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Research competencies of college students in a public higher education institution in Ilocos Sur, Philippines: Bases for a capacity building program

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Abstract

Research competencies are indispensable for students, contributing significantly to their future professional development and capacity for informed decision-making in their respective fields upon entering the workforce. This study determined the level of research competencies among students. It utilized a validated researcher-made test. Mean was used to determine their level of research competencies and strengths and weaknesses, further, ANOVA was utilized in identifying significant differences that existed between groups. It found out that students are good at identifying the problem, stating research questions and implementing data collection process. However, they are hard up in identifying the nature of inquiry, literature review and interpretation and presentation of results. It came to the conclusion that training programs were required to strengthen the students' identified areas of weakness. It recommended therefore that interventions such as the trainings programs should be implemented in order to enhance students' research competencies.

Keywords: research skills, students' competencies, training programs, professional development, intervention

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Research competencies of college students in a public higher education institution in Ilocos Sur, Philippines: Bases for a capacity building program

1. Introduction

Research is crucial in education, providing the foundation for evidence-based decision-making and advancing knowledge in a rapidly changing world. By engaging in research, students develop essential skills like problem-solving, critical thinking, and data analysis. These competencies are key to academic success and future careers, preparing students for higher education and real-world challenges. In today's fast-paced environment, research skills are increasingly important. Students who participate in research gain practical experience that bridges classroom learning and real-world application. According to Zhang (2020), adding a research component to education enhances students' learning experience and helps them navigate complex situations. To stay relevant, educational institutions must prioritize research, as studies such as those by Comon and Corpuz (2024) emphasize that research competence is necessary for adapting to ever-changing environments.

Research competencies include the skills and knowledge needed to conduct research effectively and ethically. As Robinson and Persky (2020) highlighted, gaining proficiency in research techniques also helps students become more self-directed learners. These qualities assist first-year college students in adjusting to the higher standards of higher education after high school. Competencies, including conducting independent research, critically assessing data, and effectively conveying findings, are essential for both professional and academic success. By giving students the chance to do research, educational institutions play a critical role in developing these abilities. This method encourages academic success and lifetime learning. Students' comprehension and proficiency of the course material are further improved by research, which also enables them to contribute to the creation of knowledge in their domains. Reviewing previous research, comprehending methodology, and effectively expressing findings are all examples of research skills.

Contrastingly, students' levels of research skill differ because of things like past training, resource availability, and technological familiarity. According to studies, students who have had formal instruction in research techniques or who are accustomed to citation styles like APA are more likely to be competent (Emelyanova et al., 2017). Enhancing research skills also requires having access to technology, such as citation management software and research databases (Joy et al. 2024), as affirmed by Rafiq et al. (2024). Moreover, motivation significantly influences research competence. According to Maddens et al. (2022), more motivated students have superior research abilities since their cognitive processes are improved. Yet, Cha et al. (2011) research competency varies across regions. For example, South Korean students typically excel in research due to their education system's emphasis on research skills (Roach, 2018). In contrast, research competency in the U.S. varies widely, with STEM students often outperforming those in the humanities (Owston et al., 2020).

This study is based on Kolb's Experiential Learning Theory from 1984. As mentioned by Baker and Robinson (2016), learning is a process that repeats, involving concrete experience, reflective observation, abstract thinking, and active experimentation. It argues that people learn best when they engage with their experiences, think about them, and apply what they learn to new situations. In terms of research skills, this means that students improve their research abilities not just through classroom teaching, but also through hands-on research activities, mentoring, and reflective practices. Following this idea, the study sees the growth of research skills as an experiential process that can be improved through structured programs aimed at providing real research exposure and ongoing learning opportunities (Kolb, 1984).

In the Philippines, research skills need improvement. Sismondo (2020) noted that while Filipino Grade 12 students show satisfactory research competence, they require further development. Graduate students also face challenges such as inadequate training, limited resources, and heavy workloads (Magnaye & Malabarbas, 2022).

Factors like lack of instruction, limited technology access, and poor writing skills also contribute to low research competence (Bilgiler et al. n.d.), which was corroborated by Talle et al. (2023).

Given these challenges, studying research competencies among tertiary students is essential. By identifying the gaps in students' skills, educational institutions can implement targeted interventions. A capacity-building program could help by offering workshops, seminars, and training focused on research methodologies, data analysis, academic writing, and ethics. Such a program would empower students to become proficient researchers, contributing to national development and the overall quality of education. This study aimed to assess the level of research competence of students at ISPSC-Main Campus in terms of the nature of inquiry and research, problem identification, literature review, data understanding and collection, and deriving answers from data. It also sought to determine differences across colleges, identify students' strengths and weaknesses in research, and propose a validated training program to enhance their competencies.

2. Materials and Methods

This study employed a quantitative approach, utilizing a descriptive-comparative research design to assess students' research competencies. This method was chosen to compare different groups without manipulating variables, and a descriptive-developmental design was also used to gather data for developing a training program. The sample consisted of 361 students from 5,928 enrollees during the second semester of 2023-2024, selected using multistage sampling, starting with stratified sampling and followed by random sampling across various colleges. A 50-item researcher-made test was developed to measure competencies in areas related to the nature of inquiry and research, identifying the inquiry and stating the problem, learning from others and reviewing the literature, understanding data, and ways to systematically collect data and finding answers through data collection. The test was validated by experts and pilot-tested, achieving a validity score of 4.83 and a reliability score (KR-20) of 0.84, both interpreted as "very high." The test was administered through Google Forms, ensuring voluntary participation, informed consent, anonymity, and adherence to ethical research practices. Statistical treatments included using the mean to assess the level of research competence and strengths and weaknesses, and ANOVA to identify significant differences across the five key research areas. Scheffe's post-hoc test was applied to determine which differences were significant. The Capacity Building Program was developed based on the findings of the study to address the identified strengths and weaknesses of students in research. It was validated by experts and obtained a very high level of face and content validity, which means the program is functional, acceptable, appropriate, timely, implementable, and sustainable.

3. Results and Discussion

Problem 1. What is the level of research competence among students along: Nature of Inquiry and Research; Identifying the Inquiry and Stating the Problem; Learning from Others and Reviewing the Literature; Understanding Data and Ways to Systematically Collect Data and Finding Answers through Data Collection?

Table 1
Level of research competency of the respondents

College	1		2		3		4		As a Whole	
Indicators	$\bar{x}$	*DL*	$\bar{x}$	*DL*	$\bar{x}$	*DL*	$\bar{x}$	*DL*	$\bar{x}$	*DL*
1. Nature of Inquiry and Research	3.53	Fair	4.01	Good	4.57	Good	4.18	Good	3.91	Fair
2. Identifying the Inquiry and Stating the Problem	4.10	Good	4.49	Good	5.32	Good	4.45	Good	4.42	Good

3. Learning from Others and Reviewing the Literature	3.76	Fair	3.84	Fair	4.92	Good	3.65	Fair	3.91	Fair
4. Understanding Data and Ways to Systematically Collect Data	4.00	Fair	4.31	Good	5.28	Good	3.85	Fair	4.20	Good
5. Finding Answers through Data Collection	3.51	Fair	3.93	Fair	4.47	Good	3.36	Fair	3.70	Fair
As a whole	18.90	Fair	20.56	Good	24.55	Good	19.49	Fair	20.14	Good

Legend:

Scores (10 items)	*As a Whole*	*Interpretation*
8.01-10.00	*40.01-50.00*	*Excellent (E)*
6.01-8.00	*30.01-40.00*	*Very Good (VG)*
4.01-6.00	*20.01-30.00*	*Good (G)*
2.01-4.00	*10.01-20.00*	*Fair (F)*
0.00-2.00	*0.00-10.00*	*Poor (P)*

The study revealed that the overall research competency of respondents was rated as "Good," with a mean score of 20.14. Students demonstrated proficiency in defining research problems, gathering and analyzing data, and understanding research designs and sampling procedures. However, their competency was only satisfactory in formulating research questions and conducting data collection processes, indicating room for improvement. This implies that students had some understanding of where and how to identify their research problems. They knew about issues in their context and could find real problems, often with help from guides in shaping their research questions. It can be said that many students had limited exposure to scholarly literature; they often found it difficult to connect the issues they observed in their context with existing theories or research gaps. This made their problem statements appear less academic in depth. Their struggles may also come from a lack of practice, minimal guidance, the pressure of deadlines, and even the natural uncertainty and lack of confidence that come with being novice researchers. Similarly, while they were aware of basic data-gathering techniques, they did not have effective strategies to implement them. There were often inconsistencies between the stated research problem and the data-gathering tools they used. These challenges point to the need for more supportive and comprehensive training that can help students learn how to frame problems in a scholarly way, think more critically, and align their chosen research problems with the right methods.

In specific areas like "Nature of Inquiry and Research," "Learning from Others and Reviewing the Literature," and "Finding Answers through Data Collection," students displayed only a "fair" level of competence. This reflects a moderate understanding of research principles and methodologies, with gaps in selecting relevant literature, ethical writing, and using statistical techniques for data interpretation. Students also struggled with reviewing related studies and presenting research findings. This shows that students already have some basic research knowledge, but their skills are not yet strong enough to reach higher academic standards. Being rated only at a “fair” level means that while they can do simple research tasks, they find it difficult to go deeper and produce more scholarly work. Many of them struggle to choose the right literature and review related studies, likely because they have had limited practice in reading and summarizing academic articles. Writing also becomes a challenge, especially when it comes to citing sources correctly, paraphrasing ideas, and avoiding plagiarism. On top of that, statistics and presenting findings clearly remain difficult areas, showing the need for more hands-on training and guidance.

Overall, the results show that students need more chances to practice, structured support, and consistent mentoring to improve their skills in reading, writing, analyzing, and presenting research with confidence. The teachers and research advisers should create learning activities and mentoring programs that offer guided research experiences and constructive feedback. For students, this means it is important to actively participate in research-related tasks and seek ongoing improvement to build their skills and confidence in conducting scholarly work.

These findings align with Chigbu et al. (2023), who identified citing related literature as a difficult task, and Grana (2021), who noted challenges in communication and content knowledge. The study further echoes Dewey’s

educational philosophy, which emphasized that meaningful, hands-on research experiences are key to developing deeper research competencies. This exemplifies a need for practical research opportunities to enhance both theoretical and applied understanding.

Problem 2. Is there a significant difference between the level of research competence of students along the Nature of Inquiry and Research; Identifying the Inquiry and Stating the Problem; Learning from Others and Reviewing the Literature; Understanding Data and Ways to Systematically Collect Data and; Finding Answers through Data Collection in each college?

Table 2
ANOVA results on the significant difference in the level of research competence of the respondents

College	$\bar{x}$/DL	p-value	Remarks
1	18.90 (F)	0.001	Significant
2	20.58 (G)		
3	24.55 (G)		
4	19.49 (F)		

Significant if p<0.05

The table presents the significant differences that existed between the level of research competence among the four colleges. The computed p-value of 0.001 is less than 0.05; this means that the null hypothesis stating that there is no significant difference in the level of research competencies of the respondents is rejected. It is evident that colleges 3 and 2 have a higher mean score of 24.55 and 20.58, respectively, compared to colleges 4 and 1, with a mean score of 19.49 and 18.90, respectively, described as “fair”. It can be implied that students in colleges 2 and 3 were given more chances to take part in research activities like colloquiums and congresses. Their instructors or advisers may have also been more present, meeting them regularly, checking their manuscripts, and giving continuous support. The curriculum in these colleges might also give more focus to research writing and practice, which helps students become more confident. On top of that, students may feel more motivated because their efforts are rewarded, recognized, and valued, showing that research has a stronger place in the culture of these colleges.

With this analysis, a post hoc analysis was conducted. With corresponding p-values of 0.040 and 0.028, colleges 3 and 4 demonstrated noticeably greater proficiency levels than college 1 in the field of nature of inquiry and research. The students in colleges three and four are better at coming up with research titles that are pertinent to their areas, demonstrating a greater comprehension of their subject matter and the value of research. The research agenda was properly set and followed. It was made known to both the institution and the students, giving the latter a clearer perspective on what titles or problems could be developed. Furthermore, the students were in situations where they personally observed or experienced the problems themselves. Truly, when students choose research topics that they have personally experienced or observed, the work becomes more meaningful to them. They can connect with the problem on a deeper level, which helps them see its importance and relevance more clearly. Studies on lived experiences also show that when people do research based on their own context, they can ask better questions and explain the issues more accurately. This makes their problem statements stronger because they are grounded in real situations they know well, rather than being based only on abstract ideas or secondhand information. Their credibility as researchers is increased by their capacity to match titles with scholarly interests and personal experience. This corroborates Sinfiled (2023), who stresses the significance of considering students' experience, intelligence, and motivation when engaging them in research. Additionally, Walkington and Bernacki (2014) emphasized that the knowledge and drive required for meaningful studies are fostered by study topics that relate to the researcher's experience, interests, or areas of expertise.

In identifying the inquiry and stating the problem, all colleges demonstrated commendable competency, especially in designing research, formulating titles, providing background information, and articulating research

questions, with a grand mean score of 4.42. However, students from college 3 outperformed those from college 1, supported by a significant p-value of 0.000. When a person has actually seen a problem or gone through it themselves, they can talk about it in a clearer and more meaningful way. Because they truly understand what it feels like, they can explain the issue in detail and even connect it better to what other studies have already found. An individual with firsthand experience can imagine what needs to be done, predict what might happen, and plan their research in a way that makes sense. This makes their work more grounded, practical, and relevant because it comes from real situations, not just from theory or secondhand accounts. This means that college 3 students excel in creating relevant research titles, supplying substantial background information, and developing specific, measurable, achievable, relevant, and time-bound research questions, consistent with Real's (2023) findings on research competency at the Philippine School Doha, Qatar.

In learning from others and reviewing the literature, three of the four colleges exhibited a "fair" level of research competency. Notably, students from college 3 outperformed those from college 1, as shown by a significant p-value of 0.022. Despite this, most students across all colleges struggle with literature reviews, which are perceived as complex and time-consuming tasks that require thoroughness. This observation aligns with Real's findings, where respondents revealed that citing related literature was a significant challenge.

Table 4
Post-Hoc analysis of the significant difference in the level of research competence existed between groups of respondents

	Pairing per College		p-value	Remarks
Nature of Inquiry and Research	1	2	.249	Not Significant
		3	.040	Significant
		4	.028	Significant
	2	3	.736	Not Significant
		4	.841	Not Significant
	3	4	.990	Not Significant
Identifying the Inquiry and Stating the Problem	1	2	.180	Not Significant
		3	.000	Significant
		4	.211	Not Significant
	2	3	.139	Not Significant
		4	.990	Not Significant
	3	4	.128	Not Significant
Learning from Others and Reviewing the Literature	1	2	.961	Not Significant
		3	.022	Significant
		4	.998	Not Significant
	2	3	.115	Not Significant
		4	.993	Not Significant
	3	4	.069	Not Significant
Understanding Data and Ways to Systematically Collect Data	1	2	.873	Not Significant
		3	.000	Significant
		4	.692	Not Significant
	2	3	.011	Significant
		4	.374	Not Significant
	3	4	.000	Significant
Finding Answers through Data Collection	1	2	.617	Not Significant
		3	.069	Not Significant
		4	.996	Not Significant
	2	3	.555	Not Significant
		4	.593	Not Significant
	3	4	.081	Not Significant

Significant if $p < 0.05$

Regarding understanding data and ways to systematically collect data, analysis revealed significant differences in competency levels among the colleges. Students from college 3 demonstrated superior skills in selecting appropriate research designs, implementing suitable sampling techniques, developing valid research instruments, and adhering to data collection protocols, as indicated by p-values of 0.000, 0.0011, and 0.000 compared to colleges 1, 2, and 4, respectively. Students from College 3 showed that they really understood the different research designs—when to use them, how they work, and the best approach for a given study. This was

likely because their instructors and advisers took time to emphasize these lessons and guide them well, being research experts themselves. Because of this, the students also learned how to choose the right sampling techniques, whether probability or non-probability, and they were able to identify reliable people to validate their tools. With this strong guidance, they managed to carry out their data collection smoothly and effectively. It shows that the students from college 3 not only developed higher research skills but also benefited from a strong culture of research in their college, where learning, practice, and mentorship come together.

Finally, the analysis revealed no significant differences among the colleges in finding answers through data collection, indicating a collective "fair" proficiency in data collection, presentation, interpretation, and final report finalization. Many students found data collection to be one of the hardest parts of doing research. It wasn't just about gathering information—it meant following strict ethical rules, writing formal letters, asking permission from authorities, and talking to participants. For beginners, these tasks felt intimidating and sometimes overwhelming. They also struggled with presenting their results properly. Some were unsure how to format tables, while others had difficulty using charts or graphs to make their findings clearer. Interpreting results was another challenge. Even the basic step of reading tables and explaining what the numbers meant was not easy for them, and connecting those findings to real implications or other studies felt even harder. Additionally, preparing the final report brought a lot of stress. Many lacked the technical skills needed to format documents, polish their writing, and organize their work into a professional-looking paper. All of these struggles showed that while students were eager to learn, they still needed more practice, guidance, and support to build confidence in every step of the research process. This finding contradicts Real's study in which the respondents reported higher proficiency in summarizing findings and formulating conclusions, labeling those tasks as "easy." Consequently, enhancing skills across all colleges could be a key area for improvement.

Problem 3. What are the strengths and weaknesses of students in research per college and as a whole?

Table 5
Strengths and weaknesses of students in research per college and as a whole

College	**1**		**2**		**3**		**4**		**As a Whole**	
Indicators	$\bar{x}$/DL	Remarks	$\bar{x}$/DL	Remarks	$\bar{x}$/DL	Remarks	$\bar{x}$/DL	Remarks	$\bar{x}$/DL	Remarks
1. Nature of Inquiry and Research	3.53/F	W	4.01/G	S	4.57/G	S	4.18/G	S	3.91/F	W
2. Identifying the Inquiry and Stating the Problem	4.10/G	S	4.49/G	S	5.32/G	S	4.45/G	S	4.42/G	S
3. Learning from Others and Reviewing the Literature	3.76/F	W	3.84/F	W	4.92/G	S	3.65/F	W	3.91/F	W
4. Understanding Data and Ways to Systematically Collect Data	4.00/F	W	4.31/G	S	5.28/G	S	3.85/F	W	4.20/G	S

5. Finding										
Answers through Data Collection	3.51/F	W	3.93/F	W	4.47/G	S	3.36/F	W	3.70/F	W

Legend: S – Strength W – Weakness

This study evaluated the strengths and weaknesses of participants in research competencies, categorizing strengths as 'good' or above, while any ratings below this threshold were considered weaknesses. The findings revealed that students excel in identifying questions and understanding the problems they are trying to solve, as well as in organizing information gathering. However, they have trouble understanding the nature of inquiry and the research process, though, which includes how crucial it is to study the literature and correct methodology in order to arrive at evidence-based conclusions. In fact, Choy (2014) looked at the strengths and weaknesses of both qualitative and quantitative research methods in the social sciences. In one quantitative study he examined, the researchers had used a small purposive sample rather than a larger, more representative group, and the sites they chose did not properly reflect the area being studied. Because of this, the respondents were not well selected, which affected the results and led to errors in the findings. This shows how mistakes in the research process, especially in sampling and methodology, can have a big impact on the accuracy and reliability of a study.

This significant finding would help identify areas that require attention and further aid or training for students. By pointing out these issues, educators and administrators can develop specific programs to refine these overall research skills. Recognizing the various weaknesses of students would enable educational bodies to adjust teaching approaches and resources to come up with higher-quality research products. In addition, thorough training in research methods must be provided because most of the students lack skills such as conducting surveys, learning from others, or consulting literature. Literature review skill is emphasized to help students set their work in the relevant academic discussions and derive new ideas. Moreover, the challenges that arise in collaborative learning environments emphasize the need to encourage peer-to-peer learning and mentorship opportunities. An interactive academic environment promotes knowledge sharing and skill development.

Students can utilize these to improve their research abilities, which will help them in their future academic and professional endeavors. Academic institutions foster the development of strong researchers who ultimately contribute to the advancement of society through innovative ideas and discoveries by providing their students with suitable, inclusive research training, support, and resources. Finding strengths and weaknesses would be necessary to better guide research training designed to develop students' holistic competencies, with an emphasis on teamwork as well as a specific set of skills in data analysis and literature evaluation. A better research community will be the outcome of ongoing evaluation and improvement of these strategies. With these, a training program is hereby proposed to combat the weaknesses of students and further enhance the strengths identified.

Problem 4. What training program may be proposed to enhance/sustain the research competencies of students in ISPSC-Main Campus? ***What is the level of validity of the training program along: a. face; and b. content?***

The training program to enhance or sustain students' research competencies was designed to go beyond teaching theories and to guide them through the actual process of doing research. It focused on helping students learn how to clearly identify and articulate research problems, choose the right designs and methods, and gather data ethically and effectively. Since many students struggled with data collection, analysis, and interpretation, the program included plans for hands-on, face-to-face workshops where they could practice using research tools, presenting results in tables and graphs, and making sense of their findings. It also emphasized strengthening technical writing and presentation skills so students could confidently organize their papers, cite sources properly, and communicate their work. More importantly, the program aimed to nurture a culture of research by providing opportunities for participation in colloquiums, forums, and publications. In this way, students' skills were expected to improve and be sustained as they progressed academically and professionally.

Table 6
Level of validity of the training program

Level of Validity	Weighted Mean	Descriptive Equivalent
Face	5.00	Very High
Content		
Functionality	5.00	Very High
Acceptability	5.00	Very High
Appropriateness	5.00	Very High
Timeliness	5.00	Very High
Implementability	4.67	Very High
Sustainability	4.67	Very High
Average	4.67	Very High
Overall Rating	**4.86**	**Very High**

Legend: Descriptive Level (DL). 4.21-5.00 Very High (VH), 3.41-4.20 High (H), 2.61-3.40 Average (A), 1.81-2.60 Low (L), 1.00-1.80 Very Low (VL).

It can be seen from the table that the level of face and content validity of the proposed research training program, as perceived by the validators, was very high. This means that the proposed program is highly functional, acceptable, appropriate, timely, implementable, and sustainable. It can be implied that the proposed research training program is well-prepared and practical for use. The validators affirmed it as useful, acceptable, and appropriate, noting that it responds to the current needs of students and can be implemented effectively. They also recognized its potential to last and create long-term benefits. This shows that the program has strong potential to improve students' research skills and can be carried out with confidence.

4. Conclusion

Overall, the students showed an average level of research competence. They were able to identify research problems that were relevant to their own contexts, often because they had personally observed or experienced them. This gave their work meaning and direction, though many still found it difficult to frame these problems in a scholarly manner. Students also showed familiarity with different research designs, approaches, and sampling techniques—evidence of the strong mentoring and active research culture that stands out in colleges 2 and 3. At the same time, there were areas that students found most challenging. Data collection was one of the weakest skills, as it requires ethical clearances, formal permissions, and direct interaction with participants—processes that can be daunting for beginners. Many also struggled with presenting and interpreting results, especially in formatting tables, creating charts, and drawing accurate conclusions. Final report writing further tested their technical skills. While the foundation is already strong, these challenges highlight the need for continued guidance and practical training. Through a capacity-building program, students will be better equipped to transform their knowledge into confident research practice and contribute meaningfully to a stronger research culture in their colleges.

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Awareness, practice and competence of grade 9 and 10 students on carpentry tools in industrial arts



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Abstract

The implementation of the Technology and Livelihood Education (TLE) Program encountered significant challenges due to the COVID-19 pandemic, which disrupted traditional face-to-face learning and forced educators to modify their teaching methods. The shift to alternative learning modalities, such as modular formats, led to a decline in student performance, particularly in skill-based subjects like TLE that heavily rely on hands-on experiences with tools and equipment. This study aims to assess the awareness, utilization, and perceived competence of Grade 9 and Grade 10 students concerning carpentry tools in an industrial arts context at Benguet State University – Secondary Laboratory School in the Philippines. To investigate these factors, a descriptive survey was conducted using a tailored questionnaire designed to measure students' levels of awareness, extent of practice, and perceived level of competence with hand tools, power tools, and equipment. The survey results revealed significant differences between male and female students, with males exhibiting higher levels of awareness and practice in all categories. Furthermore, Grade 9 students showed greater awareness and self-efficacy in carpentry competencies compared to their Grade 10 counterparts. The study also established strong positive correlations between awareness, extent of practice, and perceived competence. With these outcomes, the researcher proposes the development of a comprehensive learning manual with worksheets aimed at enhancing students' familiarity with carpentry tools and techniques. This resource is designed to provide both theoretical knowledge and practical experiences, effectively bridging the gap between awareness and competence. Ultimately, this research serves as a strategic framework for educators and curriculum developers to design programs that prioritize hands-on application and experiential learning in industrial arts. The findings and recommendations of this study also offer valuable insights for future researchers exploring challenges in industrial arts education.

Keywords: awareness, extent of practice, competence, carpentry tools, grade level

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Awareness, practice and competence of grade 9 and 10 students on carpentry tools in industrial arts

1. Introduction

One goal of "Education Act of 1982" is to produce a dynamic and accountable workforce equipped with the common competencies, skill and good attitude through enhancing / strengthening the goals of high school education (Official Gazette, 2013). In order to attain this goal, the 1987 Constitution Article II, section 17 and RA 10647 is created to serve as legal basis and to strengthen the teaching of Technology and Livelihood Education (TLE) and the Edukasyong Pantahanan at Pangkabuhayan (Traya, 2019).

Technology and Livelihood Education is composed of four (4) major component areas specifically Agriculture and Fishery Arts (AFA), Home Economics (HE), Information & Communication Technology (ICT), and Industrial Arts (IA) (Pura & Galicia, 2022). Being equipped with knowledge and information, skills and procedures, and the development of proper work attitudes and skills, TLE is successful (Basal, 2022). She also affirmed that TLE, as a program, is a Technical-Vocational Education-based curriculum that focuses on technical skills development in any area. It has five common competencies, based on the training regulations of the Technical Education and Skills Development Authority (TESDA) that are covered in the exploratory phase (Grades 7 and 8): make ready materials, upkeep tools, and equipment; carry out measurements and calculation, read & interpret blueprints/diagrams, execute basic maintenance and apply occupational health and safety. The specialization phase is from Grades 9 to 10, aligned to the TLE curriculum map. Students may obtain a Certificate of Competency (COC) and/or National Certificate I, II, or III (NC I, II, III) during or after Grades 9 or 10. They may continue honing their skill in Senior High school by taking the Technical-Vocational Livelihood (TVL) strand. TLE can also be integrated into other areas/subjects/disciplines like Entrepreneurship, wherein learners could acquire basic knowledge and skills about business and may mold them to become productive, business-minded, and customer-centered (Basal, 2022). Therefore, the primary aim of this TLE Program is to equip the students with basic knowledge, skills, and proper attitudes/values toward work (Castolo & Goyenechea, 2007). It is expected to the students in the Junior High School and in the Senior High School – TVL strands to demonstrate understanding, acquisition, and application of the learning competencies in the basic concepts and methodologies of the different work in the use of materials and processes.

One component of TLE is industrial arts, which aims to develop the student's ability regarding technology for them to cope with the new era of technology (Schmitt & Pelley, 1966). Industrial Arts also provides knowledge and actual performance & technical skills to the students, which can be useful in many ways. They can do work like domestic refrigeration and air conditioning services, automotive service, electrical installation work (Electricity), welding (SMAW), construction work and construction painting (Carpentry), cabinet & furniture (Woodworks/Joinery), plumber and installation of different pipes (Plumbing), tile setting and many more that is very relevant in our country, however, having all those skills requires interest in learning thus, Industrial Arts subject was included as one important component of TLE (ACNHS Senior High School). After graduating with these skills, they may start their own business or continue a college degree by taking Industrial Engineering, Industrial Design, Mechanical Design, Applied Technology, Mechanical Engineering, Electrical Engineering, and/or Electronic Engineering (AMA Online Education – Senior High, 2021).

Carpentry, one skill under Industrial arts (IA), is an innovative art of working with different kinds of wood and synthetic wood-like materials, producing furniture, structures, home decor, and other wood products that are pleasing to the eye (Alpha Training & Recognition, 2022). Also, carpentry and some of the courses under Industrial Arts education, put up buildings on site and joiners work with joints (furniture and cabinets) in the working area (International Timber, 2015). The common activities being done are measuring, cutting, shaping, assembling, and joining materials; reading, preparing, and interpreting working drawings and diagrams; make bill of materials;

comply with the building codes and regulations; take care equipment and tools; and to oversee workers/learners (Canadian Centre for Occupational Health and Safety, 2021). These trades produced skilled workers like craftsmen/craftswomen and technicians who could put up their businesses by applying their skills (Dauda & Hassan, 2022).

Before the pandemic, the TLE Program implementation situation was in its normal phase, but due to the COVID-19 pandemic, teaching became hard. Teachers need to find alternative ways and solutions that will help deliver quality education and overcome these trials posed by the pandemic. Moreover, during the COVID-19 pandemic, traditional face-to-face learning in the classroom is not allowed. Therefore, different learning delivery modalities were introduced so that schools have options depending on the COVID-19 restrictions and the particular context of learners in the school or locality. This then brought discomfort and offered a different level of challenge to learners and teachers wherein TLE is a skill-based subject, a subject that needs direct exposure in which students are going to experience it on the spot, firsthand, or directly on the activities they are learning. Also, the percentage of the performance task in this subject is 60% which is higher than the written activities which is 20%, and the quarterly examination (20%) (Flores et al., 2023). Knowing the hand tools, power tools, equipment, or electric machines in carpentry is very important to avoid unwanted accidents or injuries that may happen during the utilization of these different tools. Being aware of the specifications and uses of these tools is an advantage in finishing the outputs or products faster and more accurately (Alpha Training & Recognition, 2022).

Here comes the transition from modular to face-to-face classes, and the researcher observed that students find difficulties in most of the competencies and under performance skills, tool awareness, and utilization. For this reason, the researcher struggles to find the easiest possible way to bridge the gap. As stated by Fadzil & Saat (2017) in their study, students have difficulties in utilizing and manipulating tools due to a lack of hands-on activities. Also, Sintema (2020) emphasized that students' academic performance has dropped for the classes held during the pandemic because of the modular mode of learning, wherein there is a lack of consultation between teachers and students when facing difficulties in learning/understanding. The same observation was noticed by the researcher Laguador (2022) that students in TLE are slow in comprehending the application and computations of mathematical operations. Moreover, Dimaunahan & Panoy (2021) also stated that the Philippines has lapses in producing graduates with skills that are needed in the workplace, like information technology skills, problem-solving skills, and technical skills. Due to this lack of skills and skill issues like mismatched skills, it does not meet the needs of companies that need skilled workers. Furthermore, Curan (2023) observed that some student pays no attention and/or take it for granted the TLE subject and some learners consider TLE as less important and do not recognize its significant role in equipping learners with practical skills and awareness.

These are some of the reasons why the researcher was encouraged to assess the level of awareness and extent of practice of students on the capentry tools, and perceived level of competence of the Grade 9 & 10 students in the common competencies of carpentry in Industrial Arts (IA). In response to the learning needs, the researcher would like to develop a learning manual with a worksheet to enhance the knowledge and skills of the learners in familiarizing the tools and their uses. It will also help learners to gain real-life experience and apply it to other Industrial Arts (IA) subjects.

The result of this study will serve as a guide for the administrators, coordinators, and teachers in designing a curriculum or program that would promote more hands-on application, experiential learning, and a guided approach to technology instruction to help the students enrolled in Industrial Arts (IA) receive better learning. This study also helps encourage stakeholders to see Industrial Arts (IA) as an enterprise. It would be important and beneficial to the administrators, parents, teachers, students, and future researchers because it may serve as a basis for understanding the performance of the learners especially in the practice of the use of technological tools in Industrial Arts (IA). This study can also serve as a source of reference for future researchers who may be working on challenges in teaching Industrial Arts. Lastly, it will also guide students who have chosen Industrial Arts (IA) as their specialization to enhance or upgrade their skills and knowledge in the use of carpentry tools, and manipulate carpentry machines and equipment to carry out different activities.

2. Conceptual Framework

Technology and Livelihood Education (TLE) is a skill-based subject in the junior high school that has a goal of providing opportunity to learner the technical skills by allowing them to experience it first-hand that prepares them to work in different field of work / skills. Also, TLE as a subject area, it is an academic achievement is based on the acquisition of technical skills (Dimaunahan & Panoy, 2021).

Industrial Arts - One of the four major areas of TLE (Pura & Galicia, 2022), which is a subject taught in elementary and secondary schools that aims at developing manual skill, a familiarity with tools and machines, or an acquaintance with industrial processes and design (Merriam-Webster Dictionary)**.** Also, Industrial Arts focuses on familiarizing different tools, equipment, and machinery, plus assembling things and developing manual skills. It offers different specializations like masonry, plumbing, carpentry, shielded metal arc welding, automotive servicing, driving, electrical installation, electronics repair, drafting, tile setting, metal works, pottery, furniture making, motorcycle small engine servicing, and many more. The curriculum standard in teaching Industrial Arts (IA) subject follows the standard of the Technical Education and Skills Development Authority (TESDA) which they can assess and be qualified in their specialization it will lead to having a National Certificate that is very essential especially if they are planning to find a job or going to abroad. Moreover, Industrial Arts (IA) develops the potential of the students to be entrepreneurs and gives the importance of good behavior as an individual who is guided by personal entrepreneurial competencies that a successful entrepreneur should possess (Flora, 1996).

In teaching TLE, there are five common learning competencies based on the training regulations of the Technical Education and Skills Development Authority (TESDA) in Carpentry: make ready of materials and tools, maintain tools and equipment; carry out measurements and calculation, read & interpret blueprints / diagrams, execute basic maintenance and apply occupational health and safety (Basal, 2022).

Make ready construction materials and tools. This competency covers the knowledge, skills, and attitudes on (a) *identifying materials and tools for a task* in which learners will be able to describe tools and materials used in carpentry and prepare tools and materials to be used for a piece of work; (b) *requesting appropriate materials and tools* where in learners should be able to fill out forms in requesting for carpentry tools and materials as required for a piece of work; and *receive and inspect construction materials* in which learners are going to check requested tools and materials by request form based on the required performance standards (Training Regulation – Carpentry NC II and K to 12 Industrial Arts – Carpentry Curriculum guide 2016).

Maintain tools and equipment. This competency covers the knowledge, skills, and attitudes on (a) *checking the condition of tools and equipment* where students should be able to segregate defective tools from functional ones, label defective tools, and report the list of defective tools; (b) *perform basic preventive maintenance* in which students are going to repair defective tools and conduct preventive maintenance of carpentry tools based on the required performance standards (Training Regulation – Carpentry NC II and K to 12 Industrial Arts – Carpentry Curriculum guide 2016).

Carry out mensuration and calculation. This competency involves the knowledge, skills, and attitudes on (a) selecting measuring instruments where learners should be able to identify linear measuring instruments appropriate for a piece of work and (b) carrying out measurements and calculations where learners should be able to measure given materials, convert measurements to its equivalent unit/system and calculate the amount of materials for a specific workpiece based on the required performance standards (Training Regulation – Carpentry NC II and K to 12 Industrial Arts – Carpentry Curriculum guide 2016).

Read and interpret blueprints/diagrams. This competency enables the learners to (a) analyze signs, symbols & data wherein they can explain the importance of signs, symbols & data in interpreting a work plan and they can also determine appropriate signs & symbols needed in the plan; (b) interpret technical drawings and plans wherein learners can read working plan and interpret working plan, and (c) apply freehand sketching where the learners should be able to perform freehand sketching exercises and draw simple carpentry plans based on given tasks (K

to 12 Industrial Arts – Carpentry Curriculum guide 2016).

Practice Occupational Health and Safety Procedures. This competency enables the learners to (a) identify hazards & risks wherein students are going to list down the different health hazards & risks found in the workplace and discuss the effects of health hazards and occupational risks; (b) control hazards & risks in which learners should be able to formulate safety nets to control hazards & risks in the workplace; and (c) maintain occupational health and safety awareness wherein learners are going to explain the advantages & disadvantages of practicing OHS in the work and lastly to develop a checklist on maintaining OHS. Further, this competency covers the result required to comply with regulatory and organizational requirements for occupational health and safety (Training Regulation – Carpentry NC II and K to 12 Industrial Arts – Carpentry Curriculum guide 2016).

Level of awareness - Awareness is being vigilant or being mindful in figuring out from vicarious experiences, and/or being alert or attentive on what is happening to the surroundings (Nifco, 2005). *Level of awareness* refers to the degree of being conscious of what is happening in the surroundings. This degree varies from your location or situation in your present surroundings (Iser, A. 2022).

Extent of practice - Practice refers to the method or action that is repeated in a regular or usual manner (Shaban, 2015). The extent of practice has something to do with the level of practice done by anyone in achieving a goal and in meeting what is needed. Also, it describes the range or limit of practice and/or skill that some people have (Azubuike, 2021).

Level of competence - Competencies are described as skills, characters, and attitudes that are connected to successful performance at work. Competency is portrayed by observable and measurable knowledge, skill, ability, behaviors, and attitudes associated with excellent job performance regarding what work is done and how it is done (Wong, 2020). Level of competence is the students' ability in the competencies in different areas of Technology and Livelihood Education (Polon et al, 2015).

Carpentry tools - These implements come in different classifications wherein each tools have a specific function in the construction and woodworking process. From measuring, marking/lining, cutting, shaping, leveling, driving, holding, boring, and joining, these tools serve an important role in innovating raw material into a furnished output/product, whether it's a cabinet, a furniture, a building/house or a complex woodwork (testbook, 2023).

Hand tools - This refers to any instrument or tool that is used to chop, cut, measure, make lines, test squareness, make holes, drive screws and nails, sharpen tools, fastened nails without the help of motors or electricity, or by just using bare hands. These implements or tools are classified by their function, like measuring, marking / lining, sawing/cutting, making holes, driving hardware materials, holding materials, and other tools while working (McGeough, J. & Hartenberg, R. 2023).

Measuring tools. These tools are used to measure things like distances and angles (Washmuth, D. 2022). Also, these are used to lay out measurements like: (a) foot rule which has twelve inches or one foot; (b) pull-push rule which is used to measure long and regular or irregular shapes; (c) zigzag rule is made of wood or aluminum and it has maybe six or twelve inches whose blades are joined on its ends with pivot pins which can be unfolded and/or folded in zigzag manner; (d) meter stick which is made out of wood, plastic, aluminum or metal that has 100 centimeter, 1,000 millimeter or one meter; and (e) calipers that is used to measure diameters which is made of two flat and tapered metal fastened together with bolt or pin in the upper end. It has two common kinds, namely inside and outside calipers (Amano, 1980).

Marking / Lining tools. These are tools used to make lines on a workpiece to obtain exact size and shape (Dwivedi, 2021). It is also used to scratch, scribe, draw, or mark guide lines or cutting lines like; (a) pencil which is made of black graphite or lead that is cased in wood or plastic, (b) brad awl/scratch awl which is pointed metal fastened into a wood or plastic as a handle and used to scratch or mark a line on materials being worked on, (c) chalk line which is made of hardwood or plastic with powder chalk or used black oil with string that is being pulled

and released to established or obtain straight lines on materials, (d) marking gauge that is made of wood, plastic or metal where it has a beam that slides along the edge of a stock and it has a point in the center of the beam to scratch / scribe lines, (e) divider that has two metal legs used to scribe arcs, circles or divide and/or transfer measurements to another working piece, and last but not the least (f) compass that is used to scrive or draw arcs, semi-circle and circles on working piece (Amano, 1980).

Testing tools. These tools are used to checked squareness, flatness, straightness of edges, surfaces and ends of wood/boards being worked on like the following: (a) try squre, a tool with a tongue or blade either six to twelve inches and a handle that is 90 degree to its tongue or blade which is used to test/checked angles; (b) carpenter square / steel square, a tool that has longer blade/tongue with a length of 16" and 24" long forming a 90 degree angle used to checked angles and lay measurements; (c) combination try square, a tool that can checked 90- or 45-degree angle, it can also check flatness of boards using its vial like the spirit level has; (d) sliding "T" bevel, a tool that resembles letter "T" and is movable where it can layout any angles or degree that the combination try square cannot do; (e) spirit level / bar level, a tool with a frame about 12"-36" long and rectangular in shape that contains three vials or tube with water or colored water inside the vial or tube which is being used to checked verticalness, horizontalness and 45 degree angle; (f) plumb bob, a heavy metal with a cone-shape being held by a string and it is used to check verticalness and transfer measurement from higher to lower level; (g) level hose, a rubberized transparent plastic that contain pure and/or colored water that serves as level or flatness of two post far from each other (Amano, 1980).

Edge-cutting tools. These tools have sharp edges used to smooth, plane, shape, chip, chop, or trim materials. Kinds of this classification are the following: (a) planes which are made out of pure steel and/or cast iron with different sizes and lengths. Their function depends on their sizes, whereas smaller planes are for small work like chamfering, rounding off edges, or smoothing edges and ends of thin materials like plywood. The larger and longer plane is used to flatten and make the edges of wide/large boards straight; (b) the chisel is made of steel blades with wood or plastic handles, which are used to chip off, trim, pare, chamfer, or shape wood like sculptures. It has different kinds according to the shape of the blade and according to its use; (c) spokeshaves, which are made of cast iron with a sharp steel blade that is used to shave, smoothen, or chamfer straight or curve fixtures; (d) draw knife/cabinet scraper, these has two handles on both sides made out of stainless steel with the blade either beveled on one side or both side and it is used to smoothen, shave off or chamfer irregular curves that the spokeshave cannot do; (e) hatchet/axe, this tool is used to shape or chop off waste side of wood (Amano, 1980).

Tooth-cutting tools. This classification of hand tools has cutting edges or surfaces that are triangular or it is like teeth, which are used to cut and/or shape working pieces. The kinds of these tools are (a) a saw that is made out of steel that has teeth and is fastened into a wooden or plastic handle. It can be used to cut across or along the grains, used to cut irregular or regular curves on thick or thin boards, used in joinery or wood joints and plywoods, and (b) files that are made out of pressed steel with a wooden handle and it is used to sharpen, to shape or to scrape woods or other materials (Amano, 1980).

Holding tools. These are either made of pressed metal, cast iron, or aluminum and are formed into different shapes. These are used to hold materials and other tools in place while working. The first kind of this tool is a bar clamp, which is used to hold wide boards being joined edge-to-edge and other projects that are being worked on or assembled. Second, C-clamp / G-clamp, the frame of these tools resembles the letter C/G which is used to hold materials or other tools while working. The third kind is a bench vise, a holding tool that is attached to a working table/bench, and it is used to hold materials and other tools while working. The fourth kind is bit braces like the ratchet brace and hand drill brace, which are used to hold auger and drill bits (Amano, 1980).

Driving tools. These tools are used to drive and pull-out nails, loosen and tighten screws and drive other tools like chisels. The kind of these tools are: (a) claw hammers which are made out of pressed metal and are used to drive or fastened and pull out nails; (b) screwdrivers, which are pressed steel with different tips that are used to loosen or tighten screws either with a positive or negative slot on its head; (c) mallet, either made out of wood or

plastic that is used to drive or tap other tools for them to function like chisel or nail sets; (d) screw drive bits which are attached to an auger brace or power drill and used to tighten or loosen screws; (e) nail set, a tool used to drive the head of the nail below the surface of the wood to be filled with wood fillers to avoid rusting (Amano, 1980).

Boring tools. These tools are used to make holes in different materials like wood, plastic, metal, or concrete. These have blades with spurs, cutting edges, twists, and a shank. Kinds of this tool are: (a) auger bit, which has different sizes or diameters ranging from 1/4 of an inch to one inch. This is being turned or held by a ratchet brace; (b) drill bits, these bits are attached to a hand drill brace or power drill and it is used to make holes in different materials like wood, plastic, metal, or concrete; (c) expansive bit, a tool used to bore larger holes or different diameter. Its spur and cutter are adjustable and commonly used to make holes for door knobs and cabinet locks (Amano, 1980).

