ng pagtuturo, lumabas na ang mga baguhang guro (7 taon-pababa) ay nakakuha ng katampatang-tuos na 4.62 at ang mga matagal ng nagtuturo na mga guro sa serbisyo (7 taon-pataas) ay nakakuha ng katampatang-tuos na 4.67, at kapwa nasa pinakamabisang antas.

Ipinakita rin ng resulta na ayon sa pinakamataas na karunungan natamo, ang mga gurong may BS o Bachelor's degree ay nakakuha ng katampatang-tuos na 4.47, ang mga may BS degree na may yunits sa MA ay may katampatang-tuos na 4.88, at ang may MA degree ay may katampatang-tuos na 4.67. Ito ay nangangahulugang nasa pinakamabisang antas ang aspektong ito ng mga guro.

Sa kabuuan ang pangangasiwa sa klasrum at pagkatuto ng mga guro ay nasa pinakamabisang antas na isang magandang indikasyon ng maayos at epektibong pagpatupad ng programang Kindergarten. Ang kanilang kahandaan sa bagong programa sa pamamagitan ng maayos na pangasiwa sa loob ng klasrum ay siyang maging batayan ng epektibong pagkatuto ng mga mag-aaral gamit ang kanilang unang wika. Ito ay makita sa maayos na pagpatupad ng mga nakagawiang gawain ng mga mag-aaral.

Manghad 7. Antas ng Kabisaan ng Pagtuturo sa Kindergarten batay sa Pangangasiwa sa Klasrum at Pagkatuto kapag pinangkat ayon sa Bilang ng Taon sa Pagtuturo, at Pinakamataas na Karunungan Natamo

Kategorya	Bilang ng mga tagatugon	Katampatang-tuos	SD	Deskripsyon
Bilang ng Taon sa Pagtuturo				
Baguhan	15	4.62	.39	Pinakamabisa
Matagal ng Nagtuturo	7	4.67	.44	Pinakamabisa
Pinakamataas na Karunungan Natamo				
BS degree	12	4.47	.35	Pinakamabisa
BS w/ MA Units	8	4.88	.35	Pinakamabisa
MA Degree	2	4.67	.47	Pinakamabisa

Iskala
4.21-5.00
3.41-4.20
2.61-3.40
1.81-2.60
1.00-1.80

Deskripsyon
Pinakamabisa
Mabisa
Bahagyang Mabisa
Hindi gaanong mabisa
Walang bisa

Pagkakaiba sa Antas ng Kabisaan ng Pagtuturo sa Kindergarten sa Pamamaraan, Kaalaman sa Paksang Aralin, at Pangangasiwa sa Klasrum at Pagkatuto ayon sa Bilang ng Taon sa Pagtuturo

Isinaad sa kinalabasan ng nakalap na datos at tinuos gamit ang Mann Whitney na ang pamamaraan ay may p-value na .48, ang kaalaman sa paksang aralin ay may p-value na .32, at ang pangangasiwa sa klasrum at pagkatuto ay may p-value na .74. Nangangahulugan lamang ito na walang makabuluhang pagkakaiba ang kabisaan ng pagtuturo ng mga guro kung ito ay pangkatin ayon sa bilang ng taon sa pagtuturo dahil mas mataas ang p-values kung hahambing sa .05 lebel ng kabuluhan. Ito din ay nagsaad na pareho ang antas ng kabisaan ng pagtuturo ng kapwa baguhan at matagal ng mga guro sa kanilang pagtuturo sa MTB-MLE.

Ito ay nagpahiwatig lamang na ang mga guro ay nakahanda pa rin sa pagtugon ng sinumpaang tungkulin. Hindi nila alintana ang pagiging baguhan o matagal na sa serbisyo ng pagtuturo. Isang indikasyon ng epektibong pagpatupad at kaunlaran ng programang Kindergarten, dahil ang bawat isa ay nagsumikap upang maituro ng epektibo at matiwasay ang mga aralin sa mga mag-aaral.

Ang resultang ito ay ay may kaugnayan din sa kinalabasan ng pag-aaral na isinagawa ni Gleyo (2009), na kung saan ay nakitang walang kabuluhang pagkakaiba ang kabisaan ng pagtuturo ng mga guro sa pagtuturo ng asignaturang MSEP batay sa kanilang edad. Ito ay nagpakita na kapwa ang mga bata at matagal ng nagtuturo na mga guro ay parehong may pagpapahalaga sa kahalagahan ng pagtuturo ng MSEP sa paaralang elementarya. Binibigyang-halaga ng guro ang mabisang pagtuturo sa kanyang mag-aaral upang sila ay maging kapaki-pakinabang na mamamayan at maging produktibo sa landas na kanilang tahakin sa buhay.

