University *of the* Visayas

JOURNAL
of EDUCATION

Volume 01 | December 2021

The Official Publication of the University of the Visayas - College of Education

UNIVERSITY OF THE VISAYAS - JOURNAL OF EDUCATION

UNIVERSITY OF THE VISAYAS – JOURNAL OF EDUCATION (UVJE)

About UVJE

Aims and Scope

The University of the Visayas Journal of Education is focused on the areas of Education, Social and Health which are depicted in the following researchable issues:

THRUST	SUBPRIORITIES
Holistic Approaches to Health and Wellness	Determinants of Health
Ensuring Ecological Integrity, Clear and Healthy Environment	Sustain Biodiversity and Functioning of Ecosystem Services
	Climate Change Resilient Environment
Life on Land and Below Water	Agriculture, Aquatic and Natural Resources
	Knowledge, Attitude and Behavior
Societal Impact	Equity and Human Rights
	Socio-economic Studies
	History, Arts, Culture, and Sports
	Outcomes-Based Education and Institutional Sustainabilty
Quality Education	Mathematics, Language, and Performing and Visual Arts
	Inclusive Nation Building Pedagogies in Philippine Education System (Kto12 and HEI Studies)
	Disaster Risk Reduction and Health Emergencies
Health Resiliency	Climate Change
	Environmental Threats to Health
Social Resiliency	Sustainable Development Outcomes
Policy Impact	Policy Making
Knowledge Development, Technology Generation, Transfer and Commercialization	Technology Development
Industry, Energy and Emerging Technology	Competitive Industries
Educational Management	School and Classroom Operations

Publication Policy

UVJE recognizes the importance of research and advocates for the development of new knowledge and processes that may improve existing practices not only in the academe but in the community as well.

Pre-check

Once the researchers submit their full paper, the editor will check for the completeness of the content of the full paper.

During the pre-checking phase, the paper will be subjecting to plagiarism checking. The maximum acceptable plagiarism rate is 15% only. If it goes beyond the acceptable rate, the paper will be returned to the resarchers for revision and will be checked for plagiarism until it gains the acceptable rate.

Grammar and APA formatting check will also follow after the plagiarism checking phase. Once the decision of the grammarian and the APA formatting checker is marked as ACCEPTED, the paper will be forwarded for Peer Review.

In the event that the paper is mostly incomplete to proceed to the peer review phase, the paper shall be rejected with no further processing

Peer Review

There will be at least three reviewers for every paper submitted.

The following are the qualifications of the reviewers:

➢ PhD degree holder;
➢ Have no conflict of interest with the authors;
➢ Have recent publications in the field of the submitted paper

The managing editor will collect the reports from the reviewers together with one of their recommendations:

• Accept without revision
• Consider after minor revision
• Consider after major revision
• Reject: Manuscript is flawed or not sufficiently novel

Editor Decision

The managing editor will be the one to have the final say of the papers subjected for review which could be any of the following:

• Accept
• Reject
• Ask author for revision

The managing editor is free to disagree with the given recommendations of the reviewers provided that he/she will justify his/her decision for the sake of the authors.

In the case where the Managing Editor will recommend "Accept without revision", the manuscript will be double-checked by editorial office. Once this is done, the authors will be notified of the manuscript's acceptance.

In the case where the Managing Editor will recommend rejecting the manuscript, the rejection is immediate.

In the case where the Managing Editor will recommend "ask author for revision, it will enter into "Revision" process.

Revision

The authors will be informed immediately in case their paper needs revision. The former reviewers will review the revised manuscript and provide suggestion whether the authors complied with the recommendations. The Managing Editor will check the revised version, author response, and second round comments, and then make final decision. Once the Managing Editor is satisfied with the final manuscript, the manuscript can be accepted.

Publication online

Once a paper has been accepted for publishing, it will be sent to the authors for final proofreading before being scheduled for publication.

Editorial Board

Roles of the Editorial Board

In response to the realities of research culture in the University and in pursuit of its vision and mission, the Editorial Board takes on the following work:

- ➢ Review submitted manuscripts.
- ➢ Advise on journal policy and scope.
- ➢ Identify topics for special issues, which they may guest edit.
- ➢ Attract new authors and submissions.
- ➢ Promote the journal to their colleagues and peers.
- ➢ Assist the editor(s) in decision making over issues such as plagiarism claims and submissions where reviewers can't agree on a decision.

Selecting Editorial Board members

Editorial Board members are selected by the journal's editor(s), with input from the publisher. Editorial boards generally undergo a complete revision every two or three years, with members joining, stepping down or continuing for another term. Changes also occur in the interim, for example if a member resigns.

A journal's editorial board can affect its quality, so editors should consider the following:

- ➢ The location of board members should represent the reach of the journal.
- ➢ Board members' expertise should represent the journal's scope.
- ➢ Representatives should be appointed from key research institutes.

> ➢ Former guest editors of special issues, and authors of key reviews, and top reviewers may be suitable.
> ➢ Existing board members may have suggestions for new members.

Editorial Board Members

Table of Contents

SENIOR HIGH SCHOOL STUDENTS WITH FRONTLINER PARENTS DURING THE PANDEMIC

**Jerald C Moneva[1], Julz Kaupper O. Cortes[2], Cedric B Raganas[3], Alex Shareff V. Templado[4]
Dainty Lynzee T. Gonzales [5]**
[1]Graduate School of Education - University of the Visayas-Main
[2345]Mandaue City Science High School

ABSTRACT

Everyone was affected with the occurrence of the pandemic Covid-19. One of these are the senior high school students who are mature enough and can understand now the unpleasant scenario of the pandemic however, their mental health might be at stake. In particular, senior high school students whose parents are economic frontliners may have not expressed their feelings till this article has come out. Their parents as economic frontliners have to continue their daily means of earning to essentially provide them with basic needs and to survive the lurking economic difficulties. Using a phenomenological approach on the data collection and analysis through an online interview, the participants were asked to express their experiences on having economic front liners. Steered with a semi-structured interview guide, the researchers purposively sampled and literally learned that the participants expressed of their anxious behavior with imminent spread and contact of the virus through their parents. The effect of their experiences has created a limited cognition of the events and the situations they are into because no matter how they tried to understand and consider things into a positive light, the situation is just plainly difficult and decision-making is crucial. Their sharing of experiences was limited however substantial for others to know. Eventually, the participants showed a deflective behavior from the risk of communicating the virus. The deflective behavior can be construed to be as coping mechanism of the students with anxiety.

Keywords: Anxiety, Coping Mechanisms, Economic Frontliners, Pandemic,

INTRODUCTION

In 2020, the pandemic covid-19 has taken over the world with a storm. In today's normal, people are quarantined or locked down in their own homes for their safety. This pandemic affecting us is one of the best examples of environmental factors. Environmental factors are social or economic circumstances that affect exposure to stress and realizing that they are suffering from anxiety. Senior high school students are no exemption to these events and to the implications of the events. Likewise, anxiety is one of the many impacts of the pandemic to Senior High school students.

A study in India which has the largest teenage population, showed that the teenagers are having more anxiety, increased use of TV and social media and changed eating patterns (Dumbre et al., 2021). In another study, which surveyed 100 participants showed high levels of stress, anxiety, and depression among participants with findings that revealed a significant association between active avoidance and religious/denial coping strategies and mental health problems (Agha, 2021). In an additional article surrounding Zimbabwe, people resorted to WhatsApp groups to connect with workmates, friends, schoolmates, and relatives while in general Zimbabweans resorted to indoor games

with their family members, exercise, listening to music and gardening (Chirombe et al.,2021). In another particular study, one-fourth of the informants reported moderate-to-severe anxiety and one-sixth reported moderate-to-severe depression and psychological impact caused by the pandemic (Tee et al., 2020).On a similar note, the pandemic gave a big impact to the emotional wellbeing of senior high school students.

With the rising number of Filipinos in the field, a high volume of public workers who are then to have very particular needs relating to family members work as economic front liners during the pandemic. Inevitably, the pandemic has made the families of the front liners worried of themselves and of course of their families in day-to-day circumstances. Likewise, pandemic has triggered new environmental settings for students and triggered stress among the students that often leads to experiencing anxiety.

Though it is most laudable to be concerned of the economic frontliners with their worries of the implications of pandemic, the researchers decided to focus on the worries of the senior high students whose perception and judgment over the risk they are facing everyday with their economic frontliner parents. Considering that four of the members of the research team are senior high school students, the concern is further focused on the terms of coping anxiety with imminent danger or risk being exposed to a possible vector of the COVID19 virus. The result is essential to the senior high school research team as well as to other students knowing that it is unavoidable that though students stayed and did their studies at home, their parents are working and interacting with other people.

This phenomenological study explored the coping mechanisms on anxiety among senior high school students whose parents are economic frontliners during the pandemic. In particular, the researchers intended to know the significant experiences of the senior high school student whose parents are economic front liners during the pandemic, their coping mechanism formulated to overcome anxiety, the model can be created based on the themes and the online campaign for information dissemination to be produced to disseminate and inform others who are affected by the situation of their economic frontliner parents.

METHODOLOGY

This qualitative study used a phenomenological approach on the data acquisition and analysis. With the purpose of understanding through humanistic or idealist approach, qualitative research inquires about experiences, attitudes, beliefs, interactions and behavior in the form of non-numerical data (Pathak, Jena & Kalra, 2013). In particular, this research paper has utilized the phenomenological approach as a qualitative approach wherein the goal is to describe the significant experience of each participant their economic frontliner parents during the pandemic. Through phenomenological research, the researchers can widen our understanding involving the relevant learning, communication and behavior (Neubauer, Witkop, & Varpio, 2019).

The study was conducted at Mandaue City Science High School (MCSHS) situated in Ibabao-Estancia, Mandaue City, Cebu. The school has been operating since 1996 and is still operating to this day. It is a secondary institution that has a specialized curriculum, focusing on advanced academic training with subjects of Science and Mathematics as its top priority. During the school year 2015-2016, the institution was one of the eight schools in the Mandaue City Division offering the Senior High School Program. It is also one of the two schools that specifically offer the Science, Technology, Engineering, and Mathematics (STEM) strand. This school year 2020-2021, the school has a total population of 495: 27 faculty members, 1 principal and 467 students.

The study involved five participants who are primarily the senior high schools students of the Mandaue City Science High School. Regardless of sex, they were purposively identified to have parents who are economic front liners. Also, they are at least 18 years old. With their consent, they were interviewed through google meet.

The researchers prepared a semi-structured interview guide so they do not strictly follow a formalized list of questions but instead, the researchers can ask more open-ended questions and allow for a discussion with the interviewee rather than a straightforward question and answer format. The interview guide primarily contains the query on the root-cause of their anxiety, the activities the participants did to overcome the anxiety and further details of the activities

The Interpretative Phenomenological Analysis (IPA) of Larkin, Paul Flowers, and Jonathan Smith was used in the making of the study to carefully assess and analyze the experiences and testimonies by the informants and gather the appropriate data for the completion of the study. Through this method, the participants, without any distortion, can generally express their lived experiences based on the way they feel and see it, or basis, just their feelings and experiences (Alase, 2017). Utilizing the IPA approach in this study reiterates the fact that its main objective and essence are to explore the 'lived experiences' of the research participants and allow them to narrate the findings of the study through their 'lived experiences'. One, the researchers read and re-read the original data or utterances so that the researchers can immerse themselves and gain familiarity with data. This involved the researchers also in learning the significant statements or phrases importantly related to anxiety. Upon learning, the researchers took down notes and freely associate and explore

the semantic content. The researchers looked into the contextual messages or the meaning of words in relation to the actual scenario. Third, the researchers focused on the corpus of data and analyzed the notes to formulate emergent themes. Fourth, by looking into the connections across themes, the researchers abstracted emergent themes and integrated themes Fifth, the researchers bracketed previous themes to form general ideas about the themes. Sixth, Looking of Patterns Across each Case. At this juncture, the researchers sought patterns that pertain to a higher order quality or qualities. Finally, the researchers interpreted deeper by utilizing metaphors or referring to other theories as a lens which to view the analysis (Smith, Larkin & Flowers, 2009).

The study underwent phases that abided by the ethical standard of research such as: (1) Sending request letters, (2) Conducting Interviews, (3) Collecting and Interpreting data, and (4) Reporting of findings, Conclusions, and Recommendations. Phase 1: Sending request letters. A letter was written and sent to the five informants espondents chosen by purposive sampling from Mandaue City Science High School, requesting permission to participate in the survey. Phase 2: Conducting Interviews. The interview was conducted on five Senior High School Students whose parents are part of the pandemic's economic front-liners. Before the informants answered, a brief explanation about the research undertaking was conducted. Phase 3: Collecting and Interpreting Data. After the interview was conducted, the responses were then collected, transcribed, and analyzed with the use of the Interpretative Phenomenological Analysis for further interpretation.

RESULTS AND DISCUSSION

Knowing the Participants

Bitter Gourd is an 18-year-old female student in Mandaue City Science High School. She is a grade-11 student and has parents who are classified as economic front liners. Her mother is a a high school teacher. Although her mother supposedly works from home, she has to come to school to distribute the modules to students or parents and receive outputs of the students. Likewise, her father is a field engineer who is exposed to the pandemic, facing the threat of the virus every day in a week, working with different people and receiving

different types of documents. This makes Bitter Gourd a qualified candidate for this study.

Marang is an 18-year-old Grade-11 student from Mandaue City Science High School. She has parents who are self-employed, owning a retail store right in front of their residence. Despite having to literally 'work-from-home' considering their workplace located right at their house, her parents are still exposed to possible vectors of the virus in a way that the people in their barangay come to their store to get the goods and needs they need to buy. Their parents get exposed to these customers in which some do not even wear facemasks when going out. This is one of the reasons why the pandemic poses a big threat to these economic front liners.

Eggplant', is an 18-year-old male studying in Mandaue City Science High School as a grade-11 student. His father, an economic front liner, works kilometers away from home as a maintenance personnel. Traveling from home to workstation and interaction with other people along the way are major threats to his father to be a vector of the virus during the pandemic.

Cantaloupe is an 18-year-old male student of Mandaue City Science High School. He is a grade-11 student. His parents are both working outside of their homes as office workers facing the threat of the pandemic. Working in the field requires face to face interactions with other people, not mentioning the interactions they make with their co-workers who may or may not have been carrying the virus. Along with this threat of contamination in the workplace is a threat in public transportations since his parents commute to work and back. These experiences and qualifications make Cantaloupe a candidate for the study.

Pumpkin is a qualified key informant having parents are economic frontliners. Her mother works as a teacher and while her father works as a computer technician working on the field multiple times in a week. She is an 18- year-old, and 11th grade senior high school student of Mandaue City Science High School. Her mother as a high school teacher, works on site five times a day. Her father, on the other hand, works twice a week. Both her parents are affected by the pandemic, having more workload and exposure to the virus. Her mother interacts with different parents, students, guardians, and may sometimes interact with colleagues face-

to-face without wearing a face mask, which (supposedly) is the primary safety protocol practiced in this pandemic time. Her father, being a computer-radio technician, works hand in hand to receive papers from clients and interacts with different people face to face. Working on the field is indeed a risky act to do keeping in mind the risks brought about by the pandemic, however, they must make a living and work despite the measures brought about by the current situation.

The goal of having a specific circumstance among the informants was to describe and identify the coping mechanism used whilst experiencing these stressors brought about by the pandemic. After all the data has been gathered, the informants' recorded answers were then classified and analyzed.

In the Realm of Vectors of Viral Infection
Being with economic frontliner parents is crucial. Parents are providers and children need them. Interaction is essential while distance is prohibited. The feelings of the students are similar and related though they can vary to a certain degree. Likewise, the students perceived their situation and recognized the risk as well as essential role their parents were into.

Bitter Gourd has put into himself into the shoes of her parents and the dilemma was overruled with the necessity to live rather than doing nothing except waiting for some aid which can be so uncertain still.

> "I am into a feeling of uncertainty. If my parents don't work, who will give us food every day?" (Bitter Gourd, 7 - 13).

In general, the viral outbreak triggered anxiety (Arënliu et al 2021; Khoshaim et al 2020). Likewise, Marang is feeling the change of the environment due to the present situation. It is like at a sudden time of her life was physically frozen and sedentary in their home. It was all a sudden new.

> "I can feel truly, that things are different and my actions are like being deprived of being free to do anything. I am stuck at home" (Marang, 68-78)

Meanwhile, Eggplant cannot help bear the negative thoughts about his father who is exposed to the risk of contracting carrier of the virus. Father's working status is significant on the depression and anxiety among students (AlAzzam, Abuhammad, Abdalrahim & Hamdan-Mansour, 2021).His father has to travel to work and inevitably, interactions and even mere meeting along the way can put his father viral communication.

> "Knowing that my father is exposed to vectors of the virus every day, I feel sad and can't help of thinking bad" (Eggplant 136 - 143)

Cantaloupe made no exemption of his parents who are obliged to work, too, for the family. Such daily activities of his parents made him worried.

> "I am literally affected because they are my parents and I feel worried about them because they are exposed to the possible carrier of the virus but they have to work" (Cantaloupe, 179-191).

Pumpkin whose mother is a teacher recognized that her mother is at risk of communicating the virus. Her mother is a school teacher who works on-site to distribute modules to parents as well as receive the answered activities or outputs of the students.

> "I know that my mother is at risk of communicating the virus but it's part of her job" (Pumpkin, 230-235)

The anxious feeling can vary from one student to another. Some can be too sensitive and tend to be too negative upon arrival or departure from their house. For instance, Bitter Gourd has negative thoughts of the arrival of her mother at home.

> "When my mother arrived from school, of course, negative thoughts crawl into my head because I don't know if my mother caught the virus. Anytime, all of us in the family can communicate. Every time she leaves the house, I can imagine that she's at risk. Just like my father" (Bitter Gourd, 15-35).

Marang expressed his little desperation when their house cannot limit their interaction. It is quite typical for Filipino families to have a house most often not even enough to accommodate all the family members well. At this time of pandemic, social distancing can not be sustained. Certain people are more worried of others than themselves (Barzilay et al., 2020).

> "How can I run? We' re all at home living in house in which we cannot avoid ourselves of getting physically close. My parents have to entertain their customers all the time every day" (Marang 81 - 96)

Nevertheless, Eggplant said that they limit their interactions most of the time. The situation seemingly limit the sustenance of family ties and family member relationships. Though in pandemic, in real sense, most common among many typical Filipino families has no observance of pandemic regulations at home.

> "We limit our interactions most of the time. Only when necessary" (Eggplant 147-153).

On the contrary, Cantaloupe is brought up with a strong paternal direction. With the sense of being family-oriented father, Cantaloupe enjoys the family interactions.

> "My father is strong though my mother seemed not to like his belief but my father likes to spend time together even through phones or through the internet" (Cantaloupe, 194-198).

In Pumpkin's case, it seems that recommended activities are just mere additional to their normal activities. They'd still enjoy the normal life at home.

> "We'd still had a normal life though we are completely aware of the situation. We do hand sanitation or handwashing at home. We follow the face mask, face shield, alcohol and social distancing whenever we go out" (Pumpkin, 232-250)

Pumpkin said something related to the practice of some Filipinos. Some particular Filipino students in universities showed anxiety but continued to practice measures to control it (Baloran, 2020).

Anxiety and Depression: Feeling about Feelings

Anxiety is about feeling bad about the way things are happening and about anything that can happen. In these times of pandemic, it is completely inevitable. Depression, anxiety and stress during home quarantine are triggered with eating-sleeping disturbance, academic failure, loneliness and chronic illness traced in the family (Hamaideh, Al-Modallal, & Tanash, 2021).

The situation right now can distract thoughts. Further, it is unavoidable to think of anything that can happen when a member of your family is constantly exposed to the risk of communicating the virus and can spread in the family just like what Bitter Gourd has thought about.

> "Many times I come to thinking about the worse situations. My mind is nowhere. I am forgetting a lot of things to do at home" (Bitter Gourd, 41-51).

In some particular aspects, the recommendation of social distancing can trouble some members of the family at home. Because in real sense, social distancing is not supposedly for people who are outside their houses but also includes for people at home. Though other families failed to observe this, Marang does.

> "I found myself in a corner most of the time because I don't want to go out or keep on getting near to my parents to avoid worse scenarios and sometimes, I am little scared and cautious" (Marang, 100-112)

The implication of pandemic is literally limiting the social space as well as social interaction of the senior high school students not only to their acquaintances, friends, relatives and family members. Coping mechanisms with stress and anxiety can be either negative or positive via support of friends (Son, Hedge, Smith, Wang & Sasangohar, 2020). Eggplant stated that,

"I am not used to being so alone. During normal classes, I can interact with my classmates but not nowadays, not even to my father" (Eggplant, 157-167)

The researchers don't know the depth of their thoughts but the utterances of Cantaloupe are melancholic. His macabre thoughts were salvaged by the strong paternal feeling of his father to their family.

Economic frontliners or not, I felt like it's the end of the world because anybody can be the carrier and we can all die. Death scares me. But my father believes that whatever happens, we are a family and we'll make use of the time together" (Cantaloupe, 204 - 222)

Meanwhile Pumpkin was scared of the implication of the COVID19 virus which is the possibility of death. As a result, they can't help themselves with constant hand sanitizing and social – physical distancing.

"Keeping ourselves sanitized with alcohol all the time is unusual but infection and of course death scared me. Whether I like it or not, I follow sanitizing or social distancing" (Pumpkin, 251-264)

The implication of COVID19 pandemic varies from one person to another. These implications involve mental hollowness, limited social interaction and most commonly, scare of death. An identified number of mortalities of COVID19 patients is quite definite. News like this can stimulate others to think of bad fate. Rejection of life is one of the signs of depression. (Tus, 2021). Potential social and environmental stressors due to COVID-19 pandemic have been dealt with by many students with due respect to their mental health (Oh et al, 2021).

Breaking Down Anxiety on The Imminence of Viral Infection of Economic Frontliner Parents
In line to these significant experiences are the themes analyzed and gathered by the researchers according to the informants' narratives:

Theme 1: Students dodge anxiety by deviated focused.

It is difficult to deal with family members who are most possible exposed to viral infection and then who could be then vectors of the infection. Senior high school students revealed that, literally, they have to avoid in contact with their parents as much as possible all the time. Being at a distance from their parents though at home, can provide a little sigh of relief that they may not have communication of the virus. Likewise, the feeling of anxiety is typically reduced with some cover-ups and deviated focus. Instead of thinking about the situation, the focus is on something else, for instance, interests and hobbies.

"Through the different interests and hobbies" (Bitter gourd, 52-55).

In particular, Bitter Gourd kept himself on the computer. In other words, his deviated thoughts are manifested in different forms such as E-gaming and reading manga stories. In particular, procrastination is positive among medical students during the pandemic (Romash, 2020).
He uttered that,

"I explored through the internet" . "I'm very into gaming and I watch animes, read mangas to get rid of the anxious thoughts."(Bitter gourd, 56-66).

To Marang, it is a matter of thought- conditioning or what he called practicing of not getting anxious about the viral infection. Marang stated

"I practice not getting anxious at stuff" I can't do anything about it, I just have to wait for the results." and "When we do, we'll just have to see whatever we can do" (Marang, 116-119).

It is noticeable that the informants were adapting a certain behavior in order to cope with the risk they are into. The behavioral response of the students is seemingly incoherent and irrelevant solution. Avoiding thinking about the current risk of viral communication is not an answer. So, with e-gaming. Coping mechanisms like positive reframing, emotional support, planning, acceptance and active coping are positive coping styles (Yu et al. , 2020).

Theme 2 : Adapting the new normal is living with the reality to be normal.

The risk of the COVID19 pandemic is a new reality as of the moment but becomes part of the daily living of the human race all over the world. The pandemic is expected to last long. Though the pharmaceuticals continuously efforted the discovery of the cure, the world cannot stop for a moment but to live the daily lives with the existence and danger of viral communication and with the family basically. Eggplant showed family bonding as an alternative but adaptive coping mechanism in a sort of reassurance.

> "We talk around noon, together with the whole family". "It's a way to ease ourselves, talking to him through phone or messenger." (Eggplant, 153-156).

Further, to live is to adapt the activities appropriate reasonable against viral communication. When health protocol on the prevention on viral communication was encouraged, Cantaloupe expressed the reality of adapting and adding it to daily routines. Online social support and connection such as video or phone calls with friends and family can reinforce the well-being to people who are feeling lonely being locked down during the pandemic (Yu et al, 2020). It is important to maintain and sustain the contact of students to protect their mental health(Wathelet et al 2020). Sustaining the communication with family members and friends is helpful (Son, Hedge, Smith, Wang & Sasangohar, 2020).

> "Always reminding them to sanitize and follow protocol.", (Cantaloupe, 232-226).

Cantaloupe seemingly expressed a parallel statement with what have been observed about the some of the Filipinos students. Most of the Filipino students in the universities are aware and knowledgeable of the global concern on COVID-19 outbreak and attended to precautionary measures for everyone (Baloran, 2020).

Theme 3: Overcoming the mind-blowing implication of the pandemic is mind-conditioning.
One cannot just let the implication of pandemic take over one's senses. One has to endure primarily through positive thinking. Cantaloupe revealed that optimism is one cognitive means.

> "Always keep in mind, be optimistic. "I will not think negatively, so I will not burden myself" (Cantaloupe, 223-229).

Similarly, Pumpkin expressed related cognitive means of overcoming the implication of pandemic. Pumpkin said,

> "I try to clear my head, that's the first thing I do. Try to evaluate the situation and try to reflect. Personal prayers, help too." (Pumpkin, 226-280).

With the attempt of evaluating the session, Pumpkin was inclined to anxiety and stress. Excessive interest on COVID-19 update, persons tested positive, concerns of the health of the family members and economic difficulties are symptoms of anxiety and stress (Arënliu et al 2021).

DISCUSSION
Around the world, the implication the viral outbreak has gradually reached every corner of the world without territorial boundaries. In particular, it stormed students regardless of grade level and field of specialization and then, affected their studies and their mental health.

Mental health factors during the viral outbreak differ from one country to another in terms of anxiety and stress levels (Ochnik et al, 2021). Goes with the outbreak is the online learning modality of most students and teachers. Online learning has affected the mental health of the students in the university resulting to stress, anxiety and depression during the viral outbreak (Mridul, Bisht, Sharma & Kaur, 2020; Vala, Vachhani, & Sorani, 2020). However, in some particular cases, the viral outbreak did not worsen the poor sleep quality and loneliness or mental health problems among Swedish university students (Johansson et al, 2021). A number of Italian students are Covid has a great impact on the mental health of the general population among the Chinese people (Yu et al. , 2020).

The effect of the outbreak has affected students as well as their teachers. Some teachers also manifest stress, anxiety and depression (Santamaría,

7

Mondragon, Santxo, Ozamiz-Etxebarria , 2021). In fact in other countries, there are about 75.1% of students with low level of anxiety, about 15.5% with moderate level and , 9.4% with potential level of anxiety in a Sudanese university (Abas, Alejail & Ali, 2021). Sometimes, teachers are students as they pursue their higher level of learning and they cannot evade the same effect on them of the viral outbreak. It has a far-reaching on the mental and psychological wellbeing of the graduate students (Oducado, Parreño-Lachica & Rabacal, 2021).

Stress, anxiety and depression were prevailing problems of students during the viral outbreak. (Lee, Jeong & Kim, 2021; Bisht, Sharma & Kaur, 2020; Vala, Vachhani, & Sorani, 2020). Anxiety levels of the students is negatively related with social support and self-confident approach (Temiz, 2020). Level of anxiety among students in higher education institutions who attended online learning is high due to pandemic though higher education institutions provided the ample support for the academic and well-being of the students (Jiang, Yan-Li, Pamanee & Sriyanto, 2021). In some, young people of the global south have mild anxiety (Porter et al 2021). Nepalese medical students experienced anxiety and depression during the shutdown (Risal et al 2020). Severe anxiety symptoms among university students (Coakley, Le, Silva & Wilks, 2021) There is an increasing impact of the viral outbreak to the anxiety levels of the students in 2020 (Al-Ansi, 2021). Distress, depression, anxiety, and perceived stress high rates of suicidal thoughts are some of the mental pervasions of some French university students (Wathelet et al., 2020). In some other worse cases, students are depressed more than anxious during the COVID 19 outbreak (Villani et al 2021). About 65% of the Jordanian participants were experiencing depressing symptoms during the initial outbreak (Al-Shannaq, Mohammad & Aldalaykeh, 2021).With strengthen emotional intelligence and distancing from ennui and bleak thoughts, students are coping with the implications of the unpleasant effect due to pandemic (Chandra, 2020). Almost half of the students have moderate anxiety during the pandemic (Khoshaim et al 2020;Temiz, 2020). Among medical students, they developed protective mechanisms in the form of changes in their emotions and behavior (Romash, 2020). Exposure to the virus of the senior undergraduate dental students after graduation manifested high depression, anxiety and stress

which have negatively affected their professional competence and finances (Keskin, 2021).

The implication of COVID-19 is wide and complicated. Related stressors during the pandemic are health risk and expenses, food insecurity, economic adversity, and disruption either studies or employment (Porter et al 2021). Due to insufficient or absence of technological and finances, students are reluctant of their online classes (Baloran, 2020). Further, during the pandemic, a considerable pressure has led students to stress and even burnout due to constraint of the expectations of the parents and teachers (Chandra, 2020). Economic and academic delays are stressors which are some of the products or implications of the outbreak (Dangal & Bajracharya, 2020) With the advent of distance learning the lockdown increased the burden of the Greek students psychologically because of the pandemic (Sazakli et al 2021). COVID-19 has negatively affected the community of the students (Saravanan, Hariharan, Karthikeyan, Prasanth & Nagarathinam, 2021). Anxiety and fear can increase sleep and nourishments (Rakhmanov, Shaimerdenov, & Dane, 2020). Females feel more anxious than males (Dangal & Bajracharya, 2020; (Khoshaim et al., 2020; Mridul, AlAzzam, Abuhammad, Abdalrahim & Hamdan-Mansour, 2021). Students are scared and worried of themselves and of their loved ones thus increasing the levels of anxiety, stress, and depression (Son, Hedge, Smith, Wang, & Sasangohar, 2020).

There is a need to address the anxiety and depression among students during and after pandemic which has to be taken care of the public health agencies through interventions. (Oh et al ., 2021). There is a need to well-inform the vulnerable groups through online education on COVID 19 updates to provide psychological support and interventions (Al-Shannaq, Mohammad & Aldalaykeh, 2021). Some dental students are worried of continuity of their education than the anxiety levels of anxiety (Özdede, & Sahin, 2020). Except for innocent people like the elementary graders, the pandemic has not affected them much mentally. Elementary grade learners are not worried of about COVID-19 while parents and teachers supervise them to adopt a healthy living and habits at home (Anggraeni, Alpian & Kodariah, 2021).

Simulacrum of Deflective Behavior on Imminent Risk of Pandemic

The behavior of the students against the imminent danger of communicating the virus is not evasive but only deflective because their actions are more of being into the substrate of eventual pandemic while apparently ignoring the existence of the risk. The participants completely knew and recognized the possibilities of their parents to be carrier of the virus and that they were in the imminent danger of communicating. However, because of some limitation in space, relationship, and necessity, the participants expressed their difficulty of evading. Further, the possibility of evasion becomes physically impossible. As a result, instead of letting the feeling of anxiety overruled, their attention is focused on other activities.

Perceived Risk
A person has necessarily learn the danger or learn the idea of the untoward danger. Except for the innocent children, the imminent danger has no effect on them. But with the students who are mature enough, the imminent danger is creeping and electrifying their nerves.

Mind Conditioning
The person who knows to control his thinking can control his fear. It is like mind over matter or mind over the disease though the researchers are not yet into the suffering with the disease. With such strong control of the mind, anxiety and depression might as well be suppressed. Most probably, depending of the threshold of mind control of the person, one can endure through the rough times and survive this outbreak. The coping mechanism is not expressing prevention from contacting the virus. However, it is more of behavioral reaction by means of making a sound and strong mentality and cognition.

Deviated Focus
Instead of thinking alone with the danger all around, it is better to be focused with something else. Students tend to focus their thoughts on activities that can keep their minds busy. Once people become immersed of what they are doing, they will temporarily forget about the threats and scares of the danger. Such coping mechanism does not express prevention from communicating the virus, however, a more of mental evasion while the body is surrounded with the risk and danger.

Adaptive Behavior
It is like accepting and recognizing that the danger is already part of life. Wherever a person maybe, there is the virus. Then, the best means of preventing oneself from communicating the virus is to follow the protocol on safety and health guidelines. The type of coping mechanism expresses prevention as well as adaptation.

Normal Behavior
After going through, in either of the three, mind conditioning, deviated focus and adaptive behavior, people will be living similar lives as before. Everything follows to be normal. The risk is still there but the thoughts of the people will not be overruled instead it will be more about living with the viral outbreak normally and no more worries.

RECOMMENDATIONS

The following are suggestions based on the study's results and conclusion.
1. Teachers are the primary personnel to disseminate the concept of coping mechanisms. Integration of the concepts in the classroom and discussion, perhaps, webinar, as a manner of dissemination is a good opportunity. Likewise, teachers are encouraged to do dissemination of information in this manner.
2. Deflective Behavior on Imminent Risk of Pandemic deserves to be disseminated in school, in the community and in the family. It will help everybody to understand everybody else of their activities and mindsets. It helps us understand each other.
3. Future researchers are challenged to establish a better literature of coping mechanisms of other people in other places. Coping mechanisms seem to have been different from one place to another.

REFERENCES

Abas, I.M.Y., Alejail, I.I.M. & Ali, S.M. (2021). Anxiety among the Sudanese university students during the initial stage of COVID-19 pandemic. *Heliyon 7*, e06300. https://doi.org/10.1016/j.heliyon.2021.e06300

Al-Ansi, A. M. (2021). Students anxiety and recruitment during COVID-19 pandemic: Role of university, specialization and employment expectation (February 27, 2021). *Perspektivy nauki i obrazovania – Perspectives of Science and Education, 49*

(1), 404-413.
https://ssrn.com/abstract=3794184

Al-Azzam, M., Abuhammad, S., Abdalrahim, A. & Hamdan-Mansour, A.M. (2021). Predictors of depression and anxiety among senior high school students during COVID-19 pandemic: The context of home quarantine and online education. *The Journal of School Nursing,* 37(4) 241–248 . https://journals.sagepub.com/doi/pdf/10.1177/1059840520988548

Al-Shannaq, Y. . Mohammad, A.A. & Aldalaykeh, M. (2021). Depression, coping skills, and quality of life among Jordanian adults during the initial outbreak of COVID-19 pandemic: cross sectional study. *Heliyon 7,* 2 – 9. https://doi.org/10.1016/j.heliyon.2021.e06873

Anggraeni, S.W., Alpian, Y. & Kodariah, S.(2021). Primary School Students' Learning Anxiety during the COVID19 Pandemic. *International Journal of Elementary Education,* 5(1), 1-10.

Arënliu, A., Bërxulli, D., Perolli - Shehu, B., Krasniqi, B., Gola, A. & Hyseni, F. (2021) Anxiety and depression among Kosovar university students during the initial phase of outbreak and lockdown of COVID-19 pandemic. *Health Psychology and Behavioral Medicine, 9*(1), 239-250. https://doi.org/10.1080/21642850.2021.1903327

Baloran, E.T. (2020). Knowledge, attitudes, anxiety, and coping strategies of students during COVID-19 pandemic. *Journal of Loss and Trauma, 25*(8), 635-642. https://doi.org/10.1080/15325024.2020.1769300

Barzilay, R., Moore , T.M., Greenberg,D.M., DiDomenico, G.E., Brown, L.A., White, L.K. Gur, R.C. & Gur, R.E. (2020). Resilience, COVID-19-related stress, anxiety and depression during the pandemic in a large population enriched for healthcare providers. *Translational Psychiatry, 10*(291), 1-8. https://doi.org/10.1038/s41398-020-00982-4

Basheti I.A., Mhaidat Q.N. & Mhaidat H.N. (2021) Prevalence of anxiety and depression during COVID-19 pandemic among healthcare students in Jordan and its effect on their learning process: A national survey. *PLoS ONE 16*(4), e0249716. https://doi.org/10.1371/journal.pone.0249716

Chandra, Y. (2021), "Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students", *Asian Education and Development Studies*, 10(2), 229-238. https://doi.org/10.1108/AEDS-05-2020-0097

Coakley, K.E., Le, h., Silva, S.R. & Wilks, A. (2021) Anxiety is associated with appetitive traits in university students during the COVID-19 pandemic, 20(45), 1-9. https://doi.org/10.1186/s12937-021-00701-9

Dangal, M.R., & Bajracharya, L.S.(2020) Students anxiety experiences during COVID-19 in Nepal. *Kathmandu University Medical Journal: COVID-19 Special Issue 70*(2):53-7.

Hamaideh, S., Al-Modallal, H. & Tanash, M. (2021). Depression, anxiety, stress among undergraduate students during COVID-19 outbreak and "home- quarantine". *Nursing Open.* 2021;00:1– 9. https://doi.org/10.1002/nop2.918

Jiang, N., Yan-Li, S., Pamanee, K. & Sriyanto, J. (2021). Depression, anxiety, and stress during the COVID-19 pandemic: Comparison among higher education students in four countries in the Asia-Pacific Region. *Journal of Population and Social Studies (JPSS) 29*, 370-383. https://so03.tci-thaijo.org/index.php/jpss/article/view/244216/168568

Johansson, F., Côté, P. , Hogg-Johnson, S., Rudman, A.,. Holm, L.W., Grotle, M., Jensen, I., Sundberg, T. , Edlund, K. & Skillgate1, K., (2021). Depression, anxiety and stress among Swedish university students before and during six months of the COVID-19 pandemic: A cohort study. *Scandinavian Journal of Public Health*, 1–9. https://journals.sagepub.com/doi/pdf/10.1177/14034948211015814

Keskin G. (2021). Self-Report measurement of depression, anxiety, and stress caused by

COVID-19 pandemic in senior undergraduate dental students. *Pesqui Bras Odontopediatria Clín Integr*, 21:e0243. https://doi.org/10.1590/pboci.2021.102

Khoshaim HB, Al-Sukayt A, Chinna K, Nurunnabi M, Sundarasen S, Kamaludin K, Baloch GM & Hossain SFA (2020) Anxiety level of university students during COVID-19 in Saudi Arabia. *Front. Psychiatry, 11*, 579750. doi: 10.3389/fpsyt.2020.579750

Mridul, Bisht, B., Sharma, D. & Kaur, N. (2020). Online classes during COVID-19 pandemic: Anxiety, stress & depression among university students. *Indian Journal of Forensic Medicine & Toxicology, 15*(1), 186-189. https://doi.org/10.37506/ijfmt.v15i1.13394

Neubauer, B.E., Witkop, C.T. & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspective Medical Education, 8*, 90-97. https://doi.org/10.1007/s40037-019-0509-2

Ochnik, D., Rogowska, A.M., Ku´snierz, C., Jakubiak, M., Schütz, A., Held, M.J., Arzenšek, A., Benatov, J., Berger, R., Korchagina, E.V.; et al. (2021). A comparison of depression and anxiety among university students in nine countries during the COVID-19 pandemic. *Journal of Clinical Medicine, 10*, 2882. https://doi.org/10.3390/jcm10132882

Oducado, R. M., Parreño-Lachica, G., & Rabacal, J. (2021). Personal resilience and its influence on COVID-19 stress, anxiety and fear among graduate students in the Philippines. *IJERI: International Journal of Educational Research and Innovation*, (15), 431–443. https://doi.org/10.46661/ijeri.5484

Oh, H., Marinovich, C. Rajkumar, R., Besecker, M., Zhou, S., Jacob, L., Koyanagi, A. & Smith, L. (2021). COVID-19 dimensions are related to depression and anxiety among US college students: Findings from the healthy minds survey 2020. *Journal of Affective Disorders*, 292, 270-275. https://doi.org/10.1016/j.jad.2021.05.121

Özdede, m. & Sahin, S.C. (2020). Views and anxiety levels of Turkish dental students during the COVID-19 pandemic. Journal of Stomatology, 73(3), 123-128. https://doi.org/10.5114/jos.2020.96867

Pathak, V., Jena , B. & Kalra, S. (2013, July-September).Qualitative research. *Perspective in Clinical Research, 4*(3), 192. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3757586/pdf/PCR-4-192.pdf

Porter, C., Favara, M., Hittmeyer, A., Scott, D., Jiménez, A.S., Ellanki, R., Woldehanna, T. , Duc, L.T., Craske, M.G. & Stein, A.(2021) Impact of the COVID-19 pandemic on anxiety and depression symptoms of young people in the global south: Evidence from a four country cohort study. *BMJ Open*, 11, e049653. doi:10.1136/ bmjopen-2021-049653

Rakhmanov, O., Shaimerdenov, Y. & Dane, S. (2020). The effects of COVID-19 pandemic on anxiety in secondary school students. *Journal Research of Medical and Dental Science, 8* (6),186-190.

Risal, A., Shikhrakar, S., Mishra, S., Kunwar, D., Karki, E., Shrestha, B., Khadka, S. & Holen, A. (2020). Anxiety and depression during COVID-19 pandemic among medical students in Nepal, 1-11. https://doi.org/10.21203/rs.3.rs-91574/v1

Romash, I. (2020). The nature of the manifestation of procrastination, level of anxiety and depression in medical students in a period of altered psycho-emotional state during forced social distancing because of pandemic COVID-19 and its impact on academic performance. *Mental Health: Global Challenges Journal, 3*(2), 6–11. https://doi.org/10.32437/mhgcj.v4i2.92

Santamaría, M., Mondragon, N., Santxo, N., & Ozamiz-Etxebarria, N. (2021). Teacher stress, anxiety and depression at the beginning of the academic year during the COVID-19 pandemic. *Global Mental Health, 8*, E14. doi:10.1017/gmh.2021.14

Saravanan, K., Hariharan, S., Karthikeyan, R., Krishna Prasanth B. & Nagarathinam , S. (2021).Depression and anxiety among students community during COVID-19 pandemic lockdown in Tamil Nadu: A web based descriptive cross sectional study. *European Journal of Molecular & Clinical Medicine,* 08(03).

https://ejmcm.com/article_9767_2fe126ad
e96e2a93f0a2500961bad328.pdf

Sazakli, E., Leotsinidis, M., Bakola, M., Soultana Kitsou, K., Katsifara,A., Konstantopoulou, A. & Jelastopulu, E. (2021). Prevalence and associated factors of anxiety and depression in students at a Greek university during COVID-19 lockdown. *Journal of Public Health Research,* 10(2089)

Shen , P. & Slater, P. (2021). The effect of occupational stress and coping strategies on mental health and emotional well-being among university academic staff during the COVID-19 outbreak *International Education Studies, 14*(3), 82-95. https://doi.org/10.5539/ies.v14n3p82

Smith, J.A., Larkin, M. & Flowers, P. (2009). *Interpretative phenomenological analysis: Theory, method and research.* SAGE Journals .