Miscellaneous tools. These tools cannot be classified under the first eight classifications wherein they do another function. The first example is sharpening stone which may have three types oilstone, whetstone, and grindstone which are used to sharpen edge-cutting tools. Second is the pliers, which are used to hold and cut wires and they can be used to loosen or tighten bolts and nuts. The third is a saw set, a tool used to bend the upper half of the teeth of the saw to form a set. Next is the triangular file, which is used to sharpen the teeth of the saw, and last is the brush, which is used to apply or spread varnish or paint on different materials (Amano, 1980).

Carpentry Power Tools - These tools are powered with electricity which includes the following: (a) power planer which is used in planing, roughing out wood surfaces or making the edges straight or even; (b) power drill, a tool used to bore holes on different materials like wood, concrete, metal and/or plastics; (c) jig saw, a tool used in cutting regular and irregular curves on thin and thick boards; (d) circular saw, a tool used to cut large panel boards; (e) router, used to design edges and corners of furniture. It can also be used in making mortise; (f) sander, a tool used to smooth the wood surface; (g) angle grinder, a tool used to cut different materials depending on the attached cutting disc McGeough, J. & Hartenberg, R. (2023).

Carpentry Equipment - These are heavy and large, and/or bulky that one worker cannot simply carry or transfer them easily. It is a set of tools or machines being used for a specific task in different stages, like surface preparation equipment (surfacer, thicknesser, jointer plane & wood lathe); cutting equipment like a band saw, table saw, and miter saw (Enoila, 2022).

Gender - Sex is the determinant of performance in areas of Technology and Livelihood Education (TLE). It was categorized as male and female wherein males refer to those person who do heavy work, such as Carpentry, Agriculture, Masonry, and Plumbing, and females are the ones who do feminine work, such as Dressmaking, Handicrafts, and Cooking (Polon et al. 2015).

Grade Level - An instructional level wherein a learner goes in for and undergoes/experiences services in a school or an educational institution during an academic session (Common Education Data Standards, 2019). The grade levels in the Philippines are divided into four stages: Kindergarten to Grade 3, Grade 4 to Grade 6, Grade 7 to Grade 10, and Grade 11 to Grade 12. In the TLE subject, learners will be having exploratory subjects under Agri-Fishery arts, Industrial Arts (IA), Home Economics (HE), and Information & Communications Technology (ICT) per quarter from Grade 7 to 8, and they will take their specializations in their Grade 9 & 10 (DepEd).

Research objectives – The current study has 4 research objectives as follow:

- Assess Awareness: Determine students' level of awareness of IA carpentry tools (hand tools, power tools, equipment) and examine differences by sex and grade level.
- Assess Practice: Determine the extent of students' practice in using carpentry tools at school and at home, and examine differences by sex and grade level.
- Assess Competence: Evaluate students' perceived competence in common carpentry competencies and

examine differences by sex and grade level.

- Test Relationships: Examine the correlations among awareness, practice, and perceived competence in the use of carpentry tools in Industrial Arts.

3. Methodology

Research Design - The research design of this study is a descriptive survey and a correlation method of research. Descriptive research is a research method that tries to describe and interpret objects appropriate to the situation (Creswell, 2008). This method is used to obtain information concerning the current status of the phenomena to describe "what exists" concerning variables or conditions in a situation (Williams, 2007). A survey is a systematic method for gathering information from (a sample of) entities that reflects the population's attitudes, behaviors, opinions, and beliefs that cannot be observed directly (Avedian, 2014). It allows the gathering of large volumes of data that can be analyzed for frequencies, averages, and patterns (McCombes 2019). Correlation research is used to prove if two variables are related to each other or if there is no connection between them. It is a type of research wherein relationships between variables are documented without any control over the setting in which those relationships occur, or the researcher cannot manipulate the variables (Bhandari, P. 2023).

Population and Locale of the Study - This study was conducted at Benguet State University – Secondary Laboratory School (BSU-SLS) in La Trinidad, Benguet, Philippines. BSU-SLS implements three curricula that determine class sectioning: Agricultural-Science (Ag-Sci), Home Economics (HE), and Vocational-Agriculture (Vo-Ag). Ag-Sci emphasizes agriculture subjects and related research; HE covers baking, cookery, dressmaking, cosmetology, and handicrafts; and Vo-Ag combines agriculture with Industrial Arts offerings such as Building Construction, Carpentry, Drafting, Electricity, Masonry, Plumbing, Shielded Metal Arc Welding (SMAW), and Tile Setting. From Grades 8 to 10, each section also has an Elective in which students focus on one specialization, while TLE subjects allow exploration across the chosen curriculum (BSU-SLS Student Handbook, 2019). The participants were all Grade 9 and Grade 10 Vo-Ag students, selected through total enumeration because they had prior exposure to carpentry concepts in their elementary EPP and Grade 7–8 exploratory/elective subjects. In total, 105 students took part: 63 in Grade 9 (28 male, 35 female) and 42 in Grade 10 (18 male, 24 female), comprising 46 male and 59 female students overall.

Data Collection Procedure - Approval to conduct the study and administer the questionnaire was obtained from the BSU-SLS principal. The researcher personally distributed and retrieved the survey instruments, after which the data were organized and analyzed. Consistent with ethical standards, both parental and student consent were secured. Participation was voluntary, students were free to withdraw at any time, and confidentiality and anonymity were assured.

Data Collection Instrument - The primary instrument was a teacher-made survey reflecting carpentry tools commonly used by BSU-SLS students. It comprised four parts: (1) respondent profile; (2) level of awareness of carpentry tools (hand tools, power tools, equipment); (3) extent of practice in using these tools at home and at school; and (4) perceived competence in common carpentry competencies. Tool lists were aligned with classifications from Gregorio T. Amano's Fundamentals in Woodworking, while competency indicators were based on the K–12 Carpentry learning module. The instrument underwent content validation and was piloted with junior high students in Kapangan, Benguet. Reliability testing yielded excellent internal consistency: Cronbach's α was 0.9759 for awareness, 0.9718 for practice, and 0.9133 for competence.

Treatment of Data - Constructs were measured using 4-point Likert scales. Awareness ranged from "Not Aware" (1) to "Very Much Aware" (4); practice ranged from "Never" (1) to "Always" (4); and competence ranged from "Not Competent" (1) to "Highly Competent" (4). Descriptive statistics (weighted means) summarized levels of awareness, practice, and competence. Group differences by sex (male/female) and grade level (Grade 9/Grade 10) were examined using independent-samples t-tests (Bevans, R., 2023). Relationships among awareness, practice, and perceived competence were assessed using Pearson product–moment correlation, with interpretation

based on standard bands from very weak to very strong. The Pearson correlation coefficient (also known as Pearson product-moment correlation coefficient) r is a measure to determine the relationship (instead of difference) between two quantitative variables (interval/ratio) and the degree to which the two variables coincide with one another—that is, the extent to which two variables are linearly related (Turney, 2022).

4. Results and discussions

4.1 Level of awareness of students on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to sex

Table 1 provides a comparative analysis of the awareness levels regarding different carpentry tools among male and female respondents. The awareness is categorized into four descriptive equivalents: "Very Much Aware," "Moderately Aware," "Slightly Aware," and "Not Aware," based on mean scores ranging from 1.00 to 4.00. Male respondents exhibit a high level of awareness across several tool categories. Particularly, "Driving Tools" scored the highest at a mean of 3.67, indicating that males are "Very Much Aware" of these tools. Similarly, "Measuring Tools," "Miscellaneous Tools," and "Marking/Lining Tools" also fall under the "Very Much Aware" category, evidenced by mean scores of 3.48, 3.38, and 3.28, respectively. On the other hand, tools such as "Edge-cutting," "Tooth-cutting," and "Boring Tools" show a "Moderately Aware" perception, with mean scores ranging from 2.67 to 3.13. In contrast, female respondents generally display lower awareness levels across all categories. The highest score for females is 3.13 for "Driving Tools," which still classifies as "Moderately Aware." Other tool categories, such as "Measuring Tools" and "Marking/Lining Tools," yield mean scores of 3.07 and 2.94, highlighting a similar "Moderately Aware" status. Notably, several categories fall into the "Slightly Aw, are" and "Not Aware" brackets, particularly "Boring Tools," "Holding Tools," and "Equipment," which show mean scores as low as 1.62. In summary, males demonstrate a significantly higher level of awareness regarding carpentry tools compared to females, particularly evident in their familiarity with driving and measuring tools. Female respondents tend to exhibit moderate to low awareness, especially in categories like boring and holding tools. This discrepancy suggests a potential area for targeted educational initiatives to enhance female awareness and skills in carpentry. This implies that the identified tools are not fully demonstrated and used by learners to become familiar with these tools. As stated in the study of Basquial (2024), tools are just being taught inside the classroom but not being used or manipulated to enhance awareness on these tools.

Table 1
Level of awareness of students on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to sex.

Classification of Carpentry Tools	MALE		FEMALE	
	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent
Measuring Tools	3.48	Very Much Aware	3.07	Moderately Aware
Marking/Lining Tools	3.28	Very Much Aware	2.94	Moderately Aware
Testing Tools	3.13	Very Much Aware	2.01	Slightly Aware
Edge-cutting Tools	2.81	Moderately Aware	2.00	Slightly Aware
Tooth-cutting Tools	3.01	Moderately Aware	1.99	Slightly Aware
Boring Tools	3.06	Moderately Aware	1.68	Not Aware
Holding Tools	2.97	Moderately Aware	1.91	Slightly Aware
Driving Tools	3.67	Very Much Aware	3.13	Moderately Aware
Miscellaneous Tools	3.38	Very Much Aware	2.86	Moderately Aware
Power Tools	3.19	Moderately Aware	2.10	Slightly Aware
Equipment	2.67	Moderately Aware	1.62	Not Aware

4.2 Differences of students' level awareness on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to sex

Table 2 presents a detailed comparison of awareness levels regarding various carpentry tools between male and female respondents, evaluated through mean scores along with their corresponding T-values and P-values. The

results highlight significant differences in awareness between genders across all categories of tools. For "Measuring Tools," male respondents exhibit a mean score of 3.48, in contrast to females' 3.07. The T-value of 3.5289 and a P-value of 0.0007 indicate a highly significant difference. Similar patterns are observed with "Marking/Lining Tools," where males scored 3.28 against females' 2.94, yielding a T-value of 2.8995 (P-value of 0.0048), further establishing a notable disparity. The most pronounced difference occurs in "Testing Tools," where males scored 3.13 while females scored only 2.01. The T-value of 5.9886 and an extremely low P-value of 0.00000009 highlight a very highly significant difference. Other tools, such as "Edge-cutting" and "Tooth-cutting Tools," also showcase substantial gaps: males with scores of 2.81 and 3.01 versus females' 2.00 and 1.99, respectively, with both categories achieving high T-values and remarkably low P-values. Moreover, "Driving Tools" also reflects a significant difference, with males scoring 3.67 compared to 3.13 for females. Similarly, "Miscellaneous Tools," "Power Tools," and "Equipment" all exhibit high T-values and very low P-values, reinforcing the trend of greater male awareness across all categories evaluated. In conclusion, the analysis highlights a consistent and significant disparity in awareness of carpentry tools between male and female respondents, with males demonstrating a significantly higher level of familiarity across all tool classifications. The findings raise concerns about training and educational programs for female students to acquire familiarity and skills in carpentry. As stated in the study of Hill et al. (2010), males dominated females when it came to engineering and scientific fields. Graves et al. (2016) also affirm that females are being less represented in apprenticeship programs, which denies their familiarity with tools and techniques commonly used in Carpentry.

Table 2
Differences of students' level awareness on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to sex.

Classification of Carpentry Tools	MEAN		T-Value	P-Value
	Male	Female		
Measuring Tools	3.48	3.07	3.5289**	0.000 7
Marking/Lining Tools	3.28	2.94	2.8995**	0.004 8
Testing Tools	3.13	2.01	5.9886**	0.000 000 09
Edge-cutting Tools	2.81	2.00	5.2338**	0.000 006
Tooth-cutting Tools	3.01	1.99	6.0418**	0.000 000 04
Boring Tools	3.06	1.68	7.8557**	0.000 000 000 02
Holding Tools	2.97	1.91	6.1151**	0.000 000 08
Driving Tools	3.67	3.13	4.0239**	0.000 1
Miscellaneous Tools	3.38	2.86	3.5640**	0.000 6
Power Tools	3.19	2.10	5.9294**	0.000 000 06
Equipment	2.67	1.62	6.2347**	0.000 000 02

4.3 Level of awareness of students on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to Grade level

Table 3 provides an analysis of awareness levels regarding various carpentry tools among Grade 9 and Grade 10 students, classified into descriptive equivalents based on mean scores. The results indicate that Grade 9 students generally demonstrate a higher level of awareness compared to their Grade 10 counterparts across several categories. For "Measuring Tools," Grade 9 students have a mean score of 3.42, which places them in the "Very Much Aware" category, while Grade 10 students, with a mean of 3.10, fall into the "Moderately Aware" group. A similar trend is evident in "Driving Tools," where both grades show high awareness; however, Grade 9 students (mean of 3.42) still slightly surpass Grade 10 students (mean of 3.37). In the "Marking/Lining Tools" category, both grades are categorized as "Moderately Aware," with Grade 9 scoring 3.23 and Grade 10 scoring 2.96, showcasing another instance of Grade 9 students exhibiting greater familiarity. The disparity continues with "Testing Tools," where Grade 9 scores 2.78 ("Moderately Aware") versus Grade 10's lower score of 2.29, which is classified as "Slightly Aware." When examining categories like "Edge-cutting" and "Boring Tools," both grades show limited awareness, classified as "Slightly Aware." Grade 9 students score slightly higher than Grade 10 in these areas, indicating a consistent pattern where Grade 9 students generally have a better grasp of the tools surveyed. In summary, the data reveal that Grade 9 students exhibit greater awareness of carpentry tools than Grade

10 students, particularly in categories such as measuring and driving tools. This trend suggests that while both grades hold a respectable level of knowledge regarding some tools, there is room for improvement in enhancing the understanding and skills related to carpentry tools, especially for Grade 10 students.

Table 3
Level of awareness of students on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to Grade level.

Classification of Carpentry Tools	GRADE 9		GRADE 10	
	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent
Measuring Tools	3.42	Very Much Aware	3.10	Moderately Aware
Marking/Lining Tools	3.23	Moderately Aware	2.96	Moderately Aware
Testing Tools	2.78	Moderately Aware	2.29	Slightly Aware
Edge-cutting Tools	2.44	Slightly Aware	2.35	Slightly Aware
Tooth-cutting Tools	2.51	Moderately Aware	2.47	Slightly Aware
Boring Tools	2.54	Moderately Aware	2.14	Slightly Aware
Holding Tools	2.50	Slightly Aware	2.34	Slightly Aware
Driving Tools	3.42	Very Much Aware	3.37	Very Much Aware
Miscellaneous Tools	3.13	Moderately Aware	3.10	Moderately Aware
Power Tools	2.63	Moderately Aware	2.66	Moderately Aware
Equipment	2.09	Slightly Aware	2.20	Slightly Aware

4.4 Comparison of students' level awareness on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to Grade Level

Table 4 compares the awareness levels of carpentry tools between Grade 9 and Grade 10 students using mean scores, T-values, and P-values. Grade 9 students generally demonstrate higher awareness, with notable significant differences in categories such as "Measuring Tools" (mean 3.42 vs. 3.10, T-value 2.5313, P-value 0.0136) and "Marking/Lining Tools" (3.23 vs. 2.96, T-value 2.2293, P-value 0.0285). The "Testing Tools" category also shows a significant gap (2.78 vs. 2.29, T-value 2.2175, P-value 0.0300). However, many other categories, including "Edge-cutting," "Tooth-cutting," and "Boring Tools," show no significant differences, as indicated by higher P-values and low T-values. Overall, the analysis highlights that while Grade 9 students tend to be more aware of carpentry tools in certain areas, particularly measuring and marking tools, many other tool categories do not show significant differences between the two grades. This suggests that educational efforts may need to focus on enhancing awareness across the board, especially for Grade 10 students, to bridge the gap in knowledge regarding carpentry tools.

Table 4
Comparison of students' level of awareness on the carpentry tools (hand tools, power tools, and equipment) commonly utilized in Industrial Arts when grouped according to Grade level.

Classification of Carpentry Tools	MEAN		T-Value	P-Value
	GRADE 9	GRADE 10		
Measuring Tools	3.42	3.10	2.5313*	0.0136
Marking/Lining Tools	3.23	2.96	2.2293*	0.0285
Testing Tools	2.78	2.29	2.2175*	0.0300
Edge-cutting Tools	2.44	2.35	0.5044^{ns}	0.6154
Tooth-cutting Tools	2.51	2.47	0.2158^{ns}	0.8298
Boring Tools	2.54	2.14	1.7158^{ns}	0.0901
Holding Tools	2.50	2.34	0.7554^{ns}	0.4523
Driving Tools	3.42	3.37	0.3732^{ns}	0.7101
Miscellaneous Tools	3.13	3.10	0.1645^{ns}	0.8697
Power Tools	2.63	2.66	0.1468^{ns}	0.8837
Equipment	2.09	2.20	0.4893^{ns}	0.6262

4.5 Extent of practice of students at home and/or at school in the use of carpentry tools in Industrial Arts when grouped according to sex

The data in Table 5 presents the extent of practice among students in using carpentry tools in Industrial Arts,

grouped by sex. The mean scores illustrate notable differences in tool usage between male and female students. For measuring tools, male students scored a mean of 2.72, categorizing their use as "Often," while female students scored 2.22, indicating they use these tools "Sometimes." This trend continues with marking/lining tools, where males scored 2.58 (often) and females 2.08 (sometimes). The pattern persists across various tool categories, including testing and edge-cutting tools, where males also demonstrate a higher frequency of use. Driving tools show a significant disparity, with males scoring 3.16 (often) and females at 1.84 (sometimes), highlighting a pronounced difference in the engagement with this particular set of tools. Female students generally exhibit lower mean scores across all categories, often falling into the "Sometimes" or "Never" classifications, particularly for testing, tooth-cutting, boring, holding, power tools, and equipment. Overall, the findings suggest that male students have a stronger inclination and practice frequency in using carpentry tools compared to their female counterparts. The data reflects an important insight into the gender disparities in engaging with industrial arts tools and may highlight areas for potential intervention or encouragement for increasing female participation and proficiency in these technical skills. Students claimed that they seldom use the tools since their parents don't have all the carpentry tools at their homes. Also, they have limited time in their laboratory session at school, and a limited number of activities are carried out by most teachers (Basquial, 2024).

Table 5
Extent of practice of students at home and/or at school in the use of carpentry tools in Industrial Arts when grouped according to sex

Classification of Carpentry Tools	MALE		FEMALE	
	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent
Measuring Tools	2.72	Often	2.22	Sometimes
Marking/Lining Tools	2.58	Often	2.08	Sometimes
Testing Tools	2.03	Sometimes	1.26	Never
Edge-cutting Tools	2.05	Sometimes	1.30	Never
Tooth-cutting Tools	1.95	Sometimes	1.18	Never
Boring Tools	2.01	Sometimes	1.20	Never
Holding Tools	2.06	Sometimes	1.22	Never
Driving Tools	3.16	Often	1.84	Sometimes
Miscellaneous Tools	2.76	Often	1.69	Never
Power Tools	1.94	Sometimes	1.20	Never
Equipment	1.83	Sometimes	1.12	Never

4.6 Comparison on the extent of practice of students at home and/or at school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped by sex

Table 6 compares the awareness levels of carpentry tools between Grade 9 and Grade 10 students, revealing that Grade 9 students generally possess significantly higher awareness. For example, in "Measuring Tools," Grade 9 scored 2.72 while Grade 10 scored 2.22, with a T-value of 3.5777 and a P-value of 0.0006, indicating a highly significant difference. Similar patterns are observed in "Marking/Lining Tools" (2.58 vs. 2.08, T-value 3.8807, P-value 0.0002) and "Testing Tools" (2.03 vs. 1.26, T-value 5.1735, P-value 0.00000009). Discrepancies are evident in categories like "Edge-cutting" and "Tooth-cutting Tools," with Grade 9 scoring significantly higher. The largest gap is in "Driving Tools," where Grade 9 scored 3.16 compared to Grade 10's 1.84 (T-value 5.3489). Overall, the analysis reveals that Grade 9 students demonstrate significantly greater awareness of carpentry tools across almost all categories, pointing to a need for focused educational efforts directed at Grade 10 students to enhance their familiarity and skills related to these tools.

Table 6
Comparison of the extent of practice of students at home and/or at school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped by sex

Classification of Carpentry Tools	MEAN		T-Value	P-Value
	GRADE 9	GRADE 10		
Measuring Tools	2.72	2.22	3.5777**	0.000 6
Marking/Lining Tools	2.58	2.08	3.8807**	0.000 2
Testing Tools	2.03	1.26	5.1735**	0.000 000 09

Edge-cutting Tools	2.05	1.30	5.2338**	0.000 002
Tooth-cutting Tools	1.95	1.18	6.3634**	0.000 000 03
Boring Tools	2.01	1.20	5.3947**	0.000 001
Holding Tools	2.06	1.22	5.7636**	0.000 000 3
Driving Tools	3.16	1.84	5.3489**	0.000 001
Miscellaneous Tools	2.76	1.69	7.4187**	0.000 000 000 1
Power Tools	1.94	1.20	5.0919**	0.000 004
Equipment	1.83	1.12	5.5986**	0.000 000 8

4.7 Extent of practice of students at home and/or at school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped to level

Table 7 compares the awareness of carpentry tools between Grade 9 and Grade 10 students, indicating that Grade 9 students generally exhibit slightly higher awareness. For instance, in "Measuring Tools," Grade 9 scored 2.52 (Often) while Grade 10 scored 2.39 (Sometimes). This trend continues in "Marking/Lining Tools," where Grade 9 (2.40) again outscored Grade 10 (2.24). Both grades show low familiarity in categories like "Testing," "Edge-cutting," and "Tooth-cutting Tools," with both falling into the "Never" category but Grade 9 scoring slightly higher. In "Driving Tools," Grade 9 scored 2.62 (Often), compared to Grade 10's 2.34 (Sometimes). Overall, the data indicates that while Grade 9 students show greater familiarity with certain tools, both grades exhibit a need for increased education and training concerning various carpentry tools.

Table 7
Extent of practice of students at home and/or at school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped to level

Classification of Carpentry Tools	GRADE 9		GRADE 10	
	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent
Measuring Tools	2.52	Often	2.39	Sometimes
Marking/Lining Tools	2.40	Sometimes	2.24	Sometimes
Testing Tools	1.74	Never	1.52	Never
Edge-cutting Tools	1.73	Never	1.60	Never
Tooth-cutting Tools	1.68	Never	1.41	Never
Boring Tools	1.69	Never	1.48	Never
Holding Tools	1.75	Never	1.49	Never
Driving Tools	2.62	Often	2.34	Sometimes
Miscellaneous Tools	2.29	Sometimes	2.13	Sometimes
Power Tools	1.57	Never	1.56	Never
Equipment	1.51	Never	1.43	Never

4.8 Comparison on the extent of practice of students at home and/or at school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped to level.

Table 8 shows the extent of practice of students at home and/or school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped in their grade level. For measuring and marking/lining tools, Grade 9 students scored 2.52 and 2.40 respectively, while Grade 10 students scored 2.39 and 2.24. Although these differences are present, the T-Values and P-Values indicate no significant differences (both $P > 0.05$). This trend continues for testing tools, edge-cutting tools, boring tools, and holding tools, all showing Grade 9 students maintaining a slightly higher mean score with no significant statistical differences in practice levels. However, a notable exception occurs in the category of tooth-cutting tools, where Grade 9 scored a mean of 1.68 against 1.41 for Grade 10. Here, the T-Value of 2.0205 and the P-Value of 0.0468 suggest a statistically significant difference, indicating that Grade 9 students are more engaged with tooth-cutting tools than their Grade 10 peers. This could imply that Grade 9 students are either given more opportunities to practice with these specific tools or are more inclined to utilize them. In terms of power tools and other equipment, both grades displayed similar levels of practice, with means of 1.57 for Grade 9 and 1.56 for Grade 10 for power tools, and 1.51 versus 1.43 for equipment. These values, supported by high P-Values, confirm there is no significant difference in the use of these tools between the two grades. Overall, while Grade 9 students tend to score higher across most categories

of carpentry tools, this is predominantly not statistically significant except for tooth-cutting tools. This suggests that while experience may vary, opportunities for engagement with carpentry tools may not differ drastically between the grades, providing insight into the curriculum and practice opportunities in Industrial Arts at the school level. Performances in the lower grade level prepare students as they move on to the next level (Fadzil & Saat, 2017). On the other hand, the result state that Grade 9 has higher score than Grade 10 due to the transition of mode of classes during the pandemic time where in Grade 10 were in modular.

Table 8
Comparison of the extent of practice of students at home and/or at school in the use of carpentry tools (hand tools, power tools, and equipment) in Industrial Arts when grouped to level.

Classification of Carpentry Tools	MEAN		T-Value	P-Value
	GRADE 9	GRADE 10		
Measuring Tools	2.52	2.39	0.8889^{ns}	0.3766
Marking/Lining Tools	2.40	2.24	1.1871^{ns}	0.2386
Testing Tools	1.74	1.52	1.3330^{ns}	0.1863
Edge-cutting Tools	1.73	1.60	0.9024^{ns}	0.3694
Tooth-cutting Tools	1.68	1.41	2.0205*	0.0468
Boring Tools	1.69	1.48	1.2283^{ns}	0.2227
Holding Tools	1.75	1.49	1.5965^{ns}	0.1141
Driving Tools	2.62	2.34	1.0429^{ns}	0.3001
Miscellaneous Tools	2.29	2.13	0.8735^{ns}	0.3489
Power Tools	1.57	1.56	0.0564^{ns}	0.9552
Equipment	1.51	1.43	0.5920^{ns}	0.5554

4.9 Perceived level of competence of students in the common competencies in carpentry when grouped according to sex

Table 9 shows the perceived level of competence of students in the common competencies in carpentry when grouped according to sex. In the area of preparing construction materials and tools, male students scored a mean of 2.88, categorizing them as “Moderately Competent,” while female students scored significantly lower at 2.37, placing them in the “Partially Competent” range. This pattern continues across other competencies, with male students consistently reflecting higher confidence in their abilities. For maintaining tools and equipment, the mean score for males is 2.75 compared to 2.30 for females, again showcasing that males perceive themselves as more competent in this area. This trend is particularly pronounced in performing mensuration and calculations, where male students achieved a mean of 3.01, while female students scored only 2.47, further highlighting a disparity in perceived competence. Similarly, in interpreting drawings and plans, males scored 2.72, compared to 2.26 for females, reinforcing the consistent gap in self-assessment of skills. Interestingly, in practicing occupational health and safety procedures, both male and female students rated themselves as “Moderately Competent,” but males still edged slightly higher with a mean score of 3.08 compared to 2.67 for females. Overall, these findings reveal that male students generally perceive themselves as more competent across various carpentry competencies than their female counterparts. This gap suggests a need for targeted strategies to enhance the confidence and skills of female students in carpentry, promoting a more balanced and equitable educational environment where all students can thrive in their competencies.

Table 9
Perceived level of competence of students in the common competencies in carpentry when grouped according to sex.

Learning Competencies	MALE		FEMALE	
	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent
Prepare construction materials and tools	2.88	Moderately competent	2.37	Partially Competent
Maintain tools and equipment	2.75	Moderately competent	2.30	Partially Competent
Perform mensuration and calculations	3.01	Moderately competent	2.47	Partially Competent
Interpret drawing and plans	2.72	Moderately competent	2.26	Partially Competent
Practice Occupational Health and Safety Procedures	3.08	Moderately competent	2.67	Moderately Competent

4.10Comparison of the perceived level of competence of students in the common competencies in carpentry when grouped according to sex

Table 10 shows the comparison of the perceived level of competence of students in the common competencies in carpentry when grouped according to sex. In preparing construction materials and tools, males scored a mean of 2.88, while females scored 2.37, revealing a high significant difference (T-Value: 3.5169, P-Value: 0.0007). Similar trends emerge in maintaining tools (males: 2.75, females: 2.30; T-Value: 2.8562, P-Value: 0.005) and performing mensuration and calculations (males: 3.01, females: 2.47; T-Value: 3.1898, P-Value: 0.002). In interpreting drawings and plans, the mean scores are 2.72 for males and 2.26 for females (T-Value: 2.8698, P-Value: 0.005), and for practicing occupational health and safety procedures, males scored 3.08 while females received a 2.67 (T-Value: 2.2288, P-Value: 0.0285). Overall, the data yields a clear picture that male students perceive themselves as significantly more competent in all evaluated competencies compared to female students. These findings underscore the importance of addressing the factors contributing to these disparities, as enhancing the perceived competence of female students in these essential skills could lead to a more equitable educational experience in carpentry. This supports the study of Avila & Malquisto (2019), where female students need improvements to enhance their performance towards Industrial Art subjects. Shafina (2020) also stated in her study that male performs better than females in technical or technological fields.

Table 10
Comparison of the perceived level of competence of students in the common competencies in carpentry when grouped according to sex.

Learning Competencies	MEAN		T-Value	P-Value
	Male	Female		
Prepare construction materials and tools	2.88	2.37	3.5169**	0.000 7
Maintain tools and equipment	2.75	2.30	2.8562**	0.005
Perform mensuration and calculations	3.01	2.47	3.1898**	0.002
Interpret drawing and plans	2.72	2.26	2.8698**	0.005
Practice Occupational Health and Safety Procedures	3.08	2.67	2.2288**	0.0285

4.11Perceived level of competence of students in the common competencies in carpentry when grouped according to grade level

Table 11 shows the data on learning competencies and illustrates notable trends in the performance levels of male and female students in carpentry skills. In preparing construction materials and tools, male students have a mean score of 2.70, categorizing them as moderately competent, while female students score slightly lower at 2.52, also falling within the moderately competent range. In maintaining tools and equipment, males exhibit a mean score of 2.60 (moderately competent), while females score 2.42, indicating that they are partially competent in this area. This suggests that male students generally have a higher level of perceived competence regarding tool maintenance. For performing mensuration and calculations, female students score 2.77 (moderately competent), surpassing their male counterparts, who score 2.71 (moderately competent). This reversal in competency reflects the potential for female students to excel in specific competencies. In interpreting drawings and plans, males again score higher at 2.56 (moderately competent) compared to females at 2.39 (partially competent). The data further shows that both genders rate themselves as moderately competent in practicing occupational health and safety procedures, with males at 2.81 and females at 2.95, highlighting a commendable level of awareness and skill in safety practices. Overall, the findings reveal that while both genders demonstrate moderate competency overall, there are specific areas, such as tool maintenance and interpreting plans, where male students tend to feel more competent than female students. This disparity underscores the need for targeted educational interventions to support female students in achieving higher levels of competency across all aspects of carpentry. In the study by Sira et al. (2023), they stated that the curriculum needs revisions in which it will meet its objective of gender equality and women's empowerment.

Table 11
Perceived level of competence of students in the common competencies in carpentry when grouped according to grade level

Learning Competencies	MALE		FEMALE	
	Mean	Descriptive Equivalent	Mean	Descriptive Equivalent
Prepare construction materials and tools	2.70	Moderately Competent	2.52	Moderately Competent
Maintain tools and equipment	2.60	Moderately Competent	2.42	Partially Competent
Perform mensuration and calculations	2.71	Moderately Competent	2.77	Moderately Competent
Interpret drawing and plans	2.56	Moderately Competent	2.39	Partially Competent
Practice Occupational Health and Safety Procedures	2.81	Moderately Competent	2.95	Moderately Competent

4.12 Comparison of the perceived level of competence of students in the common competencies in carpentry when grouped according to Grade level

The data in Table 12 shows the learning competencies of Grade 9 and Grade 10 students across various practical skills related to construction and safety. Each competency is evaluated based on the mean scores, T-values, and P-values, indicating the degree of difference between the two grade levels. In terms of the competencies assessed, “Practice Occupational Health and Safety Procedures” stands out, as it has a mean score of 3.08 for Grade 9 compared to 2.67 for Grade 10. The T-value of 2.2288 and a P-value of 0.0285 suggest a significant difference in performance, denoting that Grade 9 students excel in understanding and applying safety procedures related to construction. Conversely, the other competencies, such as “Prepare construction materials and tools,” “Maintain tools and equipment,” “Perform mensuration and calculations,” and “Interpret drawings and plans,” show no significant differences between the two grade levels since they all received T-values associated with P-values greater than 0.05. For instance, “Prepare construction materials and tools” shows mean scores of 2.70 for Grade 9 and 2.52 for Grade 10, with a T-value of 0.1514 and a P-value of 0.2278, indicating no significant difference. Overall, the results imply that while Grade 9 students demonstrate a notably stronger grasp of health and safety practices, both grades exhibit similar levels of competency in other practical skills.

Table 12
Comparison of the perceived level of competence of students in the common competencies in carpentry when grouped according to grade level.

Learning Competencies	MEAN		T-Value	P-Value
	Grade 9	Grade 10		
Prepare construction materials and tools	2.70	2.52	0.1514^{ns}	0.2278
Maintain tools and equipment	2.60	2.42	0.1631^{ns}	0.2741
Perform mensuration and calculations	2.71	2.77	0.1830^{ns}	0.7574
Interpret drawings and plans	2.56	2.39	0.1654^{ns}	0.3147
Practice Occupational Health and Safety Procedures	3.08	2.67	2.2288**	0.0285

4.13 Correlation between the level of awareness and the extent of practice in the use of carpentry tools in Industrial Arts

The analysis presented in Table 13 is the overall mean level of awareness and the extent of practice regarding a specific subject. The mean awareness score is 2.72, indicating a relatively favorable level of understanding among participants. However, the extent of practice is notably lower at 1.88, suggesting that while individuals may be aware of the relevant concepts or procedures, their actual application or practice is limited. The Pearson's R correlation value of 0.66 signifies a strong positive relationship between the level of awareness and the extent of practice. This suggests that as awareness increases, there is a corresponding increase in the extent of practice. In the context of the provided correlation strength scale, a value of 0.66 falls within the range indicating a strong relationship, which implies that efforts to enhance awareness could positively influence practical engagement in the subject matter. Overall, the findings highlight the importance of improving practice levels to match the existing awareness among individuals. This result supports the study of Basquial (2024), who stated that using tools repeatedly makes the user aware of the tool and its function. In contrast, not using these tools equates to not being

aware of the tools.

Table 13
Correlation between the level of awareness and extent of practice in the use of carpentry tools in Industrial Arts

Overall mean level of awareness	Overall mean extent of practice	Pearson's R correlation	Interpretation
2.72	1.88	0.66	Strong positive relationship

4.14Between the level of awareness and perceived competence level of the students in the use of carpentry tools in Industrial Arts.

The data presented in Table 14 highlights the correlation between the overall mean level of awareness and the perceived level of competence among students in using carpentry tools within the Industrial Arts context. The mean level of awareness is recorded at 2.72, indicating a reasonably good understanding of carpentry tools among the students. In contrast, the overall mean perceived level of competence is slightly lower at 2.65, suggesting that while students are aware of the tools, their confidence in their ability to use them effectively may not be as strong. The Pearson's R correlation value of 0.49 demonstrates a moderate positive relationship between awareness and perceived competence. This suggests that as students' awareness of carpentry tools increases, their perceived competence in using these tools also tends to improve. Within the framework of the correlation strength scale provided, a value of 0.49 indicates that there is a meaningful connection between awareness and perceived competence, though it is not as strong as other potential relationships. Overall, these findings underscore the importance of enhancing both awareness and perceived competence simultaneously to foster better skill development in carpentry among students.

Table 14
Correlation between the level of awareness and perceived competence level of the students in the use of carpentry tools in Industrial Arts.

Overall mean level of awareness	Overall mean perceived level of competence	Pearson's R correlation	Interpretation
2.72	2.65	0.49	Moderate positive relationship

4.15Correlation between the extent of practice and perceived competence level of the students in the use of carpentry tools in Industrial Arts.

The data in the table 15 indicates a moderate positive correlation between the extent of practice and the perceived competence level of students in using carpentry tools in Industrial Arts, with a Pearson's R correlation value of 0.56. This suggests that as the extent of practice increases, students' self-assessment of their competence in carpentry also tends to improve. The overall mean extent of practice is recorded at 1.88, indicating a relatively low level of practical engagement, while the overall mean perceived competence level stands at 2.65, reflecting a moderate sense of capability among students. The moderate strength of this correlation implies that enhancing practice opportunities could likely lead to an increase in students' self-confidence and perceived proficiency with carpentry tools. This relationship underscores the importance of providing students with more hands-on experiences, which can enhance their practical skills and, subsequently, their self-assessment of competence. Such findings advocate for educational strategies that prioritize practical engagement in carpentry, thereby fostering a better alignment between practice and perceived competency levels.

Table 15
Correlation between the extent of practice and perceived competence level of the students in the use of carpentry tools in Industrial Arts.

Overall mean extent of practice	Overall mean perceived level of competence	Pearson's R Correlation	Interpretation
1.88	2.65	0.56	Moderate positive relationship

Summary

The highlights of the findings of the study are as follows: Male students show significantly higher awareness levels of carpentry tools in all classifications compared to female students. The Grade 9 students possess greater awareness of certain carpentry tools compared to Grade 10 students. Female students have lower mean scores across all categories, and male students demonstrate a stronger inclination and higher practice frequency in using carpentry tools. Grade 9 students also show significantly higher scores in tool usage than Grade 10. Male students generally perceive themselves as more competent in carpentry competencies than their female counterparts. Grade 9 students display a stronger understanding of health and safety practices, while both grades exhibit similar levels of competency in other carpentry skills, suggesting a balanced approach may be necessary for both groups. The correlation between the level of awareness, the extent of practice in using carpentry tools, and the level of competence of students on the common carpentry competencies reveals some important insights: As awareness increases, the extent of practice also tends to rise. Improving awareness could also elevate students' perceived competence. As students practice more, their self-assessment of competence tends to improve. The need for enhanced practical experiences to boost both confidence and skill development in carpentry. Generally. the results emphasize the importance of simultaneously enhancing awareness, practice opportunities, and perceived competence in carpentry education to improve overall student outcomes in this field.

5. Conclusions and recommendations

Conclusions - From the findings of the study, the following conclusions are derived:

- Male students demonstrate higher levels of awareness regarding carpentry tools compared to female students, especially in key categories such as “Driving Tools” and “Measuring Tools.” Meanwhile, Grade 9 students show overall greater awareness than Grade 10 students in various tool classifications.
- Male students engage more frequently with carpentry tools than female students, and Grade 9 students exhibit higher practice rates compared to Grade 10 students.
- Males generally report a higher perceived competence in carpentry skills than females across various competencies. Grade 9 students also perceive themselves as more competent than Grade 10 students in specific areas.
- There are strong positive correlations between awareness levels, extent of practice, and perceived competence. Increased awareness leads to greater practice and a higher self-assessment of competence. These correlations highlight the importance of a comprehensive approach to curriculum development in Industrial Arts. Schools should implement educational strategies that simultaneously improve awareness, increase practical engagements, and enhance perceived competence in carpentry tools.

Recommendations - From the conclusions, the following recommendations are offered:

- Curriculum developers should design targeted educational programs aimed at improving female students' understanding and familiarity with Carpentry tools. Workshops and resource materials tailored for female students can help bridge this knowledge gap. Additionally, grade-specific interventions could be introduced to support awareness across all grade levels.
- Schools should create initiatives to enhance awareness and engagement to Industrial tools/Carpentry tools ensuring that all students, regardless of gender and grade level, have equitable access to knowledge and practical experiences.
- Subject teachers should build confidence in female students through mentorship programs and skills workshops. These initiatives should focus on fostering a supportive community that encourages risk-taking and skill development.

- Schools should implement strategies that not only enhance students' awareness of carpentry tools but also encourage practical engagement and foster a strong sense of competence. This can include integrating hands-on projects, collaborative learning experiences, and guest workshops with industry professionals.

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Sa likod ng marka: Isang pagsusuri sa paggamit ng mga *Online Platforms* ng mga pumasa sa LET mula sa BSE Filipino

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Abstract

Ang pag-aaral na ito ay isang deskriptibo-penomenolohikal na pananaliksik na tumatalakay sa mga karanasan ng mga nagtapos sa *Bachelor of Secondary Education major in Filipino* mula sa Central Bicol State University of Agriculture – Calabanga Campus na kumuha at nakapasa sa *Licensure Examination for Teachers* (LET). Layunin ng pananaliksik na tukuyin ang mga *online platforms* na karaniwang ginamit sa paghahanda, alamin ang mga benepisyo at hamon na naranasan, at makabuo ng kompilasyon ng mga *online review materials* na makatutulong sa mga susunod na *LET takers*. Gamit ang *semi-structured* na panayam, isinagawa ang pananaliksik sa piling mga kalahok na pawang nakaranas ng paggamit ng *online review platforms.* Isinagawa ang *thematic analysis* upang matukoy ang mga karaniwang tema sa kanilang mga sagot. Lumabas sa resulta na ang mga *platforms* tulad ng *YouTube, Facebook groups*, at mga *structured online review programs* ay naging pangunahing kasangkapan sa kanilang paghahanda. Naitala rin ang mga benepisyong tulad ng *flexibility* ng oras, madaling *access*, at mababang gastos, habang kabilang naman sa mga hamon ang mahinang *internet connection*, kakulangan sa pinansyal na kakayahan, at mga personal na hadlang gaya ng kawalan ng disiplina at *distractions*. Bilang bahagi ng awtput, binuo ang isang *Google Site* na pinamagatang *LET Review Hub* na naglalaman ng kompilasyon ng *online review materials* na angkop para sa mga nagrerebyu sa LET. Iminumungkahi ng pag-aaral ang mas malawak na paggamit ng mga *digital tools*, pagpapalakas ng *self-regulated learning*, at pagbibigay-suporta ng mga institusyon sa mga inisyatibong *online review* upang higit na mapabuti ang paghahanda ng mga mag-aaral para sa LET.

Keywords: licensure examination for teachers, online platforms, digital na pagkatuto, BSE Filipino, self-regulated learning

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Sa likod ng marka: Isang pagsusuri sa paggamit ng mga *Online Platforms* ng mga pumasa sa LET mula sa BSE Filipino

1. Introduksiyon

Ang propesyon ng pagtuturo ay isa sa mga haligi ng pambansang kaunlaran. Sa Pilipinas, ang pagiging lisensyadong guro ay hindi lamang isang propesyonal na pangarap kundi isang legal na pangangailangan alinsunod sa Republic Act No. 7836 o ang "*Philippine Teachers Professionalization Act of 1994*" na nag-aatas sa lahat ng nagnanais maging guro na makapasa sa *Licensure Examination for Teachers* (LET). Sa pamamagitan ng LET, nasusukat ang kaalaman, kasanayan, at kahandaan ng mga guro na magsilbi sa lipunan. Sa pandaigdigang konteksto, binibigyang-diin ng UNESCO (2017) na ang kalidad ng edukasyon ay nakasalalay sa kahandaan at kahusayan ng mga guro. Binibigyang-diin din ng UNESCO ang SDG 4: Quality Education na nagsusulong ng inclusive at equitable education para sa lahat. Ayon sa UNESCO: "*Teachers are the key to achieving SDG 4. Without empowered, professionally trained, and motivated teachers, inclusive and quality education for all cannot be achieved.*" Nangangahulugan ito na ang kalidad ng edukasyon ay direktang nakasalalay sa kuwalipikasyon, kahandaan, at kalagayan ng mga guro. At kapag ibinuod ang adhika ng UNESCO, masasabi na dapat taglay sa propesyong pagtuturo ang isang propesyong may dignidad, nakaugat sa public service at ethics, kinakailangan ng patuloy na pagsasanay, at mahalaga sa pag-abot ng dekalidad, makatao, at inklusibong edukasyon para sa lahat.

