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Global Researchers Association and  
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**GLOBAL RESEARCHERS**  
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# **GLOBAL RESEARCHERS JOURNAL**

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1. All articles must have a high degree of scholarship;
2. All articles must be evaluated thru double-blind system by selected referees for publication;
3. The articles may either be written in English or Filipino. All articles written in either languages must be accompanied by an Abstract which is written in English;
4. All contributions must be original;
5. Articles must use APA style sheet; and,
6. Articles must be typed single-spaced, Times New Roman 11 pts on letter-sized (8 x11) paper in not more than twelve (12) pages.

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# MARKETING MIX PRACTICES OF A NONSECTARIAN SCHOOL IN THE TIME OF THE 2020 PANDEMIC

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## ABSTRACT

*The outbreak of COVID-19 is having a major impact on schools around the world. Schools have had to adapt quickly to changing circumstances. This has had a significant impact on the way education delivered as many schools have been forced to switch to online learning. This study examined the effects of the COVID-19 outbreak on the National Teachers College and assessed the effectiveness of their marketing mix practices. Six hundred fourteen (614) students served as respondents to answer a questionnaire focusing on their profile and the effectiveness of the marketing mix practices. The results showed that most of the respondents assessed the marketing mix practices favorably, with the highest mean of 4.11 in the product marketing mix. There were also significant differences between full-time and part-time students when grouped according to year level, units taken, courses, family, and sources of income. The researcher recommended upgrading digital marketing strategies, developing an inquiry management system, enhancing the enrollment process, and evaluating different school programs to improve the institution's marketing practices.*

**Keywords:** *Marketing Mix, Marketing strategies, Effectiveness, Education, Digital Marketing*

## INTRODUCTION

The Covid-19 pandemic has had a major impact on the world, with the Philippines being the first to report a case in January 2020. This has caused many changes to the economy, health care system, education, culture, and behavior, with businesses and the education sector struggling to adjust to the new normal.

The pandemic has caused a difficult business environment for schools, requiring them to prioritize market conditions to survive. The Philippine government specifically the Department of Education and Commission on Higher Education have decided not to freeze the academic year, so schools have adapted to online and modular approaches. Chawla (2013) mentioned that there is an urgent need to examine the factors that enable schools to attract and retain students in this competitive environment. Li and Lalani (2020) found that online learning has been successful in the face of the unexpected changes in classrooms around the world, leading to speculation about its potential for continued use in the future.

Meanwhile, the National Teachers College (NTC) is a private, non-sectarian higher education institution that has faced challenges during the pandemic. To keep student enrollment, NTC has developed a marketing strategy to attract students. Thus, a study conducted to evaluate the effectiveness of the marketing mix in the changing environment of the education market.

## STATEMENT OF THE PROBLEMS/OBJECTIVES

This study aimed to assess the effectiveness of the marketing mix strategies of a higher education institution in Manila.

Specifically, it attempted to answer the following sub-problems.

1. What is the profile of respondents in terms of the following:
  - 1.1 Year Level
  - 1.2 Students' Status
  - 1.3 Units Enrolled
  - 1.4 Program Enrolled
  - 1.5 Institution
  - 1.6 Residence
  - 1.7 Average Monthly Income
  - 1.8 Source of Income?
2. How do the respondents assess the level of effectiveness of the marketing mix practices of the higher education institution in terms of the following:
  - 2.1 Product
  - 2.2 Price
  - 2.3 Place
  - 2.4 Promotion
  - 2.5 People
  - 2.6 Processes
  - 2.7 Physical Evidence?
3. Is there a significant difference in the respondents' assessment on the level of effectiveness of marketing mix practices when they are grouped according to their profile?

## **REVIEW OF LITERATURE**

### **Demographic Profile of the Market**

According to Kotler and Armstrong (2010), demographic segmentation is based on variables such as age, family life cycle, family size, sex, occupation, income, religion, race, education, generation, and nationality. The author emphasize that demographic factors are most favorable in this study due to the sectorization of customer groups. Demographic segmentation is easy to use because it is closely related to demographic variables that define what consumers need, want, and its usage. This type of segmentation also recognizes market gaps that serve as targets for creating new or improved product and service development as well as expansion of existing product or service ranges. To show the strengths and weaknesses of marketing strategies using this segmentation, researcher explored the area which includes a combination of school marketing practices, customer behavior, and in determining the level of effectiveness of the practices.

### **The Role of Marketing in Education**

The role of marketing education describes as the investigation and understanding of the market to provide services and goods for potential customers at a given time, place, and price. According to Platis and Gabriela (2010), by understanding the needs and wants of potential customers with a provision for quality and optimal services will gain positive outcome to the market's objectives.

### **The 7 Ps of Educational Marketing**

In the current situation on the education market, universities are developing and implementing marketing strategies that aimed at sustainable competitive advantages. Samani et.al (2017) mentioned that marketing mix is a set of controllable tools that can be applied to faculty or departments to optimize market attractiveness to students. According to Enache (2011), educational marketing tools and instruments are used to develop services for the market. Gajic (2012) adds that the synergistic application of marketing strategies to higher education institutions enables quality improvement in the system and creates excellent service and superior value that meets target market expectations. Booms and Bitner (1981) introduced modified and extended service marketing. It includes the following seven elements: Product, Price, Place, Promotion, People, Process, and Physical Evidence.

### **National Teachers College Marketing Practices**

True to its mission and vision, NTC continues to contribute to the education and training of teachers,

administrators, supervisors, and other professionals who will serve in the interests of the Republic of the Philippines and the world at large. National Teachers College is a leading educational institution in Quiapo, Manila. This non-sectarian school offers basic education, undergraduate, and graduate programs.

Like the other schools, NTC faces challenges due to the pandemic. Various strategies have been set in motion, especially in this Covid-19 pandemic. Through distance learning, the school has responded immediately to the causes of the school closures. By adapting to the situation, NTC provided the overall framework to continuously adapt to the pandemic: *Alagang NTC: Academic Easing Policies*, which help students complete the assignments within the semester; *Maximum Choice: The National Teachers College* offers students the opportunity to enroll. Students have the option of enrolling online or modularly. The school also offers more rates and discount for fees. *Maximum Forbearance: A variety of options* students and parents can have while continuing enrollment with NTC. The school also offering an extension for students and teachers during the pandemic. It also offers various course programs where a 3x3 model has been created where the semester is divided into three cycles or periods for the three courses. Improved teacher responsiveness is also provided by a set of guidelines for students to better reach their professors for learning support.

NTC is now managed by a private organization and incorporated last 2018. During the transition from the previous to the current administration, there were many changes to the school's systems and policies. Most systems were slowly upgraded and up-to-date training was provided for both teaching and non-teaching staff. Before the pandemic, the school slowly transitioned to updating its system online. From synchronous classes, online registration, accessibility of online database study materials and other student support programs have been provided. However, due to the sudden change during the Covid-19 pandemic, the school struggled to fully update the system, particularly the enrollment process. There were also circumstances where the information was inadequate. For this reason, it was noted that the key areas of the school's marketing strategies should be reviewed in order to check the quality and effectiveness of its services holistically.

### **The Impact of Covid-19 to Education**

Educational International (2020), an international group, conducted an education Covid-19 tracker wherein as of May 3, 2020, there were about 1,575,270,054 learners affected and 63,000,000 educators affected in 191 countries worldwide. UNESCO (2020) supports the statement that as of October 10, 2020, the total count of students affected by Covid19 is 580,317,581 with 33.1% of total enrolled learners in the thirty-one country-wide closures. The Philippines that is partially open has 28,451,212 affected learners in which 3,589,484 (12.61%) are enrolled in tertiary level.

The COVID-19 pandemic is considered to be one of the major health crises that needs to be solved immediately as it affects not only people's everyday lives, but also children's livelihoods, jobs and schooling. According to Burgess and Sievertsen (2020), homeschooling leaves a massive shock impression not only on the parents but also in the lives of the children. Rodriguez (2020) mentioned that post-crisis students will have a difficult time returning to formal classes as children come from different situations, resources, and different opportunities and supports during the pre- and post-pandemic. In reality, some students will do well during and after the crisis as they receive high quality learning opportunities compared to others. This gap will result in huge disadvantages for students who do not have access to quality learning. Meanwhile, Winthrop (2020) mentioned the challenges in education in this pandemic crisis: 1) distance learning, one of the approaches to learning, will not work well for students...; 2) Educators will have additional jobs due to the additional mainstreaming of their works; 3) The protection of students is not guaranteed, especially in times of crisis; 4) school closures will bring more gaps to the community; and finally 5) Educational technology experiences will be more difficult for both students and teachers. Whereas the opportunities are: 1) blended learning is tried and widely used.; 2) Teachers and school administrators receive more support, respect, and appreciation from the citizens.; and 3) teacher collaborations are discovered and enhance the learning process.

The entirety of the children lives should be reviewed holistically as they need to check if they are ready

to learn in a wide preparation amidst the pandemic which supports inside and outside the school (Liz, 2020). The school also needs to measure the losses in learning once the school is ready again to open and to effectively and efficiently the students who are greatly affected by this crisis. In addition, schools should also re-check and consider the policy of postponement of learning assessments since school assessment is very important in the learning process

### **Challenges of Education in the New Normal**

There is a unique challenge to every leader's decision-making in the new normal. Angara (2020) mentioned that there are two main concerns in learning in the new normal: the connection to the internet and the output of the curriculum and teaching materials that need to be adapted for a blended learning school environment. Apart from that, teacher training, curriculum design and other areas have also cited as major concerns in the education sector today. Glanninin (2020) mentioned that to protect the progress of education, the government should re-evaluate the gender digital divide and the use of teachers and communities in the introduction of distance learning and the secure guarding of vital services to ensure student safety ensure that those return to school. Transitioning to the new normal of leaning is a big adjustment for everyone.

### **Students' Perceptions about Education Services**

Student perceptions of quality of service arise from student expectations and what they receive (O, Neill, & Palmer, 2004). Good customer service is one of the main goals of a service organization such as an educational institution. As a result, student perceptions of service quality affect student satisfaction (Browne, Kaldeberg, Browne & Brown, 1998). Students enroll in an institution that has high service expectations to meet their needs. Service in an educational institution is different from in other service organizations. Distinguishing the importance of satisfaction for both students and parents needs to be prioritized, especially when providing quality of service (Cronin & Taylor, 1992).

### **Digital Marketing**

Digital marketing is direct marketing that electronically connects sellers with consumers in the form of technology through email, websites, mobile communications, online forms, and the like (Kotler & Armstrong, 2009). The American Marketing Association (AMA) added that this is a form of promotion for social media channels to easily reach customers. Using the Internet is the method of communication channel. The advantage of this marketing strategy is a high level of connectivity and a cost-effective way of advertising. Marketers rank this as one of the most exciting tools out there. Many companies have switched or improved their advertising styles from the traditional way of distributing brochures, flyers and tarpaulins to social media channels, search engines and other websites that help them reach more people.

### **The State of Digital Marketing in the Philippines**

According to the Asia Digital Marketing Association (ADMA) and the Internet World Statistics (The State of Digital Marketing in the Philippines, n.d), the Philippines tagged as one of the frontliners in the digital economies in the Asia Region. In fact, Philippines stands as the second highest ranking in South-east Asia and rank sixth in the Asia Region. It believes that the country is very substantial in the digital marketing ecosystem and has grown exponentially twice in 2016. The statistics have shown that the Philippines has a big market potential for digital marketers.

For business owners, the state of digital and internet marketing in the Philippines clearly defines that it has great implications for future growth of business. This brings the exploration of digital marketers on how it is effective in the country.

### **Importance of Digital Marketing Services in the Educational Industry**

The digital marketing in the Philippines has a strong influence in the education industry (Rai, 2020). The use of this marketing method brings far-reaching approach to the target market regardless of the location. Furthermore, with the use of social media platforms, brand awareness can be expanding the target market conveniently.

Marketers uses the advantages and convenience of digital marketing to allow them to spread the branding more extensively.

### Synthesis of Review Related and Literature

The accumulated literature and studies related to the conduct of the study show that the marketing mix is a valuable tool for marketers to execute marketing strategies to achieve the organization's goals. The seven elements of marketing which include product or service, price, location, promotion, people and process, physical evidence are elements in marketing that help establish a great service strategy in the market. By identifying the importance of marketing education, challenges and opportunities amid the pandemic that used by marketers to create innovative strategies. Through examining the effectiveness of marketing mix tools, it creates a unique positioning and leaves a remarkable image to differentiate itself in the market. With constantly using and monitoring these marketing mix elements, the product and services can be successfully profitable to provide and meet the needs of the customers.

## METHODOLOGY

### Method of Research

The researcher used a descriptive method for this study. It is the most proper method used in the study. Descriptive research is concerned with describing a population with respect to important variables. The survey allows the researcher to describe the level of effectiveness of marketing practices of the school. The researcher used the descriptive research design by presenting the respondents' profile, the effectiveness of marketing mix practices, and significant differences between the marketing mix practices and the respondents' profile. The researcher used this kind of research method for the easy understanding of the readers.

### Population, Sample Size and Sampling Technique

The population of the study focused on the students presently enrolled in the National Teachers College, a nonsectarian school found in the city of Manila. Its total population is 5,970 which consists of enrollees from different departments such as School of Arts, Sciences and Technology (1,194), School of Business (2,446) and School of Teacher Education (2,330). Based on the total of 5,970 population, each department had proportionately assigned the number of respondents which included in the study:

**Table 1. Proportion Distribution Based on Population of Total Number of Enrollees by Department**

Department	Population	Sample Size	Proportion (in %)
School of Arts, Sciences, and Technology	1,194	101	20
School of Business	2,446	301	41
School of Teacher Education	2,330	212	39
<b>Total</b>	<b>5,970</b>	<b>614</b>	<b>100</b>

The Cochran's formula with finite population used to compute for the sample size:

$$n = \frac{\frac{Z^2 \cdot p(1-p)}{e^2}}{1 + \left(\frac{Z^2 \cdot p(1-p)}{e^2 N}\right)}$$

where:

n = sample size

p = population proportion (0.50)

e = margin of error (0.05)

Z-score = 1.96 at 95% confidence level

N = population

Substituting the corresponding values:

$$n = \frac{\frac{1.96^2 \times 0.50(1 - 0.50)}{0.05^2}}{1 + \left( \frac{1.96^2 \times 0.50(1 - 0.50)}{0.05^2 \times 5,970} \right)}$$

$$n = \frac{\frac{3.8416 \times 0.50(0.50)}{0.0025}}{1 + \frac{3.8416 \times 0.50(0.50)}{14.925}}$$

$$n = \frac{384.16}{1 + 0.06}$$

$$n = 362.41 \text{ or } 362$$

Therefore, the sample size was 362. The researcher got a total of 614 respondents after the distribution of questionnaire, which was more than the required number of targeted 362 sample size. After the consultation with the adviser and statistician, the advised was that the researcher may kept the total number of respondents since the standard number of students met.

The researcher applied stratified random sampling approach in the choice of the respondents. Stratified random sampling used in this research to describe a method of sampling that involves the division of a population into smaller sub-groups known as strata (Hayes, 2020). The study had been conducted in the fourth week of February 2021 during the second semester period.

### Description of Respondents

Respondents to the study are the students from National Teachers College who required to enrolled during the conduct of the study to assess the effectiveness of the school's marketing mix practices.

### Research Instrument

In this study, a questionnaire was used to collect data to formulate direct and effective conclusions for the research study based on the respondents' first-hand information. The instrument consisted of two parts: the first part presents the profile of the respondents and the second part presents the institution's marketing mix strategies, in which a list of alternative answers was provided for the respondents to choose from. Part I contains the student profile including grade level, student status, units enrolled, program enrolled, institution, city of residence, average monthly family income, and source of income. Part 2 is respondents' assessment of the effectiveness of marketing mix practices across product, price, location, advertising, people, process, and physical evidence. The arithmetic mean range was evaluated using a Likert Scale. The following numerical weight ratings have been assigned the corresponding value of student perceptions of the effectiveness of the school's marketing mix practices.

Weighted Mean	Interpretation
4.50-5.00	Strongly Agree
3.50-4.49	Agree
2.50-3.49	Undecided
1.50-2.49	Disagree
1.00-1.49	Strongly Disagree

### Data-Gathering Procedure

Prior to the administration and conduct of the study, an application made to the school to conduct the study. After receiving approval, respondents were contacted via social media and went to their online courses to get the target responses as the community quarantine was still ongoing. After retrieving the questionnaires, the answers were tabulated and fed into the statistical analysis.

### Statistical Treatment of Data

The information gathered was organized and prepared to determine the way of translating the results. Tables have been created to organize, summarize and analyze the accumulated information to easily ensure its contrast from one another. The researcher used the following statistical techniques:

**Frequency Percentage** used to determine the percentage of the respondents in accordance with their profile in terms of year level, student's status, units enrolled, program enrolled, institution, residence, average family monthly income, and source of income.

$$Percentage = \left( \frac{Frequency}{TotalNumber\ of\ Students} \right) 100$$

**Arithmetic Mean** was used to assess the level of effectiveness of the marketing mix practices of National Teachers College (NTC) in terms of product, price, place, promotion, people, physical evidence, and processes.

$$A = \frac{1}{n} * \sum_{i=1}^n x_i$$

where:

A= average (or arithmetic mean)

n = the number of terms (e.g., the number of items or numbers being averaged)

xi = the value of each individual item in the list of numbers being averaged

**Independent Samples t-test** is used to compare the means of two population. In particular, this technique was used to determine if there is significant difference in the respondents' assessment on the level of effectiveness of marketing mix practices when they are grouped according to student status and residence. The t-test formula is:

$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$

**Five Point Likert Scale** used to interpret and validate the level of effectiveness of marketing mix practices of a nonsectarian school. Below is the verbal interpretation:

Assigned Weighted Point	Weighted Mean	Interpretation
5	4.50-5.00	Strongly Agree
4	3.50-4.49	Agree
3	2.50-3.49	Undecided
2	1.50-2.49	Disagree
1	1.00-1.49	Strongly Disagree

**One-Way Analysis of Variance (ANOVA)** is a statistical technique that used to compare the means of more than two populations. For instance, ANOVA used in this study to find if any significant difference in the respondents' assessment on the level of effectiveness of marketing mix practices exist considering the year level, units enrolled, program enrolled, institution, average family monthly income, and source of income. The ANOVA formula is:

$$F = \frac{s_b^2}{s_w^2}$$

The gathered data were tallied, tabulated, and prepared for statistical calculations, analysis and interpretation using statistical software SPSS 25.

## FINDINGS

### 1. The Profile of the Respondents According to Year Level, Student's Status, Units Enrolled, Program Enrolled, Institution, Residence, Average Monthly Income, Source of Income

**Table 2. Frequency and Percentage Distribution of the Respondents by Year Level**

Year Level	Frequency	Percent (%)
First Year	140	22.80
Second Year	238	38.76
Third Year	129	21.01
Fourth Year	107	17.43
Fifth Year	0	0.00
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 2 shows the frequency and percentage distribution of the 614 respondents according to their grade level. Two hundred and thirty-eight (238) respondents enrolled as second year, reaching 38.76%, followed by first-year students (140, 22.80%), third-year students (129, 21.01%) and fourth-year students (107, 17.43%). No respondents enrolled in the fifth-year level.

Rutland, Dobbs, and Totemeyer (2016) conducted a study of students' educational background affecting transition in academic achievement and classroom support needs. The results show that students' year level influences their persistence decisions (whether to continue and complete their studies) as well as their attitudes and approaches to learning.

The result may show that the NTC population dominated by younger-age first- and second-year students. The probability of taking part in the assessment decreases as the year level gets older. This can be attributed to first and second year students sharing their feedback more expressively. This could also be an indication that the younger generation can be demanding in their studies because they expect everything to be easy and convenient for them. The researcher would like to add that third and fourth year students stay at school for the remaining one to two years and therefore their mindset focuses on their final phase. However, the researcher would also like to add that the students may have different perceptions of evaluating marketing-mix practices because the respondents were of different ages. This just goes to show that students' educational attainment by year level could contribute to a deeper understanding of schools' marketing mix practices.

**Table 3. Frequency and Percentage Distribution of the Respondents by Student's Status**

Student's Status	Frequency	Percent (%)
Full Time Student	484	78.83
Part Time Student	130	21.17
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 3 above shows the frequency and percentage distribution of respondents by their status. It noted from the table that majority of the respondents were full-time students, accounting for 484 respondents with 78.33%, and part-time students 130 respondents with a percentage of 21.17.

Szafran (2001) describes academic burden as measured in terms of credit burden and course difficulty; Success is measured in terms of GPA and retention. Based on the school's student handbook, if the student seeks part-time status, the student may take a minimum of 18 units and less to achieve academic performance monitoring. In the meantime, if the student wishes to be in full-time status, they can take more than the 18 units and exceed the maximum number of units (NTC Student Handbook, 2019). According to new data, a significant number of college students at all levels are forgoing the fall semester entirely, regardless of plans to reopen their campuses. This supports the data conducted by College Reaction and Axios, 22% of college students surveyed will not be returning to school in 2020. Due to the COVID-19 pandemic, people are giving up distance learning, with 73% choosing to work full-time instead (Press break on the college experience, 2020).



Based on the results, it shows that students have chosen to pursue their studies full-time amid the pandemic. These full-time students might indicate that they are more focused on their study. Additionally, these results show that a quarter of respondents chose to become part-time students (with few enrolled units or part-time work) by reducing their academic load. This means that students may face financial difficulties and switch to online classes. The students' decision to become full-time or part-time students affects the financial condition of the school as it comes from the tuition and other fees paid by the students and parents. Any decisions by the student to maintain or reduce the academic load may adversely affect the school's financial performance in the marketplace.

**Table 4. Frequency and Percentage Distribution of the Respondents by Units Enrolled**

Units Enrolled	Frequency	Percent (%)
1-10 units	105	17.10
11-15 units	33	5.37
16-20 units	95	15.47
21-25 units	154	25.08
26-30 units	227	36.97
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 4 above shows the frequency and percentage distribution of respondents by their enrolled units. From the table above, majority of students enrolled with 26-30 units, which got 227 answers with 36.97%, followed by the second highest weighted mean with 21-25 units, which got 154 answers with 25.08%. Whereas the two lowest-weighted means get students enrolled between 11-15 units (33, 5.37%) and 16-20 units (95, 15.47%).

Undergraduate student is defined by "University of the Philippines" (n.d.) as someone who follows an organized course of study and meets the prerequisites for a bachelor's degree or undergraduate diploma/certificate. The students expected to carry the entire semester's workload. Part-time or irregular students, on the other hand, are students who registered for formal credit but do not carry the entire load required by the curriculum for which they are registered in any given semester.

These results show that most students chose to enroll between 21-30 units. This supports the data that 21-30 units enrolled by a student are classified into a full-time status shown in Table 3. This may also indicate that the students wish to continue their studies by taking regular or full-load units because most students were satisfied provided by the school. The results also show that at least 38% of the total population, including students enrolled between 1 and 20 units, have chosen part-time status. More likely, part-time students may be more concerned about their personal finances and have difficulty transitioning to online courses.

**Table 5. Frequency and Percentage Distribution of the Respondents by Program Enrolled**

Program Enrolled	Frequency	Percent (%)
Bachelor of Secondary Education	148	24.10
Bachelor of Elementary Education	32	5.21
Bachelor of Physical Education	12	1.95
Bachelor of Technology and Livelihood Education	15	2.44
Bachelor of Early Childhood Education	59	9.61
Bachelor of Special Needs Education	35	5.70
Bachelor of Science in Office Administration	30	4.89
Bachelor of Science in Business Administration	149	24.27
Bachelor of Science in Hospitality Management	11	1.79
Bachelor of Science in Tourism Management	11	1.79
Bachelor of Science in Psychology	66	10.75
Bachelor of Science in Library and Information Science	2	0.33
Bachelor of Science in Information and Technology	33	5.37
Bachelor of Science in Accountancy	11	1.79
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 5 describes the frequency and percentage distribution of program registrations by respondents. Most respondents achieving the two highest weighted mean scores were Bachelor of Science in Business Administration (149, 24.27%) and Bachelor of Secondary Education (148, 24.10%). The data also show that the two lowest weighted mean scores of Bachelor of Science in Library and Information Science (2, 0.33%) and Bachelor of Science in Accounting, Bachelor of Science in Tourism Management, and Bachelor of Science in Hospitality Management received responses were from 11, 1.79%. The nonsec-tarian school is known for its undergraduate studies, especially in the teacher programs. In addition, business students are also growing in the institution. A total of 4,744 students in the two institutions, in particular the University of Education with 2,439 students and the University of Economics with 2,305 students, share a sizable proportion of the enrollment at the schools.

The results clearly show that most of the respondents came from educational and business programs. The result may indicate that they are more involved when they share their perceptions to assess the school's marketing mix practices, as they have the largest number in the school population. On the other hand, the lowest weighted averages (Bachelor of Science in Accountancy, Bachelor of Science in Tourism Management, and Bachelor of Science in Hospitality Management) were included in a small population per program, resulting in a lower participation rate result than the educational programs. and business courses. However, the researcher would like to conclude that all course programs should be managed to avoid student losses.

**Table 6. Frequency and Percentage Distribution of the Respondents by Institute**

Institution	Frequency	Percent (%)
School of Arts, Sciences and Technology	101	16.45
School of Teacher Education	301	49.02
School of Business	212	34.53
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 6 above shows the frequency and percentage distribution of the institutions surveyed. The School of Teacher Education had the highest distribution percentage with 301 respondents, 49.0%, followed by the School of Business with 212 respondents, 34.53%, and finally the School of Arts, Sciences and Technology with 101 respondents, 16.45% The NTC Teacher Education program sees itself as the sponsor of the institution dedicated to the development of future teachers (National Teachers College, (n.d.). Based on school enrollment dates, the school has three institutes, namely the School of Teacher Education with 2,305 enrolled students, the School of Business with 2,439, and finally the School of Arts, Sciences, and Technology with 1,192 students.

The results show that most respondents were from the School of Teacher Education, which has six (6) majors, and the School of Business, which has eight (8) majors. The School of Arts, Sciences, and Technology had the lowest participation rate with three program offerings. The data shows that the School of Teacher Education and the School of Business have more enrollments than the School of Arts, Sciences, and Technology due to the number of programs offered per institute. This could show that students in faculty and business programs have more access to internet connectivity and are more experienced in marketing strategies. Therefore, the school should manage and develop comprehensive strategies to attract and maintain communication with students enrolled in the School of Arts, Sciences, and Technology.

**Table 7. Frequency and Percentage Distribution of the Respondents by Location**

Residence	Frequency	Percent (%)
within NCR	536	87.30
outside NCR	78	12.70
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 7 shows the frequency and percentage distribution of respondents by location. Most respondents were based at NCR (536, 87.30%) and the rest outside of NCR (78, 12.70%). According to Leckhart (2005), prospective parents choose a school close to home. According to Yoo, Donthus, and Lee (2000),

reducing the commute time to school can lead to good cognition and thus improve the school's image in parents' minds. The results clearly show that the majority of respondents were from the NCR region, where the institution was strategically located in the University Belt area. This suggests that these individuals choose their preferred school base based on their location and distance from where they live. The results also show that almost 13% of the 614 residents chose to enroll in the school as distance learning is implemented at this time. Therefore, given the travel restrictions currently in place, the school should develop strategies to accommodate and support the needs of students enrolled in NCR and in the provinces.

**Table 8. Frequency and Percentage Distribution of the Respondents by Average Family Monthly Income**

Average Family Monthly Income	Frequency	Percent (%)
Below Php 10,000	257	41.86
Php 10,001 - 24,999	268	43.65
Php 25,000 - 64,999	76	12.38
Php 65,000 - 134,999	12	1.95
Php 135,000 and above	1	0.16
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 8 shows the frequency and percentage distribution of respondents according to their average monthly family income. Two hundred sixty-eight (268) respondents have an average monthly income of 10,001 to 24,999 earning 43.65 percent of the population, followed by Php 10,000 and below (257 responses, 41.86%). The two lowest weighted means were from an average monthly income of Php135,000 and above (1,0.16%) and from Php65,000 to Php134,999 (12, 1.95%).

According to the results of the Philippines Bureau of Statistics 2015 Family Income and Expenditure Survey, the average annual family income of Filipino families was around 267,000 pesos, or at least 22,250 pesos per month. According to Albert, Abrigo, Quimba and Vizmanos (2020), there is a significant risk that the current disparities between income classes is the result of the COVID-19 pandemic. Families with a stable source of income can support their children's needs, especially their education. This supports the data that most respondents came from middle-class families, which broadly defined as the socio-economic group between the wealthy and the poor. The researcher may also conclude that this result is logical since the school offers tuition ranging from PHP 5,000 to PHP 25,000 per semester. Individuals with an average household income of less than Php 10,000 may have received financial aid or scholarships. As a result, most responders have just enough money to attend university.

**Table 9. Frequency and Percentage Distribution of the Respondents by Source of Income**

Source of Income Supporting your Education	Frequency	Percent (%)
Salary/Wages (Your Work)	73	11.89
Salary/Wages (From Family)	419	68.24
Business	24	3.91
Pensions or Scholarship Grants	46	7.49
Remittance Abroad (From Family /Relatives)	52	8.47
<b>Total</b>	<b>614</b>	<b>100.00</b>

Table 9 interprets the frequency and percentage distribution of respondents by their source of income to support their education. Most respondents indicated that the salary or wages of family members who support their education received 419 responses, 68.24 percent, followed by salary or wages (from student work) with seventy-three responses, 11.89 percent. The two lowest-weighted means come from business (24, 3.91%) and pensions or grants (46, 7.49%).

Even when some metrics of sustained income included, current income remains significant, suggesting that some youth may not be financially able to pursue post-secondary education (Chevalier et al., 2013). Regardless of whether by offers better schooling opportunities or provides market-based educational resources, the socioeconomic status of the family continues to have a stronger impact on children's edu-

educational opportunities (Li & Qiu, 2018). According to Coleman's 1966 assessment, families can have an even greater impact on a student's academic success than schools and communities. Egalite (2016) have added that parents with more financial means can locate places with better quality schools and choose more expensive neighborhoods where good schools are located.

## 2. Assessment on the Level of Effectiveness of Marketing Mix Practices of a Non-Sectarian School in the Time of 2020 Pandemic

**Table 10. Assessment on the Level of Effectiveness of Product Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.1 Education as a Product</b>		
• The school provides support to students transitioning to online learning (orientation/program/seminars to distance learning).	4.11	Agree
• The school produces graduates with a high degree of competence in their chosen career.	4.11	Agree
• The school helps the students to enhance their skills for personal and professional growth.	4.23	Agree
• The school offers a wide range of relevant initiatives such as: educational programs (classes, library and information services, computer laboratory, campus lectures, etc.), recreational programs (athletic facilities and clubs, etc.), personal-growth programs (counseling center) and future-planning programs (career counseling services, placement services, etc)	4.05	Agree
• The school provides support to the students in landing a job	4.06	Agree
<b>GRAND MEAN</b>	<b>4.11</b>	<b>Agree</b>

Table 10 above explains the school's level of effectiveness in relation to product marketing mix practices. In this area, “The school helps the students to enhance their skills for personal and professional growth.” received the highest mean of 4.23, interpreted as “Agree”, followed by “The school supports students in the transition to online learning (orientation/program/distance learning seminars) that tied with “The school produces graduates with a high degree of competence in their chosen career.” received 4.11 means Agree. On the other hand, the school offers a wide range of relevant initiatives, such as growth programs (counseling center) and future planning programs (career counseling services, placement services, etc.) received the lowest weighted mean of 4.05, which interpreted as Agree, followed the second lowest weighted mean. The school assists students in landing a career with 4.05. The product marketing mix received the grand mean of 4.11, which is interpreted as “Agree”.

Developing programs that meet consumer goals and needs is a critical marketing activity for educational institutions (Hoyer W.D. and McInnis D.J., 2001). According to Vegas and Winthrop (2020), schools should recognize and routinely assess student abilities and personalize learning opportunities to meet children at their ability level to help learners grow and develop a wide range of competencies and skills both inside and outside of school to develop.

The study shows that respondents positively rated the effectiveness of various programs that contribute to their personal and professional growth. The results also show that students are satisfied with the learning transition support provided by the school. This could indicate that the school is focusing on programs to support student learning during the pandemic. However, the school should review its various educational programs and future job placement assistance so that it can help students maximize student abilities and opportunities. This was also an indication that the students were now more concerned about their future plans. As traditional learning transitioned and shifted to online instruction, many students sought other after-school programs, so providing additional school programs may have helped generate a positive response from students and parents.

**Table 11. Assessment on the Level of Effectiveness of Price Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.2 Price</b>		
• The school provides easy payment terms such as installment basis.	4.29	Agree
• The school offers an affordable tuition fee yet provides a quality education.	4.11	Agree
• The school provides pre-enrollment financial aid advising.	4.15	Agree
• The online banking system is present and easy to use.	3.87	Agree
• The miscellaneous fees are well reflected and stated.	3.57	Agree
<b>GRAND MEAN</b>	<b>4.00</b>	<b>Agree</b>

Table 11 shows the school's level of effectiveness in relation to price marketing mix practices. Based on the assessment of the respondents, “The school provides easy payment terms such as installment basis.” scored the highest weighted mean of 4.29, defined as “Agree” followed by “The school provides pre-enrollment financial assistance counseling.” received 4.15. The statements “The other charges are well reflected and stated.” received the lowest mean of 3.57, followed by “The online banking system is in place and easy to use.” acquired 3.87 described as agree. The overall weighted mean for price marketing mix practices reached 4.00.

The price element affects not only the money generated by enrollment at a university, but also the students' assessment of quality (Ivy, 2008). According to Anderson (2020), college students believe that the online training they receive after the coronavirus outbreak is not the training they paid for. Students intend to defer tuition, while others want a partial tuition refund.

The results show that schools that offer easy payment terms, such as installment payments, have a positive evaluation of price marketing. It also demonstrates that providing financial support counseling prior to enrollment can help students cope with financial difficulties. The researcher may conclude that offering more flexible payment plan options makes it easier for students and families to pay for tuition and plan their enrollment. In addition, payment options have also been posted on social media, with students becoming more engaged, which has done a lot to educate students and their parents. This type of strategy reduces the possibility of dropping out or canceling enrollments. However, accounting for other fees and online banking systems received the lowest weighted averages. Since the data migration is still ongoing and not fully used yet, this may be the reason why the students cannot get the complete information about their account. The students also see a need for improvement of their system in terms of user-friendliness and accessibility. A well-used system helps stakeholders make record-keeping easier, faster, and more accurate.

**Table 12. Assessment on the Level of Effectiveness of Place Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.3 Place</b>		
• On-site enrollment and document processes are well organized.	3.87	Agree
• Student portal is efficient and easy to use.	4.08	Agree
• The school is accessible from my location.	3.99	Agree
• The necessary information can be obtained through the website, and social networking sites (Facebook, Instagram, Twitter, etc.).	4.21	Agree
• The school is located in a safe environment where students are safe from bullying, harassment, and violence.	4.14	Agree
<b>GRAND MEAN</b>	<b>4.06</b>	<b>Agree</b>

Table 12 shows the school's level of effectiveness in relation to Place Marketing Mix practices. “The necessary information can be obtained through the website and social network sites (Facebook, Instagram, Twitter, etc.)” received the highest mean of 4.21, interpreted as agree followed by “The school is located in a safe environment where students are protected from bullying, harassment and violence.”

with 4.14 score. On the other hand, the two lowest weighted averages are: “The school allows for on-site enrollment/payment for students.” has the lowest mean of 3.87 and “The school is accessible from my location.” earned 3.99 means agree. The overall weighted mean is 4.06.

According to Ivy (2018), place is the method of distribution that the university uses to educate its market in a way that meets, if not exceeds, student expectations. Chawla (2013) discussed how institutions are attempting to make the service as accessible as possible using modern technology, the internet and distance learning (DLS) so that students do not have to attend camp at all. As the school has diverse ways to involve students also in remote access, it concluded that the mediation strategies of the institutions are particularly effective in this time of crisis that respondents should have access to all information related to their well-being. The results also indicate that the school creates a safe environment for students to focus on their academic achievement and foster positive relationships between faculty and non-teaching staff. In the meantime, the school should also look at the on-site enrollment and document processes. Through well-organized enrollment and requesting document processes, this will help the offices to serve more students, increase enrollment, and manage the processes satisfactorily. As the pandemic is still ongoing, it may also indicate that travel restrictions and limited transportation are affecting schools' accessibility placement strategy, as some students were from outside the NCR.

**Table 13. Assessment on the Level of Effectiveness of Promotion Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.4 Promotion</b>		
• The school organizes different events that promote the school.	4.13	Agree
• The school presents high quality ads in social media.	3.96	Agree
• The students and parents are adequately informed about what the school offers.	4.00	Agree
• The students are much aware about scholarship programs.	4.10	Agree
• The school provides a public relations program to increase awareness about what the school offers.	4.10	Agree
<b>GRAND MEAN</b>	<b>4.06</b>	<b>Agree</b>

The table 13 above shows the level of effectiveness of the school in terms of Promotion marketing mix practices. As seen in the table, “The school organizes different events that promote the school.” got the highest mean of 4.13 describe as Agree followed by “The students are much aware about scholarship programs.” and “The school provides a public relations program to increase awareness about what the school offers.” tied with 4.10 rating. The lowest mean is the “The school presents high quality ads in social media.” with 3.96 interpreted also as Agree and followed by the second lowest mean “The students and parents are adequately informed about what the school offers.” with 4.00 rating.

As mentioned by Bustamante (2013), advertising refers to any form of communication that helps a company gain a foothold in the market, and this approach should be studied in the interests of company success. Garces (2019) added that digital marketing offers a more global approach to its target market, no matter where it is located. The use of posters as promotional material, as well as the use of websites and social media sites, and family referrals were interpreted by (2017) as effective among the promotional marketing efforts of colleges in the National Capital Region.

The results show that the school's activities play a crucial role in communicating with its customers. The result shows that students are in favor of organizing various events that involve students and other stakeholders. This may indicate that it is emphasizing a competitive advantage through catchy styles and attractive ways to promote its service. On the other hand, it can also be stated that high-quality ads on social media need to be improved. The school should create a high-quality, relevant, and eye-catching image or video that allows the school to target and refocus customers' attention. Additionally, the school should hire a digital or marketing content creator to ensure the school is targeted to the right target market or audience. Creative and attractive information design emphasizes the main idea of the marketing materials. On the other hand, awareness of scholarship programs should be widely spread among students and parents. This allows its customers to explore alternative continuing education plans and potentially reduce dropouts or drop-outs.

**Table 14. Assessment on the Level of Effectiveness of People Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.5 People</b>		
• Non-teaching staff (registrar, accounting, etc.,) are responsive to the needs of students.	3.44	Undecided
• The faculty are competent and experts in their field.	4.04	Agree
• The teachers provide performance feedback on the given tasks/ assignments.	4.05	Agree
• The faculty shows innovative teaching strategies.	4.08	Agree
• The faculty provides effective and efficient classroom management that promotes comfort and order.	4.09	Agree
<b>GRAND MEAN</b>	<b>4.06</b>	<b>Agree</b>

Table 14 above illustrates the level of effectiveness of the school in terms of People marketing mix practices. Under these marketing practices, “The faculty provides effective and efficient classroom management that promotes comfort and order.” attained the highest weighted mean of 4.09 interpreted as Agree and the second highest is “The faculty shows innovative teaching strategies” with 4.08 rating. The lowest weighted mean is the “non-teaching staff (registrar, accounting, etc.) are responsive to the needs of students.” that got 3.44 which means Undecided and followed by “The faculty are competent and experts in their field.” with 4.04 rating.

Mishra, et.al (2020) mentioned that the online teaching mode gives the learning community a sense of psychological safety in times of COVID-19. Soedijati E et al. (2011) added People's marketing mix is directly linked to the students and parents, and these are the following: teachers, non-teaching staff. Kwang (2019) supports this idea that the people-marketing mix is the main author of the communication or point of contact between the universities and the students (Kwang, 2019). As said stated by Soedijati and Pratminingsih (2011), the skills, abilities, experience and knowledge of the academic staff are some of the most important variables that satisfy parents when choosing a school for their children.

The results show that the faculty provides effective and efficient teaching in terms of classroom management. It shows that many students feel the comfort and security of engaging with their teachers. Meanwhile, the responsiveness of the non-teaching staff is at risk level, and this means that the students were not happy with the engagement of the non-teaching staff. The school should ensure that the needs of the students in terms of responding to inquiries are considered especially during this difficult time of the Covid-19 pandemic. This may also support the result as the school is not set up online prior to the pandemic and may have bugs regarding the online feedback system. Therefore, the school should provide an online feedback system with which to make a detailed assessment of the non-teaching staff. Regular training can help the non-teaching staff to manage requests in the online and/or face-to-face setup as well.

**Table 15. Assessment on the Level of Effectiveness of Processes Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.6 Processes</b>		
• Enrollment system is well organized.	3.79	Agree
• The schedule designs of classes are well organized.	3.80	Agree
• The school has clear policies on attendance, reporting and updating of students' performance.	4.00	Agree
• The students can choose their preferred learning modality (online/modular).	4.53	Strongly Agree
• The teaching process (lectures, seminars, consultations) is well organized.	4.07	Agree
<b>GRAND MEAN</b>	<b>4.04</b>	<b>Agree</b>

To these factors, “The students have the option to choose his/her learning modality (online/modular).” attained the highest weighted mean of 4.53 with Strongly Agree interpretation and the second highest mean is “The teaching process (lectures, seminars, consultations) is well organized.” got 4.07 rating. On the other hand, the lowest weighted mean is the “Enrollment system is well organized.” that got 3.79

followed by “The schedule designs of classes are well organized.” with 3.80 rating interpreted as an Agree statements, respectively. The overall weighted mean for Processes Marketing Mix Practices is 4.0.

The techniques used to represent the university's image are classroom learning processes and school relaxation policies (Tukur, Abubakar, Sayuti, & Ijeoma, 2019). Brkanli (2019) said that a clear schematic plan within the education service process is needed to provide adequate education services and to understand the sequence of activities within the processes and the roles of each process stakeholder.

The results show that respondents positively evaluated the learning modalities offered by the school. It just means that students have the privilege of choosing their learning alternatives that they intend to use even when internet activity is limited. It also showed that the teaching processes of the faculty are well organized. This may indicate that the school offers training and seminars for teachers to deal with an online teaching system. On the other hand, it was also found that the enrollment system needs to be re-evaluated, as this is where the lowest weighted average was determined. This result shows and supports that since the school migrated its manual enrollment system to a computerized enrollment system, there is a need to review the enrollment process to ensure an organized flow of transactions and ease of work. Lesson plan should also plan as it influences students’ learning styles and choices.

**Table 16. Assessment on the Level of Effectiveness of Physical Evidence Marketing Mix Practices**

Marketing Mix Practices	Mean	Verbal Interpretation
<b>2.7 Physical Evidence</b>		
• The instructional/learning materials (modules) are clear to understand.	3.89	Agree
• The modules have clear instructions on how to meet the learning objectives of the subject.	3.95	Agree
• The teachers dress nicely and professionally.	4.30	Agree
• Classrooms are well-ventilated and conducive for teaching-learning process.	4.08	Agree
• The physical facilities at this school are visually appealing, clean, and in good condition.	4.14	Agree
<b>GRAND MEAN</b>	<b>4.07</b>	<b>Agree</b>

Among the five areas, “The faculty dresses nicely when teaching online.” received the highest weighted mean of 4.30 described as Agree followed by “The physical facilities at this school are visually appealing, clean, and in good condition.” with 4.14 rating. The two lowest weighted means are “The instructional/learning materials (modules) are clear to understand.” got 3.89 and “The modules have clear instructions on how to meet the learning objectives of the subject.” that reached 3.95 rating describes as an Agree statements, respectively. The overall weighted mean for Physical Evidence Marketing Mix Practices is 4.07.

According to Tukur, Abubakar, Sayuti, and Ijeoma (2013), physical evidence includes all physical school resources available to the school to provide services to students and to conduct day-to-day teaching and learning activities. Kashem (2019) found that clothing evokes a strong positive impression in students' minds by assuming the teacher's family history, personality, decision, or the result of preferences by considering his dress, morality, and social position, according to the researcher can conclude that the way the teachers present themselves makes a positive impression on the students as a contribution to the teaching-learning process. The physical facilities also impress the customers who gave a satisfactory rating. These results indicate that customers find the image or visual representation of the school more attractive. Nevertheless, the school should review the teaching/learning materials or modules as this is crucial for the presentation and application of the online teaching and learning process.



**Table 17. Summary of the Weighted Means of Marketing Mix Practices**

Marketing Mix Practices	General Mean	Verbal Interpretation
Education as a Product	4.11	Agree
Price	4.00	Agree
Place	4.06	Agree
Promotion	4.06	Agree
People	3.94	Agree
Processes	4.04	Agree
Physical Evidence	4.07	Agree
<b>OVERALL GRAND MEAN</b>	<b>4.04</b>	<b>Agree</b>

Table 17 above shows the summary of the marketing mix practices of a non-sectarian institution in the city of Manila. Product marketing mix practices received the highest overall mean score of 4.11 among other marketing practices. Followed by Physical Evidence 4.07, Place and Promotion each 4.06, Processes 4.04, Price 4.00 and the lowest mean is People Marketing Mix with 3.94 points. In summary, this only shows that the institute has delivered an excellent product strategy in the market. Meanwhile, the school should also reconsider its human resources strategies to improve its holistic marketing.

### 3. Significant Differences on the Respondents' Assessment on the Level of Effectiveness of Marketing Mix Practices when they are Grouped According to their Profile

To answer the hypothesis, the researcher used One-Way Analysis of Variance (ANOVA) and Independent Samples t-test to compare the means of populations.

**Table 18. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Year Level**

Marketing Mix Practices	F	Sig.	Decision	Interpretation
Product	2.15	0.09	Accept Ho	Not Significant
Price	5.04	0.00	Reject Ho	Significant
Place	2.90	0.03	Reject Ho	Significant
Promotion	1.43	0.23	Accept Ho	Not Significant
People	2.94	0.03	Reject Ho	Significant
Processes	3.35	0.02	Reject Ho	Significant
Physical Evidence	1.90	0.13	Accept Ho	Not Significant

Table 18 presents the test of significance difference in the respondents' marketing mix practices of non-sectarian school in the city of Manila when they grouped according to their student's status. As shown in the table, the null hypothesis in the following level of effectiveness of marketing mix practices of the institution with regards to Price (F=5.04, p=0.00), Place (F=2.90, p=0.03), Promotion (F=1.43, p=0.23), People (F=2.94, p=0.03), Processes (F=3.35, p, 0.02) and Physical Evidence (F=1.90, p=0.13). Price, Place, People and Processes are less than the level of significance of 0.05, the null hypothesis rejected. The researcher can conclude that year level of the students affects the effectiveness of marketing mix practices of the school. In this result, it proven that the distribution of the students in different year level affects their perception in assessing marketing practices.

**Table 19. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Student's Status**

Marketing Mix Practices	t-statistic	Sig.	Decision	Interpretation
Product	-0.35	0.73	Accept Ho	Not Significant
Price	-0.72	0.47	Accept Ho	Not Significant
Place	-1.20	0.23	Accept Ho	Not Significant
Promotion	-0.41	0.68	Accept Ho	Not Significant
People	0.08	0.93	Accept Ho	Not Significant
Processes	-0.65	0.51	Accept Ho	Not Significant
Physical Evidence	-0.39	0.70	Accept Ho	Not Significant

Table 19 describes the test of significant difference in the respondents' marketing mix practices of a non-sectarian institution when they grouped according to their status.

As shown in the table, the null hypothesis in the following level of effectiveness of marketing mix practices with regards to Product ( $t=-0.35$ ,  $p=0.73$ ), Price ( $t=-0.72$ ,  $p=0.47$ ), Place ( $t=-1.20$ ,  $p=0.23$ ), Promotion ( $t=-0.41$ ,  $p=0.68$ ), People ( $t=-0.08$ ,  $p=0.93$ ), Processes ( $t=-0.65$ ,  $p=0.51$ ) and Physical Evidence ( $t=-0.39$ ,  $p=0.70$ ).

The researcher can conclude that students' status of the students does not affect the effectiveness of marketing mix practices of the school.

**Table 20. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Units Enrolled**

Marketing Mix Practices	F	Sig.	Decision	Interpretation
Product	2.05	0.09	Accept Ho	Not Significant
Price	1.55	0.19	Accept Ho	Not Significant
Place	1.67	0.15	Accept Ho	Not Significant
Promotion	0.98	0.42	Accept Ho	Not Significant
People	0.99	0.41	Accept Ho	Not Significant
Processes	2.77	0.03	Reject Ho	Significant
Physical Evidence	1.76	0.14	Accept Ho	Not Significant

Table 20 portrays the test of significant difference in the respondents' marketing mix practices of a nonsectarian institution when they grouped according to their units enrolled. This means that when Processes grouped according to respondents' units enrolled, the assessment on the effectiveness of mentioned marketing strategies differed significantly. The researcher can conclude that units enrollment of the students does affect the effectiveness of marketing mix practices of the school. It supported the table 19 that the regular and irregular units of the students contributes to the assessment

**Table 21. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Program Enrolled**

Marketing Mix Practices	F	Sig.	Decision	Interpretation
Product	2.67	0.00	Reject Ho	Significant
Price	2.37	0.00	Reject Ho	Significant
Place	2.82	0.00	Reject Ho	Significant
Promotion	2.68	0.00	Reject Ho	Significant
People	2.58	0.00	Reject Ho	Significant
Processes	3.05	0.00	Reject Ho	Significant
Physical Evidence	2.19	0.01	Reject Ho	Significant

Table 21 describes the test of significant difference in the respondents' marketing mix practices of a nonsectarian institution in the city of Manila when they grouped according to their program enrollment. As shown in the Table 19, the null hypothesis in the following level of effectiveness of marketing mix practices adopted by the school with regards to Product ( $F=2.67$ ,  $p=0.00$ ), Price ( $F=2.37$ ,  $p=0.00$ ), Place ( $F=2.82$ ,  $p=0.00$ ), Promotion ( $F=2.68$ ,  $p=0.00$ ), People ( $F=2.58$ ,  $p=0.00$ ), Processes ( $F=3.05$ ,  $p=0.00$ ), and Physical Evidence ( $F=2.19$ ,  $p=0.01$ ) have less than the level of significance of 0.05, this means that null hypothesis are accepted and program enrollment of the students affect the effectiveness of marketing mix practices of the school. This means that each courses may have different perceptions in assessing the school strategies, with different levels of perspective.

**Table 22. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Institution**

Marketing Mix Practices	F	Sig.	Decision	Interpretation
Product	5.22	0.01	Reject Ho	Significant
Price	4.92	0.01	Reject Ho	Significant
Place	4.15	0.02	Reject Ho	Significant
Promotion	1.85	0.16	Accept Ho	Not Significant
People	0.97	0.38	Accept Ho	Not Significant
Processes	2.20	0.11	Accept Ho	Not Significant
Physical Evidence	1.52	0.22	Accept Ho	Not Significant

Table 22 describes the test of significant difference in the respondents' marketing mix practices of a nonsectarian institution in the city of Manila when they grouped according to their program enrollment. To conclude, when respondents grouped according to their institution, there is a significant role in assessing the effectiveness of marketing mix practices of the school. The results show that the institution and programs offering of the school influences the strategies of the school. This may also show that there is a difference between education courses, business courses and sciences, and technology courses.

**Table 23. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Residence**

Marketing Mix Practices	t-statistic	Sig.	Decision	Interpretation
Product	-0.07	0.94	Accept Ho	Not Significant
Price	0.21	0.84	Accept Ho	Not Significant
Place	1.74	0.08	Accept Ho	Not Significant
Promotion	0.47	0.64	Accept Ho	Not Significant
People	0.66	0.51	Accept Ho	Not Significant
Processes	1.00	0.32	Accept Ho	Not Significant
Physical Evidence	0.93	0.35	Accept Ho	Not Significant

Table 23 presents the test of significant difference in the respondents' marketing mix practices of a nonsectarian institution in the city of Manila when they grouped according to their residence. The researcher can conclude that residence of the students does not affect the effectiveness of marketing mix practices of the school.

**Table 24. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Average Family Monthly Income**

Marketing Mix Practices	F	Sig.	Decision	Interpretation
Product	0.80	0.52	Accept Ho	Not Significant
Price	0.55	0.70	Accept Ho	Not Significant
Place	1.66	0.16	Accept Ho	Not Significant
Promotion	2.39	0.05	Reject Ho	Significant
People	2.09	0.08	Accept Ho	Not Significant
Processes	0.71	0.59	Accept Ho	Not Significant
Physical Evidence	0.18	0.95	Accept Ho	Not Significant

Table 24 expresses the test of significant difference in the respondents' marketing mix practices of a nonsectarian institution in the city of Manila when they grouped according to their family monthly income. This concludes that when respondents grouped according to their residence, there is a significant role in assessing the effectiveness of marketing mix practices of the school. The results show that there is an influence on students' education level and decision making of the family to continue the studies.

**Table 25. Comparison of the Respondents' Assessment on the Effectiveness of the Marketing Mix Practices of a Nonsectarian Institution According to their Source of Income Supporting Respondents' Education**

Marketing Mix Practices	F	Sig.	Decision	Interpretation
Product	1.10	0.36	Accept Ho	Not Significant
Price	2.24	0.06	Accept Ho	Not Significant
Place	4.75	0.00	Reject Ho	Significant
Promotion	2.40	0.05	Reject Ho	Significant
People	3.30	0.01	Reject Ho	Significant
Processes	3.31	0.01	Reject Ho	Significant
Physical Evidence	1.66	0.16	Accept Ho	Not Significant

Table 25 above shows the test of significant difference in the respondents' marketing mix practices of a non-sectarian school in the city of Manila when they grouped according to their source of income supporting respondents' education.

This means that when the respondents grouped according to their source of income, their assessment on the effectiveness of marketing mix practices in terms of Price, Place, Promotion, People and Processes differed significantly. The results shows that the income supporting of the education of the students in-

fluences the behaviors of the students' academic success. The effect of the income resources may support the needs of the students in terms of financial constraints.

## CONCLUSION

Based on the summary of findings, the researcher arrived at the conclusions that:

1. In terms of level, most respondents were second year (39% or 238 respondents), full-time students (78% or 484 respondents) with 26-30 units enrolled (37% or 227 respondents). Majority of the students enrolled in educational courses coming from the School of Teacher Education (49% or 301 respondents). In terms of location, students were from the NCR area (87% or 536 respondents) with an average monthly income of 10,001 - 24,999 (44% or 268 respondents). In terms of source of income, most respondents indicated that salary/wage from family (68% or 419 respondents) supported respondents' education.
2. Regarding the respondents' rating of the level of effectiveness of the schools' marketing mix practices, the researcher can conclude that the school received a score of effective strategies in all marketing domains, namely product, price, location, advertising, people, processes and physical evidence. However, it was also noted that when reviewing the sub-items of each marketing mix practice, there are items that need re-evaluation and improvement, particularly non-teaching staff. They should also address the needs of the surveyed students in terms of transparency of various fees, on-site processing and documents, high-quality media displays, the enrollment system, and the presentation of modules/learning materials. The majority of respondents agreed that the schools' marketing mix practices were effective. It can be also said that the school has delivered good marketing tactics in the market regarding the product. It can be observed that the majority of respondents approve of the effectiveness of marketing strategies. However, there is a need to improve the school's digital or social media marketing.
3. When grouped according to their year level, units and programs enrolled, respondents' institution, average monthly income and source of income, respondents' assessments have significant differences. When grouped according to student's status (whether full time or part time status) and their residences, it can be seen that the assessments of the respondents does not affect the effectiveness of marketing mix practices of the school.

## RECOMMENDATIONS

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

### 1. **Create an inquiry management system**

The school should have a request management system that includes school information requests that automatically send relevant responses and immediately notify students and parents of their requests. Training for non-teaching staff will also help improve skills and expertise.