Son, C. Hedge, S., Smith, A., Wang, X. & Sasangohar, F. (2020, September) Effects of COVID-19 on college students' mental health in the United States: Interview survey study. *Journal of Medical Internet Research, 22*(9), e21279. https://www.ncbi.nlm.nih.gov/pmc/article s/PMC7473764/#!po=69.0476

Temiz, Z. (2020) Nursing students' anxiety levels and coping strategies during the COVID-19 pandemic. *International Archives of Nursing and Health Care,* 6, 150. doi.org/10.23937/2469-5823/1510150

Tus, J. (2021). Amidst COVID-19 pandemic: Depression, anxiety, stress and academic performance of the students in the new normal of education in the Philippines. *International Engineering Journal For Research & Development, 6*(ICMRD21), 13. https://doi.org/10.17605/OSF.IO/MPTK7

Vala, N.H., Vachhani, M.V. & Sorani, A.M. (2020). (2020). Study of anxiety, stress, and depression level among medical students during COVID-19 pandemic phase in Jamnagar city. *National Journal of Physiology, Pharmacy and Pharmacology, 10*(12), 1043-1045.

Villani†, l., Pastorino†,R., Molinari.\, E., Anelli, F., Ricciardi, W., Graffigna, G. & Boccia, S. (2021). Impact of the COVID-19 pandemic on psychological well-being of students in an Italian university: a web-based cross-sectional survey. *Globalization and Health, 17*(39), 1-14. . https://doi.org/10.1186/s12992-021-00680-w

Wathelet, M., Duhem, S., Vaiva, G, Baubet, T., Habran, E., Veerapa, E., Debien, C., Molenda, S., Horn, H., Grandgenèvre, P., Notredame, C. & D'Hondt, F. (2020). Factors associated with mental health disorders among university students in France confined during the COVID-19 pandemic. *JAMA Network Open,* 3(10):e2025591. 1- 13. doi:10.1001/jamanetworkopen.2020.2559 1 (Reprint)

Yu1, H.† , Li† , M., Li, Z., Xiang, W., Yuan, W. Liu, Y. & Li. Z. & Xiong, Z. (2020). Coping style, social support and psychological distress in the general Chinese population in the early stages of the COVID-19 epidemic. *BMC Psychiatry, 20*(426), 1-11. https://doi.org/10.1186/s12888-020-02826-3

INSTRUCTIONAL LEADERSHIP PRACTICES OF MULTIGRADE SCHOOL HEADS AND TEACHERS' PERFORMANCE

Ludivina Maucisa Calaycay[1], Jerald Cano-Og Moneva[2]
[2]*Graduate School of Education - University of the Visayas-Main*

ABSTRACT

Instructional leadership practices of multigrade school heads and teachers' inset performance can be related to the 21st century instructional leadership. Instructional practices such as classroom observation, making feedback, initiating learning action cell sessions and mentoring reveals relevant influences with content, knowledge and pedagogy; learning atmosphere; diversity of learners; curriculum and planning; and, assessment and reporting. In the case of multigrade class, instructional leadership portrays a different and more complicated roles of the school heads with regards to their supervision and administration which deserved to be assessed for further development and support especially the multigrade class teachers. With 97 respondents who actively and willfully participated out of 412 in the district in this cross-sectional research design, the identified variables were correlated. The results showed that there are more rooms for improvement as observed and supported with the responses of school heads and teachers on the challenges and difficulties experience in multigrade classes. Major concerns are arrived such as diversity of learners; workload itself and ancillaries; time pressures, constraints and management of the teachers; inadequacy of instructional materials and resources; and, critical role of school heads. The concerns are practically mitigatable with the appropriate action of the authorities and superior of the department. Likewise, the respondents as teachers manifested the disposal of their duties and responsibilities with the best of their knowledge, skills and interest. Their actions need the support to maximize their effort in educating the learners. Literally, the selection and hiring process should have been made immediate to lighten-up these teachers of their teaching loads.

INTRODUCTION

In school, it has been a complex scenario to look at the teachers' disposition on their work environment. To know the level of performance of the teachers in school takes a lot of tedious mechanisms as one of the roles of the school heads. Teacher competencies are determined to be effective through assessment results (Brovelli, Bölsterli, Rehm, & Wilhelm, 2014). School heads who are truthful to their duties and responsibilities exhaust more with the increasing number of tasks. The daily operations of the school heads are continually expanding especially with the school demands of the excellent performance (Rutherford, 2006). The tasks have included to maximum cooperation of the parents (Westergård, 2013).

Recently, the administrators have been crucially tasked to assess teacher performance with the implementation of the Philippine Performance Standards for Teachers (PPST) which contains the new rating guidelines of the performance. However, in a normal ratio of student to teacher, teacher performance can be totally different from a multigrade teacher. Much more would be the effect when teachers are teaching in varied conditions, that is, in multigrade classroom. Nobody can say that teachers teaching regular class are more advantage than teachers teaching multigrade class but it is just how the researchers like to hypothesize. Actually, there is question of the manner, the effectiveness and efficiency of the school heads perform their duties and functions as well as how the teachers respond to this. For instance, the classroom observation among teachers including the preparation of lesson plan to be delivered has continuously baffled the teachers and the school heads of the attainment of the quality of education that the learners are receiving much more with multigrade classes. If the classroom observation has been more effective based on the established practices of the school heads, this has to be reasonably reported. Further, learning action cell (LAC) sessions have been encouraged by the department and given some budget so that teachers can discuss among

themselves with the leadership of a master teacher or the school heads themselves among the small schools, the best ways and means to improve instruction in the class. If one has to look into this among the multigrade classes, there is a great deal of talking about the practices of the school heads to be more effective. The same thing is required with making feedbacks and mentoring among the teachers by the school heads. If there have been challenges encountered as the school heads along the way, there must be an appropriate action to be done. Most probably, the need to assess the effectiveness of the functions of the school heads can be determined with the instructional skills of the teachers which can include the content, knowledge and pedagogy; learning environment, multiplicity of learners, curriculum and planning; and, assessment and reporting. If this has reached the tantamount level of proficiency or even higher, then, it would be surprising to know otherwise, certain and necessary actions have to be drafted and implemented to improve the instructional leadership practices of the school heads in the multigrade class as well as the appropriate practice of the duties of the teachers.

In this regard, the researchers deemed to assess the performance of the teachers according to the principles of Baldanza's Model of 21st Century Instructional Leadership. The result of the assessment of the performance of the teachers shall be the bases in the formulation of in-service training proposal in which identified objectives shall be indicated in a training matrix. The weak or low indicators of the questionnaires shall determine the objectives of the training proposal for the teachers in the multi-grade as compared with the assessment of the teachers who are teaching regular classes. The result also can be the basis for further actions related to the deployment of more teachers with deemed urgency or prioritization.

The research study assessed the instructional leadership practices of multigrade school heads and teachers' performance in the Division of Southern Leyte for the School Year 2019-2020, as basis for learning and development modality.

METHODOLOGY

This research utilized the cross-sectional design. Thus, the researchers combined descriptive studies particularly cross-sectional studies since variables, leadership practices and instructional skills of the teachers were subjected to statistical correlation. In

other words, it involved the collection of data on two sets of variables which define the population at one specific time (Aggarwal & Ranganathan, 2019). The indicators of the first and second of the questionnaire were averaged and then the weighted mean was obtained. The instructional leadership management practices and the performance of the teachers were compared.

The Division of Southern Leyte was established on October 2, 1960, three months after the creation of Southern Leyte as a province on July 1, 1960. At that time, the newly created division was on its interim stage with seven (7) personnel headed by a superintendent. He spearheaded in the compliance of the various requirements toward making Southern Leyte Division a full-fledged Division with the support of the first Governor of the Province. On August 6, 1962, an Unnumbered Memorandum, signed by Dr. Benigno Aldañ, then Director of Public Schools, was issued creating the Division of Southern Leyte as a distinct and separate entity from its mother division, the Division of Leyte. There were only seven (7) districts which comprised the Division during that time, namely: Maasin, Macrohon, Malitbog, Sogod, San Juan, Liloan and Hinunangan. Other districts were created later to cater the needs of the learners, teachers, and the whole educational system.

At the moment, the total number of multigrade school is 156 in which involve 412 multigrade teachers. There are 338 multigrade teachers who handle two classes, 60 teachers with 3 classes and 14 teachers with 4 or more classes.

The participants of this research were the 412 teachers who teach a multigrade classes, thus complete enumeration was used to ascertain the maximum attainment of the responses of teacher-respondents and mortality bias did not affect the result of the study. However, only 97 of these teachers answered the questionnaire willingly and voluntarily. The teacher-researchers visited the school with the communication of the school heads and requested them to answer the questionnaire on instructional skills of teachers based on the domains of Individual Performance Commitment and Review Form (IPCRF) as bases of their responses on the instructional skills of teachers based on the domains indicated. Further, the teachers answered the questionnaire on the instructional leadership management practices of

teachers. The researchers included teachers who were in regular and permanent in status but regardless of gender, length of experience, age, degree level, belief, rank or position (Teacher 1, Teacher 2 and Teacher 3), civil status and affiliation and teaching in multigrade classes of the division of Southern Leyte.

There were two parts of the questionnaires utilized in the research study. To get the instructional skills of the teachers, part 1 consist of the five domains based on the Individual Performance Commitment and Review Form (IPCRF), an assessment tool of the Department of Education intended to evaluate the performance of the teachers for the two periods in a school year. It consists of seven (7) areas namely Content understanding and instructions, Learning Environment, Multiplicity of Learners, Curriculum and Planning, however, excluded are evaluation and dissemination of results, Community Linkages and Professional Engagement and Personal Growth and Professional Development in the questionnaire considering community engagement of the teachers was more of a one-sided benefit towards the community. The communities in remote areas need more support in many aspects, while professional engagement and personal growth of the teachers are hindered most commonly by the distance of their residence to universities and other educational institutions which are training providers. Teacher was considered participants in which the school head rate the performance of the teachers based on the standardized questionnaire on Individual Performance and Commitment Review Form (IPCRF). IPCRF is scored in five scales: 5 – Outstanding, 4 = Very Satisfactory, 3 = Satisfactory, 2 = Poor and 1 = Needs Improvement. Instructional Leadership – Management Practices Rating Scale is a questionnaire consisted of four categories such as classroom observation, making feedback, initiating Learning Action Cell (LAC) sessions and mentoring with six indicators each, rated similarly with instructional leadership management practices in part 1. The questionnaire was validated by three experts (*see attached validation tool in appendix G*). When the data results of the evaluation were available, Fleiss kappa was used to treat the data statistically for reliability.

This research commenced with the preparation of the necessary communications for the people whose authority is involved like transmittal letter to the dean of the graduate school of education for the research title, the appointed adviser by the dean for approval, the school's division superintendent and school heads. With the approval of the dean of the graduate school, the researchers formulated the research proposal with the researchers consulting the research adviser. Once the research manuscript was done, it was scheduled for design hearing. After the design hearing, comments and suggestions of the panel evaluators were accomplished. The accomplished manuscript was submitted to the Institutional Review Board (IRB) for review of the ethics involved in the study. With the certification of "notice to proceed" the study from the IRB, the researchers gathered data using the questionnaire with the consent of the teachers involved in the study. Then, the administration or distribution of the questionnaire handed-over personally by the researcher. That is, the researchers sent a letter signed by the superintendent to the school heads whose teachers involved in the study. The purpose of the study was discussed shortly to the teachers. The researchers allowed the teacher – participants to answer the questionnaire according to their comfort and ease. It was retrieved depending on the teacher-participants answering the questionnaire whether he or she can answer right away or furnish the answered questionnaire the next day or for some few days. The administration of the research tool took a month considering the scope; however, the teachers answered the questionnaire for not more than an hour. Finally, once all the questionnaires were retrieved, the researchers collated the data and treated with statistics, chi-square, for the analysis and interpretation of the results. The researchers finalized and polished the manuscript.

Weighted Mean was used to treat the univariate data since the responses of the teachers are in rating scale. The responses were added and divided with the number of the responses to get the average. Average was the answer of sub-problems 1 and 2. Then, chi-square was used to determine the association of the responses of the teacher participants from category to another. This answered sub-problem 3 of the statement of purpose.

RESULTS AND DISCUSION

Classroom Observation
One of the primary instructional leadership management practices of the administrator is

manifested in the performance of classroom observations among their subordinates, the teachers. The classroom observation is an

arrangement between the school head and teacher. It is one of the requirements of the teacher evaluation in the two quarters of the school year.

Table 1

Instructional Leadership Management Practices of School Head on Classroom Observation

#	Indicators	Mean	Interpretation
1	Classroom observation schedules are set and agreed by the school head and the teacher ahead	4.46	Excellent
2	Instructional support has been provided by the school head to the teacher in his/ her deliver of the lesson either with classroom observation or not	4.35	Excellent
3	The classroom head observed classes using an appropriate assessment too deliberated with the teacher	4.41	Excellent
4	Classroom observation of the school head have set the mood of the classroom atmosphere to a meaningful process to the teacher as well as the learners	4.43	Excellent
5	The school head was able to observe the highlight of delivery of the teacher as well as the points which need to be addressed about	4.38	Excellent
6	Classroom observation have improved learner's collaboration with the teacher during delivery for the lesson	4.37	Excellent
	Average	4.40	Excellent

SCALE: 1.00-1.80 (Needs Improvement); 1.81-2.60 (Poor); 2.61-3.40 (Satisfactory); 3.41-4.20(Very Satisfactory); 4.21-5.00 (Excellent)

The table 1 shows that teachers in class observation has an average of 4.40 which is Excellent. The indicators expressed that the conduct of the classroom observation is transparent, smooth, and mutual. For instance, the indicator "Classroom observation schedules are set and agreed by the school head and the teacher ahead" with a mean of 4.46 and labeled as Excellent indicates that the conduct of the class observation has been evidently harmonious since teachers and school heads scheduled the classroom observation well. This led the activity to the fulfilment of the second top highest indicator that "Classroom observation of the school head have set the mood of the classroom atmosphere to a meaningful process to the teacher as well as the learners" with a mean of 4.43 and labeled as "Excellent". Though, described as "Excellent" with a mean of 4.35 but the indicator

"Instructional support has been provided by the school head to the teacher in his/ her delivery of the lesson either with classroom observation or not" is the least among the indicators which could be due to the fact that instructional materials such as books, textbooks and references, and information and computer technology (ICT) are minimal if not personally procured by the teachers themselves.

Making Feedback

In continuation to the classroom observation where the school heads show their teachers of their observations during the classroom observation, the school heads are also entitled to make feedback, either positive or negative.

Table 2

Instructional Leadership Management Practices of School Head on Making Feedback

#	Indicators	Mean	Interpretation
1	The school head identifies the part of the delivery of the lesson which needs most of the important/enhancement	4.26	Excellent
2	The identified part which needs to improve is consistent with what I feel	4.29	Excellent
3	The school head shows the most appropriate and reasonable approach of making feedback	4.30	Excellent
4	The school head bears the appropriate attitude in conveying his/her feedback which put me into convenience, trust and confidence	4.34	Excellent
5	The school head shared related experience/s to address my needs	4.39	Excellent
6	The school head listens attentively to my personal and professional ideas either my predicaments and my best of ideas in the delivery of the lesson	4.38	Excellent
	Average	4.33	Excellent

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

In the table 2, the average mean is 4.33 and described as Excellent. This denotes that there is an

important attitude of teachers towards feedback made by their school heads. To note, the indicator

"The school head shared related experience/s to address my needs" as on the top of the five indicators entails that making feedback is very personalized or empirical since a school head has to share their significant experience in teaching. Such sharing can enrich the perception and prerogative of the teachers in the disposal of their duties and functions particularly instruction and classroom management. It is also noteworthy to infer that such mean of making feedback is one-sided and may fail to consider the current conditions in the classroom. Although, in most common process making feedback in a conference, the school head shares first and then the teacher expresses their personal and internal realizations. Eventually, the indicator "The school head listens attentively to my personal and professional ideas either my predicaments or my best of ideas in the

delivery of the lesson" follows in the process and so it follows also as the second top of among the five indicators with a mean of 4.38 and interpreted as Excellent. The indicator "The school head identifies the part of the delivery of the lesson which needs most of the important/enhancement" falls the least though described as "Excellent" with a mean of 4.26 but seems to denote that there short of taking note of slightly missing the important part of making feedback.

Initiating Learning Action Cell (LAC)Sessions
This activity is an opportunity for the teachers to share professionally particularly in sharing of do's and don'ts in a teaching learning process. The responses of the teachers towards LAC sessions are as follows.

Table 3

Instructional Leadership Management Practices of School Head on Initiating Learning Action Cell LAC Session

#	Indicators	Mean	Interpretation
1	LAC Session is organized as many LACs as may be deemed necessary depending on the identified needs of the school	4.13	Very Satisfactory
2	LAC Session leader and the teachers identify the professional development needs, which may be efficiency and effectively identified through a methodical process or assessment like the use of an assessment tool	4.10	Very Satisfactory
3	During the LAC session, the basis for prioritization could be in terms of urgency of need, time needed in addressing the need, interest or in whatever way agreed upon by the member of the group	4.08	Very Satisfactory
4	Enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes	4.15	Very Satisfactory
5	The LAC session improve the teaching-learning process that will lead to improved learning among the student as well as nature successful teaching	4.21	Excellent
6	The LAC session foster a professional collaborative spirit among school heads, teacher, and the community as a whole as well	4.22	Excellent
	Average	4.15	Very Satisfactory

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

Table 3 expresses that Initiating Learning Action Cell (LAC) Session is observed as "Very Satisfactory" with an average mean of 4.15. Coming first among the five indicators, the indicator "The LAC session foster a professional collaborative spirit among school heads, teacher, and the community as a whole as well" is 4.22 which in reality is true because the teachers in school or by department are gathered together to share personal experiences and professional inputs or expertise. This activity is evident in relation to the second top indicator "The LAC session improve the teaching-learning process that will lead to improved learning among the student as well as nature successful teaching" with a mean of 4.21 and described as Excellent which is slightly

different to the first one. This statement has complied the provisions indicated in DepEd memorandum that states a) to improve the teaching-learning process that will lead to improved learning among the students; b) to nurture successful teachers; c) to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and d) to foster a professional collaborative spirit among school heads, teachers, and the community as a whole (DO No. 25, 2016) .

Mentoring
School heads are expected to share their expertise. The things observed which need improvement, the

school heads give it to the teacher to improve what needs to be improved.

Table 4
Instructional Leadership Management Practices of School Head on Mentoring

#	Mentoring	Mean	Interpretation
1	The school head identify the appropriate atmosphere to mentor the teacher	4.31	Excellent
2	The school send the appropriate mood and time for the mentoring process	4.28	Excellent
3	The school head shares his/her best ideas related to the best means of the delivery of my lesson	4.34	Excellent
4	The idea of the school head appropriately addresses the need to improve the delivery of the lesson through technical-assistance and basic theoretical reminders	4.26	Excellent
5	The school head shares the related experience that can address my needs	4.30	Excellent
6	The school head asks me for my needs which were missed to be identified and given attention of	4.30	Excellent
	Average	4.30	Excellent

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

Mentoring is generally observed in school as indicated with an average mean of 4.30 labeled as Excellent. The indicators express very close means to the weighted mean. The indicator "The school head shares his/her best ideas related to the best means of the delivery of my lesson" is 4.34 and interpreted as Excellent is related to making feedback in the previous table. In making feedback as mentioned, it Excellent resorted to sharing of experiences from the school heads. School heads make feedback based on their experiences. In mentoring, there should have been the sharing of empirical expertise rather than professional reference. Though described, Excellent too, the top indicator slightly contradicts with the least indicator among the five indicators which is "The idea of the school head appropriately addresses the need to improve the delivery of the lesson through

technical-assistance and basic theoretical reminders" indicated with a mean of 4.26.

Instructional Skills of Multigrade Teachers
Teachers handling multigrade classes may apply differentiated instructions that can be more beneficial to the learners. This can be in terms of content understanding and instruction, learning environment, multiplicity of learners, curriculum planning, evaluation and dissemination of results.

Content Understanding and Instructions
Content Understanding and Instruction of the teachers are innate to the teachers. It is related to giving what the teachers have. Thus, it is expected from the teachers that they have enough content and knowledge of the subject that they are about to teach as well as the pedagogy they are about to use in the classroom.

Table 5
Instructional Skills of Multigrade Teachers in Content, Understanding and Instruction

#	Indicators	Mean	Interpretation
1	Content knowledge and its application within and across curriculum areas	4.12	Very Satisfactory
2	Research-based knowledge and principles of teaching and learning	3.90	Satisfactory
3	Positive use of ICT	4.40	Excellent
4	Strategic for promoting literacy and numeracy	4.78	Excellent
5	Strategic for developing critical and creative thinking, as well as other higher-order thinking skills	4.10	Very Satisfactory
6	Mother Tongue, Filipino and English in teaching and learning	4.35	Excellent
7	Classroom communication strategies	4.23	Excellent
	Average	4.27	Excellent

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

Table 5 shows the three highest weighted and lowest weighted mean. The first highest weighted mean is 4.78 which is indicator 4 and interpreted as "It is Excellent literacy and numeracy in promoting the strategic." In understanding the opinions of the student, a teacher must understand their thoughts

that they are trying to portray. While the second highest weighted mean is 4.40 which is indicator 3 and interpreted as "The use of ICT is Excellent positive". And the third highest weighted mean is 4.35 which is indicator 6 and interpreted as "It is

Excellent the Mother Tongue, Filipino and English in teaching and learning".

The Learning Atmosphere

The ideal learning atmosphere shall be conducive. Teachers are responsible to set the learning atmosphere in which students feel the ambience and energy that motivate them to learn. A conducive learning atmosphere can provide the learners the feeling of interest to learn. However, learning atmospheres technically in the classroom and the school premises, its extents to the daily experience of the learners, for instance in the community.

Table 6

Instructional Skills of Multigrade Teachers on Learning Environment

#	Indicator	Mean	Interpretation
1	Leaner safety and security	4.58	Excellent
2	Fair learning environment	4.48	Excellent
3	Management and classroom structure and activities	4.24	Excellent
4	Support for learner participation	4.33	Excellent
5	Promotion of supportive learning	4.19	Very Satisfactory
6	Management of learner behavior	4.10	Very Satisfactory
	Average	4.32	Excellent

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

Table 6 revealed that there is an excellent management for the safety and security of the learners (μ=4.58), excellent environment (μ=4.48) and excellent learners' participation (μ=4.33). Then, there was a very satisfactory promotion of supportive learning (μ= 4.19) and management and classroom structure and activities (μ=4.24)

The Multiplicity of Learners

Most of the leaners in this study are members of the same locale though there are a number of learners who are truly coming from a distant location from the school site. However, multiplicity of learners considers a lot of categorical characteristics of the learners like gender, needs, strengths, interest, experiences and many more. Multiplicity of learners are best understood when individual differences are considered and that shall reveal that one learner is unique from the others.

Table 7

Instructional Skills of Multigrade Teachers on Multiplicity of Learners

#	Indicators	Mean	Interpretation
1	Learners' gender, needs, strength, interest and experience	4.08	Very Satisfactory
2	Learners' linguistic, cultural, socio-economic and religious backgrounds	3.95	Very Satisfactory
3	Learners with disabilities, giftedness and talents	3.87	Very Satisfactory
4	Learners in different circumstances	3.87	Very Satisfactory
5	Learners from indigenous groups	3.64	Very Satisfactory
	Average	3.88	Very Satisfactory

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

To consider the multiplicity of learners into the instructional perspective, the tables reveal that observance towards multiplicity of learners is generally very satisfactory indicated with the weighted mean 3.88. Further, this area seems to fall lower than in any other areas mentioned earlier. This is due to the fact that there are cases and conditions that just cannot be met. For instance, the indicator "Learners' gender, needs, strength, interest and experience" is very satisfactory and indicated with 4.08 mean. However, this indicator conveys the assessment of teachers on student strengths; interest and needs are too personal and qualitative. Experiences can be too assumed to be experienced by the student or not while gender consideration can come only at certain situations like when physical activities require a masculine standard. This is also true to the second top indicator "Learners' linguistic, cultural, socio-economic and religious backgrounds" because there can be recognition of these aspects on part of the teachers but not totally taken important in the delivery of the instruction. The approach of the teachers is usually holistic and becomes specific only when necessary and urgent. For instance, socio-economic status is pre-recognized by the teachers as they enter the classroom but cannot be a factor to consider in the delivery of the lesson or

the requirements of project or assignment all the time. The teachers are encouraged to cope with the evolution of technology so they, as much as possible, are ICT oriented.

Curriculum and Planning
Curriculum preparation and development is a process in which teachers on their own undertake

the process of assessment, define learning outcomes, and implement the use of pedagogical strategies, use of available resources, suiting the recommended programs to the learners as well as professional collaboration with other teachers in school.

Table 8
Instructional Skills of Multigrade Teachers on Curriculum and Planning

#	Indicators	Mean	Interpretation
1	Planning and management of teaching and learning process	4.16	Very Satisfactory
2	Learning outcomes aligned with learning competencies	4.16	Excellent
3	Relevance and responsiveness of learning programs	4.08	Very Satisfactory
4	Professional collaboration to enrich teaching practice	4.18	Very Satisfactory
5	Teaching and learning resources including ICT	4.25	Excellent
	Average	4.18	Very Satisfactory

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

In terms of curriculum and planning, the means of the indicators are varied but generally, it is very satisfactory. The indicator "Teaching and learning resources including ICT" with a mean of 4.25 supports the predicaments of the teachers in relation to class observation in which instructional support is supposedly provided by the school head to the teacher but in reality, teachers procure the instructional materials such as ICT for their classroom instruction. The inclusion of ICT in curriculum and planning has been constantly reiterated and discussed but with unavailability of finances to cannot afford the provision of these materials to teachers. Likewise, the indicator "Learning outcomes aligned with learning competencies" is another area included in curriculum and planning with a mean of 4.21 which is excellent. Part of the duties and functions of the teachers is to prepare lesson plans. Such function has been critical among teachers and

even school heads to the extent that construction of the learning objectives should have been with the curriculum guide and should have been observable or manifested during the delivery of the lesson. The preparation of the objectives is so critical that most of the very satisfactory activity can lead to constant critic among teachers and school heads. Somehow, the indicator "relevance and responsiveness of learning programs" has a mean of 4.08 and described as very satisfactory fall last among the five indicators.

Evaluation and Dissemination of Results
Be it authentic and conventional assessment, multigrade teachers also perform the same tasks with other teachers teaching a monograde class. Thereafter, the results of the assessment are taken care for some analysis and interpretation like determining the proportion of correct responses in an item.

Table 9
Instructional Skills of Multigrade Teachers on Evaluation and Dissemination of Results

#	Indicators	Mean	Interpretation
1	Design, collection, organization and utilization of assessment strategies	4.07	Very Satisfactory
2	Monitoring and evaluation of learner progress and achievement.	4.31	Excellent
3	Feedback to improve learning	4.19	Very Satisfactory
4	Communication of learner needs, progress and achievement to key stakeholders	4.23	Excellent
5	Use of assessment data to enhance teaching and learning practice and programs	4.27	Excellent
	Average	4.21	Excellent

SCALE: 1.00-1.80 (Needs Improvement) 1.81-2.60 (Poor) 2.61-3.40 (Satisfactory) 3.41-4.20 (Very Satisfactory) 4.21-5.00 (Excellent)

Table 9 shows the three highest weighted mean and two lowest weighted mean. The first highest weighted mean is 4.31 which is indicator 2 and interpreted as excellent on monitoring and evaluating the progress and achievement of the

learner. While the second highest weighted mean is 4.27 which is indicator 5 and interpreted as excellent in the use of assessment data to enhance teaching and learning practice. The first highest weighted mean is 4.23 which is indicator 4 and

interpreted as excellent in communicating progress and achievement to key stakeholder.

The first lowest weighted mean is 4.07 which is indicator 5 and interpreted as very satisfactory in the design, collection, organization and utilization of assessment strategies. (Tosuncuoglu, 2018). And the second lowest weighed mean is 4.19 which is indicator 3 and interpreted as very satisfactory in giving feedback to improve learning.

Determinants of the Instructional Skills of Multigrade Teachers

There are pre-identified determinants of the instructional skills of multigrade teachers. These include classroom observations, making feedback, initiating learning action cell sessions and mentoring.

Classroom Observation and Instructional Skills
In the following table, the responses of the multigrade teachers are cross-tabulated in terms of classroom observation and instructional skills which includes content knowledge and pedagogy; learning atmosphere multiplicity of learners; curriculum planning; evaluation and dissemination of results.

Table 10
Classroom Observation and Instructional Skills

#	Categorical variables	Value	Approx. Sig.	Decision	Interpretation
1	Content Understanding and Instruction	0.027	0.873	Do not reject Ho	Not significant
	Classroom Observation	0.209	0.124	Do not reject Ho	Not significant
2	Learning Atmosphere	0	.c		Constant
	Classroom Observation	0.279	0.02	Reject Ho	Significant
3	Multiplicity of Learners	0	.c		Constant
	Classroom Observation	0.023	0.896	Do not reject Ho	Not significant
4	Curriculum Planning	0.348	0.009	Reject Ho	Significant
	Classroom Observation	0.302	0.043	Reject Ho	Significant
5	Evaluation and Dissemination of Results	0.404	0.001	Reject Ho	Significant
	Classroom Observation	0.372	0.013	Reject Ho	Significant

Table 10 reveals the tendencies of classroom observation towards instructional skills namely content, knowledge and pedagogy; learning atmosphere multiplicity of learners; curriculum planning; and assessment and reporting. When the attitude of teachers is held independent, it determines the tendency of content, knowledge and pedagogy as instructional skills effective at .209 which is not significant at .214 since this is greater than the alpha value of .05. Reversely, when the content understanding and instruction as instructional skills is held independent, it determines classroom observation effective at .027 which is very minimal to be considered effective and evidently not significant at .837 which is greater than level of significance (@=.05). Classroom observation is associated with learning atmosphere with a value of .279 which is significant because the level of significant alpha (@=.05) greater than its approximated significance (.02). This is a critical result since the reverse, learning atmosphere is not certain to determine classroom observation. In other words, classroom observation determines learning atmosphere by about 27.9 %. Classroom observation can

determine instructional skills in terms of multiplicity of learners with the value 0.023 or 2.3% which very small and consequently not

significant since .896 is greater than the significant alpha (@=.05). Reversing, multiplicity of learners cannot be ascertained to determine the level of attitude of teachers in classroom observation. This can entail that multiplicity of learners is unique itself and can be held as a constant factor in the classroom. Classroom observation has a value of .302 or 30.2% which is slightly associative with the curriculum planning since its significance is at .043 which is smaller against the significant alpha (.05). Similarly, curriculum planning has the tendency to determine the level of attitude of teachers towards classroom observation with the value of .348 or 34.8% and significant at .043. Attitude of teachers towards classroom observation has the tendency to determine Evaluation and Dissemination of Results at .372 or 37.2 % with p-value (.0130 greater than the significant alpha (.05). Similarly, Evaluation and Dissemination of Results has the tendency to determine attitude of teachers in classroom observation at .404 or 40.4%

which relatively a moderate correlation and significant at .001 p-value.

Making Feedback and Instructional Skills

Making feedback is one of the roles of the school heads. Cross-tabulated with the instructional skills of the multigrade teachers in terms of classroom observation and instructional skills.

Table 11

Making Feedback and Instructional Skills

#	Categorical variables	Value	Approx. Sig.	Decision	Interpretation
1	Content Understanding and Instruction	0.162	0.254	Do not Reject Ho	Not significant
	Making Feedback	0.211	0.166	Do not Reject Ho	Not significant
2	Learning Environment	0.069	0.413	Do not Reject Ho	Not significant
	Making Feedback	0.184	0.157	Do not Reject Ho	Not significant
3	Multiplicity of Learners	0	.c		Constant
	Making Feedback	0.132	0.127	Do not Reject Ho	Not significant
4	Curriculum Planning	0.478	0		Constant
	Making Feedback	0.316	0.053	Do not Reject Ho	Not significant
5	Evaluation and Dissemination of Results	0.362	0.002	Reject Ho	Significant
	Making Feedback	0.184	0.271	Do not Reject Ho	Not significant

a. *Not assuming the null hypothesis.*

b. *Using the asymptotic standard error assuming the null hypothesis.*

c. *Cannot be computed because the asymptotic standard error equals zero.*

d. *Based on chi-square approximation*

Table 11 reveals the association of making feedback in relation with instructional skills. The attitude of teachers towards making feedback with values .211 or 21.1 %, .184 or 18.4%, and .132 or 13.2%, respectively, do not determine the content, knowledge and pedagogy; learning atmosphere and, multiplicity of learners because they are all not significant as indicated in their p-values, .166, .157 and .127, respectively, which are all greater than the assumed significant alpha value (α =.05). On the other way around though with definite values, when content, knowledge and pedagogy (.162 or 16.2 %); learning atmosphere (.069 or 6.9%); and, multiplicity of learners (.000) are held independent, all of them cannot be associated with making feedback with p-values, .254, .413 and cannot be computed, respectively, greater than assumed significant alpha (α=.05). Considering curriculum planning, and assessment and reporting, are both predictors of making feedback as indicated with .316 or 31.6% and .184 or 18.4%, and with p-values, .000 and .002, respectively, lesser than the

assumed significant alpha (α = .05). In reverse, making feedback does not determine curriculum planning and assessment reporting as indicated with their p-values, .053 and .271, and with values .478 or 47.8% and .362 or 36.2%, respectively. This entails that the person who makes the feedback can be confident that what they are doing is correct and true based on the curriculum planning, and Evaluation and dissemination of results which is opposite when teachers are given with the feedback. However, the teachers perceived the feedback made on them as cannot be related and cannot be associated with curriculum planning, and assessment and reporting.

Initiating Learning Action Cell (LAC Session) and Instructional Skills

Learning Action Cell (LAC Session) are expected to be conducted with teachers monthly. As the responses of the school heads were coded to have a nominal-by-nominal

Table 12

Initiating Learning Action Cell (LAC Session) and Instructional Skills

#	Categorical Variables	Value	Approx. Sig.	Decision	Interpretation
1	Content understanding and instructions	0.000	1.000	Do not reject Ho	Not significant
	Initiating Learning Action Cell	0.220	0.044	Reject Ho	Significant
2	Multiplicity of Learners	0.000	.c	Do not Reject Ho	Constant

	Initiating Learning Action Cell	0.060	0.254		Not Significant
3	Learning Environment	0.069	0.526	Do not Reject Ho	Not Significant
	Initiating Learning Action Cell	0.200	0.029	Reject Ho	Significant
4	Curriculum Planning	0.304	0.035	Reject Ho	Significant
	Initiating Learning Action Cell	0.240	0.041	Reject Ho	Significant
5	Evaluation and Dissemination of Results	0.319	0.022	Reject Ho	Significant
	Initiating Learning Action Cell	0.280	0.020	Reject Ho	Significant

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Cannot be computed because the asymptotic standard error equals zero.

d. Based on chi-square approximation

In table 12, initiating learning action cell is significantly a predictor to instructional skills namely content, knowledge and pedagogy at .220 or 22.0%; learning atmosphere at .200 or 20.0%; curriculum planning at .240 or 24.0%; and Evaluation and dissemination of results at .280 or 28.0 with p-values .044, .029, .041, and .020, respectively, which are all greater than the acceptable significant value of .05. This entails that with initiating LAC sessions, instructional skills related to Content understanding and instructions; learning atmosphere curriculum planning; and, evaluation and dissemination of results are perceived better by the teachers except for multiplicity of learners at .060 or 6.0% which is too small to be considered significant with its p-value of .254 greater than the .05 acceptable significant alpha value. In general, initiating learning action cell session has a lot of things or related concerns that can change or improve instructional skills of the observer.

In reverse, instructional skills related to Content understanding and instructions; learning atmosphere curriculum planning; and, assessment and reporting, are all hold independent, content, knowledge and pedagogy cannot be associated with initiating action cell with its p-value of 1.00 greater than the acceptable significant alpha of .05. This can denote that teacher cannot talk anymore of their professional ability in terms of content, knowledge and pedagogy which is opposite when the latter is held independent. When content, knowledge and pedagogy is held independent, initiating LAC session can be affected.
Further, for the multiplicity of learners which cannot be computed and can be considered

constant. It has no direct or indirect association with learning action cell sessions. When held independent, both curriculum planning, and evaluation and dissemination of results can be associated with initiating LAC session with its values .304 or 30.4% and .319 or 31.9%, and p-values .035 and .020, respectively lower than the acceptable significant alpha, .05. This can mean that the concept and content of curriculum planning, and evaluation and dissemination of results can enrich learning action cell activities.

When held independent, learning atmosphere cannot be associated with initiating LAC session as indicated with its p-value .526 higher than the .05 significant alpha. This can denote that learning environment, either favorable or not, will have no apparent effect on initiating LAC sessions. Learning atmosphere has evolved from traditionally classroom-based then to the community. Further, learning atmosphere nowadays are becoming technologically driven due to the constant creation of digitally supported instruction or pedagogies. Instructors or teachers can design learning activities like on-line learning activities which can provide equivalently effective results (Wang, Quek, & Hu, 2017).

Mentoring and Instructional Skills
Mentoring is one of the crucial roles of the school heads because it requires sharing of ideas, opinions, experiences and most of all expertise. To hypothesize that mentoring can determine the instructional skills of the multigrade teachers is like asking whether the school heads have been agents of improvement among multigrade teachers.

Table 13
Mentoring and Instructional Skills

#	Categorical Variables	Value	Approx. Sig.	Decision	Interpretation
1	Content understanding and instructions	0.135	0.422	Do not reject Ho	Not significant
	Mentoring	0.295	0.020	Reject Ho	Significant
2	Learning Atmosphere	0.138	0.041	Reject Ho	Significant

	Mentoring	0.136	0.217	Do not reject Ho	Not significant
3	Multiplicity of Learners	0	.c	Constant	
	Mentoring	0.091	0.202	Do not reject Ho	Not significant
4	Curriculum Planning	0.391	0.003	Reject Ho	Significant
	Mentoring	0.341	0.016	Reject Ho	Significant
5	Evaluation and Dissemination of Results	0.362	0.005	Reject Ho	Significant
	Mentoring	0.318	0.027	Reject Ho	Significant

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Cannot be computed because the asymptotic standard error equals zero.

d. Based on chi-square approximation

Table 13 shows that mentoring is a predictor to Content understanding and instructions; learning atmosphere multiplicity of learners; curriculum planning; and assessment and reporting.

If held constant, mentoring determines Content understanding and instructions at .295 or 29.5%. This can mean that mentoring can play a positive association on the improvement of the teachers in terms of content, knowledge and pedagogy. However, table 13 reveals that Content understanding and instructions does not determine mentoring as indicated with the p-value (.422) greater than the acceptable level of significance (α= .05). On other words, the content, knowledge and pedagogy can be roughly associated with mentoring. There can be problems given by the mentor to the teachers as mentees. For instance, mother-tongue, Filipino and English in teaching and learning can at some point, mother-tongue is disadvantageous to teachers and learners in the teaching –learning process which are not recognized by the mentors because of the implementation of the mother-tongue based education in the public schools which could more of a problem in a multigrade class.

When mentoring is held constant, its tendency to be a predictor to instructional skill in a learning atmosphere is .136 or 13.6% which is not significant since its p-value is .217. From this, one can imagine that when a mentor shares their ideas to the teacher as mentees, there is no direct or indirect result of it towards learning environment. However, the case is opposite when learning atmosphere is held constant since its tendency to be associated with mentoring is .138 or 13.8% which is significant with its p-value (.042) lesser than the significant alpha (.05). For instance, the manifestation of safety and security, classroom management, purposive learning, management of

behavior and support among students has a direct or indirect association with the atmosphere of the teacher during mentoring which can include the ideas realized by the mentor and shared to the teacher, technical assistance provided, related experiences shared and the intention to suffice inadequacies in the classroom.

Multiplicity of learners can be quantified when mentoring is held constant. This entails that multiplicity of learners is itself unique and can have a different entity which cannot be linked with mentoring. Learning is not contained only with the four walls of the classroom. Learning also is from the diverse atmosphere and not exclusively from formal education in schools. Integrating school and community activities is also recommendable because it is also important for the diverse learners (Mahlo, 2017).

Curriculum planning is associated with mentoring is held constant by .341 or 34.1% and evidently significant with the p-value (.016) lesser than significant alpha (.05). In reverse, mentoring is associated with curriculum planning when held constant. Curriculum planning has a tendency to be associated with mentoring by .391 or 39.1% and this significant with its p-value of .003. In particular, learning objectives (curriculum planning) is associated with ideas related to the best means of lesson delivery (Mentoring) or shared experiences (mentoring) or provision of the needs (mentoring) and, vice versa. In planning, one has to be responsible for the facilitation to manifest technical competence, encourage reflection, recognize stakeholders (Sandmann, Kiely & Grenier, 2009).

Evaluation and dissemination of results, and mentoring are both predictors to each other as indicated with .005 p-value for assessment and

reporting, and .027 for mentoring at .362 or 36.2% and .318 or 31.8%, respectively. Evaluation and dissemination of results entails the result of the teaching-learning process in the classroom which can be observed through the scores or quantified performance of the students in the classroom. One can figure out that teachers have to do their best so that their mentoring result can be lighter. In return, when mentoring is held constant, teachers have the tendency to cope or fulfill mentoring ideas shared by their mentors. Mentoring is a critical part of teachers who are more likely to proceed to

administrative position which can require instructional skills. Mentoring is the best way to teach the new principals for instructional leadership skills (Yirci & Kocabaş, 2010).

The Challenges and Difficulties

The challenges and difficulties encountered by the multigrade teachers in the discharge of their instructional leadership functions in multigrade classes are common but varied depending on the different considerations.

Table 14
The challenges and difficulties encountered by the school heads and teachers in the discharge of their instructional leadership functions in multigrade classes

Observed Challenges	Frequency	Percentage	Rank
Time pressures, constraints and management	28	29.79	1
Work adjustment and adaptation	18	19.15	2
Inadequacy of instructional materials and resources	15	15.96	3
Multiplicity of learners (Intelligence, discipline and behavior)	14	14.89	4
Workload itself and ancillaries	13	13.83	5
Role of the School heads	6	6.38	6
Total	94	100.00	

From the responses of the respondents, the researchers were able to formulate six themes in relation to the challenges and difficulties of school heads and teachers in the discharge of their instructional leadership functions in multigrade classes. These themes include multiplicity of learners (Intelligences, discipline and behavior); workload itself and ancillaries; time pressures,

constraints and management of the teachers; inadequacy of instructional materials and resources; and, role of the school heads.

DISCUSSION
Classroom observation has to be scheduled and set up properly considering that teachers are handling multigrade classes. The reality is that the teacher attention is divided for the two or more grade levels. For instance, while giving the instruction to one grade level, they should have given an activity to another grade level. Plainly, the teacher can perform the same activity for the two grade levels. With the intercession through classroom observations of the school administrators as experts in teaching considering that they have been teaching before becoming administrators, teaching and learning activities can be improved and beneficial. Experienced teachers who conduct classroom observations among less experienced teachers can benefit both the less experienced

teachers and the students (Asa'di & Motallebzadeh, 2013).

School heads must have also enough experiences handling multigrade classes so that they can give appropriate feedback that can answer or parallel the predicaments of the teachers. To give a one-on-one feedback which preferably should be planned in advance, given right after the event, considered the effect of feedback as to what has to be achieved, started gently, specific, prevented unnecessary actions and gestures, encouraged self-reflection for the observed individual, and the observer (Hardavella, Aamli-Gaagnat, Saad, Rousalova & Sretr, 2017). Somehow, making feedback should not be also between observer or administrator and observed or the teacher. The teacher needs to talk with the students to know which part of the instruction worked well and which part is not effective (Graff, 2011).