Sa pambansang antas, maraming pag-aaral ang isinagawa hinggil sa paghahanda ng mga guro para sa LET. Ayon kay Bernardo (2019), ang mababang *passing rate* ng LET ay patuloy na hamon sa edukasyong Pilipino kung kaya't kinakailangang suriin ang mga alternatibong paraan ng pagrerebyu. Lalo itong naging mahalaga sa panahon ng pandemya at *post-pandemic setup* kung saan naging pangunahing daluyan ng pag-aaral ang mga *online platforms* (Hodges et al., 2020). Sa pananaliksik nina Aguilar (2021) at Warschauer (2004), lumitaw ang mga hamon gaya ng *digital divide*, kakulangan sa pinansyal na kakayahan, at limitadong *access* sa internet na direktang nakaapekto sa mga estudyante. Sa panahon ng mabilis na pag-unlad ng teknolohiya, nagbago rin ang paraan ng pagkatuto at paghahanda ng mga mag-aaral para sa iba't ibang uri ng pagsusulit kabilang ang *Licensure Examination for Teachers* (LET). Isa sa mga alternatibong pamamaraan ng pag-aaral sa kasalukuyan ay ang paggamit ng *online platforms* na nagbibigay ng *accessible* at *flexible* na mga materyales para sa mga mag-aaral lalo na sa panahon ng limitadong pisikal na interaksiyon sa paaralan o *review centers*.

Ayon kay Mayer (2009) sa kaniyang *Multimedia Learning Theory*, mas nagiging epektibo ang pagkatuto kapag pinagsasama ang tekstuwal, biswal, at auditoryong mga impormasyon. Kaya't ang mga *online platforms* gaya ng *YouTube* at *Facebook* na nagbibigay ng mga *lecture videos*, *recorded discussions*, at *visual aids* ay maaaring makatulong sa mas mabisang pagkatuto lalo na para sa mga mag-aaral na naghahanda sa LET. Isinunod nina Chen et al. (2010) na ang *asynchronous learning* o pag-aaral sa sarili sa pamamagitan ng mga *recorded lectures* at *online modules* ay nagbibigay ng mas maraming pagkakataon sa mga mag-aaral na matuto sa sariling bilis at oras. Sa mga kursong may mataas na demand sa *content mastery* tulad ng edukasyon, ang ganitong uri ng pagkatuto ay nagiging mahalaga.

Samantala, binigyang-diin ni Warschauer (2004) ang konsepto ng *digital divide*, kung saan hindi lahat ng mag-aaral ay may pantay-pantay na akses sa teknolohiya at internet. Sa konteksto ng mga mag-aaral sa mga probinsiya at malalayong lugar, nagiging hamon ang mahinang koneksiyon, kakulangan sa kagamitan, at limitadong pinansyal na kakayahan upang ma-*access* ang mga *online review platforms*. Sa pananaliksik ni Aguilar (2021), lumitaw na isa sa mga pangunahing hadlang sa *online learning* sa Pilipinas ay ang aspeto ng gastusin. Karamihan sa mga estudyanteng Pilipino ay umaasa sa mga libreng resorses *online* dahil sa kakulangan ng pondo para sa bayad na *review programs*. Sa kabila nito, patuloy na ginagamit ang mga ito dahil sa kaginhawahan at lawak ng impormasyong inihahain. Ipinapakita rin sa pag-aaral nina Dabbagh at Kitsantas (2012) na ang *self-regulated learning* ay isa sa mga epektibong estratehiya sa *online education*. Sa pamamagitan ng paggamit ng mga *tools*

gaya ng *Quizlet* at *Kahoot!*, natutulungan ang mga mag-aaral na masanay sa mga tanong na kahalintulad ng nasa eksaminasyon habang nananatiling *motivated* at *engaged* sa proseso ng pagkatuto. Dagdag pa rito, nabanggit nina Barab at Duffy (2000) ang kahalagahan ng *learning communities* sa *online spaces*. Ang mga *Facebook groups*, *Discord servers*, at *Reddit subforums* ay nagsisilbing *support system* ng mga mag-aaral na nagbabahaginan ng kaalaman, *reviewer materials*, at *motivational tips* para sa LET.

Sa lokal na konteksto, partikular na mahalaga ang pagsusuri sa mga mag-aaral ng *Bachelor of Secondary Education major in Filipino* mula sa CBSUA-Calabanga. Ang mga mag-aaral na ito ay naharap sa parehong hamon at oportunidad sa paggamit ng *online platforms* bilang paghahanda para sa LET. Batay sa obserbasyon ng mga guro at karanasan ng mga mag-aaral, kapansin-pansin na ang *YouTube*, *Facebook groups*, at *structured online review programs* ang naging pangunahing kasangkapan sa kanilang pag-aaral. Gayunpaman, hindi pa gaanong nasusuri nang malaliman ang mga karanasan ng mga pumasa na sa LET, lalo na sa kanilang paggamit ng teknolohiya. Bunsod nito, layunin ng pag-aaral na ito na tukuyin at ilarawan ang mga *online platforms* na ginagamit ng mga BSE Filipino ng CBSUA-Calabanga sa kanilang paghahanda para sa LET. Tatalakayin din dito ang mga benepisyong naidudulot, mga hamon na kinakaharap, at mga oportunidad na maaaring pagyamanin upang higit pang mapabuti ang kalidad ng paghahanda ng mga mag-aaral. Ang kahalagahan ng pag-aaral na ito ay nakaugat sa pangangailangang makabuo ng kongkretong datos na magsisilbing batayan para sa mga institusyon, guro, at estudyante sa pagpapaunlad ng *online review practices* sa bansa.

Sa pamamagitan ng pagsisiyasat sa mga personal na karanasan ng mga nakapasa, inaasahang makalilikom ng mahahalagang datos at pananaw na maaaring makatulong hindi lamang sa mga estudyante kundi pati na rin sa mga institusyong pang-edukasyon, mga guro, at mga tagapamahala ng programa ng edukasyon. Layunin nitong mapalalim ang pang-unawa sa ugnayan ng makabagong teknolohiya at tagumpay sa propesyonal na pagsusulit, at maglatag ng mga konkretong rekomendasyon para sa pagpapabuti ng paghahanda sa LET sa panahon ng digital na edukasyon.

Mga Layunin - Ang pananaliksik na ito ay sumasagot sa sumusunod na layunin: (1) Malaman ang iba't ibang *online platforms* na ginamit ng mga BSE Filipino ng CBSUA-Calabanga sa kanilang paghahanda para sa LET. (2) Matukoy ang mga hamon o pagsubok na naranasan ng mga BSE Flipino ng CBSUA-Calabanga sa paggamit ng mga *online platforms* sa kanilang paghahanda sa LET. (3) Matukoy ang mga benepisyo o oportunidad ng paggamit ng mga *online platforms* sa paghahanda para sa LET, at (4) Makabuo ng kompilasyon ng mga *online materials* na maaring gamitin sa rebyu para sa LET partikular sa medyor sa Filipino.

2. Metodolohiya

Ang pag-aaral na ito ay gumamit ng *descriptive-phenomenological* na disenyo upang mailarawan at maunawaan ang karanasan ng mga BSE Filipino ng CBSUA-Calabanga sa paggamit ng mga *online platforms* sa kanilang paghahanda para sa LET. Sa pamamagitan ng disenyo na ito, tinuklas ang mga konkretong karanasan, pananaw, at saloobin ng mga *respondents* hinggil sa mga benepisyo, hamon, at iba pang aspeto ng kanilang *online review process.* Ang mga respondent ay binubuo ng mga mag-aaral na nagtapos ng kursong *Bachelor of Secondary Education* medyor sa Filipino mula sa CBSUA-Calabanga na kumuha ng *Licensure Examination for Teachers* (LET) noong Setyembre 2024 at nakapasa. Pinili ang mga ito dahil gumamit sila ng mga *online review materials* at *platforms* bilang bahagi ng kanilang paghahanda para sa pagsusulit.

Gumamit ang pag-aaral ng *purposive sampling* upang matiyak na ang mga kalahok ay may sapat na karanasan at kaalaman sa paksa. Ang datos ay nakalap gamit ang mga *semi-structured interviews* na nagbigay-daan sa malalim na pag-unawa sa kanilang mga karanasan at opinyon. Ang mga impormasyong nakalap ay inuri at sinuri gamit ang *thematic analysis* upang matukoy ang mga pangunahing tema at *patterns* sa kanilang mga sagot. Upang mapanatili ang etikal na pamantayan, tiniyak ng pag-aaral ang pagiging kumpidensiyal at anonimo ng mga kalahok sa pamamagitan ng paggamit ng mga *codes* sa halip na pangalan sa proseso ng pangangalap at pagsusuri ng datos. Ipinaalam sa mga kalahok ang layunin ng pag-aaral at tiniyak na ang kanilang paglahok ay boluntaryo. Nakakuha

rin ang pag-aaral ng pahintulot mula sa kinauukulan upang maisagawa nang maayos ang pananaliksik.

3. Natuklasan

Sa pag-unlad ng teknolohiya, nagbago rin ang paraan ng paghahanda ng mga mag-aaral para sa *Licensure Examination for Teachers* (LET). Mas pinipili na ngayon ang paggamit ng internet at iba't ibang *online platforms* bilang alternatibo sa tradisyunal na pag-aaral. Batay sa panayam sa mga mag-aaral ng BSE Filipino sa CBSUA-Calabanga, narito ang iba't ibang natuklasan sa mga suliranin ng pag-aaral.

Iba't ibang *Online Platforms* na Ginamit ng mga BSE Filipino ng CBSUA-Calabanga sa Kanilang Paghahanda para sa LET

Batay sa mga isinagawang panayam, lumitaw na malawak ang paggamit ng mga *online platforms* ng mga mag-aaral mula sa BSE Filipino ng CBSUA-Calabanga sa kanilang paghahanda para sa *Licensure Examination for Teachers* (LET). Mula sa pagsusuri ng datos, natukoy ang tatlong pangunahing tema sa kanilang *online review practices*.

Paggamit ng *YouTube* Bilang Pangunahing *Review Tool*: Halos lahat ng mga kalahok ay tumukoy sa *YouTube* bilang pangunahing plataporma para sa panonood ng mga *lecture videos*, *explanation clips*, at *sample question discussions*. Nakita nilang epektibo ang panonood ng mga *content* na maaaring balikan anumang oras lalo na kapag may hindi agad naintindihan. Ayon kay Respondent 7:

> *"Mas naiintindihan ko ang mga konsepto kapag pinapanood ko ang mga video sa YouTube, lalo na kapag inuulit-ulit ko. Minsan isang topic, tatlong beses kong pinapanood para mas lumalim 'yong pagkaintindi ko."*

Ipinapakita ng pahayag na ito na ang paulit-ulit na panonood ng mga bidyo ay nakatutulong sa mas malalim na pag-unawa sa aralin. Ang pagkakaroon ng kalayaang ulitin ang mga leksiyon ay mahalaga para sa mga mag-aaral na may kaniya-kaniyang bilis ng pagkatuto.

Ayon naman kay Respondent 3, sinabi niya na:

> *"Kapag may part ng lesson na hindi ko gets, sine-search ko agad sa YouTube. Maraming videos na malinaw ang explanation, minsan may pa-practice pa."*

Binibigyang-diin ng pahayag na ito ang madaling pag-access sa impormasyon gamit ang *YouTube*. Sa tuwing may bahagi ng leksiyon na hindi maunawaan, agad na naghahanap ng mas malinaw na paliwanag at praktis na tanong ang mag-aaral upang mapunan ang kakulangan sa kaalaman. Bukod dito, madalas binanggit ng mga mag-aaral ang mga kilalang *YouTube channels* na nagbibigay ng *structured video lessons* para sa *General Education*, *Professional Education*, at *Filipino Majorship*. Kabilang sa mga nabanggit na *channel* ay ang *channel* nina Melvin Buracho at Teacher Joyce Acosta. Ang mga ito ay nagbibigay hindi lamang ng *lecture* kundi pati na rin ng mga *practical tips* at *strategies* sa pagsagot ng *LET-type questions*. Sa tulong ng mga ito, nakabubuo ng malinaw na konsepto ang mga mag-aaral sa mga paksang kanilang pinaghahandaan. Ang paggamit ng *YouTube* ay may implikasyon na malaki ang magiging papel ng mga *digital platforms* sa hinaharap na paghahanda ng mga guro. Ipinapakita rin nito ang pangangailangan ng mas maraming kalidad *na educational content online* na angkop sa LET *competencies.* Maaari ring maging batayan ito ng mga paaralan at institusyon upang hikayatin ang mga guro at eksperto na magbahagi ng *open educational resources* para makatulong sa mas maraming estudyante. Umaayon ang resultang ito sa *Multimedia Learning Theory* ni Mayer (2009) na nagsasaad na mas nagiging epektibo ang pagkatuto kapag pinagsasama ang *visual* at *auditory* na impormasyon. Gayundin, ipinakita nina Chen et al. (2010) na ang *asynchronous learning* tulad ng paggamit ng *recorded lectures* ay nagbibigay-daan sa mga mag-aaral na matuto sa sariling bilis na malinaw na ipinapakita sa paggamit ng *YouTube* bilang *review platform*.

Paglahok sa *Facebook-Based Review Communities*: Maraming kalahok ang nagbahagi ng kanilang aktibong

paggamit ng *Facebook groups* at *review pages* bilang bahagi ng kanilang paghahanda sa LET. Ayon kay Respondent 2,

> *"Sumali po ako sa isang Facebook group kung saan araw-araw may nagpo-post ng mga tanong sa Gen Ed at Prof Ed. Doon ako nagpa-practice, tapos tinitingnan ko rin 'yong sagot ng iba."*

Ipinapakita sa pahayag na ito ang kahalagahan ng interaktibong pagkatuto sa loob ng mga *Facebook group*. Ang araw-araw na *exposure* sa mga tanong ay nagsisilbing praktis para sa mag-aaral habang ang pagbasa sa sagot ng ibang miyembro ay nagbibigay ng iba't ibang pananaw at nagpapalawak ng pag-unawa.

Dagdag pa ni Respondent 6,

> *"Sa Facebook Live, may mga libreng discussion na nasasagot ko habang nanonood. Nakakatulong lalo na kapag hindi kaya ng budget ang paid review."*

Binibigyang-diin ng pahayag ang kaginhawaan ng libreng pagkatuto sa pamamagitan ng *Facebook Live*. Ang *real-time* na talakayan ay nagbibigay ng pagkakataon sa aktibong pakikilahok, lalo na sa mga mag-aaral na hindi kayang magbayad para sa mga pormal na *review centers*. Ang datos ay nagpapakita na ang *Facebook* ay nagsilbing daluyan ng libreng materyales, *daily drills*, at *live sessions* na abot-kamay ng mga estudyanteng may limitadong pinansyal na kakayahan. Mula rito, malinaw na may potensyal ang mga *online communities* tulad ng *Facebook groups* na magsilbing alternatibo o katuwang ng mga pormal na *review centers*. Mahalaga itong implikasyon dahil pinapakita nito na kahit walang sapat na pondo ang isang estudyante, maaari pa ring magkaroon ng *access* sa epektibong *review practices*. Maaari rin itong magsilbing inspirasyon sa mga institusyong pang-edukasyon na palakasin ang kanilang presensya sa mga digital communities upang mas mapalawak ang saklaw ng kanilang serbisyo. Ang paggamit ng *Facebook* bilang plataporma ng pagkatuto ay umaayon sa konsepto nina Barab at Duffy (2000) hinggil sa *communities of practice*, na nagsasaad na ang kaalaman ay mas napapalalim kapag nagaganap sa loob ng mga interaktibong komunidad. Dagdag pa rito, ayon kina Dabbagh at Kitsantas (2012), ang paggamit ng *social media* sa *online education* ay nakakatulong sa *self-regulated learning* dahil binibigyan nito ng espasyo ang estudyante upang aktibong makibahagi sa kanilang sariling proseso ng pagkatuto.

Pakikinabang sa *Structured Online Review Programs*: Isa sa mga mahalagang temang lumitaw mula sa panayam ay ang pakinabang na nakukuha ng mga mag-aaral mula sa mga *structured online review programs*. Ayon kay Respondent 1,

> *"Nag-enroll ako sa online review. May schedule sila. Halimbawa, Monday para sa Gen Ed, Tuesday sa Prof Ed. Tinutulungan akong maging consistent sa review."*

Ipinapakita ng pahayag na ang *structured* na iskedyul ng *online review* ay nakatutulong sa pagkakaroon ng disiplina at regularidad sa pag-aaral. Dahil may takdang araw bawat asignatura, nagiging mas organisado ang paghahanda ng mag-aaral para sa LET.

Ayon naman kay Respondent 9,

> *"Gumagamit kami ng reviewer app na may multiple-choice questions. Tinatry ko sagutan kada gabi bago matulog."*

Binibigyang-diin ng pahayag ang kahalagahan ng *mobile learning* gamit ang *reviewer app*. Ang regular na pagsagot sa mga tanong, kahit sa maikling oras bago matulog, ay nagpapakita ng *consistency* at personal na inisyatibo sa pag-aaral.

Dagdag pa ni Respondent 11,

"Nagbabahaginan kami ng *reviewers* sa GC. Minsan may nagpapasa ng PDF, minsan *link* ng *quiz* sa *online app*."

Ipinapakita ng pahayag na ang kolaboratibong pagkatuto sa pamamagitan ng *group chat* (GC) ay isang mahalagang bahagi ng paghahanda. Ang palitan ng mga materyales, gaya ng PDF at *online quizzes*, ay nagpapalawak ng *access* sa kaalaman at nagpapalalim ng pag-unawa. Mula sa datos, makikita na ang pagkakaroon ng mga *structured digital review systems* ay mahalagang hakbang upang mas mapalakas ang kahandaan ng mga LET *takers*. Ipinahihiwatig nito na ang mga institusyong pang-edukasyon at mga *independent reviewers* ay dapat magpatuloy sa pagbuo ng mas organisado, *accessible*, at *interactive* na mga programa. Maaari rin itong magsilbing modelo para sa iba pang *professional licensure exams* sa bansa na nangangailangan ng mataas na antas ng *mastery* at *consistency*. Ang temang ito ay umaayon sa pananaw ni Tabinas et al. (2023)[17] na may positibong ugnayan ang *learning strategies*, motibasyon, at *online learning environment* sa *academic performance* ng mga estudyante. Samantala, ipinakita nina Funa (2023) at Adha et al. (2022) na ang mataas na antas ng *self-regulated learning* ay may positibong epekto sa *academic outcomes* ng mga mag-aaral.

Mga Hamon o Pagsubok na Naranasan ng mga BSE Filipino ng CBSUA-Calabanga sa Paggamit ng mga *Online Platforms* sa Kanilang Paghahanda sa LET

Batay sa mga nakalap na datos mula sa mga panayam, ibinahagi ng mga mag-aaral mula sa BSE Filipino ng CBSUA-Calabanga ang iba't ibang hamon na kanilang naranasan sa paggamit ng mga *online platforms* bilang bahagi ng kanilang paghahanda para sa *Licensure Examination for Teachers* (LET). Ang mga suliraning ito ay maaaring hatiin sa tatlong tema:

Problema sa *Internet Connection* at Teknikal na Isyu: Ibinahagi ng mga mag-aaral ang kanilang karanasan sa mahinang *internet connection* at iba't ibang teknikal na problema habang ginagamit ang mga *online platforms*. Ayon kay Respondent 3, "Mahina ang signal at ang ilan ay may bayad." Ipinapakita ng pahayag ang dalawang pangunahing balakid – ang mahinang koneksyon sa internet at ang bayad sa ilang *online* na serbisyo na parehong maaaring makaapekto sa tuloy-tuloy at epektibong pagkatuto ng mag-aaral. Sa ganitong sitwasyon, nagiging hadlang ang teknikal at pinansyal na limitasyon sa kakayahan ng mga mag-aaral na magkaroon ng pantay na *access* sa mga materyales para sa paghahanda sa LET. Ayon naman kay Respondent 5: "*Ang hamon o pagsubok na hinarap ko habang ginagamit ang mga online platforms na ito ay ang mahinang signal ng Wifi, kaya may mga pagkakataon na hindi ako makasabay sa drills.*" Binibigyang-diin sa pahayag ang epekto ng mahinang Wifi sa kakayahan ng mag-aaral na makibahagi sa mga aktibidad tulad ng *online drills* na maaaring maging hadlang sa aktibong pagkatuto. Dahil dito, nagiging limitado ang kanilang partisipasyon sa mga interaktibong gawain na mahalaga sa pagpapalalim ng kanilang kaalaman at kasanayan para sa pagsusulit.

Dagdag din ni Respondent 6, "*Mahirap po kapag madaling maubusan ng data o load lalo pa't wala pang trabaho*." Ipinapakita ng pahayag ang ekonomikong hamon ng mga mag-aaral na walang sariling kita. Dahil sa limitadong kakayahang bumili ng data o load, nagiging hindi tuloy-tuloy ang pag-aaral gamit ang *online platforms*. Ito ay nagpapahiwatig na ang kahirapan sa pananalapi ay direktang nakaaapekto sa konsistensiya ng kanilang paghahanda na maaaring magdulot ng *stress* at pangamba sa pag-abot ng inaasam na lisensya. Ito rin ang saad ni Respondent 11, "*Ang pagbagal ng internet koneksiyon. Ang pagkawala ng kuryente*." Binanggit dito ang dalawang teknikal na hadlang—ang mabagal na koneksiyon at *brownout* o pagkawala ng kuryente na parehong nakaaapekto sa regularidad ng pag-aaral *online*. Sa tuwing may ganitong mga aberya, napipilitang itigil ng mga mag-aaral ang kanilang *review sessions* na maaaring magdulot ng pagkaantala sa kanilang pag-unlad at pagkakamit ng sapat na kahandaan para sa LET.

Sinabi naman ni Respondent 8, "*Ang paghihina ng internet connection, buti na lamang ay recorded ang live at eksklusibo lamang sa mga nagsubscribe.*" Bagama't kinilala ang suliranin sa koneksiyon, ipinakita rin sa pahayag ang positibong aspeto ng pagkakaroon ng *recorded* na lektura. Dahil dito, kahit hindi makapanood ng *live*, may pagkakataon pa ring balikan ang aralin kapag mas maayos na ang signal. Mula rito, malinaw na ang kalidad ng *online review* ay hindi lamang nakasalalay sa dami ng materyales kundi higit sa lahat ay sa *accessibility* at *stability* ng teknolohiya. Kung hindi ito matutugunan, mananatiling *disadvantaged* ang mga estudyanteng nasa malalayong lugar at may limitadong pinansiyal na kakayahan. Nagbibigay ito ng hamon sa mga institusyong pang-

edukasyon at lokal na pamahalaan na tiyakin ang mas malawak at maaasahang *internet connectivity* bilang bahagi ng kanilang suporta sa mga LET *takers*. Ayon sa mga pag-aaral, ang kakulangan sa maaasahang internet at teknolohikal na kagamitan ay pangunahing dahilan ng pagbaba ng *academic performance* ng mga estudyante sa Pilipinas (Baticulon et al., 2021)[20]. Katulad din nito, ipinakita nina Van der Spoel et al. (2020)[21] na ang teknikal na limitasyon sa *e-learning* ay nagdudulot ng *stress*, pagkaantala, at pagbaba ng motibasyon. Dagdag pa rito, binigyang-diin nina Adedoyin at Soykan (2020)[22] na ang *digital divide* ay nakaaapekto sa pantay na oportunidad sa edukasyon at dapat ituring na mahalagang balakid sa pag-unlad ng mga estudyante.

Kakulangan sa Pinansyal na Kakayahan: Isa sa mga pangunahing suliranin na ibinahagi ng mga mag-aaral ay ang kakulangan sa pinansyal na kakayahan upang makapagpatuloy ng *online review*. Ayon kay Respondent 4,

> *"Medyo mahirap sapagkat hindi maiwasan ang problema sa pinansiyal para makapag online review. Mahirap din dahil minsan ay mahina ang signal."*

Ipinapakita ng pahayag na pambayad sa *online review* at problema sa koneksyon ang dalawang pangunahing hamon na sabay na nararanasan. Ang kakulangan sa pera ay direktang nakaapekto sa kanilang kakayahang makasabay sa mga lektura at aktibidad *online*. Ayon naman kay Respondent 12, "*Mahinang signal, at hindi buo na access para manood ng mga tinuturo during review sapagkat may bayad ito lalo na sa Gurong Pinoy.*" Binibigyang-diin ng pahayag na kahit may kagustuhang matuto, ang limitadong *access* sa mga *review videos* lalo na kung may bayad ay isang malaking balakid. Nagiging hadlang ang bayad sa *subscription* sa mga *platform* gaya ng Gurong Pinoy sa pagkuha ng kompletong kaalaman mula sa *review*.

Ang problemang ito ay may implikasyon sa kalidad ng edukasyon at sa posibilidad ng mas mababang *performance* ng mga mag-aaral na limitado ang kakayahang pinansyal. Nagpapakita ito ng pangangailangan para sa mas inklusibong mga programa mula sa pamahalaan at mga institusyong pang-edukasyon gaya ng pagbibigay ng libreng *access* sa *online review materials*, *subsidized internet*, o *financial aid* para sa LET *takers*. Kung hindi ito matutugunan, mananatiling may malaking porsyento ng mga mag-aaral ang hindi makakamit ang sapat na paghahanda para sa pagsusulit. Sinusuportahan ito nina Rotas at Cahapay (2020) na ang mga estudyante ay nakakaranas ng iba't ibang hamon sa *remote learning*, kabilang ang hindi matatag na koneksyon sa internet, kakulangan sa mga kagamitan, at mga pagkaantala sa kuryente na nagiging sanhi ng pagbaba ng kanilang *performance*. Ipinapakita ng mga pag-aaral na ito na ang isyung pinansyal ay hindi lamang hadlang sa paggamit ng *online platforms* kundi isang mahalagang salik na dapat isaalang-alang sa pagsusuri ng epektibong paghahanda para sa LET.

Personal na Balakid sa Pag-aaral: Bukod sa mga teknikal at pinansyal na hadlang, ibinahagi rin ng mga kalahok ang kanilang mga personal na suliranin sa *online learning*. Ayon nga kay Respondent 9, "*ang Internet, time management ay ilan sa mga hadlang*." Bagama't maikli, malinaw sa pahayag na isa sa personal na hamon ng respondent ay ang pagsasaayos ng oras. Ang kakulangan sa maayos na pamamahala ng oras ay maaaring magdulot ng pagkaantala sa pag-aaral lalo na kung sabay-sabay ang mga gawain. Kasama rin dito ang patuloy na problema sa koneksiyon na humahadlang sa tuloy-tuloy na pagkatuto.

Ayon naman kay Respondent 10, "*ang antok at distraction*." Binibigyang-diin ng pahayag na ito ang mga pisikal at mental na hadlang tulad ng antok at mga sagabal sa paligid. Ipinapakita nito na ang kapaligiran sa bahay o personal na estado ng katawan ay may epekto rin sa bisa ng *online review*. May ilan namang nagsabi na halos wala silang gaanong problema, gaya ni Respondent 13, "*Halos wala naman*." Hindi lahat ng kalahok ay nakaranas ng mabibigat na suliranin. Ang pahayag na ito ay nagpapakita na may ilan ding mag-aaral na nakapangasiwa ng maayos sa kanilang *online learning* at hindi gaanong naapektuhan ng mga balakid. Ang ganitong mga hamon ay nagpapahiwatig na ang *online review* ay hindi lamang usapin ng *access* sa teknolohiya kundi pati na rin ng *psychological readiness* ng mga estudyante. Kung hindi matutugunan ang mga isyung tulad ng *procrastination, distractions*, at *fatigue*, maaaring bumaba ang kalidad ng kanilang paghahanda. Mahalaga para sa mga institusyon at guro na magbigay ng gabay hinggil sa tamang estratehiya sa *time management*, *stress reduction*, at *motivation techniques* upang suportahan ang mga estudyante sa *online review setup*.

Ayon sa mga pag-aaral, ang kakayahang mag-*self-regulate* kabilang ang mahusay na pamamahala ng oras, pagpapanatili ng motibasyon, at paggamit ng angkop na estratehiya sa pag-aaral ay mahalagang salik sa tagumpay sa *online learning*. Ipinakita nina Funa et al. (2023) na ang mga Filipino *pre-service teachers* ay may mataas na antas ng *self-regulated learning skills*, kabilang ang *environment structuring* at *goal setting*. Samantala, natuklasan nina Conocono et al. (2023) na ang kakulangan sa *self-regulation* tulad ng *procrastination*, distraksiyon, at pagkapagod ay nagdudulot ng pagbaba ng *performance* ng mga mag-aaral sa *online* na klase.

Mga Benepisyo o Oportunidad na Dulot ng Paggamit ng mga *Online Platforms* sa Paghahanda para sa LET

Naging mahalagang bahagi na ng paghahanda para sa *Licensure Examination for Teachers* (LET) ang paggamit ng mga *online platforms*. Sa tulong ng teknolohiya, nagkaroon ng mas malawak, mas flexible, at mas abot-kayang paraan ng pag-aaral ang mga mag-aaral. Ang sumusunod na benepisyo ay nagpapakita kung paanong nakatulong ang online platforms sa mas epektibong paghahanda ng mga LET takers.

***Flexibility* at *On-Demand Access*:** Ipinahayag ng mga mag-aaral na malaki ang naitulong ng *online platforms* dahil maaari nilang balikan at pag-aralan ang mga materyales anumang oras at saan man sila naroroon. Ayon kay Respondent 1,

> *"Malaking tulong kasi anytime at anywhere puwede mo siyang pag-aralan at balik-balikan ang pagrerebyu."*

Binibigyang-diin ng pahayag ang kalayaan sa oras at lugar na hatid ng *online platforms*. Ang kakayahang ulit-ulitin ang aralin ay nagbibigay ng mas malalim na pag-unawa sa mga konsepto lalo na kung kailangang linawin ang ilang bahagi ng leksyon. Ayon naman kay Respondent 2, "*Natututo ako kahit kahit kailan at kahit saan*." Ipinapakita ng pahayag ang kabuoang kaginhawaan sa pag-aaral gamit ang teknolohiya. Kahit abala sa ibang gawain, may kakayahan pa rin ang mag-aaral na ipagpatuloy ang pagkatuto, na hindi posible sa tradisyunal na setup. Saad naman ni Respondent 7, "*Masubaybayan o mapanood, at masagutan ito ano mang oras.*" Ipinapakita ng pahayag ang kakayahang makasunod sa leksyon at aktibong makilahok, kahit hindi ito *real-time*. Ang *on-demand access* sa mga *video* at *quizzes* ay nagbibigay ng kontrol sa sariling pagkatuto. Mula rito, malinaw na ang *flexibility* na hatid ng *online learning* ay nagbubukas ng mas inklusibong oportunidad para sa mga LET *takers*. Maaari itong magsilbing modelo ng *lifelong learning* kung saan ang edukasyon ay naiaangkop sa pangangailangan at sitwasyon ng bawat mag-aaral.

Ayon kina Almahasees et al. (2022)**,** ang **asynchronous learning** ay nagbibigay ng malawak na pagkakataon para sa mga mag-aaral na matuto ayon sa kanilang sariling bilis, iskedyul, at kakayahan na nagreresulta sa mas mataas na motibasyon at pagkatuto. Pinagtibay din nina Adedoyin at Soykan (2023) na ang **flexibility** ng *online learning* ay hindi lamang usapin ng kaginhawahan kundi isang mahalagang kondisyon upang matugunan ang mga pangangailangan ng mga mag-aaral na may iba't ibang responsibilidad, sitwasyong pinansyal, at antas ng kahandaan. Ipinapakita ng mga pag-aaral na ito na ang **self-paced learning** ay susi sa pagpapanatili ng kalidad at inklusibong edukasyon sa digital na panahon.

Pagpapalawak ng Kaalaman at *Content Mastery*: Ipinahayag ng mga kalahok na malaking tulong ang *online resources* sa pagpapalawak ng kanilang kaalaman sa mga asignatura at *competencies* na saklaw ng LET. Ayon kay Respondent 4: "*Mas napalago at karagdagang kaalaman na rin para sa aming mga nagrereview kahit wala kami sa mga review center, nakakatulong pa rin ang online site.*" Ipinapakita ng pahayag na ang *online platforms* ay nagsilbing kapalit o katuwang ng mga *review center*. Kahit nasa bahay lamang, nagkaroon pa rin ng makabuluhang pagkatuto ang mga mag-aaral sa tulong ng mga *online materials*. Ganito rin ang sinabi ni Respondent 5, "*Sa mga nakikita ko sa online, parang bawat panonood ko sa kanila mas nagkakaroon ako ng idea o kaalaman na maaaring nandoon sa LET questions.*" Binibigyang-diin ng pahayag ang praktikal na gamit ng *online content*. Hindi lamang basta dagdag-kaalaman, kundi mga ideyang maaaring lumabas mismo sa LET. Nakakatulong ito sa mas matalinong paghahanda ng mag-aaral.

Ayon naman kay Respondent 13, "*Makakakuha ng maraming information about LET and tips how to answer sa LET*." Ipinapakita sa pahayag na bukod sa nilalaman ng eksam, may mga *tips* at estratehiya rin ang makukuha sa *online platforms*. Nakakatulong ito sa pagtatakda ng tamang paraan ng pagsagot na maaaring magbigay ng kalamangan sa mismong araw ng pagsusulit. Mula rito, malinaw na ang paggamit ng *online platforms* ay nakapagpapataas ng antas ng kahandaan ng mga mag-aaral. Ang malawak na *access* sa impormasyon ay nagbubukas ng mas maraming oportunidad para sa mas mataas na porsyento ng pagpasa sa LET lalo na para sa mga estudyanteng may sariling diskarte at sipag sa paggamit ng *digital resources*.

Ipinakita nina Xu et al. (2022) na ang mga mag-aaral na may mataas na antas ng *self-regulated learning* ay karaniwang nakapagtatamo ng mas mataas na akademikong pagganap sa mga online na kurso. Samantala, natuklasan nina Mochamad et al. (2024) na ang kakulangan sa *self-regulation* tulad ng ***procrastination***, **distraksiyon**, at **pagkapagod** ay nagdudulot ng pagbaba sa akademikong *performance* sa mga *online* at *blended learning environment.*

Praktikalidad at Pagbabawas ng Gastos: Ipinahayag ng mga mag-aaral na malaking tulong ang *online platforms* sa pagbawas ng kanilang gastusin sa paghahanda para sa LET. Ayon kay Respondent 6, "*Nakatulong ito upang hindi na ako mag-review center pa. Bawas gastos*." Ipinapakita ng pahayag na ang paggamit ng mga *online platform* ay nakabawas sa gastusin ng mag-aaral. Sa halip na magbayad ng mahal sa *review center*, nakatipid siya sa pera habang patuloy pa ring nakakakuha ng sapat na kaalaman para sa LET. Ayon naman kay Respondent 10, "*Mas nakatipid at hawak mo ang oras sa pag-aaral*" Binibigyang-diin ng pahayag ang dalawang mahalagang benepisyo. Ang tipid sa gastos at ang kontrol sa sariling oras. Sa *online setup*, hindi na kailangang bumiyahe o sumunod sa *fixed schedule*, kaya mas nabibigyang-laya ang mag-aaral na pumili kung kailan siya magre-*review*. Ipinahihiwatig nito na ang praktikalidad ng *online learning* ay mahalagang salik sa pagbibigay ng pantay na oportunidad para sa lahat ng LET *takers* lalo na sa mga may limitadong pinansyal na kakayahan. Sa pamamagitan ng mas mura o libreng *online resources*, mas maraming estudyante ang nabibigyan ng pagkakataong makapaghanda at makapasa sa LET.

Ipinakita ng mga pag-aaral sa Pilipinas na marami pa ring estudyante ang nakararanas ng pinansyal na suliranin sa *online learning* gaya ng kakulangan sa pondo para sa gadget, internet load, at mga bayad sa *review programs* (Sabio, 2024). Ito ang nagtutulak sa mga mag-aaral na gumamit ng mga libreng *online resources* tulad ng *YouTube lessons* at *Facebook study groups*. Dagdag pa rito, tinukoy ni Belmonte (2024) ang *pinansyal na hadlang* bilang isa sa pangunahing salik na humahadlang sa *online learning engagement*. Dahil dito, ang mga *online review platforms* ay nagsisilbing praktikal na alternatibo para sa mga mag-aaral na may limitadong kakayahang pinansyal.

Kaginhawahan at Kombinyensiya ng Pagrerebyu: Ibinahagi ng mga mag-aaral na ang paggamit ng *online platforms* ay nagdudulot ng kaginhawahan at kombinyensiya sa kanilang pagrerebyu lalo na para sa mga may maraming gawain sa tahanan. Ayon kay Respondent 7, "*Mas napadali at kombinyente ang paghahanda o pagrerebyu para sa LET lalo na para sa aming maraming pinagkakakabalahan sa kani-kaniyang tahanan*." Ipinapakita ng pahayag na ang *online review* ay isang praktikal na solusyon para sa mga estudyanteng abala sa iba't ibang gawain sa bahay. Hindi na nila kailangang pumunta sa *review center* kaya mas madali at mas naaangkop sa kanilang iskedyul ang pag-aaral. Ayon naman kay Respondent 11, "*Mas madali ang pagrereview dito lalo na kung self-study ka lamang sapagkat parang nanonood ka lamang at nakikinig*." Binibigyang-diin ng pahayag ang *simplicity* at *accessibility* ng *online review*. Ang paraan ng pag-aaral na ito ay katulad ng panonood at pakikinig lamang kaya mas komportable at hindi gaanong nakakapagod para sa mag-aaral. Ipinahihiwatig nito na ang *online review* ay hindi lamang tungkol sa *accessibility* kundi pati na rin sa kagaanan ng paggamit. Dahil sa *convenience* na ito, mas nagiging posible para sa mga abalang estudyante na ipagpatuloy ang kanilang paghahanda sa LET nang hindi nasasakripisyo ang iba pang responsibilidad.

Ayon sa pag-aaral na inilathala ni Heliyon (2023), malaki ang papel ng *social media* at *peer learning* sa pagpapaunlad ng **self-directed learning** ng mga estudyante-guro sa *online* na mundo. Natuklasan din sa isa pang

pag-aaral sa Jordan na positibo ang epekto ng *distance learning* sa **motivation** at **self-directed learning skills** ng mga mag-aaral. Pinagtibay ito nina Adedoyin at Soykan (2020) na nagsabing nakatutulong ang *online learning* sa pagpapadali ng pagkatuto at pagpapatatag ng motibasyon sa kabila ng mga hamon sa teknolohiya. Dahil dito, maituturing na mahalagang kasangkapan ang mga *online platforms* at *digital tools* sa epektibong paghahanda ng mga *LET examinees* lalo na sa mga umaasa sa sariling diskarte sa pag-aaral.

Mahalaga Bilang Alternatibo para sa mga *Self-Reviewers*: Ipinahayag din ng mga kalahok na ang *online platforms* ay nagsilbing mahalagang alternatibo para sa mga *self-reviewers* na walang kakayahang magbayad sa mga tradisyonal na *review centers*. Ayon kay Respondent 12, "*Mas nakatulong ito sa akin lalo na sa katulad kong self-review na walang kakayahang bumayad para sa review center.*" Ipinapakita ng pahayag na ang *online platforms* ay isang murang alternatibo para sa mga mag-aaral na walang sapat na pondo. Bukod dito, mas napapalawak nito ang kanilang kaalaman at pinapadali ang proseso ng pagrereview. Nagbigay rin ng inspirasyon ang mga *online resources* para sa matagumpay na pagkuha ng LET tulad ng sinabi ni Respondent 8, "*Malaki ang naitulong nila dahil isa sila sa mga dahilan kung bakit ako nakapasa dahil sa kanilang mga tips at pabaon na ibinigay bago pa man ang araw ng examinasyon*."

Ipinapakita ng pahayag na ang mga online resources ay hindi lamang nagtuturo ng kaalaman kundi nagiging *motivational tool* din na nagbibigay ng kumpiyansa at tamang direksyon bago ang pagsusulit. Ito ay naging sandigan nila sa kanilang pag-aaral at paghahanda. Ipinahihiwatig ng datos na ang mga *online platforms* ay nakakatulong sa pagpapanatili ng *inclusive education* dahil nagbibigay ito ng pantay na pagkakataon sa mga estudyanteng may limitadong pinansyal na kakayahan. Ito ay nagbubukas ng posibilidad para sa mas mataas na *passing rate* ng LET kahit sa mga *self-reviewers.* Ayon kay Bao (2020), ang paggamit ng *online platforms* bilang alternatibo sa tradisyonal na edukasyon ay epektibo lalo na sa panahon ng krisis sapagkat ipinapakita nito ang kakayahan ng mga mag-aaral na mag-adapt sa mga bagong paraan ng pagkatuto. Pinapatunayan nito na ang *online learning* ay isang mahalagang mekanismo upang suportahan ang mga estudyanteng umaasa lamang sa sariling diskarte at determinasyon.

Kompilasyon ng mga *Online Materials* na Maaaring Gamitin sa Rebyu para sa LET

Bilang bahagi ng pananaliksik, bumuo ang mananaliksik ng masusing kompilasyon ng mga *online review materials* na partikular na kapaki-pakinabang sa mga mag-aaral ng *Bachelor of Secondary Education* na may medyor sa Filipino mula sa CBSUA–Calabanga. Ang mananaliksik ay gumamit ng *Google Sites* upang mabuo ang *LET Review Hub* (https://sites.google.com/view/letreviewhub/home) na nagsisilbing repositoryo ng *mga online review resources.* Pinili at inorganisa ang mga materyales mula sa iba't ibang *sources* tulad ng *YouTube channels*, *Facebook groups*, *mobile apps*, at *websites* na nagbibigay ng libreng *reviewers* at *drill exercises*. Inayos ang mga ito ayon sa pangunahing kategorya: *General Education, Professional Education*, at *Major Subjects* kasama ang mga deskriptibong paliwanag upang malinaw ang gamit ng bawat materyal. Sinuri ang nilalaman upang masiguro ang kaugnayan sa LET *competencies* at *learning outcomes*, partikular sa asignaturang Filipino. Isinama rin ang mga tips sa paggamit ng mga materyales, pagbuo ng *study schedules*, at *motivational techniques* upang mapalakas ang kakayahan ng mga mag-aaral bilang self-directed learners.

Ang pagkakaroon ng *LET Review Hub* ay hindi lamang nagsilbing koleksyon ng *resources* kundi isang *structured online review environment*. Sa pamamagitan ng organisadong pagtatanghal ng mga materyales, nabibigyan ang mga mag-aaral ng malinaw na gabay at mas madaling paraan upang makapili ng angkop na review tool. Pinatitibay din nito ang ideya na ang epektibong *online learning* ay nangangailangan ng maayos na organisasyon at malinaw na direksyon, hindi lamang basta pagkakaroon ng access sa *resources.* Ang pagkakaroon din nito ay may ilang mahahalagang implikasyon. Una, nagbibigay ito ng komprehensibo, *accessible*, at *flexible* na *review tool* na makakatulong sa mga estudyante kahit may iba pang gawain o limitasyon. Ikalawa, pinatitibay nito ang kakayahan ng mga estudyante na maging *independent* at *self-regulated learners*, na mahalaga sa *online learning setup*, at pangatlo ay maaari rin itong magsilbing modelo para sa iba pang akademikong institusyon na nagnanais magtayo ng sariling *digital hub* bilang tulong sa paghahanda para sa *board examinations*.

Ayon kina Broadbent at Poon (2015), ang paggamit ng *self-regulated learning strategies* na sinusuportahan ng *online resources* ay nagdudulot ng mas mataas na *academic achievement*. Samantala, isang **systematic review** nina Gambo at Shakir (2023) ang nagpakita na ang mga estratehiya tulad ng pagtatakda ng layunin, *monitoring*, pamamahala ng oras, at paggamit ng teknolohiya ay madalas na suportado sa mga *smart learning environment* at may positibong epekto sa paglahok ng mag-aaral at pagganap akademiko. Dahil dito, ang *LET Review Hub* ay maituturing na nakabatay sa mga makabagong prinsipyo ng *e-learning* at *self-regulated learning*. Nagbibigay ito ng fleksibilidad, interaktibidad, at kakayahang matuto sa sariling bilis na mahalaga lalo na sa panahon ng pag-usbong ng teknolohiya.