### 2. **Provision for display of table of fees**

The school should provide a table of fees where students and parents can consult tuition and other fees at any time. A better understanding of student expenses can help parents provide financial support for their children. Awareness of fees can benefit families and organize their finances.

### 3. **Creation of Module Writers Team**

The school's administration must create a group of module writers who will produce and design them. They will also be the one who will supervise and concentrate in creating, reviewing and enhancement of the learning materials.

### 4. **Adding more digital marketing platforms**

The school should improve its promotional strategies using digital platforms such as social media sites, websites and other online sites to improve communication links with students and parents.

### 5. **Evaluation of different school programs**

A regular evaluation should be conducted on different programs, e.g., B. Careers guidance, recreational programs, personal development programs, scholarship programs and future planning programs as this is one of the key areas to check student and parent satisfaction. Additional course offer-

ings could also help the school increase enrollments specifically in the School of Arts, Sciences, and Technology.

#### **6. Enhance enrollment and document processes**

Offices such as admission and registrar must enhance and maximize the use of system to accommodate more students inquiry during the enrollment period. An enrollment system with a task management feature will help the school, students and parents to track enrollees application in the school. This feature can also be used in the document processing in the registrar's office.

#### **7. Further research of the study is recommended**

There needs to be further research across the three institutes, School of Teacher Education, School of Business and School of Arts, Sciences and Technology, to see customer behavior, develop new interventions and innovative strategies to retain and attract students and the improve service quality of the nonsectarian school.

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# ENVIRO-PERVIOUS CONCRETE BLOCKS FOR FRESHWATER FISH CAGE

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## ABSTRACT

*This study developed the Enviro-Pervious Concrete Blocks for Freshwater Fish Cage through formulation of block using cement, coarse aggregates, plastic PETE fiber, and potable water. The percent porosity of sample in pervious concrete meets the porosity standard of 15 – 25% set Concept with average value of 18.36 %. The theoretical righting moment (RM) using the 0.6x0.6x0.80m is 1,089.83 N.m. and overturning moment (OM) is 502.90 N.m. The safety factor result is 2.17, which is greater than 1.0. Thus, the block can withstand hydrostatic pressure. After water submersion of Enviro-Pervious Concrete Blocks for 28 days, the water sample was analyzed in laboratory for Physico-Chemical Analysis. The pH result was 8.65 which is within standard range of 6.5 – 9.0. Dissolved Oxygen was 2.6 which is within acceptable level of <3. Temperature was 22 °C which is lower than 28-32 °C. Ammonia was 0.095 mg/L which is higher than standard requirement of 0.02 – 0.05 mg/L. Salinity was not detected based on analytical method, thus contain trace amount. The temperature is variable that depends on time it is tested. While ammonia is vital since high level decreased food consumption of fish and affect production. The ammonia content of water is 0.062 mg/L, increase in ammonia due to concrete blocks is 0.033 mg/L which is within range as requirement of 0.02-0.05 mg/L. It is recommended for future researchers to have onsite checking of temperature and install aerator to release ammonia. And test the water source prior installation of fish cage to ensure meeting the requirements.*

**Keywords:** *Enviro-Pervious Concrete Blocks, Fish Cage, Physico-Chemical Analysis, Plastic PETE fiber, DENR-Environmental Management Bureau, porosity*

## INTRODUCTION

The growing demands for fish from the freshwater environment support the local fishery cultivators, and it must produce new technology in the construction of a fish cage that is safe and economical because instead of using 100 percent concrete blocks there is an integration of plastic waste which could lessen to the value of materials used in construction of fish pond. Fishery practitioners commonly use traditional fish cage materials which is not durable and with high maintenance costs. In this Study, the Enviro-Pervious Concrete Blocks are introduced as technology to address the current concerns in the fishery industry, which enable long-term durability and economy.

Enviro- Pervious Concrete Blocks are composed of cement, coarse aggregates, plastic PETE fiber, and potable water were tested and proved durable for use. The average compressive and flexural strength of the Enviro- Pervious Blocks reaches 1,042.81 kilograms and 1, 529.05 kilograms, respectively, sufficiently supports its weight and other imposed loads to the blocks (Casibua, 2017). The construction of freshwater fish cage utilizes the modular installation method was carefully analyzed and plan to obtain long-term structural stability, more excellent benefits for fishery practitioners, and positively impact the freshwater environment.

The published utility model CN206005575U introduces the gabion construction ecological fish shelter made of the artificial ecological reef of a stone cage with six mesh stitching and web woven from a wire. These reefs are artificially placed in a natural water environment for repair and optimization of the water ecological environment of the structure. Through the appropriate production and placement, it is to proliferate and trap all kinds of marine life to improve the ecological environment of the purpose of the water. However, this ecological fish shelter is only supported by the mesh wire, which is prone to corrosion and cannot guarantee long-term durability as submerged structures for fish shelter. In the published JPS5344385A; JPS5851730B2 EN, Porous agglomerated soft rock type fish reef obtained by adhering lump particles of modified bulk slag obtained by heat treatment of lumpy granulated blast furnace slag with cement. However, this Study failed to measures the chemical parameters needed for the safety of fish and marine life. Various related studies focus only on providing artificial reefs and temporary shelters for marine life and improving the ecological structure. Those studies did not disclose the strength and chemicals composition of the material and its compliance to the fishery standards, especially for the freshwater environment.

This Study adheres to the standard parameter in the production of freshwater Tilapia to support the growing demands of fish in the market. Also, the utilization of the product in the upland tilapia farming will entail cost reduction in the operation of fish cage.

**Objectives of the Study.** The Study aims to develop the Enviro-Pervious Concrete Blocks for Freshwater Fish Cage.

Specifically, this study:

- (1)evaluated the Enviro- Pervious Concrete Block in terms of Stability and Porosity;
- (2) assessed the Physico-Chemical composition of water sample after submersion of enviro-pervious block to the following parameters: Dissolved Oxygen; Temperature; pH; Salinity; Ammonia;
- (3) provide typical installation plan for freshwater fish cage.

## REVIEW OF RELATED LITERATURE

Fish ponds are usually sited in agricultural land and this arguably contributes positively to the floral and faunal diversity of agriculture landscapes (Troell, et. al, 2013). There are materials in construction of fishponds being used throughout the years. Cages should be constructed from materials that are durable, lightweight and inexpensive, such as galvanized and plastic-coated welded wire mesh, plastic netting and nylon netting (The Fish Site, 2020).

Several different types of cage designs are used for farming fish. The four main types of fish cages are fixed, floating, submersible, and submerged. Within these types, there are various designs. Some cages have flexible netting, while others have rigid netting. Cage aquaculture uses very basic technology, so the start-up costs are much lower than pond aquaculture. Cage aquaculture is an industry that will see a lot of growth in the coming decades. It is an efficient way to produce healthy, lean protein to meet the demands of our growing human population (Taylor, 2022).

A Concrete Block is a building block composed entirely of concrete that is then mortared together to make an imposing, long-lasting construction. These construction blocks can be 'Hollow' or 'Solid,' formed of ordinary or lightweight concrete in various specified sizes, depending on the precise requirements (Singh, 2022). The integration of concrete blocks with PET bottles strip is also a way to utilized

plastic and reuse it, thus mitigating harmful effects to the environment.

The effects of Physico-Chemical Analysis of water to fish growth and production is notably identified. The growth of different fish species is also influenced by a different range of factors, among them water quality parameters. Fish growth is generally greater in ponds with optimal levels of DO, temperature among other parameters. (Makori, et. al., 2017). Furthermore, utilizing concrete blocks with PET bottles strip must be carefully analyzed especially its effect with water source to avoid cross contamination with fish.

**Framework of the Study.** The framework of the Study started from the input which includes the design, budget needed for procurement of materials and logistics, necessary tools and equipment needed during fabrication and installation, and the defined procedure. This is a developmental study in nature that comprises various steps and processes, including material preparation up to analysis and evaluation of results. The product, Enviro- Pervious Concrete Blocks for Freshwater Fish Cage, will be the significant output of the Study. A durable and economical freshwater fish cage using the Enviro- friendly materials was the unique outcome of the Study. Various stakeholders and researchers will benefit from the results of this Study.

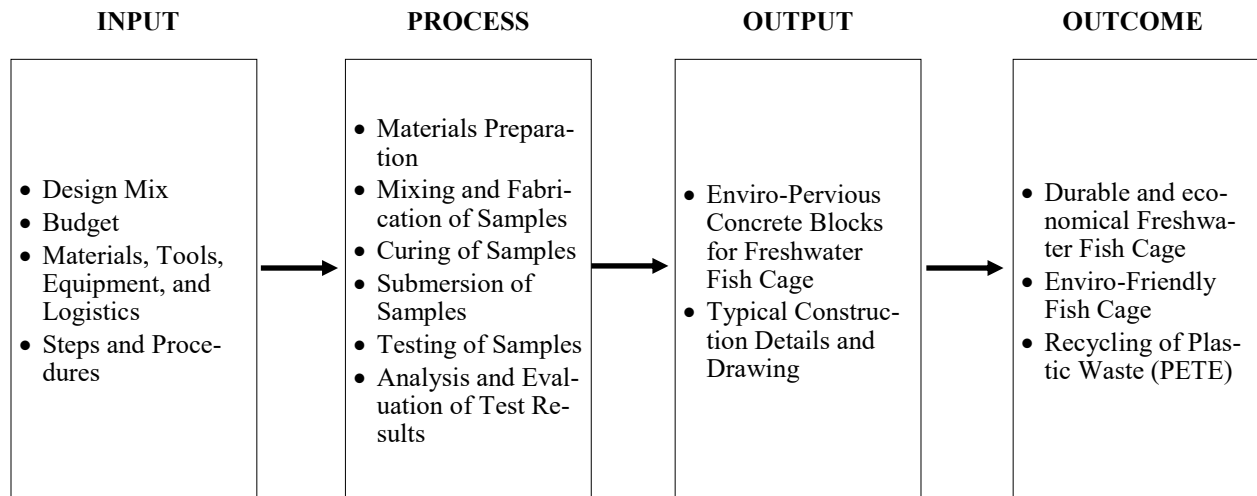


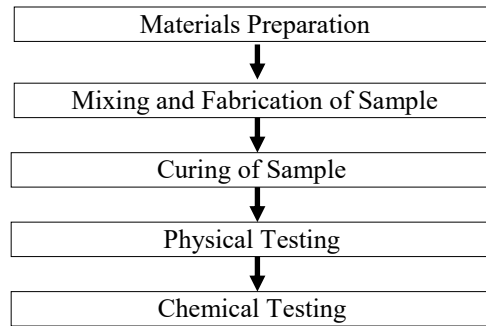
Figure 1. Framework of the Study

## METHODOLOGY

**Research Design.** The research design was research and development. The study consisted of two phases; the first phase was the production and testing of Enviro-pervious concrete blocks based on the optimum composition for acceptability and usability, while the second phase was the preparation of the user's manual for Enviro- Pervious Concrete Blocks, which includes; installation methodology, typical construction plan, and safety procedure.

**Research Criteria.** This research aims to develop alternative materials in constructing the freshwater fish cage to reduce the maintenance activity, provide long-term durability of the fish cage, and reduce the negative impact of plastic materials in the environment. The enviro-pervious concrete block was subjected to physical and chemical testing based on the industry standards for freshwater Tilapia.

**Design Plan, Preparation and Fabrication.** Figure 2 outlines the procedure for the first phase of the study; Production and Testing of the Enviro- Pervious concrete blocks



*Figure 2. Phase I- Production and Testing of the Enviro-Pervious Concrete Blocks*

**Materials Preparation.** The selection of the materials was based on the following;

**Coarse Aggregates.** The aggregates used in the sample design were acquired locally and complied with ASTM C33-03 “Standard Specification for Concrete Aggregates”. The coarse aggregates consist of crushed gravel and conformed to the requirements of the said specification. The aggregates had a specific gravity of 2.5 and an average size of  $\frac{3}{4}$  inch. They were manually freed of injurious amounts of organic impurities through hand picking.

**Portland Cement.** Portland Type I cement was used and conformed to the specifications under ASTM C150 “Standard Specification for Portland Cement”. It was utilized as a binder for the aggregates of the sample.

**Polyethylene Terephthalate (PET).** The PET bottles were washed, cleaned, and dried before being cut into tiny fibers uniform in size. The PET bottles were trimmed to obtain 30 mm fiber lengths. The fibers were then visually inspected to ensure clean, dry, and free from contamination and physical deformation before being included in the concrete mix.

### **Mixing and Fabrication of Samples**

**Optimum Design Mix.** The Enviro-Pervious concrete blocks comprise coarse aggregates, cement; polyethylene terephthalate strips; and water. The relative proportion by weight of the said composition is 79.18% coarse aggregates; 15.71% cement; 0.40% polyethylene terephthalate strips; and 4.71% water.

**Fabrication of Samples.** A rubber glove was worn during the mixing and fabrication process as protective equipment. The cylinder sample fabrication was done in compliance to ASTM- C 39/C 39M – 03. The mix was emptied on a flat surface with the respective ratios of components. A depression was formed in the middle of the mixture, and water was then poured on the depression. The mix was worked with a shovel, and water was gradually added until the mix reached a uniform, workable consistency. The mixed concrete was then poured on cylindrical molds 4 inches in diameter and 8 inches in height as per ASTM- C 39/C 39M – 03 standards. Three concrete cylinder samples were produced from the process.

**Curing of Samples.** The sample was placed and stored in a safe area and cured for 28 days. The curing method involved flashing and spraying with potable water to the Enviro- pervious concrete blocks.

### **Physical Testing**

**Stability.** The wet sample was weighed on a sensitive weighing scale to determine the weight of the Enviro-pervious concrete block as the significant parameter in the determination of the resisting moment of the blocks. Using the block weight, a simple hydrostatic force on the surface of the block computation was performed. The factor of safety against overturning was used to check the block stability;

$$F.S_{OT} = \frac{RM}{OM} > 1.0$$

Where:  $F.S_{OT}$  – Factor of Safety against over-turning;  
 $RM$  – resisting moment (weight of the block), and  
 $OM$  – hydraulic forces.

**Porosity.** The concrete samples were immersed in cylinder tubes with similar inner dimensions filled to the brim with water and then weighed ( $W_2$ ), the samples were then removed and weighed again ( $W_1$ ). The weight difference signifies the presence of voids of each sample and would be divided by their respective weights to solve for porosity. The porosity “n” of each specimen was obtained by the given formula;

$$n = \frac{W_2 - W_1}{W_2} * 100\%$$

Where:  $n$  – porosity in %;  
 $w_2$  = weight of sample + weight of cylinder mold;  
 $w_1$  = weight of sample + weight of cylinder mold + weight of water.

**Chemical Testing.** The three fabricated Enviro-pervious concrete block were subjected to submersion in freshwater. Retention of samples in freshwater was observed for 28 days before collection of water sample based on the sampling standard and sent to the laboratory to test the physico-chemical composition of the samples. The water samples were collected of about 1000 ml glass bottle, labelled, and close-tight during sample preparations. It was subjected for Physico-Chemical Analysis at Negros Prawn in Bacolod City.

**Dissolved Oxygen.** The sample bottle was filled completely with water (no air was left to skew the results). The Winkler Method was a technique used to measure dissolved oxygen in freshwater systems. Dissolved oxygen was used as an indicator of the health of a water body, where higher dissolved oxygen concentrations are correlated with high productivity and little pollution (Bruckner, 2021).

**Temperature.** The 100 ml sample was placed in a beaker and subjected for temperature analysis using a digital thermometer. Submerged the thermometer in the sample and read the digital reading in degrees Celsius.

**pH.** The pH meter was used to determine the pH of the sample. Put 100 ml water sample in a beaker and submerged the pH meter probe. Then swirl the probe a bit and let it settled before taking the reading.

**Salinity.** The salinity of the water was expressed in percentage or parts per thousand. Using a toroidal conductivity sensor, measure the conductivity of water, the greater the salinity, the higher the conductivity. Conductivity was measured with a probe and a meter. Conductivity meters require temperature correction. Voltage was applied between two electrodes in a probe immersed in the sample water. The drop in voltage caused by the resistance of the water was used to calculate the conductivity per centimeter. The meter converts the probe measurement to micromhos per centimeter and displays the result for the user (Parra, et. al., 2018).

**Ammonia.** Collect sample in an HDPE 500 mL or 250 mL container. Get a 25 mL portion into a beaker and adjust the pH to 9.5 with sulfuric acid or sodium hydroxide of the appropriate strength. Add borate buffer. Set up the system with enough sample tubes. Pour samples into the sample tubes and connect caps and vacuum tubes according to instructions. Turn on the vacuum and adjust bubbling rates to the proper flow. Distill and collate the distillate and store in a properly labeled sample collection container. Then analyze using the ion Selective Electrode.

## Evaluation Procedure

**Physical Test:** A Weighted average mean was used as a statistical tool for the results obtained from standard tests as per ASTM.

**Chemical Test:** A Weighted average mean was used as a statistical tool for the laboratory results as per industry standards.

**For Fabrication of Sample/Specimen:** The estimated cost of sample fabrication, inclusive the labor and materials were Two Thousand Nine Hundred Pesos Only (Php 2,910.00) breakdown as follows;

### Cost Analysis

Item	Specimen Description	Qty.	Unit Price	Amount
1	100mm Cylinder Sample	3	120.00	360.00
2	800 x800x 600mm Enviro- Pervious Block	3	850.00	2,550.00
			<b>Total</b>	<b>2,910.00</b>

**For Physico-Chemical Analysis Testing:** A total of One Thousand Three Hundred Fifty Pesos (Php 1,350.00) as quoted by the Negros Prawn in Bacolod City for Physicochemical Analysis breakdown as follows; To sum up the estimated costs, an amount of **Four Thousand Two Hundred Sixty Pesos (Php 4,260.00)** was needed to conduct this study. The benefit of the study could compensate the amount of cost for the maintenance activity, promote long-term durability, and reduce plastic waste impact to our environment.

Item	Specimen Description	Qty.	Unit Price	Amount
1	Dissolved Oxygen	1	200.00	200.00
2	Temperature and pH	1	200.00	200.00
3	Salinity	1	200.00	200.00
4	Ammonia	1	750.00	750.00
			<b>Total</b>	<b>1,350.00</b>

**Operational Manual.** A product manual will be provided to the user, including the typical design and specification, construction methodology, and safety features.

## FINDINGS

### Stability and Porosity

The average value of percent porosity of the sample in pervious concrete is 18.36%. The sample's theoretical righting moment (RM) using the 0.6m x0.6m x0.80m is 1,089.83 N.m. while the overturning moment (OM) is 502.90 N.m. The safety factor result is 2.17.

### Physico-Chemical Analysis

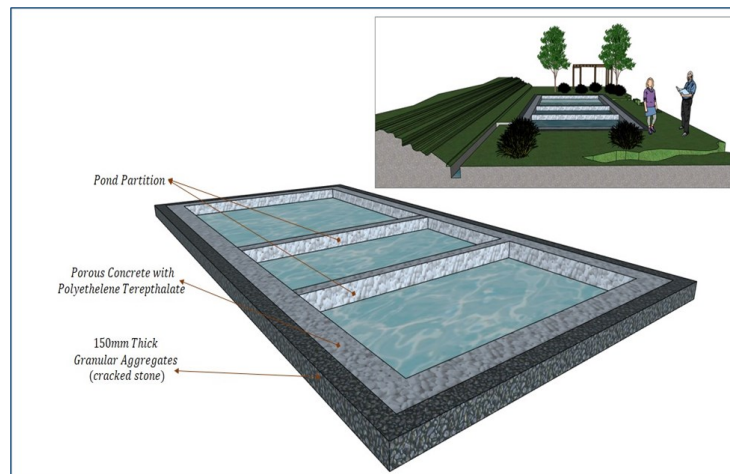
Table 1. Physico-Chemical Analysis Results of water sample

Physico-Chemical Test Results		
Parameter	Standard Limits	Result
pH	6.5 – 9.0	8.65
Dissolved Oxygen	<3.0	2.6
Temperature	28 – 32 °C	22
Ammonia (water with block)	0.02 – 0.05 mg/L	0.095
Salinity	10 – 15 ppt	0
Ammonia (water)	0.02 – 0.05 mg/L	0.062

The water sample physico-chemical analysis result conducted at Negros Prawn Producers Cooperative Analytical & Diagnostic Laboratory with methods of analysis basis from SMEWW 23rd Edition 2017, DENR – Environmental Management Bureau DAO nos. 2016-08, DENR Administrative Order Nos.

2021-19. The pH result was 8.65 which is basic and within range of 6.5 – 9.0. Dissolved Oxygen was 2.6 which is within acceptable level of less than 3. Temperature was 22 degrees Celsius which is lower than 28-32 degrees Celsius acceptability range. Ammonia was 0.095 mg/L which is higher than the requirement of 0.02 – 0.05 mg/L. But upon testing of water used, it was found out that the ammonia content is 0.062 mg/L. Thus, the increase in ammonia due to the concrete blocks is only 0.033 mg/L which is within range with the standard requirement of 0.02-0.05 mg/L. Salinity was not detected based on analytical method, thus only contains trace amount.

### Installation Plan for Freshwater Fish Cage



*Figure 3. The typical installation plan for freshwater fishcage*

### CONCLUSIONS

Based from the summary of findings, the researchers concluded the following:

1. The average value of 18.36% percent porosity of the sample in pervious concrete meets the porosity standard of 15 – 25 % set by Concept. Since the result of safety factor was 2.17, which is greater than 1.0. Thus, the block can withstand hydrostatic pressure.
2. The results of physico-chemical analysis reflect failure in temperature but it is a variable that is dependent with the environment on the time it is tested.
3. The results of physico-chemical analysis reflect failure in ammonia which vital since higher level of it could cause decreased food consumption of fish and affect the production.

### RECOMMENDATIONS

Based from the conclusions, the researchers recommended the following:

1. It was observed that the process of collecting samples contributed to the high presence of ammonia, the retention time of samples was 28 days which could increase in the amount of ammonia. Therefore, it is recommended for future researchers to conduct onsite checking of temperature to determine the real time result and to install aerator so that toxic gases such as ammonia are efficiently released and life-giving oxygen readily replaces it (Airmax, 2020).
2. To conduct temperature test during the collection of water samples to achieve real time result.
3. Test the water source prior to installation of fish cage to ensure that all the standard requirements for safe environment of fish are met.

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# LINGUISTIC FEATURES OF ORAL LITERATURE: A STYLISTICS ANALYSIS OF BINALAYBAY AND LUWA

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## ABSTRACT

*This linguistic qualitative study was conducted to analyze and preserve the Oral Literatures of Binalaybay and Luwa in the Municipality of Dingle, Iloilo. It sought answers to the following questions: (1) What are the documented binalaybay and luwa in the Municipality of Dingle categorized according to themes? (2) What are the stylistic features used in selected binalaybay and luwa when analyzed according to lexical categories, grammatical categories and figures of speech? and (3) How do these stylistic features enhance the meaning of binalaybay and luwa? The study used a qualitative research design using Language Documentation (LD). Documentary linguistics deals with linguistic data collection, processing, and presentation (Seidel, 1998 in Himmelmann, 2016). Twelve (12) resource persons were chosen from the barangays of the Municipality of Dingle selected based on the Inclusion Criteria established: More Knowledgeable Adult and Old/Elderly (exposed to and/or practiced binalaybay and luwa. Data were collected from the resource speakers through audio-video recording and conversational method (Kovach, 2009; Thompson, 2008 in Kovach, 2010) was used in the elicitation sessions. The data were transcribed and a thematic content analysis was done to categorize themes of binalaybay and luwa. The corpora were coded based on Leech and Short (2007) in Khan, et al. (2015) linguistic and stylistic categories: Lexical, Grammatical, Figures of Speech; Hiligaynon Reference Grammar (Wolfenden, 1971) and Hiligaynon Dictionary (Motus, 1971) were used to categorize the lexico-semantic features of the poems; and Philippine transitivity and ergativity of Abreu (2018) in Katalbas (2019) was used as bases in identifying pronouns. Thematic analysis revealed the following themes: Kalipayan sa Kasakit (Blissfulness of Sad Experiences), Wala Balos nga Gugma (Unrequited Love) and Dunang Manggad (Treasures of Nature). Stylistics analysis of the poem revealed the following results: The lexical category composed of nouns, adjectives, verbs, and adverbs carried meaning of the poems through force and vitality. Nouns gave readers a picturesque image of the poems. Adjectives described the setting of the story and the nature of the characters. Verbs explained speaker's actions, perceptions or opinions. The grammatical category created rhythmic prose and coherence in the poems. The variation created strong and weak ideas which made the sentence structures engaging. They provided flow and abruptness to the lines of the poem. The use of figures of speech through the technique of repetition created foregrounding. They created and coordinated different levels of imagery, in order to convey the sense of an experience. Speakers of binalaybay and luwa used multiple stylistic devices in one single stanza to create a unified message. The use of stylistic features established the foundation of the meaning of the poem. They contributed in developing and validating the true meaning of a literary piece. They were intangible treasures that made the poems genuine and novel. Language choices of the speakers led towards their perseverance to live a comfortable life amidst poverty, their ability to love and treasure this love despite its pains and betrayal, to seek happiness both in humans and in nature and eventually learn to survive and to welcome new phases of life. The poems binalaybay and luwa are rich oral traditions of the Municipality of Dingle. They are a recollection of the beauty of a simple life and happy disposition of the elder folks of the town. It is recommended that the municipality exert effort in preserving and promoting the rich oral tradition of the town, so that the people, professionals, teachers and students appreciate its value and therefore encouraged the documentation and preservation of other forms of oral genres which eventually shaped the lives, culture and community identity of Dingleanons.*

**Keywords:** Oral Literature, Linguistics, Stylistics, Binalayabay, Luwa

## INTRODUCTION

Language is one of the important vehicles in life of a human being. It is a way of expressing our thoughts, feelings, beliefs and philosophies. It is a medium of interaction with people around us and how we create meaning with them. It is defined as components of culture that include symbols, gestures, or motions as well as verbal, physical, biologically innate and the basic form of communication. Language is also used to make sense of complex and abstract thought, to learn to communicate with others, to fulfil our wants and needs, as well as to establish rules and maintain our culture (Embajador, 2018).

Literature is manifested in language. The structure of language can rapidly change as society is dynamic. A literary work can be understood by relating it to the social and historical events that transpired in the life of its speakers which then become a part of their culture. Oral literature is a product of society that is adopted from the culture, way of life, the value of life, and the philosophy of society. The term “oral literature” broadly includes ritual texts, curative chants, epic poems, folk tales, creation stories, songs, myths, spells, legends, proverbs, riddles, tongue-twisters, recitations and historical narratives (Turin, 2013 in Parangu, et al. 2018).

Oral literature included indigenous knowledge - knowledge held by local communities. This knowledge known as local wisdom is very unique from every culture or society. However, the lack of cultural exposure makes young people less familiar with the variety of cultures in their community. Unfortunately, it makes the existence of culture to be forgotten and even become extinct. According to Parangu, et al., (2018) the ignorance of the young people on the local oral literature of their town is a reason that the transfer of knowledge from the older generation to the young generation to preserve the existence of oral literature needs to be intensified.

Many research studies have been conducted to investigate meanings of literature through language use. Along with this, are the efforts to document and preserve these literary works. In fact, Magos (1992) (as cited in phdessay.com, 2017) wrote in her ethnographic study ‘Maaram’, that Kinaray-a poems are not widely known among other people and that writers in Kinaray-a uses Tagalog, English or even Hiligaynon in writing their poem. According to her, even literatures of Antique which could be seen in printed materials such as tourist brochures, fiesta souvenir programs and sketchy legends of each of the 18 towns of the Province of Antique are very little. In addition, attempts to study these literary forms remain inert because of the intricacies in the documentation and analysis of these literary works. From a collection of Kinaray-a and Hiligaynon literature - *binalaybay*, *banggianay*, *luwa* to chants during *pamilyasyon* and *bordon* – the Municipality of Dingle has its share of rich and authentic form of literary genres to offer to the Province of Iloilo and to the country as well. Nonetheless, these literary pieces were not documented and explored to reveal and understand the passion, ideals and identity of the people in the community. This study attempted to document and analyze the local poetry forms of *binalaybay* and *luwa* through stylistics approach.

### Statement of the Problem

This study aimed to analyze and preserve the Oral Literatures of *Binalaybay* and *Luwa* in the Municipality of Dingle, Iloilo. A compendium of *Binalaybay* and *Luwa* was crafted based on the stylistics analysis of the study.

Specifically, it sought answers to the following questions:

1. What are the documented *binalaybay* and *luwa* in the Municipality of Dingle categorized according to themes?
2. What are the stylistic features used in selected *binalaybay* and *luwa* when analyzed according to lexical categories, grammatical categories, and figures of speech?
3. How do these stylistic features enhance the meaning of *binalaybay* and *luwa*?

## REVIEW OF RELATED LITERATURE

Oral tradition is an aspect of human society's evolution. In the absence of script, it is a complex process of passing on information of a people's culture, custom and behavior from one generation to the next by word of mouth through stories. Vansina in Wilson (2015) defined oral traditions as "documents of the present" also inheriting "a message from the past." Oral traditions have been transmitted over several generations and to some extent become the common property of a group of people (Henige in Wilson 2015).

Oral literature is more than just a mechanical reflection of social reality because it is the outcome of the conscious act of people and their wrestling with the environment to make it yield the means of life. The word images it embodies depict joys, tensions, conflicts and contradictions the society has experienced in the course of history. Oral literature is a strategic tool for the consolidation, socialization and boosting of a positive self-image (Gemeda, n.d.).

Various literary genres such as folktales (stories of aswang, murto, kapre or tumawo), legends, songs/chants, hurubaton (proverbs), paktakon (riddles), to poetry forms binalaybay and practices/chants during the wake for the dead (pamilasyon/belasyon) are existent in the Municipality of Dingle. "Luwa," is witty quatrain for the "belasyon" or vigil for the dead. "Luwa" is recited in poetry form by the "bordon," the most popular game during the "belasyon" (Pacete, 2016).

The creation of *luwa (loa)* traces its origin during the period of mourning where a feast is prepared for the mourners and the bilasyon that follows in one 'pasiyam' or of nine days for prayers and merrymaking. The *bilasyon* is held to ease the pains of the bereaved family for the passing away of a loved one. 'Bordon' and 'Banggianay' are the games played during *bilasyon*. This is parallel to the *Karagatan* and *Duplo* of the Tagalogs (Padilla, 1994).

To play the Bordon, there is an 'it'. He might be called the polis, a Manogguinamos or a kuring, bastonero or even a hari. To start with, everybody gathers in a big circle, usually seated on the floor. Then the participants sing the bordon and at the same time pass the ring or its substitute. Where ever the ring is when the singing stops will compel one to deliver the loa or if the 'it' catches the holder of the ring or apprehends one who accidentally drops this. The loa is a quatrain rhymed in a number of ways, like a,b,a,a,a,b,b, or a,a,a,a,etc .

e.g. Loa with funny, absurd or vulgar message

<i>si sin-o ang tampalasan</i>	<i>who is this rascal</i>
<i>ang namus-on sa sini nga dalan</i>	<i>the one who defecated in the street</i>
<i>sabta ako babaye</i>	<i>answer me woman</i>
<i>kay ang ihi malapit sa tai</i>	<i>because the urine is near the feces</i>

If *loa* is resorted to having absurd and vulgar messages by some foolish participant, the older folks interrupt and say 'estangko'. This is also applied to poor rhyming lines or ill-fitting words. The participant may likewise react by the way of shouting 'bitor' for approval with clapping or may sing "Tatay Meroy waay datsoy" if unacceptable. With this, the person concerned has to try again or be meted for the penalty (Padilla, 2014).

It is said that it is not advisable to recite *luwa* if one is not in the wake, because it is believed that a member of the family will die if this is done not in its proper place. Because *luwa* were recited in wakes as part of a punishment to whoever is the loser in a game like *konggit*, truth or consequence, *bordon*, it is very much appreciated if the lines have rhymes, rhythms, and humor. This is one reason why there are nonsense *luwa*. The rhythms are not consistent though, but there are a lot of *luwa* that have rhymes. These include *luwa* with aaaaa, aabb, abab patterns (Cichon, 2012).

*Binalaybay* is the Hiligaynon term for poem or poetry. As Santiago Alv. Mulato in French (2005) ex-

pressed his concern, the traditional way of writing the *binalaybay* was in rhymed stanza form - “gina-baybay ang mga tinaga kag gina-isip ang kada kunla (syllable) sa kada linya” (Every word is considered and every syllable is counted in every line).

Very few poets today take up where Mulato left off. They use rhyme and the quatrain stanza form only minimally, to express their views about issues confronting modern Filipino life, like rape of the environment, the loss of family values, poverty, corruption. But the majority of poets articulate their concern for the above issues using free verse in the various language of the region (French, 2005).

With the advent of modernization, the *binalaybay* has metamorphosed into the combination of its classic form with contemporary issues. The *binalaybay* now has become a more general term, referring not only to Hiligaynon poetry that is written according to tradition, with meter, rhyme and all, but also to free verse Hiligaynon poetry (Argos, 2006).

Indigenous communities use oral communication and hands-on experience to preserve and transmit their knowledge (Battiste & Henderson, 2000 in Owiny, et al., 2014). However, the lack of cultural exposure makes young people less familiar with the variety of cultures in their community. Young people are losing these skills, because they spend more time at educational institutions than with the teachers (elders) in the community (Owiny, et al., 2014). Turin et al., (2012) added that oral literatures are in decline as a result of a cultural focus on literacy, combined with the disappearance of minority languages. Globalization and rapid socio-economic change exert particularly complex pressures on smaller communities of speakers, often eroding expressive diversity and transforming culture through assimilation to more dominant ways of life. It makes the existence of culture to be forgotten and even become extinct which should make people aware that the transfer of knowledge from the older generation to the young generation is needed to be intensified to preserve the existence of oral literature (Parangu, et al., 2018).

Language is a phenomenon which can hardly be viewed separate from its very inherent component, culture (Genç, et al., 2010). The loss of a language also means losing valuable cultural practices, oral traditions and other art forms. The preservation and documentation of indigenous knowledge are crucial to the social and economic development. It is important to carry out activities that will help advance both the language community and academic community.

The impact of globalization and urbanization may cause language death process to the native language of the town. The preservation and promotion of oral literature can be done through consistent speaking and writing in the language. Literary oral tradition is endangered when it is on the path toward extinction. Dingle’s literary genres (prose and poetry) are in danger when the elderly speakers cease to use them, or if they are used in reduced number of communicative domains, and when speakers cease to pass them on from one generation to the next. This means, no new speakers among the adults and children are oriented of these literary genres.

Oral literature is a technique of cultural preservation. To document oral literature, partnership between fieldworkers, archivists, performers of oral literature and the community representatives is needed. Effective tools to document cultural knowledge, and collections of oral literature should be responsibly, ethically and practically managed, archived and curated for the future (Turin et al., 2012).

## METHODOLOGY

### Research Design

This study followed a qualitative research design using Language Documentation (LD). Qualitative research is a form of systematic empirical inquiry into meaning (Shank, 2002 in Ospina, (2004). It is a conduct of inquiry aimed at discovering how human beings understand, experience, interpret, and produce the social world (Sandelowski 2004 in Hammersley,2013).

Language Documentation (LD) or documentary linguistics was used in eliciting the corpora of *binalaybay* and *luwa*. The aim of documentary linguistics is to provide a comprehensive record of the linguistic practices and traditions of a speech community. Further, the study is anchored on the Memory Banking Epistemology (Nazaria, 2006 as cited in Katalbas, 2019) which involves the collection and documentation of knowledge, social practices, and technologies associated with cultivation, harvesting and uses of traditional “heirloom” seeds; and the stylistics theory for analysis, subject to the heuristic checklist of linguistic and stylistic categories presented by Leech and Short (2007) in Khan, et al. (2015).

### **Locale and Resource Persons of the Study**

There were twelve (12) identified *binalaybay* and *luwa* speakers from the various barangays of the Dingle, namely Brgy. Agsalanan, Brgy. Nazuni, Brgy. Lincud, Brgy. Siniba-an, Brgy. Caguyuman, Brgy. Gutao, Brgy. Calicuang and Brgy. Agtatacay. The inclusion criteria were established in the identification of the resource speakers. The More Knowledgeable Adult referred to a group of residents of the town who can provide information on the practice of the *binalaybay* and *luwa* genres. They can be ordinary residents of the town, the professionals, language teachers, social studies teachers, tourism personnel, et al. The elderly resource speakers are the residents of the town who are within the age bracket of 60 and above. After validation of their presence and availability for the data collection, a consent form was given to each resource persons for their participation in the research study. Their permission for the recording, analysis and publication of their *binalaybay* and *luwa* was also secured. A brief interview was conducted prior to the elicitation of the corpora. This was done to determine the extent of practices and influence of *binalaybay* and *luwa* Oral tradition among Dingleanons.

The resource speakers were all natives of the town and have lived in this town since birth. From the twelve speakers, nine (9) were selected and their *binalaybay* and *luwa* were also selected to serve as data for analysis. There were three (3) male resource persons aged 85, 81, and 58. There were six (6) female resource persons aged 88, 87, 76, 70, 64, and 42.

Their educational levels were as follows: Elementary level – 2; Elementary Graduate - 2; High School level – 3; and College graduate – 2.

### **Research Instruments**

**Digital Equipment (Huawei Audio Recorder and Tablet).** Mobile Audio recorder and tablet were used to record all sessions in eliciting and editing the corpora of *binalaybay* and *luwa*.

**Mobile Camera.** This was used to photo document the sessions eliciting the *binalaybay* and *luwa* corpora from the resource speakers.

**Interview Transcripts.** This was used to elicit information from the selected resource speakers and from the Tourism Officer of the Municipality of Dingle to probe questions on *binalaybay* and *luwa*.

### **Data Gathering Procedure**

#### **Collecting**

After the resource persons were identified, the researcher consulted with the resource person’s family and confirmed the scheduled date of visitation. Data were collected through audio-video recording and conversational method was used in the elicitation sessions.

#### **Processing**

The data were transcribed and validated. A thematic content analysis was done to categorize themes of *binalaybay* and *luwa*. The corpora were coded based on Leech and Short (2007) in Khan, et al. (2015) linguistic and stylistic categories: lexical, grammatical and figures of speech; Hiligaynon Reference Grammar (Wolfenden, 1971) and Hiligaynon Dictionary (Motus, 1971) were used to categorize the lexico-semantic features of the poems (Hiligaynon structures) such as adjectives, verbs, clause types, phrase

types; and Philippine transitivity and ergativity of Abreu (2018) in Katalbas (2019) was used as bases in identifying pronouns. A stylistic analysis of the stylistic/linguistic features was done to determine their function in the meaning enhancement of the poems.

### Data Analysis Procedure

Data were subjected to analysis using the heuristic checklist of linguistic and stylistic categories presented by Leech and Short (2007) in Khan, et al. (2015). Hiligaynon Reference Grammar (Wolfenden, 1971) and Hiligaynon Dictionary (Motus, 1971) were used to categorize the lexico-semantic features of the poems and Philippine transitivity and ergativity of Abreu (2018) in Katalbas (2019) was used as bases in identifying pronouns.

### Findings

The following were the findings that resulted from this comprehensive study.

### Themes of Binalaybay

#### A. *Kalipayan sa Kasakit (The Blissfulness of Sad Experiences)*

Poverty and hardships including securing their children's education and health were some of the struggles in life of the binalaybay speakers. Their hard work and success made them appreciate life both in the past and in the present time.

e.g. Appendix A, stanza 1

*katulad sang akon inagihan  
sadol, arado sa idalom sang init sa ulanan  
kag kon sila magpabanwa wala na nagataris sang batuhon nga dalan  
kag magtabok suba nga may katalagman*

The first *binalaybay* related how the speaker and his wife had to work hard in the farm and do lash and burn to send their children to school. The hardships paid off when all children successfully finished their education. The speaker vividly described his struggles and frustrations as presented in the excerpt above.

e.g. Appendix F, stanza 2

*Akon gin ling-ling ang talagbasan  
Wala bugas wala man sud-an  
Kung gani s'ya akon gintimplahan  
Mainit nga kape para tiyan masudlan*

At times, *binalaybay* related how a family struggled to find hope amidst difficulties. In one instance, the speaker of the poem shared how poverty affected her family, and how she was able to find hope by providing their needs such as offering them 'kape' coffee in the morning in lieu of the breakfast. She retold in her *binalaybay* the lack of food and rice to prepare a decent meal for her family.

e.g. Appendix G, stanza 2

*Sa pira ka tuig nga pag imaway  
Puro problema mayad lang wala away  
Ang inug pakaon sa tatlo ka bata  
Ako pa naga problema kay siya naga dula dula*

*Binalaybay* lines explained that poverty could become the result of ruined marriage because of a husband's irresponsibility instigated by a cruel mother-in-law.

e.g. Appendix C, stanzas 2, 3

*Sa mga bisita nga nag tililipon  
Naga pamati sining ambahanun  
Ining kasaysayan gikan sa kapigaduhun  
Tungod kay kulang pa kita sa pagkaon*

In the excerpt above, the speaker narrated how life's difficulties could result to the deprivation of the family's basic needs such as food and shelter.

#### *B. Wala Balos nga Gugma (Unrequited Love)*

Life and love co-existed. *Binalaybay* showcased various forms of love. Love can give happiness and inspiration as well as sufferings and pain once this love was broken or rejected.

e.g. Appendix B, stanzas 2, 3

*Sang una nga tiyempo ka lulu sa aton  
Kon kita magkita walay kamatayon  
Si sin-ong panulay nagsugyot nagsumbong  
Kon kita magkita ikaw ang bugalon*

*Ugai ko gali nga di ka magbugno  
Kay may ara kanang bag-ong aksiptado  
Ang nobyo mong daan ginsikway na nimo  
Mas bali mamatay nga magsakripisyo*

*Binalaybay* had its share of topics dedicated to love or expressions of love. Speaker two (2) had mostly *binalaybay* related to 'love' themes. His *binalaybay* narrated the rejection of his lover because she had found new love. The poem showed how painful and regretful the speaker felt for having offered his love to a woman who was never sincere to him. The speaker narrated in his *binalaybay* how his innocent love gradually became a painful memory for him when he realized that the person he loved was not worthy of this love.

#### *C. Dunang Manggad (Treasures of Nature)*

*Binalaybay* expressed that the bounty of nature was answer to man's poverty. Back when the world was simple and 'instant foods' were not available, man had to cultivate the gift of nature and benefited from its produce. On the contrary, nature could be harmful too. It could harm another living organism, including man.

e.g. Appendix C, lines 5, 6 and 7

*Kag may isa pagid maghupot kita sang hayop  
May ara nga bibi kag madamo nga manok  
Kay yara sa bibi ang madamong itlog  
Kag makabulig pa sang diyutay nga libog*

*Sagod sang karabaw baboy kanding baka  
Para igabulig sa aton panguma  
Magdako ang baboy iga baligya ta  
Dira ta makuha madamo nga kuwarta*

*Mga ka abyanan kita ang magtanum  
Sing madamong kahoy sa kabukiran naton*

*Sa pila ka tuig nga aton na mapuslan  
Kag maga balik pa madamo nga tuburan*

*Binalaybay* showed the seemingly insignificant things that transpired in the daily existence of nature which humans failed to understand. It also showed the significance of taking care of nature and understanding their benefits to humans.

This *binalaybay for farmers* intended to encourage the speaker's fellow townspeople to address the health needs of the children despite poverty. The speaker suggested that they start planting trees and taking care of poultry and farm animals to be able to harvest meat and egg products. This way they could provide food for the family and children.

e.g. Appendix D, stanza 1

*Ma'yong aga mahumot nga rosas  
Kon mahimo sa akon ipalapta  
Agud mangin mahumot katulad sa imo  
Ano ang himuon ko mahal nga Ginoo  
Kon ikaw mangin mahumot nga rosas  
Bata nga diyutay katulad mo  
Magtubo nga magtubo yan ang himuon mo*

The *binalaybay* above compared nature to a human being. It started with the appreciation of the scent of roses which the speaker wished to have and the growth of the budding roses was compared to an innocent child. Just like a human being growing, the rose blooming became a beauty to cherish.

The beauty of nature gave life and happiness to humans. Even the scent of nature was enough to remind humans of its beauty and mystery.

The rose in the *binalaybay* was also compared to love. As a bud, it was likened to a growing child and once a full bloomed flower, the rose exuded beauty just like a woman. And eventually it was compared to a budding feeling of love for a woman. The beauty of roses was like love - giving off happiness and inspiration. However, this love turned out to be painful for the speaker whose love offered to a woman was rejected. This pain was resembled by the thorns in the roses that could prick humans and eventually hurt them.

## **Themes of Luwa**

*Luwa* was analyzed individually. These four-line poems showed various themes depicting an array of human imagination ranging from real, fantasy to fictional subject matter.

The themes of *luwa* revolved around the life of ordinary people shown in a satirical way. The element of reality on the trials, sufferings and aspirations of man was hidden through the humorous presentation of the various stories the poem conveyed. Whether these stories involved living, non-living entities or personalized being, the fact remained that *luwa* speakers' vivid imaginations and wit in the creation of the four-line poem provided essential information of their unique leisure activities in the past.

### *A. Kalipayan sa Kasakit (The Blissfulness of Sad Experiences)*

In *luwa*, the subjects whether humans or animals could suffer implausible accidents and events. Denigrating the characters in the poem were done to create humor with an element of truthfulness, yet this was downplayed to carry on a lively atmosphere during the vigil in the wake of a beloved kin.

Amidst the sadness of life experiences there were happiness and contentment. *Luwa* projected an image of resiliency of its subjects through its humorous account of the difficulties they experienced in life.



e.g. Appendix I, lines 7, 31  
*paghalin ko sa balay  
nagbiling, nagtugon si nanay  
kumo ako malaw-ay  
magpabinit binit lang ako anay*

There was a predominating usage of the personal pronoun singular absolutive in form ‘ako and ko’ (I, me) in *luwa* which meant experiences were mostly encountered by the speakers themselves. It was best to use the first personal pronoun ‘I and me’ to make the events stated in the poem factual and believable as these were first-hand experiences of the subjects or topics. These experiences were presented in a humorous way yet ironically, they contained an element of reality which when pondered upon would depict the struggles and frustrations of man.

e.g. Appendix I, lines 5, 10, 12  
*may babaying matambok  
naga ligid, naga roll  
pakadto sa swimming pool*

*didto sa tabok  
may babaying matambok  
indi ka dulot ka binokbok  
pay bato naga yab-ok*

*didto sa tabok  
may babaying matambok  
wala bulbol sa ilok  
pero sa k'wan naga tumpok*

The nouns ‘*babayi*’ (n. lady, woman) and ‘*tawo*’ (n. individual, person) referred to third person common noun came in second mostly used word class. These individuals also experienced humorous or unbelievable occurrences such as ‘*babaying naga roll*’ (rolling lady). This woman was described as ‘*matambok*’ (adj. rootword *tambok* with prefix *ma-* meaning fat). The adjective fat was uniformly used with the noun lady and this was followed by more adjectives to add the humor effect of the poem.

The noun ‘*tawo*’ *man* could refer to any male or female human being and this was also described as hilarious such as a man who would not go to heaven because of liquor or that the man was eaten by a water buffalo.

There was nothing funny with a fat woman rolling down the hill or a stone-like image of a man eaten by a water buffalo, yet through *luwa*, these real and fictional life scenarios were considered heartwarming and inspiring.

#### *B. Wala Balos nga Gugma (Unrequited Love)*

e.g. Appendix I, lines 4, 27, 30, 32  
*espera, espera  
sa bangi sang amon sira  
may lalaking naga tindog  
naluyag takon waay tana*

*didto sa amon tupad  
may naluyagan ako daad  
si tatay indi maluyag  
kay may hingod sa sungad*

*didto sa ilaya  
may naanod nga gugma  
sumampay sa akon dughan  
masakit nga balatian*

*akon pahayagan mabangis nga gugma  
sa akon dughan naga linagumba  
madamo nga bulak akon naagyan  
kaw lang inday akon naluyagan*

e.g. Appendix J, lines 1 & 2

*yari na ako d'ya na sa imo atubangan  
naga dalô sing karung bulawan  
hatagi sing d'yutay nga kunswelo  
kay naga daba-daba ang amor sa dughan*

*mataas nga bukid akong gin lakbay  
leon kag tigri akong kaubay  
wala ko lang baliya akon kabudlay  
asta ko malab-ot larawan mo inday*

*Luwa* utilized words with tones of amusement despite showing human frailty. It was able to recreate and reconstruct the image of forlorn love without putting insult to harsh realities of being broken hearted.

The excerpt above stated a failed love towards someone who refused to love the speaker in return (line 4) or that the speaker was regretfully telling the listeners that her father did not allow her love to prosper because the man was unworthy (line 27). Line 30 emphasized the fact that love once felt could make a person's heart (*dughan-metonymy*) grow fonder or worse could make a person ill caused by sadness. In line 32, the speaker said her lover was incomparable to the many flowers she had passed by (*naagyan*) and that she was his only love. '*Naagyan*' (motion v. move along) was used to create slant rhyme with the word '*naluyagan*' (v. liking, desire). Speaker's style in word usage varied with their desire to create rhyming effect and consideration of the number of syllables used per line.

### C. *Dunang Manggad (Treasures of Nature)*

The third theme revolved on the poem's appreciation of nature. *Luwa* gave life to objects and other forms of non-living things projected as living entities that underwent sufferings and happiness. It uniquely highlighted the dual forms of nature – its ugliness and beauty.

e.g. Appendix I, lines 1, 25

*sa ibabaw sang tigbaw  
may sulat nga naga labaw  
ginbasa ka dikol (bird)  
San Matias Elementary School*

*sa ibabaw sang tigbaw  
may sulat nagalabaw  
ginbasa sang karabaw  
wala unto sa ibabaw*

Weeds or grasses (*tigbaw*) are the food of water buffalo and a verb phrase modifier '*naga labaw*' protruding was used to create the end rhyme '-*baw*' with the word '*tigbaw*' and '*kabaw*' (water buffalo) which was toothless (*wala unto sa babaw*).

The weeds (*tigbaw*) played an important role in *luwa* as it always indicated the location of the subject or topic of the sentence known as the Non-Personal Locative Noun Phrase (*sa+ noun phrase* - see Phrases).

e.g. Appendix J, line 2

*mataas nga bukid akong gin lakbay*  
*leon kag tigri akong kaubay*  
*wala ko lang baliya akon kabudlay*  
*asta ko malab-ot larawan mo inday*

A journey to the '*bukid*' was described to be a difficult task through using the adjectives '*ginlakbay*' travelled and emphasized the presence of a tiger and lion as the speaker's companion in the journey. The companionship of lion and tiger meant there were dangers in the journey which would become bearable to the speaker of the poem if these two animals could be there to protect him.

The long and arduous journey was a justified reason for the speaker to reach the top of the mountain just to secure the picture of the woman he loved. For a mere picture to be acquired by the speaker facing such hurdles of difficulties meant his love for the woman was noteworthy.

### ***Insights***

*Binalaybay* and *luwa* projected the various facets of problems of the speakers' life yet at the same time it subtly appeased these painful experiences through words of hope and positivism reminding them of the fleeting time in this world. It was a realization of the simple and fulfilled life the speakers had in the past and how they patiently overcame difficulties with a happy disposition in life.

The speakers were natives of Dingle. They were oriented with the farm life. They were rice field workers and sugarcane farmworkers who cultivated its soil and enjoyed its produce. They were individuals, parents, husbands and wives who worked hard to carry through a day. They were living witnesses of the town's progress and of its adversities. Their very existence epitomized the authenticity of their poems.

Childhood is something people could always look back to but aging is a landmark of maturity which gave the elderly a sense of pride and comfort. The speakers conveyed the fullness of life experiences through the oral literary genres. It was through this oral tradition that speakers' self-esteem and cultural attitudes were recognized and valued. The speakers created their *binalaybay* and *luwa* which made these literary pieces authentic. In addition, speakers said that this form of activity during '*bilasyon*' was a form of entertainment which the younger generation failed to experience.

The poems helped glorify the essence of life in the past and the community was a vital element in the preservation of the myriad roles these poems played in the construction of the political and economic power of the town.

The analysis showed that *binalaybay* and *luwa* used various stylistic techniques to convey the themes centered on the sad yet funny experiences of human frailty and triumph; the purity and bitterness of love as a driving force of human existence; and lastly, the beauty and wealth nature offered to mankind.

## **Stylistics Analysis of the Linguistic Features of Binalaybay and Luwa**

### **BINALAYBAY**

#### **A. Lexical Categories**

##### *Nouns*

*Binalaybay* nouns were in abstract forms. The abstract nouns reflected the feelings, sentiments and ideals of the speakers. They reflected ideas of the heart, mind and emotions based on speakers' life experi-

ences. They evoked feelings of sentiment and empathy from the listeners/readers. A strategy to connect with audience facilitated effective conveyance of the poem's message. On the contrary, the use of concrete nouns could not be outweighed because it helped establish the sense of reality of the poem's message.

This observation was congruent with the stylistics analysis of Hassan and Bughio (2015) on the 'Bull and the She Devil' (1958) short stories written by Zaibunnisa Hamidullah. The result showed that the author used mostly concrete nouns and abstract nouns. Abstract nouns along with adjectives described the psychological and emotional makeup of the protagonist. Concrete and abstract nouns along with the qualifying adjectives portrayed a vivid image/picture of the surrounding and of the character's physical appearance.

#### *Adjectives*

Adjectives were mostly descriptive in form referring to the use of senses (touch, taste, smell) and emotions. They were mostly found in the Noun Modifier Phrase with the use of the particle 'nga' and its variant '-ng' as filler of the particle slot of the phrase, e.g. 'mahumot nga rosas'.

Adjectives were essential and played crucial roles in the structure and meaning of the poem. They vividly described the nouns or pronouns in the poems and created visual images for the listeners/readers. They could be predicative or attributive depending on the use in the sentence. Adjectives colored the sensory images speakers want to convey. Attributive adjective was mostly used and predicative adjective was used as a necessity.

Adjectives in Shapiro's poem 'Auto Wreck' studied in Jawad, et al., (2018) played a significant role in identifying the stylistic tendency of the poet. The result supported the analysis of adjectives in *binalaybay* (and *luwa*) which showed that syntactic and semantic manifestations of adjectives in the poem served as the literary tools used to clarify the poet's attitude towards the major theme of the poem. Syntactically speaking, adjectives were used attributively modifying the nouns with which they appeared so as to add detailed explanation to the major events throughout the poem. As far as semantics was concerned, the lexical use of those adjectives was purely descriptive so as to depict the connotation side of the poem. Moreover, the semantic properties of the used adjectives elaborated the intention of the poet as far as the theme and the ideas he sought to convey.

#### *Verbs*

Verbs were mostly transitive in structure and dynamic in form. They were vital in the consistency of the flow of the poem. Verbs were actor-focused indicated by the 'ang-sang' phrase of the sentence (Non-Personal Definite Noun Phrase (ang+noun) and Non-Personal Attributive Noun Phrase (sang+noun). Intransitive verbs were mostly used with nouns that were abstract in form followed by Non-Personal Definite Noun Phrase (ang+ noun) and Personal Locative Noun Phrase substitutes (sa+ pronoun) to complete its idea. Verb aspect was mostly in completed form (past tense) with the actor-focused structure followed by proposed aspect (future tense).

Verbs were used to unfold actions or events and made the story move forward. They created impact in the pacing and transition of events in a story. According to Gray (2014), reading is a fluid journey. Our brains have been trained to recognize transference of action from verb to direct object automatically, but that also meant that if we did not subconsciously see it, readers were likely to lose interest in what they were reading. Engaging writing captured a reader's attention and held onto it fiercely. Transitive verbs kept the flow consistent and unbroken.