However, it is important to observe that "During the LAC session, the basis for prioritization could be in terms of urgency of need, time needed in addressing the need, interest or in whatever way agreed upon by the member of the group" came last with a mean of 4.08 and described as "Very Satisfactory". This is due to the fact that most of the things discussed in the LAC sessions have occurred first before getting into the session. So,

the discussion is mere fact of gathering observations, considering appropriate suggestions, and making reflections and realizations. In relation to handling multigrade classes, teachers must have been used to taking up the daily routines of duties and functions and problems can be so minimal. With Learning Action Cell, lessons can be performed and achieved properly (Mendoza, Peralta, Anamong, Bangao, & Carbonel, 2017). Further, instructional competence can be formulated during the Learning Action Cell to answer the needs of the teachers and the students. (Lucero, 2018).

In some particular instances, technical assistance can be truly difficult considering that the indicators here are reflections in reference to after a post conference has taken place. Primarily, there are problems in handling multigrade classes which can limit the effectiveness of mentoring as well as the capability of the teachers to perform their tons of activities and responsibilities. School administrators can mentor their teachers to help them out. With mentoring to the protégés, better leadership skills and knowledge, acclimation, valuable mentoring perceptions, confidence and self-efficacy, personal satisfaction and insignificant and/or negative impact can be realized (Stewart, 2016). The Good mentors share their tools to beginners so that the beginners learn for their own (Alberta Teachers' Association, n.d) School principals with better educational background are expected to do better and can design a clearer means of doing things (Dodson, 2006). They can guide the teachers to think deeper and make more appropriate and better decisions instead of giving the teacher pieces of advice alone (Gimbel & Kefor, 2018). Pieces of advice are not enough because teachers might have considered these things in some other occasions but nor really effective. Technical assistance can be the most qualifying means and most awaited by teachers for them to learn from their mentors. Likewise, supportive relationship with role socialization and clarification, reflective conversation plays an important role in mentoring for novice principals and superintendents (Alsbury & Hackmann, 2006). So complicated it seems, but these scenarios are only a small portion of the real scenarios happening in schools especially when the teachers are involved in a multigrade classes.

Using the first language first in teaching there is a big chance that the students will understand well (Wa-Mbaleka, 2014). The first lowest weighted mean is 3.90 which is indicator 2 and interpreted as "Satisfactory research-based knowledge and principles of teaching and learning". While the second lowest weighted mean is 4.10 which is indicator 5 and interpreted as "It is Excellent critical and creative thinking, as well as other higher-order thinking skills in strategic developing" It is important for the teachers to be critical and creative on how to encourage students to be productive (Nind, 2020). And the first lowest weighted mean is 4.12 which is indicator 1 and interpreted as "Teachers must have an ample content, knowledge and pedagogy as they enter the classroom knowing that they may be handling two or more grade levels. One grade level may need different pedagogical approach than another. Teachers must be knowledgeable of the subject they teach otherwise fail the students to learn the content of the subject (Ball, Thames, and Phelps, 2008). Through practice and activities in teaching, teachers can develop their knowledge (Worden, 2015). What a teacher knows is related to how she knows it as well as to what she does in contextualizing instruction (Kathirveloo & Puteh, 2014).

It is inherent for a teacher to be supportive and encourage their student to join any educational activities (Prameswari & Budiyanto, 2017). The first lowest weighted mean is 4.10 which is indicator 6 and interpreted as very satisfactory on management of learners behavior, applying strategic management very satisfactory make negative classroom attitude (Parsonson, 2012). Management of the classroom should be focused in any activities (Akan & Basar, 2013). To avoid any incidents in school, it is better to take actions on it for the safety of the students and everyone (Kingshott, & McKenzie, 2008).In the case of the multigrade classes, learning atmosphere is totally different from a normal classroom. There can be at least two classes with different grade levels in the classroom so that the classroom has to be set up as much as possible according to the learners accommodated. Bulletin displays can be varied from academic subjects as well as grade levels. Though the multigrade teachers have small class size, but they have doubled their subjects taught so their preparations are also doubled. For instance, when a teacher is handling 2 grade levels like grades 2 and 3, the teacher will busy with 10 subjects in the grade 2, and 10 subjects in grade 3 and the schedule of the delivery of the lessons

entailed a well-planned and effective time management.

This scenario fails on part of the students knowing that there are more students who cannot afford the computer hardware at home though a number of students can make use of their android phones for some applicable activities for instance, flipped classroom. Flipped classroom is considerable for a diverse student since students can download video materials into their phones so that they can prepare themselves for collaborative learning activities for deeper facilitated learning (Goedhart, Blignaut-van Westrhenen, ·Moser & Zweekhors, 2019). Further, most of the teachers are at their advance age and coping with evolution of programs as well as the maintenance and facilities of the computers are quite difficult and compromise more of their duties and functions with multigrade classes. Besides, learners are coming from different background which entails those teachers have to consider to.

Background and interests of the learners influence more in their performance rather than multi-level questioning, a variety of assessments, and learning styles (Rahman, Scaife, Yahya, & Jalil, 2010). The roles of the teachers in a multigrade classroom are more complicated than a normal class. An additional burden to the teachers is when they will handle some special and unique students with the implementation of inclusive education. The roles and responsibilities of teachers in an inclusive classroom stunned teachers and burdened them to address multiplicity in the classroom which can be a barrier of the learning of the students as well as the teaching process (Mahlo, 2017).

There have been a lot of programs of DepEd which have been additional weight to the primary functions and duties of the teachers. In consideration, the indicator should have fallen last because teachers prioritize other indicators than these programs. In some particular case, some teachers are perfunctory in implementing the programs because it compromises so much time and effort while considering also that the classes handled by the teachers are multigrade. To be a responsible curriculum planner, one has to manifest high technical competence, possess reflective disposition and recognize stakeholders (Sandmann, Kiely & Grenier, 2009). The planner must be able to identify the areas where they want the learners to learn in which learning can be across disciplines. This hitting targets with one stone. In curriculum

and planning, a competency can be design to integrate lessons in English in the lessons of mathematics like phonology and skills in mathematics. Learners can increase their skills when they are focused literacy and phonological awareness or increase their skills in mathematics when a program is focused on mathematics (Chambers, Cheung, Slavin, Smith, & Laurenzano, 2010).

To improve the skills of the student in terms of communicating is to practice themselves on how to communicate. In this way, they can do better in communicating (Smith, Good, Sanchez & Fulcher, 2015). very satisfactory in the design, collection, organization and utilization of assessment strategies. (Tosuncuoglu, 2018). Although giving some feedback in assessment is very effective, a teacher should be mindful of their feedback (Rahman, Babu & Uzzaman, 2012). Evaluation and dissemination of results are totally different from a normal class. The level of difficulty and the subject matter are both put into consideration.

Classroom observation can affect on the learning atmosphere of the students learning atmosphere cannot be ascertained to determine the attitude of the teachers who are undergoing the process of classroom observation.

With classroom observations, teachers can be more creative and more motivated to make their classes interesting (Asa'di & Motallebzadeh, 2013). This proves that classroom observation has to be observed appropriately in relation to curriculum planning while the objectives, for instance, curriculum planning must have been manifested during classroom observation. Pre- school interventions together with systematic, longitudinal, large-scale and randomized interventions can change the status of learners from a critical atmosphere to a satisfactory level of academic achievement (Chambers, Cheung, Slavin, Smith, & Laurenzano, 2010).

Normally, teachers think of the result of assessment of the students and reporting the scores after the class should have been positive and remarkable. However, to smoothen things out, an assessment tool shall be used effectively during classroom observations. For instance, classroom observation protocol (COP) can help both the teacher and the program since the teachers will be guided of their pedagogical practices as well as

their actions while it can add value to the quality of the program (Soares et al., 2017).

Inadequacy of instructional materials and resources

Inadequacy of instructional materials and resources has been a perennial problem. Though the school receives a monthly of memorandum of operating expenses (MOOE), the said fund would not be enough to sustain the needs of the school including the learners. The fund depends on the number of learners, that is, the school receives a higher appropriated monthly funds when the enrolment is higher.

Multiplicity of Learners

Multiplicity of learners includes intelligences, discipline and behavior. Learners differ in their level and kind of intelligence which add a little more burden of the teachers. Moreover, learners receive appropriate but different disciplines with their different sets of behaviors.

Workload itself and ancillaries

Workload itself and ancillaries are obviously one of the major concerns of the teachers. Teachers in the elementary levels are to teach eight subjects in each level. Their burden is doubled with two levels to teach and more burden with three and four levels for some of the teachers. Aside from the regular loads, ancillary duties are added inevitably. The lack of teaching force is the only means of delivering the teachers from too much burden. Such scenario can affect the quality of education the learners received.

Critical Role of school heads

The administrative role of school heads is not only limited to management and supervision. They also attend seminars, monthly executive conferences with the school's division superintendent and other responsibilities. A number of times, school heads have to leave their respective schools and designating a teacher to oversee other teachers as well as school activities temporarily.

The challenges and difficulties are immense and can vary from one school to another depending on the type of management and supervision the school has. A school with multigrade class can be managed by a school head. However, there are cases in which two multigrade schools are managed by a school head.

Instructional leadership management practices and instructional skills of the school heads are essential to their roles in managing their respective schools. In this chapter, the summary of findings, the conclusion and recommendation are presented.

Time pressures, constraints and management of the teachers

Time pressures, constraints and management of the teachers are related to the bulk of loads of the teachers. With bulk of loads, teachers may inefficiently manage their time. Much more, teachers will be burden when they are required to prepare and submit reports. The dealings happen on some regular instances but for certain communications on the preparation and submission of reports are frequent.

Work Adjustments and Adaptation

With multigrade class, teachers are into handling at least two classes of different grade levels at the same time. In practice, teachers give the instruction on one grade level and while the other is given an activity or task to attend to and then takes alternate turns. The actual scenario of taking alternate turns between two classes is not really difficult to the learners but to the teachers. When the teachers are in the classroom, everything should have been prepared so they can take turns smoothly. However, this is still far from perfection and mastery of the teachers considering the contingent activities and other ancillary tasks that may need their urgent and prior attention. The case here is, there are too few learners in one grade level which is also too impractical to be handled by a teacher. Even if the two grade levels are combined, the number of students is still too few to have a class. So, a teacher handle two grade levels. With this scenario, the multigrade teachers are obliged which entails that the multigrade teachers have to adjust and adapt themselves.

CONCLUSION

The study reveals that Baldanza's model of 21st century instructional leadership as expressed in specific areas of instructional leadership skills as classroom observation, making feedback, initiating learning action cell sessions and mentoring show the positive tendencies to determine the instructional skills as stated in the Philippine Professional Standards for Teachers and specifically expressed in content, knowledge and pedagogy; learning atmosphere multiplicity of

learners; curriculum and planning; and, assessment and reporting. However, there are little glitches and discrepancies which could be due to some undetermined and controlled extraneous variables which may require further verification. However, the incoherent incidence towards the model of 21st century instructional leadership was considered empirical and authentic so that an in-service training matrix was designed to address the weak parts or the non-predictors of the identified areas. Further, critical concerns are realized by the researchers which include multiplicity of learners; workload itself and ancillaries; time pressures, constraints and management of the teachers; inadequacy of instructional materials and resources; and, critical role of school heads. These concerns are seemingly resolvable with the appropriate action of the authorities.

RECOMMENDATIONS

Based on the results, it is observed that three areas in the instructional areas are not significant. This led the researchers to think of the kind of the training the teachers need to receive. In particular, the areas on content, knowledge and pedagogy; learning atmosphere and, multiplicity of learners shall be focused. However, since multiplicity of learners is constant most of the time, the researchers decided to focus on the two areas, content, knowledge and pedagogy, and learning environment.

After the training, it is expected that partial changes may occur so, there is a monitoring of the changes though this can take a year or more. Otherwise, a follow up or more training shall be provided. Such fashion is interestingly call for another research undertaking which shall be a developmental or evaluative or action research in nature.

Finally, it is literally deemed that the additional teachers can help smoothen and lightens up the teaching load of the teachers considering that no matter how small is the class size, the number of academic subjects is equally the same and too heavy for a teacher in the multigrade class.

REFFERENCES

Aggarwal, R., & Ranganathan, P. (2019). Study designs: Part 2 - Descriptive studies. Perspectives in clinical research, 10(1), 34–36. doi:10.4103/picr.PICR_154_18

Akan, D. and Basar, M. (2013). The effect of the classroom activities on classroom management in the teaching- learning process: The case of Uşak City. Mevlana *International Journal of Education (MIJE),* 3(4), pp. 147-165 . http://dx.doi.org/10.13054/mije.13.63.3.4

Aliakbari, M. & Heidarzadi, M. (2015). The relationship between EFL teachers' beliefs and actual practices of classroom management. *Curriculum and Teaching Studies. Cogent Education*, 2: 1039255 http://dx.doi.org/10.1080/2331186X.2015.1039255

Alsbury, T.L. and Hackmann, D. G (2006). Learning from experience: Initial findings of a mentoring/ induction program for novice principals and superintendents. Planning and Changing, 37(3&4), 2006, 169–189

Anyichie, A. C., & Butler, D. L., (2017, April). A culturally responsive self-regulated learning framework. In P. Chen (Session Organizer), Examining synergistic relationships among self- regulated learning and motivational variables. Presented during the annual meeting of the America Educational Research Association, San Antonio, Texas. https://www.researchgate.net/publication/316918740_A_Culturally_Responsive_SelfRegulated_Learning_Framework

Asa'di, E. and Motallebzadeh, K. (2013).Classroom observation: A factor for iranian EFL teachers' professional development and their students' achievements. *European Online Journal of Natural and Social Sciences; Special Issue on Teaching and Learning*, 2(2), 523- 532.

Bajrami, I.(2013). The Importance of Differentiation in Supporting Diverse Learners *Journal of Education and Practice* , .4(22),. 149-155.

Baldanza, Marcia. "Baldanza's Model of 21st Century Instructional Leadership" *Professional Practices*. March 2018. https://justaskpublications.com/just-ask-resource-center/e newsletters/professionalpractices/baldanzas-model-of-21st-century- instructional-leadership/

Ball, D.L., Thames, M.H. and Phelps, G.(2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education* 59, 389 DOI:10.1177/0022487108324554

Brovelli, D., Bölsterli, K., Rehm, M. and Wilhelm, M.(2014). Using vignette testing to measure student science teachers' professional Competenciesc *American Journal of Educational Research*, 2, (7), 555-558. doi: 10.12691/education-2-7-20

Carless, D. & Boud,D (2018) The development of student feedback literacy: enabling uptake of feedback, Assessment & Evaluation in Higher Education, 43:8, 1315- 1325, DOI: 10.1080/02602938.2018.1463354

Centre for Teaching Support & Innovation. (2017). *Peer observation of teaching: Effective practices.* Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. https://teaching.utoronto.ca/teaching-support/peer- observation-of-teaching/part-iii-tools-instruments-observation/

Chambers, B., Cheung, A., Slavin, R.E., Smith, D. and Laurenzano, M.(2010). Effective early childhood education programs: a systematic review. *Best Evidence Encyclopedia*, 1-60.

Chou, C.(2010) Investigating the effects of incorporating collaborative action research into an in-service teacher training program WCES-2010. *Procedia Social and Behavioral Sciences 2* (2010) 2728–2734 . doi:10.1016/j.sbspro.2010.03.404

Dawson, J.(2010). Honouring Diversity through constructivist group-building. *Procedia Social and Behavioral Sciences 7*(C),210–218. doi:10.1016/j.sbspro.2010.10.030

Deped Order 35, s. 2016. Learner Diversity and Student Inclusion Content and Pedagogy of the K to 12 Basic Education Program Evaluation and Dissemination of Resultsin the K to 12 Basic Education Program 21st Century Skills and ICT Integration in Instruction and Assessment Curriculum Contextualization, Localization, and Indigenization

Deped Order 42, S. 2017. National adoption and implementation of the Philippine professional standards for teachers. https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/

Dodson, R. B.(2006). The effectiveness of principal training and formal principal mentoring programs. *Electronic Theses and Dissertations.* Paper 2217. https://dc.etsu.edu/etd/2217

Fletcher, H.(2019, June 30). "Assessment, Responsive Teaching: Ensuring students respond to feedback" in *Improving Teaching*. Responsive Teaching Update. https://improvingteaching.co.uk/2019/06/30/ensuring-students-respond-to-feedback-responsive-teaching-2019-update/

Friend, S. Flattum , C.F., Simpson, D., Nederhoff, D.M. and. Neumark-Sztaine , D. (2014). The researchers have left the building: what contributes to sustaining school-based interventions following the conclusion of formal research support? *J Sch Health*. 2014 May ; 84(5): 326–333. doi:10.1111/josh.12149.

Gimbel, P. and Kefor, K. (2018). Perceptions of a principal mentoring initiative *NASSP Bulletin 102*(1) 22– 37 © 2018 SAGE Publications DOI: 10.1177/0192636518754405

Goedhart, N.S., Blignaut-van Westrhenen, N. Moser, C. & Zweekhorst, M. B. M. (2019). The flipped classroom: supporting a diverse group of students in their learning . *Learning Environments Research (2019)*22, 297–310. https://doi.org/10.1007/s10984-019-09281-2

Graff , N. (2011). An effective and agonizing way to learn": Backwards design and new teachers' preparation for planning curriculum. *Teacher Education Quarterly, Summer 2011 , 151-168.*

Hamre, B. K., & Maxwell, K. L. (2011). *Best Practices for Conducting Program Observations as Part of Quality Rating and Improvement Systems,* Research-to-Policy, Research-to-Practice Brief OPRE 2011-11b. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services

Hardavella G, Aamli-Gaagnat A, Saad N, Rousalova, I., and Sreter, K.B. (2017). How to give and receive feedback effectively. *Breathe*; 13: 327–333 http://doi.org/10.1183/20734735.009917

Hill, K. and McNamara, T. (2011). Developing a comprehensive, empirically based research framework for classroom-based assessment. Language Testing . 29(3) 395–420. DOI: 10.1177/0265532211428317

Holloway, J.H. (2004, April). Research Link / Mentoring New Leaders :Leading in Tough Times , 61(7), 87-88.

Johnson., A. (n.d) . Action research and the professional development of teachers. *Action Research Teacher Professional Development*, 1-6.
Jugmohan, P. and Muzvidziwa, I. (2017). Mentoring and principal preparation: The case of kwazulu-natal women *Int J Edu Sci, 16*(1-3): 159-164. DOI: 10.1080/09751122.2017.1311646

Kathirveloo, P. and Puteh, M. (2014). Effective teaching: Pedagogical content knowledge Proceeding of International Joint Seminar Garut, Garut, Indonesia, 21 September 2014. https://www.researchgate.net/publication/303940850_Effective_Teaching_Pedagogical_Content_Knowledge

Kingshott , B.F and McKenzie, D.G (2008). School safety and security: In search of best practices. ACJS, 94. https://www.researchgate.net/publication/283291690_School_Safety_and_Security_In_Search_of_Best_Practices/citations

Klette, K. and Blikstad-Balas, M. (2018). Observation manuals as lenses to classroom teaching: Pitfalls and possibilities**.** *European Educational Research Journal*, 17(1) 129–146. DOI: 10.1177/1474904117703228

Koh, K.H. (2017). Research and Assessment Methods. **Authentic Assessment .** *Oxford Research Encyclopedia of Education* 10.1093/acrefore/9780190264093.013.22

Leuverink, K.R. & Aarts , A.M.L. (2018): A quality assessment of teacher research. *Educational Action Research*, DOI: 10.1080/09650792.2018.1535445

Levin, B.B., & Rock, T.T. (2003). The effects of collaborative action research on preservice and inservice teacher partners in professional development school. *Journal of Teacher Education, 54,* 135-149.

Lucero, J.G.(2018, July – August). Instructional competence of teachers: Basis for learning action cell sessions . *International Journal of Novel Research in Education and Learning*, 5 (4),(5-8)

Madrazo, Jr., G.M. and. Motz, L.L. (2005). Brain Research: Implications to Diverse learners. *SCIENCE EDUCATOR*, . 14(1), 56-60.

Mahlo, D. (2017). Teaching Learners With Diverse Needs in the Foundation Phase in Gauteng Province, South Africa. *Special Issue-Student Diversity* January- March 2017: 1–9. DOI: 10.1177/2158244017697162

Majid, F.A. (2010a). Addressing Diversity through "innovative teaching 'SPARK': special preparation and resources kit*".* *Procedia Social and Behavioral Sciences* 7(C), 227–234. oi:10.1016/j.sbspro.2010.10.032

Majid, F.A. (2010b). Scaffolding adult learners' learning through their diversity: Action research. *Procedia Social and Behavioral Sciences 7*(C) (2010) 235–239 doi: 10.1016/j.sbspro.2010.10.033

Mendoza, M.G., Peralta, F.G., Anamong, R-J.L., Bangao, K.K and Carbonel, J.S.(2017). Learning action cell as professional development model: An adaptation of lesson Study *World Association of Lesson Studies 2017*

Mussawy, S. A. J. (2009). Assessment practices: Student's and teachers' perceptions of classroom assessment. *Master's Capstone Projects*. 9. Retrieved from

https://scholarworks.umass.edu/cie_capstones/9

Nind, M (2020) A new application for the concept of pedagogical content knowledge: teaching advanced social science research methods. *Oxford Review of Education*, 46:2, 185-201, DOI: 10.1080/03054985.2019.1644996

Parsonson, B.S. (2012). Evidence-Based Classroom Behaviour Management Strategies. *Kairaranga,* 13(1), 16-23. https://www.semanticscholar.org/paper/Evidence-Based-Classroom-Behaviour-Management Parsonson/d17f7bbecd7ce1eb220ff049593dc371652bda97

Prameswari , S.J. and Budiyanto, C. (2018). The development of the effective learning environment by creating an effective teaching in the classroom. *Indonesian Journal of Informatics Education, 1(1)*, 79-86. 10.20961/ijie.v1i1.11960

Rahman, F., Rasel Babu & Uzzaman, A. (2011). Assessment and Feedback Practices in the English Language Classroom. *Journal of NELTA, Nepal English Language Teachers' Association*, 16(1-2), 1-9. DOI: 10.3126/nelta.v16i1-2.6133

Rahman, F.A., Scaife, J., Yahya, N.A. & Jalil, H.A(2010, July). Knowledge for diverse learners: Implications for the practice of teaching. *International Journal of Instruction (3)2, 83-96.* https://www.researchgate.net/publication/45258266_KNOWLEDGE_OF_DIVERSE_LEARNERS_IMPLICATIONS_FOR_THE_PRACTICE_OF_TEACHING

Read, L. and Atinc, T.M. (2017, March). Investigations into using data to improve learning: Philippine case study. Global Economy and Development Program: Philippine Case Study

Rutherford, C. (2006). Teacher leadership and organizational structure: The implications of restructured leadership in an Edison school. *Journal of Educational Change* (2006) 7, 59–76 DOI 10.1007/s10833-006-0013-4

Salomäki,U., Ruokonen, I. and Ruismäki, H. (2012). Educators' professional and personal growth: A case study of European teachers' in-service training courses**.** *Journal of Teacher Education for Sustainability, 14(1), 20–29, 2012* DOI: 10.2478/v10099-012-0002-z

Sandmann, L.R., Kiely, R.C. & Grenier, R.S. (2009). Program planning: The neglected dimension of service-learning. *Michigan Journal of Community Service Learning Spring 2009, 17-33.*

Sherrington, T. (2012, November 10). Teachergap: "Making Feedback Count: "Close the Gap", https://teacherhead.com/2012/11/10/mak-feedback-count-close-the-gap/

Shute, V. J.(2007, March). Focus on formative feedback. *Research and Development. Educational Testing Servic*e. Princeton, NJ

Smith, K.L., Good, M.R., Sanchez, E.R., & Fulcher, K.H. (2015). Communication is Key: Unpacking "Use of Assessment Results to Improve Student Learning" *Research and Practice in Assessment, 11(Anniversary Issue),* 10-40. https://www.semanticscholar.org/paper/Communication-is-Key%3A-Unpacking-%22Use-of-Assessment-Smith-Good/c34b2d50827812eab8d765c16126572e16473c85

Soares, A-J-G., de Brito, M-J-C., Santos, T_M., de Oliveira, A-A-B., Cardoso, M.S., Vieira, J-L-L., da Costa, L-C-A. & Damasceno, V-O. (2017). Concept and validation of classroom observation protocol of the programa sefundo tempo .*J. Phys. Educ. v. 28, e2852*, 2017. DOI: 10.4025/jphyseduc.v28i1.2852

Šolc, M., Legemza, J., Sütőová, A. and Girmanová. L . (2012). Experiences with utilizing e-learning in education process in university environment. WCES 2012 *Procedia - Social and Behavioral Sciences 46* (2012), 5201 – 5205. doi:10.1016/j.sbspro.2012.06.409

Solomon, D., Watson, M., Battistich, V. *et al*. Creating classrooms that students experience as communities. *American Journal of Community Psychology,* 24**,** 719–748 (1996). https://doi.org/10.1007/BF02511032

Songkram, N (2015). E–learning system in virtual learning environment to develop creative

thinking for learners in higher education. INTE 2014 *Procedia - Social and Behavioral Sciences* 174 (2015) 674 – 679. doi: 10.1016/j.sbspro.2015.01.600

Spiro, J., Mattis, M.C. and Mitgang,L.D. (2007, March). Perspective: Getting principal mentoring right: Lessons from the Field The Wallace Foundation

Stewart, Tony, "Hit the Floor Running: Assistant principal mentoring and perceptions of impact for mentors and proteges" (2016). *Education Dissertations and Projects*. 172. https://digitalcommons.gardner-webb.edu/education_etd/172

Tamášová, V. (2015). Professional and career development of vocational subject teachers as a trend in the lifelong learning of teachers *Acta Technologica Dubnicae. 5*(1) DOI: 10.1515/atd-2015-0029

Taylor, E.S. and Tyler, J.H. (2012, Fall)Can teacher evaluation improve teaching? Evidence of systematic growth in the effectiveness of midcareer teacher. *Education Next*, Fall 2012, 78-84.

Tinga, H., Liub, O.P., Teec, O.P and Hoond, O.P. (2010). Juggling between 3r and 1r: The challenging life of teenage Students . *Procedia Social and Behavioral Sciences 7*(C) (2010) 345–354 oi:10.1016/j.sbspro.2010.10.047

Tan,R. et al.(2018, June). Analysis of interruptions in classroom group discussions . *DLSU Research Congress 2018*. De La Salle University, Manila, Philippines.

Tîrziu, A-M. and Vrabie, C.(2015). Education 2.0: E-learning methods *Procedia - Social and Behavioral Sciences 186* (2015) 376 – 380 doi: 10.1016/j.sbspro.2015.04.213

The Alberta Teachers' Association: Mentoring beginning teachers: Program Handbook http://ncee.org/wp-content/uploads/2017/01/Alb-non-AV-18-ATA-Mentoring-beginning-teachers.pdf

Thomson, M.M. and Turner, J.E. (2019). The role of emotions in teachers' professional development: Attending a research

experience for teachers (RET). *Education research International*, Volume 2019, Article ID 5856793, 12 pages. https://doi.org/10.1155/2019/5856793

Tosuncuoglu, I. (2018). Importance of assessment in ELT . *Journal of Education and Training Studies,* 6(9), 163-167. https://doi.org/10.11114/jets.v6i9.3443

Vitolinaa, I and Kapenieks, A. (2013, December) . E-inclusion measurement by e-learning course delivery. ICTE in Regional Development, December 2013 Valmiera, Latvia. *Procedia Computer Science 26* (2013) 101 – 112. doi: 10.1016/j.procs.2013.12.010

Wa-Mbaleka, S.(2014). Enlgish tachers' perceptions of the mother-tongue- based education policy in the Philippines. European Journal of Research and Reflection in Educational Science, 2(4), 17-32.https://www.idpublications.org/wp-content/uploads/2014/09/ENGLISH-TEACHERS%E2%80%99-PERCEPTIONS-OF-THE-MOTHER-TONGUE- BASED-EDUCATION-POLICY-IN-THE-PHILIPPINES-Full-Paper.pdf

Westergård, E. (2013). Teacher Competencies and Parental Cooperation. *International Journal about Parents in Education*, 7(2), 91-99

William, D. (2016, April).. Looking at student work.:The Secret of Effective Feedback**.** *Educational Leadership.* 3(7), 10-15. http://www.ascd.org/publications/educational-leadership/apr16/vol73/num07/The-Secret-of-Effective-Feedback.aspx

Worden, D. (2015). The development of content knowledge through teaching practice. *Ilha do Desterro*, *68*(1), 105-119. https://dx.doi.org/10.5007/2175-8026.2015v68n1p105

Yirci, R. and Kocabas, I. (2010). The importance of mentoring for school principals: A conceptual analysis. *Connexions module*: m34197http://cnx.org/content/m34197/1.1

DETERMINING PROBLEM SOLVING SKILLS UTILIZING THE IDEAL APPROACH

Meralen Muñez[1], Aileen Cabanes[2] and Jose Gaje Jr.[3]
[1]Student, [23]Faculty, College of Education,
University of the Visayas, Philippines
melavshantyl@gmail.com

ABSTRACT

In the real world, students encounter problems that are complex, not well defined, and lack a clear solution and approach. This study determined the level of problem-solving skills utilizing the IDEAL approach. The study used the pre-experimental method to determine the effectiveness of IDEAL approach in addressing the Problem-Solving skills of Grade 7 students in Mabolo Night High School. The findings indicate that the students' performances in problem solving have differences before and after the implementation of the said approach. In addition, the performance of the child becomes better after the implementation of IDEAL approach wherein the performances of the subjects are increasing in terms of the mean result. In general, subjects' low level word problem solving performance to moderate level is significantly influenced by the IDEAL Approach. This indicates that the approach used effectively contributes in addressing the problem-solving skills of the subjects.
Keywords: Problem Solving Skills, IDEAL approach, mathematics

INTRODUCTION

Possessing the ability to solve math word problem skills makes a huge difference in one's career and life. Everybody can benefit from having a good problem solving skills as the researchers all encountered problems on a daily basis. Hence, it should be considered with seriousness and promoted to generate eagerness and interests within the students to develop math word problem skills. According to NCTM (2000), "Problem solving means engaging in a task for which the solution method is not known in advance. In order to find a solution, students must draw on their knowledge, and through this process, they will often develop new mathematical understandings. Solving problems is not only a goal of learning mathematics, but also a major means of doing so."

According to Concise Oxford Dictionary (1995) problem is a doubtful or difficult matter requiring a solution and something hard to understand, accomplish to deal with. Problem solving is a fundamental means of developing mathematical knowledge at any level. For this reason, it is one of the most important aspects of doing mathematics. It follows that mathematical problem solving is a complex process which requires an individual to coordinate previous experiences, mathematical knowledge, understanding and intuition, in order to satisfy the demands of a novel situation. Garofalo and Lester (1985) claimed that problem solving has

come to be viewed as a process involving the highest faculties - visualization, association, abstraction, comprehension, manipulation, masoning, analysis, synthesis, generalization - each needing to be "managed" and all along to be "coordinated.

In the real world, students encounter problems that are complex, not well defined, and lack a clear solution and approach. They need to be able to identify and apply different strategies to solve these problems. According to Duncker (1945), a problem arises when a living creature has a goal but does not know how this goal is to be reached. Whenever one cannot go from the given situation to the desired situation simply by action, then there has to be recourse to thinking. However, problem solving skills do not necessarily develop naturally; they need to be explicitly taught in a way that can be transferred across multiple settings and contexts.

"Mathematics problems are really difficult. I did not know how to do it. That's why I did not finish it. I don't like Maths". These statements are quite familiarly heard when students are inquired about their homework. They seem to be struggling with their homework especially on mathematics problem-solving. Many mathematics skills were involved in problem-solving. However, large numbers of students have not acquired the basic skills they need in mathematics. According to Newman (1983), difficulty in solving Math

problems may occur in different phases such as low in comprehension, reading and process As a result, many students were reported to face difficulties in mathematics particularly in mathematics problem solving (Heong 2005). If teaching and learning process is not equally effective for all students, the difficulties in acquiring mathematic skills by the students could get worsen. Understanding students' difficulties in mathematics skills needed in problem solving is one of the ways to assist this group of students.

The researchers use the term problem solving to cover a range of activities that challenge and extend one's thinking of activities. However, students were reported to have difficulties in mathematics problem solving. It lead the researchers to propose the Identify Define Examine Act Look approach in addressing the students mathematical Problem Solving Skills. The study determined the problem solving skills of a student using the IDEAL approach.

The main thrust of this study is to determine the effectiveness of IDEAL approach in addressing the Performance of Problem Solving Skills of the students.

METHODOLOGY

The study used the pre – experimental design to determine the effectiveness of IDEAL approach in addressing the Problem Solving skills of students in the Mabolo grade 7 night students. Single-blinded experiment was used to avoid discomfort feeling between the student and the researcher.

The locale of the study is Mabolo National High School Night Department. The participants of the study were the students in grade 7. There were 20 students per section, hence all grade 7 students were the participants of the study, 2 sections were merged as one so that the intervention was done one at a time. The criterion in the inclusion of the participation in the selection process was based on the year level they are belonging. If prospect participants did not acquire the said inclusion, he/she may not intend to the said intervention.

To collect appropriate information which was needed to answer the problems being raised; this study made use of the self-made questionnaire. The questionnaire was made from the updated topic of the teacher. It is consist of ten item word problems in solving angles. To ensure validity and reliability

of the questionnaire, the researchers asked permission for the validation of the questionnaire to the experts of the College of Education Math Teachers. The researchers requested three (3) experts to validate the questionnaires. The researchers conducted the dry run for reliability testing using Cronbach alpha. The researchers gave the questionnaire to Division office, Principals, and teacher in Mabolo Night High School, retrieve the questionnaires for one day and submit the results to the experts.

The researchers asked permission from the principal before giving the Assessment Questionnaire. The accomplished instrument was kept after the conduct of the study.

This study had 3 aspects, the administration of the Pre-Test to all participants, implement the IDEAL approach for five (5) days to be undertaken by the chosen section and administration of the Post-Test. The participants did not administer the same test after the intervention but with the same level of learning competency as what the pre-test done.

With the recommendation to conduct the study from the Dean of the College of Education of University of the Visayas, permission to conduct secured from the schools division superintendent of Cebu City. The researchers likewise made request and sought approval from the respective School Principal by then the researchers implemented the study to the grade 7 students.

The researchers personally administered the pre-test to the students in the Mabolo Night High School. The participants were given instruction first before and were guided accordingly during the pre-test.

The said group received the intervention for 1 week with the use of IDEAL approach. Right after the last day of intervention, the researchers directly conducted a post-test examination. Gathering of post-test data was the end line of the intervention. The researchers then have a short culminating together with the respondents and the teacher.

The mean, frequency distribution and standard deviation were utilized in analyzing the pre-test and post-test to determine the performance of the students in solving mathematical problems. Paired-Sample T-Test was utilized in finding the significant improvement between baseline and end

line performance at 5% level of significance using the IDEAL approach.

RESULTS AND DISCUSSION

Table 1
Pretest Performance of the Students

Percentage Score	f	%	Mean	SD	Interpretation
Below 75%	17	100.00	38.24	18.79	Did not Meet Expectation

Note. n = 17. Below 75% - Did not Meet Expectation; 75-79% - Fairly Satisfactory; 80-84% - Satisfactory; 85-89% - Very Satisfactory; 90-100% - Outstanding.

In terms of the performance without the IDEAL approach, the results reveal that the respondents performed unsatisfactorily in word problem solving. This indicates that all of the respondents did not meet the expected 75% standard. For instance, the respondents can efficiently compute the sum and difference of one-digit numbers or even two-digit numbers however, respondents finds difficulty in dealing with word problem. In addition, the respondents encountered problems in distinguishing challenging words which are considered unfamiliar to them.

Table 2
Posttest Performance of the Students

Percentage Score	f	%	Mean	SD	Interpretation
90-100%	3	17.65	54.71	25.28	Did not Meet
80-84%	1	5.88			Expectation
Below 75%	13	76.47			

Note. n = 17. Below 75% - Did not Meet Expectation; 75-79% - Fairly Satisfactory; 80-84% - Satisfactory; 85-89% - Very Satisfactory; 90-100% - Outstanding.

Moreover, the respondents experienced difficulty in answering comprehension and analysis questions or questions that involve higher order thinking skills (HOTS). The implementation of HOTS in mathematics learning is intended to change the perception that mathematics is a difficult subject, and to attract learners' attention to study mathematics.

Table 3
Difference in the Pretest and Posttest Performance of the Students after the Implementation of IDEAL approach

Observations	Mean	SD	t-value	p-value	Decision	Interpretation
Pretest	38.24	18.79	3.12	0.007	Reject Ho	Significant
Posttest	54.71	25.28				

Note. Significant if p< α(0.05).

In terms of the performance of the students utilizing the IDEAL approach, the results reveal that the score of the respondents did not meet the expectation but it have improvement from the previous examination. This implicates that there are respondents gained idea and learned from the implemented approach. Thus this implies that students have acquired the given approach. Furthermore, Bransford and Stein (1993) stressed that provocative, challenging, and fun, the Ideal Problem Solver offers a sound, methodical approach for resolving problems based on the IDEAL (Identify, Define, Explore, Act, Look) model. New strategies for enhancing creativity, improving memory, criticizing ideas and generating alternatives, and communicating more effectively with a wider range of people are suggested. Using the results of laboratory research previously available only in a piece-meal fashion or in scientific journals, Bransford and Stein (1993) discussed such issues as Teaming new information, overcoming blocks to creativity, and viewing problems from a variety of perspectives.

The result reveals that there is a significant difference from the Pre-test to the Post test of the performance of the respondents. However, the behavior of the child becomes better after the implementation of the IDEAL approach wherein the performances of the respondents improved in terms of the mean result. In general, from the respondents' low level of word problem solving to moderate level is significantly influenced by the IDEAL approach. This indicates that the approach used was effectively contributed in addressing the problem solving skills of the respondents

CONCLUSIONS

The researchers concluded based on the findings and observations that IDEAL approach is necessary to be applied by the teachers to the students specially in teaching problem solving in secondary level. Its impact to the student may lead to the student's understanding in real life situation problem that everything is a process to be undergone.

REFERENCES

Bransford, J., Stein, B., "The Ideal Problem Solver" (1993). *Centers for Teaching and Technology - Book Library*. 46. https://digitalcommons.georgiasouthern.edu/ct2-library/46

Duncker, K. (1945). On problem-solving. Psychological Monographs, 58, i-113. doi:10.1037/h0093599.https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=932864

Garofalo, J. & Lester, F.K. (1985). Metacognition, Cognitive Monitoring, and Mathematical performance. Journal for Research in Mathematics Education, 16 (3), 163-176. http://www.sciepub.com/reference/146041

Heong, T. (2005). Proceedings of the International Group for the Psychology of Mathematics Education (4 Volumes). Melbourne: PME. ISSN 0771-100X. https://www.emis.de/proceedings/PME29/

Newman G. (1983). Sociology.State University of New York Albany. https://doi.org/10.1177/0002716283465001069

NTCM, 2000. https://www.nctm.org/Research-and-Advocacy/Research-Brief-and-Clips/Problem-Solving/

Tarzimah, B., Thamby S., Mohd M., (2010). Procedia Social and Behavioral Sciences 8. https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042810X00131/1-s2.0-S1877042810021257/main.pdf?X-Amz-Security

MNEMONIC KEYWORD METHOD: AN EFFECTIVE METHODOLOGY FOR VOCABULARY RETENTION OF THE GRADE 6 STUDENTS

Jeisha Merl Ruth L. Petallana[1], Carodina Ginolos[2] and Ian V. Rojas[3], Michelle Gimena[4]
[1]*Student,* [234]*Faculty, College of Education,*
University of the Visayas, Philippines

ABSTRACT

Learning vocabulary plays an important role in language learning for it is the foundation of language. To enhance students' ability in remembering or acquiring new words, vocabulary learning strategies should be taught, as to the results of prior researches mnemonics is one of the most efficient strategies to assist students to remember new vocabulary. Mnemonics are techniques or devices, either verbal or visual, which can be utilized to increase a learner's capacity to memorize and recall new information. Thus this study was undertaken to determine the effectiveness of the mnemonic keyword as method in the vocabulary retention of the Grade 6 students. This quantitative research utilized the pre-experimental design. There are 30 non-randomly selected participants. The results reveaedl that that there is a significant improvement (p<0.05) in the vocabulary performance of the student after they are exposed to mnemonic keyword method. Furthermore, this indicates that the mnemonic keyword is an effective methodology for the vocabulary retention.

Keywords: Mnemonic Keyword, Vocabulary Retention, Effective Methodology, Pre-Experimental

INTRODUCTION

Learning vocabulary plays an important role in language learning for it is the foundation of language. Thornbury (2002) stated that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." With the absence of vocabulary, students cannot convey and understand the meaning of a particular language. Vocabulary knowledge is not just a word that indicates a definition but rather it is also implying how that word will fit into the world (Stahl, 2005). With the absence of vocabulary, students cannot convey and understand the meaning of a particular language. As a linguistic constraint, lack of vocabulary knowledge is deemed to as an obstacle in the comprehension of reading texts (Rassaei, 2017).

Vocabulary acquisition also remains a very active area of research with significant implications to inform practice (Schmitt, 2004). Learning of vocabulary as one of the basic communication tools is often considered by language students as the most difficult field in language learning (Celik & Toptas, 2010). Waring (2002) believed that one of the most important problems with vocabulary learning which the second language students are faced with is that what they learn today will be forgotten tomorrow. The explanation offered by

Waring is that the students may do enough for the fast comprehension but not enough for retention over time. Retention over time requires making conscious effort on the part of the learner to link the word with meaning. According to Waring (2002), our brain is designed to forget something, not to remember. It seems that the researchers should devise methods and techniques which empower our students to recall the words for a longer period of time and help them to permanently acquire the vocabularies.

Storing a large number of new words into our memory is a challenging task. Among various vocabulary learning strategies, which have been supported by ample research studies such as Wyra, Lawson, and Hongi (2007), keyword method is one of the well-documented strategies. According to Henson and Eller (1999), mnemonics is one of the most efficient strategies to assist students to remember new vocabulary. According to Pillai, (2004), mnemonics are techniques or devices, either verbal or visual, which can be utilized to increase a learner's capacity to memorize and recall new information.

Often, students with limited vocabulary strive hard to understand those words that are unfamiliar to them. They need to increase their vocabulary in order to comprehend their subjects. The researchers

have come up with a realization in discovering how effective is Mnemonic Keyword method is in achieving the vocabulary retention of the students. For this reason, the researchers conducted the said study.

The researchers planned in investigating and finding out what and how effective is mnemonic keyword as a methodology as used by the Grade 6 students for their vocabulary retention through undertaking a survey and an action plan for the research to acquire in deeming the vocabulary acquisition and retention among the students.

The study determined how effective the mnemonic keyword method as a methodology upon the vocabulary acquisition and retention of the Grade 6 students in one of the universities in Cebu City, Philippines.

METHODOLOGY

This study utilized the quantitative method specifically the pre – experimental design. The researchers utilized the pre-experimental design (Creswell, 2014). For this study, the pre-experimental design specifically on one-group pre-test and post-test design was used to better understand on how effective the mnemonic keyword as a method in the retention and acquisition in terms of the vocabulary of the Grade 6 students.