4. Konklusyon at Rekomendasyon

Batay sa mga datos na nakalap mula sa mga panayam at pagsusuri ng mga *online review practices* ng mga BSE Filipino ng CBSUA-Calabanga, napatunayan na malaki ang naging papel ng mga *online platforms* sa kanilang paghahanda para sa *Licensure Examination for Teachers* (LET). Ang *YouTube*, *Facebook review groups*, at mga *structured online review programs* ay pangunahing ginamit na mga kagamitan ng mga estudyante, na tumutugon sa pangangailangan para sa *flexible*, *accessible*, at *self-paced* na pag-aaral. Bagamat may mga hamon tulad ng teknikal na isyu sa internet, kakulangan sa pinansyal na kakayahan, at personal na balakid, nakabawi ang mga mag-aaral sa pamamagitan ng paggamit ng mga *recorded materials* at aktibong partisipasyon sa mga *online communities*. Ang paggamit ng mga *online review materials* ay nakatulong sa pagpapalawak ng kaalaman, pagbawas sa gastos, at pagkakaroon ng kombinyenteng paraan ng pagrerebyu, lalo na para sa mga *self-reviewers* na walang kakayahang pumasok sa tradisyonal na *review centers*. Ang resulta ay nagpapakita na ang integrasyon ng *digital platforms* ay mahalaga at epektibong bahagi ng modernong paghahanda para sa LET.

Bilang tugon sa mga natukoy na benepisyo at hamon, nararapat na pag-ibayuhin pa ng mga institusyon, guro, at mismong mga mag-aaral ang paggamit at pagpapaunlad ng mga online resources para sa mas epektibong paghahanda sa LET. Inirerekomenda na ang mga guro at tagapagsanay ay magpatuloy sa paggawa ng mataas na kalidad na *video lectures* at *interactive content* na madaling ma-access at nauunawaan ng mga estudyante. Mainam din kung magkakaroon ng mga libreng *online review* programs na suportado ng paaralan o lokal na pamahalaan upang matulungan ang mga mag-aaral na may limitadong kakayahang pinansyal. Iminumungkahi rin na magkaroon ng *technical assistance* o *internet support* para sa mga estudyanteng hirap sa koneksiyon, gaya ng pagbibigay ng *load allowance* o paglalaan ng *learning hubs* na may maayos na *internet access*. Para naman sa mga mag-aaral, mahalagang paigtingin ang disiplina sa sarili, pamamahala sa oras, at aktibong partisipasyon sa mga *online study groups* upang mas mapabuti ang kalidad ng kanilang pagkatuto. Sa kabuuan, ang matagumpay na paggamit ng mga *online platforms* para sa LET ay nangangailangan ng kolektibong pagtutulungan ng lahat ng sektor sa edukasyon upang matiyak ang inklusibong, makatao, at makabuluhang pag-aaral para sa lahat.

5. Talasanggunian

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From campus to classroom: Teacher interns' journey



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Abstract

This study examined the profile, challenges, and experiences of Bachelor of Elementary Education teacher interns from the Nueva Ecija University of Science and Technology (NEUST) during the initial phase of their practicum in the second semester of Academic Year 2024–2025. Most of the 124 respondents were female, had completed 4 to 9 weeks of internship, and were assigned across different elementary grade levels in three NEUST campuses: Sumacab, Talavera, and Papaya. Utilizing a descriptive quantitative design, data were gathered through a validated, researcher-made Likert-scale questionnaire focused on five domains: lesson planning and instruction, classroom management, assessment and evaluation, school culture and professional relationships, and workload and emotional well-being. Findings revealed that while interns experienced low levels of difficulty in adapting to school culture and building professional relationships, they reported moderate challenges in classroom management, lesson planning, and assessment tasks. The most significant concerns involved managing diverse learner needs, sustaining student engagement, and coping with pressure from mentors and institutional expectations. These results highlight the need for enhanced teacher preparation through strengthened mentorship, classroom-based training, and mental health support. The study provides valuable insights for improving internship programs and better equipping future educators for real-world teaching environments.

Keywords: teaching internship, classroom management, lesson planning, professional relationship, assessment and evaluation, workload

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From campus to classroom: Teacher interns' journey

1. Introduction

The practicum experience is a crucial phase in teacher education, providing interns with the opportunity to apply theoretical knowledge in real classroom settings. Teacher interns face various challenges, including classroom management, lesson planning, student engagement, and adapting to school culture (Darling-Hammond, 2017). These experiences significantly influence their professional growth and readiness for the teaching profession (Flores & Gago, 2020). Teacher internship programs aim to develop essential teaching competencies by immersing interns in authentic teaching environments under the guidance of mentor teachers (Zeichner, 2019). However, the transition from theory to practice can be overwhelming, as interns must navigate different challenges while refining their teaching skills. Understanding the specific challenges and experiences of teacher interns is vital for improving teacher education programs and ensuring better preparation for future educators (Hudson, 2021). This study seeks to examine the challenges and experiences of teacher interns from the NEUST College of Education, Bachelor of Elementary Education, enrolled in the second semester of the academic year 2024–2025. By identifying common difficulties and valuable learning experiences, this research aims to provide insights for enhancing internship programs and support mechanisms for teacher interns.

Statement of the Problem - This study aims to answer the following question:

- What is the profile of the teacher in terms of sex; number of weeks completed in internship; campus; and grade level handled?
- What are the challenges encountered by teacher interns in terms of lesson planning and instruction; classroom management; assessment and evaluation; school culture and professional relationships; and workload and emotional well-being?

2. Methodology

Research Design - This study employed a quantitative research design using the descriptive survey method to gather data on the challenges and experiences of student interns from NEUST campuses. A structured questionnaire served as the primary data collection tool. The survey consisted of close-ended items measured using a five-point Likert scale, allowing respondents to indicate the extent of their agreement or disagreement with various statements related to their practicum experience.

Population and Sample - The study involved a total of 202 student interns from three NEUST campuses: Sumacab (34), Talavera (128), and Papaya (40). Of this population, 124 interns participated, resulting in an overall response rate of approximately 61%. Response rates were particularly high from Sumacab (97%) and Papaya (70%), while Talavera had a moderate response rate of 49% (63 out of 128). A purposive sampling technique was used, targeting all currently enrolled interns who were available and willing to participate during the data collection period. This sampling method was deemed appropriate due to the specific nature of the population and the researchers' intention to focus on interns currently undergoing their practicum.

Respondents - The respondents of this study were teacher interns from the NEUST College of Education, Bachelor of Elementary Education program, enrolled in the second semester of the academic year 2024–2025. These individuals were selected based on their direct involvement in practicum activities, ensuring that the data collected would reflect relevant and timely insights into their field experiences.

Research Instrument - The main data-gathering instrument was a researcher-made survey questionnaire, developed to align with the objectives of the study. The questionnaire included close-ended items using a five-

point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). This format enabled the structured quantification of intern perceptions and experiences. To enhance the validity of the instrument, it was reviewed and validated by an expert in the field of education, who provided feedback to ensure the clarity, relevance, and appropriateness of the items in relation to the study's goals.

Data Gathering Procedure - The survey was distributed to the targeted respondents across the three NEUST campuses. Coordination with practicum coordinators and faculty members helped facilitate access to the interns. Respondents were given ample time to complete the questionnaire, either physically or digitally, depending on availability and preference. Participation was voluntary, and respondents were informed about the purpose of the study.

Data Analysis - The responses collected through the questionnaire were tabulated and analyzed using descriptive statistics, including frequency counts, percentages, and mean scores. These methods allowed the researcher to summarize and interpret the data in order to identify the most common challenges and significant experiences reported by the interns.

Table 1
Profile Summary of Teacher Interns

Profile Category	Subcategory	Frequency	Percentage
Gender Distribution	Female	117	94.35%
	Male	7	5.65%
Grade Level Handled	Grade 1	25	20.16
	Grade 2	18	14.52
	Grade 3	29	23.39
	Grade 4	14	11.29
	Grade 5	17	23.71
	Grade 6	21	16.94
Weeks Completed	4–6 weeks	49	40.16
	7-9 weeks	35	28.69
	10–12 weeks	13	10.66%
	13–15 weeks	3	2.46%

The profile data of the Bachelor of Elementary Education teacher interns reveals several key trends:

Gender Distribution - The internship program was overwhelmingly female-dominated, with **94.35%** of the participants being women. This aligns with national data on the elementary teaching sector in the Philippines, where women make up the majority of educators at the primary level (Paguio & Gonzales, 2021). This gender imbalance continues to reflect both societal norms and enrollment trends in teacher education.

Grade Level Assignments - Interns were most frequently assigned to Grade 3 (23.39%), followed by Grade 1 (20.16%) and Grade 6 (16.94%). This distribution indicates a balanced exposure to both foundational and upper elementary levels. Assigning interns to a range of levels may help build broader pedagogical flexibility and understanding of developmental differences. Grades 4 and 5 had slightly fewer assignments, but all grade levels (1–6) were well-represented, showing a diversified field experience.

Weeks Completed (by Bracket) - The majority of teacher interns completed 4–6 weeks of fieldwork (40.16%), with another 28.69% completing 7–9 weeks. Only 10.66% experienced 10–12 weeks, and a small minority (2.46%) completed up to 15 weeks. These numbers show that most interns had limited classroom exposure, potentially impacting their readiness and confidence. Research by Reyes and Mañebog (2021) underscores the importance of longer, continuous field-based practice for skill consolidation, reflective practice, and professional identity development.

The results of the study revealed that Bachelor of Elementary Education teacher interns experienced a moderate level of challenges during their practicum, as reflected in the total mean score of 2.61. This overall rating suggests that while the interns were able to perform their teaching tasks, they occasionally encountered difficulties that merit strategic intervention. Among the eight identified challenges, two items stood out with higher mean

scores: *"I find it difficult to keep students engaged throughout the lesson"* (Mean = 2.94) and *"I struggle with differentiating instruction to accommodate diverse learners"* (Mean = 2.78). These areas indicate that sustaining student attention and addressing learner diversity were relatively more difficult for the interns compared to other aspects of teaching.

Table 2
Challenges and Experiences of Teacher Interns

	Statement	Mean	
1	I struggle with differentiating instruction to accommodate diverse learners.	2.78	Neutral
2	I have difficulty aligning my lesson plans with the curriculum and learning objectives.	2.29	Disagree
3	I feel unprepared when asked to modify lesson plans on short notice.	2.47	Disagree
4	I find it difficult to keep students engaged throughout the lesson.	2.94	Moderate
5	I experience difficulty in managing time effectively during lesson delivery.	2.50	Disagree
6	I feel unsure about how to integrate real-life applications into my lessons.	2.37	Disagree
7	I struggle to provide clear and concise explanations of lesson content.	2.06	Disagree
8	I have difficulty incorporating higher-order thinking skills in my instructional activities.	2.50	Disagree
	Total Mean	2.61	Moderate

The moderate difficulty in keeping learners engaged implies a need for further support in interactive and student-centered strategies. This finding resonates with Allen et al. (2022), who emphasized that beginning teachers often struggle with engagement due to limited classroom management skills and teaching experience. Locally, Luna and de Guzman (2021) found that pre-service teachers in Philippine public schools often relied heavily on traditional, lecture-based approaches due to lack of exposure to active learning models and contextualized instruction. Similarly, the challenge in differentiating instruction highlights the need for more practical training in designing lessons responsive to students' varied readiness levels, interests, and learning profiles—especially in inclusive settings. As Tomlinson (2021) noted, differentiation remains a theoretical concept in many teacher education programs, with limited transfer to classroom practice. In the Philippine context, Quijano and Fontanilla (2020) emphasized that pre-service teachers require scaffolded experiences in modifying instructional plans for diverse learners, especially those with special needs, to build confidence in real teaching situations.

The remaining six items—covering curriculum alignment, time management, lesson modification, use of real-life applications, incorporation of higher-order thinking skills, and clarity in instruction—received low mean scores, indicating that interns were relatively more confident in these areas. While less problematic, these skills are still critical for effective instruction, and as Darling-Hammond et al. (2020) argue, must be continually developed through mentored teaching, reflection, and feedback loops. Overall, the findings imply that while teacher interns demonstrate foundational instructional competence, there is a clear need to enhance their capacity in learner engagement and differentiated instruction. These two areas are essential in today's inclusive and learner-centered elementary education environment, and teacher education institutions must ensure that practical training opportunities are provided to bridge the gap between theory and practice.

Table 3 shows that the overall total mean score of 2.67 indicates a moderate level of classroom management challenges encountered by Bachelor of Elementary Education teacher interns during their practicum. This suggests that while these pre-service teachers are generally able to manage classroom-related tasks, they still experience occasional difficulties that warrant attention from teacher education programs. Among the ten indicators, five items received moderate mean scores, highlighting specific areas of concern. The highest-rated challenge was *"Handling students with different learning needs and behaviors is challenging"* (Mean = 3.32), followed by *"Managing student behavior in the classroom is difficult for me"* (Mean = 3.09). These results point to the ongoing struggle interns face when managing diverse learners in inclusive settings, which is consistent with the growing complexity of today's elementary classrooms. This aligns with Dicke et al. (2020), who identified behavior management and

learner diversity as primary stressors for novice teachers. Locally, Sabio and Capilitan (2022) also found that Filipino pre-service teachers often feel ill-equipped to manage classrooms with learners who have behavioral and special education needs, particularly in large, under-resourced public-school settings.

Table 3
Classroom Management

	Statement	Mean	Verbal Interpretation
1	Managing student behavior in the classroom is difficult for me.	3.09	Moderately Agree
2	I have difficulty maintaining students' attention and minimizing disruptions.	2.85	Moderately Agree
3	I struggle to implement effective discipline strategies without affecting rapport with students.	2.64	Moderately Agree
4	I find it hard to establish authority while still being approachable to students.	2.55	Disagree
5	Handling students with different learning needs and behaviors is challenging	3.32	Moderately Agree
6	I struggle with maintaining fairness and consistency in implementing classroom rules.	2.46	Disagree
7	I find it difficult to address students' emotional and social concerns while maintaining focus on lessons.	2.64	Moderately Agree
8	I feel unprepared to handle conflicts between students effectively.	2.47	Disagree
9	I struggle with maintaining a respectful and inclusive classroom environment.	2.38	Disagree
10	I have difficulty fostering a sense of responsibility and independence in students.	2.32	Disagree
	Total Mean	2.67	Moderately Agree

Interns also reported moderate difficulty in maintaining student attention and minimizing disruptions (Mean = 2.85), implementing discipline while preserving rapport (2.64), and addressing students' emotional concerns while staying focused on academics (2.64). These reflect the delicate balance interns must strike between assertiveness and empathy, especially in managing socio-emotional dynamics. According to Cabrillas and Boholano (2019), classroom management among pre-service teachers in the Philippines is often learned through observation rather than systematic training, which can limit the development of nuanced behavioral strategies.

In contrast, the remaining five indicators were rated within the low difficulty range, suggesting relative confidence in areas such as establishing authority (2.55), maintaining consistency in rule enforcement (2.46), handling student conflicts (2.47), fostering inclusivity (2.38), and encouraging student responsibility (2.32). While these appear less problematic, they are nonetheless fundamental classroom management competencies that require continued reinforcement through feedback, reflection, and experiential learning. Overall, the findings suggest that interns are in the process of developing essential classroom leadership skills, but require further scaffolding in learner diversity, behavior regulation, and socio-emotional responsiveness. As emphasized by Evertson and Weinstein (2021), effective classroom management is not merely about control, but about creating a supportive, equitable, and structured learning environment. In the Philippine context, structured classroom simulations, peer mentoring, and on-site coaching during practicum placements—as recommended by Labaria and Pañares (2021)—can help bridge the gap between classroom theory and daily practice.

Table 5 shows that the findings on teacher interns' experiences in assessment and evaluation revealed an overall total mean of 2.55, corresponding to a low level of difficulty. This suggests that while Bachelor of Elementary Education interns occasionally encounter challenges in assessment-related tasks, these are generally manageable or infrequent. However, some items stood out with moderate difficulty, indicating areas that may benefit from targeted support and deeper training. Specifically, items related to designing assessments aligned with learning objectives (Mean = 2.63), analyzing and interpreting assessment data (2.65), modifying instruction based on results (2.73), and developing authentic, performance-based assessments (2.67) were all in the moderate range. These results suggest that while interns may be familiar with assessment theories in coursework, the application of these concepts—particularly in real classroom contexts—remains a challenge.

Table 4

Assessment and Evaluation

	Statement	Mean	Verbal Interpretation
1	I find it challenging to design assessments that align with learning objectives and curriculum standards.	2.63	Moderately Agree
2	I struggle with creating valid and reliable assessments that accurately measure student learning.	2.46	Disagree
3	Providing constructive and specific feedback to students based on their performance is difficult for me.	2.50	Disagree
4	I find it challenging to analyze and interpret assessment data to inform and improve my teaching practices.	2.65	Moderately Agree
5	I experience difficulty in modifying my instructional strategies based on assessment results.	2.73	Moderately Agree
6	I feel uncertain about how to evaluate student participation and engagement using clear and objective criteria.	2.51	Disagree
7	I struggle with implementing fair and consistent grading practices across different student abilities and learning styles.	2.37	Disagree
8	I find it difficult to track student progress over time and adjust my lesson planning and interventions accordingly.	2.42	Disagree
9	I feel unsure about how to develop differentiated assessments for students with special learning needs.	2.60	Disagree
10	I struggle with designing authentic, performance-based assessments that measure higher-order thinking skills and real-world application.	2.67	Moderately Agree
	Total Mean	2.55	Disagree

In the Philippine context, Navera and Pajares (2019) observed that many pre-service teachers struggle to transition from traditional assessment formats to more flexible and authentic modes of evaluation that demand higher-order thinking. Similarly, Cortez, Ganal, and Erazo (2021) emphasized that teacher interns often feel unprepared to make instructional adjustments based on learner performance due to limited hands-on experience and mentoring during practicum. Globally, scholars such as Volante and Fazio (2020) argue that effective assessment requires not only technical knowledge but also pedagogical reasoning, reflective judgment, and cultural responsiveness. The difficulty in creating performance-based assessments may also reflect the rising demand for 21st-century skills-oriented education, which pushes teachers to assess not only content knowledge but also problem-solving, collaboration, and real-world application (Darling-Hammond & Oakes, 2021).

On the other hand, items such as creating valid and reliable tests (2.46), providing constructive feedback (2.50), tracking student progress (2.42), and implementing fair grading practices (2.37) received lower difficulty ratings, suggesting that interns are relatively more confident in routine assessment practices. However, applying these practices in inclusive classrooms—especially when it comes to differentiating assessments for learners with special needs (Mean = 2.60)—remains a developmental area, as also noted in Reyes and Dela Cruz's (2020) study of Philippine teacher education programs. Overall, the findings point to a critical need for continued training and mentoring in authentic assessment design, instructional adaptation, and data-informed teaching. Embedding practice-based learning, case analyses, and reflective assessment tasks into teacher education curricula may significantly improve interns' readiness to assess learning in a diverse and dynamic educational landscape.

The results for Table 5 reveal that teacher interns in the Bachelor of Elementary Education program experienced a low level of difficulty in relation to school culture and professional relationships, with a total mean score of 2.17. This suggests that interns generally disagreed with statements indicating difficulty in adapting to the school's environment and in building professional relationships with stakeholders such as teachers, administrators, and parents. These findings are encouraging, as they reflect a level of readiness and adaptability among teacher interns, who were able to integrate themselves into the school community, demonstrate professional conduct, and engage meaningfully with school personnel during their practicum.

Across all ten items, responses consistently fell within the "low" range, including challenges in communicating with school staff (2.09), building relationships with parents (2.03), adjusting to policies (2.23), and navigating bureaucratic procedures (2.33). Although these challenges are not considered major concerns, some items—such as the hesitancy to seek help from cooperating teachers (2.38) and dealing with school processes—

approached the moderate threshold. These subtle issues suggest areas where interns may benefit from more structured mentorship and open lines of communication, particularly when faced with complex school systems or unclear expectations.

Table 5
School Culture and Professional Relationships

	Statement	Mean	Verbal Interpretation
1	I experience difficulty in adapting to the school culture.	2.21	Disagree
2	Communicating with cooperating teachers and school staff is challenging.	2.09	Disagree
3	I feel hesitant to ask for help from my cooperating teacher when I face difficulties.	2.38	Disagree
4	I find it hard to collaborate with other teachers and staff members.	2.06	Disagree
5	I struggle to establish positive relationships with students' parents or guardians.	2.03	Disagree
6	I feel unsure about how to communicate effectively with school administrators.	2.14	Disagree
7	I have difficulty adjusting to the expectations and policies of the school.	2.23	Disagree
8	I struggle with maintaining a professional demeanor in challenging situations.	2.23	Disagree
9	I feel isolated and disconnected from the school community.	2.00	Disagree
10	I find it difficult to navigate the bureaucratic processes involved in teaching (e.g., paperwork, meetings, reports).	2.33	Disagree
	Total Mean	2.17	Disagree

This data aligns with the international findings of Hudson (2022), who emphasizes that supportive mentoring, defined expectations, and an inclusive school culture are critical for successful enculturation. Similarly, Pillen, Beijaard, and den Brok (2021) highlight how new teachers often experience identity tensions when adjusting to existing school norms. In the local context, Arrieta and Imperial (2018) found that Filipino pre-service teachers adjust more effectively to the school culture when their cooperating teachers are approachable and provide clear feedback, thus reinforcing the importance of positive relational dynamics in practicum success. Likewise, Cruz and Estonanto (2020) reported that teacher interns in Philippine public schools felt more professionally confident when school administrators clearly communicated expectations and involved them in planning routines and classroom decisions.

In summary, while teacher interns appear to be successfully adjusting to the school context, continuous efforts must be made to foster open dialogue, clarify roles, and support professional autonomy during the transition from university training to on-site teaching practice. Doing so will not only enhance the interns' practicum experience but also contribute to producing a confident, collaborative, and well-integrated future teaching workforce.

Table 6
Workload and Emotional Well-being

	Statement	Mean	Verbal Interpretation
1	I feel overwhelmed by the workload during my internship.	3.10	Moderately Agree
2	Balancing teaching responsibilities with other academic requirements is difficult for me.	3.14	Moderately Agree
3	I experience high levels of stress and anxiety due to my internship.	3.19	Moderately Agree
4	I feel emotionally drained after handling classroom tasks and student concerns.	3.29	Moderately Agree
5	I struggle to maintain motivation and confidence in my teaching abilities.	2.83	Moderately Agree
6	I have difficulty managing my time effectively to complete all required tasks.	3.15	Moderately Agree
7	I feel exhausted from the demands of lesson planning, teaching, and grading.	3.17	Moderately Agree
8	I struggle with finding a work-life balance during my internship.	3.23	Moderately Agree
9	I experience self-doubt about my ability to become an effective teacher.	3.27	Moderately Agree
10	I feel pressure to meet high expectations from my cooperating teacher, school, and university.	3.44	High
	Total Mean	3.28	Moderately Agree

The results under Table 6 show that Bachelor of Elementary Education teacher interns face a moderate level of challenges related to workload and emotional well-being, with a total mean of 3.28. This suggests that interns frequently experience stress, exhaustion, and emotional strain as they balance the demands of practicum, academic tasks, and expectations from mentors and institutions. The majority of the statements fall within the moderate range, pointing to prevalent but manageable concerns. Specifically, teacher interns reported emotional fatigue (Mean = 3.29), stress and anxiety (3.19), time management issues (3.15), and difficulty balancing teaching with personal life (3.23). These findings underscore the heavy emotional and physical demands placed on interns during their practicum, which can take a toll on their overall well-being.

As noted in local research by Reyes and Balatbat (2021), pre-service teachers in the Philippines report feeling overwhelmed by the competing demands of internship, coursework, and personal responsibilities—often leading to mental fatigue and burnout-like symptoms. Their study further highlights that interns struggle to cope without adequate institutional support, particularly in state universities where practicum placements are intensive. The item that stands out most is *"I feel pressure to meet high expectations from my cooperating teacher, school, and university"* (Mean = 3.44), which is the only item in the high range. This indicates that external performance expectations—while often intended to motivate—can become a source of psychological burden. According to Skaalvik and Skaalvik (2020), such pressure can negatively impact self-efficacy and contribute to long-term emotional fatigue, especially when emotional support systems are lacking. This is consistent with Llego and Osorio's (2020) findings in a Philippine teacher education context, where interns expressed anxiety over evaluation procedures, fear of failure, and limited feedback, often resulting in diminished teaching confidence.

Although motivation (Mean = 2.83) was relatively lower among the moderate items, it still reflects a concerning trend: as emotional strain increases, interns' confidence and drive may decline. This calls for strengthened support systems within teacher education programs, including access to mentorship, mental health services, time management workshops, and stress-reduction strategies tailored to the internship experience. In summary, the findings point to a need for institutional awareness and intervention, ensuring that teacher interns are not only evaluated on performance but also supported holistically in their emotional resilience and work-life balance. Without this, the risk of burnout and early attrition in the teaching profession may increase, particularly among young educators navigating the transition from training to practice in the Philippine school system.

Table 6
Summary of Teacher Interns' Challenges Across Key Domains

	Statement	Mean	Verbal Interpretations
1	Challenges and Experiences	2.52	Disagree
2	Classroom Management	2.63	Moderately Agree
3	Assessment and Evaluation	2.55	Disagree
4	School Culture and Professional Relationships	2.17	Disagree
5	Workload and Emotional Well-being	3.28	Moderately Agree
	Overall Total Mean	2.63	Moderately Agree

The overall findings of the study indicate that Bachelor of Elementary Education teacher interns experienced a moderate level of difficulty across the five assessed domains, as shown by the overall total mean of 2.63. The most significant concern was observed in Workload and Emotional Well-being (Mean = 3.28), where interns reported frequent stress, emotional exhaustion, and pressure to meet high expectations from mentors and institutions. This underscores a clear need to provide mental health support, effective time management training, and realistic workload structures during the internship period.

In addition, Classroom Management (Mean = 2.63) emerged as another area with moderate difficulty, suggesting that interns require further guidance in handling student behavior, promoting inclusivity, and maintaining classroom order without compromising rapport. These two domains reflect the core pressures teacher interns face in real classroom settings and point to the importance of reinforcing emotional resilience and practical classroom strategies to better equip them for the teaching profession.

3. Conclusion

The profile of the Bachelor of Elementary Education teacher interns who participated in the study reveals that the majority were female (94.35%), and they were deployed across various grade levels, with Grade 3 (23.39%), Grade 1 (20.16%), and Grade 6 (16.94%) being the most frequently assigned levels. In terms of duration, most interns had only completed 4–6 weeks of practicum (40.16%), confirming that the study captured their experiences during the early phase of their internship journey. The findings showed that, overall, the interns encountered a moderate level of difficulty (Total Mean = 2.61) across several core areas of teaching. Among the domains examined, workload and emotional well-being emerged as the most challenging (Mean = 3.28), with notable feelings of exhaustion, pressure, and emotional strain—especially regarding expectations from cooperating teachers, schools, and the university (Mean = 3.44). This underscores the significant adjustment required of interns as they transition from academic preparation to real-world classroom experience.

Other domains such as classroom management (Mean = 2.67), teaching tasks (2.61), and assessment and evaluation (2.55) also showed moderate levels of difficulty, particularly in handling student diversity, keeping learners engaged, and applying authentic assessment strategies. In contrast, school culture and professional relationships were rated with low difficulty (Mean = 2.17), suggesting that most interns were able to establish positive working relationships and adapt reasonably well to their assigned school environments. Given that these experiences were gathered during the initial weeks of deployment, the challenges identified reflect typical early-stage adjustment concerns rather than deeply embedded skill deficiencies. Nonetheless, they highlight the critical need for proactive support systems, practical exposure, and structured mentoring to enhance interns' confidence and readiness in the field.

Recommendations

1. Strengthen Early-Phase Practicum Support

- Develop orientation and mentoring programs that address the first 4–6 weeks of internship, focusing on managing expectations, work-life balance, and adapting to the classroom environment.
- Supervisors should conduct regular formative check-ins to assist interns in navigating early challenges and providing timely feedback.

2. Support Interns' Emotional and Mental Health

- Institutions should integrate early mental health support through stress management workshops, access to counseling services, and promoting peer support circles.
- Address the emotional burden caused by high performance expectations through open communication between faculty, cooperating teachers, and interns.

3. Enhance Practical Training in Key Pedagogical Skills

- Reinforce training in learner engagement, differentiated instruction, and behavior management through practical demonstrations, team-teaching models, and post-observation conferences.
- Offer microteaching sessions during pre-deployment or early weeks to bridge theory and classroom realities.

4. Reinforce Assessment Literacy with Scaffolded Practice

- Provide opportunities for interns to design and evaluate simple formative assessments, then progress to more complex performance-based tasks with mentor guidance.
- Encourage early practice in interpreting learner outcomes and using data to inform teaching adjustments.

5. Use Findings to Improve Program Design

- These initial findings should inform ongoing revisions in the teacher education curriculum, particularly the sequencing of practicum activities, supervisor mentoring protocols, and school placement policies.
- A mid-internship follow-up study is also recommended to monitor growth, address persistent issues, and strengthen feedback loops between interns, mentors, and program heads.

4. References

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Moderating role of workplace spirituality on knowledge hiding and negative workplace gossip among public elementary schools in Aritao I District

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Abstract

This study examined the determining role of workplace spirituality in relation to negative workplace gossip and knowledge hiding among 94 public elementary school teachers in the Aritao I District during the academic year 2025–2026. Respondents were selected through Slovin's Formula using a multi-stage sampling procedure that combined stratified and simple random sampling to ensure representativeness. Employing a quantitative descriptive-correlational design, the study gathered data through a validated and reliable instrument, with statistical analyses conducted using mean, Pearson's r, and coefficient of determination (R^2). Hypotheses were tested at the 0.05 significance level. Findings revealed that respondents perceived a high level of workplace spirituality (grand mean = 3.38), particularly in inner life, sense of community, and value alignment. Knowledge hiding was also rated high (grand mean = 3.51), mainly through evasive and rationalized behaviors, while negative workplace gossip likewise registered high (grand mean = 2.57), especially in intentionality, repetitiveness, and personal attacks. Correlation analysis indicated no significant relationship between workplace spirituality and either knowledge hiding or gossip, and no significant link between knowledge hiding and gossip, suggesting these counterproductive behaviors function independently. Based on these findings, the study proposed an intervention entitled "From Gossip to Growth: A Seminar Program for Building Collaborative and Ethical Teaching Communities," designed to enhance workplace spirituality while mitigating knowledge hiding and gossip. Recommendations emphasized sustaining value-driven practices, fostering open knowledge-sharing systems, promoting ethical communication, and institutionalizing the proposed intervention for long-term impact. Replication in other educational contexts was likewise encouraged to strengthen generalizability.

Keywords: knowledge hiding, negative workplace gossip, workplace spirituality

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Moderating role of workplace spirituality on knowledge hiding and negative workplace gossip among public elementary schools in Aritao I District

1. Introduction

In the evolving landscape of organizational behavior, workplace dynamics are being redefined not only by technological advancement and globalization but also by the increasingly complex interpersonal relationships among employees. While collaboration and knowledge sharing are encouraged in most professional settings, subtle yet destructive behaviors such as knowledge hiding and negative workplace gossip continue to hinder organizational growth. These behaviors, often overlooked or rationalized as workplace "norms," significantly impair team productivity, reduce morale, and breed mistrust. As the global workforce becomes more diverse and psychologically aware, the need for holistic approaches to understanding and addressing such behaviors grows. One promising approach is to explore how the presence of workplace spirituality can serve as a protective or moderating factor against these dysfunctional practices.

Workplace spirituality is not about religion; rather, it refers to an individual's experience of finding meaning, purpose, and connectedness in their professional life. As organizations aim to foster humane, ethical, and sustainable environments, workplace spirituality is gaining recognition as a transformational force that may influence behaviors and attitudes. In the face of knowledge hiding—a deliberate attempt to withhold important information—and negative workplace gossip—an act of sharing harmful or unverified information about others—workplace spirituality could serve as a buffering force that discourages such conduct. This research investigates the moderating role of workplace spirituality in the relationship between knowledge hiding and negative workplace gossip, offering new insight into fostering a culture of transparency, empathy, and integrity.

Workplace spirituality is increasingly acknowledged as a cornerstone of positive organizational behavior. According to Rego and Cunha (2018), workplace spirituality integrates personal values and inner life with professional tasks, enhancing meaning and fulfillment in work. They stress that when employees see their work as more than just a job, they are more likely to engage in ethical behavior, be compassionate to colleagues, and refrain from divisive acts such as gossip. Similarly, Benefiel et al. (2018) emphasize that workplace spirituality fosters community, compassion, and alignment of personal and organizational values, all of which act as counterforces to negative organizational behaviors. Understanding the psychology behind knowledge hiding is essential to addressing it effectively. According to Neck et al. (2019), knowledge hiding is not always rooted in malice; it can also stem from fear of losing one's edge, lack of trust, or competitive work environments. However, such practices ultimately damage collective learning and innovation. When employees operate in a spiritualized workplace culture—where values like openness, gratitude, and meaningful connection are practiced—these behaviors are less likely to occur. Such cultures encourage employees to see the bigger picture and prioritize collective success over personal advantage.

Negative workplace gossip, on the other hand, is often an expression of unresolved conflict, frustration, or insecurity. Kreitner and Kinicki (2018) argue that gossip thrives in organizations lacking clear communication, trust, and ethical leadership. In these conditions, individuals may seek affirmation and control through spreading rumors or speaking ill of others. However, in spiritually grounded workplaces, employees tend to engage in reflective and purposeful communication, which discourages gossip and encourages reconciliation. DuBrin (2019) also supports this perspective by highlighting that spiritual workplaces promote emotional intelligence and ethical mindfulness, which reduce the impulse to engage in counterproductive talk.

The role of workplace spirituality as a moderator is particularly critical in organizational contexts characterized by competition, stress, or ambiguity. According to Robbins and Judge (2019), spiritual values such as humility, interconnectedness, and forgiveness can neutralize workplace toxicity by promoting inner balance and

positive social norms. This means that even in environments where knowledge hiding or gossip may be prevalent, the presence of spirituality can lessen their impact. It provides employees with a psychological and ethical lens through which they interpret workplace interactions—often opting for constructive engagement over retaliation or secrecy. Moreover, workplace spirituality fosters psychological safety, which is a key driver of open communication and trust. As Schermerhorn and Bachrach (2018) point out, when employees feel safe, they are more likely to share ideas freely, ask for help, and correct mistakes without fear of judgment. This psychological safety significantly undermines the motives for knowledge hiding and eliminates the fertile ground for gossip. A spiritually vibrant workplace culture creates a shared sense of purpose and belonging, thereby reducing the inclination to engage in harmful or exclusionary behaviors.

It is the assumption of this current study that the intersection of workplace spirituality, knowledge hiding, and negative workplace gossip represents an important frontier in organizational research. By positioning spirituality as a moderating variable, this study aims to contribute to a deeper understanding of how ethical and human-centered values can be strategically employed to foster healthier work environments. As organizations continue to grapple with the human side of work, nurturing spirituality in the workplace may be the key to reducing covert and destructive behaviors while promoting knowledge sharing and mutual respect. In recent years, schools under the Department of Education (DepEd) in the Philippines have witnessed increasing concern over deteriorating collegial relationships, information hoarding, and toxic conversations among employees—factors that severely impede professional growth and instructional synergy. Public school teachers, who are often overworked and under-resourced, encounter organizational stressors that breed interpersonal dysfunction. This research is anchored on the belief that enhancing workplace spirituality can moderate the effects of negative behaviors such as knowledge hiding and gossip. Spirituality at work—manifested through meaning, connection, and purpose—could empower teachers to transcend negativity and foster collegiality, collaboration, and compassion (Neck, Houghton, & Murray, 2019).

In the global educational landscape, knowledge sharing is regarded as a key resource in building professional communities of practice. However, Filipino teachers still report incidents of withholding classroom strategies, assessment materials, or new methods from peers—acts that characterize knowledge hiding. These behaviors are often exacerbated by internal competition, administrative pressure, and poor communication systems (Robbins & Judge, 2019). When teachers feel unsafe or unsupported, they may choose to withhold critical insights that could benefit others, undermining the collective goals of the school community. The link between organizational trust and openness is well-established in theory but remains underutilized in practice across many public schools. The concept of knowledge hiding, as discussed by Robbins and Judge (2019), involves intentional concealment of information even when it is requested for legitimate professional reasons. Within DepEd schools, this may be observed when teachers avoid sharing learning materials or innovative classroom strategies. Such behaviors hinder instructional improvement and create an atmosphere of mistrust. Moreover, when knowledge hiding becomes systemic, it disrupts the culture of shared accountability and reflective practice that DepEd espouses. According to Kreitner and Kinicki (2018), knowledge sharing enhances organizational learning and team coherence, and its absence leads to communication breakdowns and stagnation in professional development.

Similarly, negative workplace gossip is a pervasive problem that thrives in stressful, hierarchical environments. In schools where feedback mechanisms are weak or lacking, teachers may resort to gossip as a means of expressing dissatisfaction or forming cliques. This erodes mutual respect and can be emotionally damaging to the targets of such gossip. According to DuBrin (2019), gossip fosters toxicity and isolation, reducing job satisfaction and increasing turnover. In the school context, it may also reduce student support as affected teachers may become disengaged or demoralized. The lack of administrative response to such behaviors compounds the problem, as noted in leadership studies by Neck et al. (2019), where unresolved interpersonal conflict is linked to low morale and institutional inefficiency.

A key gap in the literature is the insufficient application of workplace spirituality as a mitigating factor for these behaviors in educational institutions. Most available frameworks are designed for corporate organizations

and not adapted to the context of schools. Workplace spirituality is not about religious expression but about experiencing meaning in work, building a sense of community, and aligning values with actions (Benefiel, Fry, & Geigle, 2018). In schools, this could mean encouraging reflective practice, ethical dialogue, and empathy among colleagues. However, many schools under DepEd have yet to develop formal programs or training modules that nurture this spiritual dimension of work life. Despite the Department of Education's emphasis on values education among students, there is little institutional focus on fostering spiritual or ethical workplace climates among teachers themselves. Kreitner and Kinicki (2018) emphasize that a positive organizational culture stems from value alignment and ethical leadership—areas where workplace spirituality plays a foundational role. In the absence of such frameworks, toxic behaviors are often normalized or ignored, leaving teachers to navigate strained professional relationships on their own.

Compounding this challenge is the administrative burden and lack of wellness programs for teachers. Teachers face excessive workloads that prioritize compliance over collaboration, leaving little room for collegial mentoring or knowledge sharing. Schermerhorn and Bachrach (2018) argue that excessive task demands weaken professional relationships and fuel dysfunctional coping behaviors, such as gossip and information hoarding. In public schools, where teachers are also expected to serve multiple non-teaching roles, these pressures are intensified, reducing the likelihood of healthy communication. Moreover, the organizational hierarchy within schools often restricts open communication. Teachers may fear judgment or retaliation when they express opinions, creating a climate where indirect or covert communication (such as gossip) becomes the norm. According to Robbins and Judge (2019), hierarchical rigidity and lack of psychological safety are predictors of counterproductive work behaviors. Therefore, the cultivation of workplace spirituality—emphasizing openness, compassion, and shared purpose—could help flatten hierarchies and enable more humane, constructive interactions.

Finally, current professional development programs in DepEd largely focus on content knowledge and pedagogy, with minimal integration of emotional intelligence, ethical communication, or spiritual well-being. As DuBrin (2019) highlights, organizational development initiatives must be holistic, attending not just to cognitive competence but also to interpersonal and spiritual dimensions. By doing so, educators are empowered not just as instructors, but as whole persons capable of leading with integrity, humility, and purpose. This study fills critical research gaps by contextualizing the destructive behaviors of knowledge hiding and negative workplace gossip within the DepEd environment and by exploring the moderating influence of workplace spirituality. It seeks to inform school leaders, policymakers, and teacher education institutions about the need for values-driven leadership and the integration of spiritual wellness into organizational culture. Through the findings of this study, DepEd can strengthen its commitment to developing nurturing, ethical, and high-performing schools that honor the dignity and humanity of every educator.

This research aligns strongly with SDG 4 – Quality Education and SDG 16 – Peace, Justice, and Strong Institutions. By addressing knowledge hiding and negative workplace gossip in schools and proposing workplace spirituality as a moderating factor, the study fosters professional harmony and ethical collaboration among educators. Such outcomes contribute to more inclusive and effective learning environments. SDG 4 emphasizes inclusive and equitable quality education, which cannot be achieved if the educators themselves are entangled in toxic workplace behaviors. Furthermore, SDG 16 promotes peaceful and inclusive institutions and effective governance, both of which are rooted in trust, transparency, and ethical culture. By exploring strategies to strengthen spiritual values in organizational settings, this study reinforces the global goal of creating supportive institutional cultures. It also provides empirical insights that can guide school leaders and policymakers in fostering schools that are not just centers of learning but models of ethical, peaceful institutions. Moreover, it is also anchored on Domain 1: Teacher Quality and Professional Development and Domain 3: Organizational Development and Governance of the NRATE. The focus on knowledge hiding and gossip directly affects professional collaboration and continuous improvement among teachers—key aspects of teacher quality. Moreover, the study responds to the NRATE's emphasis on promoting ethical behavior, collegiality, and supportive environments in schools. By investigating workplace spirituality as a possible moderating factor, the research contributes to the professional and moral development of educators. Furthermore, it aligns with the goal of

enhancing leadership and organizational behavior within educational institutions. It provides data-driven insights for designing training, organizational policies, and intervention programs that promote open communication, workplace integrity, and spiritual resilience. As teachers are expected to be role models, cultivating ethical workplace conduct becomes crucial, thus reinforcing the NRATE's call for strengthening professionalism and institutional values in the education sector.

Furthermore, this research supports the DepEd Basic Education Research Agenda (BERA) under the thematic area of Governance and Human Resource Development. The study addresses the culture of communication and collaboration among teachers, which are core elements of effective school governance. It also delves into personal and interpersonal factors such as gossip and knowledge hiding, which influence the overall work climate and efficiency of teaching personnel. The research complements DepEd's aim to build a culture of excellence and shared accountability among educators by promoting workplace spirituality as a guiding principle in professional interactions. Furthermore, the study informs policy and school-level interventions by identifying gaps and challenges in teacher collaboration and communication. By tackling these issues, the research contributes to DepEd's goal of ensuring responsive human resource systems and supportive school environments that enable teachers to thrive personally and professionally—fostering a stronger and more ethical teaching workforce.

Finally, the research is also anchored on the Nueva Vizcaya State University (NVSU) and College of Teacher Education (CTE) Research Agenda in the thematic area of Teacher Professionalism, Organizational Culture, and Institutional Innovation. It aligns with the CTE's mission to develop ethical, values-oriented, and reflective educators by exploring workplace spirituality as a transformative force in addressing toxic behaviors such as knowledge hiding and gossip. These concerns are not only detrimental to interpersonal relationships but also hinder knowledge flow and professional development within the college and affiliated basic education schools. The study provides evidence-based recommendations that can guide institutional reforms and training programs within NVSU. It supports the university's broader vision of cultivating morally upright, globally competitive professionals who demonstrate leadership in organizational ethics and collegiality. Ultimately, the research advances the university's commitment to fostering inclusive and spiritually grounded educational environments where teacher well-being, collaboration, and academic excellence are prioritized.

2. Related Literature

This research investigation is grounded in three distinct and complementary theoretical frameworks: Theory of Positive Organizational Behavior (POB) by Luthans (2002) in the case of workplace spirituality, Social Exchange Theory (SET) developed by Blau (1964) for negative workplace gossip, and Psychological Ownership Theory by Pierce et al. (2001) for knowledge hiding as research constructs. Each of these theories provides a valuable lens through which to examine the key constructs of the study—namely, workplace spirituality, negative workplace gossip, and knowledge hiding. These theoretical anchors offer critical insights into the psychological, social, and organizational dynamics that shape teacher behavior and interactions in public elementary schools. To ensure a comprehensive understanding of their relevance and application, each theory is discussed in detail in the succeeding sections.