#### *Adverbs*

Adverbs of nullity - 'wala' nothing, followed by 'indi' no, not and 'diri' were some of the adverbs found in *binalaybay*. Conjunctive adverbs were found which had conjoined clauses.

The adverb 'wala' nothing was considered an exclusive word which when used by a speaker revealed his sense of honesty. This adverb was used in *binalaybay* to express the shortcomings and nothingness in

the life of the speakers as an indication of the poverty they had suffered.

## **B. Grammatical Categories**

### *Sentence Types*

Compound and compound-complex sentences were commonly found. However, simple sentences were also found because speakers cut their lines and did not use conjunctions to connect the lines in a stanza. This technique is a literary device called enjambment.

Simple sentence when used in a parallel line had a gradual disclosure effect of ideas, or a subtle pause to hold ideas before giving them away. It created heightened emotions but at the same time gave the listeners/readers a chance to ponder on each idea presented. Conjoined Clauses composed of compound and compound-complex clauses aided in the completion of the poems' ideas. In addition, they helped create equal length of sentence, rhyme and rhythm to the text.

### *Sentence Complexity*

Paragraph length was dependent on the completion of ideas conveyed by the speaker. Division of the number of lines per stanza was a speaker's prerogative. *Binalaybay* with lower than 19 words per stanza were considered brief and an average of 50 words per stanza could be considered a lengthy poem.

The lines in a stanza showed the process, the phases, the transitions, the transformations of events happening in the subjects of the poem. The entirety of the lines created the essential meaning of the poem.

According to Mishra (2019), a poet adopted long and complex sentences when he aimed at examining an idea more scrupulously, creating more vivacious images, and making the readers feel an anxiety that he was obsessed with. Moreover, the length of the sentences also ascertained the feel of poetry. While a nostalgic moment could be best captured through a long, complex and relaxed structure, the feeling of exigency, stress and danger could be best portrayed in short and snappy sentences. The choice of sentence complexity also depended on the basic intentionality of the poet. A poem written in a string of very short or minor sentences accelerated the reading pace thus exciting the reader while compound or complex sentences would render the poem more passionate and reflective.

### *Clause Types*

Most commonly used clause was the Sentences with Conjoined Clauses (Adverb clauses) because of the narrative nature of *binalaybay*. Speakers used coordinating and subordinating conjunctions to connect ideas. This was evident with the use of complex sentences following the simple sentences. Conjoined Clauses aided in the completion of the number of syllables needed to create equal length in sentences and conjunctions also gave sense and rhythm to the text.

Complex sentences also predominated Poe's The Black Cat story. In a study of Almutalabi (2018) Poe's The Black Cat revealed that complex sentence was the most significant style used to express the main themes, depicting all related points of characters and showing the main events in the story. The complex sentences that the story was filled with vary according to the numbers and types of clauses that they were made up of. The essential component of the complex sentence, the main clause or the independent, revealed the idea, theme or event whereas the other subordinate clauses modified the main ones. The main stylistic function of the use of the complex sentences was to express what the writer intended to convey as far as the themes, events and characters were concerned.

### *Phrase Types*

Non-Personal Locative Noun Phrase (*sa+noun*) which was introduced by the participle 'sa' occurred the most in the poem, e.g. '*sa Iloilo*'. Next was the Non-Personal Definite Noun Phrase (*ang+noun*), '*ang baroto*'. These phrases helped emphasize, characterize or highlight the subjects of the poems. In addition, the phrases provided observations, thoughts and impressions of the flow of the idea of the poems.

## Word Classes

### *Pronouns*

The most commonly found pronoun was 'akon' *my, mine*, followed by 'aton' *our, ours*. *Binalaybay* were personal stories of the speakers that included their family and the people surrounding them. These people were connected with the speaker prompting the use of the pronoun 'aton' (our, ours) which was next most commonly used. The pronouns 'akon' (my, mine) 'aton' (our, ours) revealed a speaker's sense of emotional state and personality (Pennebaker, 2011) which made the poem sincere.

Pronoun is one of the function words of language (together with articles, prepositions, conjunctions and auxiliary verbs, etc.). They were the connective tissue of language that offered deep insights into a speaker's honesty, stability, and sense of self. They were the key to understanding relationships between speakers, objects, and other people. When people's use of function words was analyzed, a sense of their emotional state and personality, and their age and social class could be determined (Pennebaker, 2011).

### *Conjunctions*

Subordinating conjunctions 'kay' - *because*, 'kon' - *if, until* and coordinating conjunctions 'pero' - *but*, *kag (and)* and 'para' - *for* were found in the poem connecting compound and complex sentences constructions. Subordinating and coordinating conjunctions aided in the transition of poem lines.

## C. Figures of Speech

### *Grammatical and Lexical Schemes*

The technique of repetition was applied to create foregrounding. The foregrounded textual or narrative features and the invitation to listeners/ readers diverse personal meanings of the poems distinguished *binalaybay* for its literariness. The mostly used figures of speech were metaphors, *allusion, redditio/kyklos/ framing, anaphora* and *tautology*. The technique of repetition is to get the attention of listeners/ readers to certain language features and invite interpretation.

The significance of using figures of speech is highlighted in a study of Islami (2019) who explained that the functions of figurative language gave concrete explanations to something that is abstract. It gave intensified explanation, more expressive image and made the lyrics (text) more attractive and fun to listen. It supported the use of figures of speech in *binalaybay* through the use of repetitions in its grammatical and lexical scheme which when foregrounded help readers remember the identity and authenticity of the poem.

### *Phonological Schemes*

The *binalaybay* rhymes were slant rhymes which may or may not have perfect syllables. Usually the imperfect number of syllables occurred when coordinating and subordinating conjunctions were used to provide additional information or contradict information.

Speakers could also create unique end rhymes of the same pattern (a, b) with one end rhyme different from the rest. In addition, a speaker could use perfect number of syllables on one or more stanzas within one piece of *binalaybay*. The monotony of reading poem lines was lessened with skillful creation of the end rhymes aided with the almost equal number of syllables of the stanza.

### *Tropes*

*Binalaybay* used figure of speech at a word and sentence level to create an effect, make an idea more vivid or create imagery. Hyperbole was a form of exaggeration using words and *binalaybay* rarely used literary devices that created implausible idea when taken to a non-literary level. Tropes were rarely found in the poem because the poem projects realistic ideas using factual words and hyperbole was used as a necessity or a technique for slant rhymes.

Al-Qudsy (2016) explained that figures of speech could make human feel pleasure with imagination and brought in an additional imagery which meant an abstract thing could become concrete. In poetical form,

imagery could be defined as the figurative description because it experiences reader's mind to create such imagination through the text. In addition, figures of speech could be used to convey an abstract thing in creating emotional sense and could communicate the writer's idea in a brief form.

### *Insights*

To create a sense of reality, abstract nouns were used to project the inner thoughts, emotions and aspirations of the speakers. These were real-life experiences shared and its authenticity was founded on the emotionally-laden events in the life of the speakers. Further, concrete nouns consolidated these ideas.

There was a preponderance of a uniquely Hiligaynon Noun Modifier Phrase (*adj+nga+noun*) structure used to modify nouns and pronouns.

The transitive verbs were found in a goal-focused (passive form) sentence construction. They were essential for the transition of the ideas of the poem.

The negative connotation of the adverb '*wala*' *nothing*, none were exclusively used to refer to the lack of basic commodities of the speakers which tacitly represented the word 'poverty'.

There were free verse *binalaybay* which vary in sentence length per stanza.

Sentences with Conjoined Clauses (Adverb clauses) were used to avoid unfavorable straightforward statements to listeners/ readers. Before stating a negative opinion, the poem needed to explain, elaborate or refute prior statements.

For the phrase, the Non-Personal Locative Noun Phrase (*sa+noun*) introduced by the participle '*sa*' occurred the most in the poem. This was observed due to the preponderance of the content word Noun in the poem.

The personal pronouns '*ako*', '*akon*', '*aton*' indicated speakers' sense of ownership, veracity and responsibility of the stories they told through the poem.

The technique of repetition was used to create foregrounding. The figures of speech that were focused on repetition of words, phrases, clauses and ideas such as *Redditio*, *Anaphora* and *Tautology* were predominant in *binalaybay*.

## **LUWA**

### **A. Lexical Categories**

#### *Nouns*

Nouns were in concrete base form to create clear and smooth transitions of the flow of the poem. The use of direct and simple words captured the attention of listeners. Nouns mostly referred to name of things, (e.g. *bulak* - *flower*); places, (e.g. *bukid* - *mountain*); persons (e.g. *nanay* - *mother*) and animals (e.g. *karabaw* - *water buffalo*). Concrete nouns revealed familiarity, sense of ownership and pride the speakers felt about their hometown. Experiences and events mentioned in the poem were places and things found in their respective barangays.

The concrete nouns of *luwa* constituted 'the world of fiction' as claimed by Chandio, et al. (2017). The names of places, animals, conditions, etc. projected reality which ironically revealed the fictional images of the poem. It demonstrated the fact and fiction of the speakers' experiences. *Luwa* was meant to entertain the family and the people during the wake of a deceased loved one, so events that transpired were the products of the speakers' imagination held to be true.

Personified nouns referred to persons and part of the human body. Abstract nouns were limited to

‘gugma’ and ‘amor’ love.

#### *Adjectives*

Most adjectives were attributive in position, visual in form and descriptive in types. They were exclusively found in Noun Modifier Phrase. Most of the modifiers were derived from nouns and affixed with modifying affixes /ma-/ or /ka-/.

The most common way to form modification or attribution in Hiligaynon was by putting the particle ‘nga’ between two words which may be a noun and a noun, a noun and an adjective, a noun and a deictic, or a noun and a verb. ‘Nga’ can be affixed as a /-ng/ after words ending in a vowel, as a /-g/ after words ending in ‘n’ (Motus, 1971). The inflected form ‘-ng’ was usually used to balance the sentence complexity of the poems.

Adjectives were essential and played crucial roles in the structure and meaning of the poems. They vividly described the nouns or pronouns in the poems and created visual images for the listeners/readers. These adjectives could be predicative or attributive depending on the use in the sentence.

#### *Verbs*

Verbs were inflected for Focus, Aspect, and Mode. *Luwa* had mostly goal-focus sentence structures. The object of the verb was the focus. Verbs were in completed aspect in the general mode with the affix ‘-nag’ indicating past form of the verb in the actor-focus category. This was followed by the durative (progressive) aspect with the affix in the actor focus category. Hill (2012) stated that the use of the present tense made the action and events more immediate. Readers had to believe that story events written in present tense were happening at the very moment. *Luwa* speakers recognized that the use of the present narrative tense (durative aspect of the verb) made the readers/listeners pay more attention to the story of the poem. And because the subjects (nouns used) were familiar to them, the audience developed a deeper connection in the story that transpired.

The proposed aspect (future tense) in the imperative mode, mostly use the affix ‘mag- and ma-’. Most verbs were dynamic in form which referred to movements or physical activities. The stative verbs mostly referred to psychological state or perceptions. Dynamic intransitive verbs referred to physical activities or movements which vividly presented the subject or object in the poem. Transitive verbs stative in forms referred to psychological state of the subject of the verb. According to Timucin (2010) dynamic verbs help emphasize that everything in the poem is about the speaker’s personal, ‘real’ experiences and observations.

#### *Adverbs*

The adverb of place ‘*didto*’ *there (locative/far)* was most commonly used introducing the topic of the poem, followed by ‘*wala*’ *non/none*. Because of the goal focus construction of the Hiligaynon sentences, the adverb ‘*didto*’ preceded the Personal Locative Noun Phrase Substitutes (*sa + pronoun*) and Non-Personal Noun Phrase (*sa + noun*).

Locative adverbs ‘*didto*’ or ‘*adto*’ were used in *luwa* to identify the location of the subject of the sentence. This adverb preceded the following combination of phrases: Non-Personal Locative Noun Phrase (*sa+noun*) ‘*sa tabok*’ + Existential Phrase ‘may + Noun Modifier Phrase ‘*babaying matambok*’ + main clause and object complements.

## **B. Grammatical Categories**

#### *Sentence Types*

The simple sentences of *luwa* were direct and captured the interest of the readers/listeners with lesser number of syllables per line. These were declarative in form to sarcastically project a reality of the humorous story of *luwa*. Speakers mostly used declarative statements because they were stating events which may or may not be based on facts. Widyanti (2013) stated that use of declarative sentences was



aimed at providing the readers with the information. In his stylistic-pragmatic analysis of *Harper's Bazaar Magazine*, it revealed that declarative statements introduced the product and service by making claims and assertions about the quality of the product. In *luwa*, assertions were established through the use of declarative statements though these assertions were merely imaginations of the speakers.

Sentences were mostly in a goal-focus construction introduced by the Personal Locative Noun Phrase Substitutes (*sa+ pronoun*) and Non-Personal Locative Noun Phrase (Prepositional Phrase) (*sa+ noun*) and followed by the Noun Modifier Phrase (*adj.+nga+noun*). The presence of complex sentence types was also found in the poem.

#### *Sentence Complexity*

Sentence length in *luwa* was averaging on a 7.5-8 words per sentence and a 17.6 words per stanza. This was to capture the interest and imagination of the listeners/readers with its vivid, direct description of the topic. The mean score of the number of words per sentences was also varied. Speakers maintained an average of seven-point five (7.5) words per sentence and an average of fifteen (15) total words per stanza. Speakers who were exposed to *binalaybay* and *banggianay* could have an average of twenty (20) words per stanza. They were familiar with the lengthy narratives of *binalaybay* and *banggianay*.

The type of sentences used in *luwa* could have stylistic implications. In a study of Bashir, et al. (n.d.) titled stylistic analysis of some selected Nigerian newspaper readers' facebook comments, simple and complex sentences are used for the ease of the survey of texts, one to another and not to consume the page. In *luwa*, the sentences facilitated the ease of reading it as well as the understanding of its meaning.

#### *Clause Types*

The most commonly found clause in *luwa* was the Sentences with Conjoined Clause. Compound-complex sentences were used and divided into four-line poem. The conjoined clauses mostly answered the question why and used the subordinating conjunctions because, if, even if, until and when. Conjoined Clauses were effective in presenting the comparison, contrast or condition of the statements of the poem. Their presence could help consolidate ideas conveyed.

Conjunctions in conjoined clause were effective in presenting the comparison, contrast or condition of the statements of the poem. Their presence in the poem may not be discernible enough to affect the meaning conveyed yet their absence could fail the poem to shift from one idea to the next or consolidated these ideas.

This idea was supported by a study of Abdurrahman (2016) on William Faulkner 'A Rose for Emily' which revealed that complexity was a device used to create suspense and to deliver themes skillfully. Complexity manifested itself in the story folds in many faces, mainly in sentence structure and acted structure as a whole. Complex sentences carried the major themes triggered by the author. Complex and lengthy sentences could be very powerful: they were used to investigate an idea more thoroughly, give vivid descriptions, and develop tension.

The analysis further revealed a noteworthy result on the role of simple sentences in the story. Abdurrahman (2016) stated that simple sentences should not be neglected because they were tactfully functioned to stern minute details and shifts of time and place besides accompanying simple, short events.

#### *Phrase Types*

*Luwa* showed the highest number of occurrences for the Non-Personal Locative Noun Phrase (*sa+noun*). This phrase type always co-occurred with the Existential Phrase (*may+noun*). The lines were introduced by the Non-Personal Locative Noun Phrase '*sa + noun*' to indicate the location of the subject of the poem introduced by the word 'may', there is – Existential Phrase. In a poem, emphasis was put on the words to describe an impression or emotion and not so much on the completion of a sentence. Phrases became an indispensable technique to grab the listeners/ readers attention.

## Word Classes

### *Pronouns*

*Luwa* mostly conveyed personal issues and experiences of the speakers so pronouns were in absolutive and genitive case. First was the personal pronoun singular absolutive in form – ‘*ako*’ *I*, and followed by the genitive first person ‘*akon*’ *my mine*. Pronouns were rarely used because speakers used nouns to clearly convey their messages and the use of pronouns were done when speakers talk about themselves or about others. If it did not concern the speaker’s personal issues and experiences, it could refer to another person or the listener’s/reader’s issues.

### *Conjunctions*

Subordinating conjunctions connecting were mostly used such as ‘*kay*’ - *because*, ‘*kon*’ - *if, until* and coordinating conjunctions ‘*pero*’ - *but* and ‘*para*’ - *for*. Conjunctions aided in the transition of poem lines and helped speakers create longer sentences to complete the message of the poems. They gave sense and rhythm to the text.

## C. Figures of Speech

### *Grammatical and Lexical Schemes*

The figure of speech focused on the use of repetition technique. *Epizeuxis*, *polypopton*, *tautology*, *parallelism* used the technique of repeating words, phrases, ideas or statements to highlight the lines of the poem and to capture the interest of the listeners/readers. The technique of repeating words, phrases, ideas or statements was used to highlight the lines of the poem and to create foregrounding.

### *Phonological Schemes*

Slant rhymes were found in almost all lines of *luwa*. Internal rhymes occurred on a three-line *luwa* or if there was repetition of the words. This was achieved when speakers used *assonance*, *consonance*, *alliteration* or a combination of both literary devices to create a slant rhyme technique or create internal rhyme. Perfect rhymes were achieved when the end rhymes were the same phonologically taking into consideration the same stressed syllables for the end words. *Alliteration* or *consonance* were used to create a rhyming technique for imperfect rhymes of *luwa*. According to Farnen (2020), rhythm (pulse of poetry) and rhyme (echo) help make poetry an emotional and musical experience. Rhyme, along with meter, helps make a poem musical, aided the memory for recitation and gave predictable pleasure. A pattern of rhyme, called a scheme, also helps establish the form.

In addition, Tucker (2020) stated that meter helps a poem maintain a steady and predictable ebb and flow; helps set the pace to support the underlying tone; helps reader identify when and where a poem originates; and offers flexibility and diversity.

The Hiligaynon language is rich with similar sounding words which was used to advantage by speakers through a literary device, consonance. This phonological scheme showed similarity in rhyming through the use of repetition of the consonant sounds and stress syllables.

### *Tropes*

Tropes found in *luwa* were antithesis (opposite), irony (contradiction), paradox (contradiction), simile (comparison), hyperbole (exaggeration). The emphasis of words through the use of repetitive structure was effective to make the lines or thoughts of a poem memorable to the readers/listeners. This was the case for tropes which used the tool of placing contradicting ideas side by side. The simile and hyperbole on the other hand aided in the accurate description of images, emotions, feelings and ideas through comparison. Tropes placed contradicting ideas side by side. The simile and hyperbole on the other hand, aided in the accurate description of images, emotions, feelings and ideas through comparison.

Alejandro (2016) concluded that figurative expressions led readers to think in synthesizing ways. These figurative expressions allowed readers to draw new experiences. They made the readers feel, observe or imagine the world in a new perspective. Writers explored the encoding of images relevant in bringing

out relationships among these figurative expressions.

### *Insights*

*Luwa* is an enjoyable oral literary tradition. In the stylistic analysis, the poem showed several unique features that made it a classic and authentic poetry form.

The concrete nouns of *luwa* created reality drawn from the imaginative minds of the speakers.

The Noun Modifier Phrase (*adj+nga+noun*) structure was the sole adjective phrase unique to Hiligaynon language. This was predominantly used in the poem.

Simple declarative sentences were mostly used to establish factual elements against the fictional backdrop of the poem.

Short and direct presentation of ideas was observed; however, speakers oriented with *binalaybay*, *banggianay* and *composo* oral tradition created lengthy *luwa*.

A combination of phrases created crisp and rhythmic cadence of the poem. The combinations were as follows: (1) Adverb '*didto*', followed by Non-Personal Locative Noun Phrase (*sa+noun*) *sa tabok*, followed by an Existential Phrase (*may*) '*may babaying matambok*', with a Noun Modifier Phrase (*adj+nga+noun*), '*matambok nga babayi*'; and (2) Non-Personal Locative Noun Phrase (*sa+ noun*) *sa ibabaw*, followed by the Non-Personal Attributive Noun Phrase (*sang+noun*) *sang tigbaw*, then the Existential Phrase (*may sulat nga naga labaw*), then the main clause (*sulat ginbasa ka dikol*) with dependent clause or object complements (San Matias Elementary School).

Personal pronoun singular absolute in form – '*ako*' *I*, and first person singular genitive pronoun '*akon*' *my mine* were mostly used in *luwa*. One main function was to downplay the unpleasant description of the speaker of himself. This was a subtle technique of creating humor through the use of vulgar words.

The technique of repetition foregrounded ideas. *Epizeuxis*, *polypopton*, *parallelism* were some of the mostly used figures of speech in the poem. The use of repetitive structure was effective to make the lines or thoughts of a poem memorable.

## CONCLUSIONS

This study aimed to preserve and analyze the Oral Literatures of Binalaybay and *Luwa* in the Municipality of Dingle. Specifically, it analyzed the poems through stylistics analysis of its stylistic features consisted of lexical categories, grammatical categories and figures of speech of Leech and Short (2007).

1. The themes derived from the analysis of the poems were the Kalipayan sa Kasakit (blissfulness of sad experiences), Wala Balos Nga Gugma (unrequited love) and Dunang Manggad (treasures of nature).
2. The lexical category composed of nouns, adjectives, verbs, adverbs known as content words carried meaning through force and vitality.
3. The grammatical category composed of sentence types, sentence complexity, clause types, phrase types and word classes created rhythmic prose, coherence and kept listeners/readers interested. The variation created strong and weak ideas which made the sentence structures engaging.
4. The use of figures of speech was helpful for the listeners/readers as the technique of repetition was applied to create foregrounding. For those who could grasp the actual meaning of the figures of speech, interpretation was accessible.
5. Leech and Short (2007) stated that an analysis of style was an attempt to discover the principles in the writer's choice of language. Speakers of *binalaybay* and *luwa* used multiple stylistic devices in one single stanza to create a unified message. The use of stylistic features established the foundation of the meaning of the poem. They contributed in developing and validating the true meaning of a literary piece. They were intangible treasures that made the poems genuine and novel. To be able to discover the poems' essence, deconstruction and reconstruction of the internal workings of language

style were essential. This provided a repository of new meanings and interpretations creating rich and distinctive research data.

6. Language choices of the speakers led towards their perseverance to live a comfortable life amidst poverty, their ability to love and treasure this love despite its pains and betrayal, to seek happiness both in humans and in nature and eventually learn to survive and to welcome new phases of life.

The poems *binalaybay* and *luwa* are rich oral traditions of the Municipality of Dingle. They are a recollection of the beauty of a simple life and happy disposition of the elder folks of the town.

## RECOMMENDATIONS

In the light of the preceding findings and conclusions, the following are recommended.

1. The Local Government Unit, Office of Tourism, schools and language communities of each barangays may consolidate efforts in establishing programs promoting the rich oral literary tradition of the Municipality of Dingle. Government funding and support of various agencies can be organized to establish projects that will help preserve and document oral literary genres of the town such as *binalaybay* and *luwa*.
2. The readers/listeners should familiarize themselves more of the oral literary genres of *binalaybay* and *luwa* to be able to understand and eventually appreciate the content of the poems expressed by the speakers. They can study the linguistic features through readings of the poems and be able to know their significance in the meaning fulfillment of the poems.
3. Literature and Language teachers can gain insights from the study and can prepare well-planned activities that focus on the analysis of discourse. By teaching students to analyze discourses from authentic corpora of various oral literary pieces, news articles, letters, reports, lectures, etc., students become critical thinkers and are able to construct personal meanings relevant and beneficial to their field of specializations. Professional training should be designed in such a way that teachers become competent in the use of various tools of Discourse Analysis.
4. English major students have to learn linguistics and its specific area of stylistics to determine that every text, discourse or speech has its own style. They should be able to learn how to reveal each speaker's/author's style of writing literary pieces by employing stylistics approach. Stylistic analysis develops students' interpretative skills through explicit and conscious scrutiny of the texts under study.
5. The stylistics theory should be used as a tool to describe sentences which have multiple, interlocking purposes related to literary context such as the classic genres of novels, short stories and Bible scriptures.
6. Future researchers can analyze other forms of oral literary genres such as folksongs, chants, myths, riddles, etc. using stylistic approach. Further, they can explore the world of discourses in speech form, news articles, debate, etc. and do stylistics analysis in terms of pattern usage, lexical, rhetorical and syntactic features.

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# INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) OF OVERSEAS FILIPINO TEACHERS (OFT): BASIS FOR THE DEVELOPMENT OF TEACHING APPROACHES THAT INTEGRATE ICC

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## ABSTRACT

*As globalization intensifies, an increase in migration rate has been evident. Consequently, there is an increasing demand for effective and appropriate intercultural communication. Individuals' competencies that contribute to effective intercultural communication is referred to as Intercultural Communicative Competence (ICC) which contribute to building a conducive working environment, appropriate intercultural communication, and effective cultural assimilation. However, the importance of teaching culture as a part of language study was not usually taken into consideration, hence, unfamiliarity with ICC. Therefore, this case study aimed to determine the role of communicative competence in the development of intercultural competence through the lived experiences of five successful overseas teachers. Specifically, it assessed the overseas Filipino teachers' level of ICC; determined the experiences of the participants in integrating cultural competence that helped them become effective in teaching; identified the challenges and problems they encountered in relation to the development of their ICC; and developed teaching approaches that integrate ICC in the foreign language teaching. Results of the data gathered through interview have shown that four participants are conscious competent, and one is unconscious competent. It was also revealed that communicative competence influences the development of intercultural competence because, according to the participants, it is crucial learning the language to adjust and adapt the culture of the country. Furthermore, the challenges and problems encountered by the overseas Filipino teachers during their cultural assimilation were language difference, different work culture, physical setting, and cultural difference. Based on the results, the researcher developed teaching approaches that integrate ICC in the foreign language teaching.*

**Keywords:** *intercultural communication, intercultural communicative competence, proposed teaching approaches, foreign language teaching*

## INTRODUCTION

Globalization contributes a lot to the continuous evolvement of the world and its people allowing them to expand their social relations outside cultural borders. One of the prominent effects of globalization is the increasing rate of migration among countries. It allows people to seek a better job and a more conducive working environment outside their country. It is noticeable that the number of Overseas Filipino Workers (OFW) has been rapidly increasing especially now. One of the challenges that they face is coping in a foreign country; hence, there is a need to enhance their intercultural competence to adapt to the changes in their environment. Specifically, enhancing communicative competence is a way to develop one's intercultural competence. However, language teachers still overlook culture and intercultural communication as an integral part of language learning.

Globalization plays a vital role in the development of one's intercultural competence (Ling, 2020). As it globally connects society, human's ability to communicate across cultural boundaries became increas-

ingly prominent (Ushakov, 2019). One of the effects of globalization is the migration of labor forces which started many decades ago (Borrero, 2020). Accordingly, from 2013 to 2017, the Philippines Overseas Employment Administration (POEA) has recorded 7,725 deployed Overseas Filipino Teachers (OFT), having an average of 1,500 deployed teachers every year (Davis, 2021). Although there are a large number of deployed OFT, it is also noticeable that they encounter problems with intercultural communication in a culturally diverse classroom. Due to linguistic barriers, they are unable to effectively communicate with the students and their parents during the learning process (Sari & Yuce, 2020).

As a result, there is a need to focus on intercultural competence through developing skills that will facilitate communication between people with different backgrounds, habits, and attitudes (Vegh, 2019). It will promote the need to develop intercultural competence to effectively support diverse students and to engage in culturally responsive teaching (Myles, 2019). Thus, overseas workers' communicative competence is crucial to their adaptation to a different culture because it can be conducive to achieving their career goals. It promotes understanding of communication ethics, development of cultural awareness, the use of computer-mediated communication, and critical thinking (Davis, 2021)

The development of cultural competence can also take place inside the classroom. Cultural competence has a positive role in the context of language learning (Senzaki et al., 2018). Learning about other cultures and developing intercultural competencies and skills allow people to be more open and be tolerant towards each other and facilitates multicultural encounter (Ilie, 2019). Additionally, it is crucial to integrate an emphasis on intercultural awareness and competencies into the curriculum (Minoia, 2019).

However, teachers still ignore the importance of teaching culture as a part of language study. The importance of culture and intercultural communication in the English language has not always been recognized, and most scholars and educators are still unfamiliar with the notion of ICC. Hence, they tend to know more about the target language than its linked cultural characteristics (Tran & Pham, 2017; Mede & Gunes, 2019). Teachers' neglect of culture and intercultural communication in English language education is attributed to such factors as teachers are more engaged in communication's practical components, teachers emphasize that overburdened curricula prevent them from including multicultural education, lack of proper training on how to incorporate culture into their teaching techniques as well as how to test learners' intercultural competency (IC), teachers have limited idea on how to incorporate culture and intercultural communication in the language classroom, and most of the teachers have just rudimentary expertise of intercultural communication. (Sari & Yuce, 2020; Tran and Duong, 2018).

Relatively, it has been observed that the foreign language curriculum in University of Batangas focuses more on the language alone, with less to no inclusion of the cultural background of the country that the language belongs to. Commonly, the students are required to speak the language—they recite the numbers and sing a song in the foreign language. Furthermore, proper way of greetings and common conversation inside and outside the classroom are also taught.

Therefore, this study seeks to determine the role of communicative competence in the development of intercultural competence through the lived experiences of successful overseas teachers. Specifically, this study aims to:

1. assess the OFTs' level of Intercultural Communicative Competence;
2. determine the experiences of the participants in integrating cultural competence that helped them become effective in teaching;
3. identify the challenges and problems encountered by the OFTs in relation to the development of their intercultural communicative competence;
4. develop an approach that integrates ICC in the foreign language teaching.

### **Theoretical Framework**

This study is associated with Deardorff's Process Model of Intercultural Competence and Byram's Model of ICC. The Process Model of Intercultural Competence, adapted by Zur (2019), creates an idea of a continuous process of working on attitudes, knowledge, internal and external outcomes related to intercultural competence. It focuses on the necessary knowledge, skills, and attitude that influence the development of intercultural competence. The knowledge component included cultural self-awareness, cul-



ture-specific knowledge, sociolinguistic awareness, and grasp of global issues and trends. On the other hand, included in the skills are listening, observing, evaluating using patience and perseverance, and viewing the world from other's perspectives. Lastly, respect, openness, curiosity, and discovery lie under the attitude. These components will create an internal and external outcome that would lead to one's development of intercultural competence.

Peng's (2018) adaptation of Byram's Model highlights the development of ICC through communicative competence and intercultural competence. Below the communicative competence are linguistic competence, sociolinguistic competence, and discourse competence. Meanwhile, it indicates that intercultural competence has three major components like knowledge, skills, and attitude. These five values supplement the mentioned components: intercultural attitudes, knowledge, skills of interpreting, skills of discovery and interaction, and critical cultural awareness.

Therefore, the theories mentioned explain how communicative competence influence the development of intercultural competence. Linguistic competence, sociolinguistic competence, and discourse competence develop communicative competence (Zur, 2019) that leads to internal and external outcomes which influence the development of intercultural competence (Peng, 2018).

### **Literature Review**

This section contains consolidated literature and studies from various authors which are significant to the success of this study.

### **Communicative Competence**

Globalization has a direct impact on worldwide communication, which aids in the expansion of commercial prospects, world's environmental, cultural, political, and economic features, and intercultural communication process, the removal of cultural boundaries, and the development of a global village. (Jhaiyanuntana & Nomnian, 2020; Ahmed, 2018). At present, intercultural communication is intensifying, resulting in the world becoming a one communicative area. It entails the exchange of information among people from other cultures and social groupings and examines how individuals communicate and form relationships in the context of a multinational business or organization (Dudchik et al., 2019; Rumsey, 2021; Sinden, 2021).

Universities all over the world have been undergoing significant transformations, with more proactive efforts to include internationalization into their basic goals and visions (Cocca & Cocca, 2019). Thus, in order to develop students' communicative competence in the foreign language, Commission on Higher Education (CHED) has issued CMO No. 23 s.2010 which governs the inclusion of foreign languages as electives in the curricula of Higher Education Institution (HEI) programs (Kalaw, 2019) and which includes Chinese/Mandarin, Spanish, French, Nippongo, Arabic, etc. CHED has also promulgated CMO No. 23 s. 2017 that specifies the core competencies of Bachelor of Arts in Foreign Language graduates. It has major courses which include the development of students' basic communicative competence in the Foreign Language (CHED, 2017).

Communicative competence is one's ability that allows him/her to recognize and apply effective and suitable communication patterns in order to fulfill communicative needs using the target language in real-life settings (Ahmed, 2018; Ashman, et al., 2021; Yufrizal & Pratiwi, 2020). In the global settings, it allows a person, as a global citizen, to achieve an effective and appropriate communication through linguistic, sociolinguistic, discourse, and strategic competence (Sakamoto, 2018; Peng, 2018; Lei, 2020). Assessing communicative competence evaluates the development of one's intercultural competence which can be assessed through Hargie's Four Levels of ICC such as unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence. Unconscious incompetence indicates that the speaker is still not aware on the importance of accommodating differences in communication styles or cultural differences which makes him/her an incompetent speaker. Conscious incompetence shows that the speaker becomes aware of the culture and communication but still not communicating as well as he/she could. Conscious competence gives emphasis on the speaker's awareness of cultural concepts and communication styles that contribute in the development of his/her communication

skills which adds up to his/her growing successful intercultural interactions. Lastly, the unconscious competence indicates the speaker's effective communication without the doubt of being an incompetent speaker. All of the speaker's past knowledge and experiences have been put into practice at this stage, and he/she rarely have to think about his/her intercultural relationships because they have become second nature. (Rasmussen, 2021; Ashman et al., 2021; Grothe, 2020)

### **Intercultural Competence**

Critical thinking and intercultural competencies are important aspects of education that should be emphasized at all levels, including higher education. These distinct but interconnected competencies aid students in the development of critical life skills such as processing huge amounts of data, and hence in the development of effective, proactive global citizenship. Specifically, intercultural competence aims to cultivate skills and traits to function well in a society that is unfamiliar to them, particularly, to engage appropriately and effectively with people from various cultural backgrounds and to overcome intercultural distortions, narrow-mindedness, and unfairness like ethnocentrism (Yaprak & Ozmen, 2021; Mai, 2018; Nagy, 2018). It is particularly vital in international team management and negotiations especially in global business in which executives must communicate information with people from all around the world. It can also be important in other areas of international business, such as team cooperation, leadership, and sending staff abroad (Haberla, 2018; Ilie, 2019).

In today's workplace, intercultural competency is a must-have set of skills. Through learning how to connect better with people from all backgrounds, one will gain vital communication skills, effective time management, conflict management, and teamwork abilities (Lane, 2021). In some cases, intercultural communication was marred by misunderstandings and miscommunication due to a lack of or poor level of intercultural competency (Szoke, 2018); thus, there is a need to develop students' intercultural competence.

Developing intercultural competence is a crucial and a lifelong process; thus, no one would be a fully interculturally competent (Deardorff, 2018). Although there are various process models of intercultural competence, its key and main components are attitude, knowledge, skills (Myles, 2019), awareness (Nagy, 2018), and internal and external outcomes (Deardorff, 2018); in broad terms, cognitive, affective, and behavioral (Hanada, 2019). The ability to communicate in the host language is critical to improving one's intercultural competence. Therefore, language education should place a greater emphasis on intercultural aspects so that students can gain awareness, attitudes, skills, and knowledge that will enable them to become better participants on a local and global level, able to understand and empathize with others in new ways. Learners should be equipped with knowledge of intercultural communication and the capacity to apply it successfully to bridge cultural divides and build more peaceful, productive relationships through English language education. (Tran & Duong, 2018).

Communicative competence, which is essential for eradicating barriers to differences and problems, must be improved through language development as well as intercultural awareness. Hence, acquiring intercultural communication competencies and skills entails more than language use and cultural knowledge. Skills and attitudes are equally important in the development of intercultural competence (Ilie, 2019).

### **Intercultural Communicative Competence**

As globalization intensifies intercultural connections, there is an increasing demand for appropriate and effective intercultural communication. Individuals' active possession of qualities that contribute to effective intercultural communication is referred to as ICC, which can be characterized, according to Byram's Model in terms of three major attributes like knowledge, skills, and attitudes (Ilie, 2019). He defined ICC as the link between linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence (Ruiz & Spinola, 2019). Byram set out to create a new conceptual model that would capture the characteristics of a skilled intercultural communicator characterized as *savoir* (knowledge), *savoir comprendre* (skills of interpreting and relating), *savoir apprendre/faire* (skills of discovery and interaction), *savoir etre* (attitude), and *savoir engager* (education), Hoff, 2020.

It is well understood that when teaching a foreign language, it is critical to build students' intercultural communication abilities as well as their language skills. Moreover, cultural content should be taught in foreign language lessons and augmented through physical or online intercultural exchanges to develop foreign language learner's ICC. The importance of holding a "cultural briefing" cannot be overstated (Makhmudov, 2020; Lee & Song, 2019), therefore, ICC has become increasingly popular, causing a significant shift in the goals of foreign language instruction with the goal to become an intercultural speaker who can effectively and appropriately communicate across cultural borders, resulting in successful communication in an intercultural context (Smakova & Paulsrud, 2020).

Various researchers have suggested that more effective alternatives and an appropriation pedagogy are urgently needed, hence, ICC is supposed to be integrated into English Language Teaching (ELT) to prepare learners to be both global and local speakers of English. For them to feel at home in both international and national cultures, and to improve the language competency of the younger generation and reversing the tendency of inward-looking cosmopolitanism because ELT can be efficient for global transactions and relevant to users' local cultures. Moreover, the English curriculum must be culturally sensitive in order to develop students' knowledge, attitude, and skills necessary in intercultural interactions. Furthermore, ICC is not a natural occurrence, but addressed actively at institutions through curricular and co-curricular effects developed in a more holistic and integrated manner (Mai, 2018; Munezane, 2019).

Along with these pedagogies is the need to strengthen the use of Common European Framework of Reference for Languages (CEFR) in the foreign language curriculum. It is a critical framework for informing teaching, learning, and achievement in language education that has achieved global prominence (Sahib & Stapa, 2021). Since its publication, the framework has quickly established a dominant role in language education throughout Europe and in many countries around the world (Read, 2019). As such, the CEFR curriculum aims to develop citizens' communicative competence so that they can function in different languages and cultures, act as linguistic and cultural intermediaries and mediators, and manage and reshape multiple competencies as they progress along personal and professional pathways (Ragoonaden, 2020). Accordingly, based on the CEFR, foreign language teachers must encourage students' curiosity, independent exploration, and inquiry so that they can be active participants while developing intercultural competence (Rocha, 2016).

Therefore, pedagogical implications of ICC must be included in the language curriculum to help students develop appreciation for other languages, such as Chinese, and foreign cultures, as well as a critical awareness of their own culture and the development of communicative skills that will enable them to be competent and adaptable communicators in the future ((Mede & Gunes, 2019; Jhaiyanuntana & Nomnian, 2020). On the other hand, the CEFR established a framework, within which ICC can operate, that would promote culturally relevant pedagogy and culturally responsible teaching based on equitable, respectful, and just classroom practices, (Ragoonaden, 2020).

### **Cultural Assimilation**

Globalization, economic inequality, and demographic changes have all contributed to large migratory flows, primarily from the Global South to the Global North, as the world's population has grown from 3.7 billion in 1970 to 7.2 billion today. Therefore, globalization and population movements, particularly migratory ones, are inextricably linked (Eynullayeva et al., 2021).

The migration of labor forces, which began many decades ago, is one of the effects of globalization. It happens when people move from one country or region to another in search of work and new opportunities (Borrero, 2020). Consequently, understanding the cultural elements that promote positive adaptation in migrant children and adolescents is increasingly important as globalization accelerates (Perez et al., 2021). Assimilation is a highly contentious concept in which immigrant groups are encouraged, through social and cultural practices and/or political manipulation, to embrace the host nation's culture, beliefs, and social behaviors in order to gain full citizenship status (Holohan, 2021). Specifically, cultural assimilation is defined as the acceptance of cultural values, standards, patterns of behavior, and expectations that are necessary for a person to participate well in a society (Weinberg, 2020).

However, during the migration process, adapting to the receiving society has significant challenges to consider. Families who cross the border in pursuit of better prospects are more likely to face difficult conditions, such as detention and separation, which have a severe influence on the mental health and socioemotional development of migrant children and adolescents (Perez et al. 2021). When it comes to interpersonal communication and interaction styles, there are a variety of variations that might arise which would cause difficulties in communication (Gong, et al., 2020). Furthermore, assigned responsibilities, unfamiliar locations, language obstacles, cultural differences are among the challenges faced by expatriate personnel (Chen, 2019). Specifically, language barriers, a lack of supportive relationships, and disputes in perceptions about teaching, privacy, and limits were the biggest challenges for foreign teachers (Yi et al., 2020).

### **Synthesis**

As global citizens, people must know how to communicate ethically and effectively with people from various cultures despite the disparities they may meet along the process. The previous discussion has explained how ICC allows a person to function well outside their culture; therefore, the development of ICC is an important factor in language teaching.

Teachers, on the other hand, continue to overlook the need of bringing culture into language training, focusing instead on the practical aspects of communication. Instead of preparing students with the ICC which allows them to function successfully in multicultural situations, teachers focus on strengthening their students' language skills. In the studies of Tran and Duong, and Mai, the importance of developing and integrating ICC was discussed. However, its focus is just on the English language teaching, while this study focuses on the ICC integration in the general foreign language teaching. With the study and literature presented, the integration would result for a student to become a more globalized citizen. Thus, an appropriate approach in the language teaching would assist teachers in developing the ICC of the students.

## **METHODOLOGY**

The study applied the case study design aimed to conduct an in-depth investigation of complex phenomena in a specific context such as a program, an institution, a person, a process, or a social unit which can be used to describe, compare, evaluate, and comprehend various elements of a research problem. (Ebneyamini & Moghadam, 2018; McCombes, 2020; Rashid et al., 2019). The subjects of the study were Filipino teachers who work abroad for at least ten months. The researcher identified five respondents who are teaching abroad and are graduates of any degree from University of Batangas. Furthermore, the respondents were speakers of the native language of their respective host countries.

Purposive sampling design was used in selecting respondents for the data collection process. The respondents were chosen based on the researcher's predetermined criteria: (1) teaching abroad for at least ten months (2) graduate of University of Batangas (3) native language speaker. However, this study excluded the participation of OFT who still experience culture-shock with their host country's culture.

The researcher utilized interview method to gather concrete data from the respondents. It was held through telephone interview using video conferencing. The validated data gathering instrument included two questions formed based on the objectives of the study. Specifically, the first question aimed to assess the subjects' level of communicative competence and intercultural competence. The researcher used Hargie's Four Levels of ICC (Ashman et al., 2021; Grothe, 2020) as the criteria for the assessment. The second question aimed to identify the challenges the respondents have encountered in relation to the development of the ICC.

The researcher sought ethical clearance to begin the survey from the College Research Committee (CREC). Specifically, after the approval, the researcher informed the respondents of benefits, risks, confidentiality, privacy, procedures, and consent. After the confirmation of their participation, the researcher scheduled the interview in the most convenient time for the interviewees. Furthermore, the entire

meeting with the participants was recorded as permitted.

The study aimed to detect, interpret, and report patterns within a data corpus, thus, the data collected was analyzed through thematic analysis. The data analysis will follow the six-step procedure: (1) familiarizing with the data (2) generating code categories (3) generating themes (4) reviewing themes (5) defining and naming the themes (6) locating exemplars (Scharp & Sanders, 2018). Furthermore, the themes will be limited to 3-7 themes.

This study ensured the confidentiality of the respondents' identity. Moreover, the researcher remained objective to prevent respondents from experiencing distress and discomfort preventing social disadvantages during the proceedings. The researcher recognizes no risks in relation to the subject's participant in the study. Furthermore, the participants were informed that this study requires voluntary participation and consent. Lastly, the researcher provides no compensation nor financial incentives for the participants of the study.

## RESULTS AND DISCUSSION

### **Assessment of Intercultural Communicative Competence**

The length of service of the participants abroad ranged from ten months to five years. Participant A has been teaching in Singapore for five years; Participant B has been teaching in Arizona, USA for ten months; Participant C has been teaching in Carolina, USA for three years; Participant D has been teaching in Singapore for five years; and Participant E has been teaching in Japan for five years.

They claimed that one of the most important factors in being able to function effectively abroad as teachers is to always communicate with other people. Thus, in terms of verbal communication, the participants stated that they do so on a regular basis. They communicate with their students every day during their face-to-face classes. One participant, on the other hand, stated that she communicates with her students on a weekly basis because they come to class every week, depending on the number of classes they have in a week. On the other hand, they communicate verbally on a regular or daily basis with their peers and coworkers.

### **Effective Intercultural Communication**

The participants said that it was really hard for them to communicate during the first few months of living in their host country. Thus, it was hard for them to communicate verbally on a regular basis. However, as they go through their exploration of the language and culture of their host country, they became comfortable in their regular daily interactions. These interactions and communication on a regular basis come with ways for them to express themselves effectively. The participants have shared several ways on how they were able to communicate effectively despite the use of a different language.

*Intercultural Awareness.* Through learning how to connect better with people from all backgrounds, one will gain vital communication skills, effective time management, conflict management, and teamwork abilities (Lane, 2021). As a result, the participants asserted that one must thoroughly familiarize themselves with their host country to interact well. Participant E said, "it is crucial to learn about the country and that includes a lot of aspects—it includes languages, customs and traditions, the people, and the culture." "Mastering the language and becoming fully immersed in the culture will help bridge the culture gap and establish and maintain an effective communication because there is a lot of culture and customs here in Japan," she added. In the global village, intercultural competence is viewed as a prerequisite, and research has shown that this "tool" can enhance communication abilities while lowering the likelihood of miscommunication in cross-cultural contacts (Griva & Papaopoulos, 2019). Therefore, to understand outsiders and effectively express ideas in today's globalized world, intercultural awareness, one aspect of intercultural competency, is necessary. Lack of intercultural understanding may impede successful communication (Tural & Cubukcu, 2021).

*Learn the Language (Verbal and Non-Verbal).* The participants asserted that because they do not speak

their host country's language fluently, they mostly use English, which is their host country's second language. They believe it is imperative that they learn the local language of their host nation, even though they find it challenging to do so. Both Participants A and D, who are employed in Singapore, acknowledged having a "little command of some of the local tongues." They acknowledged that learning all their at least four official languages is challenging. Participant D claimed, "Aside from learning Chinese language previously, I am kind of learning Malay and a bit of Tamil language as well." She concentrates her language studies on Mandarin, nevertheless, since Chinese people make up the majority in Singapore.

However, compared to verbal communication, nonverbal communication is frequently more delicate and potent, and it can express meaning more effectively than words (Bambaeroo & Shokrpour, 2017). Nonverbal cues or language of their host country is just as significant as their verbal language. Participant E, who lives and works in Japan, said that "One should learn the verbal language, but more importantly the non-verbal language." She claimed that "Japanese people are ambiguous in nature; so, they express themselves by gestures, body language, and facial expressions." They must be aware of and adept at using nonverbal cues. Therefore, being able to interact effectively with others depends on mastering the language of the host nation. Regardless of an immigrant's age, gender, or cultural background, it is crucial to their social lives because it is the key to their integration into a variety of social aspects, including the labor market, education, and basic daily interactions, as well as to their ability to participate in work and become citizens of the host country. (Richenberg & Berhanu, 2018; Mirici, 2020).

*Speak the language.* Communication in the host language is essential for enhancing intercultural competency (Tran & Duong, 2018). In regard to this, the participants placed a strong focus on the necessity of language skills for efficient interpersonal communication in their host nation. They contend that one must be able to communicate effectively in a multilingual environment by using the native tongue of the country they are visiting. In order to communicate successfully, participant B, who is employed in Arizona, USA, speaks English, the language of her host nation. She said: "The point is, you just have to be confident that even with your accent, they can still understand you...because you have to do it, you are trained for it." Participant C, who works at Carolina in the USA, claimed that speaking in English, the language of her host nation, is a requirement for acceptance in her home nation. Because the ability to speak in one's home tongue has a huge impact on social relations, she continued, "I have to be fluent with the language in order to gain the position." A social barrier is created by a person's inability to speak their original tongue fluently; on the other hand, confident competency enhances social benefits and enables sincere ties to form in one's cultural community (Triebold, 2020).

### **Communication Styles**

The participants shared that people in their host country have a far different communication styles than what they are used to in the Philippines. They have observed distinct communication styles that the people in their host country usually use especially in a formal and casual conversation:

*Direct and Indirect Speakers.* One of the participants from Arizona, USA, participant B, has noticed that people in her host country communicate openly. According to her, "When you communicate with them, students or colleagues, you just tell them whatever you want to tell them...they will also say as to what they want to express, the opinions that they want to share. It does not even have to offend you, but you just have to be used to it." They are accustomed to talking or vocally expressing their views on a variety of subjects. Americans are renowned for speaking honestly, plainly, and simply in order to get to the point. This is not intended to be rude or to violate communication etiquette. On average, Americans choose a direct and plain approach to guarantee that their goal and message are understood clearly and completely (Evason, 2022). They frequently disregard body language and convey their entire message exclusively through speech. It is anticipated that people "go straight to the point" (Idris & Muftia, 2021).

The Japanese, on the other hand, are indirect communicators, according to Participant E who is from Japan. She cited a book she had read, "The Japanese are generally tolerant of ambiguity, so much so that it is considered by many to be characteristic of Japanese culture...and the Japanese language puts more emphasis on ambiguity than most, for to express oneself ambiguously and indirectly is expected in Japa-

nese society," she added. Japanese individuals typically avoid outright rejection or unfavorable answers because they prefer indirect communication. They might wait after declining before giving a vague reply (Scroope, 2021). Japanese custom has a strong taboo against outright rejecting or expressing disagreement with someone else's ideas. This is another feature of Japanese indirect communication. Japanese people rarely use the word "no," not because they can't say it, but because they prefer to use "maybe." Japanese people strive to avoid disagreement in the workplace in order to preserve the harmony known as "wa" (ALT, 2019).

*Informal Speakers.* The participants heard casual conversations taking place in their host nation. Singapore natives Participant A and Participant D have noted how common slang is there. Hokkien, Mandarin, Tamil, and English are combined to form Singlish. The majority of the time, Participant A claimed, "Even if it's a formal discourse, they'll inject slang like meh, lah...they'll also put a little bit of Chinese while they are talking in English." Participant D concurred with Participant A, stating that "If you communicate with the locals, we are actually informal with each other, and they usually use what we call Singlish." She also stated that speaking the same language as the locals when using Singlish gives her a greater sense of belonging. Singaporeans frequently use the creole in informal settings, but the government discourages it since it is considered "broken English" and could harm Singapore's linguistic capital (Wang, 2020).

Participant C, on the other hand, stated, "With the students, there are some informal use of the language." She remarked that "English is used formally by Filipinos, but when I came here, they were speaking it more informally." She claimed that they do not usually give emphasis on the grammar which is what I want to work on with the students." Therefore, she found it challenging to accept most of it. They are therefore informal speakers in terms of grammar. Additionally, they communicate by employing slang. Americans converse informally with someone they don't know well, addressing them by their first names and using slang. But this differs based on the social milieu (e.g. professional settings). People from the south or the country may use more formal pronouns like "Sir" and "Ma'am" (Evason, 2022).

### **Accommodating Communication Styles**

They stated that communication styles have significant impact and influence on the flow of communication. As a result, they asserted that there is a need to accommodate them for a variety of reasons:

*Effective Communication through Common Language.* In order to communicate effectively, the participants emphasized the significance of understanding and using the local tongue. This is another technique to account for variations in communication styles. Participant C echoed Participant A's sentiments, saying, "I learned their common language here or, like, the informal way of saying things...but, I still keep on correcting them at the same time to make communication effectively." Participant A asserted that speaking the common language is "the common denominator of how we can communicate," and that "if we are not going to speak the common language, then whatever we tell them, they will not understand."

On the other side, participant B claimed that because it is a form of communication that they are accustomed to, she must make accommodations for it. Participant B explains that adapting one's communication style will increase the impact of their communications. "So, you just have to cope with the fact that these people are different," Participant B said. Connecting with the other person or individuals when communicating lowers barriers to "hearing" what they have to say, prevents conflict, and enhances the "deliverability" of their message (Connor, 2021). Therefore, a person's relationships can be greatly enhanced by recognizing various communication styles. This is because one's capacity for connection impacts how adeptly they can handle challenging dialogues (Christian, 2019).

*Adaptive Communication Styles as a Tool for Adaptation.* Participant D asserted that "I learned how to communicate just like them, because I am communicating with the locals and like mixing with the locals in the church. I learned how to communicate like them, and it helps me to be able to immerse myself in the environment, to learn more from them also, and to be able to feel belong in this society here in Singapore." She added that because their nation uses Singlish, "I learned how to talk like them. In the Philippines, I really talk in proper English, but here, I learned how to talk broken English." In contrast, Par-

ticipant E remarked, "If that is what they do in Japan, then I have to be adaptive to what they are doing as well." She cited the proverb "when you are in Rome, do as the Romans do." Most Japanese people are open-minded and, given that Japan is an international setting, they are also curious about the differences between the cultures, she continued. Participant E says, "So, that is not just me adjusting to the culture there is, but they are also adjusting to my culture or how I communicate." Adaptive communication involves changing your communication styles depending on the circumstance and utilizing a variety of strategies to increase and deepen your influence over others. It aids people in communicating their goals, establishing clear limits, inspiring others, generating new ideas, and many other things (Dellensen, 2019).

### **Development on Communication Skills**

Considering the length of their teaching career abroad, they have noticed specific developments in their communication skills in their host country's native language, from their vocabulary to their conversational skills:

*Learned New Words, and Pronunciation.* Participant A claimed that "I love the fact that I can adapt to the language without, me, feeling uncomfortable listening to it." She continued, "listening to it [native language] every day, I can truly identify or decipher what they are trying to say." She asserted that speaking the language itself aids in her vocabulary retention. On the other hand, she acknowledged that "It is easy for me to discern what they are trying to say because, for example, Malay, some of our words in Tagalog is actually used in Malay like *gunting*, *kambing*, and *bawang*." Participant B has also seen an improvement in her vocabulary. She said, "I was surprised to observe that there are some words that we use in the Philippines that do not actually pertain to the words that we usually use there." According to her, her students address their fathers as "Sir" rather than "Dad" or "Papa," which is how one is addressed in the Philippines when they are coworkers or supervisors of other people.

Participant E, on the other hand, acknowledged that "Japanese is really hard to learn." Despite expanding her vocabulary, she said, "At work, I do not use Japanese because I am an English teacher, and also in the classroom, I am not supposed to...but then, there are some cases that I should use Japanese because I have to translate what the "beginners" are trying to say." She added, "I have learned some Japanese vocabularies, and I think what is only important if you are going here is that you know the basics." In addition to these, Participant D stated that her vocabulary has improved significantly because of exposure in a multilingual country with four official languages, saying, "I picked up new vocabulary and learned how to pronounce it. As a result of how Mandarin is used, I also picked up new words. She also said, "I think my English vocabulary has improved and I came to understand the different degrees or different levels of English as well because there are some words that I use in the Philippines before that I think I can use in different settings."

*Learned New Accent.* Participants B and C have noted how residents of their nation utilize a strong accent, which they refer to as the Southern accent. Participant B claimed "I listen to my students whenever they are communicating so that I can know them better at the same time. It helps me comprehend them by getting to know their speech patterns, from word choice to accent." She added that "It [their speaking] is really different, so what I do is I listen or watch videos on YouTube to learn more about them." She therefore focuses on understanding their accent in addition to their common language in order to have efficient communication with them. Participant C acknowledged that "The accent that they have, they call it the Southern accent, especially here in North Carolina makes it really difficult for me to understand them." However, as she has already been there for over 3 years, she can now understand them despite their heavy accent. She added, "I need to adapt to the language they are speaking or the accent they have here."