The pre-experimental study was conducted in a Grade 6 classroom. The classroom is wide and spacious classroom. Inside the classroom, it has two ceiling fans enough to give air throughout the entire room. The classroom also has a wide window made up of glass enough to give off sunlight. The temperature of the classroom is at the right temperature that makes the classroom not to cold and not too hot. In an overall description the classroom is conducive place needed upon conducting the said pre-experimental research.

This study is focused on the Grade 6 students in one of the universities in Cebu City, Philippines. The participants were 30 non-randomly selected participants in the study with an average age of 11.50 years old. Permission from the participants' parents was obtained prior to their participation.

The implementation of the intervention or the use of mnemonic keyword was done by their classroom adviser with the guidance of the researchers.

Course study guide, learning plans, and learning materials were provided to ensure the effective delivery of the lesson.

The researchers utilized two (2) 30-item validated and reliability tested instruments. The pre-test and post-test questionnaires were validated by three (3) experts in Mathematics having earned at least Master's Degree in mathematics Education. Moreover, the questionnaires gained considerably high reliability coefficients, 0.87 and 0.84, for the pre-test and post-test, respectively. The tests were pilot tested to 40 Grade 6 students and the data gathered were analyzed using the Cronbach's alpha.

The permission from the authorities was obtained prior to the implementation of the study. The manuscript was submitted to the Institutional Review Board of the University of the Visayas and was granted the notice to proceed. The approval of the parents/guardians was then asked after such the implementation of the intervention commenced.

The implementation of the use of mnemonic keyword took 6 weeks. The participants were provided with various techniques to effectively use mnemonic keyword in enhancing ones retention and in improving vocabulary performance. In addition, the participants were pre-tested and post-tested on vocabulary prior to and after the implementation of the teaching method.

The data gathered were tallied, organized, analyzed, and interpreted. The answered questionnaires were kept in the safe cabinet of one of the researchers. These questionnaires were expected to be shredded after one (1) year of safe keeping.

The data were treated using the following statistics: frequency, percentage, mean, standard deviation, and paired sample t-test. The frequency, percentage, mean, and standard deviation are utilized for the descriptive values. On the other hand, paired sample t-test is used to determine if there was significant improvement on the vocabulary performance of the students after the intervention.

RESULTS AND DISCUSSION

Table 1
Pre-test Vocabulary Performance of the Students

Scores	Frequency	Percentage
18-20	1	3.33
15-17	6	20.00
below 15	23	76.66

n=30

Majority of the Grade-6 students from the University of the Visayas-Pardo Campus got low scores in the vocabulary test before the mnemonic keyword was connected in their vocabulary learning. It can be implied that without certain method in teaching vocabulary, the retention of the students in terms of their vocabulary is not fully built up and developed. Thus from the results, it agrees with the study of Waring (2002), our brain is intended to overlook something, not to recall. It appears that the researchers should devise strategies or methods and systems which enable our students to review the words for a more drawn out timeframe and help them to forever obtain the vocabularies.

Table 2
Post-test Vocabulary Performance of the Students

Scores	Frequency	Percentage
24-26	1	3.33
21-23	6	20.00
18-20	13	43.33
15-17	9	30.00
below 15	2	6.66

n=30

On the other hand, when the mnemonic keyword method has been applied in their vocabulary learning, most of the students' post-test scores have improved. Thus, mnemonic keyword method has been a help in building the retention of the students in their vocabulary learning. From this, it can be implied that mnemonic keyword method is an effective methodology. On the other hand when a methodology is applied in teaching in terms of vocabulary the retention of the students will be more developed.

Table 3
Comparison of the Pre-test and Post-test Performance of the Students

Observations	Mean	SD	Mean Gain	t-Value	P Value	Decision	Interpretation
Pre-test	11.97	2.95	6.53	9.34	0.000	Reject Ho	Significant
Post-test	18.50	2.75					

Legend: Significant if p value is < .01.

There is significant improvement in the vocabulary performance as well as the vocabulary retention of the students after the students were exposed to the mnemonic keyword method. Thus this indicates that the teaching method or specifically the mnemonic keyword is an effective methodology for the vocabulary retention of the Grade 6 students in the University of the Visayas. As indicated by Pillai (2004), mnemonic keywords are methods or devices, either verbal or visual, which can be used to expand a student's ability to remember and review new data.

CONCLUSION

Based on the findings, it is concluded that after implementing the mnemonic keyword in teaching vocabulary, the students were then able to get higher scores upon taking the posttest exam in vocabulary. Thus, this affirms that the mnemonic keyword method is an effective methodology inthe retention of the Grade 6 students in terms of vocabulary. This study implies that a student can acquire more knowledge of new vocabulary when assisted with efficient strategies.

REFERENCES

Celik, S., & Toptas, V. (2010). Vocabulary learning strategies of Turkish EFL learners. Procedia - Social and Behavioral Sciences, 3, 62-71. http://dx.doi.org/10.1016/j.sbspro.2010.07.013

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). London: Sage Publications Ltd.

Henson, K. T., & Eller, B. F. (1999). Educational psychology for effective teaching. Belmont:. Wadsworth Publishing Company.

Pillai, N. R. (2004). Using mnemonics to improve vocabulary boost memory and enhance creativity in the ESL classroom. Retrieved from http://www.melta.org.my/ET/2004/2004-62.pdf

Rassaei, E. (2017). Computer-mediated Textual and Audio Glosses, Perceptual Style and L2 Vocabulary Learning. Language

Teaching Research, 1-19. Retrieved on August10, 2017 from http://journals.sagepub.com/doi/abs/10.11 77/1362168817690183.

Schmitt, N. 2008 Instructed second language vocabulary learning. *Language Teaching Research* 12, no.3: 329-363.

Stahl, S. A. (2005). "Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)," in E. H. Hiebert and M. L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*, Mahwah, NJ: Erlbaum.

Thornburry, S. (2002). *How to Teach Vocabulary.* England Pearson Education Limite

Waring, W. (2002). Second language reading and incidental vocabulary learning. In D. Albrechtsen, K. Haastrup & B. Henriksen (Eds.), Angles on the English-speaking World (pp. 97-110). Copenhagen: Museum Tusculanum Press.

Wyra, M. & Lawson, M. J. & Hungi, N. (2007). The Mnemonic keyword method: The effect of bidirectional retrieval training and of ability to image on foreign language vocabulary. Learning and Instruction , 12(4), 360-371.

ENHANCING STUDENTS' VOCABULARY ACQUISITION THROUGH CONTEXTUALIZATION

Reil M. Abarca[1], Gina C. Etorma[2], Marivic Manubag[3], Ian Rojas[4], Filipina Alquizola[5]
[1]*Students, *[456]*Faculty, *[3]*Professor, College of Education, Graduate School of Education, University of the Visayas*

ABSTRACT

Vocabulary is the basic communication tool for us language learners. In this generation, learners, specifically in elementary and secondary have this difficulty in acquiring vocabulary. Thus, this study was centered on how to enhance the students' vocabulary acquisition performance through different contextualized activities. This study utilized the quantitative method specifically the pre-experimental research design. This study covered twenty-eight (28) Grade-5 pupils from a certain University who are randomly selected to participate in the said study. The data gathered are analyzed using the T-test for independent samples. The findings show that there is a significant improvement in the vocabulary performance of the students after they were immersed to the different contextualized activities. This connotes that the contextualization is effective in enhancing students' performance in vocabulary.

Keywords: vocabulary, communication, language, acquisition, contextualization

INTRODUCTION

Vocabulary is a system of words with their meaning explanations. A word is typically signified as a set of features in which there is the mixture of its meaning, association, collocation, grammatical behavior, written form (Schmitt, 2000). Learning of vocabulary as one of the basic communication tools is often considered by the language learners as the most difficult field in the language learning (Celik & Toptas, 2010). Many researchers have considered a good knowledge of vocabulary to be crucial to communicative competence (Coady & Huckin, 1997; Harley 1996; Richards & Renandya, 2002). Indeed, in order to understand the meaning of different kinds of English sentences and passages, it is impotant to have an excellent and huge vocabulary storage.

Vocabulary acquisition also remains a very active area of research with significant implications to inform practice (Adolphs & Schmitt, 2004) and it is assumed that growth in vocabulary takes place as a result of gains in language proficiency (Milton & Alexiou, 2009). Learning vocabulary is an ongoing process that takes time and effort among students. Nakata (2006) recognized that the vocabulary acquisition demands continuous repetition in order for effective vocabulary learning. It is not something about a student can spend time learning and memorizing like grammar and be successful.

To enhance students' ability in remembering or acquiring new words, vocabulary learning strategies should be taught (Sagarra & Alba, 2006).

As stated by Qi Pan and Runjiang Xu (2011) contextualization is powerful and effective in vocabulary acquisition of the students. Contextualization provides an indication the way the words are used. Contextualization in the students' vocabulary acquisition is more helpful to learners to master a polysemy- word that carries different meanings in different context. If students are immersed in a context when learning new words, they will be able to gradually develop a more accurate, structural framework in which they use these words.

Thus, the researchers have come up with the realization of knowing how to enhance students' vocabulary through contextualization. Hence, there is no gest that exists. For this reason, the researchers conducted the said study. Contextualization activities are drills or techniques that will help students in their learning of vocabularies. And so, the fourth year college students of the University of the Visayas planned to conduct an investigation and find out what contextualization activities should fit to students to enhance their vocabulary.

The objective of this experimental study was to determine the effectiveness of contextualization in

enhancing the vocabulary of the Grade six students of the University of the Visayas- Pardo Campus.

METHODOLOGY

This section deals with the detailed discussion of the process that involves in making this study. This includes the research design, environment, respondents, instruments, data collection, statistical treatment of data and ethical consideration.

For this study, the pre-experimental design was used specifically on one-group pre-test and post-test design. This design is the inclusion of pretest and posttest in which pretest determined the baseline scores and posttest to compare the scores prior to the assessment and after completing the assessment. In this case, it helped the researchers to have a better understanding contextualization and how it can help in enhancing the vocabulary performance of the Grade 6 students of the University of the Visayas- Pardo Campus. The researchers examined if the contextualized activities helped enhance the students' vocabulary.

The researchers have chosen the University of the Visayas- Pardo Campus for the place where the pre- experimental research was conducted.

The Grade 6 classroom is located at the second floor, it has a maximum number of 30 chairs and it is electric fan-powered room. The room is a monograde classroom designed. Thus, this classroom is much conducive for learning since it is free from cacophonous environment.

This study was focused on the 30 Grade 6 students. The researchers chose the said respondents to be the participants of the study because the researchers' goal was to know the appropriate contextualized activities to enhance students' vocabulary.

The data gathering was an experimental process. First, the researchers have to secure a permission letter from the Dean of the College of Education to conduct the study. Then, the researchers made a letter to the Coordinator of the University of the Visayas Pardo campus. Since the researchers used the pre-experimental, the study covered ample of time for it to be conducted. The researchers gave a pre-test to the students about vocabulary, next of the days, the researchers gave the posttest. In here, the researchers had given now the idea if the students improved or not in terms of vocabulary through the different contextualization.

The data analysis is the core process for the presentation of result. The researchers used the frequency, the weighted mean, the standard deviation, and the paired-sample t-test. These were the following statistical treatment that was used in the study to provide accurate computations on the results.

The **weighted mean** was utilized in order to get the average results of the participants from the respective pre-test and posttest results. The **standard deviation** is the numbers/scores that allow us to tell how measurements or results of the pretest and posttest are spread out from the mean. The low standard deviation means that the most of the numbers are very close to the mean. The high standard deviation means that the numbers/scores are spread out. The **paired-sample t-test** is a procedure used to determine the mean difference between the pretest and posttest of the experiment (result before using the Contextualized activities and after implementing Contextualization.

RESULTS AND DISCUSSION

This chapter presents, interprets and analyzes the data upon conducting the pre-test and post-test of the different contextualized activities to enhance vocabulary of the students in the University of the Visayas Pardo Campus.

Pre-Test Performance
The Grade-6 students of the University of the Visayas- Pardo Campus got low scores in vocabulary contextualization test. Out of 28 students who took the pretest nobody got a score of 15-20. Only 1 student got a score of 12-14 of the 20-item test out of 28 students. And 27 students got a score below 12. This shows that the vocabulary of the students is low when it is not continually enhanced. Learning of vocabulary as one of the basic communication tools is often considered by language learners as the most difficult field in language learning (Celik & Toptas, 2010).

Post-test Performance
The students who took the post-test got high scores. Nobody got a score between 18-20 but 7 out of it got a score between 15-17. Between 12-14, nineteen students got it out of 28 students and only 2 students got the scores below 12. This shows that the vocabulary of the students is

improved with the use of contextualization. As stated by Pan and Xu (2011), contextualization is powerful and effective in vocabulary acquisition of the students. Vocabulary acquisition also remains a very active area of research with significant implications to inform practice (Adolphs & Schmitt, 2004), and it is assumed that growth in vocabulary takes place as a result of gains in

language proficiency (Milton & Alexiou, 2009). Furthermore, successful vocabulary acquisition has been associated with successful reading ability (Dickinson, Flushman, & Freiberg, 2009) with becoming more communicative, able, and skilled among others (Milton & Alexiou, 2009).

Student's Vocabulary Performance

Table 1

Performance in Vocabulary of the Students

Observations	Mean	SD	Interpretation
Pre-test	6.61	2.03	Developing
Post-Test	13.31	2.13	Proficient

N= 30. 1.00-4.70 – Beginning; 4.71-8.50 – Developing; 8.51 -12.30 – Approaching; 12.31- 16.10 – Proficient; 16.11-20.00 - Advanced

The data shows the performance in vocabulary of the Grade 6 students after conducting the pretest and the posttest. The table conveys that there is an improvement of the performance in vocabulary after conducting the activities. Teaching vocabulary increases academic knowledge in all

content areas and helps students understand what they are reading (Nunan 2000). The experimental process includes teaching vocabularies before the researchers conducted the posttest and it shows the students development in vocabulary upon acquiring new knowledge in vocabulary.

Table 2

Difference between the Pretest and Posttest Performance in Vocabulary

Observations	Mean	SD	Mean Gain	t-value	p-value	Decision	Interpretation
Pre-test	6.61	2.03	7.000	12.53	0.000	Reject HO	Significant
Post-Test	13.31	2.13					

Level of Significance a (0.05)

The data shows that there is a significant improvement in the vocabulary performance of the students after they are immersed to contextualized activities. This connotes that the contextualization is effective in enhancing students' performance in vocabulary. As stated by Qi Pan and Runjiang Xu (2011), contextualization is powerful and effective in vocabulary acquisition of the students.

CONCLUSION

After conducting the survey in terms of determining the effectiveness of contextualization in enhancing the vocabulary of the Grade 6 students of the University of the Visayas- Pardo Campus, the researchers have found out that there is significant improvement in the vocabulary performance of the students after they are immersed to contextualized activities. Therefore, the intervention is effective and this connotes that the contextualization is effective in enhancing students' performance in vocabulary. Contextualization in the students' vocabulary acquisition is more helpful to learners to master a polysemy- word that carries different meanings in different context. If the students are immersed in a context when learning new words, they will be able

to gradually develop a more accurate, structural framework in which they use these words.

REFERENCES

Adolphs, S., & Schmitt, N. (2004). *Vocabulary coverage according to spoken discourse context.* In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a second language (pp 39-49).* Amsterdam: John Benjamins Publishing Company.

Celik, S., & Toptas, V. (2010). *Vocabulary learning strategies of Turkish EFL learners. And Behavioral Sciences, 3, 62-71.http://dx.doi.org/10.1016/j.sbspro.2010.07.013*

Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition*. Cambridge: Cambridge University Press.

Dickinson, D. K., Flushman, T. R., & Freiberg, J. B. (2009). *Vocabulary, reading and classroom supports for language*. In B. Richards, M. H. Daller, D. D. Malvern, P Meara, J. Milton, & J. Treffers-Daller (Eds.), *Vocabulary studies in first and*

second language acquisition (pp. 23-38). London, UK: Palgrave Macmillan

Harley, B. (1996). *Procedia-Social* Vocabulary learning and teaching in a second language. *Canadian Modern Language Review*,53,1-15

Milton, J., & Alexiou, T. (2009). *Vocabulary size and the common European framework of reference for languages.*

Nakata, T. (2006). *Implementing optimal spaced learning for English vocabulary learning: Towards improvement of the low-first method derived from the reactivation theory. The JALT CALL Journal 2(2),3-18*

Nunan, D. (2000) *Language Teaching Methodolog*y. Oxford: Phoenix.

Qi Pan (2011). *Voc abulary Teaching in English Language Teaching.* ACADEMY PUBLISHER Manufactured in Finland.

Richards, J.C.,& Renandya, W.A. (2002). *Methodology in language teaching:an anthology of current practice.*New York:Cambridge University Press.

Runjiang Xu (2011) *Vocabulary Teaching in English Language Teaching.* ACADEMY PUBLISHER Manufactured in Finland.

Sagarra, N., & Alba, M. (2006). *The key is in the keyword: L2 vocabulary learning methods with beginning learners of Spanish. The Modern Language Journal, 90(2), 228-243.*

Schmitt, N. (2010*). Researching on vocabulary. A vocabulary research manual. Hampshire: Palgrave Macmill*

University *of the* Visayas

ENHANCING ENGLISH SPEAKING SKILLS FOR A GOOD COMMUNICATION THROUGH CALLAN METHOD

Marie Chrise D. Alfanta¹, Carodina Ginolos², Xandro Regudo³, Crispy Velasco⁴, Marivic Manubag⁵
¹Student, ²³Faculty, ⁴⁵Professor, College of Education, Graduate School of Education, University of the Visayas

ABSTRACT

This paper is a report on the discoveries of investigating trials conducted on undergrad level on the English oral communication through the Callan Method. The Callan Method is one of the methods of educating English as a remote dialect. It was first presented to the world in 1960 by Robin Callan. The method aimed to enhance the English speaking skills of the students in a quarter of the time. The Callan Method is a quick, fun and simple way of learning English that centers on making strides students' listening and speaking abilities. The Callan Method, not at all like numerous other methods, it emphasizes and adjusts articulation. Having your possess complement is characteristic, of course, but a few mispronunciations can lead to mistaken assumptions. Like a competitor in an exercise center or an artist playing their instrument, a dialect learner must hone modern words over and over. The results appeared that verbal communication hone with the Callan Method had prompt impacts on the verbal capability of English for less experienced students. In all the dimensions of communicative competencies, the Callan method was found to be effective, in which there was presence of significant improvement after the students are exposed to the teaching method.
Keyword: Callan Method, motivation, speaking skills, good communication, discourse

INTRODUCTION

Speaking is one of the five macro skills necessary for effective communication. It is nearly impossible to go through a day without the use of communication.

Language is used in communication. It is a system of words that are used for us to understand. English language is the universal language of commerce and industry. Large number of countries used English as the official language to communicate on a regular basis. It is also the medium of instruction. As English is universally used as a means of communication, English speaking skills should be developed along with the other skills for it will enhance communication achievement both with native speakers of English and other members of the international community. Speaking English language skill is one of the five important macro skills to be developed as a means of effective communication. The teachers use variety of methods in enhancing English speaking skills for efficient and effective communication among students. One of the methods teachers have been using is the Callan Method.

The Callan Method is an English training method for learners of English as a second or foreign language and it was developed by Robin Callan in UK in 1959. It is a kind of direct method and

utilized by millions of individuals over the world. It is accepted to be an outstandingly fast way to effectively master English as a remote dialect and planned particularly to move forward listening and speaking capacities in an exuberant and dynamic environment. In specific, it points to expand the listening and talking capacities. The Callan lessons are basically carried out within the stream of "instructor inquires and student answers" structure. Beginning from modification of the past lesson, modern vocabularies are presented and the lesson moves onto the perusing and transcription. The substance is additionally organized on a setup concept, beginning from simple address and reply. The Callan Method is an English preparing method for learners of English as a second or remote dialect. First of all, the dominant feature of Callan Method is speed. The articulation speed of teachers is exceptionally quick; 220-240 words per minute (WPM), which is quicker than those of local English speakers; 150-180 WPM. Ordinarily, English discussion school instructors are said to talk at a speed of 60-100 WPM and indeed news correspondents at 200 WPM. Besides, the teachers ought to continuously inquire each address twice at beat speed, and promptly begin off the reply for the learners by giving him or her the primary two or three words of the reply. The educators ought to not hold up a second for the student to reply, but

ought to quickly start dragging the reply out of him/her by pushing and pulling process. Thirdly, there ought to not be a moment's hush within the lesson. The educators and understudies ought to be talking each moment. Fourthly, it is amazingly imperative for educators to rectify the student's articulation. At long last, quick criticism is continuously given to the student and, in case abundantly given, students moreover increment openings to get the "awareness" with regard to their own learning.

According to Osborn et al (2008), the effective communication by mean of speaking usually creates a number of benefits for both speakers and business organizations for example effective speaking skill results in achievements during ceremonial speaking activities, job training, activities, job interview, and other business purposes. In the study of Yazdi and Kafipour (2014), it was found out that good language learners are more or less conscious of emotional problems. Students with sufficient English vocabulary can be regarded as competent users of English. And in the study of Chai, Wong, and King (2016), it stated that the ability to perform well in English language subject may be due to socio-academic status of the parents as well as the motivation gained from the teachers. As for Oxford (2016), she believes that emotions can affect one's learning process. Of all the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006).

Currently, English speaking proficiency has become primarily important in English communication skills for it will provide learners the opportunity to interact different people and boost their confidence. However, as the researchers have been into observation of classes in the Field Study course, the researchers noticed that during different activities particularly in reporting activities, the students are having a hard time in their English speaking skills. They are unable to explain further what they are trying to convey. Their speaking skills need to be developed. And due to the increasing demand and importance, the purpose of this research study was to enhance the students' English speaking skills for a good communication language through Callan Method. Considering from the viewpoint of providing the framework of education, it is expected for an output activity to be not only highly effective but also easy to introduce.

In order to enhance the English Speaking Skills of the First Year College learners in the University of the Visayas, the researchers conducted a survey in deeming the speaking skills of the learners with the help of Callan Method.

This study measured the effectiveness of Callan Method through quantitative means in enhancing the English speaking skills of the First Year College learners in the University of the Visayas, the S. Y. 2018-2019.

METHODOLOGY

This section deals with the detailed discussion of the process that involves in making this study. This includes the research design, environment, respondents, instruments, data collection, statistical treatment of data and ethical consideration.

The study utilized the quantitative method specifically the Pre-experimental research design. The researchers adapted the quantitative method of research as it defines the measures of the study in numbers and the researchers used this design which basically tries to find new knowledge out of the study. The pre-experimental design is a one group pretest posttest study. This design is the inclusion of pretest and posttest in which pretest determined the baseline scores and posttest to compare the scores prior to the assessment and after completing the assessment. In this aspect, the researchers can state whether a change in the outcome or dependent variable has taken place. The results after hand of this study were presented in terms of statistical patterns and associations. This design identified the effectiveness of the Callan Method in enhancing the speaking skills of the First Year College students in the University of the Visayas. The Callan method has been used in teaching English however, there is no certain result yet if this is really effective and can really enhance the speaking skills of the learners. Upon measuring the student's ability, the researchers focused on a pretest and posttest of students.

The study experiment was conducted in the University of the Visayas Main Campus, Colon St., Cebu City, College of Education located on the 3rd floor at Administration Building specifically in room 310 with a temperature of 22 degrees Celsius. This institution is the very first university in Cebu and granted as fully autonomous in which its main goal is to produce quality graduates. The teachers in this department provide the best teaching

method and strategy that possess the core values in harnessing the knowledge and maintaining the quality education. The environment of this institution is considered as a non-discriminatory institution for it promotes equality towards students regardless of gender and disabilities.

This study was focused on First Year College Students of the University of the Visayas. The researchers chose the said respondents to be the participants of the study specifically because the researcher's goal was to enhance the English speaking skills of the learners. The participants of the said study must be a First Year College student and must be enrolled in S. Y. 2018-2019 of the university. The participants must be willing to participate in the data gathering process after full understanding of the ethical consideration set forth in the study. This experiment was voluntarily conducted. No force or harm was made to students. If necessary, the participants have the power to withdraw or withhold the information. The researchers catered 15 First Year College students from the University of the Visayas.

Instrument is vital for the facilitation of the study. The study utilized a rubric adapted from Reyes (2016) in her study entitled "Communicative Competence in English among Grade Nine Students" which was recently utilized also by Vilbar (2018) in his study entitled "Communicative Language Teaching and Grammar Translation Method in Enhancing English Speaking Skills". This rubric was used to evaluate the students' speaking performance in pre-test and posttest activities. The rubric contains the 4 major parts: grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

The students were evaluated using the adapted rubrics during pre-test. The pre-test consisted of an oral examination with at least two questions given by an evaluator to assess their speaking skills. These were open-ended questions. Pretest questions were validated by experts.

The same rubric was used by the evaluator during posttest to evaluate the performance. The questions are different from pre-test but covered the same competences and complexity.

The data collection was necessary for it was carried out to meet the aim and objectives of this study. It should be carried in a systematic process. First, the researchers asked for the permission letter from the Dean of the College of Education to conduct the study. In addition to this, a separate letter was addressed to the Adviser of the First Year College students in the University of the Visayas for the approval before conducting the survey. And lastly, the researchers prepared the research paper to the Institutional Board Review (IRB) for the clearance to proceed with the data gathering procedures and the rest of the remaining process.

Once the approval was obtained, the researchers asked the consent of the First Year College students to be part of the experiment. Next, would be the administration of the pretest to the students. There was one (1) evaluator who was asked to evaluate the students. Each student was given 15 minutes to answer the questions. The data were analyzed after the pretest. After the pretest, the experiments were conducted by the researcher. And in order for the experiment to be seen comparable, the Callan Method were introduced by the researchers to the students. And since the Callan Method is said to be the fast, fun and easy way of teaching English, the researchers implemented ten (10) sessions that lasted for one (1) hour every session in teaching the Callan Method. After the ten days experiment, the students were evaluated through posttest. Each students were given 15 minutes to answer the question.

After the data collection process, the researchers subjected the gathered data to analysis and interpretation. These were subjected to statistical treatment and draw implications to the result.

The data analysis is the core process for the presentation of result. The researchers subjected the study to a statistical treatment analysis. These were the following statistical treatment that was used in the study to provide accurate computations on the results. (1) the weighted mean, (2) the standard deviation, and (3) the paired-sample t-test (4) the shapiro-wilk

The **weighted mean** was utilized in order to get the average results of the participants from the respective pre-test and post-test results.

The **standard deviation** is the numbers/scores that allow us to tell how measurements or results of the pretest and posttest are spread out from the mean. The low standard deviation means that the most of the numbers are very close to the mean. The high

standard deviation means that the numbers/scores are spread out.

The **paired-sample t-test** is a procedure used to determine the mean difference between the pretest and posttest of the experiment (result before using the Callan Method and after implementing Callan Method.

The **shapiro-wilk** is a test for normal distribution of data prior to the utilization of the t-test. The results indicated that the data is normal with p-value is greater than 0.05.

RESULTS AND DISCUSSION

English Speaking Skills
According to Ahmad (2016), English speaking skills is acknowledged as passport to better education. English language plays a crucial role to weave the world into a single thread. Moreover, this plays a significant role to students' overall communication skills.

Grammatical Competence

Grammatical competence is one of the four areas of the communicative competence theory put forward by Canale and Gao (2001). According to Lasala (2012) on communicative competence, grammatical competence includes language rules such as vocabulary, formation of words or sentences and pronunciation. Furthermore, grammatical competence is a knowledge of vocabulary, pronunciation, sound-letter relationships and conventions of written representation. It is the ability to recognize and produce distinctive grammatical structures of a language and use them effectively in communication. Grammatical competence focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation (Gao, 2001). The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate as stated by Díaz-Rico and Weed, 2010; Gao (2001). Grammatical competence acts to promote accuracy and fluency in second language production also stated by Gao, (2001), and increases in importance as the learner advances in proficiency according to Díaz-Rico and Weed (2010).

Table 1
Grammatical Competence

Components	Pre-test		Post-test	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Pronunciation	1.73	Poor	3.07	Good
Speaks Clearly	1.47	Poor	2.87	Good
Vocabulary	1.60	Poor	2.73	Good
Structure	1.60	Poor	2.80	Good
Comprehensibility	1.60	Poor	2.93	Good
Factor Mean	1.60	Poor	2.88	Good

Note. n = 15. 1.00-1.74 - Poor; 1.75-2.49 - Fair; 2.50-3.24 - Good; 3.25-4.00 - Very Good.

Based on the table 1, the students got a weighted mean of 1.60 during the pre-test and a weighted mean of 2.88 during the posttest performance of students in terms of grammatical competence. This means that the students have poor performance when it comes to grammar before the implementation of the Callan Method. After ten (10) days of implementing the Callan Method, the students were able to acquire good in grammar.

Discourse Competence
It refers to the capacity in the understanding of how spoken texts are organized and is related to the cohesion and coherence of expressions. It moreover concerns on how a person would deliver and comprehend both verbal and composed writings in several classes. Consistency and solidarity of sentences are moreover included in this specific competence. According to Celce-Murcia, Dörnyei and Thurrell (1995), the two main aspects of discourse competence are cohesion and coherence.

Cohesion refers to using linking expressions, such as conjunctions or adverbial phrases, to connect ideas. A coherent text is one that makes sense. This concept includes clearly and logically indicating relationships, such as cause-effect and problem-solution, between ideas or events. Discourse competence also refers to familiarity with genres according to Connor and Mbaye, (2002), such as conversations, interviews and reports. In other words, a discoursally competent speaker or writer is able to arrange words, phrases and sentences to structure a text that is appropriate within a particular genre.

Table 2
Discourse Competence

Components	Pre-test		Post-test	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Organization	1.73	Poor	2.87	Good
Transition	1.40	Poor	2.87	Good

Connection/Tran sitions	1.60	Poor	2.87	Good
Sentence Structure	1.67	Poor	2.73	Good
Factor Mean	1.60	Poor	2.83	Good

Note. n = 15. 1.00-1.74 - Poor; 1.75-2.49 - Fair; 2.50-3.24 - Good; 3.25-4.00 - Very Good.

The table above shows that the student's got a weighted mean of 1.60 that stands for poor as its descriptive equivalent during the pretest performance while during the posttest, the students got a weighted mean of 2.83 that stands for good as its descriptive equivalent. This denotes that after the implementation of the Callan Method, the students were able to improve their ability when it comes to discourse competence.

Sociolinguistic Competence

Sociolinguistic Competence addresses the fittingness in terms of both meaning and shape, which can change with the status of members, destinations of communication and standards of the communication. It portrays an individual's capacity to know how to utilize and react to dialect fittingly inside a given setting. This specific competence moreover incorporates an individual's understanding of behavior in an assortment of social circumstances. Included in this component is the communication settings, individuals communicating and its relationship and the utilization of diverse discourse acts is being communicated.

Table 3
Sociolinguistic Competence

Compone nts	Pre-test Weight ed Mean	Interpretati on	Post-test Weight ed Mean	Interpretati on
Content	1.80	Fair	2.93	Good
Stays on the topic	1.53	Poor	2.93	Good
Politeness	1.67	Poor	3.00	Good
Factor Mean	1.67	Poor	2.96	Good

Note. n = 15. 1.00-1.74 - Poor; 1.75-2.49 - Fair; 2.50-3.24 - Good; 3.25-4.00 - Very Good.

Based on the table above, the students were able to get a weighted mean of 1.67 that stands for poor as its descriptive equivalence during their pretest performance while 2.96 is the weighted mean that the students got during the posttest performance which stands for good as its descriptive equivalence. This implies that after the implementation of the Callan Method, the students

were able to perform well and now showing politeness.

Strategic Competence

Strategic Competence is compensatory in nature, drawn on when the creating of dialect framework of remote language learner who is insufficient in a few respects. It alludes to the authority of both verbal and non-verbal communication techniques. It is the capacity to recognize and repair communication disappointments either amid or after it happens. For the occasion, amid the discussion, components like foundation clamor that would influence communication, hence the speaker must know how to keep the communication line open.

Table 4
Strategic Competence

Compone nts	Pre-test Weight ed Mean	Interpretati on	Post-test Weight ed Mean	Interpretati on
Fluency	1.80	Fair	2.67	Good
Knowledg e	1.67	Poor	2.80	Good
Acting	1.60	Poor	2.93	Good
Dialogue	1.33	Poor	3.00	Good
Voice	1.60	Poor	2.93	Good
Accuracy of Facts	1.60	Poor	2.87	Good
Factor Mean	1.60	Poor	2.87	Good

Note. n = 15. 1.00-1.74 - Poor; 1.75-2.49 - Fair; 2.50-3.24 - Good; 3.25-4.00 - Very Good.

Based on table 4, the students were able to get a weighted mean of 1.60 that stands for poor as it descriptive equivalence during the pretest and a weighted mean of 2.87 for posttest that stands for good as its descriptive equivalence. This implies that students try to use voices, facial expressions and movements to show that his answer is more believable

Difference English Speaking Skills Before and After the Implementation of the Callan Method

The performance of the students during pretest were basically given before the actual implementation of the Callan Method which was to be learned for a specific duration.

The table 5 revealed that there was a significant difference before and after the implementation of the Callan Method since the Significant if p-value is less than 0.05. It is seen within the table that the

performance of the understudies amid the section and exit evaluation has improved.

Table 5

Difference between the Pretest and Posttest Performance of the students

Competencies	Observations	Mean	SD	Mean Gain	t-value	p-value	Decision	Interpretation
Grammatical	Pre-test	1.60	.414	1.28	10.395	.000	Reject Ho	Significant
	Post-test	2.88	.260					
Discourse	Pre-test	1.60	.351	1.23	14.317	.000	Reject Ho	Significant
	Post-test	2.83	.278					
Sociolinguistic	Pre-test	1.67	.378	1.29	12.614	.000	Reject Ho	Significant
	Post-test	2.96	.278					
Strategic	Pre-test	1.60	.279	1.27	12.121	.000	Reject Ho	Significant
	Post-test	2.87	.363					

Note. Significant if p-value < α 0.05

In all the dimensions of communicative competencies, the Callan method was found to be effective, in which there was presence of significant improvement after the students are exposed to the teaching method.

CONCLUSION

Based on the results, the researchers concluded that the Callan Method was proven effective way in enhancing the English speaking skills of the students as the students' performance have been improved after the students were exposed to the teaching method. This means that Callan Method gives emphasis on significance of the four competences and would be much improved through the utilization of this method in the classroom.

REFERENCES

Callan Method Organisation (2016). *The Callan Method – For Teachers*. Retrieved April 4, 2016 from https://www.callan.co.uk/the-callan-method/for-teachers/

Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics, 1, 1-47.

Chai, C. S., Wong, L. H., & King, R. B. (2016). *Surveying and Modeling Students' Motivation and Learning Strategies for Mobile-Assisted Seamless Chinese Language Learning*. Journal of Educational Technology & Society, 19, 170.

Osborn, S., Osborn, M., & Osborn, R. (2008). *Public speaking guidebook. Boston*: Pearson.

Oxford, R. L. (2014). *The Twenty-First Century Landscape of Language Learning Strategies: Introduction to This Special Issue. System*, 43, 1-10.

Reyes, R.Q. (2016). *Communicative Competence in English among Grade Nine Students*.University of the Visayas. Cebu City, Philippines

Sakamoto, Y. et al. (2014). *Practices of speaking English by using Callan Method*: A case study in one-on-one conversation lessons online. Proceedings of the 30th Annual Conference of JSET, 831-832.

Vilbar JK. B. (2018). *Communicative Language Teaching and Grammar Translation Method in Enhancing English Speaking Skills.* University of the Visayas, Cebu City, Philippines.

Yazdi, M., & Kafipour, R. (2014). *A Qualitative Study of Vocabulary Learning Strategies Applied* by Iranian Undergraduate EFL Learners in Real Learning Setting.

Zaremba, A. J. (2006). *Speaking professionally*. Canada: Thompson South-Western.

University *of the* Visayas

DAILY WORKSHEET STRATEGY TOWARDS PROBLEM SOLVING COMPETENCE AMONG GRADE 7 STUDENTS

Mary Grace T. Monto[1], Aileen Cabanes[2], Jose Gaje Jr.[3], Ria Jane Belia[4]
[1]Student, [234]Faculty, College of Education, University of the Visayas

ABSTRACT

This study determined the effectiveness of the daily worksheet strategy in teaching problem solving in mathematics among Grade 7 students in Mabolo National High School. This study utilized the pre-experimental method particularly pre-test – post-test design. There were 30 Grade 7 Students who were the participants of this research. A self-made questionnaire was made for the pre-test and posttest performance of the students, and for the learner's satisfactory level. The result of the pre-test and posttest performance revealed that there was significant difference between the results when Worksheet Strategy was used in teaching Mathematics. On the other hand, the learner's satisfactory level reveals that the students were satisfied upon utilizing the Worksheet Strategy in teaching Mathematics. Thus, this study concluded that students improved their competence in dealing problem solving in mathematics when the Worksheet Strategy was utilized in their teaching-learning process.

Keywords: Problem Solving Skills, Daily Worksheet Strategy

INTRODUCTION

Problem solving plays an important role in mathematics and should have a prominent role in mathematics education of K-12 students (NCTM, 2019).Teacher used the traditional strategy in teaching problem solving in mathematics, this traditional transmission model of teaching and learning often does not value true understanding or encourage the creative thinking, flexibility or alternative approaches necessary to meet the challenges for tomorrow (National Council of Teachers of Mathematics, 1989). In the study conducted by Yeo (2004) on mathematical problem solving of secondary students, it showed that students performed poorly in solving problems, difficulties in solving problems in Mathematics are evident inside the classroom.

Core Math should give the students an opportunity to learn mathematics with a deeper understanding. The researchers firmly believe that "things learned with understanding can be used flexibly, adapted to new situations, and used to learn new things" (Hiebert et al., 1997). The National Council of Teachers of Mathematics standard advocated that problem solving is an integral part of all mathematics learning. For many at-risk students, difficulties in problem solving stemmed from several areas (NCTM, 1989). Hugar (2011) pointed out the types of things the researchers might think about a mathematics classroom are

equations, procedures and word problems, but in learning them, a student needs to master to solve problem.

As a result, many students were reported to face difficulties in mathematics particularly in mathematics problem solving (Heong, 2005; Tarzimah, 2005; Johan, 2002; Zalina, 2005; Kiat, 1995). Incomplete mastery of number facts, weakness in computational, inability to connect conceptual aspects of math, inefficiency to transfer knowledge, difficulty to make meaningful connection among information, incompetency transform information mathematically, incomplete mastery of mathematical terms, incomplete understanding of mathematical language and difficulty in comprehending and visualizing mathematical concept might result in difficulties (Garnett, 1998; Nathaneet al., 2002). These could lead to making various errors and confusion in the process of problem-solving.

This study proposes new strategy which is the Daily Worksheet Strategy. It encourages and develops the competence of the students in dealing their study in problem solving. Students will be more focus, think wisely and summarizing the content efficiently.In modern time, worksheets have even become a driving force of curriculum in some countries (Lesley &Labbo, 2003; Martin, Mullis, Foy, &Stanco, 2012; Reid, 1984). Worksheet strategy is an effective tool in ongoing

efforts encouraging our students to engage their brains during class (Cindy Wyels, 2019). Worksheet is a kind of printed instructional material that is prepared and frequently used by teachers in order to help students to gain knowledge, skills and values by providing helpful comments about the course objectives and enabling students to engage in active learning and learning-by-doing in and out of the school (Kaymakcı, 2006).

This study determined the effectiveness of the daily worksheet strategy towards problem solving competence among Grade 7 students at Mabolo National High School, School Year 2019-2020.

METHODOLOGY

This study utilized the pre-experimental design.In pre-experimental designs, either a single group of participants or multiple groups are observed after some intervention or treatment presumed to cause change (SAGE Research Method, 2010). It is a design consists of a single blind experiment in which research participants do not know until after the data have been collected. Pre-experimental design was used in determining the effectiveness in daily worksheet strategy towards problem solving competence among grade 7 students.

This study was conducted at Mabolo National High School, School Year 2019-2020. Mabolo National High School is one of the schools in Northern part of Cebu. It is located in Juan Luna Ave., Cebu City, Philippines. Presently, the school has both Junior High School and Senior High School. It has two sections from grades 7 to grades 10 and two sections from grades 11 to 12. The classroom is well-ventilated, it has 4 ceiling fans, 6 windows, 4 lights and 50 chairs. The classroom is spacious and surrounded by the big trees that can give fresh air to the students and teachers.

The participants of the study were the Grade 7 students of Mabolo National High School of Mandaue City, Cebu School Year 2019-2020. There were 80 students in Grade 7 composed of two sections. Out of 80 students, 30 students were chosen based on their grades to be part of the participants in the study. There is an inclusion and exclusion in the study. Those students who have an average of 79 and below in math will be included to the study. Students who have an average of 80 and above were automatically excluded in the study. The prospect participant

who did not acquire any of the mentioned criteria were automatically excluded.

The study used the Daily Worksheet Strategy towards Problem Solving Competence among Grade 7 Students, pre-test and post-test questionnaire as the instrument of the study, this study used of the *self-made questionnaire*. It is consists of ten (10) items problem solving, questionnaire is made from the updated topic of the teacher. The questionnaires underwent validity and reliability to the experts of the College of Education Math Teachers. The researchers requested three (3) experts to validate the questionnaires. The researchers gave the questionnaire to Division office, Principals, and teachers in Mabolo National High School.

The researchers asked permission to the principal before giving the Assessment Questionnaire. The researchers ensured that after the instruments with corresponding responses were gathered for analysis and was held confidential and will only be with the researcher's possession until the study is finished.

The researchers asked permission from the Dean of the College of Education of the University of the Visayas to conduct the study, the researchers then asked for the permission from the Schools Division Superintendent of Mandaue City Division, and to the office of School's Principal at Mabolo National High School. The researchers asked the permission to the teacher of the students and to negotiate when will be the time to conduct the study. An informed consent to the participants were given to the purpose of the research undertakings and asked their full support in the conduct of the study.

Pre-test covers all of the topics which a student was studying during First Quarter consisting of 10 items in Math 7 were given to the participants for about 20 minutes and the results were recorded. Students are not expected to know the answers to all the questions; however they should be expected utilize previous knowledge to predict the answers. The Daily Worksheet Strategy towards Problem Solving Competence among Grade 7 Students has been applied for the duration of 3 weeks to 30 students in grade 7 using adopted math worksheet material.

A post-test was conducted for about 20 minutes and the results were recorded after the time scheduled for retrieval and checking of answers. These were the basis in evaluating the Daily

Worksheet Strategy towards Problem Solving Competence among Grade 7 Students using the adopted worksheet in Math 7. The data collected were tabulated, and processed using paired sample t-test. The percentage scores in the pre-test and post-test were tallied, presented, analyzed and interpreted to determine their significant difference and what enhancement of the worksheet strategy can be made based on the findings of the study.

The mean, standard deviation and skewness was utilized in analyzing the pre-test and post-test performance of the students in conceptualizing the Daily Worksheet Strategy towards Problem Solving Competence among Grade 7 Students prior to and after the implementation of the daily worksheet strategy.

Mean, Standard Deviation and Skewness was used in analyzing the results from the pre-test and post-test. **Sample t-test** was utilized in finding the significant improvement after the implementation at the daily worksheet strategy between the pre-test and post-test competence at 5% level of significance.