The Theory of Positive Organizational Behavior (POB), as introduced by Luthans (2002), emphasizes the development and application of human strengths and psychological capacities that can be measured, developed, and managed to improve performance in the workplace. POB supports constructs such as hope, optimism, resilience, and self-efficacy, which closely align with the dimensions of workplace spirituality—particularly meaningful work, sense of community, and inner life. In this study, POB serves as a theoretical foundation for understanding how spiritually enriched work environments can enhance positive attitudes, foster deeper connections among staff, and promote ethical behavior. By promoting psychological well-being and purpose in teaching, POB reinforces how workplace spirituality can reduce the prevalence of toxic behaviors and foster a collaborative school culture. Thus, anchoring this research on POB allows for an empirical investigation of how inner life and organizational values relate to interpersonal dynamics and ethical conduct in public elementary

school settings.

Social Exchange Theory (SET), developed by Blau (1964), posits that social behavior in the workplace is the result of an exchange process where individuals assess costs and benefits in their interpersonal relationships. In the context of this study, SET offers a valuable lens for examining negative workplace gossip. When teachers perceive inequity, lack of support, or betrayal in professional exchanges, they may resort to gossip as a way to regain influence, vent frustration, or reinforce in-group bonds. Gossip, therefore, becomes a social currency shaped by perceived reciprocity and trust. Anchoring this research in SET highlights the transactional nature of workplace relationships and the psychological consequences of perceived organizational injustice. Understanding gossip through this framework helps explain its emergence as a coping or retaliatory mechanism in school environments, emphasizing the importance of cultivating fairness, trust, and mutual respect to mitigate toxic communication behaviors.

Psychological Ownership Theory, as conceptualized by Pierce et al. (2001), refers to the feeling of possessiveness and connection individuals develop toward objects, ideas, or roles in their work environment. When employees perceive knowledge as part of their identity or competitive advantage, they may intentionally withhold it—known as knowledge hiding—to maintain control, protect personal value, or avoid vulnerability. In this study, the theory provides a strong framework to understand why teachers may engage in behaviors such as evasive hiding, playing dumb, or rationalized hiding. Psychological ownership is especially relevant in educational settings where individual expertise is often seen as a personal asset. By anchoring the research in this theory, the study highlights how perceptions of control, entitlement, and fear of being devalued can drive knowledge-hiding behaviors. It also underscores the importance of fostering a culture of shared ownership and psychological safety to encourage collaboration.

Workplace spirituality refers to the integration of employees' inner values with their professional roles, emphasizing meaning, connection, and ethical alignment in the workplace. It is increasingly recognized as a critical factor in enhancing employee engagement, well-being, and organizational commitment (Gotsis & Kortezi, 2018; Milliman et al., 2019). The four core dimensions commonly highlighted in recent literature are meaningful work, which allows individuals to find purpose in their tasks; sense of community, which emphasizes positive interpersonal relationships; alignment with organizational values, referring to the congruence between personal and institutional ethics; and inner life, which nurtures spiritual well-being and self-awareness (Van der Walt & Swanepoel, 2020). In the context of education, these dimensions foster a collaborative, values-driven environment that can reduce negative behaviors such as gossip and knowledge hiding. By promoting spiritual well-being at work, organizations can build a more ethical, engaged, and resilient workforce.

Negative workplace gossip refers to informal, often malicious communication about absent individuals that can harm reputations, relationships, and organizational climate. It is typically unverified, repetitive, and personal in nature (Puyod, 2020). The core dimensions of negative gossip include intentionality, the purposeful act of sharing harmful information; repetitiveness, the frequency with which the gossip is circulated; personal attacks, which target individual character or competence; and social undermining, which seeks to damage interpersonal relationships or professional standing (Foster, 2018). In educational institutions, gossip can erode trust, damage teamwork, and impact morale among teachers and staff. According to Arasli et al. (2019), environments with low organizational justice and weak leadership are more prone to the spread of toxic communication. Managing gossip requires a culture of openness, ethical leadership, and emotional intelligence to foster mutual respect and professionalism in the workplace.

Knowledge hiding refers to the intentional act of withholding or concealing knowledge when it is requested by a colleague. It is not merely the absence of sharing but a deliberate behavior that undermines collaboration and trust (Černe et al., 2018). According to Connelly et al. (2019), knowledge hiding manifests in three main dimensions: evasive hiding (providing misleading or partial information), playing dumb (pretending not to know), and rationalized hiding (giving justifications for not sharing knowledge). These behaviors negatively affect team

performance, innovation, and organizational learning. In educational settings, knowledge hiding among teachers may impede instructional improvement, collaborative planning, and professional development. Research suggests that knowledge hiding is often triggered by distrust, fear of losing power, or interpersonal conflict (Arain et al., 2020). To mitigate this, fostering a culture of psychological safety, transparency, and ethical leadership is critical to encouraging open knowledge exchange.

This study assumes that workplace spirituality significantly influences the occurrence of negative workplace gossip and knowledge hiding among teachers in public elementary schools. It presumes that when teachers perceive meaningful work, a sense of community, inner life, and alignment with organizational values, they are less likely to engage in harmful behaviors such as gossiping and withholding information. The educational setting, being collaborative by nature, demands open communication and trust among its members. However, in practice, issues like toxic gossip and knowledge hiding persist, potentially undermining instructional effectiveness and collegial relationships. Thus, investigating these constructs and their interrelationships is necessary to provide empirical evidence on how fostering spiritual values in the workplace may serve as a protective factor. The findings of this study are expected to guide school administrators in designing professional development and intervention programs that nurture positive work climates and enhance collaboration and integrity among educators.

Grounded in the theoretical foundations and conceptual understanding of the three key research constructs—workplace spirituality, negative workplace gossip, and knowledge hiding—this study will be conducted in accordance with the research paradigm presented on the following page. This paradigm serves as both the roadmap and compass of the investigation, providing a clear directional guide for analyzing the relationships among the variables. It illustrates how workplace spirituality, with its core dimensions, may influence or mitigate the prevalence of negative workplace gossip and knowledge hiding within the school context. As a visual representation of the study's theoretical anchorage and research flow, the paradigm reinforces the logical structure and coherence of the investigation, ensuring that the research objectives, hypotheses, and data analysis are all aligned with the study's conceptual and theoretical framework.

3. Methodology

Research Design. This study adopted a quantitative research design, specifically employing the descriptive-correlational method, to examine the intricate dynamics among workplace spirituality, knowledge hiding, and negative workplace gossip. The primary objective was to underscore the moderating role of workplace spirituality in the relationship between knowledge hiding and negative workplace gossip among teachers in public elementary schools within the Aritao I District during the academic year 2025–2026. **Research Environment.** The research was conducted at the Aritao I District of the Department of Education in Nueva Vizcaya, a vibrant educational jurisdiction composed of 12 public elementary schools. For School Year 2025–2026, the district serves 2,985 learners and employs 118 dedicated teachers. These schools function under the visionary leadership of District Supervisor Dr. Irene B. Bosque and are embedded within diverse cultural and socioeconomic communities that shape their educational practices and professional dynamics. **Respondents of the Study**. The study involved a total of 94 public elementary school teachers, comprising 76.42% of the 123 teaching personnel in Aritao I District. This sample size was determined using Slovin's Formula to ensure statistical representativeness and methodological rigor, thereby enhancing the reliability and validity of the findings.

Sampling Procedure. To explore the moderating role of workplace spirituality on knowledge hiding and negative workplace gossip, this study utilized a stratified sampling technique. Teachers were categorized based on their respective school affiliations, ensuring that each stratum represented the unique context of its school environment. Within each group, participants were selected using simple random sampling. This dual approach ensured balanced representation across the district, capturing a diverse array of teacher experiences and perspectives, thereby enhancing the validity and generalizability of the findings.

Research Instrument. In order to gather the salient data needed for this research investigation, the following

research instruments were used by the researcher:

Workplace Spirituality Descriptive Questionnaire. This study utilized a 24-item standardized questionnaire developed and validated by Dumayas and Dura (2018) to assess workplace spirituality within organizations in the Philippine context. Designed specifically to capture the multidimensional nature of spiritual engagement in professional settings, the instrument reflects culturally relevant indicators of meaning, purpose, interconnectedness, and inner well-being in the workplace. With a Cronbach's alpha coefficient of 0.852, the tool demonstrates strong internal consistency and reliability, affirming its suitability for research applications involving Filipino educators and organizational environments.

Negative Workplace Gossip Questionnaire. This utilized a 24-item questionnaire developed and validated by Puyod (2021) to assess the prevalence of negative workplace gossip in organizational settings within the Philippine context. The instrument examines various aspects of gossip behavior, such as its frequency, nature, and perceived impact on the work environment. It recorded a high Cronbach's alpha coefficient of 0.916, indicating excellent internal consistency and reliability.

Knowledge Hiding Descriptive Questionnaire. This is an 18-item questionnaire developed and validated by Elesio and Genuba (2024) to assess the presence of knowledge hiding within organizations in the context of Filipino society. The instrument captures various dimensions of knowledge withholding behaviors, such as evasive hiding, playing dumb, and rationalized hiding. It achieved a Cronbach's alpha of 0.879, indicating a high level of internal consistency and reliability.

Statistical Treatment of Data. The data gathered through the questionnaire were analyzed using the following statistical tools. **Mean.** This was utilized to determine the perceived workplace spirituality, knowledge hiding, and negative workplace gossip prevailing in public elementary schools as perceived by the teachers. **Pearson-r.** This was used to determine the significant relationship between perceived workplace spirituality, knowledge hiding, and negative workplace gossip as perceived by teachers.

4. Results and Discussion

Problem 1. What is the perception of the respondents of their workplace spirituality along the dimensions of meaningful work, sense of community, alignment with organizational values, and inner life?

Data in Table 1 indicate that the respondents generally perceive a high level of workplace spirituality, as evidenced by the grand mean of 3.38, which is qualitatively described as High. This suggests that, overall, employees experience a work environment that supports spiritual well-being, fosters meaningful connections, and aligns personal and organizational values. Workplace spirituality, in this context, appears to be a significant aspect of the respondents' professional experiences, reflecting both individual and collective engagement in the organizational setting. Among the dimensions of workplace spirituality, Inner Life received the highest mean score of 3.55, categorized as Very High. This finding indicates that employees strongly value the integration of their personal beliefs, values, and self-awareness into their work. Such a high rating demonstrates that individuals perceive their inner spiritual life as an essential component of their professional identity. It reflects a workforce that is conscious of personal growth and self-reflection, which may contribute to enhanced motivation, ethical decision-making, and resilience in the workplace.

Table 1
Mean and qualitative description of the perceived workplace spirituality of the respondents (n=94)

Workplace Spirituality	Mean	Qualitative Description
Meaningful Work	3.33	High
Sense of Community	3.35	High
Alignment with Organizational Values	3.36	High
Inner Life	3.55	Very High
Grand Mean	3.38	High

The dimension of Alignment with Organizational Values follows closely, with a mean of 3.36 (High). Respondents perceive that their personal values are largely congruent with the mission, vision, and core values of the organization. This alignment fosters a sense of purpose and belonging, reinforcing employees' commitment to organizational goals. A strong alignment between personal and organizational values is critical in promoting cohesion, ethical behavior, and overall job satisfaction, as it allows employees to see their work as part of a larger meaningful framework. Similarly, Sense of Community scored a mean of 3.35 (High), highlighting the importance of social connections and support networks within the workplace. Employees feel a strong sense of collegiality, teamwork, and mutual respect. This dimension underscores the role of interpersonal relationships in enhancing workplace spirituality, as individuals who feel part of a supportive community are more likely to experience engagement, collaboration, and collective well-being.

Finally, the Meaningful Work dimension received the lowest mean of 3.33 (High), though still within the high category. This indicates that while employees perceive their work as generally meaningful, there may be opportunities to further enhance the significance of daily tasks. Strategies such as clarifying how individual roles contribute to organizational impact, providing recognition, and encouraging reflection on the broader purpose of work could help strengthen this dimension. The results suggest that the respondents experience a spiritually enriched work environment, with the inner life of employees being most nurtured, while meaningful work presents the greatest potential for further development. The high ratings across all dimensions reflect an organizational culture that values both personal growth and collective engagement, contributing to holistic employee well-being and organizational effectiveness.

The above findings are supported by literature on workplace spirituality, which emphasizes meaning, purpose, and connectedness in professional life. Unlike religion, it is grounded in humanistic values and existential psychology, centering on authenticity, inner integration, and ethical relationships at work (Petchsawang & McLean, 2017; van der Walt & de Klerk, 2020). In education, workplace spirituality is especially relevant as it helps teachers cope with burnout, emotional exhaustion, and ethical dilemmas intensified by rapid reforms and social change. When teachers perceive their work as meaningful and aligned with personal values, they demonstrate higher job satisfaction, resilience, and vocational commitment (Jena, 2021; Widodo & Suryosukmono, 2021). Institutions that foster spiritually supportive environments likewise benefit from stronger collegiality, higher engagement, and reduced turnover (Aboobaker & Zakkariya, 2022). Importantly, workplace spirituality serves as a moral anchor for fair and compassionate decision-making, strengthening the culture of inclusivity and integrity that underpins effective teaching and learning.

Problem 2. How do the respondents perceive the prevalence of knowledge hiding in their school along the dimensions of evasive hiding, playing dumb, and rationalized hiding?

The overall perception of knowledge hiding among the respondents, as reflected by the grand mean of 3.51, falls within the high range. This indicates that, generally, respondents tend to engage in behaviors that withhold or conceal knowledge in the workplace, suggesting that knowledge hiding is a notable concern that could potentially impact collaboration, innovation, and organizational effectiveness.

Table 2
Mean and qualitative description of the perceived knowledge hiding of the respondents (n=94)

Workplace Spirituality	Mean	Qualitative Description
Evasive Hiding	2.53	High
Playing Dumb	2.48	Low
Rationalized Hiding	2.53	High
Grand Mean	3.51	High

Looking at the individual dimensions, evasive hiding scored a mean of 2.53, indicating a high tendency among respondents to partially disclose information while appearing cooperative. This behavior reflects a cautious approach, where individuals share limited knowledge to protect themselves, maintain a competitive advantage, or avoid judgment for incomplete information. The playing dumb dimension, on the other hand, obtained a mean of

2.48, which is categorized as low. This suggests that respondents rarely resort to pretending ignorance when asked for information. It implies that while employees may withhold knowledge for strategic or protective reasons, deliberate deception through feigning incompetence is less common. Finally, rationalized hiding, with a mean of 2.53 (high), indicates that respondents often justify withholding information by citing organizational rules, confidentiality, or task relevance. This pattern shows that knowledge hiding is frequently rationalized as appropriate or necessary, highlighting employees' awareness of the contextual or ethical implications of sharing knowledge.

The findings reveal that knowledge hiding is present in the workplace, particularly through evasive and rationalized forms, whereas feigning ignorance is less prevalent. These results underscore the need for organizations to cultivate a culture of trust, openness, and psychological safety, where employees feel encouraged and supported to share knowledge without fear of negative consequences. Promoting transparent communication and collaborative practices may help reduce tendencies toward knowledge hiding and enhance overall organizational performance.

The above findings are supported by existing literature, which emphasizes that knowledge hiding is a deliberate act of withholding requested information and is highly detrimental to organizational functioning. Unlike knowledge hoarding, which may occur passively, knowledge hiding involves intentional behaviors that undermine trust and collaboration within professional environments (Černe et al., 2018). Studies have shown that such practices obstruct organizational learning, weaken team cohesion, and limit opportunities for innovation (Anaza & Nowlin, 2017; Wang et al., 2019). Furthermore, knowledge hiding reduces psychological safety, leading employees to disengage from collective goals and avoid collaboration, thereby creating barriers to effective teamwork and overall organizational growth (Connelly et al., 2019).

Problem 3. How do the respondents perceive negative workplace gossip in their school along the dimensions of intentionality, repetitiveness, personal attacks, and social undermining?

The respondents' perception of negative workplace gossip, as indicated by a grand mean of 2.57, falls within the high range. This suggests that employees perceive gossip as a significant behavior in their workplace, which can affect trust, collaboration, and overall organizational climate. Negative workplace gossip, characterized by the dissemination of unfavorable or harmful information about colleagues, is thus recognized as a notable concern that can influence interpersonal relationships and team dynamics.

Table 3
Mean and qualitative description of the perceived negative workplace gossip of the respondents (n=94)

Negative Workplace Gossip	Mean	Qualitative Description
Intentionality	2.64	High
Repetitiveness	2.56	High
Personal Attacks	2.58	High
Social Undermining	2.48	Low
Grand Mean	2.57	High

Examining the sub-dimensions provides further insight into the nature of gossip. Intentionality, with a mean of 2.64, is perceived as high, indicating that gossip is often deliberately initiated to harm, manipulate, or influence others. This highlights the purposeful nature of such behaviors and the potential for calculated interpersonal conflict. Repetitiveness, with a mean of 2.56, also falls in the high range, suggesting that gossip tends to be circulated repeatedly, which can amplify misunderstandings, resentment, and workplace tension. Similarly, personal attacks scored a high mean of 2.58, indicating that gossip often targets individuals' character, competence, or behavior. This dimension reflects the interpersonal harm caused by gossip, which can undermine confidence, relationships, and morale. On the other hand, social undermining obtained a mean of 2.48, interpreted as low, showing that overt efforts to damage someone's social standing are less common, though still present.

The findings reveal that negative workplace gossip is prevalent and impactful, particularly through intentional,

repetitive, and personally attacking behaviors. While direct social undermining is less frequent, the cumulative effect of these behaviors can erode trust, reduce collaboration, and negatively affect organizational climate. To mitigate these issues, organizations should foster a culture of positive communication, respect, and accountability, alongside policies and interventions aimed at minimizing gossip and promoting healthy interpersonal relationships.

The above findings are supported by literature on negative workplace gossip (NWG), which is a covert form of mistreatment involving the spread of harmful or unverified information about colleagues. Research shows that NWG erodes trust, undermines professional relationships, and negatively affects the psychological well-being of employees (Kong, 2018; Greenslade Yeats et al., 2023). In schools, gossip among teachers can diminish morale, weaken collaboration, and adversely impact both instructional effectiveness and student learning outcomes. Kong (2018) highlights that NWG fosters social undermining by lowering organizational self-esteem and perceived insider status, ultimately impairing both in-role performance and citizenship behaviors. This dynamic becomes more damaging for individuals predisposed to hostile attribution biases. Similarly, Greenslade Yeats et al. (2023) found that when gossip is perceived as self-serving, it spreads distrust across the workplace, not only towards the gossiper but also within the broader staff network. This contagion effect may prompt teachers to withdraw support, disengage from collaboration, or even withhold valuable knowledge.

Problem 4. Is there a significant relationship between the perceived workplace spirituality with knowledge hiding and negative workplace gossip as perceived by the respondents?

Data in Table 5 show that overall correlation between workplace spirituality and knowledge hiding produced an r-value of 0.010 with a p-value of 0.924, indicating a negligible and statistically insignificant relationship. This finding suggests that, in general, the level of workplace spirituality experienced by the respondents does not meaningfully influence the extent to which they engage in knowledge hiding behaviors. Whether employees perceive their work as meaningful, feel a sense of community, experience alignment with organizational values, or nurture their inner life, these spiritual dimensions do not appear to impact their willingness to share or withhold knowledge.

Table 4
Correlation coefficient between the dimensions of workplace spirituality and knowledge hiding (n=94)

Workplace Spirituality	Computed r-value	*p-value*	Remarks
Meaningful Work	0.014 *(negligible correlation)*	0.893	Not Significant
Sense of Community	0.033 *(negligible correlation)*	0.752	Not Significant
Alignment with Organizational Values	0.020 *(negligible correlation)*	0.848	Not Significant
Inner Life	0.082 *(negligible correlation)*	0.432	Not Significant
Overall Correlations	0.010 *(negligible correlation)*	0.924	Not Significant

Degrees of Freedom: 92 Level of Significance: 0.05

Examining the dimensions individually, a consistent pattern emerges. Meaningful Work ($r = 0.014$, $p = 0.893$), Sense of Community ($r = 0.033$, $p = 0.752$), and Alignment with Organizational Values ($r = 0.020$, $p = 0.848$) all demonstrated negligible correlations with knowledge hiding, underscoring the absence of a measurable connection. The dimension of Inner Life, while slightly higher ($r = 0.082$, $p = 0.432$), still falls within the negligible range and remains statistically insignificant. Collectively, these results highlight that none of the specific aspects of workplace spirituality show a meaningful association with knowledge hiding practices among the study's respondents. The lack of significant correlations is noteworthy in light of existing literature that positions workplace spirituality as a potential driver of positive organizational outcomes, such as collaboration, trust, and openness. Theoretically, employees who find meaning in their work, feel connected to others, and align with organizational values are expected to be less inclined to conceal knowledge. However, the findings of this study suggest that in this particular organizational setting, workplace spirituality alone does not explain variations in knowledge hiding behavior.

One possible explanation is that knowledge hiding is shaped more strongly by contextual and structural factors such as organizational culture, leadership style, and competitive pressures rather than by spiritual or personal values. Recent studies confirm that leadership and culture play a more decisive role in shaping knowledge-sharing

behaviors than individual traits alone (Butt & Ahmad, 2019; Shahzadi et al., 2021). This suggests that while workplace spirituality fosters individual well-being and job satisfaction (Petchsawang et al., 2020; Widodo & Suryosukmono, 2021), these benefits do not necessarily translate into concrete behavioral outcomes like knowledge sharing.

The findings of this study, which revealed no significant correlation between workplace spirituality and knowledge hiding, align with the growing view that organizational mechanisms such as trust, justice, and leadership support are stronger predictors of knowledge behaviors (Bari et al., 2019; Serenko & Bontis, 2022). This underscores the need to examine mediating factors—such as psychological safety, organizational justice, and innovation climate—that may more directly explain why employees choose to withhold or share knowledge in educational contexts. By situating the results within this broader literature, the study highlights that fostering workplace spirituality alone may be insufficient to reduce knowledge hiding without supportive organizational systems.

The results of Table 5 present the correlation coefficients between the dimensions of workplace spirituality and negative workplace gossip. The overall correlation produced an r-value of -0.017 with a p-value of 0.871, indicating a negative negligible and non-significant relationship.

Table 5
Correlation coefficient between the dimensions of workplace spirituality and negative workplace gossip (n=94)

Workplace Spirituality	Computed r-value	*p-value*	Remarks
Meaningful Work	-0.088 *(negative negligible correlation)*	0.399	Not Significant
Sense of Community	-0.020 *(negative negligible correlation)*	0.848	Not Significant
Alignment with Organizational Values	-0.060 *(negative negligible correlation)*	0.566	Not Significant
Inner Life	0.159 *(negligible correlation)*	0.126	Not Significant
Overall Correlations	-0.017 *(negative negligible correlation)*	0.871	Not Significant

Degrees of Freedom: 92 Level of Significance: 0.05

This means that, when taken collectively, workplace spirituality does not exert a meaningful influence on the prevalence of negative gossip in the workplace. In other words, employees' experiences of meaning, community, value alignment, and inner life do not appear to significantly reduce or increase the tendency to engage in gossip behaviors. Looking into the individual dimensions, all results similarly fall within negligible ranges and lack statistical significance. Meaningful Work ($r = -0.088$, $p = 0.399$), Sense of Community ($r = -0.020$, $p = 0.848$), and Alignment with Organizational Values ($r = -0.060$, $p = 0.566$) all demonstrated negligible negative correlations with negative gossip, suggesting that employees who perceive their work as meaningful, feel a sense of belonging, or align with organizational values are only very slightly less likely to engage in gossip—but the association is too weak to be considered meaningful. Interestingly, the dimension of Inner Life ($r = 0.159$, $p = 0.126$) showed a negligible positive correlation, implying that employees with greater spiritual awareness or mindfulness may still engage in gossip behaviors, although this relationship is also statistically insignificant.

These findings diverge from theoretical expectations, as workplace spirituality is often linked to trust, openness, and ethical conduct, which are typically assumed to discourage negative gossip (Petchsawang & Duchon, 2019). The absence of significant results in this study suggests that while workplace spirituality may enhance employees' sense of meaning, authenticity, and well-being, it does not directly regulate gossip behavior within the organizational setting. This aligns with recent arguments that spirituality tends to operate at the personal and relational level, whereas gossip is largely driven by broader social dynamics and structural factors (Wang et al., 2021). It is plausible that gossip is shaped more strongly by contextual influences such as workplace culture, power relations, conflict dynamics, and leadership practices than by employees' spiritual orientation. As Kakarika et al. (2017) emphasized, gossip functions as a complex social mechanism for managing uncertainty, expressing dissatisfaction, or negotiating informal influence within groups. Thus, even spiritually oriented employees may still engage in gossip if such behaviors are normalized, tolerated, or implicitly rewarded within the organization.

The findings underscore that workplace spirituality—whether considered holistically or across its dimensions of inner life, meaningful work, community, and alignment with values—does not significantly predict negative

workplace gossip among employees. This suggests that addressing gossip requires more direct organizational strategies. Practical interventions may include strengthening formal and informal communication systems, cultivating conflict resolution mechanisms, and fostering leadership practices that model ethical dialogue and discourage divisive talk (Mousa & Alas, 2021). Therefore, while workplace spirituality remains valuable for personal growth and employee fulfillment, it should be complemented by systemic organizational efforts to minimize negative gossip and build a culture of trust and respect.

Problem 5. Is there a significant relationship between the perceived knowledge hiding and negative workplace gossip of the respondents?

Table 6 presents the correlation between knowledge hiding and negative workplace gossip among the respondents. The computed r-value of 0.018 with a p-value of 0.872 indicates a negligible positive correlation that is not statistically significant. This suggests that employees' tendency to conceal knowledge is not meaningfully associated with their engagement in negative gossip. In other words, whether employees withhold information intentionally or not does not appear to influence their likelihood of spreading or participating in gossip, and vice versa.

Table 6
Correlation coefficient between the perceived knowledge hiding and negative workplace gossip of the respondents (n=94)

Variables Compared	Computed r-value	*p-value*	Remarks
Knowledge Hiding VS Negative Workplace Gossip	0.018 *(negligible correlation)*	0.872	Not Significant

Degrees of Freedom: 92 Level of Significance: 0.05

Theoretically, both knowledge hiding and gossip are considered counterproductive workplace behaviors. Knowledge hiding undermines collaboration, stifles innovation, and creates barriers to organizational learning, while negative gossip erodes trust, damages reputations, and weakens team cohesion. It might be expected that individuals who engage in one of these behaviors are also prone to the other, as both can stem from interpersonal distrust, competitiveness, or weak organizational culture. However, the findings of this study reveal no significant relationship between the two, indicating that they may emerge from different drivers and should be understood as distinct behavioral phenomena. One possible explanation is that knowledge hiding and gossip serve different psychological and social functions. Knowledge hiding is often motivated by self-protection, competitiveness, or perceptions of unfairness (Connelly et al., 2019; Zhao et al., 2019), whereas gossip can function as a social bonding mechanism, a form of stress relief, or even an informal way of exchanging information (Ellwardt et al., 2019; Michelson & Suchitra, 2019). Thus, an employee might choose to withhold knowledge without engaging in gossip, or participate in gossip while still being open with knowledge sharing in professional tasks.

Another interpretation is that organizational and contextual factors may play a stronger role in shaping each behavior separately. Leadership style, workplace trust, and communication climate have been shown to influence knowledge hiding (Anser et al., 2021; Serenko & Bontis, 2016), while gossip tends to be more strongly tied to social networks, group dynamics, and informal workplace culture (Wu et al., 2021; Grosser et al., 2018). This separation may explain why the two do not show a significant statistical link in this sample. The results demonstrate that knowledge hiding and negative workplace gossip are independent behaviors that do not significantly correlate with one another. This implies that interventions to address counterproductive behaviors in the workplace must be tailored to the unique causes and dynamics of each, rather than assuming a shared foundation.

Problem 6. Based on the significant findings of the study, what management intervention could be crafted to enhance workplace spirituality, and lessen the prevalence of knowledge hiding and negative workplace gossip?

The salient results of the study across the three variables served as the foundation for identifying topics to be included in the training design for teachers, which the researcher considered as an educational management intervention. For the variable on negative workplace gossip, the benchmark statements with the highest means

from each dimension were selected as the basis for training topics. These included the recognition that negative gossip is sometimes used to manipulate perceptions of others, that conversations of this nature often occur during breaks, that criticisms of coworkers' lifestyles or family matters are commonly heard, and that gossip negatively affects collaboration and team spirit. Similarly, for the variable on knowledge hiding, the researcher also relied on benchmark statements with high means as the basis for selecting relevant topics. These statements revealed that colleagues may act helpful while intentionally concealing important knowledge, that some employees pretend not to know answers in order to avoid sharing, and that confidentiality is at times used as an excuse to withhold valuable information.

On the other hand, for workplace spirituality, the benchmark statements with the lowest means from each dimension were used as the reference for developing training topics. These included areas where teachers felt a lack of passion and fulfillment in their work, the absence of a strong spirit of collaboration and care in the workplace, weak alignment with ethical organizational principles, and limited freedom to engage in mindfulness or quiet reflection. By addressing these identified concerns, the training design aims to strengthen teachers' professional practice, improve workplace culture, and foster a more collaborative and values-driven environment.

5. Conclusions

Based on the significant findings of the study, several key conclusions were drawn:

- The respondents generally demonstrated a high perception of workplace spirituality, indicating that they experience meaningful connections, a sense of belonging, alignment with organizational values, and inner reflection in their professional environment.
- The overall level of knowledge hiding among respondents was also high, suggesting that withholding or concealing information remains a notable concern that could hinder collaboration and organizational growth.
- The respondents similarly reported a high perception of negative workplace gossip, highlighting its presence as a persistent issue that can undermine trust, collegiality, and teamwork.
- Correlation analyses revealed no significant relationship between workplace spirituality and knowledge hiding, nor between workplace spirituality and negative workplace gossip. While workplace spirituality showed a negligible negative correlation with gossip, the association was too weak to be considered meaningful.
- The study also found a negligible and statistically insignificant correlation between knowledge hiding and negative workplace gossip, suggesting that these counterproductive behaviors operate independently rather than influencing each other.
- The findings provided the foundation for the development of an educational management intervention entitled "From Gossip to Growth: A Seminar Program for Building Collaborative and Ethical Teaching Communities", designed to address these issues and promote a healthier, more values-driven workplace culture.

Recommendations - Based on the significant findings presented and conclusions drawn, the following recommendations were offered.

- Since respondents perceived a generally high level of workplace spirituality, school leaders are encouraged to sustain and further enhance practices that foster meaningful work, community belongingness, alignment with organizational values, and inner life. This can be achieved through professional development programs on ethical leadership, value-driven teaching, and reflective practices,

as well as by providing spaces and opportunities for mindfulness, dialogue, and shared vision-building among teachers.

- Given the high perception of knowledge hiding, schools may establish structured systems for knowledge sharing, such as peer mentoring programs, collaborative planning sessions, and professional learning communities (PLCs). Leaders must also create a supportive culture where openness and collaboration are rewarded, and where withholding information is discouraged by ensuring psychological safety, recognition, and accountability.
- Since gossip was perceived as prevalent, interventions may focus on promoting healthy communication and trust-building within the workplace. Regular seminars on professional ethics, conflict management, and collegial respect can reduce harmful behaviors. In addition, administrators should model transparent and constructive communication, reinforce positive norms, and establish clear policies to discourage gossip while providing safe avenues for addressing workplace concerns.
- Although workplace spirituality did not significantly correlate with knowledge hiding or negative gossip, its intrinsic value in nurturing ethical decision-making and personal fulfillment may not be overlooked. School administrators may consider integrating spirituality-related practices (e.g., reflective journaling, values clarification workshops, or mindfulness activities) into teacher development programs to indirectly reinforce a culture of openness, trust, and integrity.
- The negligible correlation between knowledge hiding and gossip suggests these are separate phenomena that require tailored interventions. For knowledge hiding, strategies may focus on enhancing collaboration and intellectual generosity, while for gossip, efforts should target interpersonal relationships, emotional intelligence, and communication ethics. Recognizing their distinct roots ensures more precise and effective policy and training responses.
- Finally, the study's findings underscore the need to operationalize the proposed intervention, *"From Gossip to Growth: A Seminar Program for Building Collaborative and Ethical Teaching Communities."* This program may be institutionalized as part of continuing professional development in the district, with monitoring and evaluation mechanisms in place to ensure its long-term sustainability and effectiveness in shaping collaborative, ethical, and spiritually enriched teaching communities.
- It is recommended that this study be replicated in other educational contexts, such as secondary schools, higher education institutions, or different districts, to validate and strengthen the findings. Future research may also adopt mixed-methods approaches, integrating qualitative insights to capture deeper perspectives on workplace spirituality, knowledge hiding, and gossip. Expanding the scope across diverse educational and cultural settings will enhance generalizability, provide comparative insights, and contribute to a broader understanding of how these workplace dynamics shape organizational culture and teacher professionalism.

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Ambidextrous educational leadership practices of school heads and teachers' open-mindedness behavior: The case of Aritao 1 District

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Abstract

This study investigated the ambidextrous leadership practices of school heads and their relationship with teachers' open-mindedness in Aritao I District, Nueva Vizcaya, during the academic year 2025–2026 utilizing quantitative research design employing descriptive-correlational method. A sample of 94 public elementary school teachers, representing a substantial proportion of the teaching force, was determined through Slovin's formula and stratified random sampling to ensure fair representation. Ambidextrous leadership was assessed through two dimensions—exploration and exploitation—while teachers' open-mindedness was examined across five dimensions: reflectiveness, adaptability to change, willingness to consider alternative perspectives, receptiveness to feedback, and respect for diverse opinions. Validated questionnaires were used as the primary research instrument, and data were analyzed using descriptive statistics, Pearson's r, and the coefficient of determination at the 0.05 significance level. Results indicated that school heads generally displayed ambidextrous leadership at a good level, with exploration rated more favorably than exploitation. Teachers demonstrated a high level of open-mindedness, with adaptability to change emerging as the strongest attribute. Correlation analysis revealed significant positive relationships between ambidextrous leadership and teachers' open-mindedness, with exploration exerting greater influence than exploitation. The study concluded that while ambidextrous leadership significantly shaped teachers' open-mindedness, it did not wholly explain it, suggesting the influence of other factors. Based on the findings, training designs were crafted to strengthen leadership balance, enhance teachers' inclusivity, and promote collaborative and receptive practices. These results provide valuable insights for leadership development, teacher professional growth, and policy alignment aimed at improving educational effectiveness.

Keywords: ambidextrous leadership practices, teachers' open-mindedness

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1. Introduction

In the contemporary educational landscape, the role of school heads has evolved beyond administrative efficiency to encompass innovation leadership and human development. School leaders today are expected not only to manage daily operations but also to guide their institutions through complex educational reforms, technological integration, and diverse learner needs. This evolving role requires a unique leadership capacity that can both sustain existing systems and explore new possibilities. The researcher proposes that ambidextrous educational leadership, which balances exploiting present capabilities while exploring future potentials, is a crucial paradigm for today's school administrators. This duality allows leaders to foster instructional innovation while ensuring consistency and accountability—two pillars necessary for school improvement and student success.

Moreover, the researcher recognizes that effective leadership does not operate in isolation—it is profoundly interwoven with teacher attitudes and dispositions. Among these, teacher open-mindedness stands out as a critical psychological trait that influences how educators engage with change, collaborate with peers, and integrate new pedagogical practices. Open-minded teachers are more likely to embrace curriculum innovation, reflect on diverse perspectives, and adapt to student-centered approaches. Therefore, understanding the relationship between school heads' ambidextrous leadership behaviors and teachers' level of open-mindedness is vital. This study is grounded on the assumption that when school heads skillfully alternate between exploration and exploitation, they create a school climate that nurtures teacher flexibility, reflection, and professional growth.

In today's rapidly evolving educational landscape, school leaders face the dual challenge of maintaining high operational standards while fostering innovation. Ambidextrous leadership—balancing exploration (innovation-oriented behavior) and exploitation (efficiency and control)—has emerged as a vital leadership paradigm in global contexts (Rosing & Zacher, 2023). Gerlach, Hundeling, and Rosing (2020) demonstrated through longitudinal analysis that organizations with leaders who combine opening and closing behaviors experience significantly higher innovation performance. In vocational and public education, Bouwmans et al. (2019) confirmed that team leaders who alternate between empowering and directive actions enhance collective team learning. These international findings suggest the effectiveness of ambidextrous leadership across institutional types, emphasizing its relevance for school heads as both instructional visionaries and operational managers.

Ambidextrous leadership in education is marked by opening behaviors, which include encouraging experimentation, challenging the status quo, and supporting teacher autonomy. In a study conducted in private universities in Iraq, Jaber (2023) found that opening leadership behaviors positively influenced strategic learning through the facilitation of knowledge-generation and sharing processes. Similarly, Guijarro-García et al. (2020) emphasized practical methods like problem-based learning and gamification under ambidextrous leadership to enhance creative thinking in higher education. These insights illustrate that educational leaders who engage in exploratory behaviors can catalyze innovation in curricula, pedagogy, and institutional culture.

Conversely, closing behaviors promote order, systematic implementation, and performance consistency. Alghamdi (2018) affirmed that closing behaviors facilitate exploitation and enhance routine procedures and compliance, which in turn support innovative outcomes under suitable climates. In public institutions like immigration offices, Shin et al. (2025) observed that closing behaviors, when coupled with opening behaviors and organizational support, significantly boost innovative performance. For school heads, these behaviors translate into efficient administration: maintaining high-quality standards, enforcing policies, and ensuring a stable learning environment. Both dimensions are crucial for balancing stability and change.

The impact of ambidextrous leadership is not merely institutional—it transforms teacher attitudes and practices. Özdemir, Çoban, and Pietsch (2024) found that school principals' opening behaviors boosted teacher exploration (e.g., uptake of new pedagogies), particularly when teacher–leader exchanges were strong. Similarly, Yasmeen and Ajmal (2024) documented how the combination of opening and closing behaviors in local government leaders fostered employee ambidextrous behavior and creativity, moderated by organizational culture. Though these studies focus on non-educational settings, their implications for teachers are clear: leaders who balance innovation with structure help educators adopt and sustain novel practices effectively.

Teacher open-mindedness—the willingness to suspend judgment, engage diverse viewpoints, and adapt to new evidence—is widely recognized as a key disposition and teacher competence (Bautista, Misco & Quaye, 2018). In ESL teaching, open-mindedness was linked to enhanced social intelligence and improved classroom interaction. Bautista et al. (2018) specifically underscored that pre-service teachers' capacity to address controversial issues depended heavily on fostering open-minded beliefs early in training. Thus, teacher open-mindedness both supports and stems from an innovative and reflective school environment, which can be strongly shaped by ambidextrous leaders.

Global scholarship has underscored benefits of ambidextrous leadership interacting with employee attitudes and behaviors (Alghamdi, 2018; Gerlach et al., 2020); however, empirical evidence directly linking school heads' ambidextrous behaviors to teacher open-mindedness remains limited. Scholarly frameworks such as Rosing et al. (2011) and Guijarro-García et al. (2020), though insightful, have not been sufficiently applied in K–12 contexts. Similarly, while teacher open-mindedness is valued in training and ESL settings (Bautista et al., 2018; Frontiers, 2022), its relationship to leadership styles in schools has not been strongly tested. This signals a critical gap in understanding how a principal's ambidextrous orientation may foster teacher dispositions that drive educational innovation.

This research integrates ambidextrous leadership theory (Rosing & Zacher, 2023), organizational learning theory, and teacher dispositions frameworks (Bautista et al., 2018; Frontiers, 2022). According to ambidexterity theory, opening behaviors stimulate innovation while closing behaviors ensure control; both are vital and complementary (Rosing et al., 2011). Concurrently, teacher open-mindedness—comprising critical faculties such as suspension of judgment, intellectual humility, and curiosity—enables educators to utilize ambidextrous climates effectively (Bautista et al., 2018; Frontiers, 2022). Thus, the leadership-practice link is mediated through school culture and teacher dispositions.

This research aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education and SDG 16: Peace, Justice, and Strong Institutions. By exploring ambidextrous educational leadership and its influence on teachers' open-mindedness, the study supports the development of inclusive, adaptive, and innovative school environments that promote lifelong learning opportunities. Ambidextrous leadership fosters innovation and continuous improvement, which are critical in ensuring equitable and high-quality education. Simultaneously, promoting teachers' open-mindedness contributes to inclusive pedagogical practices and respect for diverse perspectives, advancing SDG 4 targets. Additionally, strengthening leadership practices within schools contributes to building strong, transparent, and accountable institutions as envisioned in SDG 16. The study empowers school leaders and teachers to become proactive agents of change, fostering a culture of collaboration, responsiveness, and resilience. By anchoring on these global goals, the research aims to contribute to a more just, inclusive, and sustainable education system in the Philippines.

This research is firmly anchored in the National Research Agenda for Teacher Education (NRATE), which emphasizes leadership development, instructional quality, and teacher professionalism. NRATE advocates for research that enhances school leadership effectiveness to foster teacher competence and student learning outcomes. By examining ambidextrous leadership—defined as the ability to simultaneously explore innovation and exploit existing practices—this study contributes to NRATE's priority of advancing transformative and adaptive school leadership. Furthermore, exploring the correlation with teachers' open-mindedness aligns with NRATE's call to

cultivate reflective, flexible, and innovative educators who are prepared to engage with 21st-century teaching challenges. This study also supports the agenda's goal of evidence-based policymaking and capacity-building in school leadership and teacher development. Thus, it not only informs leadership practices but also strengthens teacher agency, ultimately contributing to the improvement of educational systems in the Philippines.

This study is aligned with the Department of Education (DepEd) Research Agenda, particularly under the thematic area of Governance, and the strand of Leadership and Management. The research focuses on *Ambidextrous Educational Leadership Practices*—a model that promotes both innovation and the optimization of existing school practices—and its relationship to *Teachers' Open-Mindedness*, a critical quality in responding to reforms and instructional shifts. DepEd's research priorities encourage the generation of evidence-based knowledge that enhances school leadership capacity, strengthens teacher development, and improves educational outcomes. This study addresses those goals by examining how leadership practices shape teacher attitudes and responsiveness to change—factors that directly impact teaching quality and student achievement. It also supports the Basic Education Development Plan (BEDP) 2030 by contributing to strategies for transforming school leadership into a more adaptive, reflective, and forward-thinking force. Ultimately, the study informs policy and practice in the pursuit of a more effective and empowered basic education system.

This study is firmly anchored in the Nueva Vizcaya State University (NVSU) Research Agenda, particularly within the Education and Social Development research domain. NVSU prioritizes research that enhances educational systems, strengthens institutional governance, and promotes teacher quality—core aspects directly addressed by this investigation on *Ambidextrous Educational Leadership Practices and Teachers' Open-Mindedness*. The study contributes to NVSU's institutional goals of producing evidence-based solutions for educational innovation, effective leadership, and professional growth among educators. It aligns with the university's commitment to research that informs policy, enhances educational outcomes, and responds to the dynamic needs of 21st-century learning environments.

Within the College of Teacher Education (CTE) Research Agenda, the study supports priority areas such as educational leadership and management, teacher professionalism, and responsive pedagogies. By exploring how leadership practices influence teachers' openness to new ideas and perspectives, the research enriches the body of knowledge necessary for improving instructional practices, enhancing school culture, and fostering effective teacher-leader collaboration. Despite the growing global and national interest in innovative leadership models and teacher adaptability, there remains a significant research gap in understanding how ambidextrous leadership is practiced by school heads in local Philippine contexts, particularly in rural or developing areas such as the Aritao I District in Nueva Vizcaya. Most existing studies focus on urban educational settings or corporate environments, leaving the application and relevance of ambidextrous leadership in basic education largely underexplored. Furthermore, limited empirical research has been conducted to investigate the direct relationship between school heads' leadership practices and teachers' open-mindedness—a key trait for fostering innovation, inclusivity, and pedagogical responsiveness in the classroom.

The Aritao I District faces diverse educational challenges, such as limited resources, varying leadership styles, and the need for teacher development in adapting to curriculum reforms and technological integration. These factors highlight the need for a localized investigation to determine whether and how school heads are balancing exploration (innovation) and exploitation (efficiency), and how these practices affect teachers' willingness to embrace new ideas. This research aims to fill this gap by providing context-specific evidence that can inform leadership training, policy implementation, and professional development programs that are tailored to the realities of schools in rural districts.