*Adapts how They Communicate.* Participants A and D demonstrate the same growth in their conversational abilities as a result of exposure to the same setting in Singapore. Participant D claimed to have picked up their language. She says, "In the Philippines, I actually know perfect English, but here, most people speak broken English, so I learnt how to speak broken English." She claims that she feels more at home when she speaks Singlish. Contrarily, Participant C said that despite practicing proper grammar,



her conversational abilities have not improved significantly. "I must speak English every day, not Tagalog-English as we primarily do in the Philippines. I constantly engage in English conversation. If it is an improvement, though, I don't believe there has been any progress in terms of language," she claims.

*Develops Communication Skills.* On the other side, Participant E emphasizes the significance of becoming fully immersed in the language and culture. She asserted, "I joined and participated to different activities in Tokyo, and met a lot of people, Japanese and other nationalities...so by meeting and making Japanese friends, I have learned how to converse with people of all ages and see how they differ." Participant E added, "My work also allows me to do so since I teach students of various ages...I have learnt how to interact with people from other culture, and not just Japanese people, because I have points from diverse culture, and I think I have learned how to effectively communicate with them. Before going there, she trained herself in communication techniques. "Culturally and communicatively wise, they are entirely different. So, every day is a learning process for me."

### **Cultural Differences**

On the other hand, it is a common knowledge that when a person travels abroad, he or she experiences cultural differences because he or she is exposed to a culture that is vastly different from his or her own. In relation to this, the participants have shared cultural differences they have encountered while working abroad:

*Differences in Communication.* Participant A mentioned that she had come with language barriers and other obstacles. She used the alphabet as an example. According to her, "There are words that can be used to symbolize each letter rather than merely reading them. For instance, the letter Z is pronounced "Zed" in Singapore." She explained, "What is the animal that resembles a horse but has black and white stripes? In Singapore, we pronounce it as zebra (zeh-bra)." Additionally, she acknowledged that it was difficult for her to communicate her emotions due of the lack of English equivalents for some Tagalog words for feelings, such as "basta," "kilig," and "gigil". Participant B, on the other hand, claimed that "Their very direct communication left me really culture-shocked. They are extremely vocal in expressing their opinions on you, so you shouldn't take it personally if they say what they want to say." She said that what she adores in their culture of communication is that "they value complimenting other people."

Participant C made a point of highlighting the impact of accent on the linguistic differences she had encountered. She said, "It was really just the accent that made it difficult for me at first." Participant B also mentioned that she was particularly unfamiliar with a few words. She explained, "For example, they may refer to sharpee, a particular brand of permanent marker, rather than the term "permanent marker."" Participant E has also mentioned, "I find it really challenging to learn the Japanese language." She also claimed that "It was also challenging because their nature of communication is really far from what I was accustomed to in the Philippines." They have a difficult time adjusting during their first few months due to these factors. Prior to migration or deployment, the majority of OFWs lack the necessary language background or proficiency in the local tongue of their host country, which puts them at a disadvantage in terms of socialization, productivity, and quality of life (Meniado, 2019).

*Strong Sense of Responsibility.* Participant B has noted that people in their country are timely and keenly aware of the passing of time. She consequently claimed that Filipinos could not observe "Filipino time" there. "There was a time when we had a first-aid seminar and time was of the essence. We arrived late, so no one greeted us in the room, and we were informed that we could not participate in the session." Singaporeans, according to participant D, are "extremely focused on work." Because of the high cost of living, she claimed, people in Singapore often put more effort into their jobs than they do in the Philippines, where there is a better balance between work and personal life. "Japanese people are really responsible," according to participant E. She stressed the simple act of disposing of trash, saying that "we have to put our trash on specific days." Furthermore, Japan always observes silence, unlike the Philippines. A collection of motivated behaviors intended to achieve a particular objective are implied by a sense of responsibility for that outcome. It is connected to job happiness and work engagement (Yough et al., 2020). They gradually adapted it as a result of being exposed to that culture.

Differences in Traditional Foods. Many expatriates will concur that one thing they miss about the Philippines is its cuisine. Participant E agreed, pointing out how different Japanese cuisine is from Filipino cuisine. Participant C and Participant D also made the same statement; however, Participant A had a different viewpoint. She added that because of their faith, there are culinary taboos in their nation. "You should keep in mind that your coworkers are Malay, and they don't eat pork," she advised. Additionally, anytime they consume chicken, she said, "You need to check whether the food or the restaurant they order from is halal, which is the proper way of slaughtering chicken." Food is therefore among the most significant elements of religious rites. Many of these religions adhere to religious precepts, therefore food is cooked in a variety of ways. Food plays a significant part in religious culture as a means of displaying respect among their communities (Sibal, 2018).

### **Adapting Cultural Differences**

In relation to the cultural differences that they encountered; they identified the ways which helped them adjust to these differences:

*Recognize, Respect, and Wonder Cultural Differences.* Participant A stated, "I always believe that the world will not adjust for me." She added, "I think, it is better to equip yourself with a lot of readings, so that you will not be culture-shocked with the changes that you do not normally see in another country." In order to avoid culture shock, she noted, it is necessary to read up on the country's dos and don'ts prior.

Participant E, on the other hand, claimed to be fascinated by culture. She researched Japan in order to understand her obligations and responsibilities. She researched the people's culture in addition to the foods and locations. She said, "I tried to speak with several Japanese individuals of all ages in order to learn more about them. "There are things that you will only be experiencing or learning here firsthand that you cannot read about in books. She continued, "I joined and engaged in numerous activities in Tokyo and met a lot of people, Japanese and other countries," adding that she was able to learn more about Japanese culture by getting to know them and becoming friends with them. She noted that some were not seen in literature and might only be known from personal experience. Participant D concluded by saying that "By simply respecting the culture, I was able to adapt." Participant D stated, "In their vow, it says they are united as one, respecting one another, and diverse with one's culture." She also stated that knowing different cultures is another key element in bridging cultural gaps.

*Communicate and Listen Carefully.* There will always be positive and negative adaptation experiences. Participants agreed that learning from experiences should always be a priority. The value of experiences in adjusting to cultural differences is emphasized by participant B. "One must draw lessons from one's experiences," she remarked. She also emphasized, "Asking a question is important if the message is unclear." On the other side, Participant A described a personal experience wherein her coworkers found her high tone of voice irritating. She said, "So, I apologize to them for the misunderstanding, but it is not what I meant. They finally realized that it was only her Filipino accent speaking." She continued, "So, I believe that the best way is to talk and clarify your position." Participant C also discussed how she adapts to get around cultural differences, specifically the strong accents they use. She explained, "I have to listen carefully—like in a meeting, I had to write down what my principal was saying and listen to it again, so I can be familiar with the terms because it was pretty thick accent

### **Development in Intercultural Communicative Competence**

Lastly, as they have been living and working overseas for quite a long time, they have already surpassed the adjusting stage. Thus, when they are asked to describe their intercultural interactions, they have common yet different responses. The participants have observed a lot of improvements on the way they interact with the people in their host country.

Participant A stated, "I did not feel any discomfort on communicating with people whose language and whose second language is English." Furthermore, Participant B said that not only have her relationships and communication abilities improved, but so have her multicultural encounters. "So that's what occurred at first; it was difficult to talk to them, but they'll just smile and make you feel at ease." Participant D, on the other hand, claimed that her ability to interact across cultures has also increased because,

at first, it was difficult for her to acclimate to and cope with the new environment. She continued, "And I feel like while I go through it, I also learnt to be independent." Participant C further stated that her coworkers in particular are highly tolerant in her host country. She explained, "People here are very accepting...I have workmates from Jamaica, from here, from Puerto Rico, etc." Participant C summarizes, "So, it is diverse; it is easy to adjust." Participant E said that she is still getting used to living in Japan. "I believe that I can now communicate easily with Japanese folks. Additionally, I am already familiar with the culture, and I believe it is crucial for Japanese people to feel at ease. I believe I have already attained this stage, which is significant to me," she added. She also thinks she can interact with people from different cultures and speak Japanese with ease.

Therefore, according to Hargie's Four Levels of ICC, Participant C is **unconscious competent**. Despite Deardoff (2018) emphasis on the fact that no one would be a fully intercultural competent, she has reached the highest level of Hargie's four level of ICC. It indicates her effective communication without the doubt of being incompetent speaker. All of her past cultural knowledge and experiences have been put into practice, and she rarely have to think about their intercultural relationship because they have become second nature. On the other hand, Participants A, C, D, and E are already **conscious competent**, with a focus on cultural concepts and communication styles. They are also at ease communicating with others, which adds to their growing bank of successful intercultural interactions. (Ashman, 2021; Grothe, 2022).

Their capacity to communicate at the highest level is hampered by their inability to speak the local tongue with ease. Through language proficiency, sociolinguistic proficiency, discourse proficiency, and strategic proficiency, one can accomplish successful and appropriate communication in global situations through communicative competence (Sakamoto, 2018; Peng, 2018; Lei, 2020). Nevertheless, their communicative skill is at the third level because they lack linguistic competence.

### **Challenges and Problems Encountered by the Overseas Filipino Teachers During Cultural Assimilation**

The participants talked about the difficulties they had assimilating into their new culture. It happened when they were just beginning their abroad employment. They also acknowledged that some of those difficulties aided in their establishment of the ICC while others made it more difficult for them. They have faced difficulties related to language barriers, diverse workplace cultures, geographical locations, and cultural differences. Assigned responsibilities, foreign surroundings, language barriers, and cultural differences are some of the difficulties expatriate staff members experience, according to Chen (2019).

*Language Difference.* Participant A acknowledged, "They make fun of me tagalizing some of the words. For example, when I speak English using the Filipino accent, they know that I am a Filipino just because of my accent...We are also kind of generalized in Singapore because of in the way we speak and the way we dress up." They struggle to effectively communicate with the children and their parents during the learning process because of linguistic obstacles (Sari & Yuce, 2020). Both Participant A and Participant E acknowledged that the language barrier made it challenging for them to communicate. As a result, "I have to ask for my colleagues to communicate with them for me."

Participant C, on the other hand, claimed that "It was the accent that made it difficult for me to understand them." The accent is usually mentioned as a major hindrance to communication, even among native speakers. Accented speech is harder to comprehend and gets less favorable reviews than native speech. It is frequently determined quickly whether a speaker has an accent. A native speaker of any language has been shown to be able to distinguish an accent after only hearing the first few syllables of a phrase. Due to the native speaker's inability to discriminate between distinct words, phonetic segments, or huge groupings of words and a large term, an accent can lead to misinterpretation (Evans et al., 2017). *Different Work Culture.* Participant E noted, "The work culture in Japan is very strict and, as you know, Japanese workers are very hardworking." She claimed, "However, as I have already experienced a strict environment, dealing with or adjusting to a strict environment as well was not really that difficult." Participant B, on the other hand, spoke on how her workplace is different, saying, "My pupils, the culture that they have; how they treat teachers; how they interact with me; how expressive they really are when

they are upset; they are going to tell you."

*Physical Setting.* Participant E recalled being surprised by her apartment's deafening silence. She said, "It was incredibly silent." She added, "I was puzzled by it. I know that it is rude to produce noises that would disturb your neighbors because, as I mentioned earlier to you, maintaining the harmony is important." Participant D, on the other hand, noted how she found it challenging to acclimate to the physical environment. She explained, "I am living in a rented room, and I have to be able to communicate well with my housemates." She added, "Because we are accustomed to living in our homes in the Philippines, I find it difficult to shift when it comes to housing specifically." Participant B also stated that she felt strange upon arriving in Arizona since, geographically speaking, it is very dissimilar from the Philippines. "Arizona is a desert, and you have to get used to the fact that this is not the Philippines," she said.

*Cultural Difference.* Participant A discussed how Singaporeans stereotype Filipinos. "We are kind of generalized in Singapore because of in the way we speak and the way we dress up." She continued, "It is also a concern because a Filipino is renowned for being loud and for dressing in particular ways." Participant B added that Americans continue to value their privacy. She claimed, "Here, you do not barge in people's houses, your friends' in particular. You have to be invited before you can go to somebody else's house." Finally, because ambiguity is ingrained in Japanese society, Participant E said, "They are ambiguous in communicating; they are indirect which I am not used to not being direct because I am more direct to my friends." She added, "Everything should be indirect, and I should be careful, so as to not be able to hurt anybody here."

### Proposed Teaching Approach

Based on the findings drawn from the series of interviews conducted with the OFTs, the proposed teaching and learning activities focusing on the development of the students' ICC were derived. There are objectives set for the activities that are aligned in the development of ICC. Furthermore, there are short descriptions are provided to give them an idea on how the activity will be done. The steps are also included for them to be guided prior to the accomplishment of activity.

**Table 1. Proposed Teaching Approaches Integrating ICC**

Objectives	Suggested Activities	Description	Steps on the Utilization of Activities
<p>To identify challenges that can arise in an intercultural communication</p> <p>To recognize how culture influence communication in an intercultural setting</p> <p>To demonstrate cultural sensitivity</p>	Act it out!	This activity focuses on the development of the students' cultural sensitivity which includes demonstration through role playing. This activity provides situational problems that the students will have to resolve.	<p><b>Steps:</b></p> <p>Group the class with five members each.</p> <p>Choose a leader who will pick from the strips of paper which contains challenges in intercultural communication.</p> <p>The students will think of a way to resolve this challenge.</p> <p>The students will act it out after they have finished the activity.</p> <p>The students will explain how culture influence communication.</p>
<p>To cultivate acceptance of diversity of culture and language</p> <p>To practice linguistic and communicative competence through a speech discussing cultural and linguistic diversity.</p>	LaC-Talks (Language and Culture Talk)	This speaking activity develops the students' linguistic and communicative competence. It requires wide range of understanding of cultural and linguistic diversity. Furthermore, it explores the relationship between culture and language.	<p><b>Steps:</b></p> <p>The students will pick up questions generated by the teacher that revolve on cultural and linguistic diversity.</p> <p>The question will be the focus of the student's LaCTalks.</p> <p>The students will prepare a 5–8-minute speech, discussing their answers on the question they pick.</p> <p>The students will highlight the importance of accepting diversity and initiating solidarity through cultural and linguistic skills.</p>
<p>To analyze intercultural dilemmas</p> <p>To demonstrate skills of debate and analysis</p>	Speak Up!	This debate activity focuses on the intercultural dilemmas that are happening in an intercultural environment.	<p><b>Steps:</b></p> <p>The class will be divided into two groups.</p> <p>The teacher will flash a situation where there is a presence of intercultural dilemma.</p> <p>Each of the group will be picking on which side of the dilemma they are on.</p> <p>The groups will have to provide information that will support their claim.</p>
<p>To identify language differences</p> <p>To distinguish language identity through a song</p>	Song Association	This activity focuses on the language differences and identity of the countries. It highlights difference in the countries' languages and how they build an identity to the country.	<p><b>Steps:</b></p> <p>The students will be grouped with three members each.</p> <p>The teacher will play random songs from different countries.</p> <p>Based on the tone and language of the song, the students will be associating the song on which country it belongs to.</p>

## **CONCLUSIONS**

The study revealed a thorough examination of the teachers' ICC. The shared experiences of the participants justify the need to further develop the students' ICC. Therefore, the study concluded that:

1. in order to provide learners with the knowledge and attitudes needed for further skill development in intercultural encounters, the foreign language curriculum may promote cultural sensitivity through strengthening the use of CEFR
2. there is a need to develop the students' ICC through giving emphasis on the intercultural challenges, acceptance of linguistic and cultural diversity, and recognizing the interconnection between language and culture.
3. the major challenges on immersing in an intercultural environment are language difference, different work culture, physical location, and cultural difference.
4. the ICC can be integrated in the foreign language teaching through a set of activities focusing on the intercultural challenges, linguistic and cultural diversity, and the interconnection between language and culture.

## **RECOMMENDATION**

The influence of communicative competence in the development of intercultural competence may be highlighted. Thus, the curriculum may promote cultural sensitivity by cultivating students' acceptance of linguistic and cultural diversity and identifying intercultural challenges such as cultural and linguistic barriers. Therefore, this study recommends that:

1. the paper and the proposed output be submitted to the college for checking and approval;
2. the proposed activities be used and integrated in the syllabus;
3. the future researchers conduct a similar study using other variables.

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# ANTI-ANGIOGENIC ACTIVITY OF SIBUCAO (*Caesalpinia sappan*) HEARTWOOD ETHANOIC EXTRACTS USING AND EMBRYO CHORIOALLOTOIC MEMBRANE ASSAY

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## ABSTRACT

*Sibucan (Caesalpinia sappan) is frequently used as a traditional beverage and natural dye, mostly using the heartwood. It is known to contain the active compound brazilin in addition to various other compounds that contain antitumor, antibacterial, antiviral, antioxidant, and immunostimulant properties. However, the standardization and development of C. sappan as an anticancer agent are still not available. Thus, this study was conducted to evaluate the antiangiogenic effect of ethanolic heart wood extract of Caesalpinia sappan using the chorioallantoic membrane assay. Twenty-seven fertile duck eggs were injected with the following treatments on the tenth day of incubation: methotrexate – the positive control, LD50 concentration of sibucan heart wood extract, and the negative control – normal saline solution. Results showed that the C. sappan heartwood ethanolic extract has a very good antiangiogenic effect on chorioallantoic membrane of the duck embryo with a median lethal concentration of LD50 = 447 ug/mL. The positive control, 2.5% methotrexate and sibucan ethanolic heartwood extract have comparable antiangiogenic effect on the chorioallantoic membrane of the duck embryo. Additionally, it also showed a significant difference among the treatment used,  $p < 0.05$ , but sibucan ethanolic heart wood extract has a comparable effect with the positive control methotrexate. Furthermore, the effect size is large which means that the effect was due to the treatment used. The study recommends that it is necessary to isolate various biochemical compounds present in the heart wood of sibucan plant and screen for any antiangiogenic activity.*

**Keywords:** *Antiangiogenic, Caesalpinia sappan, Chorioallantoic membrane assay, heartwood, methotrexate*

## INTRODUCTION

Malignant neoplasms, a cancer, is a disorder in which a population of cells exhibits unchecked development, invasion, and occasionally metastasis, (Seyfried, & Huysentruyt, 2013). Angiogenesis is also pathological conditions such as cancer, contributing to tumor growth and metastasis, rheumatoid arthritis and psoriasis, (Heidenreich, Röcken, & Ghoreschi, 2009). While neoangiogenesis, which is the growth of new blood vessels, is a process crucial to the development of tumors. It is a sophisticated, closely controlled process that utilizes extracellular matrix and signaling components to cause the migration of blood vessel endothelial cells to specific sites that are pro-angiogenic signaling chemical sources. (Herrera & Amor, 2011).

Herbal remedies are popular remedies for diseases used by a vast majority of the world's population.

Herbal plants having many pharmacologically active compounds like flavonoids, alkaloids, tannin, steroids, glycosides, phenols, fixed oils, which is stored in their specific parts of leaves, bark, flowers, seed, fruits, root (Ourlad Alzeus et al., 2018). Historically, medicinal plants and natural products have been used to treat a variety of human health issues and there has been renewed interest in their use for integrated cancer management. The anti-angiogenic potential of all plant extracts was assessed by using an in vivo chorioallantoic membrane (CAM) model (Kunz, Schenker, Sähr, Lehner, & Fellenberg, 2019).

*Caesalpinia sappan* L. is a popular medicinal plant known to both the Ayurveda and Chinese traditional medicines since ancient time (Harjit, & Suttee, 2016). It belongs to the family of small thorny tree, 6-9m in height and 15-25 cm in diameter with a few prickly branches. Commonly it is known as Patag (English-Sappan wood) or Brazil wood. The tree grows wild, in mountains and is cultivated in the gardens for its large panicles of yellow flowers. The tree was formerly cultivated in South-East Asia for the red dye, obtained from its heartwood. The *C. sappan* is distributed in Tamilnadu, Kerala, Karnataka, Andra Pradesh and West Banga. Its leaves are compound, with 8-12 pairs of oblong leaflets and small prickles while its flowers are yellow in terminal and axillary panicles, fruits are woody pods, sub compressed with a hard recurved short beak. Seed are 3-4, yellowish-brown. Wood is orange-red, hard, very heavy (wt, 1.073 kg/m<sup>3</sup>, air dry), straight-grained with a fine texture (Pawar, & Surana, 2010).

Secang (*Caesalpinia sappan*) is frequently used as a traditional beverage and natural dye, mostly using the heartwood. It is known to contain the active compound brazilin in addition to various other compounds that contain antitumor, antibacterial, antiviral, antioxidant, and immunostimulant properties. However, standardization and development of *C. sappan* as an anticancer agent is still not available. Thus, this study was to evaluate the antiangiogenic effect of ethanolic heart wood extract from *Caesalpinia sappan* using the chorioallantoic membrane assay in the developing duck. Particularly it sought to determine the following objectives, (1) to determine the median lethal dose (LD50) of *C. sappan* ethanolic heart wood extract on the chorioallantoic membrane of duck embryo, (2) to determine the antiangiogenic effect of the LD50 of *C. sappan* ethanolic heart wood extract on the chorioallantoic membrane of duck embryo and lastly, (3) to determine any significant difference on the LD50 of *C.sappan* ethanolic heart wood extract on the chorioallantoic membrane of duck embryo.

## MATERIALS AND METHOD

This was a completely randomized experimental investigation (CRD).

### Study Area

The study was conducted at Science Laboratory of Iloilo Doctors' College, while the CAM assessment of the duck embryo was performed at the Central Science Laboratory of West Visayas State University.

### Materials

The study utilized a one-day old fertilized duck eggs, a candler, *C. sappan* extract, an incubator, methotrexate tablet, distilled water, and normal saline solution solution (NSS).

### Procedure

#### *Plant Material Collection and Identification*

The plant is commonly known as Sibukaw under the Order Fabales, Family Fabaceae, Genus *Caesalpinia*, and species *C. sappan*. The plant sample was collected at Poblacion Anini- y, Antique. It was further authenticated at the Department of Agriculture for verification purposes. The stem was the primary material used for extraction to obtain the extract needed for antiangiogenic assay. Rotary evaporation of the stem was done at West Visayas State University Central Science Laboratory.

#### *Extraction of the Heart Wood*

The stem of Sibukaw heartwood was air-dried and chopped into smaller pieces was soaked in 95% ethanol for 48 hours.

Then, soaked solution was filtered using Whatmann filter paper. The filtrate was then rotary evaporated.

The concentrated extract was further diluted to a specific concentration to determine the median lethal dose (LD50) of the heart wood extract of plant material used. Distilled water and retin A cream as a source of retinoic acid were used as the negative and positive control, respectively (Tantiado & Tan, 2012).

#### *Egg Incubation*

The eggs were purchased from a local egg producer in Iloilo City. The obtained eggs were mostly one day old and was incubated as day 1.

The incubator was set at 37°C with a relative humidity of 57%. The eggs were manually turned six times a day for nine days. Turning was stopped after the eggs received the treatment on day ten. Infertile eggs were rejected and properly disposed upon screening on day 8. On the 8th day of incubation, a candler was used to check whether the egg is alive or dead. The egg was moved around, holding it against the lighted hole of the candler. In a live embryo, the vascularized region is particularly obvious while the dead embryo would look dull and dense. The eggs were further incubated for two more days prior to the application of the extract.

#### *Preparation and Determination of Median Lethal Dose (LD50) of C. sappan heartwood Ethanolic Extract.*

Four grams of the ethanolic heart wood extract was weighed. It was then dissolved in 4 ml distilled water and mixed thoroughly. The following concentrations based on the solution of the extract were prepared as follows:

- For 50 uL, one ml of extract solution was mixed to 20ml distilled water;
- For 100uL: one ml of extract solution was mixed to 10 ml distilled water;
- For 1000uL: two ml of extract solution was mixed to 2ml distilled water.

Each prepared concentration was thoroughly mixed. In each solution, 50uL of the solution was injected in the corresponding 5-day old fertile eggs previously incubated with the arbitrary concentrations using the method of Lorke (1983). After the application of the extracts in the eggs, the eggs were incubated for 24 hours and were assessed for mortality of the duck embryos. This phase involves the determination of the toxic range. The eggs will be grouped into 3 (n = 3) and the extract (50, 100, and 1000 mg/kg) suspended in distilled water was injected. The treated eggs were observed for the next 24hrs. Then the number of deaths in each group was recorded. The LD50 was calculated using the formula:

$$\sqrt{2aXb}$$

where,

‘a’ is the lowest dose that brought death

‘b’ is the highest dose that did not bring death.

#### *CAM Assay Proper*

On the tenth day of incubation, the eggs were injected with a volume of 50 uL of the predetermined LD50 concentration for the experimental group, 50 uL of 2.5% methotrexate for the positive control, and 50 uL of normal saline solution for the negative control.

The 2.5% (w/v) concentration of methotrexate (MTX) solution may exert a tumor suppressive effect through an antiangiogenic mechanism markedly inhibited the growth of chick embryo (Hirata et al., 1989; Steiner, 1992; Colleoni et al., 2002).

Application of the different treatments was done in three trials with three replicates each. On the 12th day, the eggs duck embryo was assessed for the degree of vascularization and determine for any antiangiogenic effects.

#### *Visual Assessment and Photography*





The CAM at the site of application for antiangiogenesis was examined. In this assay, quantitation was performed 2 days after implantation and involved counting the number of CAM vessels in the area injected through the aid of a stereomicroscope. Inhibition of angiogenesis by antiangiogenic compounds results in the lack of new blood vessels formation and sometimes in disappearance of pre-existing vessel networks.

### Data Collection and Analysis

#### *Macroscopic Evaluation of anti-angiogenic Response.*

The intensity of the angiogenic response was scored under a stereomicroscope after the grafting procedure at day 12 by means of a 0–4 scale of arbitrary values (Ribatti, Nico, Vacca, & Presta, 2006; Burgermeister et al., 2002 ). These evaluations are carried out on photographic reconstructions obtained at day 12 of incubation as indicated in Table 1.

**Table 1. Scoring system of angiogenic effect of the compounds on the Chorioallantoic Membrane**

Score	Figure	Description
0		Strong anti-angiogenic effect – a capillary free area
0.5		A weak moderate (a small capillary free area or a small area with significantly decreased density of capillaries)
1		A very weak (no capillary free area but an area with reduced density of capillaries)
2		Absence of any demonstrable anti-angiogenic effect (normal embryo and no difference in surrounding capillaries)

## RESULTS AND DISCUSSION

**Table 2. Antiangiogenic Effects of Sibucão heartwood extract on CAM of Duck Embryo**

Group	Std. Deviation	N	Mean	Description
Negative Control	0.447	5	1.80	No antiangiogenic effect
Positive Control	0.354	5	0.50	Good antiangiogenic effect
Experimental group	0.267	7	0.21	Very good antiangiogenic effect

Note: Score <0.5 = very good antiangiogenic effect; 0.5-0.75 = good antiangiogenic effect; >0.75-1 = weak antiangiogenic effect; > 1 = no antiangiogenic effect

Table 2 shows the antiangiogenic effects of sibucão heartwood extract on CAM of duck embryo. The experimental group, sibucão heartwood extract showed very good antiangiogenic effects on the degree of vascularization on the CAM of the duck embryo while the positive control, methotrexate showed a good antiangiogenic effect only.

The following figures support the claim of the description of the degree of vascularization of the different treatments used in the experiment.

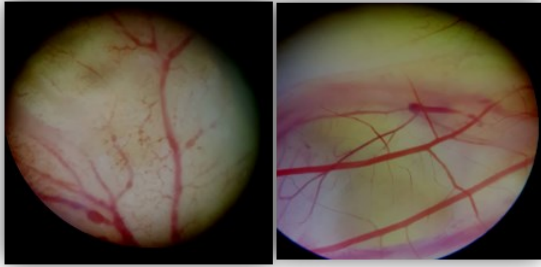


Figure 1. Sibucaoa Bark Extract (20X TM)

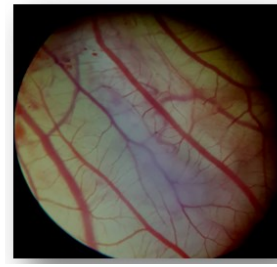


Figure 2. Negative Control Normal saline Solution (20X TM)

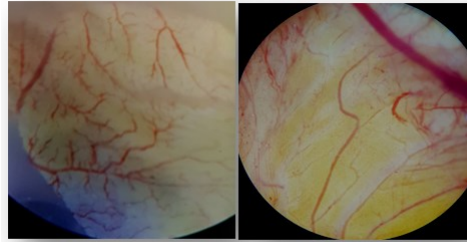


Figure 3. Positive Control Methotrexate (20X TM)

Table 3. Kruskal Wallis Test Result on the antiangiogenic effects of Sibucaoa heartwood extract on CAM of Duck Embryo

Statistical Test	Score
Chi-Square	11.526*
df	2
Asymp. Sig.	0.003
Partial Eta Squared	0.819

\*P < 0.05 is significant.

Note: Partial Eta squared value: >0.01 to 0.06 = small effect size; 0.14 – 0.06 = moderate effect size; >0.14 = large effect size

Table 3 shows the Kruskal-Wallis Test result on the antiangiogenic effects of sibucaoa heartwood extract on CAM of duck embryo. There is a significant difference on the antiangiogenic effects among the sibucaoa heartwood extract, the positive and negative control groups,  $X^2(df=2) = 11.526$ ,  $p(0.003) < 0.05$ . This means that the experimental group showed a significant inhibition of vascularization on the CAM of the duck embryo. Furthermore, the effect size (partial eta squared value) is large. This means that the effect is due to the treatment used.

## Discussion

Angiogenesis has been described as one of the main events in the process of tumor growth, interfering in the mechanisms involved in the proliferation of metastases. Apart from cancer, other pathological conditions also persistently stimulate angiogenesis, such as diabetic retinopathy, hemangioma, arthritis, psoriasis and atherosclerosis. In view of this, inhibition of angiogenesis has been proposed as a strategy for combating antitumor and other angiogenesis-dependent diseases. Previous pharmacological studies have demonstrated that *C. sappan* L. possesses anti-cancer (Raj *et al.*, 2014; Ye *et al.*, 2006; Saenjum *et al.*, 2010; Chu *et al.*, 2013; Tewtrakul *et al.*, 2015; Bael *et al.*, 2000) activity.

Result showed that sibucaoa heartwood extract had an antiangiogenic effect on CAM of duck embryo. This may be due to the brazilein which is present in the plant which is considered as natural biologically active compound from this plant (Liang *et al.*, 2013). In addition, the study of Liang *et al.* (2013), veri-

fies that antioxidant and antitumor characteristics of brazilien in skin cancer cells and is the first time to elucidate the inhibition mechanism of adipocyte differentiation cestocidal activities against *Hymenolepis nana*. According to Bukke et al. (2018), the brazilin in heartwood of *C. sappan* can induced cell death in breast cancer (MCF-7) cells.

The concept that consumption of antioxidant rich foods may prevent cancer or improve treatment has been supported by some studies. Results of these studies indicate that vitamins and certain phytochemical antioxidants including flavonoids and carotenoids, are effective against the proliferation of various cancer cells (Baek *et al.*, 2000). Brazilein reportedly inhibits the growth of several cancer cells, including liver, breast, lung, and gingival cancer cells (Chu *et al.* 2013).

*Caesalpinia sappan* L. known as “secang” is one of the plants potential to be developed as a co-chemotherapeutic agent with doxorubicin. Empirically, secang’s heartwood used as the main ingredient in Indonesian traditional beverage such as wedang secang and wedang uwuh. Pharmacologically, it was reported that secang induces cell death in neck cancer and this effect is associated with the increase of p53 and p21WAF1/CIP1 protein expression at the cellular level (Kim et al., 2005). Secang also induces apoptosis in several cancer cell types such as human promyelocytic leukemia HL-60 cells (Zhang et al., 2002), and human leukemia K562 cells (Wang *et al.*, 2001). The scientific evidence indicates that secang is potential to be developed as a co-chemotherapeutic agent with doxorubicin.

Mechanism that mediates cytotoxic activity of CEE on T47D cells is through apoptosis or cell cycle arrest. Kim et al. (2005) reported that *C. sappan* was able to induce expression of p53 and p21WAF1/CIP1 at cellular level. *Caesalpinia sappan* has been reported to induce apoptosis in several cancer cell types such as human promyelocytic leukemia HL-60 cells (Zhang *et al.*, 2002), and human leukemia K562 cells (Wang *et al.*, 2001). Jung et al. (2015) reported that secang’s methanolic extract has cytotoxic effect on T47D cells with IC50 value of 150.9 µg/ml, and observations on the morphology of cells after double staining method with ethidium bromide-acridyn orange showed apoptosis phenomenon. The ability to induce apoptosis in cancer cells is an important property of a candidate anticancer drug because cancer cells are capable in evading apoptosis.

## CONCLUSION

This study showed that the *Caesalpinia sappan* (heartwood) extract has a very good antiangiogenic effect on chorioallontoic membrane of the duck embryo with a median lethal concentration of LD50 = 447 ug/mL.

1. It can be concluded that the extract can be used to inhibit the formation of tumor prior to the development of cancer. There is a significant difference on the antiangiogenic effect among sibucao heartwood extract positive and negative control,  $p < 0.05$ .
2. The experimental group showed a significant vascular inhibition on the degree of vascularization on the chorioallontoic membrane of the duck embryo.
3. Furthermore, the Sibucao heartwood extract may also be used in treating cancer as it shows significant decrease in the degree of vascularization. Also, amongst the three-solution used, the sibucao heart wood ethanolic extract has a promising antiangiogenic effect along with the positive control, methotraxate.

## RECOMMENDATIONS

In view of the findings and conclusions of this study, the following recommendations were made:

1. A study to experiment on other parts of Sibucao plant is recommended.
2. It is necessary to isolate various biochemical compounds present in the heart wood of sibucao plant and screen for any antiangiogenic activity.
3. Further study should use other solvents to enhance the extraction of active biochemical compounds with antiangiogenic properties.

4. Antiangiogenic assays should be used in more studies to further validate the result of the experiment.
5. The use of brine shrimp lethality assay is also recommended to screen the toxicity level of the sibucao ethanolic heart wood extract.
6. Lastly, it is recommended to have an advanced study on sibucao until it reaches clinical trial stage.

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# DESIGN AND DEVELOPMENT OF BAG FROM PAGOSI (*Nelumbo nucifera*) FIBERS

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## ABSTRACT

*The study aims to design and develop a Bag from (Nelumbo Nucifera) Pagosi fibers. It specifically assessed the design of the bag from Pagosi fibers in terms of aesthetics, durability, usability, care and maintenance and safety. The study used descriptive developmental method utilizing total of 100 respondents were selected randomly to evaluate the product. The data were analyzed using mean and standard deviation. Result revealed that the designed bag made of (Nelumbo Nucifera)Pagosi fibers was rated highest quality with the rating of (3.65 ) and rated also with highest quality in all aspects such as aesthetics (3.66), durability (3.59), usability (3.66), care and maintenance (3.84) and safety (3.51). Thus, it is recommended that the weaving of the bag must be improved in its processes.*

**Keywords:** *Development, Nelumbo Nucifera, Assessment, Perceptions*

## INTRODUCTION

Bag is considered as fashion statement that can either break or make a style. Noteworthy of its importance is not only the use for carrying daily items but also a style statement by women (Lox, 2017). It serves as a container made of thin material like papers, plastics or cloth that opens at the top and is used for holding or carrying things. It is also used for carrying personal things like money, keys, make-up and dresses somewhere wherever one goes. Nowadays, almost everyone engage into using a bag according to its purpose, be for personal or professional use. The choice of bag therefore depends not only its purpose but also its quality. (Carol T.and Nikki F. 2018).Weaving is a method of textile production in which two distinct sets of fibers (loom and yarn) are interlaced at right angle to form a fabrics or cloth. By this method, it can design and develop different things like bags, hats, dresses, matts etc.

Pagosi (*Nelumbo Nucifera*) fibers are abundant, renewable, cost-effective and eco-friendly features. It is sustainable fibers not only contribute to solve the environmental burden but also are becoming a new trend in the fashion market. In textile science, natural fibers have a big role towards a sustainable environment-friendly future (Oinam Roselyn Devi,2020).Extraction of lotus stem fiber is done by hand, but due to the low efficiency of manual preparation limits large-scale use of lotus fibers. Developing convenient and efficient methods for preparing lotus fibers has attracted the attention of researchers more and more. The entire manufacturing process is time- consuming and completely handmade, resulting to limit in the quantity of the fabric produced. Stems of the lotus plants are collected, cut, snapped, and twisted to expose their fibers. These are thin and white filaments around 20–30 in number, which are rolled into a single thread. Fibers extracted from the stem are spun into yarn. The extracted fibers are placed in the skeins on a bamboo spinning frame preparing them for warping.Yarns are made by placing the fibers on a bamboo spinning frame and transferring the thread into winders for warping.

In the municipality of Jabonga, Pagosi(*Nelumbo Nucifera*) is renowned for its fruits as edible like peanut and they sell it to its neighborhood. Its flower will be used for decorative in different ways. During the municipal festival called “Sumayajaw Festival”, the Pagosi(*Nelumbo Nucifera*) plant is very evident in the costumes and props as it is their pride to make it known in the other places. But none in the local place having a bag product out of Pagosi(*Nelumbo Nucifera*) plant by weaving its fibers to maximize the use of Pagosi plant.

In this study, the researcher aimed to design and develop a bag from weaving fibers of Pagosi(*Nelumbo Nucifera*) plant. Hence, this output can provide opportunity to the people another source of income as additional for their livelihood if they sell the bag and even promotes the tourism of the Municipality of Jabonga that their municipal flower has another product output to be proud of in other places and it is a low-cost in production.

## REVIEW OF LITERATURE

Pagosi is a local name of Lutos(*Nelumbo Nucifera*)in the Municipality of Jabonga, Agusan del Norte. *Nelumbo Nucifera* (*Syn. Nelumbiumspeciosumwilld*) is known as sacred lotus, Indian Lutos or Asian Lutos. Dr. Kavita Patil,(2018) stated that the Lotus fabric is the first natural microfiber and probably the most ecological fabric in the world. She also elaborated the uses and properties of Lotus fiber: a.) It is a cellulosic fiber and finest aquatic fiber. (Waterproof fiber) , b.) It is cool, stiff, breathable and comfortable fiber, c.) It has good elasticity, d.) It is Crease resistant fiber, e.) It absorbs moisture but dries fast, f.) Fabric produced with this fiber has outstanding properties, g.) It doesn't contain any chemical or toxic products so it produces ecological fabric, h.) The manufacturing process doesn't require any gas, petrol, electricity or additional water, i . ) The lotus flower is a Phyto sanitary plant that cleans the water in which it grows and preserves the ecosystem while protecting fish and insects and lastly the whole process takes place within the framework of sustainable development. Other uses of Lotus Fiber are it is powerful plant as it has many healing properties, so it offers many health benefits and different parts of this beautiful plant can be used for health and nutrition.

In addition to, being a powerful religious and spiritual entity, the *Nelumbo Nucifera* is also regarded as a powerful spiritual and religious entity in Myanmar. The sacred lotus, also known as Padon Ma-kya, is regarded as the success symbol of Buddhism. Ancient Myanmar kings used the flowers in their statues and wall paintings. They only collect the lotus stems, which do not have flowers, and the leaves that are floating in the water. By cutting the lotus stems, they can collect them every two days, as the leaves can regenerate after a couple of days. This allows them to collect the stems all year round. The peak season for collecting lotus stems is usually in July to November, and the lowest season is usually in April to May. The various parts of lotus plant are useful, such as the stem, flower, and leaves. Flower is used to offer Buddha, and leaves are used to decorate food. The seed and root of lotus are edible. It was also stated that the collectors are usually men. According to Dr. Myinth, the stems of lotus are usually collected in the early morning.

In India, water hyacinth can be used to produce various goods for the tourist industry. In Bangladesh, paper production from the stems of the plant has been carried out. This project was established several years ago. In addition to being used for paper, the water hyacinth can also be used to make various other products such as basket weaving and paper. Although the water hyacinth fiber does not make good paper, it can be blended with other materials such as waste paper and jute to produce a high-quality product. The stems of the plant are then shredded to expose the fibers. After exposing the fibers, they are left to dry for a couple of days. In Bangladesh, a company has developed a fiberboard that can be used for low-cost roofing. The process involved in making this product is very labor-intensive. Similar to that in India and the Philippines, the water hyacinth is then dried to produce basket work. This process can be carried out on a large scale to produce various goods for the local tourist trade and homes. Water hyacinth can be used to make various fertilizers, which can be used to improve the soil's fertility and crop yield. It can also be used to mix with other organic materials to increase the soil's nutrients and promote healthy growth. This is similar to the study that was conducted on the production of various aquatic materials. Since the main components used in the production of these products are aquatic, the process is similar to that of weaving.

Moreover, in the study of Haldar and Sharan, the lotus fiber can offer various advantages to textiles, such as its soft and light weight. It can also be used in various applications such as kids' apparel and technical textiles. A small-scale industry can be established to produce lotus fiber fabrics. According to Utomo et.al., in 2018, decreasing production facilities for weaving fabrics has made it hard to find them.

Meanwhile, the creative industries in Indonesia are expected to grow rapidly due to the increasing number of buyers and the country's diverse ethnic elements. In order to boost the local economy and develop more products, the municipality of Jabonga should develop its weaving industry. This process can help boost the municipality's tourism and livelihood.

Lastly, in a 2018 study, the native Filipinos use various materials such as pineapple, abaca, coconut cotton, and silk to make various products, such as bags that are used to store fish and other food items, as well as clothes that are called kamiseta and saya. Other types of clothing that they make include terlingas and rayadillos. The various materials used and the designs of the clothes that the indigenous people make are considered to be significant because they represent their beliefs and rituals. For instance, the people from Abra, who are known as Itneg, believe that the designs of their textiles represent their reverence for the gods and spirits that provide them with blessings and food. Through the literature review, found out that existing products that produced based on Pagosi(*Nelumbo Nucifera*) Plant are mainly made from the raw fiber by using weaving, twinning and braiding methods while most products from Abaca and Water lilies fibers are made into papers, bags etc. which later being developed into few products. Therefore, an experiment on the Cellulosic Fibers of Pagosi(*Nelumbo Nucifera*) Plant carried out by weaving bag method.

## STATEMENT OF THE PROBLEM

This study aims to design and develop a bag from weaving the cellulosic fibers of Pagosi (*Nelumbo Nucifera*) plant. The study will specifically justify the following problems.

1. What is the design of bag made from cellulosic fibers of pagosi plant?
2. What are the processes and procedures in the development of bag?
3. What are the evaluation of the respondents of the developed pagosi(*Nelumbo Nucifera*) fiber bag in terms of:
  - 3.1 Aesthetics;
  - 3.2 Durability;
  - 3.3 Usability;
  - 3.4 Care and Maintenance;
  - 3.5 Safety?

## METHODOLOGY

### Research Design

The study is developmental in concept. As the study produces a nelumbo nucifera fiber bag, it underwent descriptive review and analysis of the basic information on the processes involved. This justifies that the study also considers the descriptive design. The processing of data looks into the hands-on application of the principles and concepts embedded in the production of the bag.

### Research Environment

The study was conducted in Jabonga. It is a coastal municipality in the province of Agusan del Norte. The municipality has a land area of 293.00 square kilometers or 113.13 square miles which constitutes 11.22% of Agusan del Norte's total area. Its population was determined by the 2020 Census with 24,855 persons. This represented 6.41% of the total population of Agusan del Norte province, or 0.89% of the overall population of the Caraga region.

### Research Instrument

The instrument used in the study was adapted from the previous related studies utilized two sets of instrument. The first set deals on production tools and equipment, and the second set for the survey instrument.

## Respondents

There were two groups of respondents used in the study that includes 10 instructors/teachers in Garments, especially those who are NC-II passer in Garments and 90 costumers/users with a total of 100 respondents who evaluated the product. After the evaluation, the results were analyzed based on the parameters used.

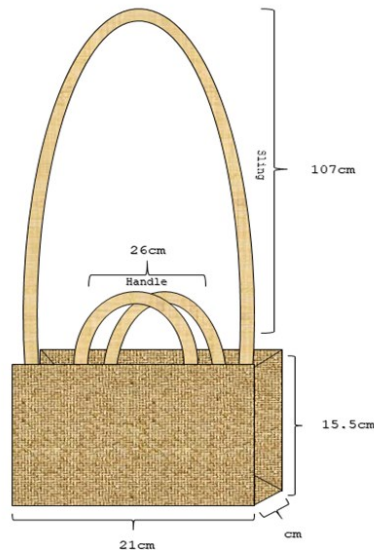
## Data Analysis

Data gathered by evaluation of the product was analyzed through the following statistical tools.

**Mean and Standard Deviation.** These tools were used to determine the quality of pagosi(*Nelumbo Nucifera*) fiber bag in terms of aesthetics, durability, usability, coverage maintenance, and safety.

## RESULTS AND DISCUSSIONS

### 1. The design of bag made from cellulosic fibers of pagosi plant



**Figure 1. Bag Design and it's Dimensions**

The Hand or sling bag design bag made of pagosi(*Nelumbo Nucifera*) fibers was made from the creativity of the researcher. It's sizes are 21cm x 7cm x 15.5 cm. The length of its handle is 26cms and its sling is 107cms long. The designed bag has a zipper in the upper part to protect the owner of the bag from the theft. Inside of it has a lot of pockets/organizers. Its lining was made of satin cloth and its tweely. The zipper of the bag has a padlock between the two zipper puller for anti-theft part, so that all your personal things found inside the bag were safe.

### 2. The processes and procedures in the development of bag.

By using product-design approach, the design was proposed and developed to suit with the outcome of the developmental design. By implementing the selected developmental result of Cellulosic Fibers of Pagosi(*Nelumbo Nucifera*) Plant, the prototype was made as the new form and area of products as compared to the existing Pagosi(*Nelumbo Nucifera*) Products in the locality. The study undergone the following procedure:

**Step 1:** To harvest and strip the stalk of Pagosi(*Nelumbo Nucifera*) plant then sun dried and Air dried



**Step 5:** Designing the Pagosi(*Nelumbo Nucifera*) Fibers to form a bag by weaving with the molding



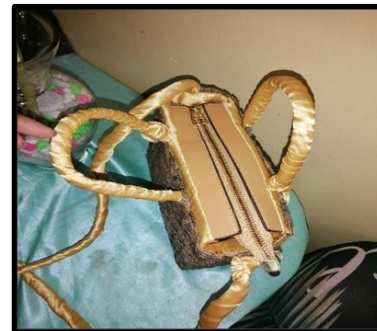
**Step 2:** Segregate and Connect the Fibers from End to End



**Step 6:** After weaving a bag, make a lining with pockets / organizer, zipper then apply finishing touches to make the bag shiny



**Step 3:** Preparing the Fibers. Flattening the Pagosi(*Nelumbo Nucifera*) fibers and removing its moisture.



**Step 4:** Dyeing the pagosi(*Nelumbo Nucifera*) Fibers.



Once the fibers were already sun dried and air-dried for at least 48 hours, they were segregated into wrist-sized bundles. The fine fibers were for the lengthwise threads and thick ones for the crosswise threads. Fibers need to dyes were dyed. Fibers then connected from end to end through tiny knots and cut in such a way that the connections are invisible. Weaving takes time before it was being completed. Cleaning or removing the unnecessary fibers and lastly, applied finishing touches.

On the developmental method on Cellulosic Fibers of Pagosi(*Nelumbo Nucifera*) Plant was carried out to form a bag based on its design. Their translucency features were also analyzed. While in the process conducted, a design was proposed by using product design approach and in the end; the design proposed would be the prototype as the final result for the study.

The Hand or sling bag design bag made of pagosi(*Nelumbo Nucifera*) fibers was made from the creativity of the researcher. It's sizes are 21cm x 7cm x 15.5 cm. The length of its handle is 26cms and its sling is 107cms long. The designed bag has a zipper in the upper part to protect the owner of the bag from the theft. Inside of it has a lot of pockets/organizers. Its lining was made of satin cloth and its tweely. The zipper of the bag has a padlock between the two zipper puller for anti-theft part, so that all your personal things found inside the bag were safe.

### 3. The evaluation of the respondents of the developed Pagosi (Nelumbo Nucifera) fiber bag.

**Table 1. Quality of Pagosi(*Nelumbo Nucifera*)Fiber Bag in terms of Aesthetics**

Characteristic	Mean	SD	VI	QD
1. interesting sight.	3.80	0.40	Strongly Agree	Highest Quality
2. shape or form enough for a day use.	3.60	0.49	Strongly Agree	Highest Quality
3. appropriate arrangement of external parts.	3.46	0.52	Agree	Above Average Quality
4. attractive color combination.	3.83	0.38	Strongly Agree	Highest Quality
5. interesting size in all angles.	3.60	0.51	Strongly Agree	Highest Quality
<b>Average</b>	<b>3.66</b>	<b>0.28</b>	<b>Strongly Agree</b>	<b>Highest Quality</b>

The finding implied that the quality of Pagosi(*Nelumbo Nucifera*) Fiber Bag in terms of Aesthetics, where the highest quality mean was attractive color combination which got 3.83, followed by the interesting sight that got 3.80 and interpreted also as highest quality, third and fourth were the shape or form enough for a day use and interesting size in all angles got 3.60 and interpreted as highest quality still, lastly the appropriate arrangement of external parts got 3.46 and described as above average quality of Pagosi(*Nelumbo Nucifera*) Fiber Bag in terms of Aesthetics.

Attractive color combination got the highest as the respondents loved the color of the bag that signified naturality of the fiber made of Pagosi(*Nelumbo Nucifera*) but elegant in color combination with a matte gold fabric and embroidered combined.

**Table 2. Quality of Pagosi(*Nelumbo Nucifera*)Fiber Bag in terms of Durability**

Characteristic	Mean	SD	VI	QD
1. strong materials.	3.92	0.27	Strongly Agree	Highest Quality
2. capacity to hold things to carry for a day.	3.70	0.46	Strongly Agree	Highest Quality
3. no entanglement of weaving style.	3.32	0.51	Agree	Above Average Quality
4. perfect and strong braiding and weaving	3.22	0.50	Agree	Above Average Quality
5. strongly fixed parts.	3.77	0.42	Strongly Agree	Highest Quality
<b>Average</b>	<b>3.59</b>	<b>0.25</b>	<b>Strongly Agree</b>	<b>Highest Quality</b>



This table revealed in the Quality of Pagosi(*Nelumbo Nucifera*) Fiber Bag in terms of Durability which has an average of 3.59 and it signified high quality. To discuss further, in terms of Bag has a strong materials which got 3.92 and it was the highest quality. Second, the Bag was strongly fixed parts which got 3.77 and described as it has still a highest quality. Third was the capacity to hold things got 3.70 which was described as highest quality still. Fourth was the bag has no entanglement of weaving style which possess 3.32 and it belonged to above average of the quality of the bag in terms of durability and lastly was the perfect and strong in braiding and weaving which got 3.22, and it was described as above average. The bag could carried 3 kilograms in weight. Beyond that, the bag cannot support anymore its weight.

In this table it showed that the Bag made of Pagosi(*Nelumbo Nucifera*) Fibers by weaving and braiding has a strong materials as it was processed properly by braiding and weaving well to the point that it cannot be easily cut.

**Table 3. Quality of Pagosi(*Nelumbo Nucifera*) Fiber Bag in Terms of Usability**

Characteristic	Mean	SD	VI	QD
1. ordinary days	3.82	0.39	Strongly Agree	Highest Quality
2. going to church	3.77	0.45	Strongly Agree	Highest Quality
3. attending special parties	3.36	0.69	Agree	Above Average Quality
4. traveling to other cities	3.53	0.59	Strongly Agree	Highest Quality
5. gifting to friends	3.82	0.41	Strongly Agree	Highest Quality
<b>Average</b>	<b>3.66</b>	<b>0.35</b>	<b>Strongly Agree</b>	<b>Highest Quality</b>

The table for the Quality of Pagosi(*Nelumbo Nucifera*) Fiber Bag in terms of Usability unfolded the average of 3.66 which belongs to the highest quality. The respondents claimed that they could use this bag mostly for ordinary days and gifting for friends that got the highest quality mean of 3.82. This was followed by its probable use for going to church which garnered 3.77 that belongs still to the highest quality. Next was travelling to the other cities which has 3.53 and could be described as highest quality and lastly was attending special parties which was 3.36 that belongs to above average.

The designed bag made of Pagosi(*Nelumbo Nucifera*) Fibers could be used in ordinary days because of its design in which a person bringing this could felt comfortable enough while bringing the bag and could be used mostly for gifting of friends for remembrances or in any occasions you wish to give as a gift as it was very especial or rare as it was not existing yet in the community.

**Table 4. Quality of Pagosi(*Nelumbo Nucifera*)Fiber Bag in terms of Care and Maintenance**

Characteristic	Mean	SD	VI	QD
1. can easily be repaired	3.59	0.51	Strongly Agree	Highest Quality
2. is easily washable	3.64	0.50	Strongly Agree	Highest Quality
3. can be recolored in case of fading	3.97	0.17	Strongly Agree	Highest Quality
4. can be kept easily anywhere	3.86	0.35	Strongly Agree	Highest Quality
5. can be cleaned by brush or wet clothes	3.89	0.31	Strongly Agree	Highest Quality
<b>Average</b>	<b>3.84</b>	<b>0.18</b>	<b>Strongly Agree</b>	<b>Highest Quality</b>

The data in the Table 8 also disclosed the Quality of Pagosi Fiber Bag in terms of Care and Maintenance, where its overall average got 3.84%. The bag could be easily be recolored in case of fading got the highest average of 3.97%. This followed by the bag could be cleaned by brush or wet clothes which garnered 3.89%. Next is, the bag could be kept easily anywhere with 3.86%. The bag was washable got 3.64% and lastly the bag could easily be repaired with 3.59% and it still belongs to the highest quality.

**Table 5. Quality of Pagosi(*Nelumbo Nucifera*) Fiber Bag in terms of Safety**

Characteristic	Mean	SD	VI	QD
1. needed compartments for any use	3.70	0.50	Strongly Agree	Highest Quality
2. appropriate organizer	3.52	0.54	Strongly Agree	Highest Quality
3. anti-theft part	3.91	0.35	Strongly Agree	Highest Quality
4. protection from easily getting wet	3.10	0.52	Agree	Above Average Quality
5. parts to keep things free from damage	3.30	0.64	Agree	Above Average Quality
Average	3.51	0.31	Strongly Agree	Highest Quality

The table 6 showed the Quality of Pagosi(*Nelumbo Nucifera*)Fiber Bag in terms of Safety in which its average was 3.51% which belonged still to the highest quality of the bag. The anti-theft part got 3.91% and it belonged to the highest quality . Next was the needed compartment for any use got 3.70% belonged to the highest quality still. Followed by appropriate organizer with 3.52% belonged to the highest quality also. Again, followed by Parts to keep things from damage got 3.30% that belonged to the above average and lastly is the Protection from easily getting wet which implied 3.10% belonged to above average also.

The anti-theft part got the highest average of 3.91% because the bag has a zipper with a padlock in between the two puller of the zipper where the theft cannot caught things easily inside the bag.

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

The study aims to design and develop Bag from (*Nelumbo Nucifera*) Pagosi fibers. It specifically justify the design of the bag from(*Nelumbo Nucifera*)pagosi fibers, the target market community assessed the quality of the developed (*Nelumbo Nucifera*)pagosi fiber bag in terms of appearance, durability, usability, care and maintenance and safety. The bag weaved using the cellulosic fibers of (*Nelumbo Nucifera*) Pagosi was evaluated with the use of the parameters for evaluating the product output. The researcher looked for bag experts, people who were working in the tourism office, people who loved collecting bags and instructors/teachers in Garments, especially those who are NCII passer in Garments were the evaluators of the product and then after evaluation, the result was be analyzed based on the identified qualities of a good bag.