RESULTS AND DISCUSSION

Table 1
Pre-test & Post-test Performance of the Students

Observations	Mean	SD	Mean	SD	Interpretation
Pre-test	1	3.33	45.00	18.52	Did not Meet Expectation
Post-test			69.00	16.47	Did not Meet Expectation

Note. n = 30. Below 75% - Did not Meet Expectation; 75-79% - Fairly Satisfactory; 80-84% - Satisfactory; 85-89% - Very Satisfactory; 90-100% - Outstanding.

Table 1 results reveal that 1 out of 30 students got a percentage score of 80-84%. It implies that the student's performance did not meet the expectation. It indicates that students have a poor performance before utilizing the worksheet strategy. However, worksheets can offer relevant questions and motivate students, both of which are functions that were ranked as best performed by teachers surveyed in the Reid's (1984) study. Secondly, as written material, worksheets are able to act as agents of teachers to lead students' attentions and give students opportunities to work independently, so the students can work at their own paces and the teacher can have time to take

care of those students who need more help (McDowell & Waddling, 1985).

Shown on the same table is the post-test on the performance of Grade 7 students in solving problems in Mathematics that 18 out of 30 perform below 75% of the standard percentage score. On the other hand, 6 out of 30 students in which the performance is in between 90-100% of the standard percentage score. The computed mean performance score of the students is 69.00 which imply that the performance of the participants did not meet the expectation. Such worksheets provide hints or descriptions of the phases one should go through when solving the problem. Students can consult the process worksheet while they are working on the learning tasks and they may use it to monitor their progress throughout the problem-solving process (Merriënboer 1997).

Table 3

Difference in the Pretest and Posttest Performance of the Students after the Implementation of --------

Observation	Mean	SD	t-value	p-value	Decision	Interpretation
Pre-test	45.00	18.52	6.97	0.000	Reject Ho	Significant
Post-test	69.00	16.47				

Note. Significant if $p < \alpha(0.05)$.

Based on the results using a statistical tool, the table shows the mean difference between the pre-test and the post-test performance of the participants. It is plotted that the pre-test mean (45.00) and post-test mean (69.00) have a difference of 24.00. It means that from the average of pre-test result, there was an increase of 24.00 in the post-test. Daily Worksheet Strategy is significantly influenced in teaching students from low level of problem solving to moderate level. It indicates that there is a significant difference between the pre-test and post-test. Many studies suggest that well-organized worksheets have had positive impacts on students' learning achievement (Sasmaz-Oren & Ormanci, 2012).

CONCLUSION

It encouraged and developed the competence of the students in dealing their study in problem solving. Students were more focus, to think wisely and to summarize the content efficiently. The daily worksheet strategy is an effective strategy in addressing the deteriorating performance of the

students in problem solving. According to Reid (1984), teachers tend to use worksheets with low-achievement classes.

REFERENCES

Carpenter, T. P. (1989). *'Teaching as problem solving'*. In R.I.Charles and E.A. Silver (Eds), *The Teaching and Assessing of Mathematical Problem Solving*, (pp.187-202). USA: National Council of Teachers of Mathematics.

Cindy Wyels, California State University Channel Islands (2019). *Engaging students via in-class worksheet*. Retrieved from
https://www.maa.org/programs/faculty-and-departments/curriculum-department-guidelines-recommendations/innovative-teaching-exchange/in-class-worksheets

Garnett, K. G. (1998). *Maths Learning Disabilities. Journal of CEC*. Retrieved on 3rd Feb 2009 from http://www.idonline.org/ld_indepth/math_skill/garnet.html

Hiebert J., Carpenter, T.P., Fennema, E., Fuson, K.C., Wearne D., Murry, H., Olivier, A., Human, P. (1997) Making Sense: teaching and learning with understanding.

Lesley, M., &Labbo, L. D. (2003). *A pedagogy of control: Worksheets and the special need child*. Retrieved from https://files.eric.ed.gov/fulltext/EJ1066356.pdf *Mathematics throughProblem Solving*. Retrieved from https://www.mathgoodies.com/articles/problem_solving

Nathan , V., Lauren, S., (2002). *Difficulties with Math: What Can Stand in the Way of a Students' Mathematical Development.*

Misunderstood Minds. Retrieved on 4th Sept 2009 from http://www.misunderstoodmind/math_skill

National Council of Teachers of Mathematics (NCTM) (1989). *Curriculum and Evaluation Standards for School Mathematics, Reston, Virginia*: NCTM.

SAGE, Research Method, (2010). *Pre-experimental design*, https://methods.sagepub.com/reference/encyc-of-research-design/n330.xml

Students' Difficulties in Mathematics Problem-Solving: What do they Say? Retrieved from https://www.researchgate.net/profile/Tarzimah_Tambychik/publication/251712960_Students'_Difficulties_in_Mathematics_Problem-Solving_What_do_they_Say/links/53f1fe1f0cf2bc0c40e6f637/Students-Difficulties-in-Mathematics-Problem-Solving-What-do-they-Say.pdf

Students' Difficulty in Solving Mathematical Problems. Retrieved from https://www.academia.edu/9066326/Students_Difficulty_in_Solving_Mathematical_Problems

Tay Lay Heong (2005). *Problem Solving Abilities and Strategies in Solving Multistep Mathematical Problems*

A NARRATIVE INQUIRY OF GRADUATING EDUCATION STUDENTS' CRUCIAL MOMENTS DURING THE COVID-19 PANDEMIC

Jenny P. Arabis[1], Shella C. Bangga[2], Darvic Erika L. Bustamante[3], Jyl R. Esmeralda[4], Virgenia A. Manluyao[5], Rosario S. Ongue[6], Lorlaine Dacanay[7], Emma Yaun[8]
[123456]Masterand, [78]Faculty, Graduate School of Education, University of the Visayas

ABSTRACT

The purpose of the narrative inquiry study was to conduct an in-depth exploration and narrate the learning experiences of graduating education students' for SY 2020-2021 during the Covid-19 outbreak. Ten (10) informants were purposely selected from St. Cecilia's College-Education Department to share their stories as graduating students who have obtained opportunities and challenges in the sudden change to new normal education. Results revealed from the informant's narratives that they were able to do more productive things and able to bond more with their family during their flexible time. In contrast, students who cannot afford internet connection and gadgets have perceived it as a challenge to adapt to the new environment and the various changes that they have to endure in order to succeed in college. The informants further suggested development programs for the faculty, financial aid and material support for the students, and reconstruction of the teaching modality for effective education.
Keywords: Graduating education students, Crucial moments, Covid-19 pandemic, Challenges, Opportunities

INTRODUCTION

A novel coronavirus emerged in late December 2019 and has infected more than 90 percent of the world's student population. The demand for higher education systems to modify their approaches to distance learning (e-learning) has increased significantly. As a direct consequence of this threat, all educational institutions and professionals are attempting to respond correctly by devising effective ways to reduce the pandemic's negative effects on the field of education.

The COVID-19 pandemic isn't the first time a pandemic has disrupted education; the SARS epidemic in 2003 had a similar effect but to a lesser extent. The pandemic, on the other hand, will have far-reaching and long-lasting consequences. Studying the learning experiences of graduating students during the COVID-19 pandemic can thus help us adjust more effectively to the new circumstances and guarantee that education continues. It will also assist us in preparing for tertiary education disruptions.

On the other hand, the prevalence of COVID-19 has been expanding over time, causing concern among the general public and students. Hence, university/ college students all across the world are facing increased stress, with some failing to manage their mental health during home quarantines, social isolation, and missed milestones

such as graduation. Inevitably, there are however some challenges such as students' access to internet connection and computers at home to use for their online learning.

This is a unique opportunity for tertiary education faculties to assess the crisis' influence on teaching and training, as well as to ensure high-quality education even in the midst of an outbreak. As a result, in addition to identifying difficulties that must be addressed immediately in order to minimize devastation, such crises also present an opportunity for faculties to experiment with new technologies in education. Therefore, the present study examined the learning experiences of the graduating students during the COVID-19 pandemic.

Philosophical Stance

The researchers used ontology as the philosophical study of the nature of educational reality and how there may be different perceptions of what is known and experienced. It was recognized that the perception is intangible and closely held with the informant's personal experiences. In this world, researchers have to assume that the world they investigate is a world populated by human beings who have their own thoughts, interpretations, and meanings of the things that are happening around them. The researchers' investigation of this world is clearly manifested in their use of the different research methods and techniques of the interpretive

design such as the interviews in response to challenging readings in order to interpret the informants' feelings, and inner thoughts.

When an ongoing pandemic requires rapid translation of research findings as to how the education students deal with and surpass the challenge, the epistemological basis is used by the researchers. The epistemological stance used in this study is constructionism which is 'the view of that all knowledge and therefore all meaningful reality as such is contingent upon human practices, being constructed in and out of an interaction between human beings and their world and developed and transmitted within an essentially social context,' as defined by Crotty (2003:42).

To apply this to the education students fighting against COVID-19, the Popperian perceived that public responses would be strengthened by a network of mutually critical researchers. Although theoretical discussion and criticism cannot be paralyzing or move too slowly while the researchers count the dead, the scientific community is prepared to endorse changes when it comes to their responses and attitude on how they deal with the crisis at home, at work, and at school.

Axiological assumptions (role of values) refer to the importance of subjective values, intuition, and biases in social construction and interpretation of responses and/or data. The chosen method of linguistic analysis made it possible to establish that this lexeme in the mass media discourse acquires additional connotations and serves to form an informal picture of the world that reflects the national-cultural characteristics of worldview and the system of axiological relations. The processes of language development are invariably intensified in a period of social disruption. The researchers draw a conclusion that Covid-19 pandemic can be seen as such disruption, which made a considerable contribution an effect to the learning of these graduating education students.

The pandemic has no parallel in living memory. The novelty of the virus itself is a massive medical challenge. But the pandemic is also a unique social problem for everyone. In the face of such uncertainty, it is natural to look for clear reference points to help anchor us. This is dominated by two perspectives on values; the emphasis on duties and consequences. People stay at home because it is a duty to protect their health, which results in the possible consequences which are the damage of the

economy, education freeze, limited learning modalities, no learning, no promotion, and no graduation at all.

Understanding where one stands on a certain topic- the rhetorical stance- has several advantages. It helped the informants examine where their opinions come from and thus help them address the topic fully; it helped them see how their stance is held by members of the audience and helped them establish their credibility –helps determine how well their message will be received. To be credible, you need to do the assigned tasks, present your information fairly and honestly and be respectful to your audience. It is a proper balance among the three elements that are at work in any communicative effort; the available arguments about the subject itself, the interests and peculiarities of the audience, and the voice, the implied character of the informants.

A narrative inquiry is therefore needed in order to encourage the informants in the retelling of the re-story of their learning experiences in times of the pandemic. An interpretative approach followed to analyze and interpret their learning experiences as to how they uplift or discourage the informants towards the attainment of their objectives.

A phenomenon, such as COVID 19 is beyond anyone's control, and so, no one is prepared for it. It has been a year of adjustment since everything in the education system has rapidly shifted from how it has been many years ago. That is why the conduct of this study is necessary to educate and inform the next batches of education students upon coping up with their struggles and worries today. Through this study, different universities will also see and assess their education system and the appropriateness of their Learning Delivery Modality in accordance with the students' needs.

The study narrated the learning experiences of the graduating students during the COVID-19 pandemic.

METHODOLOGY

This qualitative study used narrative design analysis to collect data through semi-structured interviews. Narrative research is a qualitative research methodology that elicits and analyzes stories to understand people, cultures, and societies. Knowledge gained through a narrative inquiry about individuals and society is narratively constructed and understood through the study of

the content and structure of stories (i.e., scripts, texts, visual images) (Wolgemuth & Agosto, 2019). In addition, Patton (2002, in Butina 2021) stated that qualitative methods (such as narrative analysis) allow the researchers to study issues in depth with data collection often occurring through open-ended questions permitting "one to understand and capture the points of view of other people without predetermining those points of view through a prior selection of questionnaire categories". As narrative research design is focused on studying a person and their life experience, it best fits to fill in the gap of the present research study.

As the study aimed to tell the chain of experiences and challenges of students during the Covid-19 pandemic, this objective was able to attain by gathering narratives through semi-structured interviews following the Labov's Narrative Model. This model helped the researchers in filtering stories and coding various situations the informants have encountered being a graduating student who is adapting to the new norm of education. Through conducted inquiries in narrative design analysis, researchers could capture personal and human dimensions of experience over time and take account of the relationship between the individual experience and the cultural context of being in the pandemic times (Clandinin & Connelly, 2000, in Etherington, 2011).

This study has its parameters to gather narratives in St. Cecilia's College (SCC). The institution has garnered a 100% passing rate in the Licensure Examination for Teachers last August 2015 which marks those students under the College of Education to have good academic performance. With the adoption of the flexible management system, the researchers have laid their interest on how the students dealt with the challenges in the new normal education to maintain good remarks in their academics. This setup has given a fruitful categorization of the perspectives of the informants about their lived experiences. The composition of SCC's graduating students enrolled in the academic year 2020-2021 has a total number of 66 students, with a breakdown of 45 Secondary Education students and 21 Elementary Education students. Out of the total population, the researchers selected 15% or 10 informants who took part in the interview for data gathering.

To address safety measures, online interviews were administered through the following options: Google Meet; Zoom meetings; Messenger Video Call; Skype; or any online interface available, comfortable and feasible to the informants. A phone call interview was an alternative in cases where online telecommunications were not possible. Through this setting, data gathering procedures were administered without putting any risks on both ends.

The researchers collected narratives from the selected informants who were graduating students in St. Cecilia's College during the Academic Year 2020-2021. The researchers chose 10 informants or 15% out of the total population of graduating students from SCC's College of Education. The selection of informants was done through the purposive sampling technique. This sampling technique is also known as selective sampling for researchers use to recruit participants who can provide in-depth and detailed information about the phenomenon under investigation (Stats, Statwork, 2021).

The ten selected informants requested to participate in the study were qualified to have the following criteria: a) a graduating college student, who is under any Education course program in the SCC as recognized by the affiliated institution; b) has a monthly family income of no greater than 45,000 Philippine Pesos (or belonging to families in the middle to lower class), and c) has signed the Informed Consent Letter with the willingness to be interviewed. Their identities were confirmed by one of the researchers who personally knows the background of the informants. Any education students that are out of the research were excluded from the study, including those who already graduated from the last academic year. Furthermore, the exclusion is effective to those education students who belong to upper-middle to rich class families.

For the conduct of the interview, the researchers used interview guide questions to collect the informant's narratives. The researchers have secured guidance and approval from their adviser regarding the draft of the instrument, before the official gathering of data. The instrument was designed following Labov's Narrative Model. Each domain in the model was paired with questions that would outline informants to share their experiences during the Covid-19 pandemic. In summary, there

are six domains, namely: Abstract; Orientation; Complicating Action; Resolution; Evaluation; and Coda. Along with it are a total of eight (8) main questions used to collect the opportunities and challenges the informants have experienced, such as the following:

1. What experiences did the informants have during the Covid-19 pandemic? *(Abstract)*
2. What challenges did informants experience in this time of pandemic? *(Orientation)*
3. What opportunities did the informants experience in this time of pandemic? *(Orientation)*
4. How did those experiences affect their studies being a graduating student? *(Complicating Action)*
5. How did they overcome such challenges? *(Resolution)*
6. How did they make use of the opportunities? *(Resolution)*
7. What actions the informants would like to suggest to the institution they are affiliated with to help them in their studies in these trying times? *(Evaluation)*
8. What can they say about their experiences during this crisis? *(Coda)*

Sample probing questions were also predetermined and provided so that the researchers can extract the desired narratives that would answer the main problem of the study. Furthermore, items identifying the type of communication channels and the setting (date, time frame, and location) in the administration of the interview are being provided for recording procedures. *(See Appendix for the sample instrument.)*

The researchers secured a transmittal letter first to St. Cecilia's College which granted them permission to collect data from their students. The researchers also sought guidance from their research adviser, Dr. Lorlaine R. Dacanay, to validate the questions which were used for the interview. Along with those preparations, the researchers also provided consent letters to the student-informants for the recording of the interview. The identity of the informants were kept with utmost confidentiality. In addition to semi-structured interviews, note-taking during interviews and long-term data engagement with the informants were used to validate the data. To assess data rigor, the criteria of credibility, dependability, and conformability were used.

The researchers adopted the strategies done by Hayat, Keshavarzi, Zare, et al. (2021) where semi-structured interviews along with field notes were used as data collection strategies. Purposeful sampling continued until saturation, meaning no further data was obtained on the topics of interest. To determine the confirmability of the findings, all activities were recorded.

The researchers followed the set safety and health protocols, thus employing virtual interface or telecommunication options for the conduct of the interview. All interviews were recorded either with a voice recorder, cell phone recorder (for phone calls), or any recording features available (in Messenger, Zoom, Google Meet) for a virtual interview that was feasible and comfortable to the respondent's end. Audio-video recordings were transcribed (verbatim) immediately after they took place. To acquire more data, the interview continued with probing questions to reach detailed narrations and understanding of their experience.

Anchoring in the methods applied by Hayat, Keshavarzi., Zare, et al. in their content analysis research, units of meaning directly related to the research question were then filtered and selected. This procedural flow was integrated with the data analysis and management framework appealed by Sutton and Austin, (2015) in qualitative research practice, which follows the interpretation of data - transcribing and checking-reading between the lines -coding -theming in data analysis and management. After that phase, cross-checking was done by each researchers to consolidate the prominent interpretation in analyzing the data gathered, to avoid biased analysis, and to make it less subjective. The results of the data were subjected for review and validation by the research adviser. Parts of the data were peer-reviewed by each co-researchers (peer-checking). To determine the dependability of the findings, the views of the research adviser were sought. This external review confirmed the consistency of the results.

The overall data analysis plan is mainly anchored on Labov's Narrative Model. This model provides a format framework for reporting events through six narrative categories. The six categories namely Abstract, Orientation, Complicating Action, Resolution, Evaluation, and Coda would probe hypothetical questions to be used in an interview. The abstract would present what the narrative is all about. Then, the orientation will give the details of

the story elements involved followed by the complicating action which would give further information about the important events in the narratives. The resolution would then describe the results of the narrated events. Next, the evaluation would provoke actions on the events that had happened. Lastly, the coda would pinpoint the end of the conversation.

The present study also applied Thematic Analysis (TA) notably hallmarked by Braun and Clarke (2017, in Statistic Solutions, 2021). Thematic Analysis is a flexible and non-research design-specific data analysis. It generates themes from the data gathered in the interview that lie befit for narrative analysis research (Stats & Statwork, 2019). In line with this, the researchers followed the procedural framework for the data collection and analysis. While the narratives were organized in line with the orientation of Labov's Narrative Model, the proposed flow of data interpretation is inclined to the six phases of Thematic Analysis by Braun and Clark (2013), given:

1) Familiarization – this is done with the repeated action of reading the transcribed data to get a thorough overview of the data gathered before analyzing individual items;
2) Generating initial codes – this is done by highlighting essential information to filter similar data and to generate codes out from it;
3) Create the initial themes – after grouping the data, the patterns are identified in the totality of codes in order to initiate a theme;
4) Name and define the themes – this part starts the understanding of implication per code and themes, such as analyzing the challenges and opportunities the informants have experienced; and
5) Write the final report – the last action marks the interpretation of results and formulation of discussion.

These are the proceedings that would move the researchers in the composition of conclusions and recommendations.

RESULTS AND DISCUSSION

Labov's (1972) model guided the researchers in the analysis of the narrative macrostructure relating to the personal struggles faced and experienced by the ten (10) informants or the 15% of the total population of the graduating education students of St. Cecilia's College in this time of pandemic. While applying Labov's (1972) model, it is deemed possible to see the underlying structure of experiences and demonstrate its continuous ability to provide valuable insights. This reflects how the Labovian approach to personal (virtual) narratives of "vivid" events has affected and is applied to emotionally first-hand experienced series of events especially that of these graduating students, none of them is prepared for this to happen . Following the coding of this model, the researchers carefully transcribed and analyzed the gathered data to present the most comprehensive and large-scale study of students' perceived stories during the COVID-19 crisis. Below is the presentation of the results and discussion in themes according to Labov's Narrative Model.

Abstract
Theme: The current state of everyone with the restrictions around is clearly untenable - for sanity and for the education system.
When the informants were asked about their experiences during the pandemic, it was revealed that due to the immediate implementation of the nationwide lockdown; education system is of no exemption. With the total shift to distance learning (online and modular), students perceived themselves as *"never ready for this, nobody is and nobody will ever be."* Through this, different responses were extracted, narrating their respective experiences - as a student, a family member and a citizen - when COVID-19 pandemic hits the country. These struggles and challenges have greatly affected the informants in various ways especially (1) mental health; (2) studying issues.

One of the informants noted that she "*experienced a lot of breakdowns and problems, yet still fought to cope up*." Since the emergence of the COVID 19 pandemic happened so swiftly, dealing and addressing the COVID issues has been so difficult to most of the students, who are in their final stage in reaching dreams. Another informant stated "*following the protocols and SOPs that are used by the government and the covid-19 vaccination*" are the things he adjusted in this time of crisis, though of great doubts with its possibilities and effects. These safety protocols are all new to all of us, but due to the raging danger against health, it is a must to follow and obey the rules for our safety and that of others. They also shared that they "were feeling

anxious and frustrated with all the restrictions and limitations as the nation's policies require strict implementation of safety protocols" (i.e. wearing of face mask and face shield, washing of hands, and social distancing) and "discourage certain daily habits" (i.e. leaving home, shaking of hands, hugging). Informant 5 emphasized "financial problems and depression of losing loved ones". With the advent of the COVID-19 pandemic, aside from coping up with the new normal, survival plays a vital part in this present day crisis not just with health itself, but also with the basic necessities such as food, shelter, and medicine.

The informants were also mainly concerned about their future profession/career and studying issues. Informant 6 highlighted "the way of learning that the researchers have right now, which is very new to us." The abrupt shift to a new normal education system aims for a continuous learning and quality education without risking the safety of both the teachers and learners - amidst the pandemic. This new normal education system is mostly done online, which needs gadgets, strong and stable internet connection and learning materials, but due to the financial crisis that this pandemic brings, most of their families' goal is focused purely on their daily needs for survival - such as food and medicine, and not on education.

With these, the nature of the educational experience of these graduating students radically changed - such as sheltering in place during COVID-19 pandemic - the burden of mental health and their studies were highly amplified.

Orientation
Theme: It is in coping and adapting that we survive with the challenges that the pandemic brings.
The questions given ignited the informants to express their struggles and challenges experienced in the emergence of the COVID-19 pandemic and at the same time the opportunities that have helped them in coping with their studies or in other areas that the crises have brought benefits to them. In consolidation of all the narratives from the 10 selected informants, their responses focus on the following categories, namely: a) challenges encountered; and b) opportunities and benefits brought by the pandemic.

Internet connection is one of the challenges posed by the informants who chose online class as their preferred learning modality. There were four (4) informants who attended online distance learning

and often confronted this barrier. "As a student in the home learning program, online school was confusing to adjust to as the researchers had not been prepared through simulations or practices beforehand". Another informant added, "The adaptation of the technology using online applications. The students were having problems in their internet connectivity which brought the school difficulty in teaching."

Another informant narrated that adopting new learning modalities made her even challenged, especially in dealing with difficult subjects that require them to give their responses quickly, particularly in Mathematics. She said, " It was difficult for me because there are some subjects that need an extra time to answer, for example math. I need to be always in a hurry to solve the problem, not thinking if my answer was wrong or right."

According to a study, online learning is only for formality and not a real substitute for regular teaching. Some teachers only share materials with students without teaching them. Online testing is sometimes based on the principle of "work it out yourself," thus students are not acquiring real, long-lasting knowledge.

With regards to the application of learning, there were two (2) informants who focused on practice teaching as an irrelevant course among graduating education students for the academic year 2020-2021. They narrated that, "As an education student it was very hard teaching and having your practicum online. You cannot really teach the students well because some may not have a connection and while others are not paying attention at all. You really cannot explain well the lesson and some activities are not meet.''

Accordingly, certain hands-on courses cannot be supported by an online class setting. An informant added about her experience that there is really a big difference in terms of communication between the teacher and the learner as far as teaching and learning are concerned. She narrated, "It's really different if one of us can express and interact our feelings and opinions like what the researchers had during the traditional classroom setting." Teaching, like public speaking, is a class that is crippled if offered in the form of an online class because it depends on external interaction that is impossible for an online class to replicate. "Lack of physical space conducive for studying and mental health

difficulties" were also common among all the informants regardless of the mode of learning they are in.

On the other hand, another informant narrated that the situation they are facing made the challenges even harder being both a student and a mother who is responsible for doing multiple tasks. She considered time management as a very essential factor to consider in dealing with all those things that challenged her in all aspects of life. She added, "My husband is working for 14 days straight, while I am all alone taking care of our baby plus the studies that somehow challenges me." Most of the informants also shared the same sentiment that having a hard time in providing their necessities was the most challenging thing as the pandemic came in, since most of the employment rate was greatly affected. As they shared, "Because it is now hard to look for a job and make my money for your everyday necessities."

Teacher's capability in teaching online classes must be given more importance according to one (1) of the informants. She said, "How can teachers deliver effective lessons if they are not well-trained or capable of teaching online?" Many educators spend much of their professional lives striving to engage, motivate, nurture, and truly enlighten their students. If educators aren't expertly trained to handle the technological details of an online class, many of the skills and tools they've developed to teach in a more traditional setting will be proved worthless.

The narration for the opportunities and benefits brought by the COVID-19 pandemic are given as follows:

There were seven (7) out of ten informants who shared that one of the greatest opportunities this pandemic has brought their lives was being able to bond with their families even longer. They said, "This pandemic gave us enough time to spend with our family. It makes us more responsible with our actions. And it helped us realize that life is too short and the researchers need to spend it wisely." Also, they were able to spend time on other things or to even enjoy their free time. Informant three (3) stated that the Covid-19 crisis offers a chance to create awareness for the moderate role they play on this planet and accept that things cannot always go as they want them to. Thus, they view Covid-19

pandemic as a global crisis that is unprecedented in modern peace time.

Informant six (6) find having strong internet connectivity an opportunity to access reliable sources of information and possible answers for their studies.They said, "Others are lucky enough to have a good connection or good internet connection because they can almost search all the possible answers from the internet ." In addition, they have seen it as doorways to a wealth of information, knowledge, and educational resources, increasing opportunities for learning in and beyond the classroom and improving the quality of education. Teachers use online materials to prepare lessons, and students to extend their range of learning. Interactive teaching methods, supported by the Internet, enable teachers to give more attention to individual students' needs and support shared learning. This can help to rectify inequalities in education experienced by girls and women. Access to the Internet helps educational administrators to reduce costs and improve the quality of schools and colleges.

The COVID-19 pandemic has highlighted both challenges and opportunities in education. Prioritizing opportunities for authentic education through the curriculum, learning priorities, and the learning environments proposed by education experts reveal a future direction for education that could be further explored after students return to school. In terms of school environments, outdoor education is proving to be a potentially viable avenue to facilitate the management of space and physical distancing, in addition to offering promising learning settings. Lastly, prolonged school closures have highlighted training needs for both students and teachers. While students now need to learn how to work more independently, teachers need to receive more training in the effective use of technological tools required for quality teaching.

Complicating Action
Theme: COVID-19 Pandemic has unhinged the graduating education students' academic stress and worries.
Complicating action is the third category of Labov's model of narrative analysis where the real story begins with narrative clauses. (Johnstone, 2001). "A clause of complicating action is a sequential clause that reports the next event in response to the potential question, "How did those

experiences affect their studies as graduating students?"

The complicating action from the informants' responses are those having different and similar responses to each question. Some of the informants' responses were the same and some are not. Two (2) of the informants were afraid to be left behind on their studies saying that it gives her *"goosebumps to fail in my subjects."* Four (4) of the informants were having hard time coping with the learning modalities, reasoning out *"As an average student, no face-to-face discussion is really hard for me."* Two (2) of the informants were having a hard time managing their time, as narrated *"Based on my experience I helped my parents in the morning and focused on my studies from noon till night. I cannot perform well."* Two (2) of the informants were having different responses. The first informant deals with the financial struggles and coping up with the online learning modality: *"The difficulty in using the online application and financial support;"* and there was an informant who accepted the challenge of this new normal way of learning: *"All challenges in life are not new to me. I just adapt and go with the flow. Look for the bright side of every situation."*

Generally, the informants faced lots of challenges dealing with the new normal way of learning and its modalities. Thus, other complicating actions dealt with this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education system.

Resolution
Theme: Spiraled into fear and worry, and used the experiences for a better perspective.
As the result of the story is revealed, things become simpler and the audience's tension is lifted. "How did they overcome such challenges?" and "How did they make use of the opportunities?" are the narrative query in this section. The narrative function is to recapitulate the story's final key occurrence, and the linguistic form is expressed as the last of the narrative clauses that initiated the complicating action.

The informants had numerous difficulties and struggles when coping with the new style of learning and its various modalities. Since nobody has an idea on the best way to eradicate such struggles, the informants used their uncertainties and worries as a motivation in moving forward, and a stepping stone not just in facing all the hardships, but by overcoming them. Two (2) of the informants stated *"I prayed to God"* as his strongest shield in dealing with the crisis. According to him, he relied on prayers for he believed *"it's not all the time, we can stand by our own feet."* Informant 7 who said "Always think positive action. Learning the new normal. Adapt to the new situation." This was seconded by informant 10, who stated *"You should be flexible enough to handle the different responsibilities that this pandemic brings."*

With the new normal education system, it embeds an online teaching-learning process. One of the informants noted that *"Social media and other online devices can be utilized in getting information and communicating."* Understudies can take these openings of social media as well as the web can be related to each other and can make great utilization of these for the good thing almost their learning and direction. Persevering the challenges to be adaptable is sufficient to handle the diverse duties and explore other choices, to orchestrate ahead of time. In development, grasping and taking after the foremost later rules is the scarcest the informants can do.

Evaluation
Theme: More widespread faculty and student familiarity with online learning and larger instructional staffs for a successful pivot.
The Evaluation theme answers the question *"What actions the informants would like to suggest to the institution they are affiliated with to help them in their studies in these trying times?"*
Evaluation in Labov's Narrative model is defined as the functions to make the point clear. (Simpson, 2005). In 2003, Akilokt quoted that evaluation is seen in the narrative event as information on the consequences of the event for human needs and desires" (Labov, 1997: 5, in Akilokt, 2003). The narrator may evaluate events by comparing them to an alternative reality, which did not occur, might have occurred, or would rather occur as an evaluative purpose. In this research, the questions given invited the informants to pose suggestions on what management systems or programs their institution should adopt that would cater to the

needs of the students while the effects of the pandemic are still evident.

In consolidation of all the narratives from the 10 selected informants, their suggestions focus on the following categories, namely: a) teachers and staff; b) learning modality; c) financial and material support from the administration; and d) safety protocols.

The overall data reflects five (5) informants who recommend the development of the teachers and staff through faculty-development programs and scholarship grants for continuing education for the faculty to avail. It was specified that the training should cover manipulation of new technology for teachers to effectively deliver online distance learning. A study by Budhrani, Martin and Wang (2019) shows that faculty with little to no online teaching experience (referred to as novice teachers) have lower perceptions on their ability in online teaching than those with more than five years' experience. Regardless of their age, those novice in teaching online are regarded to have no formal training and have referred only to their experience being a student in a face-to-face class. Thus, this indicates the need for novice faculty to experience high-quality online instruction and online course programs.

Furthermore, one suggestion relates to the compliance of the tasks and modules assigned to them. Some informants desired *"an approachable and well-mannered staff,"* with an imperative asking the teachers to *"extend their understanding and patience during this time of crisis,"* and to *"don't [not] leave the students behind."* Informant No. 6 reasons out that great consideration is needed for there are some students who may not be able to finish the given tasks on time, stating that, accordingly, *"not all can have the way to get an internet connection[s]."* Other than the internet connectivity, student's efficiency in complying with the given tasks is also reflected in their attitude during this time of crisis, as suggested in the study of Mallillin et.al. (2021). In their study entitled "Behavior and Attitude of Students in the New Normal Perspective of Learning," it shows that they have difficulty in the adjustment of their time schedule, affecting their academic performance in transition to varied teaching modality. Moreover, parents and other family members, not just teachers, are also encouraged to support the students in order that learning perspective in the new normal will not be affected.

In addition to this perspective, there are three (3) informants who rather propose material support from the administration. They suggest purchasing of *"computers and other peripherals to be used for the online [learning modality]."* Gadgets such as mobile phones and laptops are seen as necessities in the new normal education. An informant specifically directs her suggestion to let the institution give/provide gadgets to the indigent students who live on the mountains with the statement *"because in my experience, lots of my classmates before did stop schooling for this reason [having no gadgets]."* Other than gadgets, an informant also shares her opinion not to increase the tuition fees. This implies that financial matters have a great deal of effect on the accessibility of education in the new normal. In the midst of the pandemic, many businesses have shut down and many are left unemployed, imposing problems on finances. There are also students who cannot afford gadgets, making them unable to access communication to their school, teachers, and modules. This narration of students voiced out the cause of some dropout students they know who have already stopped in schooling. In contrast, Informant No. 4 has taken the advantage of being a TES grantee. Having received a subsidy from the scholarship, she used it to support herself in her studies.

When it comes to the teaching modality, various opinions were gathered. There are some who see modular learning as an advantage since the offline approach doesn't permit great use of internet connectivity and technologies. In opposition, other informants preferred online learning and viewed it as a better option than learning with modules. It is because it mirrors a face-to-face class while minimizing going outside. An option of having a face-to-face class for atleast once a week was suggested *"to clarify all the things that the student didn't understand in the module."* According to Dayagbil (2021), technological challenges like internet connectivity for places without signals are seen as the greatest obstacle in teaching and learning continuity especially for academic institutions that have opted for online learning as a teaching modality. Thus, quoting the statements of Edizon, (2020, in Dayagbil, 2021), the alternative models of learning during the pandemic should be supported by a well-designed technical and logistical implementation plan. Their research further recommends that to ensure teaching and learning continuity amid and beyond the pandemic, higher education institutions need to migrate to

flexible teaching and learning modality by recalibrating the curriculum, capacitating the faculty, and upgrading the infrastructure. Other evaluative narratives of the informants talk about practicing the health and safety policies and protocols as imposed by the present government.

Coda
Theme: There is good in every evil that is used as a tiny consolation in this difficult, unexpected time.
The coda is the last part of the model that reflects the totality of the narratives and answers to the question "What can you say about your experiences during this pandemic times?"
As reflected in the informants' experiences, there were three (3) who experienced different challenges when the pandemic hits the country. The experience of having anxiety and depression while staying at home, and missing being outside the house, because of the restrictions and limitations. As the pandemic continues, there comes a time when the informants realize how important it is to treasure the life of every individual, to be extra careful, and do more efforts to value ourselves to survive as he said "*health is wealth*".

However, as the pandemic continues, the rest of the informants were able to adapt already to the situation. According to them, the number of enrolments in their institution is continuously increasing, and that many good opportunities paved the way even in the midst of a pandemic. Accordingly, this current crisis gave them the opportunity to become strong, courageous, and prayerful, and even made them realize their reason for being.

In addition, there are things that have come out during the COVID pandemic. The coronavirus pandemic has definitely changed the way they approach their daily lives. With the progress related to the vaccination, hope was seen by the informants as they heard the decreasing number of reported cases. It is believed that though life might not get back to normal, a new normal may be found that provides a host of unexpected benefits and has definitely changed life as everyone knows it – and may have changed us individually as well, from one's daily routines to life goals and priorities may it be for the family, for work or for school.

This pandemic paradoxically becomes an opportunity to finally be able to deal with things, in a long interval where the world stops and everything sounds like they start to function at a slow pace.

DISCUSSION
The COVID-19 pandemic has brought unprecedented universities' facilities closure, it affected millions of students worldwide. The sudden transformation in the teaching and learning activities into virtual modalities was carried out to continue the academic courses while avoiding people gathering and the potential risk of the spread of infection. The present study narrated all the crucial moments experienced by selected education graduating students during the Covid 19 pandemic. From the online survey the researchers had conducted, the results show the responses given by ten informants with regards to their experiences during the pandemic, the different challenges and opportunities that the pandemic brought in their lives, the adjustments made by them in coping those challenges, the different solutions they created to overcome those challenges, and the programs that the institution could offer to help them in dealing with the treat of Covid 19 pandemic most specifically on their studies.

As stated in the narratives given by informants, they were mainly concerned about their future professional career and studying issues and were feeling anxious and frustrated with all the restrictions and limitations. The physical interaction of in-person classroom learning is difficult to replicate with virtual learning. Due to the sudden onset of the COVID-19 pandemic, content delivery changed drastically. With non-existent in-person experiences and limited peer interactions, students were left frustrated and disappointed. Online and distance learning modes disrupted students' discussions, group work, and interactive projects (World Bank, 2020). The change from face-to-face to virtual learning may be disruptive by itself and is further complicated by the withdrawal of the benefits provided by the former. As a result, students struggle to adapt to the new modes, a process better understood in light of the stages of

As far as challenges and opportunities are concerned during the outbreak of the Covid 19 pandemic, most of the informants mentioned that they could hardly sustain their necessities due to unemployment and restrictions. Adapting to the

new setup of learning was hard especially for those attending online classes where internet connectivity was really their major concern. With virtual learning, students must contend with changes in how and where they learn as well as different teaching and learning methods and approaches. Therefore, students must contend with changes, not only in how and where they learn but also in teaching and learning methods and approaches. The student-centered approach is realized through questions, discussions, and on-line platforms among students, which may not have the same impact when engaging in learning activities in-person (Duraku & Hoxa, 2020). Furthermore, a teacher's capability in teaching online classes is also a big challenge for students in learning the lessons effectively. Selected informants also focused on practice teaching as an irrelevant course among graduating education students for the SY 2020-2021. Hence, certain hands-on courses cannot be supported by an online class setting. Opportunities like doing two things at the same time and a greater chance to access reliable sources of information and could provide all the possible answers from the internet are also evident for those who took online classes with stable internet connection.

In terms of adjustments made by the informants, findings show that informants had a hard time in coping with the new learning modalities they are in and managing their time both in studies and helping their parents due to crisis. The pandemic shone a bright light on how basic necessities--internet, food, and access--are essential for students across the country to be able to access higher education. And for students of color and low-income students, this lack has only exacerbated their challenges in higher education.

Informants also expressed suggestions in their narratives on how institutions could help them in overcoming the challenges they have encountered as far as their learning is concerned; Tuition fees should not be increased so that no student will be left behind and education must go on in these hard times. In addition, staff and teachers should remain approachable and patient in dealing with their concerns as students since they are still coping up too much with the education system, the researchers are in. Hence, the teachers must collaboratively address all those emerged issues of online teaching. They must try to employ all kinds of possible techno-pedagogies and available

resources to ensure effective teaching in online classes.

Similar to any other crisis, the coronavirus pandemic has led to various emotional and psychological challenges and responses. Students have experienced periods of social withdrawal, difficulty concentrating, and feelings of anger, helplessness, panic, and worry. Stress and fear attributed to the coronavirus outbreak could be overwhelming for faculty and students. Students' proximity to areas with high COVID-19 outbreaks could lead to unanswered questions, anxiety, and fear for their health and well-being. As students monitored announcements and reports of the pandemic's impact, they were left wondering "what next?" As UNESCO (2020) concluded, "this psychological and socio-emotional imbalance will "take its toll" and "leave its mark," especially for students with preexisting conditions."

However, despite the numerous challenges and drawbacks caused by COVID-19 disruptions, some positive factors exist. Virtual learning offers socialization opportunities, and, in some cases can expand the reach of in-person learning. As Di Pietro et al. (2020) acknowledged, online learning platforms do not just incorporate in-person instruction, but also provide for online student organizations, among other extracurricular activities. Students can use these features to socialize and interact, and reach a wider and broader pool of peers than in-person settings and without the usual social barriers.

Apart from its obvious advantages, distance learning also brings some disadvantages. Increased chances of distraction, complicated technology, limited social interaction, and increased difficulty to stay in contact with instructors are several conditions that might interfere with the success of distance learning. The present study showed more students felt lower learning satisfaction and more difficult communication either with instructors or with peer students in doing distance learning. Internal factors that challenge student readiness to distance learning, time management, and difficulty to stay focused for long online learning duration were reported. Besides the student's internal factor as mentioned above, other categories of distance learning barriers were also present in the time and environment when this study was conducted. The performance of instructors in charge in the distance learning process of this study varied in their

interactive pedagogy ability, uplifting spirit, and confidence toward utilization of innovative learning. Self-efficacy character is importantly demanded not only from students but also from instructors. The quality of teaching is very important in stimulating students' satisfaction. Special attention to communicate with students is essential since lack of personal contact may affect the development of trust. Peer-to-peer communication and interaction in a group discussion are not often feasible in the virtual learning method. The barriers associated with infrastructure were obviously encountered by the students complaining about unstable internet connection and extra financial burden for internet quota.

CONCLUSION

The study narrated the learning experiences of the graduating students during the COVID-19 pandemic. Based on the analysis conveyed, it can be concluded that students who have a better internet connection, educational technologies, and other necessities in adapting to the new normal way of learning have seen a lot of opportunities amid pandemic, yet those students who are less fortunate and have been trying to cope with things in order for them to adopt the amendments in education system guaranteed that this new norm in education is not effective for all. In contrast, students who are economically challenged posed negative attitudes towards the new norm since a lot of problems hurdle the students to cope up with their studies.

The common struggle students have encountered is internet connectivity and educational technologies. On the brighter side amid the challenges, students got to build a strong bond with their families by staying and learning at home. It is the silver lining in this trying time.
Nevertheless, the challenges brought by this pandemic made such resilient students. The bottom line is no matter what challenges students may have been through, with utmost dedication to their studies- they will get through it all. Thus, in order for the students to get through all the challenges, there must be an ample amount of understanding between students and teachers.

REFERENCES

Akılokt, E. (2003). *The Application of the Labovian Narrative Analysis To a Short Story in an EFL Class*. Academia. Retrieved from: https://www.academia.edu/11019285/THE_APPLICATION_OF_THE_LABOVIAN_NARRATIVE_ANALYSIS_TO_A_SHORT_STORY_IN_AN_EFL_CLASS

Alhojailan, Mohammed Ibrahim (2012) Thematic Analysis: A Critical Review of Its Process and Evaluation. West East Journal of Social Sciences. https://fac.ksu.edu.sa/sites/default/files/ta_thematic_analysis_dr_mohammed_alhojailan.pdf

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. Sage. Retrieved from: Thematic Analysis - Statistics Solutions

Budhrani K., Martin F., and Wang C. (2019). Examining Faculty Perception of Their Readiness to Teach Online. University of North Carolina Charlotte. Eric.ed.gov. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1228799.pdf

Butina, Michelle (2021). A Narrative Approach to Qualitative Inquiry. Retrieved from: http://clsjournal.ascls.org/content/ascls/28/3/190.full.pdf Retrieved on June 22,2021.

Clarke, V., & Braun, V. (2017). Thematic analysis. The Journal of Positive Psychology, 12(3), 297-298. http://dx.doi.org/10.1080/17439760.2016.1262613 Retrieved from: Choosing a Qualitative Data Analysis Plan - Statistics Solutions on June 25, 2021.

Dayagbil, F. T., Garcia F., Olvido M.M., and Palompon D. (2021). *Teaching and Learning Continuity Amid and Beyond the Pandemic*. Frontiers. Retrieved from: https://www.frontiersin.org/articles/10.3389/feduc.2021.678692/full

Elmusharaf, Khalifa (2012). 2) Qualitative Sampling Techniques. *Training Course in Sexual and Reproductive Health Research Geneva 2012*. University of Medical Sciences & Technology. Retrieved from: Qualitative Sampling Techniques (gfmer.ch) on June 25, 2021.