2. Related Literature

This study was anchored on Ambidextrous Leadership Theory developed by Rosing, Frese, and Bausch (2011), and Organizational Behavior Theory as articulated by Robbins and Judge (2018). The present study anchors its

conceptual foundation on the Ambidextrous Leadership Theory developed by Rosing, Frese, and Bausch (2011). This theory emphasizes the necessity for leaders to simultaneously engage in two distinct but complementary leadership behaviors: exploration and exploitation. Exploration involves actions such as innovation, experimentation, and risk-taking—critical for initiating change and adapting to dynamic environments. Exploitation, on the other hand, focuses on refining existing processes, maintaining efficiency, and ensuring consistent implementation of established practices. Within the context of educational leadership, this duality becomes essential. School heads are increasingly required to respond to evolving educational demands, curriculum reforms, and systemic challenges. At the same time, they must uphold institutional traditions, maintain organizational stability, and ensure the delivery of quality education. Thus, the ambidextrous leadership model provides a theoretical lens through which the strategic balancing act of school heads can be examined—positioning them not only as administrators but also as adaptive change agents within their schools (Rosing et al., 2011).

This study is also anchored on the Organizational Behavior Theory, particularly its cognitive and behavioral dimensions, as articulated by Robbins and Judge (2018). Organizational behavior theory examines how individuals think, feel, and act within an organizational setting, focusing on constructs such as perception, attitudes, personality, learning, and motivation. In the context of this study, the theory provides a valuable lens for understanding teachers' open-mindedness as a cognitive disposition that influences their receptiveness to new ideas, adaptability to change, and responsiveness to leadership behavior. Teachers, as organizational members, are not passive recipients of directives but active participants who interpret and respond to the leadership approaches of their school heads. Open-mindedness, as a psychological construct within this theory, is shaped by both internal attitudes and external stimuli—particularly the ambidextrous leadership behaviors of exploration and exploitation. Thus, this theory supports the investigation of how leadership styles can either foster or hinder the development of open-mindedness among educators (Robbins & Judge, 2018).

In today's rapidly evolving educational landscape, school leaders are expected to balance the pressures of innovation with the demands of operational stability. This research anchors its investigation of ambidextrous educational leadership practices on two essential dimensions: exploring, which entails innovation and experimentation, and exploiting, which focuses on refinement and efficiency. These dimensions, when strategically managed, enable school heads to adapt to change while maintaining institutional coherence. The concept of ambidextrous leadership was originally developed in organizational theory and has been increasingly applied to educational contexts. Rosing et al. (2011) introduced the notion that effective leaders must alternate between opening behaviors (exploration) and closing behaviors (exploitation), depending on contextual demands. Exploration involves encouraging novel ideas, taking risks, and promoting a culture of learning and change. In education, this could translate to piloting new pedagogical strategies, adopting emerging technologies, or initiating reform programs aligned with 21st-century skills (Chowdhury et al., 2021). By fostering exploration, school heads serve as change agents who empower teachers to innovate in curriculum design and student engagement.

On the other hand, exploitation ensures that existing processes are optimized, resources are used efficiently, and best practices are institutionalized. School heads exhibiting exploitative behaviors emphasize structure, consistency, and performance monitoring. This dimension is crucial in maintaining accountability, upholding educational standards, and ensuring that the school runs efficiently. As noted by Mom et al. (2019), ambidextrous leaders must navigate the tension between these two approaches to meet both short-term performance goals and long-term developmental objectives.

Empirical studies affirm the relevance of this dual capability in educational settings. For instance, Zhou and Li (2020) found that ambidextrous leadership among school principals significantly improved teacher collaboration, professional growth, and instructional quality. Leaders who successfully combined exploration and exploitation fostered environments conducive to both innovation and operational discipline. Moreover, school organizations that practiced ambidextrous leadership were better able to respond to educational policy shifts and implement sustainable school improvement initiatives (Torrance & Humes, 2022). However, achieving this leadership balance is challenging. It requires high cognitive flexibility and emotional intelligence, as school heads

must assess when to encourage innovation and when to enforce structure. The situational complexity of schools—often influenced by sociocultural, economic, and policy factors—demands nuanced leadership that can fluidly shift between these two modes. According to Nguyen and Slater (2019), the contextual adaptability of ambidextrous leaders is a key determinant of educational success, especially in times of uncertainty or reform.

In this research, ambidextrous leadership practices will be assessed as perceived by public elementary teachers, offering a grounded understanding of how these practices manifest in school settings. The dimensions of exploring and exploiting will serve as core analytical categories to evaluate the leadership effectiveness of school heads in managing both innovation and institutional stability. This dual-focus assessment contributes to current discourses on leadership adaptability and provides actionable insights for developing responsive and balanced leadership in the basic education sector. Open-mindedness as the independent variable in this study is a crucial trait in educational professionals, directly impacting their ability to foster inclusive, dynamic, and effective learning environments. Teachers' open-mindedness can be meaningfully assessed across five interrelated dimensions: reflectiveness, willingness to consider alternative perspectives, adaptability to change, receptiveness to feedback, and respect for diverse opinions. Each of these dimensions contributes to the professional growth of teachers and the enrichment of classroom experiences for students.

Reflectiveness involves a teacher's capacity to engage in critical self-examination and evaluation of their instructional practices, beliefs, and biases. Reflective educators frequently analyze their teaching strategies, classroom interactions, and student outcomes to improve performance. According to Larrivee (2018), reflective practice is essential for developing pedagogical competence and ethical awareness in teachers. Reflective teachers do not rely solely on experience but instead engage in continuous learning and self-assessment, often using tools like journals, peer discussions, or video reviews to examine their work. Moreover, reflective thinking enables teachers to challenge entrenched assumptions and fosters a mindset geared toward growth and improvement. As Zeichner and Liston (2019) argue, teaching without reflection risks becoming routine and mechanical. By encouraging thoughtful consideration of actions and outcomes, reflectiveness lays the foundation for the other dimensions of open-mindedness.

Teachers who are open to different viewpoints are better equipped to handle diverse classroom settings and pedagogical dilemmas. This dimension requires an intentional suspension of judgment and a readiness to explore unfamiliar ideas. Lee and Walsh (2020) emphasize that educators working with multicultural student populations benefit greatly from understanding cultural narratives different from their own. This openness enhances empathy and improves communication with students from varied backgrounds. In practice, considering alternative perspectives may manifest through collaborative teaching, interdisciplinary approaches, or inquiry-based learning. It also allows educators to question dominant educational paradigms and adopt inclusive practices that recognize the diverse realities of their students (Gay, 2020). Adaptability is increasingly vital in today's rapidly evolving educational landscape, characterized by technological advancement, policy shifts, and shifting student needs. Teachers must not only cope with change but also thrive amidst it. According to Martin and Marsh (2020), adaptive educators demonstrate resilience and creativity, essential qualities for managing uncertainty and reform.

Open-minded teachers accept that no teaching method is universally effective and are thus more willing to integrate new tools, technologies, and pedagogies. For instance, the COVID-19 pandemic underscored the need for adaptability as teachers transitioned from traditional to online instruction almost overnight. Research by Trust and Whalen (2020) found that those who exhibited a high degree of openness and flexibility were more successful in maintaining student engagement and learning outcomes during the crisis. Constructive feedback, whether from peers, administrators, or students, is an essential mechanism for professional development. Teachers who are open-minded view feedback not as criticism but as an opportunity for growth. Hattie and Clarke (2019) argue that feedback has a significant impact on improving teacher effectiveness when it is internalized and applied reflectively. Receptiveness to feedback also supports a collaborative school culture where educators continuously learn from one another. For example, instructional coaching and peer observation are increasingly popular methods for promoting feedback-rich environments. Research by Kraft and Blazar (2018) confirms that regular, structured

feedback correlates with improved instructional quality and student achievement.

Respecting diverse opinions involves valuing and protecting the expression of different ideas within the classroom and among professional peers. It includes creating safe spaces for dialogue, encouraging dissenting viewpoints, and modeling respectful disagreement. According to Nieto and Bode (2018), fostering a climate of mutual respect is key to nurturing democratic and inclusive classrooms. For teachers, this means embracing intellectual humility and understanding that learning is enriched when multiple voices are acknowledged and considered. Professional learning communities (PLCs) often thrive when this respect is foundational, allowing for deeper and more productive professional discourse (DuFour & Fullan, 2019). These five dimensions—reflectiveness, willingness to consider alternative perspectives, adaptability to change, receptiveness to feedback, and respect for diverse opinions—provide a comprehensive framework for evaluating teachers' open-mindedness. These traits are interwoven and mutually reinforcing, collectively fostering an educational culture rooted in inquiry, inclusivity, and continuous growth. As educational contexts continue to evolve, cultivating open-mindedness in teachers remains not just desirable but essential.

This study assumes that teachers possess varying levels of open-mindedness, which can be meaningfully assessed across five dimensions: reflectiveness, willingness to consider alternative perspectives, adaptability to change, receptiveness to feedback, and respect for diverse opinions. It presumes that these dimensions are observable, measurable, and influence teachers' professional behavior and instructional effectiveness. The study also assumes that participants will respond to assessment tools honestly and with self-awareness, providing reliable data reflective of their actual attitudes and practices. Additionally, it is assumed that the educational context, including school culture and administrative support, plays a role in shaping teachers' open-mindedness but does not entirely determine it. The study further assumes that open-mindedness is a dynamic trait, capable of development over time through professional experiences and interventions. Lastly, it presumes that fostering open-mindedness can enhance teaching quality, promote inclusivity, and contribute positively to student learning outcomes and school improvement initiatives.

This study also assumes that the ambidextrous educational leadership practices of school heads in Aritao I District—characterized by the simultaneous pursuit of innovation and operational efficiency—are significantly related to teachers' open-mindedness. It presumes that school leaders who demonstrate a balance between explorative (change-oriented) and exploitative (stability-oriented) leadership behaviors foster an environment that encourages teachers to be more reflective, adaptable, receptive to feedback, and open to diverse perspectives. The study further assumes that such leadership practices influence the school climate and professional culture in ways that either enhance or hinder the development of open-mindedness among teachers. It is also assumed that teachers' perceptions of their leaders' ambidextrous behaviors can be reliably measured and correlated with their own levels of open-mindedness.

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational research design to determine the relationship between ambidextrous leadership practices of school heads and teachers' open-mindedness. The quantitative approach facilitated the systematic collection and statistical analysis of numerical data to identify patterns, relationships, and trends among the study variables (Leedy & Ormrod, 2015). **Research Environment.** The investigation was conducted in the Aritao I District under the Department of Education (DepEd), Nueva Vizcaya, Philippines. **Respondents and Sampling Procedure.** A total of 94 public elementary school teachers participated, representing 76.42% of the 123 teaching personnel in the district. The sample size was determined using Slovin's formula to ensure representativeness and manageability. Stratified sampling was first applied to account for school groupings, followed by simple random sampling to select participants proportionally from each stratum.

Research Instruments. Two validated instruments were utilized:

1. *Teachers' Open-Mindedness Questionnaire* (David & Pamplinao, 2022) – a 30-item scale with a Cronbach's alpha of 0.906, ensuring high reliability.
2. *Ambidextrous Educational Leadership Practices Questionnaire* (Dizon, 2020) – a 20-item tool measuring exploration and exploitation dimensions, with a Cronbach's alpha of 0.862.

Data Analysis. The mean was used to describe the levels of ambidextrous leadership practices and teacher open-mindedness. The Pearson Product-Moment Correlation Coefficient (Pearson-r) determined the significance and strength of the relationship between the two variables.

4. Results and Discussion

Problem 1. What is the perception of the public elementary teachers in Aritao I District of the ambidextrous educational leadership practices of their school heads along the dimensions of exploring and exploiting?

Table 1 presents the mean and qualitative description of the respondents' perception of the ambidextrous educational leadership practices of their school heads. The computed grand mean of 3.43, interpreted as *Good*, indicates that the school heads generally demonstrate ambidextrous leadership at a satisfactory level. This suggests that, while the practices are evident, there is still room for enhancement to achieve a higher level of effectiveness.

Table 1
Mean and qualitative description of the respondents' perception of the ambidextrous educational leadership practices of their school heads *(n=94)*

Ambidextrous Educational Leadership Practices	Mean	Qualitative Description
Exploring	3.51	Very Good
Exploiting	3.34	Good
Grand Mean	3.43	Good

Looking at the dimensions, the highest mean was recorded in exploring (Mean = 3.51, Very Good), which shows that school heads are more inclined toward innovative and forward-looking practices such as experimenting with new ideas, fostering creativity, and adapting to emerging educational needs. On the other hand, exploiting (Mean = 3.34, Good) registered a slightly lower rating, suggesting that while school heads are capable of maximizing existing resources, routines, and processes, these practices are not as strongly emphasized as exploration. The results imply that the respondents perceive their school heads as leaders who balance innovation with stability but lean more toward exploration. Strengthening both dimensions equally could enable school heads to fully harness the benefits of ambidextrous leadership, ensuring continuous improvement while maintaining organizational effectiveness. Moreover. The results suggest that school heads adeptly balance innovation and stability, with a stronger inclination toward exploratory practices. Research underscores that leaders who exhibit both "opening" (exploration) and "closing" (exploitation) behaviors effectively foster employee innovation (Alghamdi, 2018). Equal emphasis on both dimensions could help these leaders fully utilize ambidextrous leadership, facilitating continuous improvement while maintaining organizational effectiveness.

The finding is supported by the concept of ambidextrous educational leadership, which highlights the ability of school leaders to balance stability with innovation by drawing from the principles of organizational ambidexterity. This dual capacity enables leaders to sustain existing structures and processes while also fostering exploration and adaptability in response to emerging challenges. Wildy et al. (2020) emphasized that such leadership practices are crucial in navigating complex and dynamic educational environments shaped by global shifts, policy reforms, technological advancements, and the diverse needs of learners, ensuring both effectiveness and continuous improvement.

Problem 2. What is the perception of the respondents of their open-mindedness along the dimensions of reflectiveness, willingness to consider alternative perspectives, adaptability to change, receptiveness to feedback, and respect for diverse opinions?

Table 2 presents the respondents' perception of their open-mindedness. The computed grand mean of 3.38, qualitatively described as *High*, indicates that teachers generally demonstrate open-mindedness in their professional practices. This suggests that they are reflective, receptive to feedback, and willing to engage with diverse perspectives, which are essential dispositions for continuous professional growth and effective collaboration.

Table 2
Mean and qualitative description of the respondents' perception of their open-mindedness (n=94)

Open-Mindedness	Mean	Qualitative Description
Reflectiveness	3.39	High
Willingness to Consider Alternative Perspectives	3.34	High
Adaptability to Change	3.52	Very High
Receptiveness to Feedback	3.36	High
Respect for Diverse Opinions	3.28	High
Grand Mean	3.38	High

Among the dimensions, the highest-rated was Adaptability to Change (M = 3.52, Very High). This reflects the teachers' strong capacity to adjust to evolving educational demands, whether in pedagogy, technology, or institutional reforms. Their very high adaptability suggests resilience and readiness to embrace innovation in the teaching and learning process. The next highest was Receptiveness to Feedback (M = 3.36, High), showing that teachers value constructive input from colleagues, school heads, and even students, using such feedback to refine their professional practices. This was closely followed by Reflectiveness (M = 3.39, High), highlighting teachers' ability to evaluate their own teaching approaches critically, learn from experiences, and improve their effectiveness.

Meanwhile, Willingness to Consider Alternative Perspectives (M = 3.34, High) demonstrates teachers' openness to different viewpoints and approaches, which supports collaborative learning and shared decision-making in schools. The lowest-rated dimension was Respect for Diverse Opinions (M = 3.28, High), though still rated as *High*. This suggests that while teachers acknowledge diversity in perspectives, there may be a need to further strengthen inclusivity and respect for differing views in professional interactions. It is noted by the researcher that the findings affirm that teachers generally exhibit a high level of open-mindedness, with particular strength in adaptability to change. These results imply that while teachers are prepared to navigate evolving educational contexts, opportunities remain to deepen inclusivity and broaden respect for diverse voices within the school community.

The above findings are supported by the concept that open-mindedness among teachers is an essential professional disposition that strengthens both instructional quality and organizational culture. Teachers who demonstrate adaptability, reflectiveness, and receptiveness to feedback are more capable of navigating the complexities of today's educational environments. According to Hardy et al. (2022), adaptability enables educators to respond effectively to shifting policies, diverse student needs, and rapid technological integration, which are now constant features of schooling. Such flexibility ensures that teaching remains relevant and impactful even amidst uncertainty. Equally important is the role of reflectiveness and feedback receptivity. Darling-Hammond et al. (2020) emphasized that teachers who critically examine their own practices and actively engage with constructive feedback foster a culture of continuous learning. This reflective stance not only enhances individual effectiveness but also strengthens collective professional development within schools. When educators embrace diverse perspectives, they contribute to more inclusive and collaborative learning environments.

The results find support from Nguyen et al. (2019), who emphasized that respecting diverse opinions enhances equity and inclusivity in education. Schools that cultivate openness to multiple viewpoints are better positioned to address the needs of culturally diverse learners and promote democratic participation. In this regard, open-minded teachers serve as catalysts for building trust, psychological safety, and shared responsibility within their institutions. Furthermore, open-mindedness should not be viewed solely as an individual trait but as a collective strength that contributes to organizational growth. As Hardy et al. (2022) pointed out, the adaptability of educators allows schools to respond effectively to changing educational demands while maintaining relevance in instruction. This

adaptability, when combined with receptiveness to feedback and reflectiveness, fosters innovation, resilience, and long-term school improvement.

In essence, open-mindedness empowers educators to balance tradition with change, creating schools that are not only stable but also responsive to emerging challenges. This dual capacity ensures that schools remain learning organizations capable of sustaining improvement in rapidly evolving educational landscapes (Darling-Hammond et al., 2020).

Problem 3. Is there a significant relationship between ambidextrous educational leadership practices of school heads and teachers' open-mindedness as perceived by the teacher-respondents?

Table 3 presents the correlation between the perceived exploring ambidextrous educational leadership practices of school heads and the open-mindedness of teachers. The computed correlation coefficient of 0.524 indicates a moderate positive correlation, suggesting that as teachers perceive stronger ambidextrous leadership practices from their school heads, their level of open-mindedness also increases. Since this coefficient is greater than the critical r-value of 0.202 at the 0.05 level of significance, the relationship is statistically meaningful. Moreover, the p-value of 0.001 confirms that the observed correlation is highly significant, thereby rejecting the null hypothesis and affirming that the relationship is not due to chance.

Table 3
Correlation coefficient between the perceived exploring ambidextrous educational leadership practices of school heads and teachers' open-mindedness (n=94)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Exploring Ambidextrous Educational Leadership Practices VS *Open-mindedness*	0.524 *(moderate positive correlation)*	0.202	27.46%	Significant

p-value:0.001 Level of Significance: 0.05

The coefficient of determination, computed at 27.46 percent, indicates that nearly one-third of the variance in teachers' open-mindedness can be explained by the ambidextrous leadership practices of school heads. This suggests that while leadership practices play a substantial role in shaping teachers' openness to new ideas and perspectives, the remaining 72.54 percent of variance is attributable to other factors such as individual personality traits, institutional culture, professional experiences, and external influences. Thus, the findings highlight the importance of fostering ambidextrous leadership in schools while recognizing that teacher open-mindedness is also shaped by a broader set of contextual and personal determinants. This result underscores the importance of ambidextrous educational leadership in shaping teacher attitudes and professional dispositions. Ambidextrous leaders are those who balance the exploitation of existing routines with the exploration of new strategies, thereby fostering stability while simultaneously promoting innovation. When school heads exhibit these practices, teachers become more inclined to embrace adaptability, welcome feedback, and respect diverse perspectives—key dimensions of open-mindedness. The ability of leaders to both maintain organizational coherence and encourage innovative practices appears to cultivate an environment where teachers feel supported in exploring new methods, integrating diverse cultural perspectives, and responding constructively to change.

Furthermore, the findings highlight the practical implications of ambidextrous leadership in the teaching-learning process. Open-mindedness among teachers is not only a matter of professional attitude but also directly influences classroom practices and student outcomes. Teachers who are open-minded are more likely to integrate innovative teaching methods, engage in reflective practice, and create inclusive classroom environments. By promoting ambidextrous leadership, school heads contribute to building a culture of continuous improvement, collaborative decision-making, and responsiveness to the evolving educational landscape.

The significant correlation between ambidextrous educational leadership practices and teachers' open-mindedness emphasizes the vital role of leadership in cultivating professional growth. School heads who demonstrate ambidextrous leadership provide a model that encourages teachers to be flexible, reflective, and receptive to innovation. This dynamic interplay between leadership and open-mindedness ultimately enhances institutional capacity to adapt and thrive in the face of educational challenges.

Table 4
Correlation coefficient between the perceived exploiting ambidextrous educational leadership practices of school heads and teachers' open-mindedness (n=94)

Compared Variables	Correlation Coefficient	Critical r-value	Coefficient of Determination	Statistical Inference
Exploiting Ambidextrous Educational Leadership Practices VS *Open-mindedness*	0.486 *(moderate positive correlation)*	0.202	23.62%	Significant

p-value:0.001 Level of Significance: 0.05

Table 4 presents the correlation between the perceived exploiting ambidextrous educational leadership practices of school heads and the open-mindedness of teachers. The computed correlation coefficient of 0.486 indicates a moderate positive correlation, suggesting that when teachers perceive their school heads as effectively practicing exploiting ambidextrous leadership—such as refining existing systems, optimizing resources, and strengthening established practices—their level of open-mindedness also tends to increase. Since this coefficient is greater than the critical r-value of 0.202 at the 0.05 level of significance, the relationship is statistically meaningful. The p-value of 0.001 further confirms that the result is highly significant, providing strong evidence to reject the null hypothesis and affirming that the observed relationship is not due to chance.

The coefficient of determination, calculated at 23.62 percent, implies that nearly one-fourth of the variance in teachers' open-mindedness can be explained by the exploiting ambidextrous leadership practices of school heads. This highlights the substantial influence of leadership practices that maximize and improve existing educational processes on fostering teachers' willingness to embrace new perspectives. However, it also indicates that the remaining 76.38 percent of variance in open-mindedness is influenced by other factors, such as individual disposition, institutional culture, peer collaboration, and external educational trends. The findings underscore the importance of exploitative leadership dimensions in cultivating teacher adaptability and receptiveness, while recognizing the need to consider a broader set of determinants beyond leadership alone.

The finding of a moderate positive correlation ($r = 0.486$) between exploiting ambidextrous educational leadership practices and teachers' open-mindedness (with a coefficient of determination $\approx 23.62\%$) is coherent with recent theoretical and empirical work highlighting how exploitative leadership—or aspects of leadership that refine, optimize, and stabilize existing processes—can foster openness among subordinates. Exploitation provides clarity, consistency, structure, and resource allocation for known practices, which in turn reduces uncertainty and allows teachers to see that change can be managed. This environment can make teachers more willing to consider new ideas (i.e., become more open-minded) because they perceive leadership as reliable and enabling rather than chaotic.

Recent studies support these mechanisms. For example, Xi et al. (2025) in their work on ambidextrous leadership and innovation emphasize that both exploration (opening behaviors) *and* exploitation (closing behaviors) are necessary for innovation performance; exploitative behaviors help ensure the usefulness and implementability of novel ideas. Also, in the context of educational settings, Hedayatirad, Afkaneh, and Imani (2023) note that exploitative elements of ambidextrous leadership—such as stabilizing routines or refining instructional practices—help faculty members feel supported in making incremental change and thereby being more receptive to new pedagogical approaches. Moreover, the literature shows that leadership contributes to teacher outcomes like

engagement, innovation behavior, and mindset partly by shaping the school climate and providing psychological safety. For example, Zhang et al. (2025) find that ambidextrous leadership positively predicts teacher work engagement, via mediated pathways including school climate. In such climates, teachers feel both supported in what is tried and protected in what is established. Thus, the result that about 23.6 % of the variance in open-mindedness is explained by exploiting leadership practices—is plausible: leadership is not the only factor, but it does exert a significant influence. The finding fits neatly into this growing base of scholarship showing that exploitative leadership is a meaningful predictor of positive teacher attitudes when balanced with exploration.

Problem 4. Based on the significant findings of the study, what educational management intervention could be crafted by the researcher to enhance/sustain the ambidextrous educational leadership practices of school heads and teachers' open-mindedness?

The significant findings of the study served as the foundation for the development of an educational management intervention in the form of a structured training design intended for school heads in the case of ambidextrous educational leadership practices, and one for teachers in the case of open-mindedness. Central to this initiative is the utilization of benchmark statements that received a qualitative rating of "often" and "sometimes" across the various dimensions of ambidextrous educational leadership practices of school heads and teachers' open-mindedness. In the domain of exploring ambidextrous educational leadership practices, the benchmark statements that obtained the lowest mean ratings were: *"Promotes a culture of innovation within the school"* and *"Stays updated with emerging educational trends and best practices."* These results suggest that school heads may need further capacity building in fostering innovative environments and continuously engaging with current developments in the educational field.

On the other hand, within the dimension of exploiting ambidextrous educational leadership practices, the items that registered the lowest mean ratings were: *"Effectively delegates tasks to ensure smooth day-to-day operations"* and *"Resolves operational issues quickly and efficiently."* These findings point to areas where school leaders may require additional support in strengthening their managerial and operational competencies. Taken together, these four benchmark statements provide valuable insights into specific leadership aspects that need targeted intervention. They will serve as the foundation for developing a specialized course content to be integrated into the training design for school heads. By focusing on these identified areas, the training program aims to enhance both the innovative and operational dimensions of ambidextrous educational leadership, thereby equipping school leaders with the skills necessary to balance exploration and exploitation in managing and leading schools effectively.

5. Conclusions

Based on the significant findings of the study, the following conclusions were drawn.

- The study concludes that school heads in Aritao 1 District generally demonstrate ambidextrous educational leadership at a good level, with stronger emphasis on exploration compared to exploitation. While they are effective in pursuing innovative and forward-looking practices, there is a need to enhance their capacity to maximize and sustain existing structures, processes, and resources to achieve a more balanced form of leadership.
- Teachers in the district exhibit a high level of open-mindedness, showing adaptability to change, receptiveness to feedback, reflectiveness, and a willingness to consider alternative perspectives. However, the relatively lower rating on respect for diverse opinions suggests that inclusivity and appreciation of differences should be further strengthened to cultivate more collaborative and harmonious professional relationships.

- The positive and statistically significant correlation between ambidextrous educational leadership practices of school heads and the open-mindedness of teachers underscores the interdependent nature of leadership and teacher behavior. This relationship affirms that effective ambidextrous leadership fosters teacher openness to diverse perspectives, while open-mindedness among teachers supports the successful implementation of innovative and adaptive leadership practices.
- The identification of low-rated benchmark statements indicates specific areas where both leadership practices and open-mindedness behaviors require targeted improvement. The crafted training designs for school heads and teachers represent a practical response to these gaps, with the potential to raise the overall effectiveness of leadership, strengthen teacher receptiveness, and promote a culture of innovation, adaptability, and collaboration within the district.

Recommendations - Based on the findings and conclusions of the study, several recommendations are presented to strengthen ambidextrous leadership among school heads and to foster open-mindedness among teachers for improved professional growth and school effectiveness.

- School heads may undergo continuous professional development programs focusing on both the exploration and exploitation dimensions of ambidextrous leadership. Workshops, mentoring sessions, and leadership coaching should be implemented to help school heads balance innovation with the effective utilization of existing resources and systems. The Department of Education (DepEd) and district supervisors should design and institutionalize leadership enhancement initiatives tailored for ambidextrous leadership. Innovation labs, peer-learning communities, and leadership exchange programs across districts should be encouraged to provide avenues for sharing best practices and promoting creativity alongside efficiency.
- Teachers may be provided with professional development opportunities that emphasize strengthening their open-mindedness. While adaptability to change is commendable, training should focus more on respecting diverse opinions, being receptive to feedback, and considering alternative perspectives. Activities such as peer observation, intercultural dialogue sessions, and reflective practice seminars may be adopted.
- Since a significant relationship was found between the ambidextrous leadership of school heads and the open-mindedness of teachers, school heads may be encouraged to consistently practice a balanced approach to exploration and exploitation. By modeling openness to innovation while maximizing available resources, they can positively influence teachers' willingness to embrace new ideas and perspectives. Professional development initiatives for teachers may integrate leadership-influenced practices that cultivate open-mindedness. School heads can lead collaborative workshops, reflective dialogues, and innovation-focused activities that allow teachers to experience firsthand how leadership behaviors foster flexibility and adaptability.
- Training designs crafted based on benchmark statements with the lowest mean scores may be implemented as targeted intervention strategies. For school heads, emphasis should be on strategic resource management and sustaining effective practices while innovating. For teachers, training may focus on inclusive classroom practices, constructive communication, and openness to feedback. A

mentorship and partnership framework may be established within the district to pair highly effective school heads and teachers with those who need additional support. This system of peer mentoring will cultivate a culture of collaboration, shared expertise, and sustained professional growth.

- Policymakers and educational stakeholders may integrate the insights of this study into broader educational planning. Recognizing the link between ambidextrous leadership and teacher open-mindedness, higher-level educational leaders should align policies, resources, and programs to cultivate innovation, inclusivity, and continuous improvement in Aritao 1 District and other similar contexts.
- Future researchers are encouraged to replicate the study in other districts or divisions to determine whether the significant relationship between ambidextrous leadership practices and teacher open-mindedness holds true in different educational contexts. This will provide comparative insights and enhance the generalizability of the findings. Replication studies may consider employing mixed-methods research designs, combining quantitative and qualitative approaches. This will allow for a deeper exploration of the nuances behind the statistical relationships, giving voice to teachers' and school heads lived experiences.

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The priest-school directors' practices on dealing with the cognitive dissonance between distributed leadership and hierarchical leadership in the Diocese of Imus Catholic Educational System

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Abstract

This case study examined how the priest-school directors deal with the cognitive dissonance between distributed leadership and hierarchical leadership, which is anchored on the Theory of Distributed Leadership by James Spillane (2006). The aim of the study is to identify the coping practices of the priest-school directors on dealing with the cognitive dissonance between their practice of distributed leadership and their hierarchical orientation as priests. To derive answers for the study, twelve priest-school directors of the Diocese of Imus Catholic Educational System (DICES) participated in the study as a single case. This study found that the priest-school directors developed coping practices on specific areas such as complementarity, changing leadership style, practicing Church norms, and increasing their cognitive dissonance.

Keywords: distributed leadership, hierarchical leadership, cognitive dissonance, priest-school director

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The priest-school directors' practices on dealing with the cognitive dissonance between distributed leadership and hierarchical leadership in the Diocese of Imus Catholic Educational System

1. Introduction

Background - The year 2015 marked the beginning of a new educational system in the parochial schools under the Diocese of Imus. Twenty-eight parochial schools were connected and unified as one educational system. This transformation brought collaboration in every aspect of the parochial school administration. Leaders of these parochial schools are the priest-school directors from the Diocese of Imus. They are both serving the church and the parochial schools. They have a special duty to respect and obey the Supreme Pontiff and the bishop through the vow of obedience (Code of Canon Law, 1983, Can. 272). They were trained hierarchically from the seminary to the presbyterium (Directory on the Life and Ministry of Priest, 1994). In fact, according to Pope Paul VI (1965), the hierarchical model of leadership is inherent to the priesthood.

Collaboration, participation, and dialogue among all stakeholders are the practices to improve the leadership and management in DICES. The era of priest-school directors and principals, who were heroes of the parochial schools, has ended, opening the door for a new generation of experts in the leadership and management of DICES schools. Today, many leaders have emerged who were brought by the significant changes in the DICES organizational structure, which now includes the creation of five offices: the Office of Curriculum and Instruction, the Christian Values Integration Office, the Office of Student Affairs, the Office of Ancillary Services, and the Office of External Relations. This transformation in DICES has brought more people into the organization, ushering in collaboration and teamwork, nurturing and developing other leaders. Thus, the distributed leadership model found its place in the leadership and management of DICES schools.

The priest-school directors, who were trained hierarchically from the seminary to the presbyterium, are now managing and leading DICES schools with collaboration, participation, dialogue, and empowerment. This study aimed to examine how priest-school directors deal and cope with the cognitive dissonance between their distributed leadership practices as school directors and their hierarchical orientation as priests, as they both serve the church and the parochial schools. Thus, this study examined how the DICES priest-school directors cope and deal with the cognitive dissonance between the hierarchical and distributed leadership models.

2. Literature Review

The primary purpose of this study was to examine how the DICES priest-school directors cope and deal with the cognitive dissonance between the hierarchical orientation as a priest and their distributed leadership practices. This section will review concepts and research studies connected to hierarchical and distributed leadership, including the Church hierarchical structure, the diocesan schools, the distributed leadership, and cognitive dissonance.

2.1 The Church Hierarchical Structure

The Roman Catholic Church is a very hierarchical organization. At the top is the Supreme Pontiff, the Pope, who is the successor of Peter and the head of the universal Church. The Roman Curia helps the Pope in terms of governance of the universal Church (Code of Canon Law, Can. 331). The bishops, who are the local ordinaries and leaders of local dioceses, make important decisions with their presbyteral councils. Then, the parish priests shepherd the local communities, the parishes, under the guidance of their bishop. This hierarchical structure requires obedience and limits open communication (Slater, 2019).

The Second Vatican Council presents the Church as not solely hierarchical. The "People of God" model, where every faithful has charisms to share and has been promoted by the Second Vatican Council, advocates communion, teamwork, and participation (Slate, 2019). This model of the Church promotes empowerment and communion, even though the ultimate authority lies with the Supreme Pontiff and in the local dioceses, the bishops. The parish priest's authority is for his local community, or the so-called parish. Church leaders are shepherds. They see their leadership as service. The parish priests are shepherds, and the people are their flock. They are called the servants of the servants of God (Slater, 2019). With the "People of God" model of the Church, the long-standing hierarchical structure is moved by the influences of servant leadership, where the growing spirit of communion, participation, and mission lives. Moreover, the Pope still serves as the Supreme Pontiff and the leader of the universal Church (Manual for Parish Priests, 1985).

2.2 The Diocesan Schools

The Diocese of Imus Catholic Educational System (DICES) is an educational system of twenty-eight parochial schools, owned and managed by the Roman Catholic Diocese of Imus. The Bishop of Imus is the head and the president of the Board of Trustees (BOT), the highest policymaking body (Personnel Manual, 2016). The priest-school directors are priests from the diocese, performing as the chief executives of the DICES schools, and assisted by their principals, school chaplains, school administrative councils, and coordinators in five DICES offices. DICES' philosophy is upholding excellence in Catholic education that is guided by the mission of evangelization of the Catholic Church and the five essential marks of Catholic schools: divine vision, Christian anthropology, communion, Catholic faith, and Gospel witness (Miller, 2006). It regards all stakeholders as partners in educating children, alleviating poverty, upholding communion, and working for the common good (Gravissimum Educationis, 1965).

Currently, DICES as an educational system is composed of 28 parochial schools across Cavite and under the ecclesiastical jurisdiction of the Roman Catholic Diocese of Imus. The BOT, as the highest policy-making body, appoints a superintendent to oversee the general direction of DICES schools with the support of the program officers in academic, student services, mission, and human resources. They are working under the Office of the Superintendent of Diocesan Schools (OSDS). While the priest-school directors, appointed for three-year renewable terms, lead and manage one or clustered schools. They must have strong academic and administrative credentials, moral integrity, and pastoral commitment. DICES puts Jesus Christ, the Teacher, at the center of all its endeavors, striving to form saints, Christ-centered graduates upholding Gospel values and the teaching of the Church. In realizing its vision and mission, the priest-school directors play a pivotal role, both serving the hierarchical Church and parochial school in its distributed leadership style in leading and managing the educational system.

2.3 The Distributed Leadership

The hierarchical leadership model, which is centered on a single and heroic leader, can no longer bring a school to success as schools face new challenges and demands. School leadership must evolve, and the emerging promising approach in school leadership and management is distributed leadership. This leadership model promotes collective practice shared by multiple people and welcomes more people in the organization (Elmore, 2000; Harris, 2005). It highlights collaboration, interdependence, and leadership practice through the interaction of leaders, followers, and situation (Spillane, 2006). Distributed leadership regards teachers and staff as partners in school development. It highlights how leadership practice is distributed across many challenges and demands of school leadership and management (Spillane, 2005). Leaders in a distributed paradigm help other leaders build their capacity by developing and empowering them, nurturing their skills, and promoting participation. Followers also contribute to shaping leadership practice by their active participation. For Spillane (2006), the situation is crucial in shaping leadership practice.

The distributed leadership model takes different forms: collaborative, collective, or coordinated distribution. Moreover, interdependence among all stakeholders is essential in shaping leadership practice (Spillane, 2006). It

promotes flexibility, collegiality, teamwork, and opportunities for professional growth (Leithwood & Jantzi, 1999). It recognizes the role of situations such as structures, routines, and manuals that shape and are shaped by the leadership interactions (Spillane & Diamond, 2007). Though distributed leadership offers a practical approach to navigating school leadership, there is a gap in the study of priest-school directors in Catholic schools, especially in DICES, on how they deal and cope with the cognitive dissonance between their hierarchical orientation as priest and their distributed leadership practices in school leadership and management. This tension gives rise to an essential question on how priest-school directors cope and deal with the two different leadership models and cultures.

2.4 Cognitive Dissonance

The Cognitive Dissonance Theory of Leon Festinger, introduced in 1957, has been a landmark in social psychology. This theory explains the state of discomfort a person experiences when faced with inconsistencies in their cognitions. The psychological tension caused by the existing dissensions prompts the subject to regain this state by either modifying the behavior associated with the inconsistent cognition, altering one or more of the conflicting cognitions, or simply reducing the importance of the conflict (Festinger, 1957; Cooper, 2019). Therefore, the degree of dissonance is determined by the conflicting cognitions' value, with stronger dissonance causing a greater pull for change toward an alternate attitude. Studies began to investigate when and how dissonance occurred and was reduced. Harmon-Jones and Mills (2019) distinguished between three broad paradigms: the free-choice paradigm, the belief-disconfirmation paradigm, and the induced-compliance paradigm. The free-choice paradigm occurs after making difficult decisions. The belief-disconfirmation paradigm occurs when one is confronted with opposing evidence. While the induced-compliance paradigm occurs when acting against prior attitudes. These different instances show how dissonance prompts people to justify their decisions, modify their beliefs, or adjust their attitudes. According to Festinger (1957) and Cooper (2019), dissonance is not just discomfort; it has "urge-like" properties that pressure people to seek reintegration.

Harmon-Jones and Mills (2019) said that dissonance includes the social identity theory; an individual can change their attitude or beliefs to approximate those of a valued group, thereby assimilating themselves with the group. However, understanding dissonance extends beyond psychology, explaining human motivation, self-regulation, and decision-making. The study on cognitive dissonance has little exhaustion under the field of leadership and management, especially in the field of school leadership and management, and with priest-school directors, who are faced with the tensions between their hierarchical orientation as priests and their distributed leadership practices in managing and leading DICES schools. The gap created by such tension prompts this study to look for answers on how priest-school directors deal and cope with the cognitive dissonance between their hierarchical orientation as priest and their distributed leadership practices.

2.5 Statement of the problem

Spillane (2006) contended that managing and leading schools can no longer be single-handedly done by a single leader, such as the priest-school director, to bring the school to success. This is because of the intensive demands placed on him as a school leader, such as increased expectations for student learning and changing leadership roles. Responding to these demands, the priest-school directors are also managing and leading a parish community with a hierarchical leadership orientation and practices, while at the same time immersed in the school community, where distributed leadership style practices are experienced. Leithwood and Mascall (2008) stated that a school leader works to promote collegial support, increased leadership development, and experiences, which are very different from the orientation of a parish priest whose full authority and responsibility reside with him.

This study examined how the DICES priest-school directors cope and deal with the cognitive dissonance between their distributed leadership practice and their hierarchical orientation as priests. Thus, this study is driven by this research question:

Research question

1. How do priest-school directors cope with the cognitive dissonance between their hierarchical orientation as priest and their distributed leadership practices in managing and leading DICES schools?

2.6 Significance of the study

This qualitative single-case study is intended to examine how DICES priest-school directors cope and deal with cognitive dissonance between their practice of distributed leadership and their hierarchical orientation as priests. Though numerous studies were conducted to shed light on the practice of distributed leadership model in principal leadership and head-teacher leadership, there is no extant study on the analysis how priest-school directors cope and deal with cognitive dissonance between their hierarchical orientation as priests and their distributed leadership practice in leading and managing schools. The researcher deems this study useful in the field of educational leadership and management as it attempts to understand the priest-school directors' leadership practices of coping and dealing with the cognitive dissonance between the hierarchical leadership models to improve the leadership practices of priest formation programs and leadership training for the current and future priest-school directors. In the same way, this study adds novel information to existing research on distributed leadership, especially on understanding distributed leadership vis-à-vis hierarchical leadership. Furthermore, a research gap is derived pertaining on how priest-school directors cope and deal with the cognitive dissonance between their hierarchical orientation as priests and their distributed leadership practice in the school, which also needs further exploration.

3. Research Method

Research Design - A qualitative single-case study was used for this study. The entire population of the priest-school directors of the Diocese of Imus Catholic Educational System was taken as a single case. The research question of this study supported the use of a qualitative research design since the study needed to have a complex and detailed understanding of the problem which could only be done by talking directly with people, going to their workplace, and giving them opportunity to share their stories unencumbered by what the researcher would like to find or read in literature (Creswell, 2013). Looking at the vast resources on distributed leadership and school leadership and management, there is no existing literature yet on how DICES priest-school directors cope and deal with the cognitive dissonance between their hierarchical orientation as priests and their practice of the distributed leadership model in leading and managing schools. Furthermore, there is no existing framework yet on understanding how the priest-school directors cope and deal with the cognitive dissonance between their hierarchical orientation as priest and their practice of distributed leadership. This qualitative single-case study gathered perceptions from DICES priest-school directors and identified themes embedded in their "lived realities" and presented them as dealing and coping practices with the cognitive dissonance between their hierarchical orientation as priest and their practice of distributed leadership.

Participants - The study was intended to be conducted in DICES. Purposive sampling was used to intentionally select the entire population of the priest-school directors in DICES. There were twelve DICES priest-school directors who participated in this study and brought an "information-rich case that illuminated the question under study" (Patton, 2002). For the triangulation of data sources, the researcher identified twenty-two DICES principals, which was the entire population of DICES principals. They were participants and interviewed by the researcher to validate the data coming from the interviews of DICES priest-school directors, since they were assisting the priest-school directors in the day-to-day operation of DICES schools. The researcher also identified eight teachers, who were members of the school administrative councils, who participated in the focus-group discussion and were selected through stratified random sampling. The members of the school administrative councils supported the priest-school directors in managing and leading DICES schools.

Here is the demographic presentation of the participants' profiles. In ensuring anonymity, the priest-school

directors were referred to as priest-school directors A to L.

Table 1
Priest-School Directors' Demographic Profile

Priest-School Director	Age	Years as Priest	Years as School Director	Highest Level of Education	Number of DICES school/s managed and their category	Holds a diocesan office
A	53	25	12	M.A.Ed. in Educational Management (Candidate)	1/big school	Yes
B	50	22	12	M.A.Ed. in Educational Management (Candidate)	1/big school	Yes
C	38	7	6	M.A.Ed. in Educational Management (Candidate)	1/medium schools and 2/small schools	No
D	49	20	14	Ph.D. in Educational Management (Candidate)	4/big schools 2/medium schools 2/medium schools	Yes
E	50	25	20	M.A.Ed. in Educational Management	1/medium school	Yes
F	64	34	21	Ph.D. in Educational Management	1/big school 1/small school	No
G	45	18	8	Ph.D. in Educational Management (Candidate)	1/medium school 2/small schools	No
H	55	26	8	MA in Pastoral Ministry	1/medium school 2/small schools	No
I	55	26	17	M.A.Ed. in Educational Management	3/medium schools	No
J	55	12	6	Doctor of Education	1/medium school	No
K	61	33	31	Bachelor's in Canon Law	1/medium school	No
L	57	28	21	M.A.Ed. in Educational Management	1/small school	Yes

Instrumentation - This study primarily used an interview guide. The interview aimed to reach an in-depth understanding of each participant's personal experience in dealing with and coping with the cognitive dissonance between the hierarchical orientation as a priest and the practice of the distributed leadership model. The researcher formulated the research questions, which were both exploratory and explanatory, during the planning phase. The single-case study represented the design phase. The focus of the study was the DICES priest-school directors. So, preparations were made by defining case study protocols through securing consent letters from DICES, which were granted by the President of its Board of Trustees and the Superintendent, and permission to access documents, such as manuals to be reviewed. After all the necessary permissions were granted, a series of interviews was conducted.