The study used both primary and secondary sources of data. Observed proper official protocols, the researcher sent letter requests to the concerned education and municipal officials. Granted the requests, the data were personally gathered from 100 respondents. The data were analyzed, statistically treated, and interpreted in answer to the problem as stated. The statistics for both descriptive and inferential were employed to come out with the needed answers of interest in the study.

**Findings.** The designed and developed bag made from (*Nelumbo Nucifera*)Pagosi Fibers was successfully created and after a thorough and careful data analyses and statistical measurements, the study came out with the following results.

1. The designed bag made of (*Nelumbo Nucifera*)Pagosi fibers was attractive in color combination which got the highest percentage and quality. Color was one of the preferences in choosing bag that suits to the interest of the buyer and it was important that to have a color of the bag that they loved and fits to the attire they were wearing in a particular occasions or event they were into.
2. For the durability, the respondents found out that the bag has a strong materials used (Pagosi fibers) that could carried things for daily used of the wearer. The quality of the (*Nelumbo Nucifera*)Pagosi fibers revealed in the chapter 1 of this study.
3. The bag developed and designed are usually for ordinary days and for gifting of friends which got the highest percentage and highest in quality in terms of its usability. The usability of the bag may depends on the interest of the owner.

4. The bag made can be recolored if the color faded. This could be clean also by brush or wet clothes and could be kept easily.
5. As the survey presented, the quality of the (Nelumbo Nucifera)Pagosi Fiber bag in terms of safety, the anti-theft part got the highest quality that showed your things inside the bag were safe because of its feature and it has a padlock in between the two puller of the zipper to lock the close the bag.

## Conclusions

Drawn from the obtained findings, the designed and developed bag made of (Nelumbo Nucifera)Pagosi Fibers possessed highest quality in different areas assessed.

Specifically and grounded by the result of the study, the following conclusions were derived.

1. The respondents were attracted to the color combination of the designed and developed bag made of (Nelumbo Nucifera)Pagosi fibers.
2. The (Nelumbo Nucifera)Pagosi fibers were strong materials and it was very ok to be used as a bag by weaving and braiding. The (Nelumbo Nucifera)pagosi fibers also possessed qualities which were not found in the other plants that make it stronger.
3. The (Nelumbo Nucifera)Pagosi bag could be used in ordinary days and could be a gift to friends who love collecting ecofriendly bags and as a remembrance to the places it came from and promoted the place where the bag was made and bought.
4. The owner of the bag would not be bothered in terms of its care and maintenance because the bag could be recolored just in case it faded.
5. Safety is the main priority in any material thing. The bag made was perfect for it has an anti-theft part where it was represented by the zipper with a padlock of the bag.

## Recommendations

**Aesthetics.** The product should apply more attracted colours in dying to make the bag more presentable in its appearance.

**Durability.** The raw materials to be used in weaving and braiding a bag should be the one with good qualities of fibers in order for the product to durable.

**Usability.** In order that the bag could be used for parties, create a bag with more beads and sequins and other accessories needed to designed to served its purpose but we see to it that, it still showcased the (Nelumbo Nucifera)pagosi fibers as its main material used and it promotes the material and the municipality where the bag was from.

**Care and Maintenance.** The designed and developed bag can easily be repaired just in case it will be torn or destroyed.

**Safety.** Protection from easily getting wet also is a factor that the researcher must look into in designing and developing a bag so that in whatever weather or circumstances may occur, the things inside the bag are safe.

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# CYCLOTHYMIC BEHAVIOR OF TEACHERS: ITS EFFECT ON LEARNERS' ACADEMIC PERFORMANCE

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## ABSTRACT

*The main thrust of this study was to determine the relationship between the level of cyclothymic behavior of teachers and academic performance of the learners. This study employed a quantitative method utilizing descriptive- documentary survey and correlational design. The study was conducted in the Ubay 1 and 2 Districts in the second congressional district of Bohol, Philippines. The participants were the selected one hundred (100) School Teachers identified experiencing cyclothymic behavior and five hundred (500) learner- respondents. The researcher utilized a modified questionnaire of Fogarty (1994) on cyclothymic behavior. There were 40 items under Cyclothymic Behavior and was pilot tested to the selected public high schools. After the retrieval of the accomplished questionnaire and other instrument, the data were tabulated, analyzed, interpreted, and reported. The result of the study revealed that there is a significant relationship between the teachers' cyclothymic behavior and their profile in terms of teaching experience. Moreover, there is no significant relationship between the teachers' cyclothymic behavior and their profile in terms of age, civil status, and highest educational attainment. Therefore, this study concludes that teaching experience can be a factor to develop cyclothymic behavior. When teachers have less teaching experience, they may experience high-level cyclothymic behavior. Further, the learners' behavior and performance were not affected by the teachers' cyclothymic behavior. Both teachers and learners can still perform well in school.*

**Keywords:** *Academic Performance, Cyclothymic Behavior, Learners, Teachers*

## INTRODUCTION

Decision making of teachers plays a very important role in the lives of learners. In order to live happily and satisfactorily the teacher need to be cleared and concise in every decision that they are going to make. With this, teacher must also secure its mental and health condition. Being healthy does not only focuses on the physical health; it also considers the spiritual, emotional and psychological which also includes the mental status. In this very challenging generation, it might not be aware that teachers are having these early signs of mental illness due to the unknown reasons, hereditary, and demands and stresses that life hands them. And yet, in the absence of the knowledge about mental health awareness, the simple behaviors and actions which they thought are just normal will not be addressed properly, and as days gone by way of thinking, behavior, emotions and decision making will be unstable as the experience severe swaying of moods that may lead to mental illness.

On the contrary, there are also ways to maintain positive mental health just like; accepting the fact that the need professional help is very essential, connecting with others, staying positive, getting physically active, getting enough sleep and developing coping skills. If it can maintain this positive mental health it will allow realizing the full potential, can cope up with stress and work productively and can make meaningful contribution to the community where they belong to or even to the work place.

Furthermore, curiosity about this cyclothymic condition triggers the researcher to conduct this study, its signs and symptoms and how it will be prevented and addressed; likewise, as an individual raising its

own awareness can help to do few things, like extending a helping hand for those people who needed help and will serve as an outlet of their agonies and let them feel that they are not alone. Moreover, it can also give them some sort of advices to seek professional help for fast and efficient recovery to move forward with their lives. The more aware, the better effective responsive it maybe. Just like the Case Study of Cyclothymic Disorder of Dolores Price by Wally Lamb (1992) which was documented by Rebecca Acord and Laure Squires (1992) helps to understand that cyclothymic disorder shows early signs which aids to prevent untoward happenings in life. Based on the findings of the study, it shows that, there is no significant relationship between the learners' attitude and academic performance and the perceived effect of the teachers' cyclothymic behavior.

## LITERATURE BACKGROUND

The teachers are professionals that help children in building their future, thus, they should update themselves as strategies in teaching and approaches keep on changing so they can impart knowledge to the students more effectively (Yara, 2019).

It is a fact that Cyclothymia has a difficulty in managing their behavior during in terms of its emotional state. It was suggested by some of the experts that emotional dysregulation of cyclothymic type should be considered a neurodevelopmental disorder. This hypothesis is empirically strengthened by the observation that such an emotional dysregulation is met more frequently than expected in a wide span of neurodevelopmental disorders including Attention Deficit Hyperactivity, Tourette's syndrome and Intellectual Disability (Perugi G., Hantouche E., and Vannucchi, G. 2007).

The relationship between cyclothymic temperament and bipolar disorder are at in different levels. Cyclothymic Temperament is less severe and not as extreme as to those in bipolar disorder. Therefore, it is assumed that a Cyclothymia if not prevented, diagnosed, addressed or handled earlier or properly it might lead into a bipolar disorder. Cyclothymic experiences minor depression to hypomania and vice versa in a short span period of time.

The role of temperament in the treatment of Cyclothymia unlike from classical bipolar, the treatment of cyclothymic requires a specific management of pharmacotherapy to be assorted with adapted psycho-education in order to facilitate acceptance of the disorder and focus on the goals of the treatment. The role of the pharmacological and psycho-educational interventions should be the basic mood dysregulation, underlying most of the psychological dysfunctions and behavioral problems of these patients. The primary aim of the psycho-education is the acceptance of the condition, confidence in the doctor, adherence to medications and focusing on the behavioral and interpersonal consequences of the illness of the objectives of the therapy (Perugi, et.al, 2007).

Cyclothymic condition is one of the episodes of mood disorders which accompanied by circadian rhythm deregulations, which are particularly among cyclothymic patients. On the other hand, cyclothymic patients should be considered at high risk of developing sedative misuse; since, according to the specialists, there are no medicines that are specifically approved for the treatment of Cyclothymia, although mood stabilizers such as lithium or lamotrigine are sometimes recommended as a possible strategy to reduce mood fluctuations. Not all antidepressants are recommended unless someone develops a full major depression which a cyclothymic does not possessed (Choi-Khan, LW & Rodriguez-Villa, AM 2015).

A study of cyclothymic personality in personality type theory: a structural interpretation of syntonic and immodithymic personalities. This study was realized to dig deeper the fundamental characteristics of the cyclothymic personality type. The subjects were 474 students who were classified into three basic personality types (cyclothymic, schizothymic, collathymic). From this study it was found out that cyclothymic had a stronger tendency to recognize their own personality type and to adjust images which could or might be recognize by others. And from this study it was concluded that cyclothymic personality type is viable sub-category in personality type theory (Cagliostro, 2011).

## STATEMENT OF THE PROBLEM

The main thrust of this study was to determine the relationship between the level of cyclothymic behavior of the teachers and the attitude and academic performance of the selected learners in the Districts of Ubay I and II, Bohol, Philippines.

Specifically, it aims to determine the following:

1. What is demographic profile of the teacher- respondents in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 civil status;
  - 1.4 highest educational attainments;
  - 1.5 teaching experience; and
  - 1.6 relevant training/ seminar attended?
2. What is the respondent's assessment on the teachers' level of cyclothymic behavior?
3. What is the academic performance of the learners based on their general average?
4. Is there a significant relationship between the teachers' profile and their level of cyclothymic behavior?
5. Is there a significant relationship between the learners' academic performance and the teachers' cyclothymic behavior?

## RESEARCH METHODOLOGY

To evaluate the level of cyclothymic behavior of the teachers and the attitude and academic performance of the selected learners in the Districts of Ubay I and II, Bohol, the researcher employed the descriptive-documentary and survey method. The researcher personally distributed the instruments to the respondents after getting the concurrence from the expert using a documentary analysis method in conducting the questionnaire wherein the target population was given opportunity to be part of the study. The respondents were clearly instructed on what to do, being informed about the importance of the questionnaires for them to be guided and also, they were given enough time to answer the questionnaire. All of the given questionnaires were taken back by the researcher after the participants answered the items. It was regained and data were systemized and analyzed through figures and tables. Data collected were converted to percentage and presented in a tabular and graphical form for simple interpretation.

This study was conducted in the second congressional district of Bohol, Philippines, specifically the Ubay I and II Districts.

The two districts of Ubay were composed of twenty- eight (28) Public Elementary Schools and eight (8) Public Secondary High Schools subjected in this study. The researcher conducted a pre-survey to determine the participants included in this study. There were a total of three hundred (300) teachers who were pre-surveyed and one hundred (100) of them determined having experienced cyclothymic behavior. It was then pilot tested to the selected teachers subjected for the validity and reliability of the instrument. The participants in this study were the purposively selected one hundred (100) School Teachers identified experiencing Cyclothymic behavior and randomly selected five (5) selected learners for every teacher for a total of five hundred (500) learner- respondents. Teachers were composed of twelve (12) males and eighty-eight (88) females while two hundred fifty (250) males and two hundred fifty (250) females from the selected learner

## RESULTS AND DISCUSSIONS

Table 1 presents the profile of the teacher-respondents in terms of age, sex, civil status, highest educational attainment, teaching experience, and relevant trainings and seminars.

As to age, the respondents belonged to the age bracket of 31 – 40 or 47% got the highest rank, followed by 29% with age bracket of 41- 50 years old, then the bracket 20- 30 years old with 19%, and the lowest in rank was on the bracket 51 years old and above with a percentage of five.

**Table 1. Profile of the Teacher-Respondents**

<b>1.1 Age</b>	<b>(in years)</b>	<b>F</b>	<b>(%)</b>	<b>Rank</b>
	20 – 30	19	19.00	3
	31 – 40	47	47.00	1
	41 – 50	29	29.00	2
	51 years old and above	5	5.00	4
	<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.2 Sex</b>				
	Male	12	12.00	2
	Female	88	88.00	1
	<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.3 Civil Status</b>				
	Single	23	23.00	2
	Married	74	74.00	1
	Separated/Divorced	0	0.00	4
	Widowed/Widower	3	3.00	3
	<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.4 Highest Educational Attainment</b>				
	Bachelor's Degree	42	42.00	1
	With M.A. units	33	33.00	2
	CAR in M.A.	21	21.00	3
	Master's Degree Holder	4	4.00	4
	<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.5 Teaching Experience (years)</b>				
	5 years and below	25	25.00	1
	6 – 10 years	23	23.00	2.5
	11 – 15 years	23	23.00	2.5
	16 – 20 years	20	20.00	4
	21 and above	9	9.00	5
	<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.6 Number of Relevant Trainings/Seminars Attended</b>				
	Never attended any behavioral competencies-related training.	7	7	4
	Attended only the basic in-service training for teachers' behavioral competencies	10	10	3
	Attended 2-4 behavioral competencies-related training/seminars.	71	71	1
	Attended more than 5 behavioral competencies-related training/seminars.	12	12	2
	<b>Total</b>	<b>100</b>	<b>100%</b>	

With regards to their sex, majority of teacher- respondents were females (88%) while, the male teacher-respondents got twelve (12) or 12% respectively. This proves in most schools that females dominated the workforce than males.

Pertaining to their civil status, the data had seventy- four (74) married respondents with a percentage of 74%, while the lowest in rank was widowed/ widower got three (3) or 3% of the total respondents. The majority of teacher- respondents show their work role as supplementary to their domestic role, aside from their profession they also function as domestic demands being accorded first priority.

As to Highest Educational Attainment, the table reflects that most of the teacher – respondents were Bachelor's Degree Graduate with the frequency of forty – two (42) or 42% of the total sample size. Teachers with master's degree unit were thirty- three (33) or 33% and 21% acquires complete academic requirements in masters' degree. This implies that most of the respondents have their basic qualification in the teaching profession and there were a growing number of teachers who continues to pursue advance studies.

On the same table, in terms of respondents teaching experience, it shows that teachers teaching 5 years



and below have the highest frequency of twenty – five (25) or 25%. Meanwhile, there were nine (9) teachers have a teaching experienced of 21 and above. This implies that large number of the teachers in Ubay II District was still gaining sufficient teaching experienced.

It is also indicated on table 1 that teachers most attended trainings and seminars were the behavioral competencies-related training/seminars for 2-4 times with 71% of the respondents. The 12% of the respondents attended more than 5 behavioral competencies-related training/seminars. Meanwhile, there were nine (9) of the teachers never attended any behavioral competencies-related training and was the lowest frequency.

**Table 2 Self-Assessment of the Teachers’ Level of Cyclothymic Behavior**

Statements	WM	VI	Rank
The teacher.....			
remember a life event which might have made me depressed for a long time changed my mood even I am in the midst of a happy situation.	2.98	Sometimes	24.5
cannot sleep well, rest well and feeling restless and tired due to the problems in life.	3.43	Always	13
experience racing thoughts but not doing anything especially in the middle of business in work.	3.23	Sometimes	21
see or listen to things which are not present.	2.07	Rarely	38
can't control my anger and easily irritated.	2.98	Sometimes	25
simply disturb by the noisy of the pupils.	3.51	Always	9.5
feel so bad as if the world is against me when the principal gave me a not so nice comment during observation.	3.71	Always	5
feel extremely sad when 75% of my class did not get the mastery level.	3.53	Always	7
bothered when the principal reprimanded me about the number of pupils who are slow/ frustration readers in my class.	3.77	Always	2
not motivated to teach when financial problems arise	3.41	Always	16
feel guilty when somebody does something on my behalf.	2.99	Sometimes	23
rapidly change my weight whenever I encounter challenges.	2.56	Sometimes	34
cannot perform the proper flow and process of teaching because of lack of sleep.	2.66	Sometimes	33
fail to be organized in my work when I think that life is so demanding.	2.22	Rarely	37
busy dwelling on my problems instead of doing remedial class .	2.77	Sometimes	30.5
easily disturbed with problems that cause me not to discuss in my class instead just let the pupils copy from their book.	2.96	Sometimes	26.5
felt depressed when I heard fault finding comments of the school head.	3.35	Always	18
easily give-up and lose hope.	2.40	Rarely	35
think it's better to rest than continue a miserable life when life seems gloomy.	3.51	Always	9.5
can hardly focus to what should be done inside the classroom when I am depressed.	2.90	Sometimes	28
easily rattled when a school head will observe my class and it makes me feel anxiety.	2.77	Sometimes	30.5
neglected the proper dress decorum and posture in coming to school due to the stress.	3.71	Always	5
easily cried even into simple problems.	3.43	Always	13
don't have patience to those stubborn and slow performing pupils.	2.38	Rarely	36
love to be alone or just to be inside the classroom always and not involve myself into other activities.	3.77	Always	2
having a hard time organizing my things inside the classroom.	3.24	Sometimes	19.5
mingle with my co-teachers happily but when I get inside my classroom I am easily angry with the noise and stubbornness of the pupils.	3.43	Always	13
set standards in my lesson and I don't care if others cannot meet the standards.	3.20	Sometimes	22
feel sad and disturb when a student is always absent.	2.77	Sometimes	30.5
easily irritated when colleague/s does not follow their duties and responsibilities.	3.51	Always	9.5
felt guilty when I reprimanded somebody and it seems that my reactions is overrated.	3.51	Always	9.5
experience sleep problems especially when bombarded with lots of deadline reports.	3.71	Always	5
have various of thoughts with extreme optimism in beautifying the school.	3.41	Always	15.5
fail in organizing my works when in a hurry.	3.77	Always	2
distracted easily upon seeing the school ground is dirty.	2.96	Sometimes	27
believe that giving insensitive feedbacks can motivate the teachers.	1.13	Never	39
make a decision which does not consider the feelings of others.	2.77	Sometimes	30.5
do poor judgement that can result in risky behavior or unwise choices.	3.35	Always	18
disappointed knowing that majority of the pupils/ students in my class are non-readers or slow readers.	3.24	Sometimes	19.5
not over whelmed when our school got the highest award in a competition.	1.03	Never	40
<b>Average Weighted Mean</b>	<b>3.05</b>	<b>High</b>	

Legend:

Rating Scale	Verbal Interpretation (VI)	Meaning	Weighted Mean (WM)
3.25 – 4.00	Always (A)	Very High	
2.50 – 3.24	Sometimes (S)	High	
1.75 – 2.49	Rarely (R)	Low	
1.00 – 1.74	Never (N)	Very Low	

Table 2 presents the Self-Assessment of the Teachers' Level of Cyclothymic Behavior. The data shows that statements number 9 "bothered when the principal reprimanded me about the number of learners who are slow/ frustration readers in my class", statement number 25 "love to be alone or just to be inside the classroom always and not involve myself into other activities", and statement number 34 "fail in organizing my works when in a hurry" got the highest rank with a weighted mean of 3.77 and interpreted as Always. This means that the teachers' behaviors were affected when they encountered unfavorable situation in their work- related crisis. The Average Weighted Mean for this category was 3.05 and interpreted as High. The respondents encountered cyclothymic behavior at times and done enough to overcome such behavior.

This affects how we think, behave, feel, response, make choices or decisions, handle problems and reacts with other people. Sometimes, this problem will ruin relationships and professions. With this, mental health is important to everyone in every stage of our lives, from childhood, through adulthood (Shinrigaku Kenkyu, 1987).

On the other hand, the lowest in rank for this category was the statement number 40 "not over whelmed when our school got the highest award in a competition" with a weighted mean of 1.03 or interpreted as Never. The result denotes the reaction of these teachers were uncommon and contrary to the usual behavior.

According to Dina Cagliostro (2011), the personality of the patients who is experiencing a cyclothymic disorder showed more self-doubt, insecurity, sensitivity, compliance, rigidity and emotional instability. With this, they are prone to irritations which sometimes ruin personal and professional relationships. Cyclothymia may experience confusion, and destruction.

**Table 3. Perceived Effect of Teachers' Cyclothymic Behavior on Learners' Attitude**  
N = 500

Statements	WM	VI	Rank
The student....			
1. hardly sleep when scolded by the teacher.	3.42	Always	9
2. easily get shy when corrected in not so nice way.	3.65	Always	3
3. cannot focus straight when the teacher is so strict.	3.32	Always	10
4. felt afraid if the teacher asks why did not understand the lesson.	3.49	Always	8
5. don't want to listen to the teacher after scolded.	3.78	Always	2
6. hate on and off remedial class	2.60	Sometimes	14
7. frustrated when they always copy from the books and the teacher discuss lessons occasionally.	3.60	Always	4
8. upset when the teacher is late in coming to school.	2.81	Sometimes	13
9. disappointed when we do not have classes because the teacher is absent.	1.87	Rarely	15
10. cannot understand the lesson because I am afraid that the teacher will be mad if I ask questions about the lesson.	3.54	Always	5
11. discouraged when I get below 75% in our test most of the times.	3.22	Sometimes	12
12. not interested to listen if the teacher is so strict.	3.50	Always	7
13. has very poor in comprehension and it makes sad.	3.29	Always	11
14. not proud to have a removal exam to attain the mastery level.	3.52	Always	6
15. not comfortable when the teacher is always scorning me if I cannot understand the lesson easily.	3.95	Always	1
<b>Average Weighted Mean</b>	<b>3.30</b>	<b>Highly Observed</b>	

**Legend:**

Rating Scale	Verbal Interpretation (VI)	Meaning	Weighted Mean (WM)
3.25 – 4.00	Always (A)	Highly Observed	
2.50 – 3.24	Sometimes (S)	Moderately Observed	
1.75 – 2.49	Rarely (R)	Rarely Observed	
1.00 – 1.74	Never (N)	Not Observed	

Table 3 illustrates the perceived effect of teachers' cyclothymic behavior on learners' attitude. Based on the results, the highest weighted was the statement number 15 "not comfortable when the teacher is always scorning me if I cannot understand the lesson easily" with 3.95 or interpreted as Always. The Average Weighted Mean 3.30 or highly observed. The learners believed that they learn less because they are not at ease upon the teachers' attitude of mocking the learners especially during classes.

According to the study of Blazar and Kraft (2017), learners’ attitudes and behaviors are predicted by teaching practices most proximal to these measures, including teacher’s emotional support and classroom organization. However, teachers who are effective at improving test scores often are not equally effective at improving at learners’ attitudes and behaviors. These findings lend empirical evidence to well-established theory on multidimensional nature of teaching and the need to identify strategies for improving the full range of teachers’ skills.

As to the lowest rank, the statement number 9 “disappointed when we do not have classes because the teacher is absent” got a weighted mean of 1.87 or rarely. This implies that the learners have high understanding to their teachers as they hardly disappointed and do not care when their teacher is not in the classroom.

The learners will learn effectively if they are motivated to be involved and to take and to take responsibility for their own learning (Gavino, 2013). Teaching is not limited to skills but it also involves expertise and values. Moreover, becoming an effective teacher is a complex process that is continuous throughout the teacher’s professional life. It requires the continuous development of his personal growth and the honing of his professional competencies.

**Table 4. Learners’ Academic Performance**  
N = 500

Academic Performance	Frequency	Percentage (%)	Rank
Outstanding (90-100)	11	2.20	4
Very Satisfactory (85-89)	146	29.20	2
Satisfactory (80-84)	243	48.60	1
Fairly Satisfactory (75-79)	100	20.00	3
<b>Total</b>	<b>500</b>	<b>100%</b>	

Table 4 demonstrates the learners’ academic performance. The selected five hundred (500) learner-respondents, most of them have an average grade of 80- 84 or Satisfactory rating with a frequency of two-hundred forty- three (243), while the lowest in rank was the average grade of 90- 100 or outstanding with a frequency of eleven (11). However, none of them got the average grade of 74 and below. This connotes that learners were rated highly in terms of their effectiveness in school.

The result shows how teaching- learning process operates. The teacher multitasks and possessed with high regard to the profession. In Article VIII of Section 2 of the Code of Conduct for Professional Teachers, A teacher shall recognize that the interest and welfare of learners are of first and foremost concerns, and shall deal justifiably and impartially with each of them. Teachers possessed dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, they strictly adhere to observe, and practice this set of ethical and moral principles, standards, and values. With this, the goal of providing quality education to the learners is obtained.

**Table 5. Relationship Between the Teachers’ Cyclothymic Behavior and their Profile**  
N = 100

Cyclothymic Behavior and their Profile as to...	X <sup>2</sup>	Df	p-value	Interpretation	Decision
Age	2.381	2	0.304	Not Significant	Failed to Reject H <sub>0</sub>
Sex	0.364	1	0.546	Not Significant	Failed to Reject H <sub>0</sub>
Civil Status	0.698	1	0.403	Not Significant	Failed to Reject H <sub>0</sub>
Highest Educational Attainment	1.483	1	0.476	Not Significant	Failed to Reject H <sub>0</sub>
Teaching Experience	8.476	3	0.037	Significant	Reject H <sub>0</sub>

*\*Correlation is significant at 0.05 level (2-tailed)*

Table 5 indicates the test of relationship between the teachers’ cyclothymic behavior and their profile in terms of age, sex, civil status, highest educational attainment, and teaching experience. The result depicted that there is sufficient evidence of a significant relationship between the teachers’ cyclothymic behav-

ior and their profile in terms of teaching experience,  $X^2(3)=8.476$ ,  $p=0.037$ , thus reject the null hypothesis. This infers that teaching experienced can be a factor to acquire cyclothymic behavior. When teachers have less teaching experience, they may acquire high-level cyclothymic behavior. However, the respondents mostly possessed with less than 5 years in teaching.

According to the result of the study of Usop, Askandar, Langguyuan-Kadtong and Usop (2013) as cited by Torreon and Trabajo (2019), was found out a significant relationship between teacher respondents' personal profile in terms of age, length of service, educational attainment and job satisfaction and others. Teachers were still effective in performing their duty even in their experienced behavior.

However, there is no significant relationship between the teachers' cyclothymic behavior and their profile in terms of age,  $X^2(2)=2.381$ ,  $p=0.304$ , sex,  $X^2(1)=0.364$ ,  $p=0.546$ , civil status,  $X^2(1)=0.698$ ,  $p=0.403$ , and highest educational attainment,  $X^2(1)=1.483$ ,  $p=0.476$ , thus failed to reject the null hypothesis. This means that the respondents' profile in terms of age, sex, civil status, and highest educational attainment has no direct influence to their cyclothymic behavior.

In education, teacher experience is probably the key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritize seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution (Rice, 2010). The study yielded that the work performance rating was rated very satisfactorily.

**Table 6. Correlation between the Learners' Academic Performance and Teachers' Cyclothymic Behavior**

Students' Academic Performance and...	R	p-value	Interpretation	Decision
Teachers' Cyclothymic Behavior	0.020	0.841	Not Significant	Failed to Reject $H_0$

*\*Correlation is significant at 0.05 level (2-tailed)*

Table 6 displays the test of correlation between the learners' academic performance and the teachers' cyclothymic behavior. The result revealed that there is no significant correlation between the students' academic performance and the teachers' cyclothymic behavior,  $r(98)=0.020$ ,  $p=0.841$ , thus failed to reject the hypothesis. This implies that there is no substantial indication of the connection of the teachers' cyclothymic encounter to the academic performance of the learners. Both teachers and learners can still perform well even in the midst of crisis.

**Table 6.1 Relationship Between the Learners' Academic Performance and the Perceived Effect of Teachers' Cyclothymic Behavior Towards Learners' Attitude  
N = 500**

Students' Academic Performance and...	R	p-value	Interpretation	Decision
Learners' Attitude	-0.074	0.096	Not Significant	Failed to Reject $H_0$

*\*Correlation is significant at 0.05 level (2-tailed)*

The teachers are professionals that help children in building their future, thus, they should update themselves as strategies in teaching and approaches keep on changing so they can impart knowledge to the learners more effectively (Yara, 2019).

The constructivism theory of Bruner (1966) explains that learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge (schemas). It allows learners to better process their newfound knowledge and skills.

## CONCLUSION

Based on the findings of the study, the researchers concluded that teaching experience can be a factor to develop cyclothymic behavior. When teachers have less teaching experience, they may experience high-level cyclothymic behavior. Further, the learners' attitude and performance were not affected by the teachers' cyclothymic behavior. Both teachers and learners can still perform well in school.

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# TEACHERS' INSTRUCTIONAL PREPARATION AND DELIVERY: ITS IMPACT ON TEACHING PERFORMANCE

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## ABSTRACT

*The main thrust of this study was to determine the teachers' level of instructional preparation and delivery and its impact on teaching performance in the public elementary schools of Duero District, Division of Bohol for the School Year 2019-2020. This study employed descriptive survey using modified questionnaires. The quantitative data from the survey-checklists were utilized in order to address the primary aim of this study. There were a total number of one hundred twenty-seven (127) respondents who participated in the survey. After the data collection, these were tabulated, analyzed, interpreted, and reported. It was found that the assessment of the teacher-respondents on their level of instructional preparation in terms of lesson organization, content knowledge & relevance and instructional materials was outstanding. Likewise, the assessment of the teacher-respondents on their level of instructional delivery in terms of presentation, teacher-pupil interactions, collaborative learning activities, lesson implementation and student responses were outstanding. Moreover, this study shows that a large number of the teacher-respondents fell on the 'Outstanding' performance level and 'Very Satisfactory' performance level. Thus, this shows that teacher-respondents come to school well-prepared and delivered well during the class discussion as observed by the school heads and as rated through the Classroom Observation Tool rating sheets used by the Department of Education. In addition, it was found that there is correlation between the teachers' level of instructional preparation and their profile in terms of age, however, there is no significant relationship between the teachers' level of instructional preparation and their profile in terms of teaching experience and highest educational attainment. Besides, there is no significant relationship between the teachers' level of instructional delivery and their profile in terms of age, teaching experience and highest educational attainment. Furthermore, there is sufficient evidence of a significant relationship between the teachers' level of instructional preparation and their performance; the teachers' level of instructional delivery and their performance. Hence, this study concludes that the level of instructional preparation and instructional delivery of teachers has definitely an impact on their teaching performance. Consequently, teachers can perform their task of facilitating learning if their level of instructional preparation and level of instructional delivery are performed better.*

**Keywords:** *Teacher's instructional preparation, delivery, impact, classroom observation, impact*

## INTRODUCTION

The school is usually charged with the responsibility in teaching and learning development. One of the reasons often given for the failure to carry out this task effectively is a lack of time. School head's classroom visitation is usually considered to be a key component of teacher development, which can be very time-consuming. The problem, then, becomes one of how to use the school head's limited time most effectively. Is the commonly accepted class visitation/post conference method the most productive, or could greater results be obtained by devoting all, or at least most, of that time to teacher-principal conferences designed to help the teacher discover his/her own strengths and weaknesses?

Moreover, teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel

the country to development and progress. Evidences show unequivocally that good teachers are vital to raising student achievement, i.e., quality learning is contingent upon quality teaching.

Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building. The changes brought about by various national and global frameworks, such as the K to 12 Reform and the ASEAN integration, globalization, and the changing character of the 21st century learners, necessitate the improvement and adaptability of education, and a call for rethinking of the current teacher standards.

In addition, the K to 12 reforms (R.A 10533) in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on teacher quality- high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teachers.

Consequently, the Philippine Professional Standards for Teachers, which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined Domains, Strands, and Indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The Philippine Professional Standards for Teachers, therefore, becomes a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development. Furthermore, the researcher conducted this study in order to help the school, the elementary teachers and especially the pupils who are said to be the center of the educational triad and the most important clientele of education.

## LITERATURE BACKGROUND

Education has two main components- teaching and learning. One of the aims of education worldwide is the integration of individuals into their respective societies so that they can realize their potential, promote unity, and endeavor for cultural, scientific, political, economic, social, and technological advancement. According to Osakwe, R. N. (2009) teaching seeks to bring about change in behavior, both in formal and informal settings by communicating and imparting knowledge and skills to learners. Therefore, on the one hand, teaching is interactive in nature, involving an instructor and a learner, using communication to foster learning activities in the classroom (Osakwe, R. N., 2009). Hence, learning is a process of acquiring change (Osakwe, R. N., 2009).

In the context of classroom interaction, the transmission, facilitation and acceleration are very important components for effective learning. For instance, learning in the classroom involves arranging and transferring of information from a source (teacher) to destination (learner) (Cohen, L., Manion, L., & Morrison, K. (2000).

In this respect, effective communication on the part of the teacher is an integral part of effective classroom interaction. However, other variables have been identified by scholars as being important for the quality of instruction that is received in a classroom. These include, attitude of the teacher, knowledge base and mastery of subject knowledge by the teacher (Darling, H, 2000).

Moreover, teachers' attitude has also been found to be associated with quality teaching and learning in the classroom. For example, possession of positive work attitude enhances teaching, thereby leading to the achievement of learning objectives and the overall educational objectives (Ololube, 2016). This implies that teachers who possess negative attitudes impair the ability of students to be able to receive messages from the subjects that they teach, leading to wrong interpretation of concepts. Also, according to Grether (2014) as cited by Golosino (2019), teachers who earn their advanced studies show a deep level of understanding and commitment to profession, allowing them to modify curriculum goals, adjust



teaching methods, and enter leadership positions to enact the system-wide changes in education they wish to see. Teachers ought to have adequate knowledge about the learners for effective classroom interaction to take place; that teaching involves the transmission of what is to be learned by the teacher to the learner. Thereafter, the learners have to be able to use their skills to interpret the knowledge they receive from the teachers. From the foregoing discussion, a teacher needs to have good mastery of the content for enhanced classroom interaction (Osakwe, 2009).

Teachers, being the focal figure in education must be competent and knowledgeable enough in order to impart the knowledge they could give to their pupils. It means that effective teaching is concerned with the pupils as persons and their holistic development. The teacher must recognize individual differences among his/her pupils and adjust instruction that best suit the learners. Thus, teachers need to vary their teaching styles in order to cater the learning styles of their learners. Therefore, it requires a variety of teaching styles or techniques just to cater the learners' interests. In addition, teachers need the necessary abilities and skills as classroom managers. It is important that the teacher is competent enough in making major decisions, including room management, seating arrangements, classroom decorations, academic content, assessment devices and criteria and decisions concerning the day-to-day operation of the classroom.

According to Hora, Matthew and Ferrare (2013), classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviors in the classroom or from videoed lessons. Though widely used across the educational spectrum, the technique is far more common- and the methodological sophistication more pronounced- in K-12 schools, where protocols such as the Classroom Assessment Scoring System (Pianta, B., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. (2008). and the Framework for Teaching (Danielson, 2007) are used for teacher evaluation.

In addition, this study is anchored on the Theory of Performance (ToP) advocated by Elger as cited by Caine (2005) which develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on six components: context, level knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice. The rationale behind the theory is that humans are capable of extraordinary accomplishments. To pursue with this, is the main work of a teacher. A teacher provides the motivation that will lead students to perform well in and out of the classroom. The teacher provides the initiative and the motive; student catches it, goes all along learning and applies what he/she learns.

Furthermore, improving teaching and learning is always of paramount importance to a good school and the key to excellence in teaching lies in teacher effectiveness. The major task of a school head is to ensure a continuous improvement in the quality of teaching and learning in his/her school. Indeed, the term instructional leadership has always been used to mean almost the same thing as principalship. Thus, classroom observations are being conducted by principals in order to check whether teachers are performing well inside the classroom. Classroom observation explores the pivotal role of lesson observation in the training, assessment and development of new and experienced teachers. Offering the practical guidance and detailed insight on an aspect of training is a source of anxiety for many teachers.

Hora, et.al (2013) further states in their study that there are two applications of classroom observations and these are to support professional development and to assess and/or evaluate teaching quality. Professional Development Faculty developers often use classroom observations for coaching and mentoring. An important aspect of using observations for faculty development is to develop a sense of mutual trust between faculty and analysts (Milanowski, A. (2011). For instance, the University of Washington Center for Instructional Development and Research (2012) emphasizes the point by stating that center consultants "can provide instructors with a neutral, non-threatening perspective on their teaching and help them

reflect on whether, where and how to make changes.” Fostering trust is important given evidence that some faculty resent being observed, coached, and generally told how to teach (Milanowski, A. (2011). On the other side, using classroom observations as a form of “high-stakes” assessment and/or evaluation presents a number of problems, a lesson that has been learned in K-12 settings. In these settings, classroom observations have often been used to complement value-added metrics. However, recent research indicates that while value-added is a limited and variable measure of teacher quality (e.g., Rothstein, 2010), classroom observations can be equally unreliable (Guarino, C. et.al (2015). Thus, some have argued that no single data source should be used to evaluate instructional quality (Shulman, 1987). However, it is not entirely clear what the “value- added” of multiple measures is if such measures are unreliable. At the very least, as higher education moves towards establishing procedures for assessing instructional quality, it is important to learn from the ways in which such procedures have had mixed results in K-12 settings, and in some ways have led to undesirable consequences for teachers’ professional autonomy.

Additionally, based on a study by Hunter (2018) in the late 2000s, a confluence of factors led to substantial changes in educator evaluation systems. Whereas evaluation systems under No Child Left Behind (NCLB) largely focused on school performance (Manna, 2011; Mehta, 2013), these new evaluation systems focused on the teacher (Steinberg & Donaldson, 2016). Research produced over the 2000s suggested this new focus was warranted because researchers found teachers had a substantial impact on student achievement (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004) and teacher effectiveness varied substantially within schools (Aaronson et al., 2007; Rivkin et al., 2005). At the same time, educators in the late 2000s reported teacher evaluation was not helping them improve (Weisberg, D. et. al (2009). Soon after these findings became known, the federal Race to the Top competition incentivized state education agencies (SEA) to design new evaluation systems to improve teacher performance (Connecticut State Department of Education, 2009).

Many changes to teacher evaluation fell into two broad categories: the introduction of student outcomes as a measure of teacher effectiveness, and introduction of standards-based observation protocols. The three most widely adopted means by which student achievement has been incorporated into teacher evaluations are value-added measures, student learning objectives, and student growth percentiles (Steinberg & Donaldson, 2016). In general, each of these three measures aims to differentiate teacher effectiveness based on student performance. This differentiation can inform personnel decision-making (e.g. retention) and teacher professional development plans. The second broad change to teacher evaluation systems concerned observations. While the practice of classroom observation had existed for decades (Brophy & Good, 1986), many classroom observation systems preceding the 2010s often used observation rubrics that were not firmly grounded on research (Steinberg & Donaldson, 2016) and expected tenured teachers to be observed once every few years (Weisberg, D. et. al (2009).

Now, most modern teacher evaluation systems rely on standards-based observation protocols and expect most teachers to receive multiple observations per year (Steinberg & Donaldson, 2016). Conventional wisdom suggests these changes to teacher observation systems should improve teacher performance. That is, a higher frequency of observations using standards-based protocols should generate information educators can use to improve teacher performance. While a great deal of recent research has investigated the effects of introducing student outcomes into teacher evaluation, the effects of observation-related changes have received less attention (Cohen & Goldhaber, 2016). Yet, there are at least three reasons to be concerned about these latter changes: burdens placed on administrators, costs of these new systems, and the importance of teachers to student outcomes. Recent research suggests new teacher evaluation systems demand more time from administrators (Kraft & Gilmour, 2016a; Neumerski et al., 2014), and that administrators believe these systems are quite burdensome (Rigby, 2015).

These findings are not surprising considering that many teachers used to be observed once every few years, but are now expected to receive approximately four observations per year (Steinberg & Donaldson, 2016). Second, new observation systems are the most expensive component of modern teacher evaluation systems (Stecher et al., 2016). One hopes this large budget item is money well-spent, but to make this determination we need to know more about the relationship between observations and teacher

performance. Finally, research finds students taught by more effective teachers experience better short- and long-term outcomes (Rockoff, J. E. (2004).

These researches and studies helped to deepen and broaden the understanding of the researcher about the concepts related to the study.

### **STATEMENT OF THE PROBLEM**

The study attempted to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 years in teaching experience;
  - 1.4 highest educational attainment; and
  - 1.5 relevant training/ seminar attended?
2. What is the assessment of the teacher-respondents on the level of instructional preparation in terms of:
  - 2.1 lesson organization;
  - 2.2 content knowledge & relevance; and
  - 2.3 instructional materials?
3. What is the assessment of the teacher-respondents on the level of instructional delivery in terms of:
  - 3.1 presentation;
  - 3.2 teacher-pupil interactions;
  - 3.3 collaborative learning activities;
  - 3.4 lesson implementation; and
  - 3.5 student responses?
4. What is the teacher-respondents' teaching performance?
5. Is there a significant relationship between the teachers' profile and
  - 5.1 level of instructional preparation; and
  - 5.2 level of instructional delivery?
6. Is there a significant relationship between the teachers' teaching performance and
  - 6.1 level of instructional preparation; and
  - 6.2 level of instructional delivery?
7. What plan of action may be proposed based on the result of the study?

### **RESEARCH METHODOLOGY**

This study employed descriptive-documentary and survey method using modified questionnaires. The quantitative data from the survey-checklists were utilized in order to address the primary aim of this study.

This design was found to be appropriate for the purpose of the study which was to evaluate the impact of the teachers' instructional preparation and delivery on the teaching performance in the public elementary schools in the District of Duero during the school year 2019-2020.

To determine the impact of the teachers' instructional preparation and delivery on the teaching performance in the public elementary schools, Percentage, Weighted Mean, Chi-square Test of Independence and Spearman Rank Correlation Coefficient were used.

1. To determine the profile of teacher-respondents, the percentage formula was used:

$$P = F/N \times 100$$

Where:

P = Percentage;  
F = Frequency; and,  
N = Sample Size

2. To determine the teacher-respondents' assessment on the level of instructional delivery and preparation, the researcher used the weighted mean formula:

$$WM = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

WM = Weighted Mean

$f_i$  = frequency per cell

$x_i$  = weighted value per cell

$\sum f_i x_i$  = summation of the product of the frequency and its weighted value

3. To determine whether there is a significant relationship between the teacher-respondents' profile and the level of instructional preparation and the level of instructional delivery, the Chi-square Test of Independence was used:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

c = Degrees of freedom

O = Observed value(s)

E = Expected value(s)

4. To determine whether there is a significant relationship between the teacher-respondents' teaching performance and the level of instructional preparation and the level of instructional delivery, the Spearman Rank Correlation Coefficient ( $r_s$ ) was used with the following formula:

Where:

$$r_s = 1 - \frac{6\sum D^2}{n(n^2 - 1)}$$

$r_s$  = Spearman Rank Correlation Coefficient;

$\sum D^2$  = summation of the squares of the difference of the ranks of the independent n dependent variables; and,

n = sample size

This study was conducted in the third congressional district of Bohol, specifically Duero District. These locations are situated in the south eastern part of the province of Bohol and forming a district of the Department of Education. It was established as a regular municipality in 1862 with twenty-one (21) barangays. The Duero Central Elementary School building was constructed in 1910 which is the oldest school building in the town of Duero.

The researcher went through the procedure of securing the approval from the Dean of the College of Advanced Studies and official permit from the Supervisor of the Department of Education in the province of Bohol specifically in Duero District and the School Head of each school to conduct this study, the researcher likewise asked permission to the teachers for the purpose of this study. Questionnaires were distributed personally to the respondents and explained to them thoroughly the importance of the study and assisted in answering the questionnaires to clarify the difficult words or questions to the respondents. The said respondents were given ample time to answer the questions. And, the answered questionnaires were then retrieved.

After gathering the data, it was then tallied, tabulated, collated and were subjected to descriptive and inferential statistics for analysis and interpretation in accord to the specific problems of the study. Thus, adding empirical data.

## RESULTS AND DISCUSSIONS

This study was conducted in the third congressional district of Bohol, specifically Duero District.

Table 1 represents the profile of the respondents includes age, sex, number of years of teaching experience, highest educational attainment, and relevant trainings and seminars attended. The results are presented below.

In terms of their age, it can be gleaned in the table that out of one hundred twenty-seven (127) respondents, seventy (70) or (55.12%) belonged to age bracket of 30-39 which rank highest. Meanwhile, only seven (7) or (5.51%) were on the age bracket of 20-29 and was rank lowest. The data implied that the research locale was dominated with teachers with ages on the average level.

**Table 1. Profile of the Respondents**

1.1 Age	Frequency	%	Rank
20-29 years old	7	5.51	4
30-39 years old	70	55.12	1
40-49 years old	31	24.41	2
50-59 years old	19	14.96	3
60 and above	0	0	5
<b>Total</b>	<b>127</b>	<b>100%</b>	
1.2 Sex			
Male	9	7.09	2
Female	118	92.91	1
<b>Total</b>	<b>127</b>	<b>100%</b>	
1.3 Teaching Experience (years)			
1-5 years	22	17.32	3
6-10 years	34	26.77	2
11-15 years	35	27.56	1
16-20 years	21	16.54	4
21-25 years	10	7.87	5
Others	5	3.94	6
<b>Total</b>	<b>127</b>	<b>100%</b>	
1.4 Highest Educational Attainment			
Bachelor's Degree Holder	28	22.05	2
With MA Units	94	74.02	1
Master's Degree Holder	2	1.57	4
With Doctorate Units	3	2.36	3
Doctorate Degree Holder	0	0	5
<b>Total</b>	<b>127</b>	<b>100%</b>	
1.5 Relevant Trainings/ Seminars Attended			
INSET (In Service Training of Teachers)	127	100	1
ICT (Information & Communication Technology) Seminar	40	31.50	5.5
Seminar-Workshop on Contextualization of Learning Competencies	42	33.07	4
Multigrade Teaching & Enhancement Training	38	29.92	7
BSP/GSP Related Trainings and Seminars	89	70.08	3
Division Training on the Enhanced SIP	40	31.50	5.5
Mass Training of Teachers on the K to 12 Basic Education Program	102	80.31	2
Indigenous Peoples Education Seminar	10	7.87	8

According to (Johnson, 2018) as cited by Golosino (2019), young teachers do a lot more than stay in their classrooms too late and struggle to control classrooms. They also create and innovate, connect with and inspire students, and breathe new life into old curriculum. The general notion is that the higher the age of an individual, the more responsible he or she will become in the different aspects of life, including his or her work.

The same table shows that the research locale was more dominated by female teachers than male ones with a frequency of one hundred eighteen (118) or (92.91%) and nine or (7.09%), respectively. From the data, it can be inferred that teaching profession is more appealing to females than males (Olaivar, 2016) as cited by Golosino (2019).

On teaching experience, the data revealed that out of one hundred twenty-seven respondents, thirty-five (35) or (27.56%) had 11-15 years of teaching experience which rank the highest. On the other hand, there were only five (5) or (3.94%) had a teaching experience of above 25 years which rank the lowest. The results tell that most of the teachers in the research locale were new in their job. A common mantra says that “Experience is the best teacher”. This implies that the longer the years a teacher teaches the more expert and confident he or she will be in terms of facilitating classroom learning.

**Table 4. Teacher-Respondents’ Teaching Performance**  
N=127

Adjectival Rating	Teachers		
	Rating	Frequency	Rank
Outstanding	4.50-5.00	72	1
Very Satisfactory	3.50-4.49	41	2
Satisfactory	2.50-3.49	14	3
Unsatisfactory	1.50-2.49	0	4.5
Poor	Below 1.49	0	4.5
<b>Total</b>		<b>127</b>	

As can be gleaned from the table, there are five performance levels. Many teachers got an ‘Outstanding’ performance as can be seen by its frequency which is 72, the highest one. Likewise, 41 teachers got a ‘Very Satisfactory’ performance. Thus, this performance level ranked second. On the other hand, the ‘Satisfactory’ performance level ranked third with a frequency of 14. Lastly, no one got an ‘Unsatisfactory’ and a ‘Poor’ performance respectively.

Moreover, this table shows that a large number of the teacher-respondents fell on the ‘Outstanding’ performance level and ‘Very Satisfactory’ performance level. Thus, this shows that teacher-respondents come to school well-prepared and delivered well during the class discussion as observed by the school heads and as rated through the Classroom Observation Tool rating sheets used by the Department of Education.

**Table 5.1 Relationship between the Teacher’s Profile and Level of Instructional Preparation**  
N = 127

Teachers’ Instructional Preparation and....	X <sup>2</sup>	Df	p-value	Interpretation	Decision
Age	10.11	3	0.018	Significant	Reject Ho
Teaching Experience	3.61	4	0.459	Not Significant	Failed to Reject Ho
Highest Educational Attainment	0.326	1	0.568	Not Significant	Failed to Reject Ho

*\*Correlation is significant at 0.05 level (2-tailed)*

However, there is no significant relationship between the teachers’ level of instructional preparation and their profile in terms of teaching experience,  $\chi^2(4) = 3.61$ , and  $p = 0.459$ , highest educational attainment,  $\chi^2(1) = 0.326$ , and  $p = 0.568$ , thus failed to reject the null hypothesis. This means that the number of teaching experience and the highest educational degree earned by the teacher-respondents do not merely affect their level of instructional preparation.

Table 5.2 explains the test of relationship between the teachers’ level of instructional delivery and their profile in terms of age, teaching experience, and highest educational attainment. The result shown that there is no significant relationship between the teachers’ level of instructional delivery and their profile in terms of age,  $\chi^2(3) = 5.75$ ,  $p = 0.125$ , teaching experience,  $\chi^2(4) = 1.03$ ,  $p = 0.904$ , and highest educational attainment,  $\chi^2(1) = 0.276$ ,  $p = 0.599$ , thus failed to reject the null hypothesis. This infers that the age, teaching experience and highest educational attainment does not affect the teacher-respondents’ level of instructional delivery.

**Table 5.2 Relationship between the Teacher's Profile and Level of Instructional Delivery**  
N = 127

Teachers' Instructional Delivery and....	X <sup>2</sup>	Df	p-value	Interpretation	Decision
Age	5.75	3	0.125	Not Significant	Failed to Reject Ho
Teaching Experience	1.03	4	0.904	Not Significant	Failed to Reject Ho
Highest Educational Attainment	0.276	1	0.599	Not Significant	Failed to Reject Ho

*\*Correlation is significant at 0.05 level (2-tailed)*

Table 6.1 shows the test of relationship between the teachers' level of instructional preparation and their performance. The result shown that there is sufficient evidence of a significant relationship between the teachers' level of instructional preparation and their performance since,  $r(125) = 0.445$ ,  $p < 0.001$ , thus the null hypothesis is rejected. This implies that the level of instructional preparation of teachers has definitely an impact on their teaching performance based on their grades in the classroom observation tool rating sheets during classroom observations done by the school heads.

Teaching is interactive in nature, involving an instructor and a learner, using communication to foster learning activities in the classroom (Osakwe, 2006). On the other hand, learning is a process of acquiring change (Okwo, 1995; Nweke, 1996). A professional teacher has always been an integral part of effective classroom interaction and efficiently deliver the lessons regardless of age, educational attainment and experience.

**Table 6.1 Relationship between the Teachers' Teaching Performance and Level of Instructional Preparation**  
N = 127

Teachers' Teaching Performance and....	r	p-value	Interpretation	Decision
Level of Instructional Preparation	0.445	<0.001	Significant	Reject Ho

*\*Correlation is significant at 0.05 level (2-tailed)*

Furthermore, Glewwe (2003) as cited by Leoncio C. and Felicitas C. (2013), the performance of teachers could not only cripple the education system, but also would send "poor performers" to the real world in employment. But some of the teachers' unions would argue that "poor performance" should not be judged solely on exam scores by the students but the overall effectiveness of the performance.

Additionally, Lambert (2004) as cited by Leoncio C. and Felicitas C. (2013), believed that while some factors that influence improving performance are immutable, other factors can be influenced by the performer or by others. The factors that can be varied fall into three categories such as performer's mindset, immersion in the different environments and reflective practice. Performer's mindset includes actions that engage positive emotions. Immersion in a physical, social, and intellectual environment can elevate performance and stimulate personal as well as professional development on the part of the teachers.

These elements include social interactions, disciplinary knowledge, active learning, emotions (both positive and negative), and spiritual alignment. Reflective practice involves actions that help people pay attention to and learn from experiences.

**Table 6.2 Relationship between the Teachers' Teaching Performance and Level of Instructional Delivery**  
N = 127

Teachers' Teaching Performance and....	r	p-value	Interpretation	Decision
Level of Instructional Delivery	0.481	<0.001	Significant	Reject Ho

*\*Correlation is significant at 0.05 level (2-tailed)*

Table 6.2 displays the test of relationship between the teachers' level of instructional delivery and their performance. The result revealed that there is sufficient evidence of a significant relationship between the teachers' level of instructional delivery and their performance,  $r = (125) = 0.481$ ,  $p < 0.001$ , thus the null hypothesis is rejected. This infers that the level of instructional delivery of teachers really has an impact on the teaching performance during classroom observations.

## CONCLUSION

Based on the findings, this study concluded that age factor could affect to the level of teachers' instructional preparation and instructional delivery. Moreover, the level of instructional preparation and instructional delivery of teachers has definitely an effect on their teaching performance, that is, teachers can better perform their task of facilitating learning if their level of instructional preparation and level of instructional delivery are performed at high level.

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# ADVERSITY QUOTIENT AND TEACHING PERFORMANCE OF PUBLIC SCHOOL TEACHERS

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## ABSTRACT

*The research aimed to determine the adversity quotient and teaching performance of public school teachers in Guindulman District, Bohol, Philippines. It utilized a descriptive survey design with the aid of an adapted and modified questionnaire from Stoltz (2000) and Goleman (1995), while the teaching performance was based on their RPMS-PPST indicators. The study was conducted among teachers in the public elementary and secondary schools through a purposive sampling that bears a total of hundred fifty-three (153) respondents comprising one hundred thirty (130) teachers, and twenty-three (23) school heads. It was found that there is no significant association between the teachers' level of emotional intelligence and their demographic profile in terms of age, sex, highest educational attainment, teaching experience, position, civil status, monthly income, and the number of siblings. However, the teachers' teaching performance is significantly correlated with adversity quotient. It has been concluded in this study that the correlation coefficients were positive suggesting that as the level of adversity quotient increases, so does the teaching performance and vice versa. This indicates further that the teachers perform well in their profession having a high level of adversity quotient. Therefore, adversity quotient can cultivate positive attitudes and relationships to promote life satisfaction of teachers.*

**Keywords:** *Attitude, adversity quotient, public school teachers, satisfaction, teaching performance*

## INTRODUCTION

Teaching work and career in today's day and age are very challenging. Teachers are performing various responsibilities as they also perform administrative and managerial work that inevitably causes stress and disrupts their work performance.

Based on the study of Kartikasari and Wiarta (2021), teachers often experienced difficulties in terms of school administration. Some teachers were stated as having less excitement in carrying out their duties. Teaching work can be demanding and leads to high levels of stress and efficacious teachers persist with struggling students and criticize less after incorrect student answers (Otor, 2018).

However, as mentioned by Schonert-Reichl (YEAR) as cited Wang (2022) teachers manage, scrutinize, and control their feelings to achieve teaching effectiveness, inspire students, and create a positive environment for learning. Also, Teachers with a good family environment will display a good attitude, love students, respect students, provide guidance with affection, and protect students from falling into immoral deeds (Lonto, 2018).

Pino (2021) analyzed the data from the interview on educators, it was manifested that most educators when asked about dealing with work and personal conflict, they responded that although tasks may be overwhelming it's part of a teacher's job so there is no other choice but to accomplish it. It was also inferred that criticisms may affect one's motivation to work. An educator added, "Dealing with criticisms/complaints from parents and getting handled unfairly by the administrators may cause me emotional distress that would be so hard to forget." It is common for human beings to have emotional limits which

explain some educators get easily affected by negative experiences.