Etherington, Kim (April 5, 2011). Narrative Methods in Research - *Narrative approaches to case studies*. Retrieved from:

https://www.keele.ac.uk/media/keeleuniversity/facnatsci/schpsych/documents/counselling/conference/5thannual/NarrativeApproachestoCaseStudies.pdf on June 22, 2021.

Hayat, A.A., Keshavarzi, M.H., Zare, S. *et al.* Challenges and opportunities from the COVID-19 pandemic in medical education: a qualitative study. *BMC Med Educ* **21,** 247 (2021). https://doi.org/10.1186/s12909-021-02682-z Retrieved on June 22, 2021

Howe, E. R. (2021). *Finding Our Way Through a Pandemic: Teaching in Alternate Modes - Delivery*.Frontiers.https://www.frontiersin.org/articles/10.3389/feduc.2021.661513/full

Jose Rizal Memorial State University - Main Campus. *Official website at* http://jrmsu.edu.ph/ Retrieved on June 25, 2021.

Lambrou, Marina (2005) Story patterns in oral narratives: a variationist critique of Labov and Waletzky's model of narrative schemas. PhD thesis, Middlesex University. [Thesis]. https://eprints.mdx.ac.uk/13511/1/419746.pdf

Lipayon, I., Mallillin J., Mallillin D.M., and Mallillin L.L. (2021). Behavior and Attitude of Students in the New Normal Perspective of Learning. East African Scholars Journal of Psychology and Behavioural Sciences. Retrieved from: https://www.easpublisher.com

Moravcsik, Andrew (2019). Transparency in Qualitative Research. SAGE Research Methods Foundation. SAGE Publications Ltd. Retrieved from:https://www.princeton.edu/~amoravcs/library/TransparencyinQualitativeResearch.pdf

Shrivastava, Pallavi & Valenzuela, Dapzury (2021). Interview as a Method for Qualitative Research Qualitative Research. Retrieved from: Interview as a Method for Qualitative Research (asu.edu) on June 25, 2021.

Simpson, Paul. (2005) Stylistics. London: Routledge. Retrieved from: http://www.routledge.com/textbooks/0415281059/

Statistics Solutions. (2021). *Qualitative Sampling Techniques.* Retrieved from: Qualitative Sampling Techniques - Statistics Solutions on June 25, 2021.

Stats Statwork (August 20, 2019). Choosing a qualitative data analysis Plan. Retrieved from: Choosing a qualitative data analysis Plan (slideshare.net) on June 25, 2021.

St. Cecilia's College- Cebu. *Official website at* St. Cecilia's College - Cebu, Inc. (stceciliascollegeedu.ph) Retrieved on June 25, 2021.

Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. *The Canadian journal of hospital pharmacy*, *68*(3), 226–231. https://doi.org/10.4212/cjhp.v68i3.1456

Wolgemuth, Jennifer & Agosto, Vonzell. (2019). Narrative Research. 10.1002/9781405165518.wbeos1244 Retrieved on June 22, 2021.

TEACHING THROUGH THE SCREEN VOICES OF TERTIARY PE TEACHERS DURING PANDEMIC

Saramie Belleza[1], Catherine Vestil[2], Ronald Ompoc[3], Charity Ronamo[4], Niño Matillano[5], Wendell Matos[6]

[1234]Masterand, [5]Professor, [6]Faculty, Graduate School of Education, College of Education University of the Visayas

ABSTRACT

The Physical Education teachers have trouble with online classes. It is slower to communicate and it's harder to keep track of students' exercise through a computer screen. Some teachers have issues providing feedback when they can't see the progress made in their students. Teachers have a very limited number of activities and exercises to assign to students because not all students have the equipment needed. This study explored the experiences and challenges encountered by the tertiary Physical Education teachers in online teaching in times of COVID-19 pandemic in UM Tagum College, Cebu Doctors' University and the Cotabato Foundation College of Science and Technology. Six college physical education teachers participated in this study. A qualitative case study method employing phenomenological procedures to collect and analyzed the data was used. The challenges encountered by the Physical Education teachers in online teaching includes slow internet connection, outdated device and software, late submission of students output, difficulty in assessing performance task, difficulty in demonstration of skills and health issues. Meanwhile, the coping up mechanisms of Physical Education teachers on the challenges encountered involves the using messaging apps which use least amount of data, giving considerations to students, peer tutoring, making pre-recorded assessment, making pre-recorded video demonstration, and adapting to the situation. This study showed that every narrative account of the informant is a text to be read which attempted to determine the multiple concerns of their experiences in the implementation of the new normal education in times of COVID-19 pandemic that remains to be encouraging and exhilarating. Future studies should establish a theoretical framework for online physical education classes by examining the educational value of modifying existing pedagogical methods, content, evaluations, and so on to teach online Physical Education classes more effectively.

Keywords: Corona Virus Disease-19 Pandemic, Online learning, Physical Education teachers, Experiences

INTRODUCTION

The entire world is facing a catastrophic situation resulting from the Coronavirus Disease 2019 (COVID-19) pandemic, which has affected the daily lives of people worldwide. Since the World Health Organization declared a pandemic on 11 March 2020, avoiding face-to-face activities and engaging in social distancing have become a part of everyday life. The COVID-19 pandemic has affected educational systems worldwide, leading to the closures of schools, universities and colleges.

After the DOH reported the first COVID-19 case in the country, acquired through local transmission, the Philippine President Rodrigo R. Duterte signed Proclamation No.

922 on 8 March 2020, declaring the country under a state of public health emergency. This was to prevent the further spread of the disease and mitigate its effects on communities. It is very clear that PE teachers cannot deny that they are struggling to teach their students in the midst of a pandemic. These problems stem from a lack of technological resources, educational pedagogy and even physical, mental, and socio-economic issues affecting the teaching-learning process.

Since no other study has been done on the problems that Physical Education faces in State Colleges and Universities, the findings can be seen as a foundation for future research and to help revitalize physical

education classes. Thus, this study was conceptualized to identify challenges encountered by teachers in conducting online PE classes, and how to cope with these challenges.

The main purpose of the study was to explore the experiences and challenges encountered by the Physical Education teachers in times of COVID-19 pandemic in tertiary level in during the second semester academic year 2020-2021.

METHODOLOGY

The study employed a qualitative case study method using phenomenological procedures to collect and analyze the data. "Turning to the nature of lived experience" of research participants' online physical education classes, the study explored the experience of conducting these classes, discussed and reflected on their efficient operation and difficulties experienced therein, and examined the data by "writing and rewriting". According to Creswell (2007), a phenomenological study "describes the meaning for several individuals of their lived experiences of a concept or a phenomenon" In other words, it focuses on describing a phenomenon that all the participants have experienced, such as the experiences of PE Teachers' experiences in teaching PE during the COVID 19 Pandemic.

The participants of this study were the PE teachers from the tertiary level particularly from UM Tagum College, Cebu Doctors' University and Cotabato Foundation College of Science and Technology. Participants were purposively selected for this study. Raagas (2010) suggested that a purpose sampling of five to twenty individuals would be used in the phenomenological study. The selection of six teachers teaching Physical Education subjects in the tertiary level in an online setting served as the participants. The participants communicated and elaborated this phenomenon daily (Moscovici, 1988) as part of their undertakings. These teachers were chosen as participants on the confidence and trust that they can give helpful information that this study required.

This study used Thematic analysis in analyzing the data. Thematic Analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts. The researchers closely examine the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly. This process was originally developed for psychology research by Virginia Braun and Victoria Clarke. However, thematic analysis is a flexible method that can be adapted to many different kinds of research.

RESULTS AND DISCUSSION

THEMES ON THE EXPERIENCES OF PE TEACHERS

Theme 1. Slow Internet Connection

Access to the Internet has become a sore spot for the Philippines lately. Now that people are working from home, most are finding that their personal providers are slow, unreliable, or, worst, unavailable, as in there is no connection to the world wide web at all.

> "*We have lots of problems we encountered in conducting online classes, number one is the unstable internet connection. Since we are using online platforms such as Google Classroom, Zoom, Shared Drives, and others, strong internet connection is really necessary.*" (Participant 002).

Slow Internet connections or limited access from homes in rural areas can contribute to students falling behind academically. The educational setbacks can have significant impacts on academic success, college admissions and career opportunities.

Theme 2 Outdated Device and Software

Not all students or teachers use a computer at home, are frequent users, have sufficient data or internet access. There is a digital divide of reduced computer literacy in students from Indigenous, lower socioeconomic or regional/rural backgrounds.

*"Another problem I have encountered is the incompatibility of students' devices. Sometimes, the file can't be opened in the learners' end because the version of their devices are outdated (*Participant 006*)*

This creates challenges for teachers if they have to set different tasks for different students, or if they avoid setting homework with a digital component. Lack of technology in the classroom hinders literacy and work-readiness. A new teacher survey has shown that teachers believe technology can boost pupils' literacy, but poor access to resources and outdated device means many are missing out.

Theme 3 Late Submission of Students Outputs

From the childhood days, the DIN (Do It Now) concept has been dinned into us – that the researchers should finish our tasks at the earliest, if not immediately. As a student, assignment submission is an important and recurring task. The topmost priority for any student is to stay up to date with their studies and assignments. Failing to submit work by the allotted time is a constant dread during the academic years. While students try their best to keep up with their studies, sometimes certain unfortunate occurrences can force them to go off-track due to poor internet connectivity.

*"Students cannot pass their outputs in a scheduled time" (*Participant 003*)*

"Another one is the gadget and the form of technology they are using. They have like low quality of cell phones, they don't have super high- end phones and of course the time that they are requiring for them to submit the needed requirements and they don't really so much time to submit and lastly of course they have always reasoning out that they have to go to internet shop to a place that have internet connection." (Participant 006)

Managing your time to meet deadlines is an important part of the assessment process. Failure to meet deadlines without acceptable extenuating circumstances will automatically result in the deduction of marks and the same approach is used across the institution of higher learning.

This implies that teacher's policy on submission of students output is not the sole basis of authentic students' academic performance. Teachers should evaluate the reasons why some of the students submit after the deadline set by the teacher.

Theme 4 Difficulty in Assessing Performance Task

A performance task is any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. Online physical education performance is difficult to evaluate.

"Giving specific assessments without our presence is complicated, because students may encounter difficulties in performing such activity or students may got injured during the demonstration of the performance task". (Participant 005).

This matter entails that teacher should have to find ways in assessing the student's performances in formative or summative assessment. Similarly known as assessment for learning, formative assessment requires teachers to frequently assess students' academic progress in order to identify their learning needs and to inform the next phase of teaching and learning.

Theme 5 Difficulty in Demonstration of Skills

The use of demonstrations is one of numerous pedagogical interventions that have been adopted for enhancing students' interest. Skill demonstration activities are really helpful for a learner to analyze the skills that he has learnt. It is important to know what you are getting into and how you can

effectively prepare for the lesson.

> *"The shift of online teaching is difficult especially for us physical education teachers specifically on the demonstration of skills. Demonstration is limited due to some reasons like internet connection, limited equipment, and of course facilities".* Participant 006)

This implies that based on the informants of this study, they really have to look into strategies that will address this particular problem and to improve teaching styles. Educators must spend a lot of time in making effective strategies in online teaching. Pedagogical and technical competency of online educators is of utmost importance.

Theme 6 Health Issues

Moving learning from classrooms to homes at scale and in a timely manner poses enormous human physical challenges (for example, establishing, sustaining, and enhancing distance learning, or assessing and validating learning) (UNESCO, 2020).

> *"Most of my time is spent facing my laptop and cellphones answering the queries of my students, I am just concern with my health because of too much radiation."* (Participant 001)

Spending more time on the internet puts our physical health at risk, leading to a move away from healthy leisure pursuits and recreational sports and toward sedentary entertainment like television, video games, and computers. (University of Minnesota, 2007; Wang et al., 2012). This sedentary behavior is associated with many health risks such as cardiovascular disease, the leading causes of death in the United States.

Similarly, the importance of physical activity in the general health and wellbeing of teachers during lockdown should be considered, as research has shown that teachers who exercise more during their free time or in a more independent manner have

less physical and mental health issues (Bogaert et al., 2014).

THEMES ON COPING STRATEGIES OF PE TEACHERS

Theme 1 Use messaging Apps which Use Least Amount of Data

Users are more and more often looking for messaging apps that use little data for calling and texting. Low data usage is especially important in those countries where the internet is limited. Also, it's important in those places where the internet speed is slow, or the internet accessibility is low.

> *"For the students who cannot access to the google classroom, I allowed them to submit in my FB Messenger personal account because FB Messenger is free"* (Participant 003)

Whether you're answering a question, troubleshooting a problem, or sharing information, it can be helpful to send images or other files back and forth. Technical issues can often be resolved quite easily using screenshot. There is definitely a reason why a picture is worth more than a thousand words. With Facebook Messenger, you can send images and files as much as you want, and your students can do the same. It's the perfect communication tool.

Theme 2. Giving Considerations to Students by Providing More Examples Like Video Presentation

Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. This implies that majority of my students have a better memory for images than words. A visual learner learns by reading or seeing pictures. Understands and remembers things by sight.

> *"In handling these problems, we should be patiently enough so*

*that I gave enough time to my students to answer the assessment task. I provided videos for my students to benchmark the proper executions in practical and performance task". (*Participant 00*4)*

When teachers are considerate of our students, it makes them feel loved and respected. It makes the world a better place to live in. As much as people value honesty, they also value someone who respects their feelings. It is okay to speak the truth, but don't tear apart a person's self-esteem. Studies have shown that the use of short video clips allows for more efficient processing and memory recall. The visual and auditory nature of videos appeal to a wide audience and allow each user to process information in a way that iss natural to them.

Theme 3 Peer Tutoring

Peer tutoring is generally accepted as a strongly research-based, and increasingly popular, teaching technique that has positive impact on students. While the structure of peer tutoring can take many forms, generally the teacher provides the new content of a lesson and then structures the class so that students can drill the information in small groups.

*"We are doing alternatives. One student who have better connection will download the modules or activity and he or she will share the files to his or her classmates that lives nearby. Also, I am giving extensions to the students as long as the time frame given is reasonable". (*Participant 00*2)*

Peer tutoring technique is an effective way for students to teach and practice what they have learned to solidify their understanding, while gaining more one-on-one discussion and attention. Additionally, this instructional practice provides an opportunity for positive social interactions and content mastery. This implies that peer tutoring enables both tutor and tutee to gain self-confidence, the tutor by observing self-competence in his or her

capability to help someone. Peer tutoring allows for higher rates of student response and feedback, which results in better academic achievement. It also creates more opportunities for students to practice specific skills, which leads to better retention.

Theme 4 Pre-Recorded Assessment

Student assessment provides accountability for standards-based learning and is a key component of the education process in all subject areas. Digital recordings can be an efficient method of providing feedback comments to students; however, the vast majority of empirical studies have focused on tertiary contexts.

*Basically, in physical education subject majority of our assessment is performance based, so I told them to use phones, tablet or laptops to record their output". (*Participant 001*)*

Learning has been the subject of the technical initiatives with the number of targets for quite some time. In the academic sense, the term technical interference or advancement may refer to various applications of electronic gadgets with emphasis put on the student or the learning experience. (Kirkwood and Price, 2013).

This denotes that, the teachers should be innovative and creative when assessing student's performances. There must be a realistic suggestion to the teachers to improve and develop a good assessment in online teaching. Teachers need to take an active role in making decisions about the purpose of assessment and the content that is being assessed.

Theme 5 Make a Pre-recorded video demonstration

Video provides great benefits to teachers and learners, stimulating stronger course performance in many contexts, and affecting student motivations, confidence and attitudes positively.

*"Lagging during live demonstration, so instead of performing live, I opt to record my skill demonstration". (*Participant 004*).*

The influence of digital videos on our everyday culture is undeniable. The use of videos in teaching and learning serves to not only benefit students, but also teachers. Indeed, many teachers are choosing to create their own recorded skill demonstration as learning materials. Video provides great benefits to teachers and learners, stimulating stronger course performance in many contexts, and affecting student motivations, confidence and attitudes positively.

This matter entails that teacher should be creative, resourceful, and innovative with the teaching strategies that he or she is applying. Having a high-quality faculty is important for online education to be effective. Professional learning should emphasize how to successfully facilitate the class and adapt instruction of teachers to adjust to the online environment. Video is being used in a variety of ways to support various pedagogical strategies successfully.

Theme 6 Adapting the Situation

As a result of COVID-19, school districts are now looking for an online platform that can be used by both teachers and students to help them excel. Unfortunately, moving to online learning after decades of dismissal is not as easy as one would expect. A lot more planning and preparation is required than in a typical face-to face course. (Baran et al., 2013).

> *"I just live with it - I have no choice but to ADOPT AND ADAPT. I just want my students to learn and pass the course despite the pandemic; I have to accept it, even though it hurts me."*
> (Participant 001)

According to the findings, although the majority of Physical Education teachers face challenges in adapting to online learning, adaptation is an important strategy in educational settings because it enhances relationships among students, teachers, and institutions. This will improve educational opportunities for teachers who are juggling school, job, and family commitments, as well as other issues.

IMPLICATIONS

This study implies that this situation of lockdown has led to major problems in teachers' lives, as evidenced by the pressure that online educational methods have placed on them: many hours of work and difficulties due to the lack of physical contact or due to the obstacles created on combining personal life with family. This study showed that indeed every narrative account of the informant is a text to be read which attempted to determine the multiple concerns of their experiences in the implementation of the new normal education in times of COVID-19 pandemic that remains to be encouraging and exhilarating.

REFERENCES

Blaine, A.M. Interaction and presence in the virtual classroom: An analysis of the perceptions of students and teachers in online and blended Advanced Placement courses. Comput. Educ. 2019, 132, 31–43. [CrossRef]

Buschner, C. (2006). Online physical education: Wires and lights in a box. The Journal of Physical Education, Recreation and Dance, 77, 3-5 and 8.

Goodway, J. D., Crowe, H., & Ward, P. (2003). Effects of motor skill instruction on fundamental motor skill development, Adapted Physical Activity Quarterly, 20, 298-314.

Hong, S.H. (2006). A study on teaching and learning plan of physical education in middle school using blended learning strategy linked. *Korean J. Phys. Educ.*

Heong, H.C., So, WY. Difficulties of Online Physical Education Classes in Middle and High School and an Efficient Operation Plan to Address Them.International Journal of Environmental Health and Public Health. October 5, 2020.

Lee, E.J. A study on college students' perception on convenience in online courses. J. Educ. Inf. Media 2010, 16, 341–362. Hong, S.H. A study on teaching and learning plan of physical education in middle school using blended learning strategy linked. Korean J. Phys. Educ. 2006, 45, 387–402.

PARENTS' ROLES DURING THE CONDUCT OF ONLINE CLASSES OF THEIR CHILDREN AMIDST THE COVID-19 PANDEMIC: THE CASE OF GRADE 8 PARENTS IN PUBLIC SCHOOL

Mae Angelene Caet[1], Ma. Gina Padilla[2], Veronica Jimenez[3], Ma. Divina Gracia Reyes[4], Edna Bonghanoy[5], Emma Yaun[6]

[12345]*Masterand,* [6]*Professor, Graduate School of Education, University of the Visayas*
maeangelene_caet@uv.edu.ph

ABSTRACT

This study point to ways in which parents do during online learning classes can better support both parents and students : clarify parent roles; understand the essential attributes needed for success in a fully online environment; realize the demands placed upon parents and their children , including the need for frequent home-school communication; and require training to ensure that parents have skills needed to participate in their children's education via this online medium, during Covid 19. Ten parents of students enrolled in 8th grades were recruited to participate in the study. It is noteworthy that this study was one of the first studies about the immediate impact of the pandemic on education. The su was given to parents during the school year while remote learning was occurring. Transpired from the interview, the learning gap is widened between children from different backgrounds during school closures. Children from disadvantaged households who are not able to complete online learning struggled with their learning. Parents feel about the struggle with the conduct of online learning at home. The growth in online learning experiences, the parent (or adult member) in students' households takes on added responsibilities to participate in schooling. Parents take on the role of teacher. Based on this new teacher role comes a greater need for increased parents 'role regarding their children's learning as well as greater parent time commitments aside from the several barriers to participate in their children's fully online learning experience, which is day-to-day or week-to-week online education. Study offers insight into online learning parents 'roles that have important implications for the design of online learning during the current and future class suspension reduce the burdens of parents.

Keywords: online learning, parent's role, code, themes

INTRODUCTION

The advent of the Covid-19 has changed our educational landscape, forcing school to abruptly shift to online classes in lieu of face-to-face classroom setup. Online Distance Learning is education that takes place over the internet, it is often referred to as "e-learning among other terms. However, online learning is just a type of distance learning." The umbrella term for any learning that takes place across distance and not in a traditional classroom. The current poses great challenges to educational institution not only in the Philippines but throughout the world. The restriction and community quarantine imposed on many areas particularly in the country had let students with little choice but to attend online classes. For learners to continue education, the Department of Education (DepEd) and other institution have implemented online distance learning.

The research tries to get and understand the lived experiences of the parents overseeing their children in online learning, and how parents motivate their children to learn and be supportive to be able to help identify some gaps to learning. Some observations were that from a parent's point of view that is harder for many reasons, not being able to access education because of poor internet connection, students struggled to jump from physical being to school to learning virtually.

Most problems being articulated or challenges as part of online learning that need to be addressed are how to stay motivated in learning online because distraction is everywhere, technical issues, some students are left behind and diminished social aspects as human beings, cost social isolation and interaction but in some way online. Learning can be as good or even better that in-person classroom learning. Research shows that students in online learning performed better than those receiving face-to-face instruction.

In every challenge there is always opportunity in it. Parents can learn new technology so with the children, parents-children can arrange them schedule together.

The intent of the study not only to know and understand the predicament of the parents but what is really the role of parents during the conduct of online classes of their children amidst the covid-19 pandemic.

METHODOLOGY

The case study design was used to help in exploration of a phenomenon within some context to get insights into parents' real-life experiences amidst pandemic. In particular, the current study aimed at exploring role of parents regarding online learning and management amid pandemic.

The respondents are parents of public-school learners who are in Grade 8 living in Mandaue City and mostly in a slum area. They are in one section for this time. The learners are assigned to their class according to their area or place.

For this research study, by purposive sampling, a set of ten parents from Grade 8 of Cabancalan National High School having English as a second language, spending at least 3 hours a day formally teaching their children, having access to the internet in the house were chosen to be part of this study.

Appendix 2 indicates the answers of the respondents who are the parents of Grade 8. Given are the exact data from the 10 respondents. The results of the data gathered are almost the same or related to each other.

It is shown from the appendix 2 that majority of the respondents have almost the same sentiments about online learning classes.

As group researchers, the researchers met together in a conference via google meet. There were collections of different ideas and opinions happened, on how they conducted the study. To realize the study, they prepared the necessary tools and materials needed; like google docs form, where they formulated the essential questions on the interview. The researchers decide the topic that focuses on "PARENTS ROLE DURING THE CONDUCT OF ONLINE CLASSES OF THEIR CHILDREN AMIDST COVID-19"for it is a cliché nowadays due to COVID – 19 pandemic. This study specified about the roles of the parents during this time as learners were not allowed to undergo face-to-face classes. It also signifies the experiences and roles of the parents in teaching their children for they serve as teachers in their respective homes and families. In line with this, many questions would come up in the mind of the parents like "Can I overcome the challenges that I am going to encounter during the online class?

The researchers began the study by framing one broad research question. How do parents help their children during online classes? This question allowed for a broad initial search for studies. They began our search with online data bases like Educational Resources Information Center and Google Scholar, and specifically search for the term online learning, parents' role, and pandemic. They did not include other distance education core broadly because such studies typically do not specify the type of distance education; there are different forms of distance education (e.g., televised instruction versus online learning). They collected all those responses forwarded by the parents from the link they provided them wherein they saved their data responded. Gathered and classified the responses accordingly, to the given and specified questions found in the interview.

Parents serve as a coach for their children at any age and support them through their learning process. The same way parents can mentor, encourage and play a vital role in student's online learning. They can help their children in online learning through giving and supporting the necessary materials to comply all the assignments, provide an environment conducive to learning and make sure that all schoolwork is completed or passed to the teacher. One way also of uplifting the spirit of their children to continue to study even if it's online learning is to give immediate positive feedback.

The researchers carefully analyzed all those gathered data. They made a careful and reliable judgment to get efficient and effective solutions of the problem. They reached out those parent-participants involve in the conduct of the study through online conference and have them informed, shared with them those essential solutions of the problem they gathered.

Presentation of data the descriptive questions are provided first, and parents struggles were analyzed using thematic analysis.

The researchers believed that the research on the roles of parents during pandemic basically using online learning as modalities in achieving quality education give satisfaction to both parents and children. Though in this way cost lots of money for the internet connectivity and materials needed for the assignments and so on, still it is satisfying to both parties for they spend quality time together. When parents and children collaborate in learning activities, bonding between parents and children increases as they can spend much more time together. Such instances allow parents to become a source of comfort in easing pain and worry and engage in conversations with their children to help them in alleviating their anxiety.

Researchers performing a thematic analysis studied a set of data to pinpoint repeating patterns, or themes, in the topics and ideas that are expressed in the texts. In analyzing qualitative data, thematic analysis focuses on concepts, opinions, and experiences, as opposed to pure statistics. This requires an approach to data that is complex and exploratory and can be anchored by different philosophical and conceptual foundations.

A six-step system was developed to help establish clarity and rigor around this process, and it is this system that is most used when conducting a thematic analysis. Guided questions documents were prepared, and query was run to explore the word frequency for each of the questions. Open coding from the acquired data was done at an initial stage.

The data were collected from 12 parents of Grade 8 students in Cabancalan National High School via Google docs form with open-ended questions related to COVID-19 and home learning. Two major themes emerged after the data analysis: impact of COVID-19 on children online learning; and problems encountered by the parents during the conduction of online classes at home. Since, they cannot communicate with the parent-participants personally, due to the implementation of the health protocols, interview option was given in a form of online via Google Docs forms. The option of online form filling was chosen by the parents of those students with good access of technology and internet. The interview questions focused on parents' experiences during the pandemic. The researchers opted for the e-mail of link of the word form to all the participating parents. Manual thematic analysis of the data was done. Question documents were prepared, and query was run to explore the word frequency for each of the questions. Open coding from the acquired data was done at an initial stage. The codes were verified by all researchers to confirm coherence in interpretation.

Following the institutional review, they recruited participants through Facebook parenting. They required participants to identify as a parent. Individuals replied to the recruitment email, indicating a willingness to participate, and then they arranged the interview time and sent them a virtual, a videoconference platform link.

RESULTS AND DISCUSSION

The Teacher Parents

This finding suggests the fully online learning experience altered parent's previous roles in and on time commitment to their students 'instruction to more clearly aligned with the role of a teacher. Consequently, parents need to realize that there is a role of transformation I the fully online school to what Tunbull et al. (2015) characterized as "parents as teacher" They are more integral part of the child's education therefore their students' success depends of the level of participation. The parents in this study emphasize their participation.

The participants were parents of the Grade 8 learners of Cabancalan High School, and they were able to respond the questions given to them. And the participants are as follows:

Lorna is a plain housewife and a mother of three children. She took good care of her family most especially the needs of the children as the head of the family is away and work as a delivery man. She is an elementary graduate.

Aida is a factory worker and a high school graduate. She is a single parent of the only child. She is always away to get good income to support her child.

Fe is a small-time businesswoman and a mother of five children. She is an elementary level. She is busy attending her mini store to help meet the needs of the family.

Maria works as a nanny. She is an elementary graduate and always away to get a good salary to support the family including the extended members of the family. But she is supportive in the needs of her children.

Erwin stays at home and take good care of his two children as his wife works. He is an elementary level and a supportive father to make the dreams of his children to be realized soon. He is an optimistic person.

Leah is a plain housewife with seven children. She is an elementary graduate. She is very busy attending her children.

Ann is an entrepreneur and own her small catering services. She has two sons; she manages her time between family and business. She is a college graduate.

Evelita is factory worker and a mother of four. She is a high school graduate. She is a supportive mother to her children even though she is not around during the online class of her children.

Jocelyn is a high school graduate, receiving only a little salary as a saleslady of a mini- store. She is always irritable seeing the children that are not serious on their online class. But she is always ready to help further and likes to have a face-to-face learning.

Marivic is a plain housewife and a mother of three. She is a high school graduate and is supportive to her children. She is willing to give her best to give the best education for her children no matter what hardships life would be.

Role of Parents

This chapter tackles the roles of the parents towards their children. It emphasizes the characteristics of the parents should possess in order to achieve the online learning of their children.

To respond to the research questions, four themes were constructed on the basis of the interviews conducted with parents enrolled in fully online K–12 instruction: (a) the role of parent as a teacher, (b) enhanced communication between teacher and parent, (c) parents' significant time commitment, especially when compared with previous commitments in their child's education, (d) barriers to fully online instruction for parents as they work toward positive educational outcomes for their children. Each theme is delineated below.

Theme 1: Keep an Eye

Parents keep an eye of their children during online classes. There are parents who constantly watch their child participating their online class. This is evident when Lorna said that:

> *Ako pirming gibantayan ang akong anak samtang niapil sa online class.* (I always oversee my child while attending the online class. Lorna, LineS 1 – 5)

Further, this statement is supported by Fe. Fe mentioned that she watched his child sometimes.

> *Magtan aw tan aw ko sa akong anak panagsa.* (I watch him sometimes, Fe Lines 1 – 3)

Christopher M. Dunugbo, Eye tracking for work related visual search: a cognitive task analysis Article

The study focuses on the theme "keep an eye" on parents, one of the significant roles of children's online class to constantly check their children needs, guarding, motivating and monitoring during online learning.

According to cybersecurity expert , monitoring of any kind is an intrusion of privacy.

Theme 2: Provider

Parents provide their children during online classes. Though, it is hard for the parents to provide their children financially still they make it. Aida said that:

> *Ug mahimo mo hatag ug suporta ang gobyerno ug hinabang sama sa cellphone aron magamit sa online class.* (If possible, the government will give support like cellphone for online class. Aida lines 10 – 17)

Further, this statement is supported by Maria. Maria mentioned that she is fine with online class for the safety of her child.

> *Uyon ra gyud kayo sa online class kay mahadlok ko ug mavirusan akong anak.* (I am ok with online classes for the safety of my child, Maria lines 11 – 16)

According to Ann, in her statement that she prepared foods for her child attending online class. Ann mentioned that she prepared foods for her child attending online class.

Mag- andam ko sa pagkain para sa akong anak nga nag-online class. (I will prepare the foods for my child who is attending online classes., Ann lines 1-5)
Sept. 15,2020 by Bev Betkowski
Healthy parent involvement and intervention in the child's day today lays the foundation for better social and academic skills. Children are resilient and they'll do well as long as parents show care.

The implication of this is, it can motivate children to learn easily and conveniently because they have the support of their parents.

Theme 3: Parents Initiative

Parents encourage, motivate and support their children to achieve their dreams in life. Parents are thinking for the welfare and health of their children. They tend to give support to their children as much as they can. I Aida said that:

Akong gidasig pagmaayo akong anak sa iyang online class. (I encourage my child in his online class. Erwin lines 1 – 5)

Further, this statement is supported by Maria. Maria mentioned that she is ok with online class for the safety of her child.

Uyon ra gyud kayo sa online class kay mahadlok ko ug mavirusan akong anak. (I am ok with online classes for the safety of my child, Maria lines 11 – 16)

According to Evelita, in her statement that she is fine with online class to secure the health of her child. Evelita mentioned that she is ok with online class to secure the health of her child.)

Uyon ko sa online class ky aron masiguro ang panglawas sa akong anak. (I am ok with online class to secure the health of my child., Evelita lines 10-14)
Parents' initiative can do wonders to the life of the students in online classes because initiatives can make like comfortable. Parents make things happen in anyway possible, even to the extent that they will spoon feed their children to be able to help motivate further learning initiatives.
Parents nowadays, even life difficulties must survive like learning new technology to upgrade themselves for the sake of helping children facilitate learning easy for their children.

Students have struggles with the advent of new method of learning that implicate their learning process. They find the need to make a greater adjustment on their part just to cope up and pursue their new set up of learning.

PARENTING TEACHING MODEL

The school believes that success is fostered by similar expectations and values across school and home. The schoolwork with families to accomplish a common mission for children's educational success There is collaboration among parents, educators, and community members. Collaboration occurs through two -way communication, recognizing parents' strength and solving problems together. The school is open to exploring new policies, practices, relationships, attitudes that foster partnering for children's school success.

Parents in another way are giving their best so that their children would feel their love and support in their online classes. They keep an eye on them to assist whatever needs they may be encounter during the online class. Parents also are good provider to them for even if they lack in financial aspects still, they give what they want in order to satisfy the needs of their children. Lastly, they have the initiative to encourage, motivate and support their children the best way that they can to realize the dreams and aspirations of their children to have a better life ahead.

Reflection
It is important to set up the online learning component so that it is as self-sustaining as possible. Most parents are not trained as teachers or computer support technicians and during a pandemic they have many other concerns as well as their children's studying. Thus, excellent communication is necessary between school, teachers, parents, and students. In particular, the role of parents in supporting their children's learning at home should be clearly spelled out (and preferably negotiated, especially during a pandemic). This is good policy with or without a pandemic.

Parents can make the difference between successful online learning and a stressful, disastrous experience for everyone, but they need help and guidance from the school. Positive learning attitudes can improve performance at school and help students keep their motivation when schools are closed.

CONCLUSIONS AND RECOMMENDATIONS

Parents play a pivotal role in shaping the character of children as they grow towards adulthood. As a parent and teacher, I am convinced that the pandemic presents the opportunity for parents to be engaged in the lives of their children like never.

With schools closed, parents have had to take up the role of being both parent and teacher. At this time, most parents may feel like their space has been raided by their children and they are all trying to figure out how to balance the works and ensuring our children to stay on track with their learning process it may seems; It is important that our children feel supported in their academics as this is also a new adjustment for them.

In addition, this showed that families and teachers play a crucial role in guiding children through the challenges of home learning. Parents can provide emotional and learning support to their children, while teachers can act as mentors, encouraging active learning and motivation and checking that nobody falls behind. Such interventions can

considerably contribute to making online learning more effective. Given the crucial role that families and teachers play in the context of school closures, governments can spur their effective engagement by, for example, expanding family leave opportunities and by strengthening school-parents communication.

The most important is that the student is the one who must learn, and parents can't do that for them. The second is that it is easy to confuse a child if the parent asks them to do something that is different from what the teacher is asking of them. So, parents should answer questions or discuss issues with the child, but the child must be the one who decides what to write or report back to the school, and the child has to do the necessary studying and thinking to complete learning tasks. Learning to be responsible for our own learning is an important skill for everyone to develop, and parents should help their children to do this by making them do the work and not directly teaching them.

It is a fine line to walk between parents providing encouragement and support, attempting to be a teacher, or doing the student's work, so schools should provide clear guidelines on the role of parents and the support they should provide for students studying at home.

REFERENCES

Adapted from content by JoAn Radojkovich, Director of Junior School; Helen Herbert, EAL teacher; and David Mumford, Head of Early Years, Dulwich College Beijing.

Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages, and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, *12*(1), 29–42. [Google Scholar]

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to Corona Virus pandemic. *Asian Journal of Distance Education*, *15*(1), i–iv. [Google Scholar]

Central Advisory Council for Education) (1967) Children and their Primary Schools

Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118(105440), 1–6. https://doi.org/10.1016/j.childyouth.2020.105440 [Google Scholar]

Kissler, S.M., Tedijanto, C., Goldstein, E., Grad, Y. H., & Lipsitch, M. (2020). Projecting the transmission dynamics of SARS-CoV-2 through the postpandemic period. *Science*, 368(6493), 860–868. https://doi.org/10.1126/science.abb5793 [Crossref], [PubMed], [Web of Science ®], [Google Scholar]

Lau, E. Y. H., & Lee, K. (2020). Parents' views on young children's distance learning and screen time during COVID-19 class suspension in Hong Kong. *Early Education and Development*, 1–18. https://doi.org/10.1080/10409289.2020.1843925 [Taylor & Francis Online], [Web of Science ®], [Google Scholar]

Misirli, O., & Ergulec, F. (2021). Emergency remote teaching during the COVID-19 pandemic: Parents experiences and perspectives. *Education and Information Technologies*, 1–20. https://doi.org/10.1007/s10639-021-10520-4 [PubMed], [Web of Science ®], [Google Scholar]

LIVED EXPERIENCES OF JUNIOR HIGH SCHOOL TEACHERS IN MODULE MAKING: A PHENOMENOLOGY

Helen Grace V. Cruz[1], Ilma M. Ariola[2], Iluminado B. Ariola Jr.[3], Alona A. Fiel[4], Medie C. Luyao[5], Flaviano T. Medalle III[6], Emma Yaun[7], Cresencio Mejarito[8]

[123456]*Masterand, [7][8]Professor Graduate School of Education, University of the Visayas*

ABSTRACT

This phenomenological study is focused on the lived experiences of Junior High School teachers in module making. The study was conducted using questionnaires and face-to-face interviews with ten (10) informants from a public high school in Lapu Lapu City, Philippines. The researchers provided letters of consent to the prospective informants. The data collected was analyzed following Colaizzi's method. The following themes were formulated: subject, self-efficacy, and support"; "A Step Towards Professional Development"; "Teacher Training for Module-Writing''; "Teachers Work Beyond the Profession"; "Computer, Connectivity, and Time Constraints". The researchers recommend the following: (1) a formal training for module writing to be supported by the Department of Education, (2) expand the utilization of DepEd Commons for teachers to gather references, and (3) the school administration must have updated strategic planning for unified guidelines of module writers.

Key words: module making, teachers, implications, lived experiences

INTRODUCTION

Learning never stops. This statement becomes more relevant than ever as education takes a drastic turn. In a time of uncertainty, having a sense of normalcy among learners and teachers has been an ongoing battle. There are nearly 1.6 billion learners who are affected by the COVID-19 pandemic in 195 countries (European Data Portal, 2020). The unprecedented closure of schools led these students and teachers to adopt an alternative mode of distance learning. In the Philippines, the Department of Education (2020) implemented the Basic Education Learning Continuity Plan (BE-LCP) as a response to the need to continue education. This aimed to enable learners from different backgrounds to continue learning and for teachers to provide quality instruction in a safe working environment using alternative learning modalities.

In a national survey conducted by the department, 8.9 million parents prefer modular distance learning since it considers students with limited online access (Bernardo, 2020). With this modality, learners are provided with weekly modules or self-learning kits that they need to accomplish at home.

The Department of Education defines a module as a mode of instruction where learners receive learning materials through print or digital format. Printed modules are distributed to learners as well as electronic copies that can be accessed using computer-based applications or external devices such as CDs, DVDs, or flash drives.

Print-based distance learning is considered the oldest form of distance education. This method is proven to be cost-efficient and feasible in delivering education to countries with poor infrastructure and disparity of learners (Burns, 2011). Text that is physically, electronically or digitally produced, still remains as the most used medium of learning all around the world. It is relatively easier to acquire, convenient, and an ideal material for self-study which is familiar for both teachers and learners. The production of modules requires time, commitment, and a systematic approach (Friestad-Tate et al., 2014). The process of making modules involves the rationale, an appropriate design, and the development of content that teachers must focus on. Moreover, teachers should consider the learnability of the modules aside from putting attention on what and how to teach. It is also

important to note the need for teachers to relate the objectives of the modules to a real-world context. In modular learning, teachers' role changes from being a disseminator of knowledge to a facilitator who assists learners. Teachers improve the teaching-learning process through motivating students to complete modules and giving additional support to learners with supplementary resources.

Modular learning is a more effective approach in delivering instruction compared to the traditional method (Ambayon, 2020). It enables learners to work at their own pace and acquire knowledge through self-study. As authors of modules, teachers provide practices and exercises to stimulate curiosity and interest among learners. The contents of the module allowed teachers to evaluate learners' progress and promote creative thinking among users. Modules help teachers transform their classrooms into a dynamic and student-centered learning environment. Dangle and Sumanoang (2020) pertains to modular learning as the most ideal modality in public schools. This type of method considers learners who are incapable to access online learning and thus ensures that no student is left behind. A part of ensuring that modules meet the desired learning outcomes, teachers have the responsibility of monitoring student progress. This new modality in Philippine education has led teachers to acquire skills in writing modules and self-learning kits.

Prior to the pandemic, teachers have only focused on producing instructional materials that do not require extensive writing skills. During the implementation of modular distance learning, aside from master teachers and education program supervisors, proficient teachers (Teacher I-III) were tasked to prepare modules as well (Jamon et al., 2021). The implementation of modular distance learning is one way of addressing the need to protect the educational rights of children despite the circumstance. Modules have been used by teachers in delivering lessons before the age of digitization. They are a specific type of learning resource that are described as self-controlled instructional packages that enables self-paced learning among students (Valencia, 2020). In this moment of unexpected distance, module-based education is one alternative to guarantee that learning goes on.

Teaching in the new normal has its strengths and weaknesses. To cite one example, distance learning provided many opportunities for professional development. Teachers who have not experienced writing modules or any learning materials before gained new skills. On the other hand, the sudden change to new modes of learning prompted the teachers to adjust in a limited period of time. Moreover, teachers served as front liners of education and are constantly exposed to health and safety risks.

To address this gap, the researchers inquired into the personal accounts of teachers regarding the production of modules. The researchers aimed to suggest improvements in the system of module making that can be administered by governing bodies. For the future, further training on module production and administrative support should be provided for teachers. The main purpose of this study is to explore the lived experiences of teachers in the making of modules. Furthermore, the study analyzed the essence of the experiences and their significance in the educational setup.

The current study is anchored in epistemological philosophy which is rooted in reality and personal experiences. This provided a framework for observing, defining, and analyzing common perspectives of a population (Merriam, 2009). Epistemology is concerned with the process of knowing or "how we know what we know ", it tackles how knowledge is gained between the researchers and the real world. In conducting a qualitative study using the epistemological assumption, researchers need to have an active involvement with the informants. Hence, it is important to conduct the study in the field where informants work (Creswell & Poth, 2018) in order to make meaning of their statements. According to Husserl, phenomenology was based on an epistemological attitude (Barua, 2007 as cited in Neubauer et a., 2019) for its main purpose is to discover the relevance of understanding phenomena to individuals. In the current study, the personal experiences of teachers affect what they know and perceive with what is happening in their surroundings. The researchers refrained from adopting any theoretical framework in order to maintain the authenticity of a qualitative study. Moreover, an atheoretical stance is necessary to avoid developing prior understanding of the phenomena being investigated (Leeming, 2018).

This study explored the lived experiences of the Pajo Junior High School teachers in module making.

METHODOLOGY

This study utilized Descriptive Phenomenological design. This is a descriptive-qualitative method which aims to depict and investigate the key concepts of the informants' lived experiences and identify the essences of the phenomenon that would surface in the course of the study. It followed the Four Steps in Descriptive Phenomenology namely Bracketing, Intuiting, Analyzing, and Describing. The study was conducted in Pajo National High School. To address the availability and comfortability of informants, other online platforms were used to gather data. The research informants were selected from Pajo National High School-Junior High School Department. The researchers utilized the non-probability sampling, specifically the purposive selection of the teachers handling distance learning classes. Ten informants were selected using the following criteria: (1) should have been a teacher for at least five years; (2) must have authored 2 or more modules; and (3) must express consent to participate in the study.