The topics during the interviews explored the perceptions and experiences about hierarchical leadership

orientation of the respondents, who were priests, and their practice of distributed leadership as school directors. In addition, the interview questions were sent to all the participants in advance. This strategy allowed them to prepare and reflect on their answers before the actual interview. The questions were also developed through the research questions and the conceptual framework developed by Spillane (2006) on distributed leadership.

After the interviews, data were assembled into a comprehensive database for the benefit of the case study. Furthermore, the analysis phase involved organizing information into different arrays, creating a matrix of incidents, codes, sub-categories, and categories, and formulating themes. For the triangulation of data sources, particularly the interviews, the researcher also used an interview guide that focused on how DICES principals perceived the leadership practices of their priest-school directors, especially on dealing and coping with their hierarchical orientation as priest and their practice of distributed leadership. Similarly, the interview questions were sent to all school principals in advance. The questions were also developed from the conceptual framework of the distributed leadership of Spillane (2006) and the research questions of the study. Moreover, the focus group discussion of the selected incumbent teachers, who were members of the school administrative councils, was conducted using set of questions that were framed according to the research question and distributed leadership of Spillane to get an in-depth understanding of their perceptions on how DICES priest-school directors deal and cope with the cognitive dissonance between their hierarchical orientation as priest and their practice of distributed leadership. The sharing phase was conducted after the completion of the study, and the results were found significant in answering the research question of this study.

Data Analysis - Strauss and Corbin (1998) said that open coding in a qualitative data analysis allowed the data to be broken into discrete parts, closely examined, and compared for similarities and differences. It is the first step in the process and allows for issue-relevant meaning to emerge, which may impact the focus of the study as it develops. Single case studies involve collecting and analyzing data from a single case. Each of the priest-school directors' interviews was treated as a single case and analyzed for themes and categories. Once analyzed, the data from each participant were processed into descriptive narratives, and these were then triangulated. The holistic and contextual description of the case answered the research question of the study, and it investigated how DICES priest-school directors cope and deal with the cognitive dissonance between their hierarchical leadership orientation as a priest and their practice of distributed leadership in leading and managing DICES schools.

Validity and Reliability - This study used triangulation as a validation strategy. Patton (2002) states that data triangulation increases the validity of research findings. According to Creswell (2013), the researcher used multiple and different sources, methods, investigations, and theories to provide corroborating evidence to shed light on a theme or perspective. This methodology provided validity to the findings of the study. The data from (a) the initial DICES priest-school directors' questionnaires, (b) the interviews of all DICES school principals, (c) focus-group discussions with teachers, and (d) school documents were triangulated to achieve validity and reliability of the results.

4. Results and Discussions

4.1 RQ 1: How do priest-school directors cope with the cognitive dissonance between their hierarchical orientation as priest and their distributed leadership practices in managing and leading DICES schools?

There were four categories that emerged after using the coding process: looking for complementarity, increasing the cognitive dissonance, living the Church norms, and reducing cognitive dissonance.

Looking for Complementarity as Coping Practice

Adapting to Hierarchical and Distributed Leadership Models. Adapting to hierarchical and distributed leadership models is one of the practices of the priest-school directors in looking for complementarity between the hierarchical and distributed leadership models. It is looking at their balance, finding their harmony, blending, wearing two hats, practicing not solely distributed leadership, being sensitive, and dealing with the cognitive

dissonance. By adapting to hierarchical and distributed leadership, the priest-school directors found that there was no cognitive dissonance, minimal or no conflict, and no tension between the two leadership models. The priest-school directors even claimed that hierarchical leadership was partly ingrained in distributed leadership. Priest-school director D said, "Part of this monitoring role is reviewing other people's works and decisions and approving or disapproving them if needed. This is the hierarchical leadership part ingrained in the distributed leadership model." Furthermore, priest-school director B said, "A priest-school director could use the hierarchy to distribute if he was secure in who he is." It means that they have also recognized the importance of hierarchical leadership in managing and leading DICES schools. More so, adapting to hierarchical and distributed leadership models in managing and leading DICES schools indicates the priest-school directors' practice of looking for complementarity because they see the practice of these leadership models as important and not solely hierarchical or distributed; instead, the two complement each other.

Table 2
Looking for Complementarity-Adapting to Hierarchical Leadership and Distributed Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
D	72	Part of this monitoring role is reviewing other people's work and decisions and approving or disapproving them if needed. **This is the hierarchical leadership part ingrained in the distributed leadership model**.	HL is ingrained in DL.	Adapting to HL and DL	Looking for Complementarity
B	33	A priest-school director could **use the hierarchy to distribute** if he were secure in who he is	Dealing with the cognitive dissonance	Adapting to HL and DL	Looking for Complementarity

Dealing with the Cognitive Dissonance. The priest-school directors recognize the existence of cognitive dissonance between the hierarchical and distributed leadership models and affirmed that the two leadership models were contrasting. Priest-school director C said, "Hierarchical leadership and distributed leadership are two contrasting brands of leadership." There is also a feeling of being uncomfortable, and it is not a simple process. However, the priest-school directors deal with cognitive dissonance through openness, the creativity in setting the balance, awareness of one's leadership practices and dynamics, being sensitive (more on feelings), and discovering complementarity. They see themselves not just as mere school directors, but also as priests; therefore, they affirmed that hierarchical leadership and distributed leadership blend in the ministry of the priest-school directors. Priest-school director G said, "It is up to the school director's creativity to set the balance between these two types of leadership. Then, priest-school director C said, "It is my awareness of my own leadership practices and dynamics that I cope with the cognitive dissonance." Dealing with cognitive dissonance between hierarchical and distributed leadership models indicates the priest-school directors' practices of looking into the complementarity between the two leadership models because they appreciated how these should be practiced and blended in their ministry as priest-school directors.

Table 3
Looking for Complementarity: Dealing with the Cognitive Dissonance

PSD	Incident Number	Incident	Code	Sub-category	Category
C	54	Hierarchical leadership and distributed leadership are two **contrasting** brands of leadership.	contrasting	Dealing with the cognitive dissonance	Looking for Complementarity
G	82	It is up to the school director's **creativity to set the balance** between these two types of leadership.	Creativity in setting the balance	Dealing with the cognitive dissonance	Looking for Complementarity

Adapting to Distributed Leadership. Adapting to the distributed leadership model is one of the priest-school directors' practices of looking for complementarity between the hierarchical and distributed leadership models. It is not compromising the hierarchical leadership orientation of the priest-school directors but acknowledging the significance of distributed leadership in managing DICES schools. Priest-school director B said, "That leadership style could be possible wherein my priesthood is not compromised by my being a director if only I could entrust to hierarchical or distributed leadership models." Furthermore, priest-school director C said, "Awareness is being more objective when it comes to managing parochial schools."

These are the different coping practices of priest-school directors when looking for complementarity by adapting distributed leadership: the presence of priests in school, acknowledging that priesthood is not compromised by being a director, more objectives in managing Catholic schools that practice distributed leadership, knowing the dynamics of the priest-school directors in order to adapt to distributed leadership, and allowing the pacing of an individual to gain a step ahead, which is a characteristic of a distributed approach. As such, adapting to distributed leadership leads priest-school directors to look for complementarity between the hierarchical and distributed leadership models because they now adapt the distributed leadership model in managing Catholic schools. They also recognize that the practices of distributed leadership are important in responding to the demands of school management and leadership.

Table 4
Looking for Complementarity-Adapting to Distributed Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
B	15	That leadership style could be possible, wherein **my priesthood is not compromised by my being a director**, if only I could entrust it to hierarchical or distributed leadership models.	Priesthood is not compromised by being a director	Adapting to DL	Looking for Complementarity
C	57	Awareness is being **more objective** when it comes to managing parochial schools.	more objective	Adapting to DL	Looking for Complementarity

Recognizing Other Leadership Styles. The priest-school directors recognize that hierarchical leadership is not the best leadership style for managing DICES schools. They seek other leadership styles as they manage their academic institutions. Priest-school director C said, "It is my openness to a new brand of leadership that I decided not to settle solely to the hierarchical style of leadership." In addition, they look for complementarity, so that they can practice different leadership styles in various situations related to school management and leadership. Recognizing other leadership styles is accepting the fact that hierarchical leadership is not the best leadership style. Priest-school director C said, "There is an acceptance on my part that the hierarchical leadership model is not the style of leadership for all. More so, priest-school directors are not setting their eyes on hierarchical leadership alone. They are open to new leadership styles. Open-mindedness is about recognizing other leadership styles as they contribute to the success in managing DICES schools.

Table 5
Looking for Complementarity-Recognizing Other Leadership Styles

PSD	Incident Number	Incident	Code	Sub-category	Category
C	50	It is my openness to a new brand of leadership that I decided not to **settle solely for the hierarchical style of leadership**.	not setting solely to HL	Recognizing other leadership styles	Looking for Complementarity
C	52	There is an **acceptance** on my part that the hierarchical leadership model is not the style of leadership for all.	acceptance	of other leadership styles	Looking for Complementarity

Adapting Different Leadership Styles. Adapting to different leadership styles is difficult, as it may not be related to a hierarchical leadership model. It is also due to the "command-responsibility" principle, where the priest-school directors must respond to the call of the situation. Priest-school director, I said, "I admit that I am not more of a hierarchical leader." Adapting to different leadership styles leads to looking for complementarity between the hierarchical and distributed leadership models because the priest-school directors are seeking a leadership format that could respond to the needs of the situation for them to be effective and efficient in managing DICES schools.

Table 6
Looking for Complementarity-Adapting Different Leadership Styles

PSD	Incident Number	Incident	Code	Sub-category	Category
I	91	I admit that I am **not a hierarchical leader**.	not more of HL	adapting different leadership styles	Looking for Complementarity

Discerning Other Leadership Styles. Looking for complementarity is significant in discerning leadership styles because it shows that there is no all-in-one leadership model that the school management and its leadership follow. Priest-school director L said, "It is good to discover the brilliance of these two leadership styles in order to come up with great leadership practices." Hence, the priest-school directors, while they look for complementarity, must discover the effectiveness of two or more leadership styles. They must be critical and analyze the kind of leadership model to apply in each situation. Priest-school director A said, "It is by being critical of what kind of leadership models need to be applied in the parish and DICES schools. This is the reason why discernment is necessary. In discerning other leadership styles, there should be complementarity to develop a new leadership model that could be used in managing DICES schools.

Table 7
Looking for Complementarity-Discerning for Other Leadership Styles

PSD	Incident Number	Incident	Code	Sub-category	Category
L	103	It is good to **discover the brilliance** of these two leadership styles to come with great leadership practices.	discovering the brilliance	discerning other leadership styles	Looking for Complementarity
A	5	It is by being **critical of what kind of leadership models need to be appl**ied in the parish and DICES schools.	critical	discerning of other leadership styles	Looking for Complementarity

Experimenting for Appropriate Leadership. Experimenting with appropriate leadership is a way for priest-school directors to look for complementarity between different leadership styles because they are open to using an effective one, and they accept that hierarchical leadership is not exclusive to managing and leading DICES schools. Priest-school director B said, "There are moments when I've changed my hat to assert my authority." In experimenting with appropriate leadership style, priest-school directors should exercise the change in positions to assert their authority. More so, they do not always dwell on hierarchical leadership in the seminary for future priest-school directors to discover different leadership styles other than the hierarchical format when managing DICES schools. Through this, priest school directors could easily respond to the demands of the DICES school management and avoid leaving people hanging. Priest-school director H said, "You don't leave them hanging." Experimenting with other leadership styles is essential to discover complementarity because priest-school directors are open to other formats of leadership. This is also one of their practices to cope with the cognitive dissonance between the hierarchical and distributed leadership models.

Table 8
Looking for Complementarity-Experimenting for Appropriate Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
B	13	There are moments when I've **changed my hat to assert my authority**.	changing hats to assert authority	experimenting with appropriate leadership	Looking for Complementarity
H	89	You **don't leave them hanging**.	no hanging	experimenting with appropriate leadership	Looking for Complementarity

Valuing the Benefits of Distributed Leadership. Valuing the benefits of distributed leadership is recognizing the contributions of the distributed leadership model in managing and leading DICES schools. The practice of looking for complementarity between the hierarchical and distributed leadership models is not to compromise hierarchical leadership, but to allow the distributed leadership model to fit into the environment and leadership orientation of the priest-school directors, which is hierarchical in nature. Priest-school director B said, "The mature management in the parish is an impact of the complementariness of hierarchical and distributed leadership." Looking for complementarity is valuing the distributed leadership model. In valuing the benefits of distributed leadership, the priest-school directors recognize the complementarity of hierarchical and distributed leadership as the reason for having successful parish management. It also affirms the impact of distributed leadership as it enriches both the priesthood and school management.

Valuing the benefits of distributed leadership results in looking for complementarity because priest-school directors could not let go of their hierarchical orientation as a priest. This is the reason why they seek complementarity between the hierarchical and distributed leadership model, and to recognize the importance of other leadership styles that could be effective in managing DICES schools. Priest-school director B said, "Distributed leadership enriches both ends, the priesthood and school management. Looking for complementarity is a form of valuing distributed leadership, which is maximized in the priest-school directors' leadership styles.

Table 9
Looking for Complementarity-Valuing the Benefits of Distributed Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
B	29	The mature management in the parish is an impact of the **complementari**ty of hierarchical and distributed leadership.	complementariness	valuing the benefits of DL	Looking for Complementarity
B	27	Distributed leadership **enriches both ends**, the priesthood and school management.	enriches both ends	, valuing the benefits of DL	Looking for Complementarity

The following tables present all the subcategories to look for complementarity and indicate the different coping practices of priest-school directors in dealing with cognitive dissonance.

Table 10
Looking for Complementarity and its Subcategories

Subcategory	Category
Adapting to hierarchical and distributed leadership Dealing with the cognitive dissonance Adapting to distributed leadership Recognizing other leadership styles Discerning other leadership styles Adapting different leadership styles	Looking for Complementarity

Looking for complementarity is one of the coping strategies of the DICES priest-school directors in dealing with the cognitive dissonance between their hierarchical orientation as priest and their distributed leadership practices. This coping strategy reflects their effort to value the strengths of both models by adapting, discerning, experimenting, and valuing the brilliance of hierarchical and distributed leadership models. This also highlights the reality that leading DICES schools is not solely the responsibility of hierarchical leadership, though it remains the primary orientation of the DICES priest-school directors, but also benefits from contributions of the distributed leadership model. By opening and appreciating other leadership styles, DICES priest-school directors nurture both their priestly ministry and their being school directors.

Looking for complementarity as a coping strategy of the DICES priest-school directors was affirmed by the DICES school principal. Principals observed that their directors adopted distributed leadership practices, made personal adjustments, and consulted widely with the school administrative councils. As Principal O said, "Our school director has never been uncomfortable coping with the cognitive dissonance between hierarchical and distributed leadership. He is more of exercising a distributed leadership style even during his first year as our school director." This testimony highlights the practice of the DICES priest-school directors of practicing distributed leadership alongside their hierarchical orientation as priests. More so, principals shared that their priest-school directors were practicing consultation, collective discernment, distribution of tasks, openness to feedback,

delegation, and regular communication with their school administrative council.

Teachers, during the focus-group discussion, had a similar observation with the DICES principals on how their priest-school directors cope and deal with the cognitive dissonance. They observed that their priest-school directors promoted distributed leadership through consultation, communication, delegation, trust-building, and collaboration. This observation shows that priest-school directors' openness to shared leadership is visible to the broader school community. Therefore, looking for complementarity as a coping strategy highlighted the willingness of the DICES priest-school directors to consider other leadership styles, such as the distributed leadership beyond their hierarchical orientation as priests. By discerning and coping with the cognitive dissonance between their hierarchical orientation as priests and distributed leadership practices, DICES priest-school directors find a balance between different leadership styles, especially the hierarchical and distributed leadership models, to lead and manage DICES schools effectively. Both the DICES principals and teachers agreed on this openness of the DICES priest-school directors, where they blended hierarchical and distributed leadership within the context of their priestly ministry.

Changing Leadership Style as Coping Practice

Practicing Distributed Leadership. Practicing distributed leadership is the principal-school directors' way of changing a leadership style. It seems to indicate a shift from hierarchical to distributed leadership. In practicing distributed leadership, priest-school directors exhibit these practices: roles are assigned to every members, not all members have the same roles, roles include coordinating and monitoring, there is no exclusivity especially in making decisions, negotiating, deliberating, learning not to be self-centered, allowing others to do the talking, distributing the gift of leadership, bearing fruits in church, school and in the priesthood, implementing the DICES supervisory program, allowing the administrative council to function, respecting decisions, respecting and welcoming other leaders, empowering people, and honing distributed leadership in managing DICES schools. In addition, priest-school directors recognized that practicing distributed leadership is a choice. Priest-school director, I said, "Empowerment is my coping mechanism to cope with the cognitive dissonance between hierarchical and distributed leadership models." They also described that the practice of distributed leadership in DICES schools is normal and ideal. Priest-school director B said, "The experience of leadership as passing on is bearing fruit in the church, school, and in the priesthood." Moreover, priest-school directors do not brag about their managerial and leadership performance, especially when it comes to the successes of their academic institutions.

Table 11
Changing Leadership Style-Practicing Distributed Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
I	90	**Empowerment** is my coping mechanism to cope with the cognitive dissonance between hierarchical and distributed leadership models.	empowerment	Practicing distributed leadership	Changing Leadership Style
B	40	The experience of leadership as passing on is **bearing fruit in the church, school, and the priesthood**.	bearing fruits in the church, school, and in the priesthood	, practicing distributed leadership	Changing Leadership Style

Appreciating Distributed Leadership. Appreciating distributed leadership is also the practice of the priest-school directors' practice of changing leadership. By appreciating the distributed leadership model, they see

educational leadership and management as the outcome of teamwork. Moreover, appreciating distributed leadership leads to controlling oneself not to practice hierarchical leadership and not to rely solely on their leadership prowess, needing other leaders to give knowledge-based suggestions, training future leaders, and following the instructions and programs of DICES. Priest-school director C said, "I always see educational management as the work of teamwork." In appreciating distributed leadership, priest-school directors welcome other leadership styles in managing and leading DICES schools. It is going away from hierarchical leadership and embracing the distributed leadership model. As such, priest-school directors are now showing appreciation for the benefits of practicing distributed leadership. As priest-school director, C said, "I need other leaders who can give me knowledge-based suggestions, to bring the school to greatness."

Table 12
Changing Leadership Style-Appreciating Distributed Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
C	68	I always see educational management as the work of teamwork.	teamwork	appreciating DL	Changing Leadership Style
C	66	I need **other leaders** who can give me knowledge-based suggestions to bring the school to greatness.	Other leaders	appreciate DL	Changing Leadership Style

The following tables present all the subcategories in changing a leadership style that indicate the different practices of priest-school directors in dealing with cognitive dissonance.

Table 13
Changing Leadership Style and Its Subcategories

Subcategory	Category
Practicing distributed leadership Appreciating distributed leadership	Changing Leadership Style

Changing leadership style is a coping strategy of the DICES priest-school directors in dealing with the cognitive dissonance between the priest-school directors' hierarchical orientation as priest and their practice of distributed leadership. This coping strategy is the priest-school directors' way of reducing the cognitive dissonance since they integrated distributed leadership as essential in their management of DICES schools. More so, this highlights the disposition of the priest-school directors; while they have a strong hierarchical orientation as priests, they value shared leadership in leading and managing DICES schools. The shift from hierarchical to distributed leadership was affirmed by the DICES principals. Principal A observed that priest-school directors practiced distributed leadership effectively, even though they could still assert authority when necessary. Principal C said that priest-school directors distributed tasks evenly and empowered others. Then, Principal N said, "He talks to me all the time, he mentors me to be a good leader, and gradually allows me to make minor decisions, thus shifting his style from hierarchical to distributed leadership". These observations, coming from the DICES principals, promote the practice of distributed leadership in leading DICES schools to success by the priest-school directors.

The teachers observed the change in leadership style of their priest-school directors. They consistently shared that their priest-school directors trusted their school administrative council, empowering members through consultation and shared decision-making. Though priest-school directors still make the final decision, principals, teachers, committees, and even all stakeholders are part of the leadership processes. This is very distributed, where more leaders are in the system, opening the gates for broader participation in decision-making and system-wide direction. The DICES Personnel Manual (2016) institutionalized the participation of all stakeholders in decision-

making. It says that priest-school directors must involve principals and school committees in decisions, review and approve policies, and collaborate with the school chaplain for the spiritual support of the entire school community. The provision in the said manual institutionalized the distributed leadership practices while still valuing the priest-school directors' decision.

Therefore, the practice of the distributed leadership model in DICES school management and leadership promotes both openness and adaptability of the priest-school directors. The practices of teamwork and empowerment show their willingness to move beyond traditional hierarchical leadership and management. However, practicing distributed leadership is not abandoning their priestly identity but the integration of distributed leadership practices to foster inclusivity, empowerment, and shared responsibility. It is no longer a coping strategy in reducing cognitive dissonance but becomes a characteristic of the DICES priest-school directors in leading and managing DICES schools.

Living out Church Norms as Coping Practice

Priestly Mindset. In dealing with cognitive dissonance, priest-school directors are imposing Church norms by continuously following their priestly mindset. They see the gift of the priesthood as their foundation in management and leadership. Priest-school director B said, "Priesthood is the grounding of the school director." This is the reason why, even though they have a hierarchical orientation, these priests can still resign as a sign of humility. Moreover, because of the gift of the priesthood, they remain formator and listener. As priest-school director, I shared, "I am more of a listener, especially before making a decision." By being a formator, priest-school directors do not look for faults, but rather for the strengths of their teachers. They also bring the heart of the Church into the institution that they serve, which is more than the gift of discernment, pastoral care, and school management. Priest-school director B said, "The heart of the church is more than the gift of discernment, pastoral care, and school administration." They believe that there are non-negotiables in the Church, such as looking at DICES schools as educational institutions of Jesus Christ. As priest-school director, F shared, "I always say that this school is the school of Jesus, and we are all employees of Jesus. I haven't seen any difference. Moreover, they believe that seminary formation has greatly influenced their practice of hierarchical and distributed leadership in managing and leading DICES schools and their parishes.

Table 14
Living out Church Norms-Priestly Mindset

PSD	Incident Number	Incident	Code	Sub-category	Category
B	35	Priesthood is **the grounding** of the school director.	grounding	priestly mindset	Living out Church Norms
I	92	I am more of a **listener,** especially before deciding.	listener	priestly mindset	Living out Church Norms
B	26	The **heart of the church** is more than the gift of discernment, pastoral care, and school administration.	heart of the church	priestly mindset	Living out Church Norms
F	77	I always say that this school of Jesus, and we are all employees of Jesus. I **haven't seen any difference**.	listener	Priestly mindset	Living out Church Norms

Church Practices. Here are the different church practices of priest-school directors that indicate how they impose Church norms: shepherding, embracing the participation of the faithful, allowing the decentralization of

power, shifting from monopoly to a collective, obeying, witnessing, and making decisions that are reserved for the priests. As priest-school director B shared, "We could find our way to continue shepherding our people behind the corners of our school premises." In doing these church practices, priest-school directors are obedient to the norms of the Church. There are practices that are of hierarchical orientation; however, there are those of different leadership orientations, such as shifting from monopoly to collective effort and the decentralization of power. Priest-school director K said, "There are decisions that are reserved for the priests. This practice is true in the church and DICES schools." In terms of church practices, the Church, although hierarchical in nature, is now opening its doors to different leadership styles of managing and leading parishes as well as Catholic schools.

Table 15
Living out Church Norms-Church Practices

PSD	Incident Number	Incident	Code	Sub-category	Category
B	22	We could find our way to continue **shepherding** our people behind the corners of our school premises.	shepherding	church practices	Living out Church Norms
K	98	There are **decisions that are reserved for the priests**. This practice is true in the church and DICES schools.	decisions that are reserved for the priests	church practices	Living out Church Norms

Table 16
Living out Church Norms and its Subcategories

Subcategory	Category
priestly mindset Church practices	Living out Church Norms

Living out Church norms is a coping strategy in dealing with the cognitive dissonance between the hierarchical orientation as a priest and the practice of distributed leadership. This coping strategy highlights the faithfulness of the priest-school directors to the Church norms, which is rooted in their priestly mindset and ecclesial traditions. However, the priest-school directors showed their openness to practice the distributed leadership in DICES schools' leadership and management. The DICES principals observed the existence of duality in the dynamic of the priest-school directors' dynamic in leading and managing DICES schools. Principal A shared that priest-school directors could assert their authority, which reflected their hierarchical authority as the head of both the parish church and the schools, yet they also listened to the voices of their members in making decisions. In this, the priest-school directors remained to be a listener and practice discernment in the decision-making process. Principal D highlighted their shepherd-like disposition, which was marked by openness, trust, and humility. Principal N added that the priest-school director mentored the principal into becoming a good leader. Therefore, DICES principals affirmed that the priest-school directors, while managing and leading DICES schools, embodied hierarchical leadership while having qualities of distributed leadership.

Teachers recognized the balance between the hierarchical and distributed leadership in the ministry of the priest-school directors. Teacher B said, "He is a person who will make decisions in our school organization." It affirms the directors' final authority. However, teacher A affirmed that priest-school directors played a shepherding role, guiding and forming members of the school administrative council to be a good shepherd of DICES schools. Therefore, the priest-school directors are decisive leaders and shepherds of schools that nurture other leaders. The DICES Personnel Manual (2016) affirms the hierarchical orientation of the priest-school directors through granting them veto power over committee decisions. Yet, their role includes nurturing the spiritual formation of all schools' stakeholders, actualizing the personal and organizational practices with the Diocese of Imus' pastoral priorities. Therefore, this ministry of the priest-school director is both authority and service. Therefore, the priestly mindset

and Church practices do not absolutely confine the priest-school directors to the dynamics of hierarchical leadership. Instead, their priestly identity, which is characterized by humility, discernment, and servanthood, is a fertile environment for complementarity with distributed leadership. Practices such as shepherding, participation, and decentralization in decision-making promote collaboration and collegiality. So, living out Church norms can reduce the cognitive dissonance and give space for distributed leadership, which is welcoming more people in the leadership practice.

Increasing the Cognitive Dissonance as a Coping Practice

Practicing Hierarchical Leadership. The priest-school directors developed a coping practice that increases the cognitive dissonance between their hierarchical orientation as priest and their practice of distributed leadership. Practicing hierarchical leadership manifested through practicing hierarchical leadership, making final decisions, implementing hierarchical leadership, needing to use hierarchical leadership, familiarity with hierarchical leadership, priest-school directors as having the final say, having brilliant ideas, members not knowing the decision-making process, failure to provide consultation, practicing hierarchical leadership to influence, and nurturing hierarchical leadership. Priest-school director, I said, "At the end of the day, after listening and discerning, the school director makes the final decision, which for me is a practice of hierarchical leadership. Practicing hierarchical leadership promotes cognitive dissonance because the priest-school directors nurture hierarchical leadership in managing and leading DICES schools. Priest-school director L shared that "the Church nurtures hierarchical leadership." They were hesitant in shifting from hierarchical to distributed because they were comfortable in practicing the hierarchical and even nurtured hierarchical leadership in leading and managing DICES schools.

Table 17
Increasing the Cognitive Dissonance-Practicing Hierarchical Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
I	94	At the end of the day, after listening and discerning, the school director **makes the final decision**, which, for me, is a practice of hierarchical leadership.	makes the final decision	Practicing hierarchical leadership	Increasing the Cognitive Dissonance
L	101	The church **nurtures hierarchical leadership**.	nurtures hierarchical leadership	Practicing hierarchical leadership	Increasing the Cognitive Dissonance

Appreciating Hierarchical Leadership. The appreciation of the hierarchical leadership model indicates an increase in cognitive dissonance. Incidents such as: comfort in hierarchical leadership; being used to hierarchical leadership; classical; safest; and temptation to settle into hierarchical leadership. These incidents invite the priest-school directors to settle on the hierarchical leadership as the traditional and safe leadership model. Priest-school director A said, "I want to practice the leadership style that I am used to, which is the hierarchical leadership." So, in leading and managing DICES school, there is more of hierarchical and less of distributed leadership.

Table 17
Increasing the Cognitive Dissonance-Appreciating Hierarchical Leadership

PSD	Incident Number	Incident	Code	Sub-category	Category
A	10	I want to practice the leadership style that I am **used to, which is hierarchical leadership**.	used to, which is the hierarchical leadership	practicing hierarchical leadership	Increasing the Cognitive Dissonance

Valuing the Role of the Church. Valuing the role of the Church in DICES school management indicates an increase in cognitive dissonance. The practices of bringing the heart and spirit of the Church into school management, affirming the role of the Church in DICES schools, and school management enriching the priesthood. As priest-school director B shared, "The Church spirit in the school enriches priesthood with the persons, problems, concerns, failures, and their victories." Valuing the Church in DICES school's management and leadership might influence priest-school directors to embrace the hierarchical leadership style of management and leadership instead of shifting from hierarchical to distributed leadership. This direction of the priest-school directors' management style indicates an increase in the cognitive dissonance between hierarchical and distributed leadership.

Table 18
Increasing the Cognitive Dissonance-Valuing the Role of the Church

PSD	Incident Number	Incident	Code	Sub-category	Category
B	28	The **Church spirit in the school** enriches the priesthood with the persons, problems, concerns, failures, and their victories.	Church spirit in the school	valuing the role of the Church	Increasing the Cognitive Dissonance

Table 19
Increasing the Cognitive Dissonance and Its Subcategories

Subcategory	Category
Practicing hierarchical leadership Appreciating hierarchical leadership Valuing the role of the Church	Increasing the Cognitive Dissonance

The priest-school directors developed a coping strategy for dealing with the cognitive dissonance by increasing the cognitive dissonance through the continued practice and appreciation of hierarchical leadership and by valuing the role of the Church. This coping strategy happens when priest-school directors choose to be comfortable with hierarchical leadership approaches despite the invitation for distributed leadership in DICES management. It shows the strong hierarchical orientation of the priest-school directors and resists the shift from hierarchical to distributed leadership. The DICES school principals shared the dynamic of the priest-school directors that while they were responding to the calling for distributed leadership, many priest-school directors began with a predominantly hierarchical approach. Principal E shared, "There is a time when the hierarchical leadership approach comes out, but he can divert such an approach into a distributed leadership model." So, it means that hierarchical practices tend to co-exist with emerging distributed approaches and sometimes contribute to the increase of cognitive dissonance. However, teachers highlighted the distributed practices of the priest-school directors, particularly in consultation, delegation, and shared decision-making. Their perceived priest-school directors' practices of distributed leadership lessened the cognitive dissonance since they experienced the more collaborative side of their leadership.

For the priest-school directors, the hierarchical leadership remains the safe and comfortable leadership style in managing and leading DICES schools, yet there was a time when priest-school directors were obedient to the diocesan mandate to practice distributed leadership. Therefore, though there was a direction of embracing hierarchical leadership, they were also willing to embrace the distributed leadership as an evolving leadership style approach. The hierarchical and priestly mindset of the priest-school directors might trigger the increase in cognitive dissonance temporarily, but the practice of distributed leadership became the leadership practice in governing DICES schools.

Table 20
Categories for Research Question 1

Categories	Research Question 1
Looking for Complementarity Changing Leadership Style Living out Church Norms Increasing the Cognitive Dissonance	Coping with the Cognitive Dissonance Between the Hierarchical Leadership and Distributed Leadership

In dealing with the cognitive dissonance between hierarchical and distributed leadership, the DICES priest-school directors develop four coping practices: looking for complementarity, changing leadership style, living the Church norms, and increasing cognitive dissonance. These coping practices reduce and increase the cognitive dissonance in leading and managing DICES schools. Looking for complementarity is the primary coping practice when dealing with cognitive dissonance. This practice is adapting to both the hierarchical and distributed leadership models. The priest-school directors look for complementarity, change leadership style, live the Church norms, and increase the cognitive dissonance. The coping practice for complementarity highlights the openness of priest-school directors to other leadership styles and valuing the importance and contributions of other leadership models. So, the practice of balancing the hierarchical and distributed leadership styles may give birth to successful leadership practices. Looking for complementarity supported the free-choice paradigm of Festinger (1957) on reducing dissonance, which is by reducing the importance of dissonance cognitions and increasing the importance of the consonant cognitions. Eliminating the negative features of the chosen alternative or positive features of the rejected alternative can lessen the dissonance after such a decision.

Changing leadership style is the second of the number of coping practices. This coping practice of priest-school directors includes the exercise and appreciation of distributed leadership. It affirms the shift from hierarchical to distributed leadership because priest-school directors are not resistant to practicing other leadership styles and are obedient to the general direction of DICES in embracing distributed leadership. In addition, it highlights the agreement of priest-school directors on the contribution of others in DICES schools' management and leadership. According to Festinger (1954), people change their perspective to satisfy their basic motivational drive and not just the legitimacy of their arguments. He states, "The attitude changes generally involved people comparing their own attitudes to the attitudes of others or comparing the basis for certain attitudes with information that communication might offer." Moreover, changing attitudes is a common response to dissonance. He further stated, "What people accomplish by changing their attitudes was the reduction of inconsistency."

DICES schools have been developing the practice of distributed leadership as they cope with cognitive dissonance between hierarchical and distributed leadership models. Exercising Church norms is the third among the number of incidents aligned with cognitive dissonance. This is manifested through the priest-school directors' priestly mindset and their observance of Church practices. This also affirms the presence of the authority of the Church in managing and leading DICES schools, which is hierarchical in nature. However, the priest-school directors' way of living the Church norms communicates obedience to their vows and priestly ministry. Their leadership styles are greatly influenced and developed by the leadership practices of the Church. This also reflects the Social Identity Theory of Cooper (2019), who mentioned that social identity was supremely important because it was one of the major roots of people's self-worth. The combination of Social Identity Theory and Dissonance Theory emphasizes that attitude change occurs as a function of participants' attraction to their group. Moreover, when people feel positive about their circle, and the greater the discomfort they experience, it leads to a change in attitude.

Increasing cognitive dissonance is the least among the number of incidents that tackle appreciation and practice of hierarchical leadership, as well as recognizing the value of the role of the Church in school management and leadership. In increasing cognitive dissonance, priest-school directors do not shift from hierarchical to distributed leadership or vice versa. There are more incidents that appear to be reducing cognitive dissonance by looking for complementarity and changing leadership style; however, there are also several incidents that increase cognitive dissonance, such as exercising Church norms and practicing hierarchical leadership. As such,

priest-school directors are reducing their cognitive dissonance since they are open to different leadership styles and they show obedience to the direction of DICES, which is toward distributed leadership. These efforts of reducing cognitive dissonance are both recognized by DICES school principals and teachers, who affirm that priest-school directors are shifting from the hierarchical leadership model to the distributed leadership model. They also point out that priest-school directors are obedient to the general direction of DICES in embracing distributed leadership.

5. Conclusion

Based on the findings of this study, the priest-school directors deal with the cognitive dissonance between their hierarchical orientation as priest and their practice of distributed leadership by developing four coping practices. First, they looked for complementarity, which is integrating the strengths of both leadership approaches in school and parish leadership and management. Second, they changed leadership styles, which shifted from hierarchical to distributed practices to nurture collaboration and shared responsibility. Third, they lived out Church norms, which is being faithful to their priestly mindset and identity as well as Church practices while responding to new leadership demands. Finally, increasing the cognitive dissonance by holding on to hierarchical leadership before transitioning to distributed leadership. These coping practices reveal the adaptability and flexibility of the priest-school directors' leadership practices as they balance and deal with the tensions between hierarchical and distributed leadership in managing and leading DICES schools.

Implications for Priest-School Directors and School Leaders - The findings of this study highlight important implications for priest-school directors and school leaders, particularly in navigating the cognitive dissonance between hierarchical and distributed leadership. For priest-school directors, the study opens for looking at the beauty and brilliance of different leadership styles and calls for integration to embrace complementarity to have effective and efficient leadership for the 21st-century educational leadership and management. While affirming the contributions of a priestly mindset and identity that promote hierarchical leadership, the 21st-century educational leadership and management demands openness for distributed leadership. The four coping practices, such as looking for complementarity, changing leadership styles, living out Church norms, and increasing the cognitive dissonance, developed practical implications for mentoring second-line leaders, journeying with principals, empowering teachers, and nurturing school communities rooted in collaboration, empowerment, and participation.

For school leaders in general, the study promotes distributed leadership as a leadership style that nurtures teamwork, shared responsibility, and growing future leaders to strengthen educational management and leadership. It highlights that there is no “one-size-fits-all” model in leading and managing schools; rather, it requires discernment, openness, flexibility, and integration. School leaders must remain steadfast in living out their institutional identity while being adaptive to the changing and increasing demands of Catholic education. For educators, the study recognizes that effective leadership today is no longer solely a ‘top-down structure”; instead, an integration of different leadership styles. In the distributed leadership framework, educators take more active roles in decision-making, curriculum development and innovation, and student formation. The shared responsibility of educators nurtures professional growth and builds a culture of collective accountability. For learners, the study promotes that complementarity between the hierarchical and distributed leadership practices of school leaders ensures clear policies and academic standards that value student participation, creativity, and initiative. The students are supported, guided, and empowered to experience a more stable, responsive, and inclusive learning environment.

Limitations and Recommendations - This study is focused only on the coping practices of priest-school directors in dealing with the cognitive dissonance between the hierarchical orientation as a priest and the distributed leadership practices in the Diocese of Imus Catholic Educational System (DICES). The results of the study may not represent the coping practices of the other priest-school directors in other Catholic educational systems because of differences in contexts, cultures, and even organizational structure. The study was based on the perspectives of priest-school directors, school principals, and teachers and did not capture the experiences of

all the school stakeholders. Furthermore, the qualitative approach of the study may limit the generalizability of the results, even though the study provides insights into how priest-school directors deal and cope with the cognitive dissonance between their hierarchical orientation as priest and their distributed leadership practices. Based on the limitations of the study, the research recommends examining and exploring more leadership experiences coming from other priest-school directors of different dioceses and educational systems for broader comparison and validation of findings. Future research may include other stakeholders such as parents, students, diocesan officials, and lay collaborators to provide a broader and holistic view of the coping practices of the priest-school directors. Moreover, quantitative or mixed-methods research designs are recommended to complement the qualitative findings and measure the impact of distributed leadership on school performance, student-learning outcomes, and organizational culture.

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Subjective well-being of teachers in public elementary schools in Aritao I District: Role of empowering leadership

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Abstract

This study examines the determining role of school administrators' empowering leadership on the subjective well-being of 94 public elementary school teachers in the Aritao I District during the school year 2025–2026. Employing a quantitative descriptive-correlational design, the study analyzed the relationship between empowering leadership—covering authorization, responsibility, self-determination, self-decision making, self-problem solving, knowledge sharing, skill development, and coaching for innovative performance—and teachers' subjective well-being, which included emotional, psychological, and social well-being, workplace satisfaction, sense of purpose, autonomy, work-life balance, and resilience. Data were collected through validated instruments and statistically analyzed at a 0.05 significance level. Findings revealed that school administrators demonstrated a very good level of empowering leadership (M = 3.58), with coaching for innovative performance rated highest. Teachers likewise exhibited a very high level of subjective well-being (M = 3.55), led by a strong sense of purpose and meaning. Spearman rank-order correlation analysis showed a moderate, positive, and significant relationship ($r = 0.542$, $p < 0.05$) between empowering leadership and teachers' well-being, with the strongest association observed in self-decision making ($r = 0.742$). These results underscore the vital role of leadership that fosters autonomy, participation, and collaboration in enhancing teacher well-being. Based on the findings, a Capacity Building Program Manual was developed as an educational management intervention to strengthen empowering leadership and promote teachers' holistic well-being. The study recommends continuous professional development, institutionalization of participative policies, and replication of the research across other educational contexts.

Keywords: empowering leadership, subjective well-being, teacher well-being, educational management, capacity building

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Subjective well-being of teachers in public elementary schools in Aritao I District: Role of empowering leadership

1. Introduction

In the 21st-century education landscape, school leadership and teacher well-being have emerged as pivotal drivers of quality teaching and learning outcomes. As education systems worldwide contend with increasing demands for innovation, inclusivity, and resilience, the role of leadership has shifted from directive supervision to facilitative empowerment. Empowering leadership—characterized by the delegation of authority, promotion of autonomy, and cultivation of personal growth—has gained prominence as a transformative leadership style that nurtures a supportive and high-performing school culture. Simultaneously, teacher subjective well-being has garnered growing international attention as a determinant of teacher effectiveness, engagement, and retention. Subjective well-being refers to an individual's self-assessed happiness, life satisfaction, and emotional experiences. For educators, high levels of subjective well-being have been linked to enhanced motivation, creativity, and professional commitment. However, in many global contexts, particularly in public basic education systems, teacher well-being remains compromised due to systemic pressures, limited support, and high workloads.

It is the aim of the current researcher to explore how teachers' perceptions of their school administrators' empowering leadership influence their own subjective well-being. Grounded in a novel conceptual framework, it positions empowering leadership not only as a leadership style but as a determinant of teachers' happiness, motivation, and professional fulfillment. Conducted in the context of public elementary schools in the Aritao I District, the study reflects broader global education dynamics, where leadership quality and teacher wellness are increasingly linked. By examining this relationship, the study offers insights for improving educational leadership practices and promoting teacher well-being to support sustainable school development. In the evolving landscape of education, leadership practices and teacher well-being have become central to improving school effectiveness and sustainability. Empowering leadership, which emphasizes delegation, autonomy, and professional growth, is increasingly recognized as a key factor in fostering positive school environments (Cheong et al., 2019). This leadership approach not only promotes teacher motivation and engagement but also enhances collaboration and innovation in instructional practices (Amundsen & Martinsen, 2018).

Simultaneously, teacher subjective well-being—defined as an individual's self-perceived quality of life, emotional experiences, and overall satisfaction—has gained prominence in education research due to its influence on teacher performance and student outcomes (Benevene et al., 2020). Teachers with high levels of subjective well-being are more likely to display resilience, creativity, and a stronger commitment to teaching (Hascher & Waber, 2021). In contrast, diminished well-being can lead to burnout, absenteeism, and attrition, affecting the quality of education delivered. Studying the link between empowering leadership and subjective well-being is crucial, especially in under-resourced and high-stress school contexts. Research has shown that empowering leadership behaviors can significantly buffer stress and contribute to greater psychological empowerment and life satisfaction among teachers (Kim & Beehr, 2020; Li et al., 2021). Moreover, understanding this relationship enables educational leaders and policymakers to create systems that not only improve school outcomes but also prioritize the mental health and professional flourishing of educators. Thus, integrating empowering leadership frameworks with well-being initiatives offers a holistic approach to educational reform. It ensures that teachers are not just operationally supported but are also psychologically empowered to thrive in their roles.

In the Philippine education system, empowering leadership is vital in enhancing teacher morale, resilience, and well-being amid systemic challenges such as limited resources, administrative burdens, and large class sizes. When school heads adopt empowering practices—such as promoting autonomy, shared decision-making, and professional support—they create a positive organizational climate that uplifts teachers' subjective well-being (Dizon-Ross, 2020). Given the high stress and emotional demands in Philippine public schools, focusing on teacher

well-being is essential to prevent burnout and sustain motivation. Thus, the intersection of empowering leadership and well-being plays a critical role in improving educational quality and teacher retention. Despite growing international interest in empowering leadership and teacher well-being, limited research exists within the Philippine context that directly links school administrators' empowering leadership practices to teachers' subjective well-being. Most local studies focus on traditional leadership models or general job satisfaction, overlooking the psychological empowerment and emotional experiences of teachers. This gap highlights the need to explore how empowering leadership influences teachers' well-being in public schools, particularly in rural districts like Aritao I. The lack of localized empirical evidence motivated the researcher to investigate this relationship, aiming to inform leadership development and teacher support programs in Philippine education.