In addition, present-day educators have encountered different sets of challenges as compared to the former years. Apart from teaching tasks and bulky paper works, teachers also have other functions like administrative, implementation of multiple public programs, and extra appointments like coordinatorship among others. Another thing, we teachers are fulfilling multiple roles in the school, such as being a communicator, facilitators, counselors, disciplinarians, mentors, and surrogate parents because we are dealing with students having diverse personalities and behavior.

Although, educators are equipped to deal with challenges, however, it comes with limitations. Some educators respond to challenges differently and find these adversaries manageable that does not affect much of their life. For this reason, the researcher aimed to identify teachers' emotional intelligence and adversity quotient in relation to their performance among elementary and high school teachers serving in public schools in Guindulman District.

## LITERATURE BACKGROUND

Teaching is one of the professions that have the potential to transform and determine the future of the country. The teacher becomes a crucial component of educational success. Without them, these institutions would be nothing more than a body without a spirit. Teachers are expected to innovate in the teaching and learning process because the quality of their service has a significant impact on educational performance.

In this regard, there are many things that teachers can do to maximize their performance. Teachers must have an adversity quotient and motivation that comes from within to maximize the implementation of teachers' tasks as educators (Kartikasi & Wiarta 2021).

The AQ is the key point in helping teachers, students, and staff subdues problems or challenges they may encounter within their work to achieve the initially set goals related to education. It is the most significant element in assessing a person's ability to succeed in a particular career (adversity intelligence) (Saguni, 2021).

In addition, the Adversity Quotient (AQ) is a measure of how an individual responds to adversity. It consists of four dimensions – Control, Ownership, Reach, and Endurance Education Journal 2021; 10(4): 119-125 120 (CORE).

People who apply AQ in their lives can still function productively despite difficulties, and challenges-small or big- that confront them every day. Some people can handle pressure with grace despite seemingly insurmountable odds (Pino & Merin, 2021).

Meanwhile, according to Hastuti et al. (2018) and Wardani and Mahmud (2019), as cited by Juwita (2020) adversity quotient is the ability to survive facing difficulties in life and efforts to solve them. Therefore, the adversity quotient can be said as a person's response to survive difficulties or problems in his efforts to achieve success by utilizing his potential. Thus, The Adversity Quotient measures a person's ability to overcome challenges. Each person's experience with barriers and capacity to overcome them differs.

Moreover, teachers with high adversity quotient and working motivation will be able to manage themselves in various ways. Therefore, they can improve their performance as an educator to the quality of learning. Thus, the adversity quotient and working motivation affect teachers' performance. High encouragement and enthusiasm will be able to make the teacher an exemplary figure, disciplined, and responsible for the assigned task (Kartikasi & Wiarta 2021).

Nevertheless, Filipino teachers have a high ability to compartmentalize their problems. They are also

emotionally intelligent to the point that they have an excellent ability to perceive, use, understand, and manage emotions inside the classroom, even when dealing with personal problems. As such, they manage to have a positive disposition in the classroom and deliver their task well. Further, Filipino teachers' problem compartmentalization ability and their emotional competence have positively and significantly influenced their classroom behavior, which will result in excellent teaching performance (Go, 2020).

Teachers' performance at the school level directly contributes to school effectiveness by achieving their educational objectives (Ozgenel & Mert, 2019). To establish a system of quality audit and quality assessment there is a need to consider factors contributing to quality which we can refer to as the analysis of efficiency and effectiveness of teacher performance (Asl & Osam, 2021).

According to Benitez, Cabay, and Encalada as cited by Suarez (2018) teaching performance is defined as the observable pedagogical practice and it manifests itself when the teacher expresses his competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn, it depends on different factors related to quality and initial training of teachers to achieve levels of execution.

Moreover, in simple terms, the concept of performance is expressed by Jex and Britt who define performance as, "job performance is all of the behaviors employees engage in while at work". This definition asserts that performance is all the behavior of employees who are engaged in the work. This concept describes performance as the value of a set of employee behaviors that contribute, either positively or negatively to the accomplishment of organizational goals. It is the performance of a person at work for a certain time (Fitria, 2018).

However, Teachers are expected to have certain knowledge, skills, and competencies to be effective and to use these characteristics appropriately to achieve their goals. The use of this knowledge, skills, and competencies in the classroom can be expressed as "teacher performance" (Ozgenel & Mert, 2019).

Zhao, Sang, and Ding. (2021) contribute to a deeper understanding of the relationships between trait EI and life satisfaction and AQ and life satisfaction, and how specific trait EI and AQ facets relate to individuals' life satisfaction.

McClelland (1961) in his Human Motivation Theory identified three motivators that he believed the individual possessed: a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivator. In this theory, people have motivating drivers that are directly linked to needs regardless of age, gender, culture, or race.

When people do not wish to perform at the forefront and prefer to avoid unpleasant situations, this need will surface. People have fear of failure, fear of rejection, and even fear of success. By avoiding situations that may trigger these fears, they think to have found a safe solution.

The learning theory of Thorndike (1913) represents the original S-R framework of behavioral psychology. This learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards. The hallmark of connectionism was that learning could be adequately explained without referring to any unobservable internal states.

Thorndike's theory consists of three primary laws: (1) law of effect – responses to a situation that are followed by a rewarding state of affairs will be strengthened and become habitual responses to that situation, (2) law of readiness – a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and (3) law of exercise – connections become strengthened with practice and weakened when practice is discontinued. A corollary of the law of effect was that responses that reduce the likelihood of achieving a rewarding state (i.e., punishments, failures) will decrease in strength.

The Department of Education (DepEd) mandates every school through an Order No. 28, s. 2018 for sustainable and holistic health and nutrition programs to promote and provide all learners and Deped personnel with a sustainable, holistic school health and nutrition program towards healthier behaviors and better learning outcomes.

The Code of Ethics of Professional Teachers of the Republic Act No. 7836 or otherwise known as the Philippine Teachers Professionalization Act of 1994, states in Section 3 that in the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit;

In pursuant to Executive Order No. 307, the Employees Compensation Commission (ECC) under Section 8 in establishing the Occupational Safety and Health Center (OSHC). These Implementing Rules and Regulations are issued pursuant to the authority.

### **STATEMENT OF THE PROBLEM**

This research aimed to determine the adversity quotient and teaching performance of public school teachers in the Guindulman District.

Specifically, it seeks to answer the following questions.

1. What is the profile of the teacher-respondents in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 highest educational attainment;
  - 1.4 year of teaching experience;
  - 1.5 position;
  - 1.6 civil status;
  - 1.7 family's monthly income; and
  - 1.8 number of siblings?
2. What is the respondents' perception on the teachers' level of adversity quotient?
3. What is the respondents' assessment on the teaching performance of teachers as to:
  - 3.1 level of capability; and
  - 3.2 priority areas to be addressed?
4. Is there a significant relationship between the teachers' teaching performance and adversity quotient?

### **RESEARCH METHODOLOGY**

This research utilized a descriptive survey design where it represented the facts concerning the teachers' demographic profile, adversity quotient, and performance through purposive sampling. This method also was comparatively time-saving and had the benefit of collecting responses from a large group of subjects at a relatively low cost (Dahlberg & McCaig 2010). Gay (1992) asserts that descriptive-survey design involves data collection in order to answer questions concerning the status of the subject of study.

The study was conducted among teachers in the public elementary and secondary schools of Guindulman District which is situated in the eastern part of Bohol. The town is a 4th class municipality in the province of Bohol and is situated in the eastern part of Bohol, 84.6 kilometers from Tagbilaran, the capital and lone city of Bohol province. It is bounded by the towns of Candijay, Anda, and Duero.

The researchers randomly selected the one hundred fifty-three (153) respondents comprising one hundred thirty (130) teachers, and twenty-three (23) school heads who were politely asked to take part as key participants in the study.

This study gathered data via a survey questionnaire. The research tool had 4 parts namely: Part I.

(Respondents' Demographic Profile), and Part II. (Level of Adversity Quotient), and Part III is the Teaching Performance.

Part I has the teachers' demographic profiles. Part II contained 20 questions extracted from Stoltz (2000) on Adversity Quotient: Turning Obstacles into Opportunities. Part III has 50 items that measured a high degree of emotional intelligence, which includes: Self- awareness, managing emotions, motivating oneself, Empathy, and Social Skills (Goleman, 1995).

Lastly, Part IV was a documentary on the teachers' teaching performance based on their RPMS-PPST performance indicators.

The survey questionnaire used a 4-point Likert scale, was designed to suit the research objectives, and had been pilot-tested in another public school for validity and readability.

## RESULTS AND DISCUSSIONS

This study presents the gathered data about the adversity quotient, emotional intelligence, and teaching performance of public school teachers in the Guindulman District during the school year 2021-2022. The data were then analyzed and interpreted by the specific problems of the study.

Table 1 shows the profile of the respondents as to age, sex, and educational attainment, year of teaching experience, position, civil status, family's monthly income and number of siblings.

The highest rank in the respondents' age was bracket 31-40 years old with fifty one (51) or 39.23%, while the lowest rank was bracket 51-60 years old with thirteen (13) or 10%.

As to the respondents' sex, the female respondents got the highest rank with one hundred eighteen (118) or 90.77%, while there were twelve (12) or 9.23% male respondents. The teachers in Guindulman district are dominated by the women.

For their educational attainment, the highest rank was with units in Master's Degree with eighty (80) or 61.54%, while the lowest rank was Doctorate with only one (1) or .77%. It can be seen that the teachers are pursuing their education for professional development.

**Table 1. Profile of the Teacher-Respondents**

<b>1.1 Age</b>	<b>Frequency</b>	<b>(%)</b>	<b>Rank</b>
30 years old and below	35	26.92	2
31-40 years old	51	39.23	1
41-50 years old	31	23.84	3
51-60 years old	13	10	4
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.2 Sex</b>			
Male	12	9.23	2
Female	118	90.77	1
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.3 Educational Attainment</b>			
Bachelor Degree Holder	30	23.07	2
With units in Master's Degree	80	61.54	1
Masters' Degree Graduate	19	14.62	3
With Ph.D./Ed. D. units	0	0	-
Doctorate	1	.77	4
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.4 Teaching Experience</b>			
5 years and below	37	28.46	2
6-10 years	45	34.62	1
11-15 years	26	20	3
16-20 years	10	7.69	5
21 years and above	12	9.23	4
<b>Total</b>	<b>130</b>	<b>100%</b>	

<b>1.5 Teaching Position</b>			
Teacher I	68	52.31	1
Teacher II	5	3.85	3
Teacher III	53	40.77	2
Master Teacher I	3	2.30	4
Master Teacher II	1	.77	5
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.6 Civil Status</b>			
Single	33	25.38	2
Widowed	2	1.54	3
Married	95	73.18	1
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.7 Family's Monthly Income (Net)</b>			
5,000-10,000	8	6.15	3
11,000-20,000	22	16.93	2
21,000 above	100	76.92	1
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.8 No. of Siblings</b>			
1	12	9.23	3
2-5	72	55.38	1
6 above	7	5.38	4
None	39	30	2
<b>Total</b>	<b>130</b>	<b>100%</b>	

With regards to their teaching experience, the bracket 6-10 years got the highest rank with forty five (45) or 34.62% of the respondents, while the lowest rank was the bracket 16-20 years with (10) or 7.69%. This means that the respondent in this category have sufficient experience in the field of teaching.

Moreover, the teaching position, majority of the respondents were Teacher 1 with sixty eight (68) or 52.31%, while the lowest rank was Master Teacher II with only one (1) or .77%.

Meanwhile, the civil status of the respondents, there were ninety five (95) 73.18% Married, however the lowest rank was Widowed with two (2) or 1.54%. Majority of the teachers in Guindulman district have their own family.

As to the family income, the highest rank was the 21,000 above got one hundred (100) or 76.92%, while the lowest rank was 5,000-10,000 with eight (8) or 6.15%. Majority of the respondents has desirable income for their family's need.

Lastly, the number of siblings, the highest rank was 2-5 with seventy two (72) or 55.38%, whereas the 6 and above got the lowest rank with seven (7) or 5.38%.

Table 2 presents the Respondent's Perception of the Teachers' Level of Adversity Quotient. It can be gleaned from the table that statement 1 "suffer a financial setback" got the highest weighted mean of 2.8 with an interpretation of Agree. The lowest weighted mean was statement 18 "feel the meeting I am in is a total waste of time" with a weighted mean of 1.8 or Disagree.

The overall average weighted mean for this category was 2.3 and with an interpretation of Disagree or High. The result denotes that the teachers encountered setbacks in fewer occurrences while performing their job in school.

**Table 2 Respondent's Perception of the Teachers' Level of Adversity Quotient**

Statement	Teachers N = 130		School Head N = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a teacher/school head, I ...							
1. suffer a financial setback.	2.95	A	2.8	A	2.8	A	1
2. overlooked for a promotion.	2.68	A	2.7	A	2.7	A	4
3. criticized for a big project that I have just completed.	2.09	D	1.9	D	2.0	D	18
4. accidentally delete an important email	1.90	D	1.9	D	1.9	D	19
5. set high-priority project I am working on gets canceled.	2.35	D	2.5	A	2.4	D	9

6. experience someone I respect ignoring me when I attempt to discuss an important issue.	2.44	D	2.6	A	2.5	A	7
7. I feel people respond unfavorably to my latest ideas.	2.29	D	2.1	D	2.2	D	13
8. I am unable to take a much-needed vacation.	2.62	A	2.8	A	2.7	A	2.5
9. hit every red light on my way to an important appointment	2.41	D	2.5	A	2.4	D	8
10. cannot find an important document after extensive searching.	2.35	D	2.2	D	2.2	D	11.5
11. am responsible when my workplace is understaffed	2.69	A	2.7	A	2.7	A	2.5
12. miss an important appointment.	2.35	D	2.0	D	2.2	D	14
13. feel out of balance in personal and work obligations.	2.50	A	2.3	D	2.4	D	10
14. never seem to have enough money	2.65	A	2.7	A	2.7	A	5.5
15. am not exercising regularly though I know I should	2.66	A	2.7	A	2.7	A	5.5
16. am not aware the organization is not meeting its goals	2.25	D	2.0	D	2.1	D	15.5
17. experience that my computer crashed for the third time this week.	2.25	D	2.00	D	2.12	D	15.5
18. feel the meeting I am in is a total waste of time.	2.07	D	1.7	S	1.8	D	20
19. lost something important to me	2.49	D	2.0	D	2.2	D	11.5
20. since my school head adamantly disagrees with my decision.	2.18	D	1.8	D	2.0	D	17
<b>Average Weighted Mean</b>	<b>2.41</b>	<b>D</b>	<b>2.3</b>	<b>D</b>	<b>2.3</b>	<b>D (High)</b>	

Legend:	Weighted Mean(WM)	
<b>Rating Scale</b>	<b>Descriptive Interpretation</b>	
3.25 - 4.00	Strongly Agree (SA)	- Very Low
2.50 - 3.24	Agree (A)	- Low
1.75 - 2.49	Disagree (D)	- High
1.00 - 1.74	Strongly Disagree (SD)	- Very High

Based on the study of Kartikasari and Wiarta (2021) on “The Contribution of Adversity Quotient dan Working Motivation to Teachers’ Performance” at Universitas Pendidikan Ganesha, Indonesia teachers often experienced difficulties in terms of school administration. Some teachers were stated as having less excitement in carrying out their duties. Teaching work can be demanding and leads to high levels of stress and efficacious teachers persist with struggling students and criticize less after incorrect student answers (Otor, 2018).

Teachers must have an adversity quotient and motivation that comes from within to maximize the implementation of teachers’ tasks as educators (Kartikasi & Wiarta 2021).

**Table 3.1. Respondent’s Assessment on Teachers’ Teaching Performance Level of Capability (PPST Indicator)**

Statement	Teachers N = 130		School Heads N = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
The teacher...							
1. Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)	3.15	H	3.06	H	3.11	H	7
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice. (PPST Indicator 1.2.2)	2.89	H	2.82	H	2.86	H	17.5
3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)	3.06	H	3.18	H	3.12	H	5.5
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.2)	3.03	H	3.11	H	3.07	H	10
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.2)	3.00	H	3.17	H	3.09	H	9
6. Maintained learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.2)	3.12	H	3.11	H	3.12	H	5.5



7. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.2)	3.11	H	3.08	H	3.10	H	8
8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning. (PPST Indicator 2.5.2)	2.90	H	2.91	H	2.91	H	15
9. Designed, adapted and implemented teaching strategies responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.2)	2.85	H	2.74	H	2.80	H	19
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (PPST Indicator 3.5.2)	2.85	H	2.86	H	2.86	H	17.5
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. (PPST Indicator 4.3.2)	2.92	H	2.92	H	2.92	H	14
12. Utilized assessment data to inform the modification of teaching and learning practices and programs. (PPST Indicator 5.5.2)	2.93	H	2.87	H	2.90	H	16
13. Maintained learning environments that were responsive to community contexts. (PPST Indicator 6.1.2)	3.08	H	3.01	H	3.05	H	11
14. Reviewed regular personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST Indicator 6.3.2)	3.00	H	3.05	H	3.03	H	13
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST Indicator 6.4.2)	3.10	H	3.24	H	3.17	H	1.5
16. Apply a personal philosophy of teaching that is learner-centered. (PPST Indicator 7.1.2)	3.07	H	3.01	H	3.04	H	12
17. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect and integrity. (PPST Indicator 7.2.2)	3.17	H	3.16	H	3.17	H	1.5
18. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST Indicator 7.5.2)	3.16	H	3.10	H	3.13	H	4
19. Performed various related works/activities contributing to the teaching-learning process.	3.14	H	3.17	H	3.16	H	3
<b>Average Weighted Mean</b>	<b>3.03</b>	<b>H</b>	<b>3.03</b>	<b>H</b>	<b>3.03</b>	<b>HIGH</b>	

Legend:

Rating Scale	Descriptive Interpretation
3.25 - 4.00	Very High (VH)
2.50 - 3.24	High (H)
1.75 - 2.49	Moderate (M)
1.00 - 1.74	Low (L)

Table 3.1 presents the Respondent’s Assessment on Teachers’ Teaching Performance Level of Capability. The overall highest weighted mean were the statement 15 “Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST Indicator 6.4.2), and 17 “Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST Indicator 7.2.2)” with 3.1 interpreted as High or Capable.

Meanwhile, the lowest weighted mean was 9 “Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST Indicator 3.3.2)” with 2.80 interpreted as High or Capable.

The average weighted mean was 3.0 and interpreted as High. In this field, the respondents highly observed and followed the school rules and policy to obtain a pleasant connection with the stakeholders. Teachers' performance at the school level directly contributes to school effectiveness by achieving their

educational objectives (Ozgenel & Mert, 2019). To establish a system of quality audit and quality assessment there is a need to consider factors contributing to quality which we can refer to as the analysis of efficiency and effectiveness of teacher performance (Asl & Osam, 2021).

Further, according to Benitez, Cabay, and Encalada as cited by Suarez (2018) teaching performance is defined as the observable pedagogical practice and it manifests itself when the teacher expresses his competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn, it depends on different factors related to quality and initial training of teachers to achieve levels of execution.

The concept of performance is expressed by Jex and Britt who define performance as, "job performance is all of the behaviors employees engage in while at work". This definition asserts that performance is all the behavior of employees who are engaged in the work. This concept describes performance as the value of a set of employee behaviors that contribute, either positively or negatively to the accomplishment of organizational goals. It is the performance of a person at work for a certain time (Fitria, 2018). However, Teachers are expected to have certain knowledge, skills, and competencies to be effective and to use these characteristics appropriately to achieve their goals. The use of this knowledge, skills, and competencies in the classroom can be expressed as "teacher performance" (Ozgenel & Mert, 2019).

Table 3.2 illustrates the Respondent's Assessment on Teachers' Teaching Performance Priorities Areas to be Addressed. The overall highest weighted mean was statement 10 "Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (Indicator 3.5.2)" with 2.13 interpreted as Moderate.

Meanwhile, the lowest weighted mean was statement 3 "Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)" with 1.84 interpreted as Moderate.

The average weighted mean was 1.96 and interpreted as Moderate or Average. This means, that the respondents moderately addressed the level of priority for development.

**Table 3.2. Respondent's Assessment on Teachers' Teaching Performance Priorities Areas to be Addressed (PPST Indicator)**

Statement	Teachers N = 130		School Heads N = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
The teacher...							
1. Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)	2.05	M	1.80	M	1.93	M	12
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice. (PPST Indicator 1.2.2)	2.22	M	1.95	M	2.09	M	4
3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)	2.07	M	1.60	M	1.84	M	19
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.2)	2.19	M	1.70	L	1.95	M	9.5
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.2)	2.16	M	1.70	L	1.93	M	12
6. Maintained learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.2)	2.15	M	1.74	L	1.95	M	9.5
7. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.2)	2.06	M	1.80	M	1.93	M	12

8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning. (PPST Indicator 2.5.2)	2.23	M	1.83	M	2.03	M	5
9. Designed, adapted and implemented teaching strategies responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.2)	2.21	M	2.01	M	2.11	M	2
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (Indicator 3.5.2)	2.32	M	1.94	M	2.13	M	1
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. (PPST Indicator 4.3.2)	2.16	M	1.80	M	1.98	M	6
12. Utilized assessment data to inform the modification of teaching and learning practices and programs. (PPST Indicator 5.5.2)	2.26	M	1.93	M	2.10	M	3
13. Maintained learning environments that were responsive to community contexts. (PPST Indicator 6.1.2)	2.08	M	1.76	M	1.92	M	14.5
14. Reviewed regular personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST Indicator 6.3.2)	2.15	M	1.79	M	1.97	M	7
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST Indicator 6.4.2)	2.12	M	1.57	L	1.85	M	18
16. Apply a personal philosophy of teaching that is learner-centered. (PPST Indicator 7.1.2)	2.15	M	1.77	M	1.96	M	8
17. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect and integrity. (PPST Indicator 7.2.2)	2.04	M	1.75	M	1.90	M	16
18. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST Indicator 7.5.2)	2.12	M	1.71	L	1.92	M	14.5
Performed various related works/activities that contribute to the teaching-learning process.	2.12	M	1.65	L	1.89	M	17
<b>Average Weighted Mean</b>	<b>2.15</b>	<b>M</b>	<b>1.78</b>	<b>M</b>	<b>1.96</b>	<b>Moderate</b>	

Legend: Rating Scale Descriptive Interpretation  
3.25 - 4.00 Very High (VH)  
2.50 - 3.24 High (H)  
1.75 - 2.49 Moderate (M)  
1.00 - 1.74 Low (L)

Table 4 presents the correlation data between the teachers' teaching performance and level of adversity quotient. Analysis of the data revealed that teachers' teaching performance is significantly correlated with adversity quotient,  $r(128)=0.206$ ,  $p=0.019$ . The correlation coefficients were positive suggesting that as the level of adversity quotient increases, so do the teaching performance and vice versa. This denotes further that the teachers perform well in their profession having a high level of adversity quotient.

**Table 4. Test of Relationship between the Teaching Performance and Level of Adversity Quotient**

Variables	r	df	p-value	Interpretation	Decision
Teaching Performance and Level of Adversity Quotient	0.206	128	0.019	Significant	Reject $H_0$

\*Correlation is significant at a 0.05 level (2-tailed)

According to Kartikasi and Wiarta (2021), teachers with high adversity quotient and working motivation will be able to manage themselves in various ways. Therefore, they can improve their performance as an educator to the quality of learning. Thus, the adversity quotient and working motivation affect teachers' performance. High encouragement and enthusiasm will be able to make the teacher an exemplary figure, disciplined, and responsible for the assigned task.

## CONCLUSION

It has been concluded in this study that the level of adversity quotient does not depend on the teachers' age, sex, highest educational attainment, teaching experience, position, civil status, monthly income, and the number of siblings. Meanwhile, the correlation coefficients were affirmative suggesting that as the level of adversity quotient increases, so does the teaching performance and vice versa. This indicates further that the teachers perform well in their profession having a high level of adversity quotient. Therefore, adversity quotient can cultivate positive attitudes and relationships to promote life satisfaction for teachers.

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# MAINTENANCE AND OTHER OPERATING EXPENSES PRACTICES AND UTILIZATION IN RELATION TO SCHOOL PERFORMANCE

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## ABSTRACT

*This study aimed to determine the practices and utilization of the Maintenance and other operating Expenses of the Public Elementary School of Ubay I District Division of Bohol. The researchers utilized the descriptive-correlational research design with the aid of modified questionnaire. It was conducted at Ubay I, II and III Districts in the province of Bohol. There were five (5) males and twenty-seven (27) females a total of thirty-two (32) full-fledge public elementary school administrator- respondents, while for the teachers, forty (40) males and three hundred sixty-one (361) females for a total of four hundred one (401) public elementary school teachers. The data was tallied, tabulated and treated statistically. It was found out that there is a significant relationship between the School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of School Operation and Development since the  $p$ -value  $< 0.001$  is lesser than the Significance Level of 0.05 which indicates that Reject the  $H_0$  on the school operation and development. On the teachers' welfare, the data signifies a significant relationship since the  $p$ -value  $< 0.001$  is lesser than the Significance Level of 0.05 which indicates that Reject the  $H_0$ . Moreover, the students' welfare shows significant relationship the School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) since the  $p$ -value  $< 0.001$  is lesser than the Significance Level of 0.05 which indicates that Reject the  $H_0$ . On the other hand, on the perception of School Heads and Teachers, the  $p$ -value 0.565 is greater than the Significance Level of 0.05 which indicates that accept the  $H_0$ . The data indicates that there is no significant difference. Based on the finding and the result of the analysis on the observation, this study attests that the utilization of maintenance and other operating expenses (MOOE) is very essential to help develop and improve the school operation and development, teachers and students' welfare. Further, School Heads and Teachers validate the importance and utilization of maintenance and other operating expenses (MOOE) to school performance.*

**Keywords:** *Maintenance and Other Operating Expenses, Practices, School Performance, Utilization*

## INTRODUCTION

The school finance policy is the Government's conception of education finance in school operational assistance, supporting the transparent and efficient development of education and the Implementation of School Based Management (Bruns, B., et al, 2011). In preparing and executing school budgets in connection with the Department of Education Deped Order 13, 2016 alternatively known as "Direct Releasing and Operating Expenditure (MOOE) Guidance Implementing Guidelines" has been published with the aim of deeper decentralization of education administration; including other funds administered by schools.

The head of school therefore has the ability to handle the finances of schools. If this fund is not effectively handled, the principal and teachers might nonetheless be in conflict, and also has been reported that the Education Department has investigating the managers and members of the school governing council for misuse of money.

This method solves challenges and problems arising from the usage of funds and schools are able to manage the finances of schools. Monitoring is part of a control or oversight aspect that seeks to monitor

and improve the actions of the organization and its members to keep the organization focused on its objectives (Griffin & Moorhead, 2010).

As a result, the researcher, who is also a school principal, wishes to shed light on the subject by evaluating the level of effectiveness of the use of Maintenance and Other Operating Expenses (MOOE) to manage public education resources, with a focus on school operations, teacher welfare, and pupil development. This project intends to analyze the systems that manage and oversee the use of public funds in order to assist Filipino students who, despite their poverty, need greater access to fundamental education services.

This study aimed to determine the practices and utilization of the Maintenance and other Operating Expenses of the Public Elementary of Ubay District Division of Bohol, Philippines.

## **LITERATURE BACKGROUND**

The Department of Education (DepEd) has implemented a variety of reform measures to guarantee that Filipino children have equal access to educational opportunities and possibilities for holistic growth and development (Atinc & Read, 2017). In this regard, the Department of Education continues to improve its services in order to improve teaching quality and student learning outcomes. One of the reforms is the transfer of duties for managing school operations and resources for school development in order to create an atmosphere that promotes continual improvement.

On the other hand money is not properly handled, however, the administrator might fight with the teachers, officials and schools have been reported. The members of the ruling body were examined Education Department due to finance maladministration misappropriation, fraud, cash plundering, robbery and Incorrect financial record control, Potgieter, J., Visser, P.J., van der Bank, J., Mothata, M., & Squelch, J. (1997). *Understanding the Schools Act: (SA) what the public needs to know*. Pretoria: Government Printer.

The Deped Order No. 13 s 2016 or the Implementing Guidelines on the Direct Release and used of Maintenance and other Operating Expenses (MOOE) Allocations

As a result, public education spending and financing increased in real terms from 2010 to 2018. In addition to the increased number of school workers and running expenses, Gempes and Ochada (2018) found that as the school ages and enrolment of Schools, including other funds Managed by Schools was issued to deepen the decentralization of education management, as stated by (Gempes & Ochada, 2018) grows, there is a greater demand for facility and structural maintenance services. In line with this, Cañete (2019) noted that regardless of age and experience of being a school head, it does matter as to their level of competencies in the area of educational management pertaining to school operations and development.

## **STATEMENT OF THE PROBLEM**

This study aimed to determine the practices and utilization of the Maintenance and other operating Expenses of the Public Elementary of Ubay District Division of Bohol.

Specifically, the study aimed to answer the following:

1. What is the practices and utilization of the school their MOOE in terms of:
  - 1.1 school operation and development;
  - 1.2 teachers' welfare; and
  - 1.3 students' welfare?
2. What is the school performance?
3. Is there a significant relationship between the school performance and their practices of MOOE .

4. Is there a significant difference between the perception of the school heads and teachers on the Utilization of Maintenance and Other Operating Expenses (MOOE)?

## RESEARCH METHODOLOGY

**Design.** The study utilized the descriptive-correlational research design which was used to relate the two variables. Such studies involve the collection of data and the number of times the researcher observes a single event or characteristics. Thus, this may involve relating the interaction of two or more variables. Descriptive research was used to obtain information concerning school operation and development, teachers' welfare and development, and learners' welfare and development and to describe what exists with respect to the variables or conditions identified of Ubay District Division of Bohol School Year 2021-2022.

**Environment and Participants.** The locale of the study was the town of Ubay, Bohol. There were sixteen (16) public elementary schools under the Department of Education in Ubay I, eight (8) public school of Ubay II and eight (8) public school of Ubay III Districts.

There were five (5) males and twenty-seven (27) females a total of thirty-two (32) full-fledge public elementary school administrator- respondents, while for the teachers, forty (40) males and three hundred sixty-one (361) females for a total of four hundred one (401) public elementary school teachers.

**Statistical Treatment.** Data was collected and analyzed using the statistical software SPSS version 21. To ensure anonymity, raw data from questionnaires will be coded and inserted into the three (3) parts for analysis. Descriptive statistics will be calculated for each part of the questionnaires (M+SD) and differences in means will be tested using T-test. Post hoc analysis will be carried out using Turkey's post hoc test. The alpha error will set up at  $p \leq .05$ .

On the part I,II,III of the extent of utilization of Maintenance and Other Operating Expenses (MOOE) as assessed by the Teachers' and administrators on the School Operation and Development, Teacher and Learners welfare and development. The Weighted used.

Where

- $\sum$  denotes the sum
- w is the weights and
- x is the value

In cases where the sum of weights is 1,

Further the formula for Standard Deviation would be used.

On the part 4 significant relationship Is there a significant relationship between the Extent of Utilization of Maintenance and Other Operating Expenses (MOOE) and the Academic Performance of the learners and the a significant Relationship between the Profile of the teachers and administrators Extent of in Utilization of Maintenance and Other Operating Expenses (MOOE) and the Academic Performance of the learners An the Pearson's product-moment correlation coefficient was employed for the analysis of the relationship of the specified variables with the following formula:

Where;

r = correlation between the independent and the dependent variable

$\sum X$  = sum of the responses to the independent variables

$\sum y$  = sum of the responses to the dependent variable

$\sum XY$  = sum of the product of x and y

n = number of observations

$X^2$  = Sum of the squared x responses

$Y^2$  = sum of the squared y responses



## RESULTS AND DISCUSSION

**Table 1.1 Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of School Operation and Development**

Statement	Teachers			School Head		
	WM	DI	R	WM	DI	R
1. MOOE is utilized to finance the purchase of office equipment, tools, and other school supplies for school operations and administrative works.	3.67	O	1	3.56	O	5
2. MOOE is utilized to finance the reproduction of school reports and other school forms.	3.62	O	2	3.56	O	5
3. MOOE is utilized to finance the provision of materials needed in informing stakeholders on the conduct of different school events and activities	3.53	O	4.5	3.59	O	2
4. MOOE is utilized to finance the construction of school infrastructures	3.42	O	10	3.47	O	9.5
5. MOOE is utilized to finance repairs to improve the necessary basic amenities and to meet the requirements for child friendly school system	3.54	O	3	3.59	O	2
6. MOOE is utilized to finance the conduct of DepEd advocacies like the promotion of inclusive education.	3.53	O	4.5	3.56	O	5
7. MOOE is utilized to finance environmental advocacies like Solid Waste Management (SWM) Programs	3.47	O	9	3.53	O	7
8. MOOE is utilized to finance the procurement of materials needed for community partnerships like Disaster Risks Reduction Management (DRRM)	3.52	O	6.5	3.5	O	8
9. MOOE is utilized to finance the provision of communication services and internet access for better basic education services.	3.51	O	8	3.47	O	9.5
10. MOOE is utilized to finance repairs the provision of safety and basic janitorial services for the school welfare	3.52	O	6.5	3.59	O	2
<b>Composite Weighted Mean (WM)</b>	<b>3.53</b>	<b>Outstanding</b>		<b>3.54</b>	<b>Outstanding</b>	

Rating Scale	Descriptive Interpretation	Meaning
4	4.00-3.00	O Outstanding
3	2.99-2.00	VS Very Satisfactory
2	1.99-1.00	S Satisfactory
1	1.00-0.99	U Unsatisfactory

The Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of School Operation and Development. The data then indicates that teachers have an average weighted mean of 3.53 and a verbal interpretation of “Outstanding”.

As a result, public education spending and financing increased in real terms from 2010 to 2018. In addition to the increased number of school workers and running expenses, Gempes and Ochada (2018) found that as the school ages and enrolment of Schools, including other funds Managed by Schools was issued to deepen the decentralization of education management, as stated by (Gempes & Ochada, 2018) grows, there is a greater demand for facility and structural maintenance services.

Table 1.2 illustrates the Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Teachers’ Welfare. It indicates that teachers assessed Outstanding with an average weighted mean of 3.527.

**Table 1.2 Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Teachers’ Welfare**  
N<sub>1</sub>=430 N<sub>2</sub>=32

Statement	Teachers			School Heads		
	WM	DI	Rank	WM	DI	Rank
1. MOOE is utilized to finance teachers’ training activities for pedagogical retooling and professional development.	3.6	O	1	3.47	O	7
2. MOOE is utilized to finance expenses for seminars and workshops of Whole Brain Learning System (WBL) Writers.	3.54	O	4	3.53	O	4
3. MOOE is utilized to finance the provision of instructional materials like CGs, TGs and other supplemental materials needed.	3.52	O	5.5	3.41	O	9
4. MOOE is utilized to finance the purchase of ICT resources and educational equipment.	3.46	O	10	3.56	O	2.5

5. MOOE is utilized to finance the reproduction of teacher-made test papers during school-based testing programs.	3.58	O	2.5	3.38	O	10
6. MOOE is utilized to finance trainings of coaches and officiating officials for athletic meets and sports events.	3.47	O	9	3.50	O	5.5
7. MOOE is utilized to finance training of teachers in research undertakings and technological advancements.	3.49	O	8	3.44	O	8
8. MOOE is utilized to finance training of teachers on basic life support and first aid for DRRM purposes.	3.51	O	7	3.50	O	5.5
9. MOOE is utilized to finance training of teachers on guidance and counseling as well as child protection policies	3.52	O	5.5	3.56	O	2.5
10. MOOE is utilized to finance travelling expenses, meals, accommodation and incidental allowances of teaches in the conduct of Dep Ed Initiated Activities	3.58	O	2.5	3.59	O	1
<b>Composite Weighted Mean (WM)</b>	<b>3.527</b>	<b>Outstanding</b>	<b>3.49</b>	<b>Outstanding</b>		

Rating Scale	Descriptive Interpretation	Meaning
4.00-3.00	O	Outstanding
2.99-2.00	VS	Very Satisfactory
1.99-1.00	S	Satisfactory
1.00-0.99	U	Unsatisfactory

To promote access and equity, quality and excellence, relevance and responsiveness, school heads as financial managers emphasize the needs of both learners and teachers as two critical key players in the educational system. As a result, teachers must be consulted about their needs in order for their students to have better access to basic education services (Atinc & Read, 2017; Comighud, 2019).

1.3 Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Students' Welfare. The respondents rated Outstanding with an average weighted mean of 3.525 for the students' welfare.

**Table 1.3 Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Students' Welfare**  
N=430

Statement	Teachers			School Head		
	WM	DI	Rank	WM	DI	Rank
MOOE is utilized to...						
1. finance teachers' training activities for pedagogical retooling and professional development	3.58	O	1.5	3.47	O	6
2. finance trainings of coaches and officiating officials for athletic meets and sports events	3.47	O	10	3.44	O	7
3. finance expenses for seminars and workshops of Whole Brain Learning System (WBLS) Writers.	3.51	O	6	3.5	O	5
4. finance the provision of instructional materials like CGs, TGs and other supplemental materials needed.	3.53	O	4	3.56	O	2
5. finance the reproduction of teacher-made test papers during school-based testing programs	3.58	O	1.5	3.53	O	3.5
6. finance training of teachers in research undertakings.	3.51	O	6	3.41	O	8
7. finance training of teachers in technological advancements.	3.5	O	8	3.38	O	9
8. finance training of teachers on basic life support.	3.51	O	6	3.59	O	1
9. finance training of teachers on first aid for DRRM purposes.	3.49	O	9	3.53	O	3.5
10. finance travelling expenses, meals, accommodation and incidental allowances of teaches in the conduct of Dep Ed Initiated Activities	3.57	O	3	3.34	O	10
<b>Composite Weighted Mean (WM)</b>	<b>3.525</b>	<b>Outstanding</b>	<b>3.4758</b>	<b>Outstanding</b>		

Rating Scale	Descriptive Interpretation
4.00-3.00	O
2.99-2.00	VS
1.99-1.00	S
1.00-0.99	U

In table 1.3 the data shows the Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Students' Welfare. The data shows that items 1 "MOOE is utilized to finance teachers' training activities for pedagogical retooling and professional development" and 5 "MOOE is utilized to finance the reproduction of teacher-made test papers during school-based testing programs" ranked first with a weighted mean of 3.58 and a verbal interpretation of "Outstanding". The table also indicates that item 2 "MOOE is utilized to finance training of coaches and officiating officials for athletic meets and sports events" ranked last among all items with a weighted mean of 3.47 and a verbal interpretation of "Outstanding". The data then indicates that teachers have an average weighted mean of 3.525 and a verbal interpretation of "Outstanding".

**Table 2. School Performance**

<b>School Based Management Performance</b>	
Achila Elementary School	2
Bay-ang Elementary School	2
Benliw Elementary School	2
Biabas Elementary School	1
Bood Elementary School	1
Bong-bong Elementary School	2
Cagting Elementary School	2
Calangaman Elementary School	2
Casate Elementary School	1
Camambugan Elementary School	1
Fatima Elementary School	2
Guintabo-an Elementary School	2
Humay-humay Elementary School	1
Ilihan Elementary School	2
Imelda Elementary School	2
Katarungan Elementary School	1
Los Angeles Elementary School	2
Lumangog Elementary School	1
Pag-asa Elementary School	1
Pang-pang Elementary School	2
San Isidro Elementary School	2
San Pascual Elementary School	1
Sentila Elementary School	2
Sinandigan Elementary School	2
Tapal Integrated School	1
Tapon Elementary school	1
Tipolo Elementary School	1
Tubog Elementary School	2
Tuburan Elementary School	1
Tres Reyes Elementary School	1
Ubay Central Elementary School	1
Union Elementary School	1

Table 2 displays the performance level of each school included in the respondents. There are 1,2,3,4 ranks in each school. The attained ranks will define the level of performance of each school. Ranking 1 as the highest level of performance and 4 as the lowest. While 2 ranks 2nd among the group.

The performance level of each school included in the respondents. There were fifteen (15) public elementary schools obtained the rating of "Maturing" which means that they were under the introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes. Meanwhile, seventeen (17) schools were under the "Developing" level which means they were developing structures and mechanisms with acceptable level and extent of community participation and impact on the learning outcomes. However, none of them got the rating of level III or Advanced.

Republic Act 9155, also known as the Governance of Basic Education Act Of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school-based management within the context of transparency and local accountability.

The test of relationship between the School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of the following:

3.1 School Operation and Development, There is a significant relationship since the p-value <0.001 is lesser than the Significance Level of 0.05 which indicates that Reject the Ho.

Table 3.1 reveals the test of relationship between the School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of School Operation and Development, the p-value <0.001 is lesser than the Significance Level of 0.05 which indicates that Reject the Ho. The table also displays the Pearson r value of 0.320 which identifies that the relationship between these two variables is a Low Correlation. This denotes that utilization of maintenance and other operating expenses (MOOE) in terms of school operation and development can help improve school performance.

**Table 3.1 Relationship Between School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of School Operation and Development**

School Performance	Pearson r	df	P-value	Interpretation	Decision
Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of School Operation and Development	0.320	428	<0.001	Significant	Reject Ho

*\*Correlation is significant at 0.05 (2-tailed)*

3.2 Teachers' Welfare, the data signifies a significant relationship since the p-value <0.001 is lesser than the Significance Level of 0.05 which indicates that Reject the Ho.

**Table 3.2 Test of Relationship Between School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Teachers' Welfare**

School Performance	Pearson r	df	P-value	Interpretation	Decision
Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Teachers' Welfare	0.209	428	<0.001	Significant	Reject Ho

*\*Correlation is significant at 0.05 (2-tailed)*

Table 3.2 reveals the test of relationship between the School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Teachers' Welfare, the p-value <0.001 is lesser than the Significance Level of 0.05 which indicates that Reject the Ho. The table also displays the Pearson r value of 0.209 which identifies that the relationship between these two variables is a Low Correlation. This signifies that the school performance and practices utilization of maintenance and other operating expenses (MOOE) can develop and improve teachers' welfare.

3.3 Students' Welfare, the result shows significant relationship since the p-value <0.001 is lesser than the Significance Level of 0.05 which indicates that Reject the Ho.

**Table 3.3 Significant Relationship Between School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Students' Welfare**

School Performance	Pearson r	df	P-value	Interpretation	Decision
Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Students' Welfare	0.135	428	0.002	Significant	Reject Ho

*\*Correlation is significant at 0.05 (2-tailed)*

Table 3.3 reveals the test of relationship between the School Performance and Practices and Utilization of Maintenance and Other Operating Expenses (MOOE) in terms of Students' Welfare, the p-value <0.001 is lesser than the Significance Level of 0.05 which indicates that Reject the Ho. The table also displays the Pearson r value of -0.135 which identifies that the relationship between these two variables is a Very Low Correlation. This indicates that there is important effect of the practices utilization of maintenance and other operating expenses (MOOE) to the students' welfare.

4. The test of difference between the perception of School Heads and Teachers on Practices and Utilization of Maintenance and Other Operating Expenses (MOOE), the p-value 0.565 is greater than the Significance Level of 0.05 which indicates that Accept the Ho, despite the test being significant, the data indicates that there is no significant difference between the perception of School Heads and Teachers.

**Table 4 Significant Difference Between the Perception of School Heads and Teachers on Practices and Utilization of Maintenance and Other Operating Expenses (MOOE)**

School Heads Practices and Utilization of Maintenance and Other Operating Expenses (MOOE)	Z-value	Z-crit	P-value	Interpretation	Decision
Teachers Practices and Utilization of Maintenance and Other Operating Expenses (MOOE)	-0.576	1.960	0.565	Insignificant	Accept Ho

*\*Correlation is significant at 0.05 (2-tailed)*

Table 4 reveals the test of difference between the perception of School Heads and Teachers on Practices and Utilization of Maintenance and Other Operating Expenses (MOOE), the p-value 0.565 is greater than the Significance Level of 0.05 which indicates that Accept the Ho, the data indicates that there is no significant difference between the perception of School Heads and Teachers.

## CONCLUSIONS

Based on the finding and the result of the analysis on the observation, this study attests that the utilization of maintenance and other operating expenses (MOOE) is very essential to help develop and improve the school operation and development, teachers' and students' welfare. Further, School Heads and Teachers validate the important and impact of maintenance and other operating expenses (MOOE) to school performance. Practices and Utilization of MOOE was important to improve the performance level of practice in School Based Management. Therefore the school teachers and administrator with one goal, on the implementation of the programs and projects towards the students' welfare would result a positive level of performance on SBM practices and student welfare.

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# EMOTIONAL INTELLIGENCE AND TEACHING PERFORMANCE OF PUBLIC SCHOOL TEACHERS

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## ABSTRACT

*The research aimed to determine the emotional intelligence and teaching performance of public school teachers in Guindulman, Bohol, Philippines. It utilized a descriptive survey design with the aid of an adapted and modified questionnaire from Stoltz (2000) and Goleman (1995), the teaching performance was based on their RPMS-PPST performance indicators. The study was conducted among teachers in the public elementary and secondary schools of Guindulman District through a purposive sampling that bears a total of hundred fifty-three (153) respondents comprising one hundred thirty (130) teachers, and twenty-three (23) school heads. It was found that there is no significant association between the teachers' level of emotional intelligence and their demographic profile in terms of age, sex, highest educational attainment, teaching experience, position, civil status, monthly income, and the number of siblings. It has been concluded in this study that the level of emotional intelligence does not depend on the teachers' age, sex, highest educational attainment, teaching experience, position, civil status, monthly income, and the number of siblings. Meanwhile, the correlation coefficients were positive suggesting that as the level of emotional intelligence increases, so does the teaching performance and vice versa. This indicates further that the teachers perform well in their profession having a high level of emotional intelligence. Therefore, emotional intelligence can cultivate positive attitudes and relationships to promote life satisfaction of teachers.*

**Keywords:** *Emotional intelligence, Public school teachers, Satisfaction, Teaching performance*

## INTRODUCTION

Teaching work can be demanding and leads to high levels of stress and efficacious teachers persist with struggling students and criticize less after incorrect student answers (Otor, 2018). Based on the study of Kartikasari and Wiarta (2021), teachers often experienced difficulties in terms of school administration. Some teachers were stated as having less excitement in carrying out their duties.

However, as cited by Wang (2022) teachers manage, scrutinize, and control their feelings to achieve teaching effectiveness, inspire students, and create a positive environment for learning. Also, Teachers with a good family environment will display a good attitude, love students, respect students, provide guidance with affection, and protect students from falling into immoral deeds (Lonto, 2018).

Pino (2021) analyzed the data from the interview on educators, it was manifested that most educators when asked about dealing with work and personal conflict, they responded that although tasks may be overwhelming its part of a teacher's job so there is no other choice but to accomplish it. It was also inferred that criticisms may affect one's motivation to work. An educator added, "Dealing with criticisms/complaints from parents and getting handled unfairly by the administrators may cause me emotional distress that would be so hard to forget." It is common for human beings to have emotional limits which explain some educators get easily affected by negative experiences.

In addition, present-day educators have encountered different sets of challenges as compared to the for-

mer years. Apart from teaching tasks and bulky paper works, teachers also have other functions like administrative, implementation of multiple public programs, and extra appointments like coordinatorship among others. Another thing, we teachers are fulfilling multiple roles in the school, such as being a communicator, facilitators, counselors, disciplinarians, mentors, and surrogate parents because we are dealing with students having diverse personalities and behavior.

Although, educators are equipped to deal with challenges, however, it comes with limitations. Some educators respond to challenges differently and find these adversaries manageable that does not affect much of their life. For this reason, the researcher aimed to identify teachers' emotional intelligence in relation to their performance among elementary and high school teachers serving in public schools in Guindulman District.

## LITERATURE BACKGROUND

Teaching is one of the professions that can transform and determine the future of the country. It becomes a crucial component of educational success and these institutions would be nothing more than a body without a spirit without them. Teachers are expected to innovate in the teaching and learning process because the quality of their service has a significant impact on educational performance.

In this regard, there are many things that teachers can do to maximize their performance. Teachers must have an adversity quotient and motivation that comes from within to maximize the implementation of teachers' tasks as educators (Kartikasi & Wiarta 2021).

Furthermore, it is expected that teachers with high subjective well-being and a greater ability to manage potential incidents and stressful situations related to the emotional scope of their teaching work would have more positive work attitudes (i.e., higher job satisfaction and lower turnover intention) compared with those with low subjective well-being and low emotional competences. One of those potential resources might be emotional intelligence (EI) (Fernandez, 2021).

By definition, Emotional Intelligence (EI) is the set of abilities that aids an individual in recognizing and regulating one's emotions, discriminating between them as well as using them as a guide for one's thinking and actions to promote emotional and intellectual growth (Goleman, 1998; Chhabra & Chhabra, 2013). Moreover, EI is also used to indicate one's personal and professional success, as well as something to resist the stressors present in the workplace (Chhabra & Chhabra, 2013). Teachers differ in their responses to different teaching stressors because each one has different personal experiences that may influence in facing emotional challenges. Such stressors can vary from minor psychological signs and slight anxiety to burnout as a more serious adverse affective experience as cited by (Go, 2020).

Basic emotion theory proposes that human beings have a limited number of emotions (e.g., fear, anger, joy, sadness) that are biologically and psychologically "basic" (Wilson-Mendenhall et al., 2013), each manifested in an organized recurring pattern of associated behavioral components (Ekman, 1992a; Russell, 2006).

The EI (Emotional Intelligence) is a vital factor for having success in social institutions because it shows how an individual applies knowledge to different circumstances in life. The harder the job or the bigger the problem, the more important the role of EI is. People at the top of their respective fields are not only intelligent but also resilient and optimistic. The overall emotional health is affected by EI in identifying a person's ability to have a successful life and influencing their psychological well-being (Lucero & Ocampo, 2019).

Also, Emotional intelligence can aid in the development of stronger work relationships. Psychologists have discovered that individuals with a high level of EI are more constructive, approachable, and amicable in a group setting. They are more adaptable to changing circumstances and pressure. They are also motivated and passionate about their work, which leads to superior performance and results and inspires other group members. These individuals are more capable of managing their responsibilities in the face of difficult work activities (Bughao & Baltar, 2021).



Besides, Emotional intelligence plays a critical role in increasing environmental awareness among all members of society. Emotional intelligence, on the other hand, is described as the capacity to balance emotion with reason to enhance productivity and enjoyment. As a result, good emotional intelligence management is required of all teachers to eliminate all environmental issues. Emotionally balanced teachers can only help to raise environmental awareness among the public. They can raise awareness in society that all environmental resources are finite, and if we do not use them appropriately, we will face several problems in the future. Furthermore, emotionally balanced teachers can only build a sense of awareness toward others (Galanakis, 2021).

Teachers' emotional intelligence (EI) is a significant skill, which has attracted researchers' attention in the last years, as it is connected with increased efficiency and professional well-being. In order to investigate primary school teachers' emotional intelligence we conducted a study on a sample of 109 teachers. The aim was to investigate whether EI is affected by demographic variables such as age, sex and years of teaching experience. For the collection of data we used self-reference questionnaires based on the emotional intelligence questionnaire- GalaEmo Test, which has been validated for the Greek population. The results showed that EI is unaffected by age, sex and years of teaching experience. These particular results lead us to a multifactorial justification of EI and to the conclusion that other factors should be investigated. All in all, we consider it important to create educational intervention programs with the aim of developing teachers' emotional intelligence (Galanakis, Krana, Nikola, 2021).

Moreover, in a study conducted on 123 special needs teachers, 47 men and 76 women, aged 23 - 55 ranging from 1 to 23 years of teaching experience, they concluded that teachers with increased emotional intelligence acquire more satisfaction from their profession. From demographic characteristics, only sex seemed to affect one of the factors of emotional intelligence and in particular women reported greater ability to manage the emotions of others compared to men, while age and teaching experience did not seem to influence emotional intelligence or any of its factors (Platsidou, 2010).

Nevertheless, Filipino teachers have a high ability to compartmentalize their problems. They are also emotionally intelligent to the point that they have an excellent ability to perceive, use, understand, and manage emotions inside the classroom, even when dealing with personal problems. As such, they manage to have a positive disposition in the classroom and deliver their task well. Further, Filipino teachers' problem compartmentalization ability and their emotional competence have positively and significantly influenced their classroom behavior, which will result in excellent teaching performance (Go, 2020).

Meanwhile, teachers' performance at the school level directly contributes to school effectiveness by achieving their educational objectives (Ozgenel & Mert, 2019). To establish a system of quality audit and quality assessment there is a need to consider factors contributing to quality which we can refer to as the analysis of efficiency and effectiveness of teacher performance (Asl & Osam, 2021).

According to Benitez, Cabay, and Encalada as cited by Suarez (2018) teaching performance is defined as the observable pedagogical practice and it manifests itself when the teacher expresses his competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn, it depends on different factors related to quality and initial training of teachers to achieve levels of execution.

Further, in simple terms, the concept of performance is expressed by Jex and Britt who define performance as, "job performance is all of the behaviors employees engage in while at work". This definition asserts that performance is all the behavior of employees who are engaged in the work. This concept describes performance as the value of a set of employee behaviors that contribute, either positively or negatively to the accomplishment of organizational goals. It is the performance of a person at work for a certain time (Fitria, 2018).

On the other hand, Singh and Sharma (2018) in their study on effect of emotional intelligence on adversity quotient of Indian managers found the importance of emotional intelligence in handling adversities by service sector managers. All the subscales of emotional intelligence are positively and significantly

correlated with adversity quotient which shows the importance of emotional intelligence in maintaining work-life balance. The findings of Zhao, Sang, and Ding. (2021) contribute to a deeper understanding of the relationships between trait EI and life satisfaction and AQ and life satisfaction, and how specific trait EI and AQ facets relate to individuals' life satisfaction.

McClelland (1961) in his Human Motivation Theory identified three motivators that he believed the individual possessed: a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivator. In this theory, people have motivating drivers that are directly linked to needs regardless of age, gender, culture, or race.

When people do not wish to perform at the forefront and prefer to avoid unpleasant situations, this need will surface. People have fear of failure, fear of rejection, and even fear of success. By avoiding situations that may trigger these fears, they think to have found a safe solution.

For example, suppose you are walking in the woods and see a grizzly bear. You begin to tremble, and your heart begins to race. The James-Lange theory proposes that you will conclude that you are frightened ("I am trembling. Therefore, I am afraid"). According to this theory of emotion, you are not trembling because you are frightened. Instead, you feel frightened because you are trembling.

Also known as the two-factor theory of emotion, the Schachter- Singer (1962) theory is an example of a cognitive theory of emotion. This theory suggests that physiological arousal occurs first, and then the individual must identify the reason for this arousal to experience and label it as an emotion. A stimulus leads to a physiological response that is then cognitively interpreted and labeled, resulting in an emotion.<sup>5</sup>

Schachter and Singer's theory draws on both the James-Lange theory and the Cannon-Bard theory. Like the James-Lange theory, the Schachter-Singer theory proposes that people infer emotions based on physiological responses. The critical factor is the situation and the cognitive interpretation that people use to label that emotion.<sup>5</sup>

The Schachter-Singer theory is a cognitive theory of emotion that suggests our thoughts are responsible for emotions. Like for example, if you notice your heart beating faster, you might look around your environment to see what is causing it. You might interpret this emotion as enjoyment if you're at a party with friends, but you might understand it as anger if you've just been insulted by someone. Naturally, this process frequently happens fast (outside of our conscious awareness), but it has the potential to become conscious especially if there isn't a situational cause that is immediately apparent to explain for how we're feeling.

The Department of Education (DepEd) mandates every school through an Order No. 28, s. 2018 for sustainable and holistic health and nutrition programs to promote and provide all learners and Deped personnel with a sustainable, holistic school health and nutrition program towards healthier behaviors and better learning outcomes.