Manghad 8. Pagkakaiba sa Antas ng Kabisaan ng Pagtuturo sa Kindergarten sa Pamamaraan, Kaalaman sa Paksang Aralin, at Pangangasiwa sa Klasrum at Pagkatuto ayon sa Bilang ng Taon sa Pagtuturo

Kategorya	Taon sa Pagtuturo	Tagatugon	Ranggo ng Katampatang-tuos	Kabuuang Ranggo	Makabuluhan (2-tailed)
Pamamaraan	Bago	15	10.83	162.50	.48
	Matagal ng Nagtuturo	7	12.93	90.50	
Kaalaman sa Paksang Aralin	Bago	15	10.60	159.00	.32
	Matagal ng Nagtuturo	7	13.43	94.00	
Pangangasiwa sa Klasrum at Pagkatuto	Bago	15	11.20	168.00	.74
	Matagal ng Nagtuturo	7	12.14	85.00	

Leyenda: * p -value < 0.05, makabuluhan

Pagkakaiba sa Antas ng Kabisaan ng Pagtuturo sa Kindergarten Batay sa Pamamaraan, Kaalaman sa Paksang Aralin, at Pangangasiwa sa Klasrum at Pagkatuto ayon sa Pinakamataas na Karunungan Natamo

Ang kinalabasan ng pagtuos gamit ang Kruskal Wallis ay nagbigay ng resulta na ang pamamaraan ay nakakuha ng p -value na .28, ang kaalaman sa paksang aralin ay nakakuha ng p -value na .44, at ang pangangasiwa sa klasrum at pagkatuto ay may p -value na .05. Ito ay nagpahiwatig na ang pamamaraan, kaalaman sa paksang aralin, sa kabisaan ng pagtuturo ng mga guro ay walang makabuluhang pagkakaiba ngunit sa pangangasiwa sa klasrum at pagkatuto ay nakitang may makabuluhang pagkakaiba sa itina-kdang .05 lebel ng kabuluhan ayon sa kanilang pinakamataas na karangalang natamo.

Ito ay nangahulugan lamang na anuman ang estado ng mga guro, ang bawat isa ay handang punan ang pagbigay ng maayos na serbisyo at pagtuturo sa mga mag-aaral sa kabila ng kanilang ibat-ibang pamamaraan o istilo sa pagpapanatili ng kaayusan at pagtuturo sa kanilang mga mag-aaral. Isang indikasyon ng positibong tugon sa hamon dala ng pagbabago.

Sa pag-aaral na isinagawa ni Castor (2012), nakita ring walang makabuluhang pagkakaiba ang kakayahang magturo ng mga guro sa Mathematics ng ito ay pinangkat ayon sa kanilang karunungan natamo. Ayon pa sa kanya, hindi isyu ang aspektong ito upang maging isang mabisang guro at makapagturo sa asignaturang Mathematics.

Manghad 9. Pagkakaiba sa Antas ng Kabisaan ng Pagtuturo sa Kindergarten Batay sa Pamamaraan, Kaalaman sa Paksang Aralin, at Pangangasiwa sa Klasrum at Pagkatuto, ayon sa Pinakamataas na Karangalang Natamo

Kategorya	Taon sa Pagtuturo	Tagatugon	Ranggo ng Katampatang-tuos	Makabuluhan (2-tailed)
Pamamaraan	BS deg.	12	9.58	.28
	BS w/MA units	8	13.31	
	MA deg.	2	15.75	
Kaalaman sa Paksang Aralin	BS deg.	12	10.00	.44
	BS w/MA units	8	13.69	
	MA deg.	2	11.75	
Pangangasiwa sa Klasrum at Pagkatuto	BS deg.	12	8.67	.05
	BS w/MA units	8	15.50	
	MA deg.	2	12.50	

Pagkakaugnay ng Saloobin sa Kagamitang pampagturo at Kabisaan ng Pagtuturo ng mga Guro sa Kindergarten

Ang Spearman rho ay nagpakita ng resulta na walang makabuluhang pagkakaugnay ang saloobin sa mga kagamitang pampagturo at kabisaan ng pagtuturo ng mga guro sa pagtuturo ng Kindergarten. Ang p-value na .07 ay hindi naging makabuluhan sa .05 lebel ng kabuluhan.

Ito ay nangahulugan lamang na walang direktang may kaugnayan ang saloobin o lubos na di-pagsang-ayon ng mga guro sa kanilang mga kagamitang pampagturo upang sila ay epektibong makapagturo sa Kindergarten. Ang mga guro ay buong husay na nakapagturo ng mga aralin at nahubog ng wasto ang kaalaman ng mga mag-aaral sa Kindergarten. Katunayan, ang mga ito ay nakita sa ibat-ibang mga dulog at gawain na ginamit ng mga guro sa kanilang pagtuturo ng Kindergarten na kung saan ay aktibo ang partisipasyon ng mga mag-aaral na nagbunga ng kanilang pagkatuto sa wika sa kabila ng mga kakulangan sa sapat na mga kagamitang pampagturo.