The researchers prepared a letter of request addressed to the Schools Division Superintendent and submitted it to the division office to allow the researchers to conduct the study with the selected Pajo Junior High School teachers as the informants. The informants provided Informed Consent to present them with their rights and responsibilities upon giving their approval. The researchers and informants agreed on the schedule of the data gathering to avoid conflict with other school related activities. Approved researcher-made questionnaires were used as the primary instrument. Secondary research instruments were in the form of face-to-face semi-structured interviews with each informants. The researchers conducted the data gathering with each of the informants within 15-30 minutes. Questionnaires were provided personally to the informants however, in cases where this is not possible the informants can access the questionnaire via Google Forms. Necessary information between the researchers and the informants were recorded with the full consent.

As cited by Cypress (2017) the researchers followed the identified four criteria set for by Lincoln and Guba (1985) to strictly adhere to qualitative research rigor. Credibility, which is to conduct the data gathering with the informants in about 15-30 minutes per individual. Transferability was achieved by utilizing a purpose sampling method to have robust data by the informants. The answers provided by the informants were transcribed verbatim for accuracy of information. Dependability of data was achieved by consulting the fellow researchers to analyze the materials. Confirmability was achieved by maintaining a journal during the actual conduct of the study to exercise documentation and to record notes. The actual data gathering notes taken was present in the journal as well as the researchers field journal. The researchers utilized Colaizzi's phenomenological data analysis in the interpretation. The data collected were categorized and summarized through the following: (1) familiarization; (2) identifying significant themes; (3) formulating meanings; (4) clustering themes; (5) developing an exhaustive description; (6) producing the fundamental structure; and (7) seeking verification of the fundamental structure. As a result of this data analysis procedure, themes relating to the data were produced.

Prior to the gathering of data, the researchers used bracketing which declares prior judgements and assumptions to establish an unbiased study. As researchers, this separated what is already known about the phenomena from the informants' personal descriptions (Shosa, 2012).

RESULTS AND DISCUSSION

The informants were able to obtain the objectives as a module writer. They responded that self-efficacy was what made them a successful module writer.

Informants emphasized the effort exerted by teachers as first time writers:

> *"Because, uhm, I am not gyud really well versed in writing the module I am still learning pero I tried my best to...to...I tried my best in writing the module para maka impart sad ko'g knowledge sa mga bata bisag wala mi nagkita karon sa new normal."*

(Because, uhm, I am not that really well-versed in writing the module, I am still learning but I tried my best to..I tried my best in writing the module to impart my knowledge to the children even if we cannot meet now in the new normal.)

Moreover, informants shared that having adaptability is needed in being a module writer:

"One implication is that teachers should be very flexible in their role as a teacher. So, when you are prompted to do a thing that is not...not common to you, so um you have to do it no, wholeheartedly."

However, the informants experienced challenges in the process of module writing:

"The most challenging part in cropping the modules are the following: resources/learning resources, time, references, and strategies"

The informants strongly agree that there was a lack of training for teachers:
"So mao na siya Ma'am ang kinahanglan jud unta na i-orient jud unta ang teachers regarding sa sakto gyud kung asa magkuha ug sources, unsaon pag buhat ug unsaon pag cite sa sources...unsaon...asa mangita ug sakto na sources. Kay para dili pud mapataka ang information." (*So that's it Ma'am, orientation is necessary for teachers regarding the right acquisition of sources, how to make...where to find right sources. So that you will not falsify information)*

From the responses, these are the keywords that the researchers were able to formulate:

Theme 1: 3S's: Subject, Self-efficacy, and Support

Knowledge on the Subject

The subject refers to the area of knowledge which

the teacher has expertise on. Informants emphasized that having adequate knowledge on the topic of the module is an important consideration. An established understanding of the module's topic makes it possible to have confidence in writing. According to Hattie (2011) as cited by Heggart (2016), subject knowledge can be used by teachers to organize content more effectively for students. Further, Hotaman (2010) formal training is required for a teacher to specialize in a subject matter. Teachers who are experts in their field are ready to answer questions and respond to problems encountered in the teaching-learning process.

Self-efficacy

Self-efficacy is a term that pertains to an individual's capacity to successfully perform a task or overcome a challenge (Bandura, 1977). Teachers' self-efficacy is a belief in their capability to cope with matters that are related to the profession (Capara et al. (2017), as cited in Barni et al., 2019). Majority of the informants had negative initial reactions in becoming a module writer. Eight out of ten informants expressed dislike, sadness, fear, and hesitancy. On the other hand, a few informants have acquired upgrades in their internet connection sources to their expense.These responses show that when prompted with a new task, majority of the teachers do not fully believe that they can perform it, hence a low self-efficacy. In a study by Guskey, Stein & Wang (1988) as cited by Bray-Clark and Bates (2003) teachers with high self-efficacy are more inclined to take risks and explore new techniques in their teaching. Educators with positive efficacy beliefs persist longer in challenging situations. Mastery in teaching experiences contributes to how teachers view their own capabilities (Shahzad & Naureen, 2017). Teachers are less confident when they have negative experiences in their career. Therefore, the results of the study show that teachers do not have strong beliefs in their capacity to carry out the new role of being a module writer.

Support from Colleagues and the Administration

A good working environment provides better conditions for teachers to perform at their best. Informants noted that their respective Master Teachers tapped them to be a module writer. A teacher shared that they had a division of modules for equality. However, the informants highlighted

the need for administrative support in terms of books, references, and technical aspects. Results from a study by Yilmaz (2016) showed vital aspects of administrative support which included the necessary materials, resources, and technology. The administration functions as a guiding body for teachers. Hence, it plays a big role in ensuring teachers that they are one step ahead. Further, five out of ten informants stated they reached out to colleagues for support. According to Hargreaves (2000), supportive colleagues enable positive coping towards change and uncertainty. Teachers show that they develop adaptability and shared concern for each other when working together (Jarzabkowski, 1999 as cited in Shah, 2012). Colleague support improves both professional and personal aspects as teachers have shared experiences.

Theme 2: A Step Towards Professional Development

Teaching is a profession which requires continuous learning to cope up with changes. Professional development are activities for teachers to improve skills, knowledge, expertise and other attributes (TALIS & OECD, 2009). In the Philippines, Continuous Professional Development (CPD) is a requirement for renewing a teaching license. The main goal of CPD is to upgrade teaching by the international standard. The informants have stated that being a module writer formed new skills such as academic writing. Despite the challenges and setbacks, the teachers believe that it will improve professional qualities. According to Boston Consulting Group (2014), educators find actual opportunities a more meaningful display of professional learning. Results from the same report indicate that teachers have higher satisfaction when given options for their professional development. In 2013, over 80% of teachers in the Philippines considered the training they received as useful and 40% stated the need for more quality training (World Bank, 2016). It can be concluded that teachers are willing to develop professionally. Module writing is something that the majority of the informants have no prior experience in. They cited that the experiences, negative or positive, have helped them become better teachers.

Theme 3: Teacher Training for Module-Writing

Module-writing can be interpreted as the process of compiling information about a subject matter and presenting it logically for independent learning (Supriadi et al., 2019). The majority of informants have expressed the lack of proper training in module writing. They cited difficulty in constructing the contents, identifying appropriate references, and avoiding plagiarism. The informants stated that the task was assigned to them without prior notice. Thus, they emphasized teacher training as a prerequisite in module writing. A study by Nurkanti et al., (2016) showed that Indonesian teachers are greatly affected by the technical aspects of writing. Teachers who have limited knowledge on how to write are less likely to be motivated to do so. Moreover, they recognize that improving their writing skills is necessary through sufficient training. Findings from a study by Romanowski (2021) on preservice teachers indicate comprehension of plagiarism and state that limited knowledge on citing sources, weak writing skills, and lack of time are some reasons for plagiarism. Therefore, the results of the study display the need for teacher training in writing technicalities before starting the module making process.

Theme 4: Teachers Work Beyond the Profession

The duties and responsibilities of teachers have evolved through time. It is not enough to be facilitators of knowledge, in the new educational set up teachers extended their service to stakeholders on a deeper level. According to Barron et al., (2021) teachers are dividing their time between teaching, administrative tasks, and monitoring or engaging with students. The informants shared that aside from imparting knowledge they also consider the needs of students during this time. The abrupt shift of learning from a shared space in classrooms to a personal space at home transformed teachers to be innovators (Saxena, 2020). In this personalized mode of learning, teachers' roles have changed to include the student's personal lives. In a study by Jones and Kessler (2020) the reaction of teachers in doing great things for continuous learning highlighted their professional marginalization. Despite having issues in resources and support, teachers have found ways to work with students, families, and communities.

Theme 5: Computer, Connectivity, and Time Constraints

In the time of distance education, having proper gadgets and connectivity is a requirement among teachers. Informants stated that the availability of updated computers and internet connection affect their productivity. According to Johnson et al., (2016) the access constraint to fast internet connection and computers hinder technology integration practices of teachers. A few informants shared that they have personally acquired internet upgrades needed for the module making. Informants noted a strict schedule in the deadlines for submission to higher offices. Results from a study by Moore and Tenney (2012) indicate that time pressure can impact performance as it limits the time for action and thought. An outcome's quality may be affected when done in a limited period of time. Teachers were under the pressure of accomplishing the modules earlier for it to be assessed. However, the presence of technical issues paired with time constraints did not discourage teachers.

CONCLUSION AND RECOMMENDATIONS

The teachers both have positive and negative experiences in the module making process. These responses reflect how teachers view their capabilities in accomplishing a new task. The challenges faced by the teachers include the 3's: Subject, Self-efficacy, Support and Computer, Connectivity, and Time Constraints. However, the teachers found ways to overcome these obstacles. The teachers considered experience a necessary part of professional development. Moreover, teachers highlighted the need for proper training in module writing. The success of having a published module gives a sense of fulfillment to teachers. In this new set up, teachers continue to go beyond the profession for the children and for the nation.

The researchers constructed the following recommendations: (1) a formal training for module writing to be supported by the Department of Education, (2) expand the utilization of DepEd Commons for teachers to gather references, and (3) the school administration must have updated strategic planning for unified guidelines of module writers.

REFERENCES

Ambayon, C. (2020). Modular-Based Approach and Students' Achievement in Literature. *International Journal of Education and Literacy Studies,* *8*(3), 32-36.doi:http://dx.doi.org/10. 7575/aiac. ijels.v.8n.3p.32

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*(2), 191–215. https://doi.org/https://doi.org/10.1037/003 3-295X.84.2.191

Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.01645

Barron, M., Cobo, C., Munoz-Najar, A., & Ciarrusta, I. S. (2021, February 18). *The changing role of teachers and technologies amidst the COVID 19 pandemic: key findings from a cross-country study*. World Bank Blogs. https://blogs.worldbank.org/education/cha nging-role-teachers-and-technologies-amidst-covid-19-pandemic-key-findings-cross

Bernardo, J. (2020, July 30). *Modular learning most preferred by parents: DepEd*. ABS-CBN News; ABS-CBN News. https://news.abs-cbn.com/

Boston Consulting Group. (2014). Teachers know best: Teachers' views on professional development. In *Education Resources Information Center*. Bill & Melinda Gates Foundation. https://eric.ed.gov/?id=ED576976

Bray-Clark, N., & Bates, R. (2003). Self-Efficacy Beliefs and Teacher Effectiveness: Implications for Professional Development. *Professional Educator*, *26*(1), 13–22. https://files.eric.ed.gov/fulltext/EJ842387. pdf

Burns, M. (2011). *Distance education for teacher training: Modes, models, and methods | international development. Education Development Center.* http://idd.edc.org/resources/publications/modes-models-and-methods.

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry & research design: Choosing among five approaches. Thousand Oaks, CA: *Sage Publications*, Inc. Neubauer, B.E., Witkop, C.T. & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspect Med Educ* 8, 90–97. https://doi.org/10.1007/s40037-019-0509-2

Cypress, B. (2017) Rigor or Reliability and Validity in Qualitative Research: Perspective, Strategies, Reconceptualization, and Recommendations. *Dimensions of Critical Care Nursing,* 253-263.

Dangle, Y.R.P., & Sumaoang, J. (2020). The Implementation of Modular Distance Learning in the Philippine Secondary Public Schools. *International Conference on Advance Research in Teaching and Education.* https://www.dpublication.com/wp-content/uploads/2020/11/27-427.pdf

Department of Education. (2020). Adoption of the Basic Education Learning Continuity Plan for the School Year 2020-2021 in Light of The COVID-19 Public Health Emergency. Deped.gov.ph. https://authdocs.deped.gov.ph/deped-order/do_s2020_012-adoption-of-the-be-lcp-sy-2020-2021/

Education during COVID-19; moving towards e-learning | data.europa.eu. (2020, June 22). Europa.eu.https://data.europa.eu/en/impact-studies/covid-19/education-during-covid-19-moving-towards-e-learning

Friestad-Tate, J., Schubert, C., & McCoy, C. (2014). Understanding Modular Learning - Developing a Strategic Plan to Embrace Change. *I-Manager's Journal on School Educational Technology*, *9*(4), 32–44. https://doi.org/10.26634/jsch.9.4.2711

Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. *Teachers and Teaching*, *6*(2), 151–182. https://doi.org/10.1080/713698714

Heggart, K. (2016, May). *How Important is Subject Matter Knowledge for a Teacher?* Edutopia; George Lucas Educational Foundation. https://www.edutopia.org/discussion/how-important-subject-matter-knowledge-teacher

Hotaman, D. (2010). The teaching profession: knowledge of subject matter, teaching skills and personality traits. *Procedia - Social and Behavioral Sciences*, *2*(2), 1416–1420. https://doi.org/10.1016/j.sbspro.2010.03.211

Jamon, V., Boholano, H., Cabanes-Jamon, M., & Pardillo, M. (2021). Teachers Lived Experiences In The New Normal In Philippine Public Schools: A Phenomenology. *International Journal of Research, 8*(2), 773-782. Retrieved from https://journals.pen2print.org/index.php/ijr/article/view/20460

Jones, A. L., & Kessler, M. A. (2020). Teachers' Emotion and Identity Work During a Pandemic. *Frontiers in Education*, *5*. https://doi.org/10.3389/feduc.2020.583775
Johnson, A., Jacovina, M., Russel, D., & Soto, C. (2016). Challenges and solutions when using technologies in the classroom. *Adaptive Educational Technologies for Literacy Instruction*, 13–29. https://files.eric.ed.gov/fulltext/ED577147.pdf

Leeming, D. (2018). The Use of Theory in Qualitative Research. Journal of Human Lactation, 34(4), 668–673. https://doi.org/10.1177/0890334418794666

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. SanFrancisco, CA: *John Wiley & Sons*.

Moore, D. A., & Tenney, E. R. (2012). Time Pressure, Performance, and Productivity. *Research on Managing Groups and Teams*, 305–326. https://doi.org/10.1108/s1534-0856(2012)0000015015

Moravcsik, A. (2019). Transparency in Qualitative Research. *SAGE Research Methods Foundations*. https://doi.org/10.4135/9781526421036

Morrow, R., Rodriguez, A. and King, N. (2015). Colaizzi's descriptive phenomenological method. *The Psychologist*, 28(8), 643-644

Nambisan, P. (2017). Relevance of Ethics in Biotechnology. *An Introduction to Ethical, Safety and Intellectual Property Rights Issues in Biotechnology*, 127–148. https://doi.org/10.1016/b978-0-12-809231-6.00005-3

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). The Belmont Report : Ethical Principles and Guidelines for the Protection of Human Subjects of Research. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html

Nukranti, M., Halimah, M., & Nurdiani, N. (2016). Portraying teachers' academic writing ability as the first step to sustainable teachers' professionalism development. *Sriwijaya University Learning and Education International Conference*, 2(1). https://core.ac.uk/reader/230270945

Romanowski, M. H. (2021). Preservice teachers' perception of plagiarism: A case from a college of education. *Journal of Academic Ethics*. https://doi.org/10.1007/s10805-021-09395-4

Saxena, A. (2020, September 16). *The Changing Role of the Educator in the New Normal -*

Higher Education Digest. Higher Education Digest. https://www.highereducationdigest.com/the-changing-role-of-the-educator-in-the-new-normal/

Shah, M. (2012). The Importance and Benefits of Teacher Collegiality in Schools – A Literature Review. *Procedia - Social and Behavioral Sciences*, *46*, 1242–1246. https://doi.org/10.1016/j.sbspro.2012.05.282

Shahzad, K., & Naureen, S. (2017). Impact of teacher self-efficacy on secondary school students' academic achievement. *Journal of Education and Educational Development*, *4*(1), 48. https://doi.org/10.22555/joeed.v4i1.1050

Shosha, G. A. (2012). Employment of Colaizzi's Strategy in Descriptive Phenomenology: A Reflection of a Researcher. *European Journal of Scientific Research*, *8*(27). https://doi.org/10.19044/ESJ.2012.V8N27P%P

Supriadi, K., Ansari, K., & Adisaputera, A. (2019). Development of Module Teaching Materials Writing Short Texts of Literacy-Based for Students of Senior High School Parulian 1, Medan, Indonesia. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *2*(3), 398–409. https://doi.org/10.33258/birle.v2i3.378

Teaching and Learning International Survey, & Organisation for Economic Co-operation and Development. (2009). Creating effective teaching and learning environments : First results from TALIS. In *OECD* (pp. 48–76). Oganization For Economic Co-Operation And Development. https://www.oecd.org/education/school/43023606.pdf

Valencia, M. (2020). Modular approach in teaching science 10. *International Journal of Trend inScientific Research and Development(IJTSRD)*, *4*(3), 99–106.

https://www.ijtsrd.com/papers/ijtsrd30318
.pdf

World Bank Group. (2016). Developing a proficient and motivated teacher workforce in the Philippines. *Philippines Education Note*, *3*. https://doi.org/10.1596/24746

Yilmaz, A. (2016). Teacher perceptions of administrative support in urban charter schools. *Theses and Dissertations*, *1232*. https://dc.uwm.edu/cgi/viewcontent.cgi?article=2237&context=etd

NARRATIVE INQUIRY: A STORY OF "THE MEANDER", A SYRIAN WHO BECAME A FILIPINO

Eljim P. Cuyacot[1], Argie G. Magpatoc[2], Jose M. Gaje Jr.[3], Jilliane A. Deligero[4], Zosima Pañares[5], Sheila Ycong[6]

[124]*Masterand,* [356]*Professor, Graduate School of Education, University of the Visayas*

ABSTRACT

As a result of the ongoing crisis in Syria, many Syrian citizens have fled to Europe to seek refuge. During their search for refugee status, they are currently living in transit countries in hope of being relocated on a permanent basis to a new country. Most often, family members have already moved to a new country before them. Family members make the risky trip out of Syria in hopes of being reunited with their loved ones and being granted refugee status. In this research, we share the story of Bae, also known as meander, is a Syrian-born Filipino vlogger and content creator, noted for his positive views on the Philippines and work to provide aid to victims of natural disasters. He is of pure Syrian descent and was naturalized as a Filipino citizen in 2019. Being asked in a vlog about his concept of 'home' and, using a narrative methodology, we present his personal story of his life in the Philippines. There were five themes developed in this narrative; Feelings of Loneliness and Isolation, Adapting to the Culture, Financial Difficulty and Stability, Giving Back and Becoming a Filipino.

Keywords: Syrian Citizen, refugee, vlogger

INTRODUCTION

This narrative inquiry concerns a Syrian boy, age 18, named Bae. In 2013, his parents sent him to the Philippines during the outbreak of the civil war in Syria. The narrative of the story was adapted from an interview with Bae conducted by a vlogger on her YouTube channel. It all began when his parents sent him to the Philippines to learn English. In this story, Bae recounts how he survived living alone and away from his family. Bae's story is an inspiration to those who have gone through similar experiences. His story illustrates his resilience in the face of the challenges and difficulties of being a foreigner in a foreign land. In this narrative, he described how he overcame challenges and turned them into motivation to become a Filipino citizen. He is now one of the most influential youtube vloggers under the pseudonym "The Meander".

This study was conducted to investigate and detail the experiences of a young Syrian man who lived and studied in the Philippines. His story was expected to help people understand the reasons why foreigners wanted to become a Filipino citizen.

METHODOLOGY

Qualitative research allows for simultaneous collection and analysis of data (Creswell, 2003). As a result, data analysis began immediately after watching the interview and continued throughout transcription. Research suggests there are several ways for knowledge to be transferred into storytelling (see for example Mishler, 1986). There is a disagreement, however, about what constitutes a story in narrative inquiry among academic disciplines. Bruner (1986) described two types of cognition in narrative inquiry, specifically, the paradigmatic and narrative inquiry methods. Polkinghorne (1988) defined the former as the telling of stories as a "virtually uninterrupted monologue" (p. 160), while Bruner defined it as the recognition of elements as members of a category. However, the latter combines elements into a story with plots (Bruner, 1989) and provides meaningful structures through which to organize incoherent data components (Dole, 2001). A combination of these two methods was used in analyzing the data.

The paradigmatic-type of inquiry method was used for the first aspect of my data analysis. While transcribing the one-on-one interviews, the researchers were able to immerse themselves in the data. Having read the transcriptions of recorded interviews, the researchers listened and watched the video interview repeatedly in order to understand the emotions stated in them since Riessman (1993) suggests that in a first draft, it is

important to include both words and specific features (crying, long pauses, laughter).

Finally, the narrative analysis concept of Bruner (1986), which was further developed by Polkinghore (1988), provided the opportunity to move from analysis to storytelling, since Gergen and Gergen (1986) suggest that this is "perhaps the most essential ingredient of a narrative accounting (or storytelling), [that] is, its capability to structure events in such a way that they demonstrate, first, a connectedness or coherence, and second, a sense of movement or direction through time" (p. 25). Further, Polkinghore (1988) also argued that the story "must fit the data while at the same time bringing an order and meaningfulness that is not apparent in the data themselves" (p. 16). Consequently, the purpose was not to report the data verbatim, but to gain an understanding of the data in the participant's context since narratives emerge from the feelings of both the researchers and the participant. An attempt was made to incorporate that idea by telling more of her story rather than reporting the raw data, and later developing a few themes.

The only text that was used in this study was an in-depth semi-structured interview conducted by a vlogger in her Youtube Vlog with Bae. During the interview, Bae answered several open-ended questions, especially about his experiences as a foreigner living in the Philippines away from his family. Some of his stories were also clarified with the help of follow-up questions. The interview lasted about 25 minutes. The video was played multiple times, the narratives were carefully transcribed. After reading the transcription several times, different themes emerged. These themes were indexed with various highlighted colors and with notes in the margin. The themes were organized into diagrams to explore possible links among them. An initial story was then drafted from these organized themes. One limitation of the study is that there is no possibility of collaborating with the participant. In order to ensure the accuracy of the transcription, several members of the research team watched the video and read the initial story.

Bae's Story

With the occurrence of the Syrian Civil War in 2013, Bae's family decided to send him to the Philippines. Out of safety, his family sent him to the Philippines to study English. He was then middle 18 to 19 years old and the very first time he

was apart from his family. At present, his family lives in different places; his father lives in France while his mother and sister reside in Saudi Arabia. They have unique ways of living their lives separately as he lives in the Philippines. He definitely misses his family hence the last time he saw them was nine years ago.

He had absolutely no idea going to the Philippines. He didn't travel abroad with his parents when the latter did. Apart from his growing up, he is a certified mama's boy. Coming to the Philippines was just a surprise to him when they told him to do so and gave them his visa. Out of objection, he cried for the fact that he couldn't live his life unaccompanied. Exactly 9 years ago they haven't seen each other in person since his father drove him to the airport while his mother was weeping with tears. With the help of social media, he communicated with them through video calls. That unfortunate reality of not bringing his family into his graduation in person was a very difficult experience for him. He just had them attend it through video call; bought a coat and just went to PICC all by himself. He even can't believe he graduated. Surviving by living alone away from his family is not easy. The chore such as frying eggs was absolutely new to him. But he has no choice. He spent the first six challenging months crying almost every day since he got his visa and was booked to come over in the Philippines the next day. It was hard for him. He had culture shock.

He didn't use to eat Filipino food as for him sandwiches and bread will do. He observed that Filipinos are fond of eating rice. Rice (kanin) is life as he said that he began to adopt it. He got culture shocked by it to the point that he stopped eating. Since Filipinos always gave him rice, he adopted it and won't eat without rice. He also doesn't eat pork and was confused which meat is pork and not when he went outside. The fact is, his English is not good, he doesn't have any idea what food to get or order. Then he started to buy soft drinks and biscuits from a sari-sari store that will serve his meal for the day. His family doesn't know much about losing almost 15 kilos of body weight. The first Filipino dish that he tried is tinolang manok and he loves it. It made him his number one choice. When some people would say that chicken adobo is the best, for him they were wrong. Since then, he began to explore more and more Filipino foods. He was about to try isaw but got scared because he

found something gross inside it. The weirdest Filipino food he tried is not balut but fishball and kwek-kwek.

As he began to learn English, no one helped him. He looked up English schools on Google and found them somewhere in Makati. The fact that he lived in the south, he is unfamiliar with transportation. Even now, he doesn't know how to reach his school. He just saved the address to his phone and he experienced roaming around in the streets of Makati for hours looking for the school. He studied English for three months. By then, he was able to communicate with others and began feeling comfortable. For him, with the ability to speak, one can interact, understand, and communicate with others. That was the time he started school. The time that he was apart from his family, he has been supported financially. He came from a well-off family in Syria. His father was a highly respected engineer and worked for the government previously. But he is not the brat type of person. He didn't ask anything from his family. His family sent him whatever money he needed rather than sending him whatever allowance he wanted. He always tells his family that whatever amount he receives from them is enough. He wanted that way and the kind of person he wanted to be. It was basically the reason that his graduation was not delayed as he took the course for five years with just four years of his life and completed it. He was really focused because his goal was to graduate on time.

He doesn't have the plan to be a vlogger. When he was still studying, he used to travel occasionally during summer. He took videos of the surroundings he went to when he traveled. He went to Boracay, Palawan and anywhere around the country and was blown away by the beauty of the Philippines. He certainly doesn't have any idea how gorgeous the Philippines were. He saw with himself that the Philippines have a beautiful side that many rich middle easterners don't know. He wanted to show it to other people. He was not vlogging at that time but only taking videos of his surroundings when he travelled. Then, he began sharing it with his family and friends in Syria. He told them that he had been to these beautiful places. He would like to let them know that he had traveled through this region. He found the Philippines a really nice place and started to fall in love with the island. The most beautiful places he visited in the Philippines are El Nido and

Coron in Palawan. He discovered that if he can upload his footage and videos on youtube he can show and share it to a lot of people without even thinking of vlogging hence he was still a student then. He would just upload videos whenever he has a video. It reached many people including his family and they were shocked at what they saw-the beauty of the Philippines concerning that many middle easterners don't know much about the Philippines. They only knew that Filipinos are hardworking because of the OFWs in their country. Since then, he wanted to be the instrument to show to people beautiful places he went to without even thinking that people would like it too until they started to support him-subscribers of his youtube channel. He didn't expect to gain a lot of supporters, hence he was not planning for it. All he planned was to graduate and do something after graduation-preferably land a good job. Then he started to help a lot of Filipinos in the Philippines.

Growing up with a family who had values, they believed in good Karma. His father is known for being a Good Samaritan and generous one. His mother is also the same. Their belief in good karma made him help people in the community such as giving clothes, food and the likes regardless of the religion. He believed that whatever goes around comes around. Doing good things to people, good things surely come in return. Unintentionally, he became like a Filipino because he loved the food. He already loves the culture. He already acts like one. He lived like one. So it's not that he intended to, like he wants to be a Filipino or he wants to be whatever. It just came naturally. He never denied that he is a full blooded Syrian. In their culture, if they deny their origin, they are no longer loyal. Apparently, he fell in love with the Philippines and chose to live in it. After he graduated, he had offered to go to France and live together with his father and brother. Good and instant job awaits him there since his brother has good connections there. Out of the desire to earn his own money, he refused the offer. Because of that, he made a tough decision. With full grit and passion to work for himself, he started applying for jobs not because his family expected him to land a good job and work. He just doesn't want to ask money for an allowance from his family as he wanted to be a full grown man. He tried securing a job but unfortunately didn't have one for one reason-he is not a Filipino citizen. He does translations as his sideline and freelance work. He translates language from Arabic to English or Filipino and either way

around. He started moving out from his condo because his sister was the one paying such a luxurious condo in Alabang for him. It was 2017, he settled in a small apartment in the south. It was not a pretty good one. Then he started to be independent. Sometimes, he ran out of money but never did he ask his sister.

Becoming a Filipino citizen is amazing for him. He felt good about it because he doesn't feel that he is a foreigner. Up to now, wherever he stopped somewhere he spoke Tagalog even though Filipinos laugh at him for doing so and received amazing comments such as " Ah marunong ka pala" (oh! You knew how to speak Tagalog). During his interview with a vlogger, he was asked in Tagalog, "Anong nararamdaman mo ngayon?" (how are you feeling right now?), he uttered "Masaya" (happy). He was happy because he is together with Filipino people, he gratefully added. For him, Filipinas are cute. He found them cute because he was used to being surrounded by taller people like his sister, who are 6 '5 and 6'1 respectively. He liked cute women because it's easy for him to hug and carry. He is attracted to women's faces, eyes and lips. He observed that Filipinas are supportive and caring. When one is sick, one already has medicine.

For him, the Philippines is his home not because he had a life here. He created jobs for Filipinos here with 40 employees working for him by now. He is currently working on a big project that would ensure employment to a lot of Filipinos. If he succeeds, it will mean a big opportunity to the Filipino community and create an impact on them. He provided stable jobs for them. In work related matters, he isn't choosy. He could be a "kargador" (hard labor) in the morning. Cashier in the afternoon and youtuber in the evening. He worked hard. All the experiences he had were product of his perseverance and determination in surviving in the Philippines as he wanted to feel good in himself. The main reason why he decided to come up with something is with his own labor and hard work. His experiences in the Philippines are not easy. He thinks nobody will take what he did knowing the pressure and hardship in it alone. The reality of needing someone to talk to hits him. It happened to him many times when he was still a student. He wanted to at least talk to his family even via phone call but he couldn't reach them.

The best thing about him right now is to be able to change the lives of many people. For 2 years he

had people that work for him. They knew that if he goes big, they will too. He provided chances for their lives. His employees have nothing but him so he can't just let them go and strived to get big for everybody- his employees. His dream is already happening. Live a simple life. He doesn't dream of having and driving a Ferrari. It does not matter to him. He likes living in a simple way. He likes the simplicity of life. He sees himself staying in the Philippines for good. His purpose in staying in the Philippines is he felt it's his home. He felt belonged regardless of what nationality he had. He certainly adapts to it. He adapted to the Filipino lifestyle. He concluded that the people in the Philippines are way different to the people elsewhere.

To him, the best things about Filipinos are crazy-in a positive way. Filipinos shouted at him when they saw him in the street. Filipinos are game and friendly to him. He loves the Filipinos. They are the best.

Narratives and Findings

Several themes were discussed in Bae's Narrative. Specifically, five themes were developed: Feelings of Loneliness and Isolation, Adapting to the Culture, Financial Difficulty and Stability, Giving Back and Becoming a Filipino. In some instances, direct quotes of the participant are reported, except in making tense corrections.

Feelings of Loneliness and Isolation

Bae narrated that he was separated from his family when he was just 18 years old. This was during the outbreak of the Syrian Civil War in 2013. His family sent him to the Philippines for safety reasons while studying and learning English. It happened so quickly that when he got his visa, the following day he was already in the airport. He didn't even know where the Philippines was located. This is how he described the day he was separated from his family and his feeling of isolation.

> *It was the first time being separated from my family. Currently, my family lives in different places. My dad and brother lived in France, my mom and sister in Saudi Arabia and I live in the Philippines. The last time I saw them was nine years ago. I do miss my family. There is*

no way I can tell you where the Philippines is. As a child, I did not travel abroad with my parents but they did. Growing up, I was a mama's boy. They just told me you're going to the Philippines. Here is your visa.

Bae further added that he did not like the idea of living alone by himself. He narrated his feeling of being lonely and having not seen his parents and siblings in person. Bae shared,

I cried, At first I objected. I said I couldn't live by myself. My father drove me to the airport. When I left, my mom was crying. That was nine years ago. We have not seen each other again.

Bae further expressed the desire to have someone to be around, especially when he experienced the pressure and hardship. He narrated the challenges of being away from the family and knowing nothing about anything.

As it was my first time leaving my family, even the simple act of frying eggs was completely new to me. The first six months were very challenging. I cried almost everyday. I requested that they book me back. It was hard. I don't think everybody will take what I took. The pressure and hardship. It's not easy at all. You're all by yourself. The reality kicks in when you feel that you need at least to talk to your family. And it happened to me many times before when I was a student. Even when I tried to call them I couldn't reach their phone so I was really alone.

Bae added that he will only talk to his parents and siblings through video calls. He said that "I had them attend my graduation via video call." No one from his family was able to attend his graduation in person. It was really a difficult experience for him. But despite being alone he was able to finish his studies and graduated.

Adapting the Culture

Bae shared that he experienced culture shock. He explained the disparity between his culture and in the Philippines. When asked what shocked him about the culture. He replied,

I'm not used to Filipino food. Bread and sandwiches are what I'm used to. Here it's all about rice. "Kanin" or rice is life. That's what has happened to me now. You must always give me rice. I don't eat without rice. I got culture shock to the point that I stopped eating. Also, I don't eat pork. When I go outside, I don't know which meat is pork or not. In addition, my English was not good. I have no idea what I am ordering and getting. Then I started going to a sari-sari store to buy soft drinks and biscuits. That was my meal for the day. My family did not know about it. I lost like 15 kilos of my weight.

The fact that he settled on eating soft drinks and biscuits is hard to deal with but out of perseverance he stood still. He learned to eat Filipino foods later on as he stated:

The first Filipino dish that I tried is tinolang manok. I love it. It was my number one. Some people say chicken adobo, they are wrong. Ever since I started exploring more, more and more Filipino foods. I was about to try chicken isao but I got scared one time because I found "dumi" sa loob. The weirdest thing I tried in Filipino food is not Balut. I don't eat them. It's fishball and kwikwik.

Bae also described how difficult it was for him to communicate with people. He mentioned how he struggled to learn the English language as he narrated:

As I began to learn English, no one helped me. I looked up English schools on Google. Because I lived in the south, the school which popped out is in Makati. I am from the south and am unfamiliar with transportation. I did not know how I reached the school until now. In Makati, I roamed around for hours looking for the school. I just have the

address stored on my phone. For three months, I studied English. Because I was able to communicate with others, I began feeling comfortable. With the ability to speak, one can interact, understand, and communicate with others. That was the time I started school.

His determination and perseverance to learn how to speak English gave him confidence and made him feel comfortable. These experiences helped him a lot in appreciating life and culture in the Philippines.

Financial Difficulty and Stability

While studying, Bae described how his family supports him financially. Without asking for more, he explained how he budgeted the money sent to him by his family. According to Bae:

> *I have been supported by my family. I come from a well-off family back in Syria. My father was a highly respected engineer. Previously, he worked for the government. But I'm not the type of person who depends on family. I don't ask for anything from them. My family should send me whatever money I need rather than sending me whatever allowance I want. I always tell them that whatever you give me is enough. That's not the kind of person I want to be. It is for this reason that my graduation was not delayed. The course I'm taking is five years long. In four years, I completed it. My goal was to graduate on time. I was really focused.*

Bae said that he wanted to become independent and was looking for a job to earn a living after graduation. He mentioned the difficulty of getting a job because of being a foreigner. He further added:

> *I started applying for jobs not because my family expected me to work or because I needed a job, but because I wanted to be independent. I don't want to ask for money or allowance from my family. I want to become a grown up man. I tried to find a job, but was turned down*

because I am not a Filipino citizen. I was doing sidelines. Like translation because I speak Arabic, English and a little bit of Tagalog. So I do freelance work.

He described how he started living using his own resources and no longer depending on his parents and siblings. He added that he moved from a luxurious apartment to a small one. In the interview he said:

> *I moved out of my condo because my sister was the one paying a luxurious condo for me in Alabang. I moved out and I lived in a small apartment in the south in 2017. Not a good one hahaha. He said jokingly. I started becoming independent. I ran out of money but I never asked my sister.*

He narrated how he became a vlogger and it became a source for a living. He added that it was not his intention to become a vlogger. He said he had no idea at the beginning that what he was doing would make him who he is right now in the world of vlogging. He added that he was just taking pictures and videos of the places he visited and shared it to his family and friends. He described his amazement and appreciation of the natural beauty of the Philippines. In his words he said:

> *When I was still studying, I used to travel occasionally. During the summer or something like that. I take videos of my surroundings when I travel. I show the places I visit. I go to Boracay, Palawan and anywhere around the country. I was actually blown away by the beauty of the Philippines since I had no idea how gorgeous the country is before coming here. Honestly, most middle easterners have no idea how beautiful our country is. The Philippines has a beautiful side that many rich middle easterners do not know. I saw it myself. When I saw it, I wanted to show it to other people. I was not vlogging at the time, I was only taking videos of my surroundings when I was traveling. Then, I began sharing it with my family and friends in Syria. I told*

them I had been to these beautiful places. Having traveled through this region, I would like to let them know. It's really nice here. I started falling in love with the Island.

Bae showed excitement in the interview about his experience and what he saw in the places he visited. He added that the most beautiful places that he visited in the Philippines were El Nido and Coron in Palawan. He told in the interview how he started uploading videos on Youtube.

So I discovered that I can upload the videos on youtube. I can show it to more people and share it to more people. So I started uploading on youtube but I was not vlogging because I was still a student then. I just upload whenever I have a video.

In the interview, Bae was really surprised how people appreciate and like what he is doing. He added, "I didn't expect it. I mean this because I was not really planning for this. I just have a dream to graduate and do something after graduation. " Bae explained that through his uploads, he wanted to show people the beauty of the Philippines that many rich middle easterners didn't know about.

Many of the people, including my family, were shocked with what they saw. It is because not many middle easterners know much about the Philippines. They only knew we have a lot of OFWs who are Filipinos and really worked hard. I wanted to be the means to show the beautiful places I go to. I didn't know that people would like what I'm doing. People started supporting me. More people even like the idea and like my video. They are asking me to upload more videos.

Bae was shocked that his followers started growing. Currently, he has about 4.47 million

followers and has uploaded more than 550 videos on Youtube. This opportunity gives him the financial stability to support himself as well as to the people that worked for him.

Giving Back

When asked about when he started giving back, Bae explained that it comes from his family values.

He recounts that his family believed in good karma. He narrated:

When I was growing up, my family had values. We believe in good Karma. Back home, my dad is known for that. He is a very generous person. As well as my mother. In Syria, we were like that. The belief in good Karma led to it. In our family, we always give away clothes, food, and other things because we believe in good karma. It doesn't matter what religion you follow. It's just that as you do good, good things come back to you.

He added that because of his hardwork and determination, he is able to help many Filipinos.

Not only that I have a life here, I mean I created many jobs for many Filipinos. As of this moment, I have like 40 employees working for me. I'm currently working on a big project that will employ a lot of Filipinos. If it will succeed with me, it's going to be a big opportunity. It will have an impact on people if I'm able to provide jobs even for 40 people. At least I'm able to give them stable jobs. They go to work. I just want to tell you, you might see me anywhere. I could be a "kargador" in the morning, a youtuber in the evening. I could be a cashier in the afternoon. You see me all over the place and you'll be shocked because sometimes you might see me carrying boxes or not. So I work hard.

He stated that "I wanted to feel good about myself. And that's the reason why I decided to come up with something to do with my own labor and my own work." He expressed with conviction the best thing that happened in his life. He narrates

Best thing of my life right now is that I'm able to change the lives of many people. I have people who work for me since like 2 years and they know already if I go big, they go big. We go all together. So I'm giving them chances in life. They have nothing but my side. So I'm not just letting them

go. I told them you know if we get big you're gonna be with me.

Becoming a Filipino

When asked why he loved the Philippines, he clarified about his being a true blooded Syrian, however he stated that it was his choice to become a Filipino citizen without disowning his being a Syrian. Bae relates it this way.

> *First of all I will not deny the fact that I'm a full blooded Syrian. If you deny your origin, you are no longer loyal. And I fell in love with the Philippines. I chose to live here. After graduation, I was offered to go to France and live with my father and brother. I was offered an instant job because my brother has connections there. It was because of a desire to earn my own money that I refused. It was a tough decision for me to make. Unintentionally, I became like a Filipino because I love the food. I already love the culture. I already act like one. I lived like one. So it's not that I intended to, like I want to be a Filipino or I want to be whatever. It just came naturally.*

For Bae, becoming a Filipino made him feel good. He said, "It's amazing of course. It's good. I mean for me, I don't feel that I am a foreigner. Until now, if I stop somewhere and I speak Tagalog, they laugh at me. They would say, "Ah marunong ka pala." He loved that people acknowledged him learning to speak Tagalog. When Toni requested him to respond in Tagalog, he said, "let's try it." He was asked, "Anong nararamdaman mo ngayon?". He replied, "happy." Toni laughingly replied, "that's in English." He replied, "masaya" which means "happy". He continued, "Masaya ako kasi kasama kayo," In the interview he claimed, "This is where I feel at home." When he was asked how long he will stay in the Philippines, he replied, "I think for good." Bae added:

> *I feel like this is my home. This is where I belong. Even Though whatever nationality you have because you will adapt. So this is what happened to me. I adapted to the lifestyle here. The "Mga Tao" or "The People" in here, they're*

> *different than the "Mga Tao" in France than wherever you go. Mga Tao here, They're crazy. Some of them shout at me when they see me in the street.''Mga Tao''. I like that. They're not like the type of Mga Tao in France. They are friendly. And I love them. So "Mga Tao" here are the best "Mga Tao".*

When asked about his dreams now, he said, "My dream is already happening." He said that his dream is not driving luxurious cars. He added that, "I like to live simple, I like simplicity of life." In the interview he concluded, "I love the Mga Tao here."

CONCLUSION

Originally from Syria, Bae became famous online with his vlogs about Filipino culture. Now a Filipino citizen, he is well known online as The Meander. His YouTube channel, The Meander, has more than 4.3 million subscribers. As Bae's subscribers grew, he realized he had to do better. He changed the theme of his YouTube content. As opposed to spending too much time traveling and visiting different areas, He helped as many people as He could. Over time, the meaning of his moniker has changed for him. The purpose of 'The Hungry Syrian Wanderer' is to wander more, help more people, and discover more about the Philippines. Bae mentioned that what people can expect from him in his upcoming vlogs is not only to entertain, but to entertain with a purpose.

Implications

It is always a challenge to live in another country. A person's personal development is influenced significantly by living in a foreign country -in a foreign language and culture. There is nothing wrong with the change. Nevertheless, this paper has refuted the claim that one may completely forget the social conditions of their home country by permanently living in another country. Although the change is never permanent, it is only oriented towards the desire that drove one into another country.

A foreign country can be an amazing experience, but it can also have profound effects on one's life. A major, and also very common, result is missing your home once you begin a regular life away from home. It is learning how to accept another type of

society and culture into your daily life. Since you are living in a place with different customs and traditions from yours, you have to be able to develop yourself in unknown conditions. Embrace new friendships, learn about different viewpoints, accept different opinions and values, and take advantage of every opportunity to travel. As a result, you will be able to gain true knowledge. The most significant effect of living away from home is the independent behavior that grows inside. You acquire a good and strong sense of responsibility by living apart from your family and eking out a living on your own. Being independent and responsible in life will enable you to accomplish every goal you desire.