The Code of Ethics of Professional Teachers of the Republic Act No. 7836 or otherwise known as the Philippine Teachers Professionalization Act of 1994, states in Section 3 that in the interest of the State and of the Filipino people as much as of his own, every teacher shall be physically, mentally and morally fit; and in Section 4, every teacher shall possess and actualize a full commitment and devotion to duty.

In pursuant to Executive Order No. 307, the Employees Compensation Commission (ECC) under Section 8 in establishing the Occupational Safety and Health Center (OSHC). These Implementing Rules and Regulations are issued pursuant to the authority.

In section 1 of this E.O. declared the policy of the Commission to upgrade the capability of Government to prevent, eliminate or reduce work-related injuries, illnesses and deaths; this is to contain economic losses in terms of man-hours, destruction of property and expenditure for employee's compensation, as

well as social cost related to the suffering of victims of industrial accidents or outbreaks of occupational diseases and their families; implement effectively occupational health and safety programs that will promote the health, efficiency and general well-being of the Filipino workers through the improvement of the quality of his working life that will enhance significantly the productivity of industries and business all being critical factors in the attainment of national development goals and at the same time; and maintain an expert intelligence and training center for industrial disease and occupational safety that will provide the operational framework and mechanisms for the achievement of the objectives set forth in E.O. 307, P.D. 626 as amended, the Labor Code of the Philippines as amended, and other related legislations.

## **STATEMENT OF THE PROBLEM**

This research aimed to determine the emotional intelligence and teaching performance of public school teachers in the Guindulman District, Bohol, Philippines.

Specifically, it seeks to answer the following questions.

1. What is the profile of the teacher-respondents in terms of age; sex; highest educational attainment; year of teaching experience; position; civil status; family's monthly income; and number of siblings?
2. What is the respondents' perception on the teachers' level of emotional intelligence?
3. What is the respondents' assessment on the teaching performance of teachers as to:
  - 3.1 level of capability; and
  - 3.2 priority areas to be addressed?
4. Is there a significant association between the teachers' emotional intelligence and their demographic profile?
5. Is there a significant relationship between the teachers' teaching performance and level of emotional intelligence?

## **RESEARCH METHODOLOGY**

This research utilized a descriptive survey design where it represented the facts concerning the teachers' demographic profile, their level of emotional intelligence and performance through purposive sampling. This method also was comparatively time-saving and had the benefit of collecting responses from a large group of subjects at a relatively low cost (Dahlberg & McCaig 2010).

The study was conducted among teachers in the public elementary and secondary schools of Guindulman District which is situated in the eastern part of Bohol, Philippines. The town is a 4th class municipality in the province of Bohol and is situated in the eastern part of Bohol, 84.6 kilometers from Tagbilaran, the capital and lone city of Bohol province. It is bounded by the towns of Candijay, Anda, and Duero.

There were a total of one hundred fifty-three (153) respondents comprising one hundred thirty (130) teachers, and twenty-three (23) school heads who were politely asked to take part as key participants in the study. Complete listing and purposive sampling methods were adopted in the process of the target population.

This study gathered data via a survey questionnaire. The research tool had 4 parts namely: Part I. (Respondents' Demographic Profile), and Part II (Emotional Intelligence).

Lastly, Part III was a documentary on the teachers' teaching performance based on their RPMS-PPST performance indicators.

The survey questionnaire used a 4-point Likert scale, was designed to suit the research objectives, and had been pilot-tested in another public school for validity and readability.

To determine the profile of the respondents, simple percentage formula was used. To determine the stakeholders' level of emotional intelligence, the Weighted Mean was used. Chi-square test for independence, is used to determine the relationship between the teachers' emotional intelligence and their profile.

## RESULTS AND DISCUSSIONS

This study presents the gathered data about the emotional intelligence, and teaching performance of public school teachers in the Guindulman District during the school year 2021-2022. The data were then analyzed and interpreted by the specific problems of the study.

Table 1 shows the profile of the respondents as to age, sex, educational attainment, year of teaching experience, position, civil status, family's monthly income and number of siblings.

The highest rank in the respondents' age was bracket 31-40 years old with fifty one (51) or 39.23%, while the lowest rank was bracket 51-60 years old with thirteen (13) or 10%.

As to the respondents' sex, the female respondents got the highest rank with one hundred eighteen (118) or 90.77%, while there were twelve (12) or 9.23% male respondents. The teachers in Guindulman district are dominated by the women.

For their educational attainment, the highest rank was with units in Master's Degree with eighty (80) or 61.54%, while the lowest rank was Doctorate with only one (1) or .77%. It can be seen that the teachers are pursuing their education for professional development.

With regards to their teaching experience, the bracket 6-10 years got the highest rank with forty five (45) or 34.62% of the respondents, while the lowest rank was the bracket 16-20 years with (10) or 7.69%. This means that the respondent in this category have sufficient experience in the field of teaching.

Moreover, the teaching position, majority of the respondents were Teacher 1 with sixty eight (68) or 52.31%, while the lowest rank was Master Teacher II with only one (1) or .77%.

**Table 1. Profile of the Respondents**

<b>1.1 Age</b>	<b>Frequency</b>	<b>(%)</b>	<b>Rank</b>
30 years old and below	35	26.92	2
31-40 years old	51	39.23	1
41-50 years old	31	23.84	3
51-60 years old	13	10	4
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.2 Sex</b>			
Male	12	9.23	2
Female	118	90.77	1
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.3 Educational Attainment</b>			
Bachelor Degree Holder	30	23.07	2
With units in Master's Degree	80	61.54	1
Masters' Degree Graduate	19	14.62	3
With Ph.D./Ed. D. units	0	0	-
Doctorate	1	.77	4
<b>Total</b>	<b>130</b>	<b>100%</b>	
<b>1.4 Teaching Experience</b>			
5 years and below	37	28.46	2
6-10 years	45	34.62	1
11-15 years	26	20	3
16-20 years	10	7.69	5
21 years and above	12	9.23	4
<b>Total</b>	<b>130</b>	<b>100%</b>	

1.5 Teaching Position			
Teacher I	68	52.31	1
Teacher II	5	3.85	3
Teacher III	53	40.77	2
Master Teacher I	3	2.30	4
Master Teacher II	1	.77	5
<b>Total</b>	<b>130</b>	<b>100%</b>	
1.6 Civil Status			
Single	33	25.38	2
Widowed	2	1.54	3
Married	95	73.18	1
<b>Total</b>	<b>130</b>	<b>100%</b>	
1.7 Family's Monthly Income (Net)			
5,000-10,000	8	6.15	3
11,000-20,000	22	16.93	2
21,000 above	100	76.92	1
<b>Total</b>	<b>130</b>	<b>100%</b>	
1.8 No. of Siblings			
1	12	9.23	3
2-5	72	55.38	1
6 above	7	5.38	4
None	39	30	2
<b>Total</b>	<b>130</b>	<b>100%</b>	

Meanwhile, the civil status of the respondents, there were ninety five (95) 73.18% Married, however the lowest rank was Widowed with two (2) or 1.54%. Majority of the teachers in Guindulman district have their own family.

As to the family income, the highest rank was the 21,000 above got one hundred (100) or 76.92%, while the lowest rank was 5,000-10,000 with eight (8) or 6.15%. Majority of the respondents has desirable income for their family's need.

Lastly, the number of siblings, the highest rank was 2-5 with seventy two (72) or 55.38%, whereas the 6 and above got the lowest rank with seven (7) or 5.38%.

Table 2 illustrates the Respondent's Perception on the Teachers' Emotional Intelligence in terms of Self-Awareness. The highest weighted mean was item 10 "know what makes me happy" with 3.55 or Strongly Agree. The lowest weighted mean was item 5 "usually can account for the reason(s) when I feel anxious" with 3.08 or Agree.

**Table 2.1 Respondent's Perception on the Teachers' Emotional Intelligence in terms of Self-Awareness**

Statement	Teachers n = 130		School Heads n = 23		Overall		Rank
	WM	DI	WM	DI	WM	DI	
As a teacher/school head, I ...							
1. realize immediately when I lose my temper	3.22	A	3.43	SA	3.33	SA	4
2. know when I am happy	3.39	SA	3.65	SA	3.52	SA	2
3. usually recognize when I am stressed	3.18	A	3.26	SA	3.22	A	7
4. I am aware when I am being 'emotional	3.25	SA	3.30	SA	3.28	SA	5
5. usually can account for the reason(s) when I feel anxious	3.03	A	3.13	A	3.08	A	10
6. always know when I am being unreasonable	3.02	A	3.17	A	3.09	A	9
7. I am aware of my own emotions, which is very important to me at all times	3.29	SA	3.57	SA	3.43	SA	3
8. I can tell if someone has upset or annoyed me	3.08	A	3.22	A	3.15	A	8
9. can let anger 'go' quickly so that it no longer affects me	3.15	A	3.35	SA	3.25	SA	6
10. know what makes me happy	3.41	SA	3.70	SA	3.55	SA	1
<b>Average Weighted Mean</b>	<b>3.20</b>	<b>A</b>	<b>3.37</b>	<b>SA</b>	<b>3.29</b>	<b>Very High</b>	

Rating Scale	Descriptive Interpretation	Meaning
3.25 - 4.00	Strongly Agree (SA)	Very High
2.50 - 3.24	Agree (A)	High
1.75 - 2.49	Disagree (D)	Average
1.00 - 1.74	Strongly Disagree (SD)	Below Average

The overall weighted mean was 3.29 as Very High. The result denotes that the teachers have very high level awareness that make them contented.

Emotional intelligence plays a critical role in increasing environmental awareness among all members of society. Emotional intelligence, on the other hand, is described as the capacity to balance emotion with reason to enhance productivity and enjoyment. As a result, good emotional intelligence management is required of all teachers to eliminate all environmental issues. Emotionally balanced teachers can only help to raise environmental awareness among the public. They can raise awareness in society that all environmental resources are finite, and if we do not use them appropriately, we will face several problems in the future. Furthermore, emotionally balanced teachers can only build a sense of awareness toward others (Galanakis, 2021).

Table 2.2, presents the Respondent’s Perception on the Teachers’ Emotional Intelligence in terms of Managing Emotions. The statement 9 “can suppress my emotions when I need to” got the highest weighted mean of 3.21 or Agree. Whereas, the lowest weighted of 2.77 or Agree was the item 4 “rarely ‘fly off the handle’ at other people”.

The overall weighted mean for this category was 3.03 with an interpretation of Agree of High. It connotes that the respondents have high managing emotions which can control feelings. It is very important to control and manage emotion in order to work effectively and achieve good relationships.

According to William James (1884) and Carl Lange (1885) devised two physiological theories of emotion independently. These theories had different emphases, and some scholars argue that the James-Lange theory of emotion is a distortion of both scientists’ work. According to the James-Lange theory of emotion, an external stimulus leads to a physiological reaction. The emotional reaction depends upon how they interpret those physical reactions.

**Table 2.2. Respondent’s Perception on the Teachers’ Emotional Intelligence in terms of Managing Emotions**

Statement	Teachers n = 130		School Heads n = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a teacher/school head, I...							
1. can 'reframe' bad situations quickly	3.02	A	3.04	A	3.03	A	7
2. do not wear my 'heart on my sleeve.'	2.95	A	3.13	A	3.04	A	6
3. I can barely tell what kind of mood I am in	3.02	A	2.61	A	2.81	A	9
4. rarely 'fly off the handle' at other people	2.97	A	2.57	A	2.77	A	10
5. know that difficult people do not annoy me	2.97	A	2.96	A	2.95	A	8
6. can consciously alter my frame of mind or mood	3.07	A	3.22	A	3.14	A	3
7. do not let stressful situations or people affect me once I have left work	2.98	A	3.30	SA	3.14	A	3
8. rarely worry about work or life in general	3.09	A	3.13	A	3.11	A	5
9. can suppress my emotions when I need to	3.15	A	3.26	SA	3.21	A	1
10. see, others often do not know how I am feeling about things	3.10	A	3.17	A	3.14	A	3
<b>Weighted Mean (WM)</b>	<b>3.03</b>	<b>A</b>	<b>3.04</b>	<b>A</b>	<b>3.03</b>		<b>High</b>

Legend:

<b>Rating Scale</b>	<b>Descriptive Interpretation</b>	<b>Meaning</b>
3.25 - 4.00	Strongly Agree (SA)	Very High
2.50 - 3.24	Agree (A)	High
1.75 - 2.49	Disagree (D)	Average
1.00 - 1.74	Strongly Disagree (SD)	Below Average

On the other hand, Table 2.3 shows the Respondent’s Perception on the Teachers’ Emotional Intelligence in terms of Motivating Oneself. The highest weighted mean for this category was statement 10 “put in mind that motivation has been the key to my success” with 3.49 or Strongly Agree, while the lowest weighted mean of 2.88 or Agree was statement 7 “usually delayed gratification is a virtue that I hold to”.

**Table 2.3 shows the Respondent's Perception on the Teachers' Emotional Intelligence in terms of Motivating Oneself**

Statement	Teachers n = 130		School Heads n = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a teacher/school head, I							
1. always able to motivate me to do difficult tasks	3.14	A	3.48	SA	3.31	SA	4.5
2. I am usually able to prioritize important activities at work and get on with them	3.39	SA	3.57	SA	3.48	SA	2
3. always meet deadlines	3.13	A	3.52	SA	3.33	SA	3
4. never waste time	3.08	A	3.43	SA	3.26	SA	7
5. do not avoid any situation	3.00	A	2.78	A	2.89	A	9
6. believe you should do the difficult things first	3.14	A	3.26	SA	3.20	A	8
7. usually, delayed gratification is a virtue that I hold to	2.98	A	2.78	A	2.88	A	10
8. believe in 'Action this Day	3.15	A	3.48	SA	3.31	SA	4.5
9. can always motivate me even when I feel low	3.18	A	3.35	SA	3.27	SA	6
10. put in mind that motivation has been the key to my success	3.36	SA	3.61	SA	3.49	SA	1
<b>Average Weighted Mean</b>	<b>3.16</b>	<b>A</b>	<b>3.30</b>	<b>SA</b>	<b>3.23</b>	<b>High</b>	

Legend:  
**Rating Scale**    **Descriptive Interpretation**    **Meaning**  
 3.25 - 4.00    Strongly Agree (SA)    Very High  
 2.50 - 3.24    Agree (A)    High  
 1.75 - 2.49    Disagree (D)    Average  
 1.00 - 1.74    Strongly Disagree (SD)    Below Average

The overall weighted mean for this category was 3.23 and interpreted as Agree or High. This means that the respondents are hopeful and have mind-set to motivate them.

People will have different characteristics depending on their dominant motivator. McClelland (1961) in his Human Motivation Theory identified three motivators that he believed the individual possessed: a need for achievement, a need for affiliation, and a need for power. In this theory, people have motivating drivers that are directly linked to needs regardless of age, gender, culture, or race.

Table 2.4 shows the Respondent's Perception on the Teachers' Emotional Intelligence in terms of Empathy. The item number 10 "ensure that the reasons for disagreements are always clear to me" obtained the highest weighted mean of 3.35 or Strongly Agree. Meanwhile, the item number 7 "can understand if I am being unreasonable" gained the lowest weighted mean of 3.14 or Agree.

**Table 2.4 shows the Respondent's Perception on the Teachers' Emotional Intelligence in terms of Empathy**

Statement	Teachers n = 130		School Heads n = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
As a teacher/school head, I ...							
1. I am always able to see things from the other person's viewpoint	3.18	A	3.17	A	3.18	A	8.5
2. I am excellent at empathizing with someone else's problem	3.10	A	3.43	SA	3.27	SA	5
3. I can tell if someone is not happy with me	3.37	SA	3.22	A	3.29	SA	3.5
4. can tell if a team of people is not getting along with each other	3.12	A	3.30	SA	3.21	A	7
5. I can usually understand why people are being difficult toward me	3.05	A	3.30	SA	3.18	A	8.5
6. know other individuals are not 'difficult,' just 'different.'	3.19	A	3.43	SA	3.31	SA	2
7. can understand if I am being unreasonable	3.07	A	3.22	A	3.14	A	10
8. can understand why my actions sometimes offend others	3.08	A	3.43	SA	3.26	SA	6
9. can sometimes see things from others' point of view	3.22	A	3.35	SA	3.29	SA	3.5
10. ensure that the reasons for disagreements are always clear to me	3.22	A	3.48	SA	3.35	SA	1
<b>Average Weighted Mean</b>	<b>3.16</b>	<b>A</b>	<b>3.32</b>	<b>SA</b>	<b>3.24</b>	<b>High</b>	

Legend:  
**Rating Scale**    **Descriptive Interpretation**    **Meaning**  
 3.25 - 4.00    Strongly Agree (SA)    Very High  
 2.50 - 3.24    Agree (A)    High  
 1.75 - 2.49    Disagree (D)    Average  
 1.00 - 1.74    Strongly Disagree (SD)    Below Average

The average weighted mean for this class was 3.24 and interpreted as Agree or High. The result implies that the teachers have high value to other person's viewpoint.

It can be observed that teachers show an attitude of discomfort towards the last evaluations applied by the government. Accordingly, it is predicted that a teacher who exhibits a positive attitude toward their profession has a strong occupational resilience belief against difficult conditions (Dönmez & Karasulu Kavuncuoğlu, 2019) and thus displays behaviors beyond the role expected of them as cited by Kara & Ada (2021).

Table 2.5 Respondent's Perception on the Teachers' Emotional Intelligence in terms of Social Skill. The statement number 10 "generally, build solid relationships with those I work with" got the highest weighted mean of 3.46 or Strongly Agree, whereas the statement number 8 "see working with difficult people as simply a challenge to win them over" has the lowest weighted mean of 3.14 or Agree.

**Table 2.5 Respondent's Perception on the Teachers' Emotional Intelligence in terms of Social Skill**

Statement	Teachers N = 130		School Heads N = 23		Overall		Rank
	WM	DI	WM	DI	WM	DI	
As a teacher/school head, I ...							
1.am an excellent listener	3.25	SA	3.48	SA	3.36	SA	2
2.never interrupt other people's conversations	3.10	A	3.39	SA	3.25	SA	7
3.am good at adapting and mixing with a variety of people	3.10	A	3.61	SA	3.35	SA	3
4.feel people are the most interesting thing in life for me	3.16	A	3.26	SA	3.21	A	9
5.love to meet new people and get to know what makes them 'tick.'	3.15	A	3.35	SA	3.25	SA	7
6.need a variety of work colleagues to make my job interesting	3.06	A	3.48	SA	3.27	SA	4
7.like to ask questions to find out what is important to people	3.19	A	3.30	SA	3.25	SA	7
8.see working with difficult people as simply a challenge to win them over	3.02	A	3.26	SA	3.14	A	10
9.am good at reconciling differences with other people	3.09	A	3.43	SA	3.26	SA	5
10.generally, build solid relationships with those I work with	3.32	SA	3.61	SA	3.46	SA	1
<b>Average Weighted Mean</b>	<b>3.14</b>	<b>A</b>	<b>3.43</b>	<b>SA</b>	<b>3.28</b>	<b>Very High</b>	

Rating Scale	Descriptive Interpretation	Meaning
3.25 - 4.00	Strongly Agree (SA)	Very High
2.50 - 3.24	Agree (A)	High
1.75 - 2.49	Disagree (D)	Average
1.00 - 1.74	Strongly Disagree (SD)	Below Average

The overall weighted mean of this area was 3.28 and with an interpretation of Strongly Agree or Very High. The result indicates that the respondents can work well with other people and having a good relationship to them.

Emotional intelligence can aid in the development of stronger work relationships. Psychologists have discovered that individuals with a high level of EI are more constructive, approachable, and amicable in a group setting. They are more adaptable to changing circumstances and pressure. They are also motivated and passionate about their work, which leads to superior performance and results and inspires other group members. These individuals are more capable of managing their responsibilities in the face of difficult work activities (Bughao & Baltar, 2021).



**Table 3.1. Respondent’s Assessment on Teachers’ Teaching Performance Level of Capability (PPST Indicator)**

Statement	Teachers N = 130		School Heads N = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
The teacher...							
1. Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)	3.15	H	3.06	H	3.11	H	7
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice. (PPST Indicator 1.2.2)	2.89	H	2.82	H	2.86	H	17.5
3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)	3.06	H	3.18	H	3.12	H	5.5
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.2)	3.03	H	3.11	H	3.07	H	10
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.2)	3.00	H	3.17	H	3.09	H	9
6. Maintained learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.2)	3.12	H	3.11	H	3.12	H	5.5
7. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.2)	3.11	H	3.08	H	3.10	H	8
8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning. (PPST Indicator 2.5.2)	2.90	H	2.91	H	2.91	H	15
9. Designed, adapted and implemented teaching strategies responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.2)	2.85	H	2.74	H	2.80	H	19
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (PPST Indicator 3.5.2)	2.85	H	2.86	H	2.86	H	17.5
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. (PPST Indicator 4.3.2)	2.92	H	2.92	H	2.92	H	14
12. Utilized assessment data to inform the modification of teaching and learning practices and programs. (PPST Indicator 5.5.2)	2.93	H	2.87	H	2.90	H	16
13. Maintained learning environments that were responsive to community contexts. (PPST Indicator 6.1.2)	3.08	H	3.01	H	3.05	H	11
14. Reviewed regular personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST Indicator 6.3.2)	3.00	H	3.05	H	3.03	H	13
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST Indicator 6.4.2)	3.10	H	3.24	H	3.17	H	1.5
16. Apply a personal philosophy of teaching that is learner-centered. (PPST Indicator 7.1.2)	3.07	H	3.01	H	3.04	H	12
17. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect and integrity. (PPST Indicator 7.2.2)	3.17	H	3.16	H	3.17	H	1.5
18. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST Indicator 7.5.2)	3.16	H	3.10	H	3.13	H	4
19. Performed various related works/activities contributing to the teaching-learning process.	3.14	H	3.17	H	3.16	H	3
<b>Average Weighted Mean</b>	<b>3.03</b>	<b>H</b>	<b>3.03</b>	<b>H</b>	<b>3.03</b>	<b>HIGH</b>	

Legend:

Rating Scale	Descriptive Interpretation
3.25 - 4.00	Very High (VH)
2.50 - 3.24	High (H)
1.75 - 2.49	Moderate (M)
1.00 - 1.74	Low (L)

Table 3.1 presents the Respondent’s Assessment on Teachers’ Teaching Performance Level of Capability. The overall highest weighted mean were the statement 15 “Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders (PPST Indicator 6.4.2), and 17 “Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity (PPST Indicator 7.2.2)” with 3.1 interpreted as High or Capable.

Meanwhile, the lowest weighted mean was 9 “Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents (PPST Indicator 3.3.2)” with 2.80 interpreted as High or Capable.

The average weighted mean was 3.0 and interpreted as High. In this field, the respondents highly observed and followed the school rules and policy to obtain a pleasant connection with the stakeholders. Teachers' performance at the school level directly contributes to school effectiveness by achieving their educational objectives (Ozgenel & Mert, 2019). To establish a system of quality audit and quality assessment there is a need to consider factors contributing to quality which we can refer to as the analysis of efficiency and effectiveness of teacher performance (Asl & Osam, 2021).

Further, according to Benitez, Cabay, and Encalada as cited by Suarez (2018) teaching performance is defined as the observable pedagogical practice and it manifests itself when the teacher expresses his competency and has to do with the expected learning achievements, that is, the intentionality of education and the execution of tasks assigned, in turn, it depends on different factors related to quality and initial training of teachers to achieve levels of execution.

The concept of performance is expressed by Jex and Britt who define performance as, "job performance is all of the behaviors employees engage in while at work". This definition asserts that performance is all the behavior of employees who are engaged in the work. This concept describes performance as the value of a set of employee behaviors that contribute, either positively or negatively to the accomplishment of organizational goals. It is the performance of a person at work for a certain time (Fitria, 2018). However, Teachers are expected to have certain knowledge, skills, and competencies to be effective and to use these characteristics appropriately to achieve their goals. The use of this knowledge, skills, and competencies in the classroom can be expressed as “teacher performance” (Ozgenel & Mert, 2019).

Table 3.2 illustrates the Respondent’s Assessment on Teachers’ Teaching Performance Priorities Areas to be Addressed. The overall highest weighted mean was statement 10 “Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (Indicator 3.5.2)” with 2.13 interpreted as Moderate.

Meanwhile, the lowest weighted mean was statement 3 “Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)” with 1.84 interpreted as Moderate.

The average weighted mean was 1.96 and interpreted as Moderate or Average. This means, that the respondents moderately addressed the level of priority for development.

**Table 3.2. Respondent’s Assessment on Teachers’ Teaching Performance Priorities Areas to be Addressed (PPST Indicator)**

Statement	Teachers N = 130		School Heads N = 23		Overall		
	WM	DI	WM	DI	WM	DI	Rank
The teacher...							
1. Applied knowledge of content within and across curriculum teaching areas. (PPST Indicator 1.1.2)	2.05	M	1.80	M	1.93	M	12
2. Used research-based knowledge and principles of teaching and learning to enhance professional practice. (PPST Indicator 1.2.2)	2.22	M	1.95	M	2.09	M	4
3. Displayed proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning. (PPST Indicator 1.6.2)	2.07	M	1.60	M	1.84	M	19
4. Used effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement. (PPST Indicator 1.7.2)	2.19	M	1.70	L	1.95	M	9.5
5. Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures. (PPST Indicator 2.1.2)	2.16	M	1.70	L	1.93	M	12
6. Maintained learning environments that promote fairness, respect and care to encourage learning. (PPST Indicator 2.2.2)	2.15	M	1.74	L	1.95	M	9.5

7. Maintained supportive learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning. (PPST Indicator 2.4.2)	2.06	M	1.80	M	1.93	M	12
8. Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their learning. (PPST Indicator 2.5.2)	2.23	M	1.83	M	2.03	M	5
9. Designed, adapted and implemented teaching strategies responsive to learners with disabilities, giftedness and talents. (PPST Indicator 3.3.2)	2.21	M	2.01	M	2.11	M	2
10. Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups. (Indicator 3.5.2)	2.32	M	1.94	M	2.13	M	1
11. Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners. (PPST Indicator 4.3.2)	2.16	M	1.80	M	1.98	M	6
12. Utilized assessment data to inform the modification of teaching and learning practices and programs. (PPST Indicator 5.5.2)	2.26	M	1.93	M	2.10	M	3
13. Maintained learning environments that were responsive to community contexts. (PPST Indicator 6.1.2)	2.08	M	1.76	M	1.92	M	14.5
14. Reviewed regular personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers. (PPST Indicator 6.3.2)	2.15	M	1.79	M	1.97	M	7
15. Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders. (PPST Indicator 6.4.2)	2.12	M	1.57	L	1.85	M	18
16. Apply a personal philosophy of teaching that is learner-centered. (PPST Indicator 7.1.2)	2.15	M	1.77	M	1.96	M	8
17. Adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect and integrity. (PPST Indicator 7.2.2)	2.04	M	1.75	M	1.90	M	16
18. Set professional development goals based on the Philippine Professional Standards for Teachers. (PPST Indicator 7.5.2)	2.12	M	1.71	L	1.92	M	14.5
Performed various related works/activities that contribute to the teaching-learning process.	2.12	M	1.65	L	1.89	M	17
<b>Average Weighted Mean</b>	<b>2.15</b>	<b>M</b>	<b>1.78</b>	<b>M</b>	<b>1.96</b>	<b>Moderate</b>	

Rating Scale	Descriptive Interpretation
3.25 - 4.00	Very High (VH)
2.50 - 3.24	High (H)
1.75 - 2.49	Moderate (M)
1.00 - 1.74	Low (L)

Table 4 shows the test of association between the teachers' level of emotional intelligence and their demographic profile. There is no significant association between the teachers' level of emotional intelligence and their demographic profile in terms of age,  $X^2(4, N=130)=6.028, p=0.197$ , sex,  $X^2(1, N=130)=2.295, p=0.130$ , highest educational attainment,  $X^2(3, N=130)=5.038, p=0.169$ , teaching experience,  $X^2(4, N=130)=4.586, p=0.332$ , position,  $X^2(4, N=130)=2.751, p=0.600$ , civil status,  $X^2(2, N=130)=1.233, p=0.540$ , monthly income,  $X^2(2, N=130)=4.471, p=0.107$ , number of siblings,  $X^2(3, N=130)=1.343, p=0.719$ , thus failed to reject the null hypothesis.

**Table 4 shows the test of association between the teachers' level of emotional intelligence and their demographic profile**

Profile	X <sup>2</sup>	df	p-lue	Interpretation	Decision
Age	6.028	4	0.197	Not Significant	Do Not Reject $H_0$
Sex	2.295	1	0.130	Not Significant	Do Not Reject $H_0$
Highest Educational Attainment	5.038	3	0.169	Not Significant	Do Not Reject $H_0$
Teaching Experience	4.586	4	0.332	Not Significant	Do Not Reject $H_0$
Position	2.751	4	0.600	Not Significant	Do Not Reject $H_0$
Civil Status	1.233	2	0.540	Not Significant	Do Not Reject $H_0$
Family's Monthly Income	4.471	2	0.107	Not Significant	Do Not Reject $H_0$
Number of Siblings	1.343	3	0.719	Not Significant	Do Not Reject $H_0$

*\*Correlation is significant at a 0.05 level (2-tailed)*

The result implies that there is no direct connection on the teachers' level of emotional intelligence and their age, sex, highest educational attainment, teaching experience, position, civil status, monthly income, and number of siblings. The teachers' demographic profile cannot influence the level of emotional intelligence.

In the same results showed in the study of Galanakis, Krana, Nikola (2021) that EI is unaffected by age, sex and years of teaching experience. These particular results lead us to a multifactorial justification of EI and to the conclusion that other factors should be investigated. It is important to create educational intervention programs with the aim of developing teachers' emotional intelligence.

However, from demographic characteristics, only sex seemed to affect one of the factors of emotional intelligence and in particular women reported greater ability to manage the emotions of others compared to men, while age and teaching experience did not seem to influence emotional intelligence or any of its factors (Platsidou, 2010).

**Table 5. Test of Relationship Between the Teachers' Teaching Performance and Level of Emotional Intelligence**

Variables	r	df	p-value	Interpretation	Decision
Teaching Performance and Level of Emotional Intelligence	0.435	128	<.001	Significant	Reject H <sub>0</sub>

\*Correlation is significant at a 0.05 level (2-tailed)

Table 5 discloses the correlation data using Spearman's Rho between the teachers' teaching performance and the level of emotional intelligence. Data analysis revealed that teaching performance is significantly related to the level of emotional intelligence,  $r(128)=0.435$ ,  $p<.001$ . The correlation coefficient was positive indicating that as the level of emotional intelligence increases; teaching performance of the teachers goes up and vice versa. This indicates further that the teachers perform well in their profession having a high level of emotional intelligence.

The study of Platsidou (2010) concluded that teachers with increased emotional intelligence acquire more satisfaction from their profession.

The teacher's attitude towards the teaching profession can affect the student's attitudes towards teaching. If teachers have job satisfaction they will exhibit positive attitudes and students will be motivated to aspire to engage in the teaching profession (Odike, 2018).

## CONCLUSION

It has been concluded in this study that the level of emotional intelligence does not depend on the teachers' age, sex, highest educational attainment, teaching experience, position, civil status, monthly income, and the number of siblings. Meanwhile, the correlation coefficients were positive suggesting that as the level of emotional intelligence increases, so does the teaching performance and vice versa. This indicates further that the teachers perform well in their profession having a high level of emotional intelligence. Therefore, emotional intelligence can cultivate positive attitudes and relationships to promote life satisfaction for teachers.

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# TEACHER'S SCOUTING INVOLVEMENT AND PROFESSIONAL DEVELOPMENT

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## ABSTRACT

*Scouting is integral to the holistic professional development of a teacher. Yet, due to time restraints and other educational priorities, it was taken for granted. The life skills offered by the movement are affected by the rising number of unpredictable factors that hinder both teachers and pupils to exercise the balance of their skills. This study was conducted to determine the level of involvement of the teachers in scouting; the professional development of teachers; the significant correlation between the level of involvement of teachers in scouting and their level of professional development, and the teacher's selected profile as well. The study was mainly anchored to Servant Leadership Theory which pointed out that a person has strong characteristics, expertise, and power to legitimate, manage and lead others. This descriptive study utilized a modified- standardized instrument to gather data from the 200 elementary school teachers who advocated the Boy Scouts and Girl Scouts of the movements Philippines. On the teachers' level of scouting involvement, it was revealed that teachers always help those people in need not only in school but also in the community. It was then shown that in terms of time management and work ethics, they are highly proficient. It was then discovered that the level of involvement in scouting does not affect their professional development in time management, classroom management, leadership skills, social skills, and work ethics. However, age and teaching position has a significant relationship with teachers' level of involvement in scouting.*

**Keywords:** *Scouting, Professional Development, Teacher Involvement*

## INTRODUCTION

Scouting is integral to the holistic professional development of a teacher. Yet, due to time restraint and other educational priorities, it was taken for granted. The life skills offered by the movement are affected by the rising number of unpredictable factors that hinder both teachers and pupils to exercise the balance of their skills.

Scouting education is considered very important to prevent deviations of characters leading to a sense of belonging, helping each other, affection, loving the motherland, discipline, and loving nature.

However, in Indonesia, there was a failure in school education particularly in character education. Among students, moral decadence is no less alarming. Behaviors that are against the ethical, moral, and legal ranging from mild to severe violations are still often shown by the students. Acts of violence such as fighting between students, drug abuse, and promiscuity still occur. According to, Kemdiknas (2011), developing extracurricular activities like scouting, helps establish character under the national culture through a series of learning activities and life habituation, such as religious, honest, disciplined, tolerant, hard work, love of peace, and responsibility.

Many adult volunteers who were also teachers felt that volunteering with the Scouts was beneficial to teachers, providing them with the opportunity to examine alternative pedagogies and interact with students in a different context to the classroom. The skills developed through adult volunteering with the

Scouts have been the subject of previous Demos research. The continuing professional development opportunities presented by adult volunteering with the Scouts could provide a selling point to teachers and heads.

In the United Kingdom, a majority (58 percent) of teachers reported that they would welcome partnerships between their school and Scouts to provide students with other types of learning activities; 60 percent thought that non-formal learning activities like Scouts should play a bigger role in the education system; 60 percent thought that every pupil in the UK should have the opportunity to take part in activities like Scouting as part of their school routine (du Merac 2015).

There are already 2.2 members of the Boy Scouts of the Philippines in the Philippines. According to Delfin (2019), 98% of the members are actively participating from school councils headed by a teacher, thus, explaining that teachers are exercising leadership to heighten the level of professionalism through scouting.

Teacher professionalism and the drive to improve the position, training and work settings of teachers have been a great deal of researchers' interest. Teachers with a high level of professionalism demonstrate more work satisfaction, less job stress, and high self-esteem. They can bring about change in their students' learning who have a low interest in studies (Ingersoll, 1997; Kagan, 1992; Pearson & Hall, 1993, cited by Ilgan, 2010).

Based on the presented perspectives, the researcher would like to determine the relationship between scouting involvement and teacher's professional development among the elementary teachers of the CAMAG Congressional District in the school year 2019-2020.

## **LITERATURE BACKGROUND**

A servant leader practices voluntary subordination and willingness to take up opportunities to serve others whenever there is a legitimate need regardless of the nature of the service, the person served, or the mood of the servant leader (World Organization of the Scout Movement (WOSM), Rohm, 2013).

Leadership is considered to be an inclusive process, not dependent on the assumption of a formal role. It is a value-based and improvement-oriented process, which facilitates (s) positive social change at the institution or in the community (HERI, 1996, Howes, 2013).

Central to servant leadership and scouting is a covenantal relationship, an intensely personal bond marked by shared values, open-ended commitment, mutual trust, and concern for the welfare of the other party." This is demonstrated in a scout being a friend and brother (or sister) to other scouts as well as nature.

Besides, servant leaders display responsible morality in that they appeal to higher ideals, moral values, and the higher-order needs of followers. Scouts are clean in thought, word, and deed. A scout avoids sexual immorality, racial hatred, and chooses the company of those who live by high standards.

In the Philippines, there are already 2.2 members of the Boy Scout of the Philippines. Being the second most number of members behind the United States, the Philippines had developed two of the most fundamental steps towards success: the basic survival skills and character building. Without these two, Delfin (2018) expressed that adolescents can easily be distracted by the negative influence of social media.

Further, character-building usually happens in the earlier years and it is solidified in their entry to adolescence. Accordingly, they will surely encounter multiple fronts of influences but the developments they gain through adulthood are hard to eradicate.

Sendjaya (2008) considered teachers as servant leaders. They are humble, authentic, and can work behind the scenes without need of recognition. They have a secure sense of self that enables them to be accountable and vulnerable to others and have the capacity to “abandon themselves to the strengths of others.” Teacher scouts demonstrate this in their loyalty and willingness to obey authority figures promoting professional development.

Professionalism is explained as a set of attitudes and behaviors of a particular staff that is unlike but associated with the organizational ethos and has inferences for individual motivations, cooperation and professional interaction among colleagues (Epstein & Hundert, 2002). Professionalism is a procedure through which every occupation follows to upgrade its status and growth towards full recognition within that dogma (Eraut, 1994, Callahan, 2020).

Teacher professionalism has become a distinctive concern in educational discussions. Based on the Teacher and Lecturer Act No.14 2005 carried out by the Indonesian Government, teacher professionalism, considered an assessment aspect of teacher quality, could be drawn by four competencies, pedagogical competence, personal, competence, social competence, and professional competence (Wardoyo, Herdiani, and Sulikah, 2017).

Further, Wardoyo et.al (2017) emphasized that teacher professionalism is determined by the competencies that meet professional education standards so that a teacher is required to possess a qualified professional background and to obtain the consequences as professionalization principles. These competencies include pedagogical competence, personal competence, social competence, and professional competence.

Teacher competencies are related to how good teachers fulfill their roles as an educator, including how well-prepared teachers in the class is until the evaluation needs to be done, how much the credits teachers need to handle, and how long the process will last properly (Wardoyo, 2017). These criteria define the performance of teachers when teachers are being assessed based on the tasks accomplished within an exact period. Teacher performance is determined by individual factors (i.e. willingness, interest, motivation, characteristics, and individual perceptions) and institutional factors (i.e. duties and functional position, working climate, leadership styles, career paths, compensation or reward, and colleagues) related to an innovation achieved when a teacher has accomplished his/her duties based on the quality, quantity, and time required (Wardoyo et.al, 2017).

Majority of men who were scouts as the youth say scouting has been a positive influence in their lives. This sentiment was particularly strong among men who remained in scouting five or more years. Over two-thirds of men who were scouts attribute some of their self-confidence in their work to having been a scout. Likewise, more than two-thirds say there have been real-life situations where having been a Scout helped them be a better leader, and a half (50 percent) of men who were Scouts say their scouting experience had a positive effect on their career development and advancement (Interactive, 2005, Oosterhoof & Metzger, 2017).

Besides, Oosterhoof & Metzger (2017) found that greater volunteer involvement was related to lower social dominance and was associated with less patriotism. These findings suggest that organized activity involvement may provide a context for adolescents’ developing sociopolitical values.

These days, extra-curricular activities have increasing credibility, the teaching staff and the parents encourage non-formal activities not just as an alternative to spending free time with young students, but also as a way of education, complementary to school. Accordingly, in the study of Moldovana, V. O., & Bocoş-Binţinţan, M. D. (2016), “The Influence of Scouting Activities” have a positive influence on the behavior of young pupil.

Civic movement in scouting can be integrated as well as in the moral recovery program educational institution. In the study of Sulastrri Harapan and Wardiah (2019) on the development of learning module discipline character based on scouting education at the State Elementary School of 12 Air Kumbang,



Banyuasin Regency, it was found that the character education module based on scouting education for students of Vocational High School 12 Air Kumbang can be used as a learning resource for scout members in the 12th Elementary School of Air Kumba.

Moreover, efforts to establish character under the national culture are not only performed at the school through a series of learning activities, but also through life habituation, like scouting skills. Mislia, Ali-muddin Mahmud & Darman Manda (2015) believes that society assumes that every member of the scout certainly has knowledge and skills that can be used as a basis to solve all the problems in daily life. To meet these needs, the scoutmaster or the teacher is required to have a set of scouting knowledge that can be applied to the students.

Teachers are the most important in-school impact factor on the quality of student achievement, there is a need for the national government to invest in the quality of teachers based on the challenges the nation faces concerning their education systems (Snoek, 2012).

Teacher professionalism is the way teachers think about their profession, why they should be professional, and how they behave and implement their knowledge and skills in which related to their profession. Many studies have discovered that the improvement of professionalism will drive the boost of rewards (professionalization) that teachers will gain appropriately.

Besides, Wardoyo et.al (2017) stressed that the professionalism of a teacher should have a virtual compliment since when teachers put much effort into improving their teaching quality, they need motivation instead. Otherwise, they might not even think to improve their qualifications as long as they could deliver what they have possessed to the students. Nonetheless, some studies on related issues reported different findings that professionalism and professionalization are substitutes. However, the difference in these findings is still being argued and observed in advance (Wardoyo et.al, 2017).

The study is in line with the following theories to support and further explain the relationship between scouting and teachers' professional development.

According to Lev Vygotsky, an individual is inseparable from his/her social context and consequently, cognitive development is viewed as an essentially sociocultural activity.

Vygotsky (1962) derived sociocultural theory from this theoretical perspective that is characterized by three basic propositions that, in their entirety, ultimately lie at the core of his work. According to Diaz (1981), these are: (1) an emphasis on the social activity as the source of human thinking and development; (2) sign-mediated activity; and (3) the zone of proximal development.

According to Piaget's constructivism theory (Fosnot, 1996), a person builds their learning through experience, interaction, and reflection as they constantly interact with new educational situations. One's autonomy consists in becoming aware of and identifying, one's strategies, needs, and goals, to reconsider and refashion approaches and procedures for optimal learning. It may be the case that autonomy is best achieved when, among other things, the teacher acts as a facilitator of learning, a counselor, and as a resource in extra-curricular activities like scouting (Aydoğan, and Akbarov, 2014).

Moreover, the Servant Leadership Theory of Robert Greenleaf points out that the person has strong characteristics, expertise, and power to legitimate, manage and lead others. As emphasized by Greenleaf, a person goes beyond self-interest and is not motivated by the motivation of power, but by the motivation to serve others first (Rachmawati & Lantu, 2013).

## STATEMENT OF THE PROBLEM

The study was to determine the relationship between scouting involvement and the professional development of the elementary teachers of CAMAG Congressional District, as a baseline for a proposed action program.

Specifically, it aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 age;
  - 1.2 sex
  - 1.3 scouting designation;
  - 1.4 scouting related seminars/training attended;
  - 1.5 teaching experience; and
  - 1.6 teaching position?
2. What is the level of involvement of the teachers in scouting?
3. What is the level of professional development of teachers in terms of:
  - 3.1 classroom management;
  - 3.2 leadership skills;
  - 3.3 social skills;
  - 3.4 time management; and
  - 3.5 work ethics?
4. Is there a significant correlation between the level of involvement of the teachers in scouting and their level of professional development?
5. Is there a significant relationship between the Teacher's selected profile and:
  - 5.1 level of involvement; and
  - 5.2 level of professional development?

## RESEARCH METHODOLOGY

### Design

This quantitative research employed a descriptive survey method with the aid of a survey questionnaire.

### Environment and Respondents

The research was conducted in five municipalities of the third Congressional District coined as CAMAG. This area covers the municipalities of Candijay, Anda, Mabini, Alicia, and Guindulman (CAMAG), Bohol, Philippines. The sample size was determined through quota sampling. In addition to determining the respondents, inclusion criteria for the respondents were used to qualify. There were 200 respondents in the study. The table of the distribution of the respondents who will answer and provide the needed data respectively using a survey questionnaire.

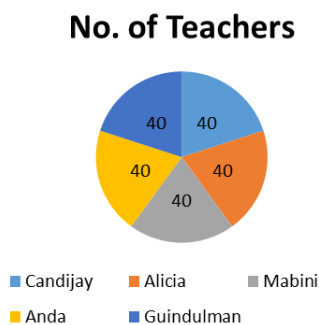


Figure 1 – Distribution of Respondents

### Instrument

The questionnaire on teachers' involvement in scouting is a modified standardized questionnaire adapted from the study of du Merac, (2015). Further, the questionnaire on the professional development of the teachers is a standardized questionnaire adopted from the studies of Sirakaya-Turk (2017), and Reinke (2012).

The questionnaire used the 4-point Likert scale. In each item, the teachers were asked to rate the scouting involvement and the aspects of professional development.

In the questionnaire for scouting involvement, a 4-point Likert scale was used in reflecting the respondents' level of judgment.

### Treatment of Data

To determine the frequency of the respondents, the data were analyzed and interpreted using simple percentages. To determine the level of scouting involvement and professional development, the Weighted Mean is utilized. To determine the relationship between the selected variables of the study, the Pearson Product Moment Correlation-Coefficient is used.

## RESULTS AND DISCUSSION

Table 1 presents the profile of the respondents in terms of age, scouting designation, scouting Seminars/training attended, sex, teaching experience, and teaching position.

In terms of age, the table shows that teachers ranging from 41 – 50 years old have the highest frequency of sixty-four (64) or 32% of the total population while the teachers aged 60 and above have the lowest frequency of five (5) or 2.5%. This result implies that most of the elementary teachers involved in scouting are middle-aged.

Meanwhile, teachers with the ages 31 – 40, 21 – 30, and 51 – 60 years old ranked second, third, and fourth with a frequency of fifty-one or (25.5%), forty-one or (21%), and thirty-eight (19%) respectively. As to sex, based on the data collected, there are more female teachers (176 or 88%) than male teachers (24 or 12%). This signifies that the teaching profession is preferred most by females. Besides, this also concurs with the empowerment of women as premiere leaders in shaping youth in the community through education and scouting.

As to scouting designation, the data revealed that most of the teachers are patrol leaders with a frequency of one-hundred fifty-six (156) out of 200 or 78% of the population while there were no hike masters and historians from the respondents. This means that most of the respondents are primary leaders guiding the pupils in scouting activities.

**Table 1. Profile of the Respondents**

<b>1.1 Age</b>	<b>F</b>	<b>%</b>	<b>Rank</b>
21 – 30	42	21	3
31 – 40	51	25.5	2
41 – 50	64	32	1
51 – 60	38	19	4
60 Above	5	2.5	5
<b>Total</b>	<b>200</b>	<b>100%</b>	

<b>1.2 Sex</b>			
Male	24	12	2
Female	176	88	1
<b>Total</b>	<b>200</b>	<b>100%</b>	

<b>1.3 Scouting Designation</b>			
Patrol Leader	156	78	1
Troop Guide	31	15.5	2
Quartermaster	5	2.5	4
Scribe	8	4	3
<b>Total</b>			
<b>1.4 Scouting-Related Seminar/Training Attended</b>			
Basic Training Course	187	79.91	1
Patrol Leader Training Course	30	12.82	2
Advancement Training Course	11	4.70	3
Extra Challenge	8	3.42	4
<b>Total</b>	<b>234</b>		
<b>1.5 Teaching Experience</b>			
Less than 1 year	7	3.5	6
1 – 5 years	49	24.5	2
6 – 10 years	33	16.5	4
11 – 15 years			
Area	40	20	3
16 – 20	20	10	5
More than 20 years	51	25.5	1
<b>Total</b>	<b>200</b>	<b>100%</b>	
<b>1.6 Teaching Position</b>			
T Teacher 1	70	35	2
T Teacher 3	114	57	1
Master Teacher 1	13	6.5	3
Master Teacher 2	3	1.5	4
<b>Total</b>	<b>200</b>	<b>100%</b>	

In terms of scouting related seminars/training, as per result shows, ranks first among seminars attended is the Basic Training Course with a frequency of one-hundred eighty-seven (187) or 79.91% which connotes that the teachers had only trained for the basic training to qualify for patrols in scouting. Meanwhile, there are only six (6) teachers or 2.5% attended the Extra Challenge as the seminar with the fewest trainees.

As to experience, the table also shows that 25.5% or fifty-one (51) teachers are teaching for more than 20 years with the highest frequency while only seven (7) teachers or 3.5 have less than one-year of teaching experience. The tenure service of the teachers in the Department of Education infers that in government, employment is secured and lasting.

As to position, the gathered data on the teaching profession is also presented in Table 1. As per data show, it is the Teacher III position that has the highest frequency of one-hundred fourteen (114) or 57% while there is no respondent under the Teacher II position. The highest result from the table portrays the fast promotion of a teacher from the T-I position to T- III.

Table 2 presents the teacher's involvement in scouting. Accordingly, the teachers are moderately involved in scouting with a composite mean of 2.90, described as "Always." Specifically, it is shown from the data that item no. 12 "always help people in need not only in school but also in the community, as scouting values to lend a hand to modern society." got the highest weighted mean of 3.35 described as "Always". This means that teachers are exercising community linkages as part of personal and professional development through leadership. Leadership is considered to be an inclusive process, not dependent on the assumption of a formal role. It is a value-based and improvement-oriented process, which facilitate(s) positive social change at the institution or in the community (HERI, 1996).

Meanwhile, item no. 15, "join scouting because my principal is also involved in scouting." has the lowest weighted mean of 2.61, described as "Often". Consequently, the overall result reveals that the teach-

ers are often involved in scouting which means that they are observing civic actions while serving at school which is a good example to the students looking up to them.

**Table 2. Teacher’s Level of Involvement in Scouting**

In scouting, I ...	WM	DI	Rank
1 reserve time for scouting in my timetable.	3.11	O	5
2 involve me in life-skill activities	2.96	O	10.5
3 join scouting even if designing work plans for these kinds of activities costs time.	3.01	O	6
4 set aside other educational priorities just to participate in scouting.	2.75	O	13
5 join scouting not just to help the student develop their skills but also for the school performance.	3.27	A	2
6 join scouting because non-formal learning activities like this help me in honing the skills of my students.	3.22	O	3
7 look for funds for my students who want to join but don’t have the re-sources.	2.77	O	12
8 create partnerships between my school and the Scouts to provide students with other types of learning activities.	2.99	O	8.5
9 think scouting plays a bigger role in the education system, so, I participate in leadership seminars.	2.96	O	10.5
10 enjoin the pupil in the school to take part in activities like scouting as part of their school routine.	3.21	O	4
11 volunteer to help deliver Scouts in schools.	2.99	O	8.5
12 always help people in need not only in school but also in the community, as scouting values to lend a hand to modern society.	3.35	A	1
13 know leaders in the country who were once scouts, so I join scouting to hone my leadership.	3.00	O	7
14 involve myself in scouting activities for promotion and recognition.	2.69	O	14
15 join scouting because my principal is also involved in scouting.	2.61	O	15
<b>Composite Mean</b>	<b>2.99</b>	<b>Often</b>	

**Legend:**  
**Scale**      **Descriptive Interpretation**  
3.25 – 4.00 – Always (A)  
2.50 – 3.24 – Often (O)  
1.75 – 2.49 – Sometimes (S)  
1.00 – 1.74 – Never (N)

The level of professional development of the teachers in terms of classroom management, leadership skills, social skills, time management, and work ethics is presented in Table 3.1, 3.2, 3.3., and 3.4.

**Table 3.1. Teacher’s Professional Development Level In Terms of Classroom Management**

In dealing with the class, I...	WM	DI	Rank
1 coach positive social behaviors (helping, sharing, and waiting).	3.56	A	2
2 describe or comment on bad behavior.	3.24	O	4
3 reward targeted positive behaviors with incentives (e.g., stickers).	3.21	O	5
4 praise positive behavior.	3.65	A	1
5 use Time Out (Time Away to calm down) for aggressive behavior.	3.31	A	3
6 single out a child or a group of children for misbehavior.	2.96	O	7
7 use physical restrain.	2.27	S	11
8 send a child home for aggressive or destructive misbehavior.	1.99	A	12
9 call parents to report bad behavior.	3.1	O	6
10 use verbal redirection for a child who is disengaged.	2.63	O	10
11 use anger management strategy for self (e.g., deep breaths, positive self-talk).	2.92	O	8
12 warn of consequences for misbehavior (e.g., loss of privileges).	2.83	O	9
<b>Composite Mean</b>	<b>2.97</b>	<b>Often</b>	

**Legend:**  
**Scale**      **Descriptive Interpretation**  
3.25 – 4.00 – Always (A)  
2.50 – 3.24 – Often (O)  
1.75 – 2.49 – Sometimes (S)  
1.00 – 1.74 – Never (N)

As to classroom management, Table 3.1 reveals that the teachers praise positive behavior, item no. 4, had the highest weighted mean of 3.65, described as “Always.” The result implies that the teachers are

highly proficient and have the skills in handling and managing the class like in rewards and other strategies to reinforce positive behavior.

On the other hand, item no. 8, “Send child home for aggressive or destructive misbehavior” acquires the lowest weighted mean of 1.99, described as “Sometimes” or Moderately Proficient. This result has an indirect implication which means that the teacher does not send pupils whenever aggressions occur inside the class.

Table 3.2 displays the teacher’s professional development level in terms of leadership skills. As the data tells, item no.1 “Continuing to teach and improve one's teaching” has the highest weighted mean of 3.48 interpreted as “Always” or “Highly Proficient. This signifies that teachers have an inclusive and improvement-oriented process, which somehow facilitates positive social change at the institution or in the community through scouting for instance.

**Table 3.2 Teacher’s Professional Development Level In Terms of Leadership Skills**

I am adept at it...	WM	DI	Rank
1 continuing to teach and improve one's teaching.	3.48	A	1
2 working with other teachers and learners outside the classroom in curricular and extra-curricular activities.	3.44	A	2
3 helping my colleagues in their graduate study by providing them insights and aid in learning	3.1	O	5
4 participating in the performance evaluation of teachers.	3.17	O	4
5 organizing and leading peer reviews of school practice.	3.09	O	6
6 participating in school-level decision-making.	3.22	O	3
7 speaking in the neighboring schools or the community as a keynote speaker.	2.45	S	8
8 leading in-service education and assisting other teachers.	2.76	O	7
<b>Composite Mean</b>	<b>3.09</b>	<b>Often</b>	

*Legend:*  
**Scale**      **Descriptive Interpretation**  
 3.25 – 4.00 – Always (A)  
 2.50 – 3.24 – Often (O)  
 1.75 – 2.49 – Sometimes (S)  
 1.00 – 1.74 – Never (N)

However, the teachers only have a few speaking engagements in the neighboring schools or the community as a keynote speakers as reflected in item no.7 with the lowest weighted mean of 2.45, interpreted as “Sometimes” or Moderately Proficient.

According to Delfin (2019), teachers are exercising leadership to heighten the level of professionalism through scouting where 98% of the members are actively participating from school councils.

Social skills as an indicator of professional development are shown in table 3.3. The table reveals that the teachers say nice things about themselves when appropriate the item with the highest weighted mean of 3.38, is described as “Always” or highly proficient. This implies that the teachers have handled themselves always socially, both in school and in the community as a result of professional development.

It is supported by Wardoyo et.al (2017) who emphasizes that teacher professionalism is determined by the competencies that meet professional education standards so that a teacher is required to possess a qualified professional background and to obtain the consequences as professionalization principles. These competencies include pedagogical competence, personal competence, social competence, and professional competence. Social skills refer to the skills of the teacher in dealing with different people, their traits, and their behavior.