Ang kalidad ng pagtuturo ay nakasalalay sa pagmamahal, dedikasyon at debosyon ng mga guro sa kanilang itinuturo. Ito ay inasahan na magpataas ng kalidad ng kurikulum at awtput ng mga guro upang maabot ang mga itinakdang pamantayan at ekspektasyon ng lipunan (Gonard, 2012). Kaya dapat lamang hikayatin ang mga guro na pahalagahan ang propesyon ng pagtuturo at maging huwaran sa kabila ng anumang mga balakid at hamon na kinakaharap.

Manghad 10. Pagkakaugnay ng Saloobin sa Kagamitang pampagturo at Kabisaan ng Pagtuturo ng mga Guro sa Kindergarten

Kategorya	Tagatugon	Correlation Coefficient	Makabuluhan (2-tailed)	Puna
Kabisaan ng Pagtuturo	22	.39	.07	Di-makabuluhan

Leyenda: *p-value<0.05, makabuluhan

KONGKLUSYON

Batay sa kinalabasan ng pag-aaral, nabuo ang mga sumusunod na kongklusyon:

1. Sa kabila ng maraming kakulangan sa mga kagamitang pampagturo, nakahanda ang mga guro na punan ang mga ito para lamang maibigay ang de-kalidad na serbisyo sa kanilang mga mag-aaral. Ang kanilang pagsa-lokal ng mga aralin, paggamit ng mga kwento, kasaysayan at kasalukuyang estado ng pamayanan bilang batayan ng diskusyon ay isang mahalagang ambag sa lubos na pagkaunawa ng mga mag-aaral sa kanilang pinagmulan at wikang kinalakhan na siyang huhubog ng kanilang kamalayang panlipunan.
2. Ang mga guro ay buong-pusong ibinigay ang kakayahan at sarili sa pag-abot ng mimithi ng programang K to 12 ng Kagawaran ng Edukasyon sa kabila ng maraming kakulangan, lalong-lalo na sa kanilang kagamitang pampagturo. Sa kabila nito, buong husay nilang ginampanan ang kanilang mga tungkulin upang lubusang maipatupad ang programa at matagumpay na makaturo ng epektibo sa mga mag-aaral..
3. Ang kanilang mabisang pagtuturo ay nagpakita lamang na tinaguyod ng mga guro nang maayos ang programa. Ito ang siyang magiging susi upang lubusang maitaas ang bumababang kalidad ng edukasyon sa bansa. Magsisilbi rin itong tulay ng epektibong pagkatuto ng mga mag-aaral na siyang kanilang kalasag sa pagharap ng mga hamon sa buhay at maging matagumpay.
4. Ang mga guro ay ginawa ang lahat para matagumpay na maipatupad ang programa anumang mga hamon ang kanilang kinakaharap. Ang bawat isa ay nagtulong-tulong upang matiwasay at epektibong maitaguyod ang pagtuturo sa Kindergarten para sa pag-abot ng tagumpay at mithiin sa paghubog ng ikadalawamput-isang siglong mag-aaral.

REKOMENDASYON

Batay sa kinalabasan ng pag-aaral, ang mga sumusunod ay iminumungkahi ng mananaliksik:

1. Ang mga guro sa Kindergarten ay dapat bigyan ng kaukulang suporta at paggabay para mas lalo nilang maipatupad ng maayos at mabisa ang kanilang pagtuturo. Ang Kagawaran ng Edukasyon ay dapat bigyang-pansin ang pagbigay ng mga kompletong karagdagang kagamitang pampagturo sa mga guro.
2. Ang pagkakaroon o pagdalo sa mga seminar o pagsasanay na nakapokus sa paggawa ng mga kagamitang pampagturo ay makakatulong din sa mga guro para sa paghubog ng kanilang kakayahan at kaalaman, pagkatuto ng mga makabagong estratehiya, pamamaraan, at maging sa paggamit ng ICT upang maging mas epektibo ang kanilang pagtuturo.
3. Panatilihin at pahalagahan ng mga guro ang kanilang maayos at epektibong pagtuturo sa Kindergarten lalong-lalo na ang paggamit ng kinalakhang wika ng mga mag-aaral at itanim sa kanilang puso at isipan ang pagmamahal at pagpapahalaga sa wika.
4. Ang CapSU-Tapaz Satellite College bilang isang mas mataas na institusyong pang-edukasyon ay nararapat na magsagawa ng mga extension activities gaya ng pagsagawa ng mga karagdagang training sa mga guro sa Kindergarten gaya ng paggawa ng kanilang mga kagamitang pampagturo tulad ng malaking aklat (big book), maliit na aklat (small book), at iba pa. Ang pagkaroon din ng mga training o seminar sa mga estudyante na kumukuha ng kursong BEED ay positibong salik din upang mahubog ang kanilang kakayahan sa larangan ng paggawa ng mga kagamitang pampagturo bilang mga guro sa hinaharap.
5. At iminumungkahi rin sa mga susunod pang mga mananaliksik na magkaroon ng kaparehong pag-aaral at bigyan ng sapat na panahon upang lalo pang mas mapaunlad at malinang ang programang Kindergarten ng Kagawaran ng Edukasyon.

PASASALAMAT

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