REFERENCES

Bruner, J. (1986). Actual minds, possible words. Cambridge, MA: Harvard University Press.

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed method Approaches (2nd ed.). Thousand Oaks, CA: Sage.

Gergen, K. J., & Gergen, M. M. (1986). Narrative form and the construction of psychological science. In Sarbin, T. R. (Ed.). Narrative psychology: The storied nature of human conduct (pp. 22-44). New York, NY: Praeger.

Gonzaga, T(2021, July 17). "Why Basel (the HUNGRY SYRIAN Wanderer) Chose to Become a Filipino | Toni Talks." *YouTube*, YouTube, www.youtube.com/watch?v=M0mxNVml coo.

Mishler, E. G. (1986). Research interviewing: Context and narrative. Cambridge, MA: Harvard University Press.

University of the Visayas

FAMILIARIZATION OF INTERNATIONAL PHONETIC ALPHABET AND COMMUNICATIVE COMPETENCE AMONG STUDENTS SPECIALIZING ENGLISH

Sherilyn B. Espra[1], Clarrise Cantago[2], Michelle Gimena[3], Jade Tagab[4], Aileen Catacutan[5]

[1]*Student, *[234]*Faculty, *[5]*Professor, College of Education, Graduate School of Education, University of the Visayas*

ABSTRACT

Using a descriptive correlational design under quantitative method, this study measured the familiarization of the International Phonetic Alphabet (IPA) and Communicative Competences among students specializing English through speaking. There were 44 students randomly selected from each year level of the College of Education in the University of the Visayas. They were tested in their familiarization in IPA by letting them transcribe words. Also, their Communicative Competences were evaluated through a casual interview and they were rated using a rubric adopted from the study "Communicative Competence in English among Grade Nine Students" by Reyes, R.Q (2016). The findings revealed that there was a significance in familiarizing the IPA especially to the students specializing English that in which they were able to enhance their pronunciation skills. Also, the Communicative Competence that measured students' areas of improvements in speaking. This further indicated that the students were more exposed to Communicative Competences which enabled them to determine the areas where they need improvement.

Keywords: familiarization, International Phonetic Alphabet (IPA), Communicative Competence, pronunciation, students specializing English

INTRODUCTION

In today's world, good communication is becoming more and more necessary. Good communication is about more than just exchanging information. It is about understanding the emotions and intentions behind the information. Being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what is being said and makes the other person feel heard and understood. Since pronunciation is a sub-skill of speaking, it is also one of the difficulties faced by most of the learners in language, even though it has been learned for many years. Learning the basics of pronunciation through phonics, students will not only learn to speak comfortably, but also will improve their listening comprehension. International Phonetic Alphabet (IPA), is an alphabet system of phonetic notation based primarily on the Latin alphabet. This was devised as standardized representation of the sounds of spoken language. The IPA is important because it allows everyone, not just linguists, to learn the pronunciation of an utterance no matter what

language is used. The contribution of International Phonetic Alphabet to

Communicative competence is to distinguish consonant sound formation that will correlate to communicative competence by knowing how to recognize and repair communication breakdowns. Communicative competence has to be recognized as the most significant component in the language user's way of speaking, writing, listening, reading and in the practical context.

English pronunciation is one of the most difficult skills and students should spend a lot of time improving this skill (García, 2007; Martínez-Flor et al., 2006; Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of student skills and is also one of the most important features of language education. Gilakjani (2012) stated that good pronunciation leads to learning, while bad pronunciation leads to great language learning difficulties. According to Hismanoglu (2006), for oral communication, pronunciation

instruction is very important. It is also an important part of the communication skills. Although English pronunciation plays an important role in English, many teachers do not pay sufficient attention to this important skill.

In this research, the relationship between the four components of communicative competence such as linguistic, sociolinguistic, discourse and strategic competence, has not yet been clarified, if which one is dominant in attaining adequate pronunciation. Communicative competence seeks to personalize and localize language and adapt it to interests of learners. Meaningful language is always easier for students to retain.

Therefore, the purpose of this study was to determine the possible effects of communicative competence to pronunciation in which the four components of communicative competence were described and explained on how these four components would achieve good pronunciation skills. It was in this reason that the researchers wanted to conduct a thorough investigation and implementation of having proper pronunciation. By summing it up, the product or effect of this research is that learners will be able to correct themselves in their own pronunciation and be a great communicator. This skill serves as a wall in building your self-confidence or self-esteem. That is why with the use of IPA, you can achieve proper pronunciation and can communicate well.

The objective of this correlational study is to determine the relationship of the extent of familiarization of IPA and the Communicative Competence of the Bachelor of Secondary Education students specializing English in the University of the Visayas.

METHODOLOGY

This study summarized the research design; the environment, the instrument that was used, the participants under the study and the method that was used to collect data.

This study utilizes quantitative research method. It employs descriptive-correlational design which involves the relationship between two variables. The design is descriptive in a way that the study described the familiarization of International Phonetic Alphabet that correlate to the communicative competence among students specializing English.

The study was conducted in the University of the Visayas College of Education located in Colon St., Cebu City. The researchers chose the environment because the said university is known in producing quality graduates and students there are able to participate in this research study especially to those students who are specializing English subject. Thus, it was expected that students in the said college were adequately equipped with these learnings that is why the researchers subjected it to be the environment of the study.

This study were participated by the Bachelor of Secondary Education students in the University of the Visayas under College of Education Department who were specializing English subject. First year to third year students was catered in order to get the most reliable result of the study.

The researchers utilized a simple random sampling. It was the basic sampling technique where the researchers selected a group of students from the large population of English Majors students where it has a total of 87 students. Each student was chosen entirely by chance or through random selection and each member of the population had an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection (Easton & McColl, 2000).

The study utilized an oral and written test for the IPA and a rubric for the communicative competence as a tool in conducting a data collection. An oral test in which the researchers let the respondents read a vocabulary word out from the cards with its transcriptions and a written test in which the researchers let the respondents transcribe each given words. On the other hand, for communicative competence, a rubric was used to measure the respondent's level of competences.

In gathering the data, the researchers asked for the approval from the dean. By having the approval from the Dean, the researchers presented a consent to each respondents to ask to participate in the study. If the respondents approved the consent, he/she was asked to participate for the oral tests and to be followed with a written test. Right after the respondents answered the said tests he/she was asked random questions or interview concerning communicative competence and was rated with the use of a rubric.

Frequency & Percentage --- Familiarization of IPA was used by the researchers in analyzing the

Academic Performance in the core subjects among the English Major learners.

Weighted Mean --- Communicative Competence was used by the researchers in presenting the engagement in co-curricular activities of the English Major learners.

Pearson's Product-Moment Correlation Coefficient was used by the researchers in analysing the relationship between the engagements in co-curricular activities and academic performance in the core subject among the English Major subjects.

RESULTS AND ANALYSIS

This contains the presentation, analysis and interpretation of the data on the Familiarization of International Phonetic Alphabet and Communicative Competence among Students Specializing English in the Calendar Year, 2019. The data gathered was from the oral and written test for the IPA and a rubric for the Communicative Competence. In this section, it covers the familiarization of the respondents on the International Phonetic Alphabet (IPA) and as well as the relationship of their communicative competences. The analysis and interpretation of these data were according to the result of the specific questions and statements directed to the study. In presenting the data, tables were used by the researchers that contained the numerical data and as well as the interpretation. The findings were summarized more visually-friendly data that can easily be interpreted and understood by the readers.

Familiarization of International Phonetic Alphabet (IPA)

Table 1 displays the biographical data that is a combination of description and information. This refers to the familiarization of the respondents to the International Phonetic Alphabet (IPA).

Table 1

Familiarization of International Phonetic Alphabet (IPA)

Variable	n	Mean Raw Score	Mean Percentage Score	SD	Interpretation
Familiarization on IPA	44	2.25	22.50	1.83	Beginning

Note. N=44 Below 75% - Beginning; 75-79% - Developing; 80-84% - Approaching Proficiency; 85-89% - Proficient; 90-100% - Advanced.

Table 1 shows the results of the data being gathered in the familiarization of International Phonetic Alphabet (IPA) of the students specializing English. Based on the result, familiarization on IPA has a mean score of 22.50 and is interpreted as beginning which means students level of familiarization on IPA is only just in the beginning stage. The first encounter that students have with a given phonetic symbol or symbol set should always be handled with care. This is because the unfamiliar character of many phonetic symbols may give rise to skepticism, indifference, or even hostility to them among students. It is therefore essential to build early confidence in the use of phonetic symbols. Raising learners' awareness of International Phonetic Alphabet (IPA) features exemplifies the analytic linguistic (AL) approach in pronunciation teaching described by Celce-Murcia, Brinton and Goodwin (2010). The AL approach assumes that awareness of many L2 phonological features does not necessarily arise in learners spontaneously. Instead, the approach assumes that this awareness should be fostered with the use of metaphonological tools – tailored to learners' level and interests – for learners to become aware of what exactly is to be learned or practiced.

Communicative Competence among Student Specializing English

Communicative Competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. The term was coined by Dell Hymes in 1966, reacting against the perceived inadequacy of Noam Chomsky distinction between linguistic competence and performance.

Grammatical Competence

Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. One demonstrates grammatical competence not by stating a rule, but by using a rule in the interpretation, expression, or negotiation of meaning. In the second table, it displays the competences of the respondents based from the indicators of the Grammatical Competence:

pronunciation, speaks clearly, vocabulary, structure, and comprehensibility of the students who are specializing English.

Table 2

Grammatical Competence

Indicators	Weighted Mean	SD	Descriptive Equivalent
Pronunciation	3.48	0.55	Very Good
Speaks Clearly	3.25	0.69	Good
Vocabulary	2.61	0.65	Good
Structure	3.20	0.41	Good
Comprehensibility	3.48	0.55	Very Good
Factor Mean	3.20	0.65	Good

Note. n = 44. 1.00-1.75 – Poor; 1.76-2.50 – Fair; 2.51-3.25 – Good; 3.26-4.00 – Very Good.

Table 2 shows the results of the data being gathered in the grammatical competence of the students specializing English. Based on the result, the highest weighted mean of all the indicators under the grammatical competence is the pronunciation and comprehensibility with both have weighted mean of 3.48 and has a descriptive equivalent of very good. This indicates that the students specializing English has a near native pronunciation and intonation clearer and the researchers understands everything that the student is trying to communicate with regards to the questionnaire being given to them. Pennington (2001) suggested that teachers trained in phonetics who integrate pedagogical instruction of suprasegments into a communicative language course may bring better results. In a later study, Morley (2000) supports these claims by asserting that positive results in learners' pronunciation are expected if pronunciation training is not isolated but is integrated into communicative activities. To conclude, these new perspectives that see language primarily as communication bring a renewal in urgency of pronunciation teaching, especially towards more integrated approaches and suprasegments.

Discourse Competence

The discourse competence had to await until the communicative competence was broken into sub-competences to appear as a goal. In the third table, it displays the competences of the respondents based from the indicators of the Discourse Competence: organization, transitions, connections and sentence structure.

Table 3

Discourse Competence

Indicators	Weighted Mean	SD	Descriptive Equivalent
Organization	3.27	0.45	Very Good
Transition	2.70	0.51	Good
Connections	3.11	0.69	Good
Sentence Structure	3.43	0.50	Very Good
Factor Mean	3.13	0.60	Good

Note. n = 44. 1.00-1.75 – Poor; 1.76-2.50 – Fair; 2.51-3.25 – Good; 3.26-4.00 – Very Good.

Table 3 shows the results of the data being gathered in the discourse competence of the students specializing English. Based on the result, the highest weighted mean of all the indicators under the discourse is sentence structure with a weighted mean of 3.43 and has a descriptive equivalent of very good which means that after answering the questionnaire, the researchers have sought to observed that the students have are well-constructed sentences with varied structure. This also agreed to the study of Ross (2015) which he investigated the challenges faced by the students in writing a well-developed paragraph in English. He maintains that the students must strike a balance among the issues like content, organization, purpose, audience and vocabulary. Ross (2015) has also found out that the students write such clauses as neither follow punctuation system nor the sentence structure.

Sociolinguistic Competence

Sociolinguistic competence refers to the ability to use language that is appropriate to social contexts. Alptekin (2002, p. 58) explains that social contexts refers to culture-specific contexts that include the norms, values, belief and behavioral patterns of culture. In the fourth table, it displays the competences of the respondents based from the indicators of the Sociolinguistic Competence: content, stays on the topic, and politeness.

Table 4

Sociolinguistic Competence

Indicators	Weighted Mean	SD	Descriptive Equivalent
Content	3.43	0.50	Very Good
Stays on the Topic	3.55	0.50	Very Good
Politeness	4.00	0.00	Very Good
Factor Mean	3.66	0.48	Very Good

Note. n = 44. 1.00-1.75 – Poor; 1.76-2.50 – Fair; 2.51-3.25 – Good; 3.26-4.00 – Very Good.

Table 4 shows the results of the data being gathered in the sociolinguistic competence of the students specializing English. Based on the result, the highest weighted mean of all the indicators under the sociolinguistic competence is politeness with a weighted mean of 4.00 and has a descriptive equivalent of very good which means that students specializing English never interrupted or hurried the researchers and thanked the interviewer afterward. Other indicators also indicate very good results which resulted to an overall factor mean of 3.66 and has met the highest expectation. Celce-Murcia (2000) stated that student's express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use.

Summary on the Communicative Competence

The table 5 presents the summary on the Communicative Competences of the respondents in which it indicates the grammatical competence, discourse competence, and sociolinguistic competences of the respondents.

Table 5

Summary on the Communicative Competence

Indicators	Weighted Mean	SD	Descriptive Equivalent
Grammatical Competence	3.20	0.65	Good
Discourse Competence	3.13	0.60	Good
Sociolinguistic Competence	3.66	0.48	Very Good
Factor Mean	3.29	0.63	Very Good

Note. n = 44. 1.00-1.75 – Poor; 1.76-2.50 – Fair; 2.51-3.25 – Good; 3.26-4.00 – Very Good.

Table 5 shows the summary of the communicative competence of the students specializing English. Based on the results, the highest weighted mean of 3.66 is the sociolinguistic competence which has a descriptive equivalent of very good. This means that the students have the ability of understanding and producing different utterances in different contexts of use where different factors play an important role, such as the relationship between participants, their situation and etc. Hismanoglu (2006) describes the overall focus of communicative language teaching more generally as spoken English that is easily understandable and allows a positive picture of the learner as a speaker of English as a foreign language. Communicative

Competence has to do with the social, cultural, and psychological rules that determine the use of a particular language in a particular situation.

Relationship between the Familiarization of the IPA and Communicative Competence

The table 6 presents the relationship between the Familiarization of the International Phonetic Alphabet (IPA) and Communicative Competence of the respondents. The tabular values were revealed below.

Table 6

Relationship between the Familiarization of the IPA and Communicative Competence

Variable A	Variable B	r-value	p-value	Decision	Interpretation
Familiarization of the IPA	Grammatical Competence	.051	.742	Fail to Reject Ho	Not Significant
	Discourse Competence	-.043	.783	Fail to Reject Ho	Not Significant
	Sociolinguistic Competence	.145	.348	Fail to Reject Ho	Not Significant
	Overall	.037	.809	Fail to Reject Ho	Not Significant

Note. Significant at α < 0.05.

The p value reflects a value which is higher than .01 which is interpreted as not significant which further results to a decision of failed to reject the null hypothesis. Therefore, there is no significant relationship of the extent of familiarization of IPA and the communicative competence of the Bachelor of Secondary Education students specializing English in the University of the Visayas.

Based on the findings of the study, the table unravels that there is no significant relationship between familiarization of IPA and the communicative competence of the students. Thus, the findings of the study failed to reject the null hypothesis of the study in which there is no significant relationship between familiarization of IPA and the communicative competence of the students.

CONCLUSION

After conducting the survey in terms of familiarizing of IPA and Communicative Competence of the English Majors of the University of the Visayas Main Campus, students' level of familiarization on IPA is only just in the beginning stage. The first encounter that students have with a given phonetic symbol or symbol set should always be handled with care. This indicates that the students specializing English has a near native pronunciation and intonation clearer and the researchers understand everything that the student is trying to communicate with regards to the questionnaire being given to them. The researchers have sought to observe that the students have well-constructed sentences with varied structure. Students specializing English never interrupted or hurried the researchers and thanked the interviewer afterward. Students have the ability of understanding and producing different utterances in different contexts of use where different factors play an important role, such as the relationship between participants.

REFERENCES

Aliaga Garcia, C. (2007). *The Role of Phonetic Training in L2 Speech Learning. Proceedings of the Phonetics Teaching and Learning Conference (PTLC2007)*, University College, London. Available at http://www.phon.ucl.ac.uk/ptlc/ptlc2007 web procindex.html

Alptekin, C. (2002). *Towards intercultural communicative competence in ELT. ELT Journal, 56(1), 57-64.*

Hismanoglu, M. (2006). *Current Perspectives on Pronunciation Learning and Teaching. Journal of Language and Linguistics Studies, 2(1), 101-110.*

Martinez-Flor, A., Uso-Juan, E., & Alcon Soler, E. (2006). *Towards Acquiring Communicative Competence through Speaking*. In Uso-Juan, E., & Martinez-Flor, A. (eds) Current Trends in the Development and Teaching of the Four Language Skills. Berlin: Mouton de Gruyter, 139-157.

Pourhosein Gilakjani, A. (2012). *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. International Journal of Humanities and Social Science, 2(3), 119-128.*

Pourhosein Gilakjani, A. (2016). *What Factors Influence the English Pronunciation of EFL Learners? Modern Journal of Language Teaching Methods (MJLTM), 6(2), 314-326.*

CHALLENGES OF ELEMENTARY TEACHERS IN HANDLING ONLINE CLASSES: A PHENOMOLOGICAL INQUIRY

Sean Joshuane Olaco[1], Samantha Ang[2], Angelie Valderama[3], Jessel Mae Arconad[4], Bernardo Apawan[5], Precious Kate Nacorda[6], Eduardo Omaña[7], Emma Yaun[8]

[123456]*Masterand, Graduate School of Education, University of the Visayas*

ABSTRACT

Online education due to Covid-19 pandemic has become increasingly popular. The rise of the new system of education also raises new challenges for elementary teachers who will most likely need to adjust to every change in education. These challenges experienced by teachers need to be identified for it to be solved. Interventions must be proposed in order to maximize the teaching and learning process even during this time. This study responded to this gap by exploring the challenges experienced during online classes from the point of view of the elementary teachers. Guided by the constructivist philosophical stance, interpretive hermeneutic phenomenology research design, and the interpretive analysis of qualitative data, the virtual face-to-face interview of the purposively selected 8 elementary teachers revealed 3 overarching themes: (1) Technical difficulties; (2) Student engagement; and (3) Unverifiable student answers and outputs. Overall, the themes purport that despite the different challenges elementary teachers encountered during online class, their dedication and passion to teach, their willingness to learn and adopt new strategies to improve their teaching methods and style, are what makes teaching their lifeblood facing the new normal of education. These findings can help educators craft new teaching methods that are congruous to the present situations, common interests, and nature of professional teachers.

Keywords: Challenges, Elementary Teachers, Online Teaching, Online education, Teaching techniques

INTRODUCTION

Covid-19 pandemic caught everyone by surprise. All sectors in the community were greatly affected. A lot of things have changed and as human it is necessary that we adjust to adapt to different changes around us. The educational sectors around the globe were forced to adapt on new age of teaching and learning in education. Schools and universities are now scrambling to enable digital and technical infrastructures that will support whatever form of virtual learning that they will most likely to adopt. The education community worked hand in hand in order to determine the most effective means of delivering quality education to all students in our country. Various educational practitioners are continuously innovating teaching practices in order to improve the delivery of instruction for our learners.

Right now, online education has been pushed further and deeper as a solution that addresses the challenges of learning continuity amidst school closure at this time of the pandemic. Online education has become increasingly popular, and most educational institutions believe that this method of instruction will be critical for the future of education (Allen & Seaman, 2014). The accessibility of the internet and flexibility of online courses have made online education an integral part of education especially in times of pandemic when face-to-face classes is not yet allowed (Li & Irby, 2008; Luyt, 2013; Lyons, 2004).

Given the opportunities that online education provides for faculty, students, and institutions amidst the pandemic, the amount of attention it has received is not surprising (Konetes, 2011).

These sudden and abrupt changes in education affected not just the learners and their parents but also the teachers who will most likely need to adjust to every change in our education system. Other researches stated that A current challenge for academics in an e-learning environment is to understand the different learning styles of different students for better learning outcomes. The traditional method of learning may not be adequate in the modern day classroom where e-learning technology is playing a major role in the delivery

of education. In principal the key to understanding the student needs is to understand the diversity in the virtual class (Folley, 2010; Donahue & Glodstein, 2013).

Challenges that teachers usually encounter during online classes need to be identified. Online classes involves a 'learning space' which is usually a website containing an organized set of learning materials, activities, discussion boards/forums and assessment tasks (Andrew, 2012; Yoany, 2006; as cited in(Prior et al., 2016)). It is also because online classes need media or application to elaborate the material of the students. The situation has a very big difference to normal classes that we are used to. Teachers and students were not given time to adapt and prepare for online classes in the country. Challenges need to be identified for it to be solved. Interventions must be proposed in order to maximizethe teaching and learning process even during this time. Based on the previous studies conducted, online learning needs special preparations. It is in contrast with the current situation which is happening in the Philippine and all over the world. Education worldwide does this system spontaneously and of course it has effect to teaching and learning process.

From the previous studies, teacher's newly-found challenges in the delivery of lessons online in times of the pandemic are not being emphasized. The same challenges that forced teachers to adapt and change the way they teach and handle learners are not also identified. Also, it is yet to be known how these challenges impact teacher's teaching method and styles and how they were able to cope up with the present situation.

Thus, this study has given voice to the challenges experienced by the elementary school teachers in doing online teaching. Specifically, this study identified the different challenges that elementary teachers encounter while doing online classes. It also seeks to understand how these experiences affect the teaching styles and methods of the teachers and how they try to cope up with the changes in our education system. The researchers also wanted to know the strength and the weakness of online classes based on teachers' perceptions during this pandemic. And more importantly, this study also identified effective teaching models that will help the teachers in order to enhance the teaching techniques during pandemic. This study gave a glimpse as to how the experiences of teachers handling online classes affect their views on teaching and their way of teaching and handling classes.

Philosophical Assumptions

Ontology is defined by Crotty (2003) as "the study of being". It is concerned with "what kind of world we are investigating, with the nature of existence, with the structure of reality as such". Guba and Lincolin (1989:83) state that the ontological assumptions are those that respond to the question 'what is there that can be known?' or 'what is the nature of reality?'. As this study aimed to explore and examine elementary teachers' challenges in handling online classes in the new normal of education, this adopts a realistic ontology. It posits that the meaning of reality is created through internal and social processes (Gergen, 2009) wherein the understanding of self and the world is co-constructed from the personal narratives of those who have lived the experience (Angus & McLeod, 2004).

Epistemology is 'a way of understanding and explaining how we know what we know', (Crotty,2003:3). Epistemology is also 'concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.' (Maynard, 1994:10) in Crotty, Ibid, 8). The Epistemological stance used in this study is constructionism. Constructionism is defined by Crotty (2003:42) as "the view of that all knowledge and therefore all meaningful reality as such is contingent upon human practices, being constructed in and out of interaction between human beings and their world and developed and transmitted within an essentially social context." Thus, meaning is not discovered, but constructed. Imbued with this view, researchers adhere to the hermeneutic approach of inquiry where sense-making of the phenomenon is done through the individual and collective responses (Oxley, 2016). This is consistent with the belief of the researchers that the "truths" being perceived in the world and the current ways of understanding the world are not a product of objective observation, but a product of intertwining social processes and interactions in which people are constantly engaged with. Accordingly, the researchers gather multiple perspectives to produce a kind of truth about the challenges of elementary teachers handling online classes through the lenses of all the people participating in the study.

Axiological assumptions are those that respond to the question "what is the role of values?". The researchers acknowledge that research is value-laden and that biases are present in relation to their role in the study of context. The researchers openly discuss values that shape the narrative and includes his or her own interpretation in conjunction with those of participants.

Rhetoric is the art of speaking or writing effectively. It refers generally to how language is employed, but it has come to mean the insincere or even manipulative use of words. Technically, it includes the arts of persuasion and decoration or elaboration in literature (Frye, 1957). In relation to this view, the rhetorical assumption of this study is that the researchers are not "truth seeking" or omniscient but instead reporting what reality is through the eyes of the research participants. Accordingly, the researchers gather multiple perspectives to produce a kind of truth about the challenges of elementary teachers handling online classes through the lenses of all the people participating in the study.

This phenomenological study explored the lived experiences of the elementary school teachers in their online teaching in Cebu City.

METHODOLOGY

This study is a descriptive-phenomenological study. According to Creswell (2013), Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon. Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. The interview(s) attempts to answer two broad questions: What have you experienced in terms of the phenomenon? This study utilized phenomenology as the researchers gather data such as the lived experiences of the elementary school teachers while they handle online classes. It also focuses on the challenges that they encounter and the factors that brought these challenges. This is done in order to propose accurate and efficient interventions to improve the way teachers of this generation handle online classes.

This study was conducted in Cebu City. The City of Cebu is divided into two district namely, north and south district. The study was conducted on selected elementary schools located only in metropolitan area.

The participants of this study were eight (8) elementary school teachers in selected elementary schools in Cebu City located in the Metropolitan area. The participants should be a (a) elementary school teacher with at least 1 year teaching experience (b) elementary school teacher with no experience in teaching online classes prior to the pandemic (c) elementary school teacher handling online classes for A.Y. 2020-2021 (d) in good physical and emotional well-being during the process of the collection of data and (e) voluntarily participates in the study. The participants is given rights to withdraw their participation whenever they wish to.

The researchers served as the primary instruments of the study. In addition, an interview guide was utilized to explore on the challenges of the elementary teachers handling online classes. It contains questions such as preliminary, developmental and wrap up questions. Probing and prompting questions were asked.

To ensure the validity/credibility and dependability of the instrument, qualitative research experts were asked to check its veracity and to ensure that questions asked is in accordance with the objective of the study.

The researchers did the following steps in gathering the data to be used in the study. First, the researchers sent a letter to the dean of the Graduate School of Education asking permission to conduct the interview. Second, the researchers sent a letter to the Division Superintendent of Cebu City asking permission to conduct the study on selected public elementary schools in Cebu City. The researchers obtained permission clearance from the IRB. Once the researchers obtained a formal permit to conduct the study, the researchers sent a letter to the principal of the selected public elementary schools where the participants currently teach. Then the researchers explained the background and the purpose of the study to the participants, the participants were sent a link for the questionnaire that they are to answer online. The participants were given enough time to answer the questions. Once all the answers or data were gathered, the researchers analyzed and interpret the collected data.

The researchers utilized Collizi's Phenomenology Data Analysis Model in analyzing the data in this study. Colizzi's (1978) phenomenology data analysis model highlights conceptual patterns and describes the process that the researchers chose for the study. The following steps guided the researchers'' data analysis:

1. The researchers thoroughly read and reread the transcribed interviews to identify with the data and to acquire a sense of each individual and his or her background and experiences.

2. From the transcripts, the researchers identify significant statements which pertain directly to the proposed phenomenon.

3. The researchers develop interpretive meanings of each of the significant statements. The researchers reread the research protocols to ensure the original description is evident in the interpretive meanings.

4. The interpretive meanings were arranged into clusters, which allow themes to emerge. The researchers seek validation, avoid repetitive themes, and notes any discrepancies during this process.

5. The themes were then integrated into an exhaustive description. The researchers also refer the theme clusters back to the protocols to substantiate them.

6. The researchers produce a concise statement of the exhaustive description and provide a fundamental statement of identification also referred to as the overall essence of the experience.

7. The reduced statement of the exhaustive description was presented to the study's participants in order to verify the conclusions and the development of the essence statement. If discrepancies were noted, the researchers should go back through the significant statements, interpretive meanings, and themes in order to address the stated concerns. (pp.48-71)

RESULTS AND DISCUSSION

This chapter discusses the different themes that elaborate the major challenges which emerge from the findings of the study.

Technical Difficulties

Teachers and students are often experiencing technical difficulties during online classes. Wanda said that:

> *"One of the challenges that I have encountered while handling online classes unstable internet connection that would cause interruption when I'm delivering my lessons."* (Wanda Line 14-24)

This statement was further supported by Scarlet, Jane, Steve, Scott, Tony, Cathy and Peter when they said the following statements

> *"Some students don't have stable connectivity or just using mobile data, it's hard to communicate to them to give feedback and ask for their activities."* (Scarlet Line 23-31)

> *"The 1st challenge that I encounter is the internet interruptions due to slow internet connectivity. "* (Jane Line 7 - 12)

> *"Not stable in terms of internet connection…"* (Steeve Line 16-18)

> *"It is difficult to listen properly to the idea of the student due to lack of internet connection."* (Scott Line 13-18)

> *"Technical difficulties such as broken microphone, unstable internet connection and not having good and updated devices which cause lagging in applications."* (Tony Line 11-21)

> *"Kabangkaagan sa computer kay dli kayo ko maayo sa mga applications.* (Computer literacy is also a problem sometimes because I don't know how to navigate some applications. Cathy Line 65-75)"

> *"Slow internet connection."* (Peter Line 4-5)

It just shows that most if not all of the teachers have experienced technical difficulties including the lost and unstable internet connectivity, broken and outdated devices such as microphones, webcams and even computers. Teaching is also challenging whenever your students encounter technical difficulties while attending the classes. You either have to stop/interrupt the discussion or

repeat the discussion of the same topics for the students. This shows that for an online class to be successful, technical difficulties such as internet connectivity needs to be addressed.

Student Engagement

Teachers experienced difficulties in keeping their students engage in an online class. Wanda said that:

> "*Classroom management is a challenge especially if you have large set of students. It is hard to keep students engage in online lessons due to distractions and short attention span especially in lower grades.*"
> (Wanda Line 25 -38)

Further, this statement is supported by Scarlet, Jane, Steve, Scott, Tony, Cathy, and Peter.

> *"It's hard to communicate with students, give them feedback and ask for their activities. It is not really interactive." (*Scarlet, Line 27 -31 and 56-57)
>
> *"Classroom management is very challenging because pupils especially in lower grades have very short attention span and focus"* (Jane, Line 22 -29)
>
> *"Some students are difficult to be reached out for monitoring and late submission of outputs." (*Steve Line 22-28)
>
> *It is very challenging for me to catch the attention of every student." (*Scott Line 22-24)
>
> *"Students are passive… and less motivated to engage in online class." (*Tony Line 10 and Line 22-23)
>
> *"Ang akong mga nasugatan nga problema sa akong pagtudlo sa online nga klase mao ang Kulang ang partisipasyon sa mga estudyante."* (The challenge that I encountered when handling online classes is lack of pupil's interaction. Cathy Line 40-55)
>
> *"Some students are unreachable which makes it difficult for the part of the teacher to keep them monitor their performance." (*Peter, Line 6 -7 and 17-19)

The statements above shows that teachers experienced difficulties in keeping their students engage in an online class. This is due to a lot of reasons such distractions in the environment, short attention span of the students, passiveness of the students, and difficulty in reaching out students. These challenges need to be addressed to ensure that students are learning and not left out.

Unverifiable Student Answers and Outputs

Teachers experienced difficulty in verifying whether or not the students are actually the one who answers their activities or outputs. Steve said that:

> *"There is less assurance if the students really performed the given tasks."*
> (Steve Line 18-22)

Further, this statement is supported by Jane and Scarlet:

> "*...parents coaching their children in the background.* (Jane Line 18-21)
>
> *"Lastly, you cannot really tell if your students are the one who answered their activities during asynchronous classes."* (Scarlet Line 58-66)

Some of the informants stated that they find it difficult to know whether the students were truly the one who did their outputs and answers their activities. It is hard to verify whether the outputs were really a product of students' understanding or other persons did the output. It was also observed that some parents were actually coaching their children even during synchronous classes so it is harder to verify if the students were actually learning.

CONCLUSIONS AND RECOMMENDATIONS

This study highlights some challenges which elementary teachers experienced during online classes. It has been found that teachers experienced a lot of technical difficulties (such as internet interruptions, broken and outdated devices like microphones, webcams and even computers) which hinders them to effectively deliver their lessons online. The same problems were mentioned by Plitnichenko, (Plitnichenko, 2020). Furthermore, it has also been affirmed that teachers find it really challenging to keep their students engaged in online classes due to learners' lack of self-control and self-learning ability, lacked face-to-face

teacher or even parental supervision, plenty of distractions in the environment, and learners' short attention span especially those who are in the lower grade level. Moreover, teachers faced the challenge in terms of verifying whether the outputs that was submitted was really a product of students learning or a product of other person's work.

Keeping in view observational data as well as participants' perspective, there are a few suggestions for synchronous teaching:

- While devising lesson plans, infrastructure issues, home environment, time-constraints and non-availability of resources should be taken into consideration.
- Teachers should design such models for remote teaching which can focus not only on students' learning but also help them become independent learners. Moreover, teacher should brief students about the task, let the students complete and then discuss in the subsequent synchronous session. It should be one subject per session only.
- Teachers should be trained on how to become an effective online teacher as it was observed that not all teachers can handle synchronous teaching. The same suggestion has been given by Trust and Whalen (2020).
- Finally, teachers and parents should work together and actively cooperate to create a good learning environment for students, promote the effective development of remote teaching and ensure the teaching effect.

REFERENCES

Robusa, J., Paras, N.-E., Perante , L., & Alvez, T. (2021). International Journal Of Advance Research And Innovative Ideas In Education ,7(1),7-9.URL: (https://www.researchgate.net/publication/349310396_The_Experiences_and_Challenges Faced_of_the_Public_School_Teachers_Amidst_the_COVID19_Pandemic_A_Phenomenological_Study_in_the_Philippines)

Agarao, F. (2005) Contextual Realities of Teacher Education in the Philippines. Educ Res Policy Prac 4, 129–144 https://link.springer.com/article/10.1007%2Fs10671-005-3360-7

All4Ed. (2018, November 20). How Student-Teacher Relationships Impact Student Engagement and Learning. Alliance for Excellent Education. https://all4ed.org/when-students-trust-their-teachers/#:~:text=It%20builds%20trust%2C%20so%20students,to%20demonstrate%20with%20each%20other.

Kabata &Wiebe, 2005; Stickler &Hauck, 2006a; Winke, Goertker, & Amuzie, 2010) (2018) The hidden threat of teacher stress, The conversation

https://theconversation.com/the-hidden-threat-of-teacher-stress-92676

(Coutinho & Lisboa, . (2013) Benefits and challenges of doing research: Experiences from Philippine public school teachers, Issues in Educational Research https://www.iier.org.au/iier28/ulla-abs.htm

Meador, D. (2019) Strategies for Teachers to Develop Positive Relationships With Students, ThoughtCo, https://www.thoughtco.com/develop-positive-relationships-with-students-3194339

TUTUBOK: A MANOBO WAR DANCE

Danny Baldos[1], Ma. Shella Millan[2], Chona Armas[3], Luthergean Salarda[4], Niño Matillano[5], Alex Compas[6]

[1234]*Masterand,* [56]*Professor, Graduate School, University of the Visayas, Cebu City*

ABSTRACT

This study dealt primarily with the indigenous dances of the Manobo in the Municipality of Sibagat, Agusan del Sur. The key informants of this study were the indigenous people belonging to the Manobo from selected barangays: namely, Barangay Kioya, Barangay Villangit, and Sitio San Roque, Barangay Magsaysay regardless of their age and gender if they have the background knowledge of the dance potential for documentation and preservation. It confined itself to document the indigenous war dance of the Manobo in terms of their origin and historical background, costume and adornment, accessories and props, the dance steps, and body movement. This study used the historical method which applies a careful investigation of the facts concerning on the origin of the dance and characteristic body movement of the Manobo indigenous group. Descriptive method was utilized for costumes, props, movements and interpretations of beliefs and traditions from dances.

Keywords: Indigenous Dance, Manobo, Notation, Preservation

INTRODUCTION

Philippines is rich when it comes to cultural heritage, and this includes dance as an intangible treasure. Dance is a form of expression that uses body movement and musical accompaniment to express one's emotions and sentiments. It also depicts the culture and traditions of many tribes or groups. The preservation of culture, particularly among the tribes that possess it, depends on the authenticity of dance. As part of its advocacy, the National Commission on Culture and the Arts (NCCA) promotes dance awareness and preservation.

Poralan et al. (2012) stated that strengthening and preserving values, beliefs, and traditions can be a difficult task, especially in today's world where culture is under threat due to globalization. It is not enough, according to Gonzales (1945), to find the dances. They must then be safeguarded, and the best safeguards are textual inscription and wide circulation.

Several studies on Manobo dances in various parts of Mindanao have been conducted and published. However, only few have a research on war dance. In this vein, the researchers hope to compile unpublished Manobo war dance that still exist in the municipality of Sibagat, Agusan del Sur and assist in their publication to preserve the Indigenous Peoples Manobo cultural heritage.

The result of the research is very significant for physical education teachers, dance choreographers, and dance directors on how to perform authentic dance steps and body movement, as well as how to use costumes, accessories, and props. The output of the study can be used as one of the instructional dance materials in physical education subject.

METHODOLOGY

This study used the historical method which applies a careful investigation of the facts concerning the Manobo dances in Sibagat, Agusan del Sur. Descriptive method was used for costumes, props, movements and interpretations of beliefs and traditions from dances. Moreover, the participant-observer technique was employed and do immersion to document Manobo war dance. This is one way of knowing the ways of living, practices and use of instruments for a colorful presentation. Recording of dances and analysis was done using the interpretation of the persons interviewed to preserve the authenticity of the dance. The researchers being not an expert of the field identified a person who is well-versed of the tribes to help in the interpretation of figure and steps.

RESULTS AND DISCUSSION

Tutubok is a war dance to protect the whole Manobo tribe from the invaders. *Tubok* a Manobo term for a specific war object used to defend the tribe from any threat from the other tribal groups who wanted to evade the place during the ancient times. Spear or tubok/tabe' is the only war object that saves the whole IP community, with it is the *kaesag* as their shield or protection against the enemies. These two war objects were being used by the Manobo warriors or *bagani* during the *bagat* or encounter of the two warring tribes at Wawa River. Thus, *Tutubok* can only be performed by male dancers using the tubok/tabe' or spear and the Kaesag or shield.

Costume and Adornment Unlike any other dances, *Tutubok* dance has the only unique but different costume and adornment used. *Tutubok* dance is a war dance, and it utilizes a bahag or a G – string costume with half-naked on upper part of the performer. Their body is fully designed with Manobo tribal tattoos, the lower costume can be made of abaca fiber or any tribal cloth with Manobo embroidery or *sinuyaman*.

Accessories and Props A spear or *tubok/tabe'* and a shield or *kaesag* are the props of the *Tutubok* dance. The shield is made up of hard wood about a meter in length and about two feet in width with a protruding *bulan-bulan* or moon-like design in the center covered with mirror to illuminate light and destruct the opponent. The inner side is hallowed for handling purposes while the spear or *kaesag* is also made up of hard wood handles with metal tips.

Musical Accompaniment for *Tutubok* used *agong, gimbae, dabakan, takombo,* and *kubing* and other indigenous instruments as the music accompaniment. Manobo dances.

Dance Steps and Body Movement the *Tutubok* utilized *bagani's* steps that can be described as warrior-like since they include fast steps, the attack and defense like movement like the step, touch, step, step, touch; step, pause, step, pause; step, touch, cross, touch; step, cross, leap, and hop step. The use of running steps while both arms are occupied with *tubok/tabe'* or spear on the left and shield or *kaesag* on the right in attack and defense positions and movements.

RECOMMENDATIONS

Tutubok is a war dance to protect the whole Manobo from the invaders. *Tubok* a Manobo term for a specific war object used to defend the tribe from any threat from the other tribal groups who wanted to evade the place during the ancient times. Spear or *tubok/tabe'* is the only war object that saves the whole tribal community, with it is the *kaesag* as their shield or protection against the enemies.

These two war objects were being used by the Manobo warriors or *bagani* during the *bagat* or encounter of the two warring tribes at Wawa River. Thus, *tutubok* can only be performed by male dancers using the *tubok/tabe'* or spear and the *Kaesag* or shield. This dance implies bravery and agility in times of need for the whole tribal community in defending and protecting against oppressors. *Tutubok* dance reflects belligerent of the *Bagani's* in defending their tribe against invaders and enemies which the older generation would like to pass on to the new generation.

A permanent extension project for this study to further study and to enhance Free Prior informed consent that cannot be felt during Kahimunan and Bagat festival, where most of these dances are performed by non-IPs, which is an open presentation and that strict compliance with the requirements in the performance should therefore be achieved and lectures using the culture of Sibagat, Agusan del Sur.

REFERENCES

Alejandro, R. G. (1978) *Philippine dance: Mainstream and cross current.* Vera Reyes Inc., Manila.

Amilbangsa, L. F. (1983). "*Traditional dances and related to folk artist expression - pangalay".* Philippine Foundation Inc. The Ministry of Foreign Affairs. Manila.

Anderson, J. (1986). *Ballet dance: A concise history.* New Jersey: Princeton Book Co.

Aquino, E. A. (1992). *"Ethnic dances of the B'laan of South Cotabato: A dance research."* Unpublished Master's Thesis. Philippine Normal University, Manila.

Aquino, F. R. (1948).*Philippine national dances.* New York. Silver Burdett Co. Aquino, F.R. (1962). *Philippine folk dance* Volumes 1 and 2. Manila: Nat'l Book Store. Cachaco, M. J. A. (1989). *"Isinay dances of Nueva Vizcaya: A dance research".*

Gabao, L. A. (1998) *"Ethnic dances of Bontoc, Ifugao, Benguet, Anayao, Kalinga (BIBAK): A comparative analysis".* Unpublished Master's Thesis, Philippine Normal College, Manila.

Gabao, L. A. (2006). *"In search for hidden meanings in the ethnic dance culture Of the Philippines.* National Folk Dance Workshop. Folk Arts Theater, CCP Complex, Metro Manila.

Loque, M. C. G. (2008). *Historical and cultural significance of selected festivals in Agusan del Sur: A kaliyagan ta nu dance festival manual.* Unpublished Dissertation. University of San Jose Recoletos. Cebu City. *Sibagat municipal comprehensive development plan*, 2012. Sibagat, Agusan del Sur.

Porferia S. Poralan | Rene M. Babiera | Rebecca P. Habla Strengthening and Preserving Practices of Philippine Folk Dances in Relation to Cultural Awareness of Secondary Students of Davao City

So, AR B. (1984).*" Tiruray dances of the Maguindanao province and Manobo dances of North Cotabato: A comparative analysis".* Unpublished Master's Thesis. Philippine Normal College, Manila.

Stillwell, J. L. And Willgoose C. E. (1977*). The physical education curriculum* 5th Edition, New York: Allyn and Bacon Publishing Company.

The indigenous people of Mindanao (https://www.philippines,Hvu,nl). RetrievedJuly 22, 2009.

Zarina, X. (1977). *Classical dance of the orient.* Crown Publisher Incorporated, New York City