**Table 3.3. Teacher’s Professional Development Level In Terms of Social Skills**

In such situations, I can...	WM	DI	Rank
1 control temper in conflict situations with peers.	3.28	A	4
2 compromise in conflict situations by changing own ideas to reach an agreement.	3.11	O	9.5
3 respond appropriately to peer pressure.	3.17	O	7
4 say nice things about himself or herself when appropriate.	3.38	A	1
5 invite others to join in activities.	3.30	A	3
6 respond appropriately to teasing by peers.	3.01	O	12
7 control temper in conflict situations with adults.	3.36	A	2
8 receive criticism well.	3.19	O	5
9 initiate conversations with peers.	3.17	O	7
10 cooperate with peers without prompting.	3.11	O	9.5
11 easily make the transition from one classroom activity to another.	3.1	O	11
12 get along with people who are different.	3.17	O	7
<b>Composite Mean</b>	<b>3.20</b>	<b>Often</b>	

Legend:

**Scale**      **Descriptive Interpretation**

3.25 – 4.00 – Always (A)

2.50 – 3.24 – Often (O)

1.75 – 2.49 – Sometimes (S)

1.00 – 1.74 – Never (N)

Table 3.4 illustrates the level of professional development of the teachers in terms of time management. Accordingly, item no. 1 “I can follow the school calendar and classroom activities.” ranked as no. 1 with the highest weighted mean of 3.57 described as “Always” or Highly Proficient. This result entails that teachers are aware of the schedule happening in and the coming days thus can prepare properly which develops their professionalism.

**Table 3.4. Teacher’s Professional Development Level In Terms of Time Management**

In such situations, I can...	WM	DI	Rank
1 follow the school calendar and classroom activities.	3.57	A	1
2 set goals and work on achieving these goals.	3.46	A	5
3 make a daily schedule of classroom activities.	3.47	A	3.5
4 prioritize goals concerning importance.	3.48	A	2
5 use a to-do list to write things down.	3.32	A	8
6 prioritize a daily task list to achieve goals.	3.47	A	3.5
7 assign tasks and assignments to students.	3.43	A	6
8 avoid lengthy teaching sessions.	3.17	O	10
9 set a time limit for task completion.	3.39	A	7
10 utilize transition time effectively.	3.31	A	9
<b>Composite Mean</b>	<b>3.41</b>	<b>Always</b>	

Legend:

**Scale**      **Descriptive Interpretation**

3.25 – 4.00 – Always (A)

2.50 – 3.24 – Often (O)

1.75 – 2.49 – Sometimes (S)

1.00 – 1.74 – Never (N)

Meanwhile, the lowest weighted mean is on item no. 8 "Avoid lengthy teaching sessions" with a frequency of 3.17 described as “Sometimes” or proficient.

Time is essential in development. Wardoyo et.al, (2017) stressed that teacher performance is determined by individual factors (i.e. willingness, interest, motivation, characteristics, and individual perceptions) and institutional factors (i.e. duties and functional position, working climate, leadership styles, career paths, compensation or reward, and colleagues) related to an innovation achieved when a teacher has accomplished his/her duties based on the quality, quantity, and time required.

Work ethics is the set of principles, morale, and values shown towards other people in both the workplace and the community.

In table 3.5, the data result tells that the teachers primarily show respect to student personality with the highest weighted mean of 3.59 described as Highly Proficient. This concurs with the total understanding of the teachers towards the vision and mission of the department in prioritizing the learners as the approach to nation-building.

**Table 3.5. Teacher’s Professional Development Level In Terms of Work Ethics**

In such situations, I can...	WM	DI	Rank
1 taking more than two weeks for the teachers to bring in test results.	2.69	O	10
2 encouraging students to be ever better in completing tasks.	3.44	A	4
3 encouraging an individual student to work outside the classroom.	2.98	O	9
4 creatively performing my classes.	3.27	A	7
5 using methods in which I present teaching material generally interesting and motivating.	3.33	A	6
6 using technology (overhead projector, computer) when teaching.	3.06	O	8
7 encouraging students to creative expression through assigned activities.	3.37	A	5
8 showing respect to students.	3.57	A	2
9 showing respect for different student opinions.	3.55	A	3
10 showing respect to student personality.	3.59	A	1
<b>Composite Mean</b>	<b>3.28</b>	<b>Always</b>	

Legend:  
**Scale**      **Descriptive Interpretation**  
 3.25 – 4.0 – Always (A)  
 2.50 – 3.24 – Often (O)  
 1.75 – 2.49 – Sometimes (S)  
 1.00 – 1.74 – Never (N).

As emphasized by Mislia, Mahmud, and Manda (2015), a leader who follows the correct implementation and effective and efficient character education through scouting, produces basic values of ethics as a base character. They are identified comprehensively as persons whose thoughts, feelings, and behaviors are proactive in building character, allowing students to show good behavior, thus, creating a school community that has a concern.

As the overall result of the teacher's level of professional development, it shows that the teachers are proficient which means that they possess proficiency oftentimes. Specifically, time management is the highest indicator of their professionalism with a composite mean of 3.41 described as “Always” or Highly Proficient along with work ethics with a composite mean of 3.28. This means that the teacher always holds the highest regard as to wise use of time which results in a high level of work ethic also.

Overall, the teachers are proficient in classroom management, leadership skills social skills, with a composite mean of 2.97, 3.09, and 3.20 respectively. This result portrays have developed their skill in the following areas oftentimes in their teaching.

Moreover, they are also showing outstanding development in their time management and work ethics and they always show fervor all the time.

**Table 4. Relationship Between the Teacher’s Level of Involvement in Scouting and Professional Development**

Level Involvement in Scouting and...	r	p-value	Interpretation	Decision
Time Management	0.098	0.165	Not Significant	Failed to Reject Ho
Classroom Management	0.077	0.278	Not Significant	Failed to Reject Ho
Leadership Skills	0.015	0.835	Not Significant	Failed to Reject Ho
Social Skills	0.108	0.128	Not Significant	Failed to Reject Ho
Work Ethics	0.094	0.187	Not Significant	Failed to Reject Ho
Overall Professional Development	0.093	0.190	Not Significant	Failed to Reject Ho

\*Correlation is significant at 0.05 level (2-tailed)



Table 4 shows the test of the relationship between the level of involvement in scouting and their professional development in terms of time management, classroom management, leadership skills, social skills, and work ethics. Using Pearson product Moment Coefficient Correlation, the result shown that there is no sufficient evidence of a significant relationship between the level of involvement in scouting and their professional development along time management, classroom management, leadership skills, social skills, and work ethics since the computed correlation value of 0.098, 0.077, 0.015, 0.108, and 0.094, respectively with the corresponding p-value of 0.165, 0.278, 0.835, 0.128, and 0.187 which are larger than 0.05 level of significance, thus failed to reject the null hypothesis. This denotes that the involvement of the teacher in scouting has nothing to do with their professional development – a big and holistic development that many factors should be considered.

This is in contrast with the work of Erben, Ban, and Castañeda (2009) that explains how all cognitive development has its origins in social enterprise. His work informs many approaches to pedagogy that value the collective nature of learning as well as the pedagogical worth of group work as a means to stimulate individual growth and professional development through scouting.

Table 5.1 presents the test of the relationship between the Teacher’s level of involvement in scouting and their profile in terms of age, sex, teaching position, and years of teaching experience. The result revealed that there is sufficient evidence of a significant relationship between the Teacher’s level of involvement and their profile in terms of age and teaching position to reject the null hypothesis since the computed chi-square value of 21.044 at 12 degrees of freedom and 26.916 at 12 degrees of freedom, respectively with the corresponding p-value of 0.050 and 0.008 are lesser than 0.05 level of significance, thus the null hypothesis is rejected. This signifies that age and teaching position matter in the scouting involvement of the teachers.

This is supported by du Merac (2015) that age is consistent with adolescence as a phase of identity formation and development of a personal value system through the formation of a more acute social conscience, which considers adolescence as the best time for learning leadership.

**Table 5.1 Relationship Between the Teacher’s Profile and their Level of Involvement in Scouting**

Level of Involvement in Scouting and...	X <sup>2</sup>	df	p-value	Interpretation	Decision
Age	21.044	12	0.050	Significant	Reject Ho
Sex	2.281	3	0.516	Not Significant	Failed to Reject Ho
Teaching Position	26.916	12	0.008	Significant	Reject Ho
Years of Teaching Experience	17.831	15	0.272	Not Significant	Failed to Reject Ho

*\*Correlation is significant at 0.05 level (2-tailed)*

However, there is no significant relationship between the teacher’s level of involvement in scouting and their profile in terms of sex and years of teaching experience since the computed chi-square value of 2.281 at 3 degrees of freedom and 17.831 at 15 degrees of freedom, respectively with the corresponding p-value of 0.516 and 0.272 which is greater than 0.05 level of significance, thus failed to reject the null hypothesis. This infers that their profile in terms of sex and years of teaching experience is not related to the scouting involvement of the teachers.

Contrastingly, in the survey of the Interactive, (2005), as cited by Oosterhoof & Metzger (2017), the majority of men who were scouts as the youth say scouting has been a positive influence in their lives. This sentiment was particularly strong among men who remained in scouting for five or more years. Over two-thirds of men who were scouts attribute some of their self-confidence in their work to have been a scout. Likewise, more than two-thirds say there have been real-life situations where having been a Scout helped them be a better leader, and half (50 percent) of men who were Scouts say their scouting experience had a positive effect on their career development and advancement.

**Table 5.2 Relationship Between the Teacher's Profile and the Professional Development**

Teacher's Professional Development and...	X <sup>2</sup>	df	p-value	Interpretation	Decision
Age	4.381	8	0.821	Not Significant	Reject Ho
Sex	4.481	2	0.106	Not Significant	Failed to Reject Ho
Teaching Position	12.928	8	0.112	Not Significant	Reject Ho
Years of Teaching Experience	11.759	10	0.301	Not Significant	Failed to Reject Ho

*\*Correlation is significant at 0.05 level (2-tailed)*

Table 5.2 discloses the test of the relationship between the teacher's professional development and their profile in terms of age, sex, teaching position, and years of teaching experience.

The result depicted that there is no sufficient evidence of a significant relationship between the teacher's professional development and their profile in terms of age and teaching position since the computed chi-square value of 4.381 at 8 degrees of freedom, 4.481 at 2 degrees of freedom, 12.928 at 8 degrees of freedom, and 11.759 at 10 degrees of freedom, respectively with the corresponding p-value of 0.821, 0.106, 0.112, and 0.301 which is greater than 0.05 level of significance, thus failed to reject the null hypothesis.

This connotes that age, sex, teaching position, and teaching experience cannot affect the professional development of the teachers.

But according to Bright (2010), age affects one's performance. Accordingly, younger employees compared to older employees, showed more drive to fulfill their desire observed in task meaningfulness, leadership, responsibility, and monetary rewards for their recognition. Meanwhile, they excel in career advancement to satisfy their socialization experience.

## CONCLUSIONS

Based on the findings, the researcher concluded that the teachers were often involved in scouting, was very much capable of time management and work ethics, and always help people in need not only in school but also in the community, as scouting values lend a hand to modern society. The teachers were also proficient in leadership, social skills, and classroom management and praised positive behavior, said nice things about themselves when appropriate, follow the school calendar and classroom activities, and primarily showed respect for student personality.

The level of involvement in scouting has no relationship with the teacher's professional development along with time management, classroom management, leadership skills, social skills, and work ethics.

The involvement of the teachers in scouting did not matter based on sex, or how long the experience of the teacher was but was related to age and teaching position.

In view of the above-mentioned conclusions, the following recommendations were proposed:

1. The teachers may create a time bounded schedule or calendar table and organize outdoor activities like hiking, riverside and coastal clean-up, tree planting with giving of the scientific name of the plant, and volunteering in civic works during calamities.
2. The teacher may utilize the warning timeout technique. Warning the students by using large posters and then displaying them. Whenever a pupil commits a violation, give him a "time-out" to think about and reflect on his mistakes. Thus, making him realize the responsibility that he needs to comply.
3. The teacher may join community organizations like Men and Women's Movement and attend Barangay Meetings. In such ways, the teacher can lead in verbal communication, and influence leader-

- ship through privileged speeches to strengthen community linkages and enhance teachers' leadership skills.
4. The teacher may attend seminars on anger management to regulate emotions, thoughts, and behaviors in the face of temptations and impulses.

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# DISCIPLINARY PRACTICES OF PARENTS IN RELATION TO STUDENTS' ACADEMIC BEHAVIOR AND ACHIEVEMENT

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## ABSTRACT

*The main thrust of the study was to determine the relationship between parents' disciplinary practices to students' academic behavior and achievement. The study used a descriptive- documentary and survey research design utilizing questionnaire as a method for data gathering. The research locale was the public secondary schools of Ubay, Bohol. The respondents composed of 9 secondary school heads, 15 randomly selected teachers, one hundred five (105) senior high school students and one hundred five (105) senior high school parents of the said students. The researcher utilized a modified questionnaire adapted from the Students Behavior Inventory and the Parenting Practices by Baumrind (1971) was being utilized in measuring the parents' disciplinary actions. It was then distributed, retrieved, collated and subjected to statistical treatment. The researcher found that there is a sufficient evidence of a significant correlation between students' academic achievement and academic behavior. Meanwhile, there is no significant correlation between the students' academic achievement and parents' disciplinary practices. This study concludes that the parents' disciplinary practices are not a direct factor to influence the academic achievement of students; however it has a contributory factor to the development of students' academic behavior. Further, the academic behavior of students can increase the level of academic achievement.*

**Keywords:** *Academic Behavior, Achievement, Disciplinary Practices, Job Performance, Parents, Teachers, Students*

## INTRODUCTION

The educational success and failure depends on the how the teachers perform their duty. The performance of teacher is emphatic for the improvement of education (Vipinosam, 2015).

Today, the world is changing rapidly and there are many challenges met. In order to overcome these challenges, the education system must be improved in order to provide quality education and prepare the youth for the future. The educators have to be on their toes at all times where the students are more demanding in contrast to earlier times. Thus, teaching job should be performed very satisfactorily to build the future of the nation (Abarro, 2018).

On the other hand, the local education agencies across the United States are working to improve teacher quality through the adoption of rigorous teacher evaluation systems specifically in Tennessee. The development of these systems is motivated in part by a large body of research showing that teachers differ dramatically in their effectiveness (Hanushek & Rivkin, 2010). Beyond directly affecting students' short-term academic success, more effective teachers have also been shown to positively affect later-life outcomes for students including wages, school attendance, and teenage childbearing (Chetty, Friedman & Rockoff, 2014). A study by Gikunda (2016), revealed that teachers' attitude affect the performance of teachers teaching Geography. In addition, Wangui, Omboi and Irabo (2016), found out that work-related stress affects teachers' performance in public secondary schools in Kikuyu Sub County, Kenya. These factors are categorized into school related factors, teacher and community-related factors. Moreover, Mruma (2013) found out that intrinsic and extrinsic motivators affect the performance of teachers in

public secondary schools in Tanzanian Education Institution. Aside from this, Ahmed, Hussain, Ahmed and Din (2012), revealed that subject mastery, attitude, teaching methodology and teachers' personal characteristics are factors affecting professional performance of teachers at higher education level. Furthermore, Nadeem, Rana, Lone, Maqbool, Naz and Ali (2011), revealed that poor socio-economic status of teachers affects the teacher's performance.

On the other hand, Abarro (2018) revealed that civil status, highest educational attainment, scholastic rating and local seminars significantly affect the job performance of teachers, while sex, age, type of family, religion, length of service, number of teaching preparations, annual salary, international/national/regional seminars/ training attended and LET performance do not affect the performance of the teachers.

In parenting styles, parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. A high - quality parent-child relationship is critical for healthy development. Parenting is one of the most studied topics when talking about the study of parents and child relationship. It has two important elements: responsiveness and demandingness (Maccoby & Martin, 1983; Baumrind, 2005). Parental responsiveness refers to the degree the parent responds to the needs of the child and parental demandingness is the extent to which the parent expects more mature and responsible behaviour from a child (Baumrind, 2005).

Parenting is a commitment and passionate task of bringing up the children. It is sum of some definite individual as well as collective behaviours which shape life of children by influencing on their educational success and failure (Grolnick & Ryan, 2009) and development and personality.

Parental involvement is necessary in bringing up children (Juang & Silbereisen, 2002). Mother's involvement creates and sustains intrinsic motivation for learning; and encouragement leads towards mastery level maintain persistency and enhancing curiosity as well task orientation (Gottfried, Fleming, & Gottfried, 2004). Uninvolved parents appear to be unconcerned with their children and their learning.

Parenting styles plays important role in enhancing academic achievement of their children. Parental involvement supports children and adolescents to learn leading towards academic success (Hoover-Dempsey & Sandler, 2007).

Brennan (2019), states that an authoritative parent has clear expectations and consequences and affectionate toward their child. The authoritative parent allows for flexibility and collaborative problem solving with the child when dealing with behavioral challenges. This is the most effective form of parenting. Meanwhile, authoritarian parent has clear expectations and consequences, but shows little affection toward their child. The parent may say things like, "because I'm the Mommy, that's why." This is a less effective form of parenting. Further, a permissive parent shows lots of affection toward their child but provides little discipline. This is a less effective form of parenting. Discipline is the process of teaching the child what type of behavior is acceptable and what type is not acceptable. In other words, discipline teaches a child to follow rules. Effective discipline uses many different tools, like positive reinforcement, modeling, and a loving and supportive family. Sometimes, punishments are also an effective tool-but that doesn't mean that good discipline is mostly about punishments. It sounds so straightforward, yet every parent becomes frustrated at one time or another with issues surrounding children and discipline.

Marchant and Rothlisberg (2001) asserted that family relationship and school context have a greater impact on student's academic achievement, motivation and self-competence. It was obvious that high demanding authoritarian parenting style enhanced the level of school performance but lower level of social skills, motivation and self- acceptance. Students brought up under both demanding and responsiveness authoritarian parenting style demonstrated less achievement than the students brought up by authoritarian parents.

Another study revealed that parental involvement enhanced performance (Gonzalez, Greenwood, & Hsu, 2001) of their children. Different studies (Crane, 2006 & Wang, Wildman, & Calhoun, 2003) re-

ported parental influence on academic behaviour of children as educated parents did so at different grade levels of their children. The study of Pong, Hao & Gardner (2005) reported that parenting style of higher social capital/ class increased social performance of students.

Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). They encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. Since attitudes often relate in some way to interaction with others, they represent an important link between cognitive and social psychology. As far as instruction is concerned, a great deal of learning involves acquiring or changing attitudes. Attitude change is especially relevant to management and sales training (Bernas, 2016)

Student misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviours in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom.

The study found among others that, social media usage has negative influence on psychosocial behavior and academic performance. It therefore recommended that parents, teachers, educational psychologists should pay more attention to their student's attitude on these platforms and also educate them on time management as not to waste too much of their time chatting, they should concentrate on their studies (Ibrahim Umar & Idris, 2018).

In a similar study, Maccoby and Martin (2003) revealed that children who experienced authoritative parenting have higher social development and self-esteem as compared to other parenting styles. Authoritative parental behaviours play an important role in influencing motivation of children.

On the other hand, Newman (2000) stated that adolescents who are over protected by their parents and have higher restrictiveness from their parents were associated with low self-esteem. Similarly, Rebecca (2012) mentioned that late adolescent girls who were reared by strictly controlling parents have higher chances to get low self-esteem.

Self-determination theory (Deci & Ryan, 2000) states that individuals participate in different activities to satisfy the basic psychological needs of autonomy (a desire for independence), competence (a desire to effectively interact with the environment), and relatedness (a desire feel connected to other people). In the long run, most of the people start to demonstrate a preference for certain activities, particularly those that are pleasurable and enjoyable and provides satisfaction on the need for competence, autonomy, and relatedness. With these activities, few will be recognized as important and enjoyable and have consonance with the manner we see ourselves. These activities develop into passionate activities.

Thus, the researchers, being a teacher and parent high school students are eager and motivated to conduct this study. It is quite significant and important because it will assess the factors in relation to students' academic behaviour, namely; teachers' job performance and the parents' disciplinary practices in Ubay I, Ubay II and Ubay III Districts. The results may further help the school administrators to review existing motivational policies and practices with a hope that they can enhance work performance among teachers. This will be the basis to plan programs for teacher development that will lead to teacher's professional growth, improve their teaching performance, and to let the students aware their behavior in school and the parents as well to reflect their parental practices.

### **Objectives of the Problem**

The main thrust of the study was to determine the relationship between the parents' disciplinary practices, teachers' job performance and students' academic behavior and achievement in Ubay I, II and III districts during the School Year 2020-2021. The findings of this study served as bases for proposing a development plan and program. Specifically, it sought to answer the following questions:

1. What is the profile of the teacher- respondents in terms of age, sex, highest educational attainment and years in teaching experience?
2. What is the profile of the student- respondents in terms of age, sex, and grade level?
3. What is the parents' disciplinary practice as assessed by the respondents as to democratic, authoritarian, and permissive?
4. What is the assessment of the respondents on the students' academic behavior as to motivational support of the family, technology, media, and study habits?
5. What is the students' academic achievement?
6. Is there a significant relation between the students' academic achievement to parents' disciplinary practices?
7. Is there a significant relation between the students' academic behavior and parents' disciplinary practices?
8. Is there a significant relationship between the students' academic achievement and academic behavior?

## **RESEARCH METHODOLOGY**

### **Design**

To determine the parents' disciplinary practices, teachers' job performance and students' academic behavior and achievement in Ubay I, II and III districts during the School Year 2020-2021, the study utilized a descriptive documentary and survey research design.

### **Environment and Participants**

It was conducted in Ubay, Bohol, Philippines. Ubay is the first class municipality in province, with about 124 kilometers away from Tagbilaran City. The total land area of approximately 292.05 hectares, it is the largest town of Bohol. Particularly, the public secondary schools in the three districts of Ubay were the main focused in the study.

Meanwhile, there were seven (7) randomly selected senior high school students and parents per teacher comprised a total of one hundred five (105) students and one hundred five (105) parents of the said students.

### **Instrument**

The researcher utilized a modified questionnaire adapted from the Students Behavior Inventory questionnaire was used to measure the students' behavior consisting of items from the different aspects such as Motivational Support of the Family, Behavior towards Technology, Behavior towards Extracurricular Activities, Behavior towards Media and Behavior towards Study Habits.

On the other hand, the questionnaire on Parenting Practices by Baumrind (1971) was utilized in measuring the parents' disciplinary actions which composed of three styles of parenting practices, authoritative parenting which compose of 29 items, authoritarian parenting which composed of 20 items, and permissive parenting which composed of 16 items.

After gathering the data, it was then tallied, tabulated, collated and was subjected to descriptive and inferential statistics for analysis and interpretation in accord to the specific problems of the study. Thus, adding empirical data

## **RESULTS AND DISCUSSION**

Table 1 presents the demographic profile of teacher- respondents in terms of age, sex, highest educational attainment and teaching experience. As to age of the teacher-respondents, age bracket "21-30 years old" ranks first with a frequency of six (6) or 40.00%, while in contrast "51 years old and above" got the last in rank with a frequency of one (1) or 6.66%.



**Table 1 Profile of the Teacher-Respondents**

<b>1.1 Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Rank</b>
21 – 30 years old	6	40.00	1
31 – 40 years old	4	26.67	2.5
41 – 50 years old	4	26.67	2.5
51 years old and above	1	6.66	4
<b>Total</b>	<b>15</b>	<b>100%</b>	
<b>1.2 Sex</b>			
Male	4	26.67	2
Female	11	73.33	1
<b>Total</b>	<b>15</b>	<b>100%</b>	
<b>1.3 Highest Educational Attainment</b>			
Bachelor's Degree Holder	3	20.01	2
with MA Units	8	53.33	1
Master's Degree Holder	2	13.33	3.5
with Doctorate Units	2	13.33	3.5
<b>Total</b>	<b>15</b>	<b>100%</b>	
<b>1.4 Teaching Experience</b>			
5 years and Below	8	53.33	1
6 – 10 years	3	20.01	2
11 – 15 years	2	13.33	3.5
16 – 20 years	2	13.33	3.5
<b>Total</b>	<b>15</b>	<b>100%</b>	

However, age brackets “31- 40 years old” and “41-50 years old” got the same frequency with four (4) or 26.67%. It means that the teacher-respondents were in their average age of middle adulthood period. As to the sex of the teacher-respondents, the female got the highest frequency level of eleven (11) or 73.33% while, male got a frequency level of four (4) or 26.67%. It depicts that female teachers were greater in number compared to the male teachers in the public secondary schools of Ubay District.

As to the highest educational attainment of the teacher- respondents, “Bachelor’s degree Holder with MA units” got the highest frequency level of eight (8) or 53.33%; however, “Master’s degree holder” and “MA degree holder with Doctorate units” got the lowest frequency level of two (2) or 13.33%. None of the teacher-respondents graduated “Doctorate degree”. It depicts that they enrolled to post studies already but they need to finish their course especially in doctorate degree.

It is desirable for a teacher to have a Master’s Degree in education, or in educational management. However, the basic requirement set by the Department of Education to qualify as public school teachers in terms of educational attainment is at least a graduate of a bachelor’s degree in education. Yet, it is encourage finishing their post graduate studies course to avoid inferiority among others.

As to the years in teaching experienced of the teacher- respondents, “5 years and below” ranks first with a frequency level of eight (8) or 53.33%, while “11-15 years” and “16-20 years” rank last with frequency level of two (2) or 13.33%. None of the teachers experienced “21 years and above”. It denotes that majority of them are novice teachers in the Department of Education.

**Table 2 Profile of the Student-Respondents**

<b>1.1 Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Rank</b>
16 years old and below	31	29.52	3
17 years old	39	37.15	1
18 years old and above	35	33.33	2
<b>Total</b>	<b>105</b>	<b>100%</b>	
<b>1.2 Sex</b>			
Male	40	38.10	2
Female	65	61.90	1
<b>Total</b>	<b>105</b>	<b>100%</b>	
<b>1.3 Grade Level</b>			
Grade 11	62	59.05	1
Grade 12	43	40.95	2
<b>Total</b>	<b>105</b>	<b>100%</b>	

Table 2 presents the demographic profile of student- respondents in terms of age, sex and grade level. As to the age of student- respondents, “17 years old” got the highest frequency level of 39 or 37.15%; while “16 years old and below” got the lowest frequency level of 31 or 29.52%. It means that majority of the senior high school students are on their ideal age in education.

As to sex of the student-respondents, “Female” got a frequency level of 65 or 61.90% against “Male” which they got a frequency level of 40 or 38.10%. It means that majority of the responses come from female students.

As to grade level of student- respondents, “Grade 11” got a frequency level of 62 or 59.05% compared to “Grade 12” which they got a frequency level of 43 or 40.95%. It means that majority of the responses come from the Grade 11 students.

**Table 3.1 Respondents’ Assessment on the Parents’ Disciplinary Practices as to Democratic**

Statements	Parents		Students		Overall	
	WM	VI	WM	VI	WM	VI
As a parent, I ...						
3.1.1 Warmth and Involvement						
Average Weighted Mean	3.23	A	3.27	SA	3.25	Highly Practiced
3.1.2. Reasoning/Induction						
Average Weighted Mean	3.43	SA	3.38	SA	3.41	Highly Practiced
3.1.3. Democratic Participation						
Average Weighted Mean	3.04	A	3.06	A	3.05	Moderately Practiced
3.4. Interpersonal Relations Aspect						
Average Weighted Mean	3.28	SA	3.32	SA	3.30	Highly Practiced
<b>Composite Mean</b>	<b>3.25</b>	<b>SA</b>	<b>3.25</b>	<b>SA</b>	<b>3.25</b>	<b>Highly Practiced</b>

Legend:  
**Rating Scale**  
 3.25 – 4.00  
 2.50 – 3.24  
 1.75 – 2.49  
 1.00 – 1.74

**Verbal Interpretation (VI)**  
 Strongly Agree (SA)  
 Agree (A)  
 Disagree (D)  
 Strongly Disagree (SD)

**Meaning**  
 Highly Practiced  
 Moderately Practiced  
 Less Practiced  
 Not Practiced

Table 3.1 presents the respondents’ perception on the parents’ disciplinary practices as to democratic in terms of warmth and involvement, reasoning/induction, democratic participation, and interpersonal relations aspect. As to parent- respondents on parents’ disciplinary practices as to democratic in terms of warmth and involvement results revealed the average weighted mean was 3.23 interpreted as ‘agree’. It denotes that parents were concern on the things they achieve especially for their children’s’ welfare and success.

In terms of the parents’ disciplinary practices as to democratic towards warmth and involvement, results shows the average weighted mean was 3.27 interpreted as ‘strongly agree’. It signifies that the students are sensitively appreciated by the parents’ involvement and disciplinary practices.

On the overall, the highest weighted was 3.25 or highly practiced. This denotes that both respondents appreciate the warmth and involvement of the parents.

In connection, Parenting is a commitment and passionate task to look after and bringing up the children. It is sum of some definite individual as well as collective behaviors which shape life of children by influencing on their educational success and failure (Grolnick & Ryan, 2009) and development and personality.

Further, parental involvement seems necessary in bringing up children (Juang & Silbereisen, 2002). Mother’s involvement creates and sustains intrinsic motivation for learning; and encouragement leads towards mastery level maintain persistency and enhancing curiosity as well task orientation (Gottfried, Fleming, & Gotfried, 2004). Uninvolved parents appear to be unconcerned with their children and their learning.

In table 3.1.2, as to parent- respondents on parents' disciplinary practices as to democratic in terms of reasoning/induction results revealed that the average weighted mean was 3.43 interpreted as 'strongly agree'. It means that parents' does not tolerate student's misbehavior and giving them the right enlightenment of their mistakes.

In terms of student- respondents on parents' disciplinary practices as to democratic in terms of reasoning/induction data shown that the average weighted mean was 3.38 interpreted as 'strongly agree'. It means that the students understood the right and bad actions, and rules of their parents at home.

The overall weighted mean was 3.41 or highly practiced. This denotes that children are satisfied and obedient upon given explanation to the importance of rules.

According to Deci (1971), these behaviors are defined as ones for which the reward is the satisfaction of performing that activity itself. Intrinsic motivation thus represents engagement in an activity for its own sake.

As to parent- respondents on parents' disciplinary practices as to democratic in terms of democratic participation results revealed that the average weighted mean was 3.04 interpreted as 'agree'.

In terms of student- respondents on parents' disciplinary practices as to democratic in terms of democratic participation data revealed that the average weighted mean was 3.06 interpreted as 'agree'.

The overall weighted mean was 3.05 or moderately practiced. This means that the respondents gave importance to the rules within the family and the preferences in making family plans.

Since attitudes often relate in some way to interaction with others, they represent an important link between cognitive and social psychology. As far as instruction is concerned, a great deal of learning involves acquiring or changing attitudes. Attitude change is especially relevant to management and sales training (Bernas, 2016)

As to parent- respondents on parents' disciplinary practices as to democratic in terms of interpersonal relations aspect results revealed that the average weighted mean was 3.28 interpreted as 'strongly agree'.

In terms of student- respondents on parents' disciplinary practices as to democratic in terms of interpersonal relations aspect data shown that the average weighted mean was 3.32 interpreted as 'strongly agree'.

The overall weighted mean of 3.30 or highly practice. Interpersonal relation was encouraged within the family as it was evident by the respondents' assessment.

Meanwhile, the study of Pong, Hao, Gardner (2005) reported that parenting style of higher social capital/ class increased social performance of students.

The composite mean on the respondents' perception on parents disciplinary practices as to democratic results revealed that both parents and students got the same overall weighted mean of 3.25 interpreted as 'strongly agree'. The total overall weighted mean was 3.25 interpreted as 'strongly agree'. It denotes that the respondents' perception on parents' disciplinary practices as to democratic was highly practiced.

Parenting styles play an important role in enhancing academic achievement of their children. Parental involvement supports children and adolescents to learn leading towards academic success (Hoover-Dempsey & Sandler, 2007).

**Table 3.2 Respondents' Assessment on the Parents' Disciplinary Practices as to Authoritarian**

Statements	Parents		Students		Overall	
	WM	VI	WM	VI	WM	VI
I/ Parents...						
3.2.1 Verbal Hostility						
Average Weighted Mean	2.30	D	2.46	D	2.38	Less Practiced
3.2.2. Corporal Punishment						
Average Weighted Mean	1.85	D	2.01	D	1.93	Less Practiced
3.2.3. Non-Reasoning/Punitive Strategies						
Average Weighted Mean	2.33	D	2.43	D	2.38	Less Practiced
3.2.4. Directedness						
Average Weighted Mean	2.70	A	2.92	A	2.81	Moderately Practiced
<b>Overall Average Weighted Mean</b>	<b>2.29</b>	<b>D</b>	<b>2.46</b>	<b>D</b>	<b>2.38</b>	<b>Less Practiced</b>

**Legend:**  
**Rating Scale**  
 3.25 – 4.00  
 2.50 – 3.24  
 1.75 – 2.49  
 1.00 – 1.74

**Verbal Interpretation (VI)**  
 Strongly Agree (SA)  
 Agree (A)  
 Disagree (D)  
 Strongly Disagree (SD)

**Meaning**  
 Highly Practiced  
 Moderately Practiced  
 Less Practiced  
 Not Practiced

Table 3.2 presents the respondents' perception on the parents' disciplinary practices as to authoritarian in terms of verbal hostility, corporal punishment, non-reasoning/punitive strategies, and directedness.

As to parent- respondents on parents' disciplinary practices as to authoritarian in terms of verbal hostility results revealed that the average weighted mean was 2.30 interpreted as 'disagree'.

In terms of student- respondents on parents' disciplinary practices as to authoritarian in terms of verbal hostility results revealed that the average weighted mean was 2.46 interpreted as 'disagree'.

As to parent- respondents on parents' disciplinary practices as to authoritarian in terms of corporal punishment data shown that the average weighted mean was 1.85 interpreted as 'disagree'.

The overall average weighted mean on the respondents' perception on parents disciplinary practices as to autocratic results revealed that student-respondents gained an overall weighted mean of 2.46 interpreted as 'agree', while parent-respondents gained an overall weighted mean of 2.29 interpreted as 'agree'. The total overall weighted mean was 2.38 interpreted as 'less practiced'. It depicts that the respondents' perception as to autocratic was not given emphasis as part of parents' disciplinary practices.

Baumrind and Black (1967) mentioned that adolescents who are treated authoritatively become more socially adjusted and independent compared to their peers and as a result develop high self- esteem and competence. Students brought up under both demanding and responsiveness authoritarian parenting style demonstrated less achievement than the students brought up by authoritarian parents (Marchant & Rothlisberg, 2001).

**Table 3.3 Respondents' Assessment on the Parents' Disciplinary Practices as to Permissive**

Statements	Parents		Students		Overall	
	WM	VI	WM	VI	WM	VI
I/ Parents.....						
3.3.1 Lack of Follow Through						
Average Weighted Mean	2.34	D	2.50	A	2.42	Less Practiced
3.3.2. Ignoring Misbehavior						
Average Weighted Mean	1.61	SD	1.76	D	1.69	Not Practiced
3.2.3. Self-Confidence						
Average Weighted Mean	2.68	A	2.71	A	2.70	Moderately Practiced
<b>Composite Mean</b>	<b>2.21</b>	<b>D</b>	<b>2.32</b>	<b>D</b>	<b>2.27</b>	<b>Less Practiced</b>

**Legend:**  
**Rating Scale**  
 3.25 – 4.00  
 2.50 – 3.24  
 1.75 – 2.49  
 1.00 – 1.74

**Verbal Interpretation (VI)**  
 Strongly Agree (SA)  
 Agree (A)  
 Disagree (D)  
 Strongly Disagree (SD)

**Meaning**  
 Highly Practiced  
 Moderately Practiced  
 Less Practiced  
 Not Practiced

Table 3.3 presents the respondents’ perception on the parents’ disciplinary practices as to permissive in terms of lack of follow through, ignoring misbehaviour, and self-confidence.

As to parent- respondents on parents’ disciplinary practices as to permissive in terms of lack of follow through results shown that the average weighted mean was 2.34 interpreted as ‘disagree’

In terms of student- respondents on parents’ disciplinary practices as to permissive in terms of lack of follow through results, the average weighted mean was 2.50 interpreted as ‘disagree’.

As to parent- respondents on parents’ disciplinary practices as to permissive in terms of ignoring misbehaviour data revealed that the average weighted mean was 1.61 interpreted as ‘strongly disagree’.

In terms of student- respondents on parents’ disciplinary practices as to permissive in terms of ignoring misbehaviour results revealed that the average weighted mean was 1.76 interpreted as ‘disagree’.

As to parent- respondents on parents’ disciplinary practices as to permissive in terms of self- confidence data revealed that the average weighted mean was 2.68 interpreted as ‘agree’.

In terms of student- respondents on parents’ disciplinary practices as to permissive in terms of self- confidence data revealed that the average weighted mean was 2.71 interpreted as ‘agree’.

The overall average weighted mean on the respondents’ perception on parents disciplinary practices as to permissive results revealed that student-respondents gained an overall weighted mean of 2.32 interpreted as ‘disagree’, while parent-respondents gained an overall weighted mean of 2.21 interpreted as ‘disagree’. The total overall weighted mean was 2.27 interpreted as ‘less practiced’. It depicts that the parents did not show lenient disciplinary practices and the students misbehavior will not be tolerated.

Brennan (2019) stated that a permissive parent shows lots of affection toward their child but provides little discipline. Thus, this is a less effective form of parenting. Discipline teaches a child to follow rules. Effective discipline uses many different tools, like positive reinforcement, modeling, and a loving and supportive family.

**Table 5.1. Respondents’ Assessment on the Students’ Academic Behavior as to Motivational Support of the Family**

Statements	Teachers		Parents		Students		Overall		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
I/The student considers that... parents, brothers, and sisters are concerned about their academic performance.	3.48	SA	3.51	SA	3.68	SA	3.56	SA	2
parents, brothers, and sisters encourage them to strive harder.	3.43	SA	3.45	SA	3.48	SA	3.45	SA	4
siblings support one another in the studies.	3.33	SA	3.30	SA	3.44	SA	3.36	SA	7
parents guides them properly in studies.	3.29	SA	3.49	SA	3.41	SA	3.40	SA	5
parents know if they have problems related to school performance.	3.33	SA	3.32	SA	3.38	SA	3.34	SA	8
parents, brothers and sisters help each other finish assignments.	3.14	A	3.21	A	3.75	SA	3.03	A	10
parents talk to them whenever they get lower grades on academic subjects.	3.19	A	3.42	SA	3.38	SA	3.33	SA	9
parents value education and willing to sacrifice for their schooling.	3.57	SA	3.57	SA	3.65	SA	3.60	SA	1
parents give allowance for unexpected assignments and projects in school.	3.43	SA	3.36	SA	3.35	SA	3.38	SA	6
parents believe that my high school performance will help cope with high school life.	3.38	SA	3.41	SA	3.61	SA	3.47	SA	3
<b>Average Weighted Mean</b>	<b>3.36</b>	<b>SA</b>	<b>3.40</b>	<b>SA</b>	<b>3.41</b>	<b>SA</b>	<b>3.39</b>	<b>Strongly Agree</b>	

Legend:  
**Rating Scale**   **Verbal Interpretation (VI)**   **Meaning**  
3.25 – 4.00   Strongly Agree (SA)   Highly Observed  
2.50 – 3.24   Agree (A)   Moderately Observed  
1.75 – 2.49   Disagree (D)   Less Observed  
1.00 – 1.74   Strongly Disagree (SD)   Not Observed

Based on the respondents' assessment on the students' academic behavior as to motivational support of the family, as to teacher- respondents on the students' academic behavior as to motivational support of the family data discovered that the average weighted mean was 3.36 interpreted as 'strongly agree'. It signifies that the students experienced a motivational support from the family.

On the other hand, in terms of parent- respondents on the students' academic behavior as to motivational support of the family results exposed that the average weighted mean was 3.40 interpreted as 'strongly agree'. It indicates that the parent provides motivational support to the students. In terms of student-respondents on the students' academic behavior as to motivational support of the family results revealed that the average weighted mean was 3.41 interpreted as 'strongly agree'. It denotes that the students' was given a motivational support from the family.

In summary, the overall weighted mean as perceived by the three groups of respondents on students' academic behavior as to motivational support of the family results revealed that item 8, "parents value education and willing to sacrifice for their schooling" ranks first with a weighted mean of 3.60 interpreted as 'strongly agree', while item 6, "parents, brothers and sisters help each other finish assignments" ranks last with a weighted mean of 3.03 interpreted as 'agree'. The overall weighted mean was 3.39 interpreted as 'highly observed'. It depicts that the family provides motivational support to the students.

Ryan and Deci (2000) emphasized the notion of the theory that individuals are motivated by activities which enable them to satisfy their needs. Those activities are entertaining and compelled by intrinsic motivation. Intrinsic motivation characterizes the autonomous or the most self-determined behavior out of enjoyment, interest, and satisfaction. However, extrinsic or controlled motivation represents the activities that produce particular results in terms of rewards or avoided punishments and the observed autonomy is low.

**Table 5.2 Respondents' Assessment on the Students' Academic Behavior Towards Technology**

Statements	Teachers		Parents		Students		Overall		
	WM	VI	WM	VI	WM	VI	WM	VI	Rank
I/The student considers that... internet has become a powerful tool that really helped a lot on studies.	3.38	SA	3.30	SA	3.48	SA	3.39	SA	1
the use of internet has never worsen the performance in school.	2.90	A	2.88	A	2.99	A	2.92	A	2
only surfing the websites that they need in order to finish school assignments.	2.81	A	2.70	A	3.07	A	2.86	A	3
the rest of their school allowance goes to important things and buying cellphone loads and online games are only secondary	2.86	A	2.69	A	2.72	A	2.76	A	4
using gadgets such as MP3, cellphone, ipads, iphones, playstation, online games and others never affected their performance in school.	2.24	D	2.32	D	2.64	A	2.40	D	6
it is acceptable to use cellphone during classroom hours.	2.10	D	1.86	D	1.90	D	1.95	D	7
they only visit their Facebook account only during weekends and holidays	2.48	D	2.62	A	2.69	A	2.60	A	5
<b>Average Weighted Mean</b>	<b>2.61</b>	<b>A</b>	<b>2.64</b>	<b>A</b>	<b>2.79</b>	<b>A</b>	<b>2.68</b>	<b>Moderately Observed</b>	

Legend:

Rating Scale	Verbal Interpretation (VI)	Meaning
3.25 – 4.00	Strongly Agree (SA)	Highly Observed
2.50 – 3.24	Agree (A)	Moderately Observed
1.75 – 2.49	Disagree (D)	Less Observed
1.00 – 1.74	Strongly Disagree (SD)	Not Observed

On the other hand, student- respondents on the students' academic behavior towards technology results discovered that item the average weighted mean was 2.79 interpreted as 'agree'.

The overall weighted mean on students' academic behavior towards technology was 2.68 interpreted as 'Moderately Observed'. It indicates that the students evidently used technology to aid in their study.

The findings of Bielefeld (2016) acknowledged that technology can be a great tool for reinforcing and therefore promoting positive student behavior in the classroom. Students who can use technology to track their behavior in the classroom have shown increases in positive behaviors and decreases in negative behaviors and their consequences depending on how they utilize the available technology.

Table 5.3 presents respondents' assessment on the students' academic behavior towards media.

As to teacher- respondents on the students' academic behavior towards media data shown that "reading newspapers and magazines help them communicate better in English" in item 5 got the highest weighted mean of 3.19 interpreted as 'agree', while "they never read of magazines that contain explicit sexual information" in item 6 got the lowest weighted mean of 2.51 interpreted as 'agree'. The average weighted mean was 2.86 interpreted as 'agree'. This means that media can help the students improve academic behavior.

**Table 5.3 Respondents' Assessment on the Students' Academic Behavior Towards Media**

Statements	Teachers		Parents		Students		Overall		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
I/The student considers that...									
the information coming from the TV helps them with their assignments	3.00	A	2.84	A	3.18	A	3.01	A	3
the hosts of talk shows and the characters of TV dramas encourage them to perform better in school.	2.90	A	2.63	A	2.74	A	2.76	A	5.5
the TV show hosts tell them the ways in order to improve their study habits.	2.81	A	2.70	A	2.79	A	2.77	A	4
television shows do not depict situations of violence and rebelling with parents and teachers.	2.57	A	2.76	A	2.84	A	2.72	A	8.5
reading newspapers and magazines help them communicate better in English.	3.19	A	3.21	A	2.98	A	3.13	A	2
they never read of magazines that contain explicit sexual information.	2.51	A	2.96	A	2.80	A	2.76	A	5.5
the science section of the newspaper helps them deal with concepts related to biology, chemistry and physics.	3.10	A	3.25	SA	3.14	A	3.16	A	1
the radio jockeys tell them the ways in order to improve their study habits.	2.81	A	2.70	A	2.74	A	2.75	A	7
when listening to the radio, they see to it that the music does not distract their studying.	2.76	A	2.65	A	2.71	A	2.71	A	10
listening to the radio sets mood and inspires them to finish their assignments.	2.90	A	2.64	A	2.63	A	2.72	A	8.5
<b>Average Weighted Mean</b>	<b>2.86</b>	<b>A</b>	<b>2.83</b>	<b>A</b>	<b>2.87</b>	<b>A</b>	<b>2.85</b>	<b>Agree</b>	

Legend:

<b>Rating Scale</b>	<b>Verbal Interpretation (VI)</b>	<b>Meaning</b>
3.25 – 4.00	Strongly Agree (SA)	Highly Observed
2.50 – 3.24	Agree (A)	Moderately Observed
1.75 – 2.49	Disagree (D)	Less Observed
1.00 – 1.74	Strongly Disagree (SD)	Not Observed

On the other hand, in terms of parent- respondents on the students' academic behavior towards media results displayed that the average weighted mean was 2.83 interpreted as 'agree'. Parents concurred that media can increase the students' academic behavior.

In terms of student- respondents on the students' academic behavior towards media data presented that the average weighted mean was 2.87 interpreted as 'agree'.

The overall weighted mean on students' academic behavior towards media data revealed was 2.85 interpreted as 'moderately observed'.

It shows that the students' academic behavior was influenced by media as perceived by the respondents.

According to Umar and Idris (2018) social media usage has negative influence on psychosocial behavior and academic performance. It therefore recommended that parents, teachers, educational psychologists should pay more attention to their student's attitude on these platforms and also educate them on time management as not to waste too much of their time chatting, they should concentrate on their studies.

**Table 5.4 Respondents' Assessment on the Students' Academic Behavior Towards Study Habit**

Statements	Teachers		Parents		Students		Overall		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
I/The student considers that...									
they understand the concepts of their assignments before doing other undertakings.	2.86	A	3.16	A	3.20	A	3.07	A	5
they have a week to prepare and review if they have a long test.	3.05	A	3.10	A	3.30	SA	3.15	A	3
when done with household chores, they rummage the pages of their textbooks to read the lessons that haven't been tackled yet.	2.86	A	2.98	A	3.04	A	2.96	A	6
when there's an interesting event, it doesn't bother them to studies.	2.62	A	2.57	A	2.88	A	2.69	A	10
when studying, they do not have candies and junk foods, instead they eat a healthier snack.	2.62	A	2.87	A	3.24	A	2.91	A	8
the best time to study is to go on group or partner study.	3.05	A	2.83	A	2.94	A	2.94	A	7
group study is useful but they are discouraged if not needed.	3.20	A	3.10	A	3.03	A	3.11	A	4
It helps to study more if their friend loves to study too.	3.38	SA	3.10	A	3.02	A	3.17	A	1
they chose to study alone in order to focus on it.	2.81	A	3.31	SA	3.35	SA	3.16	A	2
they love to study while listening to their favorite music.	2.86	A	2.53	A	2.91	A	2.77	A	9
<b>Average Weighted Mean</b>	<b>2.91</b>	<b>A</b>	<b>2.96</b>	<b>A</b>	<b>3.09</b>	<b>A</b>	<b>2.99</b>	<b>Moderately Observed</b>	

Legend:  
**Rating Scale**  
 3.25 – 4.00  
 2.50 – 3.24  
 1.75 – 2.49  
 1.00 – 1.74

**Verbal Interpretation (VI)**  
 Strongly Agree (SA)  
 Agree (A)  
 Disagree (D)  
 Strongly Disagree (SD)

**Meaning**  
 Highly Observed  
 Moderately Observed  
 Less Observed  
 Not Observed

Table 5.4 presents respondents' assessment on the students' academic behavior towards study habit. As to teacher- respondents on the students' academic behavior towards study habit results revealed that the average weighted mean was 2.91 interpreted as 'agree'.

In terms of parent- respondents on the students' academic behavior towards study habit records shown that the average weighted mean was 2.96 interpreted as 'agree'.

On the other hand, student- respondents on the students' academic behavior towards study habit accounts exposed that the average weighted mean was 3.09 interpreted as 'agree'.

The overall weighted mean on students' academic behavior towards study habit results revealed was 2.99 interpreted as 'moderately observed'. It indicates that the students' study habit was influence by motivators that provide a sort of reason for completing their task.

It claims that people are more motivated to perform activities if they receive a reward afterward, rather than simply because they enjoy the activities themselves (Deci, 1971). One definition of a motivator explains it as a force "acting either on or within a person to initiate behavior.

Table 6 presents the students' academic achievement. As to student academic performance records revealed that grading scale 80-84 got the highest frequency level of 38 or 36.19% interpreted as 'satisfactory', while 75-79 got the lowest frequency level of 19 or 18.09% interpreted as 'fairly satisfactory'. It shows that all students obtained the passing grade in the first quarter period with 75 and above.



**Table 6 Students' Academic Achievement**  
N = 105

Descriptor	Grading Scale	Frequency	Percentage (%)	Rank
Outstanding	90 - 100	22	20.95	3
Very Satisfactory	85 - 89	26	24.76	2
Satisfactory	80 - 84	38	36.19	1
Fairly Satisfactory	75 - 79	19	18.09	4
<b>Total</b>		<b>105</b>	<b>100%</b>	

The educational success and failure of its activity to a great extent depends on the how the teachers perform their duty. Therefore, the performance of teachers is emphatic for the improvement of education (Vipinosam, 2015).

**Table 7.1 Correlation Between the Students' Academic Achievement and Teachers' Job Performance**

Students' Academic Achievement and ...	r	p-value	Interpretation	Decision
Teachers' Job Performance	0.321	0.001	Significant	Reject H <sub>0</sub>

*\*Correlation is significant at 0.05 level of significance (2-tailed)*

Table 7.1 displays the test of relationship between the students' academic achievement and teachers' job performance. The result revealed that there is sufficient evidence of a significant correlation between the academic achievement of the students and the job performance of the teachers,  $r(103)=0.321$ ,  $p=0.001$ , thus reject the null hypothesis. This connotes that teachers' performance inside the classroom is substantial to students' learning and academic achievement. It means to say that how the teachers deal and perform inside the school will have a momentous effect on students' performance.

A bi-causal relationship existed between teachers' job performance and students' academic achievement; indicating that teachers' performance on their various instructional duties affected students' learning outcome while on the reverse, how well or badly students' performed, also influenced the teachers' job performance. Based on the findings, it was concluded that teachers' previous and current level of job performance would affect students' current academic achievement while students' previous and current academic achievement would also affect teachers' current job performance. The results clearly indicated the existence of a "lagged effect" on the performances of both teachers and beneficiaries (Osagie, 2017).

**Table 7.2 Correlation Between the Students' Academic Achievement and Parents' Disciplinary Practices**

Students' Academic Achievement and ...	r	p-value	Interpretation	Decision
Parents' Disciplinary Practices	-0.012	0.901	Not Significant	Failed to Reject H <sub>0</sub>

*\*Correlation is significant at 0.05 level of significance (2-tailed)*

However, the study conducted by Topor (2010) found out that increased parent discipline and involvement were significantly related to increased academic performance, measured by both a standardized achievement test and teacher ratings of the child's classroom academic performance.

With this, Topor (2010) recommended for future research that; first, future investigation of the relation between parent discipline and involvement and perceived cognitive competence and the student-teacher relationship is needed to better understand how these relations exist. Second, longitudinal studies are needed to understand how these variables interact over time and to examine the possibility of bi-directional relations among the variables. Third, measuring parent involvement at a time prior to assessing academic performance and mediating variables would allow for a better understanding of the relation among these variables. Finally, given the importance of IQ when predicting a child's academic performance, IQ should continue to be accounted for in future studies examining academic performance.

Table 8.1 discloses the test of relationship between the students' academic behavior and teachers' job performance. The result shown that there is sufficient evidence of a significant correlation between the academic behavior of the students and the job performance of the teachers,  $r(103)=0.314$ ,  $p=0.001$ , thus reject the null hypothesis. This indicates that teachers' job performance can bring changes to students' academic behavior. It means to say that higher job performance may result to better development of academic behavior.

**Table 8.1 Correlation Between the Students' Academic Behavior and Teachers' Job Performance**

Students' Academic Behavior and ...	r	p-value	Interpretation	Decision
Teachers' Job Performance	0.314	0.001	Significant	Reject $H_0$

*\*Correlation is significant at 0.05 level of significance (2-tailed)*

The teacher effectiveness has profoundly shaped education policy over the last decade and has served as the catalyst for sweeping reforms around teacher recruitment, evaluation, development, and retention (Kane et al., 2013).

The study conducted by Blazar, et. al. (2017) concluded that teacher effects on students' attitudes and behaviors. The findings suggest that teachers can and do help develop attitudes and behaviors among their students that are important for success in life. They found out that improvements in upper-elementary students' attitudes and behaviors are predicted by general teaching practices in ways that align with hypotheses laid out by instrument developers.

Table 8.2 exposes the test of correlation between the students' academic behavior and parents' disciplinary practices. The result divulged that there is sufficient evidence of a significant correlation between the students' academic behavior and parents' disciplinary practices,  $r(103)=0.226$ ,  $p=0.021$ , thus reject the null hypothesis. This infers that disciplinary practices of parents are great factors to students' academic behavior. It means that how the parents deal and handle their children will affect the academic behavior of their children in school.

**Table 8.2 Correlation Between the Students' Academic Behavior and Parents' Disciplinary Practices**

Students' Academic Achievement and ...	r	p-value	Interpretation	Decision
Parents' Disciplinary Practices	0.226	0.021	Significant	Reject $H_0$

*\*Correlation is significant at 0.05 level of significance (2-tailed)*

A study by Del Toro (2009), found out that parents who implemented harsh discipline as a conflict-tactic were more likely to be reported as having an authoritarian parenting style. This was found to be true for both mother and father. It was also found that a parent who implemented negotiation as a conflict-tactic was very likely to be reported as having an authoritative parenting style. In regard to self-esteem, it was found that the use of harsh discipline did not have a significant effect on the current level of self-esteem reported by the individual.

Table 9 reveals the test of relationship between the students' academic achievement and behavior. The result described that there students' academic achievement and academic behavior are statistically significant,  $r(103)=-0.498$ ,  $p<.001$ , thus reject the null hypothesis. This means that the academic behavior of students will affect to their academic achievement, and vice versa.

**Table 9 Relationship Between the Students' Academic Achievement and Behavior**  
N = 105

Students' Academic Achievement and ....	r	p-value	Interpretation	Decision
Academic Behavior	0.498	<.001	Significant	Reject $H_0$

*\*Correlation is significant at 0.05 level of significance (2-tailed)*

The study provides evidence that compared with the western counterparts; Asian adolescents can achieve good academic performance in school, but at the same time, exhibit behavior problems. It could be explained that in China, academic competition is extremely strong for high school students. Under the high pressure, they have no time to conduct those problematic behaviors. Sometimes, engaging in those problematic behaviors was regarded as a way to relieving pressure from examination for all students. However, these correlational results force us to reflect on the “common-developmental-antecedent” explanation in interpreting the relationship between academic achievement and problematic behavior. The 3% variance ( $r=.17$ ) between the two variables indicated that few or no common factors influence the academic and behavioral outcomes. He further noted that males had more problematic behavior than females in the Chinese context. Nevertheless, there is no difference in the relation between high GPA and behavioral competence for males and females (Li, 2009).

## CONCLUSIONS

Based on the findings of the study, the researcher concluded that the parents’ disciplinary practices are not a direct factor to influence the academic achievement of students; however it has a contributory factor to the development of students’ academic behavior. Furthermore, the academic behavior of students can increase the level of academic achievement.

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# NOTES





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