This study is anchored on the United Nations Sustainable Development Goals (UN SDGs), particularly Goal 3: Good Health and Well-Being and Goal 4: Quality Education. By examining how empowering leadership influences teachers' subjective well-being, the study contributes to promoting mental health and emotional resilience among educators—an essential component of holistic health and sustainable human development. Furthermore, by fostering leadership practices that enhance teacher motivation and engagement, the research supports efforts toward inclusive and equitable quality education. The study is also aligned with the National Research Agenda for Teacher Education (NRATE), which emphasizes the need for research on teacher welfare, professional development, and school leadership effectiveness. Addressing these priorities, the study aims to provide evidence-based insights for improving teacher support systems and leadership practices in Philippine public schools. Ultimately, the research seeks to inform policy and practice that advance teacher well-being and school excellence within both national and global development frameworks.

This study also aligns with the Department of Education (DepEd) Research Agenda under the focus area of Human Resource Development, which emphasizes enhancing teacher quality, well-being, and leadership capacities. By investigating the link between empowering leadership and teacher subjective well-being, the study supports DepEd's goal of fostering a supportive work environment that nurtures professional growth and emotional resilience among educators. Understanding how school leaders influence teachers' well-being provides evidence for targeted interventions in leadership training and teacher support programs. This research contributes to building a motivated, empowered, and high-performing teaching workforce aligned with DepEd's long-term education reform goals.

This study is also anchored on the Nueva Vizcaya State University (NVSU) Research Agenda, particularly under the theme of Education and Human Development, which prioritizes research on leadership effectiveness, teacher welfare, and quality instruction. Within the College of Teacher Education (CTE) Research Agenda, the study supports the focus on enhancing teacher performance and well-being as crucial components of educational success. By examining the impact of school administrators' empowering leadership on teacher subjective well-being, the research contributes to the development of responsive leadership models and well-being frameworks, which are vital to improving teacher retention, motivation, and student learning outcomes.

As per observation by the researcher, teachers in the Aritao I District encounter various challenges that affect their well-being and overall job satisfaction. Among these are insufficient instructional resources, heavy administrative workloads, and inadequate access to mental health and professional support services. Many educators also experience limited involvement in school-level decision-making, lack of recognition for their efforts, and minimal opportunities for skills enhancement or career progression. Some schools in the district face infrastructural limitations, unreliable internet connectivity, and challenging working conditions due to their remote locations. These factors contribute to stress, decreased motivation, and emotional fatigue among teachers. Observing these persistent concerns, the researcher was driven to explore how school administrators' empowering leadership practices may influence and potentially improve teachers' subjective well-being. The study aims to determine whether leadership that promotes autonomy, participation, and support can enhance the psychological and professional wellness of teachers in the district, offering insights for policy and practice improvements in similar rural school settings.

2. Related Literature

This study was anchored on the Leader-Member Exchange (LMX) Theory, developed by Graen and Uhl-Bien (1995). This theory emphasizes the quality of the dyadic relationship between leaders and their subordinates. Unlike traditional leadership theories that adopt a uniform leadership style for all employees, LMX theory asserts that leaders develop unique relationships with each member of their team. These relationships exist on a continuum, ranging from low-quality exchanges characterized by formal, role-defined interactions, to high-quality exchanges defined by trust, mutual respect, support, and obligation. High-quality LMX relationships foster an environment where subordinates feel valued, empowered, and involved in decision-making processes. This aligns strongly with the concept of empowering leadership, which focuses on delegating authority, encouraging autonomy, and promoting professional growth among team members. In educational settings, when school administrators establish strong LMX relationships with teachers, they not only foster a culture of shared leadership but also contribute significantly to teachers' subjective well-being.

This theory provides a relevant framework for the current study, which seeks to explore how teachers' perceptions of their administrators' empowering leadership influence their sense of well-being. The LMX framework supports the idea that the nature of leader-teacher interactions—particularly those characterized by empowerment—can lead to improved emotional, psychological, and professional outcomes. Teachers who perceive a high-quality relationship with their school heads are more likely to experience job satisfaction, feel a sense of purpose, and display greater resilience. Thus, LMX theory serves as a foundational lens through which the relationship between empowering leadership and teacher subjective well-being can be better understood. It supports the study's assumption that positive leader-member interactions are critical to cultivating a thriving, motivated, and mentally healthy teaching workforce in public elementary schools.

Empowering leadership is a contemporary leadership construct that emphasizes the importance of enabling employees to take initiative, make decisions, and develop professionally through shared responsibility and autonomy. Unlike traditional directive leadership styles, empowering leadership focuses on enhancing followers' intrinsic motivation and capacity to lead themselves, thereby fostering a more engaged, innovative, and resilient workforce (Amundsen & Martinsen, 2014; Lee et al., 2018). It is particularly relevant in educational contexts where collaboration, trust, and innovation are essential for effective teaching and learning. Amundsen and Martinsen (2015) proposed a multidimensional framework for empowering leadership, which includes eight core dimensions: authorization, responsibility, self-determination, self-decision making, self-problem solving, knowledge sharing, skill development, and coaching for innovative performance. These dimensions collectively describe leadership behaviors that promote autonomy and competence among team members. Authorization involves giving subordinates the authority to act independently within their roles, which signals trust and builds confidence. Responsibility refers to assigning tasks in a way that encourages accountability and commitment to outcomes, which enhances job ownership and motivation (Cheong et al., 2016).

Self-determination and self-decision making refer to employees' freedom to choose how tasks are approached and executed. These dimensions support psychological empowerment by fostering a sense of control over work activities, consistent with Self-Determination Theory (Deci & Ryan, 2000). Similarly, self-problem solving allows employees to resolve challenges independently, building their confidence and promoting leadership from within (Lorinkova et al., 2013). Knowledge sharing is crucial in organizational learning, as it ensures that information and expertise are distributed across teams, which encourages innovation and collaboration (Srivastava et al., 2006). Skill development, another key dimension, reflects the leader's role in fostering continuous learning by providing opportunities for training and upskilling. Lastly, coaching for innovative performance involves the leader actively guiding and encouraging employees to move beyond routine work and adopt creative, forward-thinking strategies. This coaching approach is particularly vital in schools, where constant adaptation and creativity are needed to respond to diverse student needs and systemic challenges (Hassan et al., 2020).

In the field of education, empowering leadership has been linked to numerous positive outcomes, including

teacher motivation, organizational citizenship behaviors, and overall school effectiveness (Tahir et al., 2021). It is especially important in public education systems where bureaucratic structures can sometimes hinder teacher agency. School leaders who embody empowering leadership help cultivate an environment of mutual respect, shared leadership, and professional growth. These conditions not only enhance teaching quality but also contribute significantly to the subjective well-being of teachers—a key factor in retention, satisfaction, and student success.

By grounding this study on empowering leadership, the research explores how such leadership practices, as perceived by teachers, influence their well-being. It presents a timely contribution to educational leadership literature by proposing that empowering leadership is both a driver and an outcome of teacher flourishing, professional agency, and sustainable school development. On the other hand, subjective well-being (SWB) as a research construct refers to how individuals experience and evaluate their lives, encompassing both emotional responses and cognitive judgments (Diener, Oishi, & Tay, 2018). It is a comprehensive construct that goes beyond the absence of distress, integrating positive affect, life satisfaction, and a sense of purpose. In the context of teaching, subjective well-being is especially important, as it directly influences motivation, job satisfaction, effectiveness, and resilience in the face of occupational stress.

According to Diener et al. (2018), SWB has both hedonic and eudaimonic components. The hedonic aspect focuses on the pursuit of pleasure and avoidance of pain, typically measured through emotional well-being and life satisfaction. The eudaimonic aspect, meanwhile, emphasizes meaning, self-realization, and the fulfillment of one's potential. Together, they provide a holistic picture of a person's mental and emotional health. One fundamental component of SWB is emotional well-being, which reflects the presence of positive emotions (e.g., joy, contentment) and the absence of negative emotions (e.g., anger, sadness) (Diener et al., 2018). In educational settings, emotionally well teachers are more likely to engage constructively with students and colleagues (Collie, 2021). Psychological well-being refers to the individual's sense of autonomy, mastery, personal growth, and positive relationships (Ryff & Keyes, 1995; Huppert, 2009). This dimension supports teachers' professional identity and continuous development.

Social well-being, as outlined by Keyes (1998), involves one's sense of belonging, contribution to society, and the belief that one's life is meaningful within a social context. For teachers, a sense of community and collegial support fosters collaboration and buffers stress. Another critical aspect is workplace satisfaction, which includes perceptions of work conditions, leadership, and opportunities for growth (Van der Westhuizen et al., 2020). Teachers' satisfaction with their work environment directly affects their intention to stay in the profession and their performance. Sense of purpose and meaning also contributes significantly to subjective well-being. Teachers who view their work as meaningful tend to show greater resilience and motivation (Ryan & Deci, 2017). Autonomy and professional agency—the ability to make choices and influence educational practices—further enhance well-being by empowering teachers to act with integrity and creativity (Pearce & Manz, 2018).

Work-life balance is another essential factor. When teachers are able to manage personal and professional responsibilities without burnout, their overall well-being improves (Skaalvik & Skaalvik, 2018). Lastly, resilience and stress management are indispensable. Teachers must frequently adapt to changing curricula, policies, and student needs. Those who develop coping mechanisms and maintain emotional strength are better equipped to maintain high levels of well-being (Collie, 2021). It is noted by the researcher that subjective well-being is a multidimensional construct essential for teacher effectiveness and retention. Recognizing and enhancing each component of SWB can create healthier, more productive educational environments.

This study assumes that public elementary school teachers in Aritao I District are capable of objectively assessing their perceptions of their school administrators' empowering leadership. It also presumes that their responses accurately reflect their levels of subjective well-being across emotional, psychological, social, and professional dimensions. Furthermore, the study assumes that empowering leadership practices are observable and influential enough to impact the well-being of teachers. It is also assumed that the instruments used to measure empowering leadership and subjective well-being are valid, reliable, and culturally appropriate for the Philippine

education setting during the school year 2025–2026.

3. Methodology

Research Design. This study employed a quantitative descriptive-correlational design to determine the relationship between empowering leadership among school administrators and the **subjective well-being** of teachers in the Aritao West District during the 2025–2026 school year. Guided by Creswell (2018) and Yin (2015), the quantitative approach enabled objective analysis of numerical data to identify statistical relationships between variables without manipulation. Descriptive statistics summarized responses, while Pearson's correlation coefficient measured the strength and direction of relationships between leadership practices and teacher well-being.

Research Environment and Respondents. The study was conducted in Aritao West District, Nueva Vizcaya, comprising 12 public elementary schools with 123 teachers. A total of 94 teachers (76.42%) participated, representing all schools across the district. Stratified random sampling was employed to ensure equitable representation and validity of findings. The district's dynamic educational setting provided an ideal context for exploring how empowering leadership supports teacher motivation, job satisfaction, and psychological health.

Research Instruments. Two validated instruments were utilized:

- Empowering Leadership Scale (Quimson et al., 2024) – a 42-item tool based on Amundsen and Martinsen (2014), with a reliability coefficient of 0.862.
- Multi-Dimensional Teacher Subjective Well-Being Questionnaire (Naui et al., 2024) – a 48-item instrument derived from Diener et al. (2018), with a Cronbach's alpha of 0.872, ensuring strong internal consistency.

Data Gathering and Analysis. Formal approval was obtained from the District Supervisor prior to data collection. Questionnaires were distributed to teachers after an orientation to ensure informed and voluntary participation. Collected data were analyzed using mean scores for descriptive interpretation and Pearson-r correlation to test the relationship between empowering leadership and teachers' subjective well-being. Ethical standards—confidentiality, informed consent, and non-maleficence—were strictly observed throughout the research process.

4. Results and Discussion

Problem 1. What is the perception of the teacher-respondents of their school administrator's empowering leadership along the dimension of authorization, responsibility, self-determination, self-decision making, self-problem solving, knowledge sharing, skill development, and coaching for innovative performance?

Table 1
Mean and qualitative description of the perceive school administrators empowering leadership by the teacher respondents (n=94)

Empowering Leadership	Area Mean	Qualitative Description
Authorization	3.45	Good
Responsibility	3.75	Very Good
Self-Determination	3.62	Very Good
Self-Decision Making	3.28	Good
Self-Problem Solving	3.38	Good
Knowledge Sharing	3.78	Very Good
Coaching for Innovative Performance	3.82	Very Good
Grand Mean	3.58	Very High

The results of the study yielded a grand mean of 3.58, interpreted as *Very Good*. This finding implies that school administrators are generally perceived by teacher-respondents as effective in demonstrating empowering leadership, creating a school environment where teachers feel guided, supported, and motivated to perform their

roles. Among the dimensions, Coaching for Innovative Performance emerged with the highest mean score of 3.82 (Very Good). This indicates that administrators are strongly recognized for their mentoring and guidance, particularly in encouraging teachers to adopt innovative practices that enhance teaching and learning. Following closely is Knowledge Sharing with a mean of 3.78 (Very Good), suggesting that administrators actively promote open communication, professional collaboration, and dissemination of valuable information within the academic community. The third highest dimension, Responsibility (3.75, Very Good), reflects that administrators are effective in entrusting responsibilities to teachers and ensuring accountability in their respective tasks. Similarly, Self-Determination obtained a mean of 3.62 (Very Good), highlighting that teachers are provided with a certain degree of autonomy, allowing them to exercise professional independence and initiative.

In contrast, the lowest-rated dimensions received only a *Good* qualitative description. Authorization (3.45) implies that while administrators delegate authority, teachers perceive that there are still limitations to the extent of decision-making power granted to them. Self-Problem Solving (3.38) shows that teachers are not fully empowered to resolve issues independently, indicating reliance on administrative approval. The lowest dimension, Self-Decision Making (3.28), suggests that teachers perceive relatively fewer opportunities to participate in key decisions that directly affect their professional responsibilities and classroom practices.

The above findings underscore that school administrators are highly effective in areas of coaching, knowledge sharing, and delegation of responsibility. However, there remains a need to strengthen empowerment strategies in the domains of authorization, decision-making, and problem-solving to further enhance teacher autonomy and professional growth. The above findings is supported by the view that empowering leadership is a transformative approach that prioritizes autonomy, participatory decision-making, and professional growth. Unlike traditional top-down models, empowering leaders distribute authority, foster innovation, and build a culture of trust and collaboration (Lee et al., 2018). This style of leadership enhances intrinsic motivation by promoting self-efficacy, autonomy, meaning, and impact (Amundsen & Martinsen, 2014). When leaders trust teachers to make decisions, take responsibility, and solve problems, they experience greater engagement, job satisfaction, and commitment (Chen et al., 2020). In line with the results of this study, administrators who practice coaching, knowledge sharing, and responsibility delegation contribute not only to individual teacher growth but also to the collective effectiveness of the school community.

Problem 2. What is the respondent's perception of their subjective well-being along the components of emotional well-being, psychological well-being, social well-being, workplace satisfaction, sense of purpose and meaning, autonomy and professional agency, work-life balance, and resilience and stress management?

Table 2
Mean and qualitative description of the perceive subjective well-being of the teacher respondents (n=94)

Empowering Leadership	Area Mean	Qualitative Description
Emotional Well-Being	3.56	Very High
Job Satisfaction	3.62	Very High
Psychological Well-being	3.42	High
Social Well-being	3.63	Very High
Work-Life Balance	3.18	High
Resilience and Coping Capacity	3.72	Very High
Sense of Purpose and Meaning	3.85	Very High
Autonomy and Professional Agency	3.42	High
Grand Mean	3.55	Very High

The results revealed a grand mean of 3.55, interpreted as *Very High*, indicating that overall, teacher-respondents experience a strong sense of subjective well-being. This suggests that teachers generally maintain positive emotions, satisfaction, and resilience in their professional and personal lives, despite the challenges of their work environment. Among the dimensions, Sense of Purpose and Meaning ranked the highest with a mean of 3.85 (Very High). This highlights that teachers derive deep fulfillment and significance from their profession, viewing their role as more than a job but as a meaningful contribution to learners and society. Following this, Resilience and Coping Capacity scored 3.72 (Very High), suggesting that teachers are able to manage stress

effectively and adapt to challenges, maintaining stability even under pressure. Social Well-Being came next with a mean of 3.63 (Very High), reflecting that teachers feel connected and supported within their school community, fostering a sense of belonging and positive relationships. Closely aligned is Job Satisfaction with a mean of 3.62 (Very High), indicating that teachers are generally happy and content with their roles, responsibilities, and the overall teaching profession. Emotional Well-Being also scored strongly with a mean of 3.56 (Very High), showing that teachers maintain a positive emotional outlook and experience more positive than negative affect in their work and daily lives.

On the other hand, three dimensions received only a *High* qualitative description. Both Psychological Well-Being and Autonomy and Professional Agency registered identical means of 3.42, suggesting that while teachers feel mentally balanced and professionally capable, there is still room to strengthen their sense of independence, personal growth, and agency in decision-making. Lastly, Work-Life Balance had the lowest mean of 3.18 (High), indicating that many teachers find it challenging to balance the demands of their professional responsibilities with personal and family life. These results suggest that teachers' subjective well-being is anchored in their sense of meaning, resilience, and supportive relationships, while challenges remain in maintaining balance between work and personal life and in fully exercising autonomy and professional agency.

Problem 3. Is there a significant relationship between the perceived empowering leadership of school administrators and the teachers' subjective well-being?

Table 4

Correlation coefficient between school heads' empowering leadership and teachers' subjective well-being (n=94)

Empowering Leadership Dimensions	Computed r-value	p-value	Remarks
Authorization	0.685 *(moderate correlation)*	0.0001	Very Significant
Responsibility	0.401 *(moderate correlation)*	0.0001	Very Significant
Self-Determination	0.620 *(mederate correlation)*	0.0001	Very Significant
Self-Decision Making	0.742 *(strong correlation)*	0.0001	Very Significant
Self-Problem Solving	0.049 *(negligible correlation)*	0.639	Not Significant
Knowledge Sharing	0.626 *(moderate correlation)*	0.0001	Very Significant
Coaching for Innovative Performance	0.065 *(negligible correlation)*	0.534	Not Significant
Overall Correlations	0.542 *(moderate correlation)*	0.0001	Very Significant

Degrees of Freedom: 92 Level of Significance: 0.05

Table 4 presents the correlation coefficients between the various dimensions of school heads' empowering leadership and teachers' subjective well-being, based on a sample of 94 respondents. The computed r-values range from negligible to strong positive correlations, suggesting that empowering leadership practices have varying degrees of influence on teachers' well-being. Among the dimensions, self-decision making ($r = 0.742$, $p = 0.0001$) shows a strong and very significant positive correlation, indicating that when school heads allow teachers to independently make decisions related to their work, it greatly enhances their confidence, motivation, and overall well-being. Likewise, authorization ($r = 0.685$, $p = 0.0001$) and self-determination ($r = 0.620$, $p = 0.0001$) exhibit moderate but very significant correlations, suggesting that empowering teachers with authority and autonomy fosters a sense of ownership and contributes positively to their subjective well-being. The dimensions of responsibility ($r = 0.401$, $p = 0.0001$) and knowledge sharing ($r = 0.626$, $p = 0.0001$) also demonstrate moderate, very significant correlations, emphasizing that assigning meaningful responsibilities and encouraging collaborative knowledge exchange are important factors that strengthen teacher well-being.

On the other hand, self-problem solving ($r = 0.049$, $p = 0.639$) and coaching for innovative performance ($r = 0.065$, $p = 0.534$) yield negligible and non-significant correlations, suggesting that these leadership practices, in this context, do not strongly influence teachers' well-being. The overall correlation ($r = 0.542$, $p = 0.0001$) reveals a moderate and very significant positive relationship between school heads' empowering leadership and teachers' subjective well-being. These finding highlights that, while the strength of associations varies across dimensions, empowering leadership as a whole remains a crucial factor in enhancing teacher well-being.

The data indicate that empowering leadership practices—particularly in the form of granting decision-making

power, authority, and autonomy—play a pivotal role in promoting teachers' subjective well-being. However, certain aspects, such as problem-solving and coaching for innovation, may require further strengthening to yield a more meaningful impact.

Problem 4. Based on the significant findings of the study, what educational management intervention could be developed to enhance the teacher's subjective well-being and how they positively respond to their school administrator's empowering leadership?

The study identified significant findings for both constructs, highlighting benchmark statements with the lowest mean scores, qualitatively described as "sometimes." These areas served as the basis for developing topics or course modules for inclusion in the training design which form part of the Capacity Building Program Manual, crafted by the researcher as an educational management intervention. For the Empowering Leadership Scale, teachers reported lower scores on items such as handling issues independently without constant supervision, being held accountable for results, having their decisions respected regarding deadlines, being invited to provide input on operational concerns, being trusted to manage difficult situations, receiving relevant work-related information, and having innovation promoted in their work. Regarding Teachers' Subjective Well-Being, the lowest scores were noted for items related to managing emotions during stressful situations, perceiving workloads as manageable, regularly reflecting on ways to improve as an educator, relying on colleagues for help and collaboration, having adequate time to relax outside of work, maintaining a healthy work-life balance, quickly recovering from stressful teaching experiences, and freely expressing professional opinions. These findings provide critical insights for designing targeted interventions aimed at strengthening empowering leadership practices and enhancing teachers' overall well-being.

5. Conclusions

Based on the significant findings of the study, the following conclusions were drawn:

- School administrators were generally perceived as effective in practicing empowering leadership, creating a supportive and motivating school environment.
- Teachers demonstrated a strong level of subjective well-being, reflecting positive emotional, psychological, and social experiences in both personal and professional contexts.
- The correlation analysis confirmed that school heads' empowering leadership had a significant and positive association with teachers' subjective well-being, emphasizing the critical role of leadership in shaping teacher experiences.
- The identified findings served as the foundation for designing topics and course modules, which were integrated into the Capacity Building Program Manual developed by the researcher as an educational management intervention.

Recommendations - Based on the above findings and conclusions drawn, the following are highly recommended by the researcher.

- School administrators may undergo continuous professional development focused on enhancing empowering leadership behaviors such as delegation of authority, knowledge sharing, and support for innovation. This can be facilitated through structured leadership training programs, mentorship opportunities, and participation in leadership forums that emphasize collaborative and participatory school governance.
- The Department of Education (DepEd) and school administrators may design and implement systematic well-being initiatives that address teachers' emotional, psychological, and social needs. These may include wellness seminars, stress management workshops, peer support groups, and mental health

advocacy to sustain teachers' resilience and work-life balance.

- School systems may institutionalize policies that encourage participative decision-making and professional autonomy. Providing teachers with meaningful responsibilities and opportunities to exercise professional judgment can enhance motivation, satisfaction, and overall well-being.

- The developed Capacity Building Program Manual may be formally adopted as an educational management intervention. Its modules may serve as a guide for training sessions, professional learning communities, and coaching activities aimed at improving both leadership practices and teacher well-being. Regular monitoring and evaluation should also be conducted to assess effectiveness and refine program components.

- Schools may foster a culture of collaboration by institutionalizing platforms such as learning action cells (LACs), professional learning communities (PLCs), and inter-school knowledge exchanges. These activities can enhance teachers' professional growth, encourage innovative practices, and strengthen collegial relationships.

- Future research may replicate and expand this study in other districts or educational settings to validate the findings and generate comparative insights. Longitudinal studies may also be conducted to examine the long-term impact of empowering leadership on teacher well-being. This evidence base can guide the refinement of leadership practices, interventions, and policies in education.

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G-Workbuk: Materyal sa pagpapaunlad ng kasanayan sa gramatikang Filipino



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Abstract

Natiyak sa pag-aaral na ito ang kadalasang pagkakamali ng mag-aaral sa gramatikang Filipino. Ginamitan ng disenyong debelopmental ang pananaliksik na ito. Ang mga kalahok ay ang mga mag-aaral mula sa ika-11 baitang ng General Academic Strand ng Pambansang Mataas na Paaralan ng Cumadcad at mga dalubgurong nagtuturo ng asignaturang Filipino. Ang pinagkunan ng datos ay isang kalipunan o portfolio ng naisulat na sanaysay ng mga mag-aaral. Ginamit ang korpus-analisis – error analisis sa pag-analisa ng datos, frequency count at LRMDS para sa materyal ang resulta ng datos. Natuklasan na maraming pagkakamali ang mga mag-aaral sa kasanayang gramatikang Filipino sa kadahilanang hindi sapat ang kaalaman at kakayahan sa paggamit ng mga ito. Ang nabuong materyal sa pagpapaunlad ng kasanayang gramatikang Filipino ay kakikitaan ng mga bahaging tulad ng pabalat, paunang salita, talaan ng nilalaman, aralin at mga pagsasanay, susi ng pagwawasto at talasanggunian. Lahat ng bahagi ng gabay-materyal ay may ebalwasyong katanggap-tanggap ayon sa pagmamarka ng eskperto. Ang ilan sa mga bahagi ng materyal ay dapat na rebisahin at ayusin. Inirerekomenda na pag-igtingin pa ang pagsasanay sa kasanayang gramatikang Filipino. Ang gabay-materyal ay may kapakinabangan sa pagkatuto ng mag-aaral at pagtuturo ng mga guro. Ipagamit sa mga mag-aaral ang nabuong materyal upang higit pa itong makatulong sa pagpapaunlad ng kasanayan at kaalamang panggramatika sa asignaturang Filipino. Magsagawa pa ng ibang pag-aaral na may kaugnayan sa kagamitang pampagtuturo sa asignaturang Filipino.

Keywords: asignatura, G-worbuk, gramatika, kasanayan, materyal

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1. Introduksyon

Sa larangan ng pagtuturo, ang mga guro ang may pinakamahalagang responsibilidad sa pagkatuto ng mga mag-aaral. Ang kakayahan ng guro sa pagtuturo ay makikita sa mga estratehiya, teknik at kagamitang pampagtuturo na masusing tinatasa ang kaangkupan at kabisaan sa bawat aralin na siyang tumutuklas sa pagkatuto ng mga mag-aaral. Ang guro ang siyang pinakainstrumento upang mapaunlad ang kakayahan ng mag-aaral sa wika at pakikipagkomunikasyon. Ayon kay Constantino (2004) ang wika ay hindi lamang simpleng daluyan ng komunikasyon, kundi isang makapangyarihang kasangkapan sa paghubog ng kamalayan, kaisipan at pagkatao ng bawat indibidwal. Ayon naman kay Gleason (1961) binigyan niya ng kahulugan ang wika ay masistemang binubuo ng mga tunog na ginagamit ng mga tao sa isang lipunan upang magkaunawaan. Ayon naman sa pag-aaral nina Resuello at Funclara (2021) na ang pagtuturo ng mga tuntunin ng wika ay tungo sa malinaw at maayos na pagsusulat. Ang wika ay sistema ng komunikasyon na ginagamit sa pang-araw-araw na pakikisalamuha sa iba na may layong magpahayag ng saloobin at magbigay ng mga kahulugan sa mga simbolo o mga ideya. Sa pagkatuto ng isang bata sa kanilang katutubong wika ay kinakailangan ang masusing pag-unawa sa gramatika upang magkaroon ng epektibong komunikasyon lalo na sa mga sulatin na ginagamitan ng komprehensiyon (Rossitter, 2021; Cetinkaya, F. Tilgfarlioglu, 2020).

Sa pagpapaliwanag ni Manaol (2014), ang gramatika ang tawag sa agham na tumatalakay sa mga salita at kanilang ugnayan. Ito ang nagsisilbing kaayusan ng salita o sa pagbuo ng mga pangungusap at organisasyon ng mga ideya. Ang wastong pagkakasunod-sunod ang gampanin ng gramatika sa pangungusap. Ito ang nagbibigay diin sa tamang pagpapakahulugan sa bawat ideya. Ayon kay Gannaban (2013) kadalasang sinasaklaw ng gramatika ang mga tuntunin sa palabuuan o palaugnayan ng alinmang wika, pasulat man ito o pasalita. Binibigyang-diin sa gramatika ang wastong gamit ng mga salita upang mabuo ang pangungusap at makapagbigay ng diwa o kaisipan. Sa pagsusuri sa kakayahang panglingguwistika ng mga mag-aaral ay higit na nangangailangan ng pagsasaalang-alang ng konsepto ng ponolohiya, morpolohiya at sintaks. Ayon kay Lachica (1999) at Huerta et. al (2013) na nagsasabing mahalaga ang gramatika sa pagpapahayag ng ideya at pagsulat dahil sa nakabubuo sila ng malawak at wastong pangungusap na nakapagdudulot ng malinaw at mahusay na sulatin. Napatunayan sa pag-aaral ni Hyati et. al (2015) na may malaking kontribusyon ang kakayahang panggramatika sa pagsasalita ng mag-aaral.

Sa pag-aaral ni Misa (2021) na may pamagat na Kakayahan sa Panggramatikang Filipino ng mga Mag-aaral ng Grade 9 ng Laboratory High School ng President Ramon Magsaysay State University ay lumabas na may kahirapan ang mga mag-aaral sa pagpili ng wastong salita, wastong gamit ng salita, ayos, kayarian at pagbuo ng pangungusap, mekaniks at lohikal na organisasyon. Ipinakita sa kanyang pag-aaral na ang mga ito ay ilan sa mga kahirapan na nararanasan ng mag-aaral sa usaping gramatika. Ayon naman sa pag-aaral ni Payangdo (2024) ipinakita sa resulta na ang mga mag-aaral ay may kahinaan sa mga uri ng pangngalan ayon sa konsepto at kaukulan gayundin sa pokus at kaganapan ng pandiwa. Nangangahulugan na ang pagkakaroon ng kasanayan sa gramatika ay napakahalaga sapagkat ito ang nagiging lunsaran sa paghahatid ng tiyak at makahulugang ideya. Karamihan ay may kanya-kanyang kahirapan sa gramatika na higit na dapat pagtuunan ng pansin mula sa pinakamaliit na aspekto patungo sa mas pinalawak na usaping gramatika.

Ayon sa DepEd Curriculum Guide (2016) nararapat na maging inobatibo ang guro at sumabay sa pag-usbong ng makabagong paraan ng pagkatuto. Isa sa kinakailangang gawan ng inobasyon ay ang pagtuturo ng gramatika. Pokus ng kasalukuyang kurikulum na makatugon sa pangunahing layunin ng pag-aaral ng Filipino ang makalinang ng isang buo at ganap na Filipinong may kapaki-pakinabang na literasi. Sa kasalukuyan ay itinuturo ng mga guro sa Filipino ang gramatika alinsunod sa nakasaad sa Most Essential Learning Competencies o MELCs gamit ang "learning activity sheets", Pivot Module at iba pang mga mag-aaral sa ginagamit na kagamitang panturo mas mainam na maging malikhain, mapamaraan at maging inobatibo ang guro upang makaagapay sa kasalukuyang

kalagayang pang-edukasyon at matugunan ang kakulangan ng kasanayan ng mga mag-aaral sa larangan ng gramatika. Isinaad ni Zulueta (2006) na ang modyul ay isa sa pinakakilalang katanggap-tanggap na kagamitang panturo. Ito ay isang inobasyon na tanyag sa mga maunlad at umuunlad na bansa. Tinukoy ito bilang isa sa mga pagkakataon sa pag-aaral na sistematikong inorganisa sa paligid ng isang mahusay na tinukoy na paksa na naglalaman ng mga elemento ng mga partikular na layunin sa pagtuturo ng mga aktibidad sa pagtuturo ng mga aktibidad sa pagtuturo at ang pagsusuri gamit ang mga *criterion reference measures.*

Sa kabila ng kapakinabangan ng paggamit ng teknolohiya katulad ng *smartphones* ayon kay Tanli at Yong (2020), kakikitaan ito ng negatibong epekto sa memorya sa pagkatuto at pagbabalik-tanaw sa mga aralin. Bilang karagdagan, ang kakulangan sa pisikal na klase at binibigyang-pokus ng disertasyon ni Deborah (2019) na inilahad na ang labing-anim na mahalagang elemento ng komunikasyon sa pagsulat ng mga saknong sa tamang gramatika ay epektibo para sa mga mag-aaral sa tradisyon na klase at *online students.* Ngunit kakikitaan pa rin ng kahirapan sa pagkatuto ang mga mag-aaral sa online na klase batay sa kanilang pagsulat bilang komunikasyon. Sa pag-aaral nabatid na maganda ang dulot ng pagsasanay sa pagsulat ng konseptong papel ng mga mag-aaral at nakita na mas napaunlad ng mag-aaral ang kanilang kasanayan sa gramatika sa pamamagitan ng pagsasanay (Anciente, 2019).

Ang kahinaan sa pagkatuto ay dapat na mabigyan ng pansin at ang bawat kakulangan sa pagkatuto ay dapat na mapunan (DepEd, 2005). Binanggit naman ni De Leon (2002) sa kanyang aklat na tungkulin ng estado na pangalagaan at itaguyod ang karapatan sa mahusay na edukasyon at bigyan ng solusyon ang suliranin sa mababang uri ng pasilidad o kagamitan at paglilingkod sa paaralan. Ilan sa mga ibinilang niya sa mga suliraning ito ang malaking bilang ng mga mag-aaral sa bawat klasrum, mga gurong walang sapat na kasanayan, sub-istandard na mga aklatan, laboratoryo at binanggit din niya ang kakulangan sa tekbsuk at kagamitang panturo. Ang pagtuturo sa kabila ng mga kawalan ng sapat na kagamitan ay maituturing na malaking hamon sa mga guro. Sa katunayan, ang pagkakaroon o kawalan nito ay makakaapekto sa kabisaan ng pagtuturo. Gayundin, ipinalabas ang Kautusang Pangkagawaran Blg. 8 s. 2015 na ang mag-aaral na palagiang nakakukuha ng mababang marka. Sa pag-aaral ni Gilana (2023) na nagsagawa ng pag-aaral ukol sa paggamit ng self-directed learning modules ngunit ang kanyang pananaliksik ay naging lunduyan niya upang mabuong e-materyal sa pagtuturo ng gramatikang Filipino. Ito ay isa sa mabisang kagamitan na nabuo na higit na nakatulong sa pagpapaunlad ng kakayahang gramatika ng mga mag-aaral. Ito rin ang nag-udyok sa mananaliksik na magsagawa ng kagamitang pampagtuturo upang mas makatulong pa sa pagtuturo at pagkatuto ng Filipino.

Layunin - Layunin ng pag-aaral na makabuo ng G-Workbuk: Materyal sa Pagpapaunlad ng Kasanayan sa Gramatikang Filipino ang pagkatuto ng mag-aaral sa Senior High School. Sinagot sa pag-aaral na ito ang sumusunod: 1) matukoy ang kadalasang pagkakamali sa gramatikang Filipino 2) makabuo ng materyal na magagamit sa pagpapaunlad ng kasanayan sa gramatikang Filipino 3) matukoy kung gaano kabalido ang nabuong materyal 4) mapagyamang lalo ang materyal sa gramatikang Filipino.

2. Metodolohiya

Ginamitan ng disenyong debelopmental ang pananaliksik. Ang mga kalahok ay ang 27 mag-aaral sa Baitang 11 ng General Academic Strand Block B. Kasabay rin sa pag-aaral na ito ang limang (5) dalubgurong mula sa iba't ibang paaralan ng Sorsogon at may walo (8) pataas nang taong serbisyo sa pagtuturo, dalubhasa sa asignaturang Filipino at may posisyong *Master Teacher.* Purposive sampling ang ginamit na paraan sa pagpili ng mga kalahok. Tiniyak sa pag-aaral na ito ang pagiging anonymity ng mga naging kalahok, may informed consent form para sa paggamit ng mga sanaysay na sinulat at maging ang larawan mag-aaral na ginamit sa pabalat ng nabuong materyal ay boluntaryo. Pinagkunan ng datos ang kalipunan o *portfolio* ng mga sanaysay na mayroon 27 sanaysay na naglalaman ng tatlong bahagi: panimula, gitna at wakas. Ginamit din ang draw lots sa pagpili ng seksyon para sa kalipunan na pagbabatayan ng mga sanaysay. Ginamit ang korpus analisis – error analisis upang analisahin ang datos at matukoy ang bilang ng beses na nangyayari ang mga kadalasang kamalian sa isinulat na sanaysay. Ginamit din ang Learning Resource Management and Development System (LRMDS) para sa ebalwasyon sa nilalaman, pormat, presentasyon at kaayusan, kawastuhan at kasalukuyan ang impormasyon. Ang

iskala sa bawat indikaytors ay tinukoy gamit ang mean o average. Ang mean iskor sa bawat indikaytor ay binibigyang-kahulugan gamit ang 4-Point Likert Scale. Sa pagtataya ng kalidad ng nilalaman, pormat, presentasyon, kaayusan, kawastuhan, at napapanahong impormasyon ng isang output, ginamit ang isang pamantayang iskalang may apat na antas. Ang iskalang 3.50–4.00 ay nangangahulugang *Lubos na Katanggap-tanggap (LK)*, 2.50–3.49 ay *Katanggap-tanggap (K)*, 1.50–2.49 ay *Bahagyang Katanggap-tanggap (BK)*, at 1.00–1.49 ay *Hindi Katanggap-tanggap (HK)*.

Bukod dito, ginamit din ang hiwalay na iskala upang matukoy ang antas ng kawastuhan at pagiging napapanahon ng impormasyon. Ang saklaw na 3.50–4.00 ay tumutukoy sa *Walang Mali (WM)*, 2.50–3.49 naman ay *May Mali Ngunit Kakaunti at Kailangang Ayusin (MKA)*, 1.50–2.49 ay *May Mali at Nangangailangan ng Malaking Pagsasaayos Muli (MMA)*, at 1.00–1.49 ay nangangahulugang *Palitan at Ayusin, Huwag Nang Suriin (P)*. Sa pamamagitan ng mga iskala na ito, naging sistematiko at obhetibo ang proseso ng pagtataya sa kalidad at katumpakan ng mga nilalaman ng pag-aaral. Ang puntos na kinakailangang makuha upang matukoy kung balido ang ginawang gabay sa ebalwasyon sa printed na kagamitan ay ang mga sumusunod: *Nilalaman,* kinakailangang makakuha ng hindi bababa sa 21 puntos sa 28 puntos para pumasa. *Pormat,* kinakailangang makakuha ng hindi bababa sa 54 puntos sa 72 puntos para pumasa. *Presentasyon at Kaayusan,* kinakailangan makakuha ng hindi bababa sa 15 puntos sa 20 puntos para pumasa. *Kawastuhan at Kasalukuyang Impormasyon,* kinakailangang makakuha ng 15 puntos sa 20 para pumasa.

3. Natuklasan

Kadalasang Pagkakamali ng Mag-aaral sa Gramatikang Filipino - Mula sa 27 sanaysay ng mga mag-aaral sa Baitang 11 ng Pambansang Mataas na Paaralan ng Cumadcad ang pinagkunan ng datos sa mga kadalasang pagkakamali sa gramatikang Filipino. Ang mga pagkakamali ay hinati sa tatlong antas: 1) Antas ng Salita 2) Antas ng Parirala at 3) Antas ng Pangungusap. Sa naging resulta, natukoy na ang mga mag-aaral ay karaniwang nagkakamali sa pagbabaybay, paghahati ng salita at pagdadaglat sa antas ng salita.

Talahanayan 1

Kadalasang Pagkakamali sa Gramatikang Filipino sa Antas ng Salita

Kamalian sa Antas ng Salita	F
Pagbabaybay	87
Paghahati ng Salita	25
Pagdadaglat	3

Pagbabaybay. Sa naging resulta, karamihan sa mga mag-aaral ay karaniwang nagkakamali sa pagbabaybay. Ilan sa mga pagkakamaling ito ay ang pagpapalitan ng “e” at “I”, “o” at “u”, tuntunin sa paggamit ng “r” at “d” (din/rin at dito/rito), gayundin ang paggamit ng katagang nang/ng. ang kamalian sa pagpapalitan ng “e” at “i”. Halimbawa na lamang nito ang isa sa mga sulatin ng mag-aaral na ginamit ang salitang “empluwensya” sa halip na “impluwensya” at ang salitang “istado” sa halip na “estado”. Kadalasan ang mga mag-aaral ay nakakamit ng ganitong kamalian lulan ng kung paano nila ito bigkasin sa araw-araw nilang pakikipagtalastasan kaya naman nailalapat nila ito sa kung paano nila isinusulat.

Ayon kay Santos (1940) sa kanyang Balarila ng Wikang Pambansa ang tuntunin na “kung anong bigkas, siyang baybay” na pangunahing prinsipyo ng kanyang Abakada-batay na ortograpiya. Ipinaliwanag din niya na nagkakaroon ng kamalian sa “e” at “i” dahil sa pagkakapareho ng tunog nito at bunsod na rin ng maraming katutubong wika sa Pilipinas tulad ng Ibanag, Cebuano at Ilocano na malabo o halos magkatulad ang bigkas ng /e/ at /i/. Dagdag niya pa na kapag nasanay ang mga mag-aaral sa prinsipyong ito ay maaaring malito kapag ang bigkas ay hindi akma sa *standard spelling.* Nabanggit din sa pag-aaral ni Catabui (1969) ang pagtukoy niya sa panghihimasok (interference) mula sa unang wikang Ibanag kung saan madalas napagpapalit ng mag-aaral ang letrang “i” at “e” gayundin ang “o” at “u” sa pagsulat ng Filipino dahil sa pagkakaiba sa ponetika ng dalawang wika. Ang kamaliang ganito ay resulta ng *mother tongue interference* na nagpapakita ng interlanguage phenomenon kung saan ang unang wika ay lumilipat sa pangalawa.

Kapansin-pansin din ang pagkakamali sa paggamit ng salitang “rin” at “din” sa pangungusap sa mga sulatin ng mag-aaral. Nangangahulugan ito na nangangailangan pang matutunan ng mag-aaral kung kailan ang wastong paggamit ng “rin” at “din” sa pangungusap. Ayon sa isinagawang pag-aaral ni Mallari (2015), natuklasan na pito (7) sa bawat sampu (10) mag-aaral sa junior high school ang gumagamit ng “din” at “rin” nang salit-salit, nang hindi batid ang tamang tuntunin sa ponolohiya. Samantala, sa tesis ni Santos (2019) kung saan ay binigyang-diin ang pangangailangan ng mas pinaigting na pagtuturo sa mga tinatawag na pang-abay na panlinaw tulad ng “din/rin” at “daw/raw” dahil sa ito ay nakakaapekto sa antas ng pagiging pormal at epektibo ng komunikasyon sa Filipino.

Nakamit rin ang pagkakamali ng mag-aaral sa paggamit ng “ng” at “nang”. Mababasa sa unang pangungusap ang “Hindi madali magpalaki *nang* bata tingnan nalang natin kung gaano ….” kung saan gumamit ng mahabang “nang” sa halip na “ng” dahil sa ang tinutukoy nito ay pangngalan kung saan ang “bata”. Samantala sa pangalawang halimbawa ay nakabuo ng pangungusap na “Taon-taon pataas nang pataas ang bilang ng mga kababaihang nabubuntis *ng* maaga”. Ipinakita sa pag-aaral ni Delos Santos (2019) na karamihan sa mga mag-aaral ng senior high school ang gumagamit ng “ng” kapalit ng “nang” karaniwan sa mga pangungusap na may layuning ipakita ang dahilan, paraan o oras. Sinasabi sa kanyang pag-aaral na malaking epekto ang social media sa pagkalito ng mga mag-aaral sa dalawang anyo dahil sa laganap na maling pagkakagamit nito online. Dagdag dito ang pag-aaral ni Rivera (2014) na lumabas na resulta na 8 sa 10 mag-aaral sa ika-10 baitang ang nahihirapang gamitin nang tama ang “ng” at “nang” sa mga sanaysay. Sa kanyang pagsusuri ay lumabas na ito ay dahilan ng kakulangan sa masusing talakayan at pagsasanay hinggil sa wastong gamit nito.

Ayon kay Reyes (2018) na madalas nagkakamali ang mag-aaral ay nagmumula sa pagkakaiba ng pasalita at pasulat na anyo ng wika kung saan ay nagbigay siya ng halimbawa ng salitang binibigkas nang buo ngunit isinusulat nang may impit o malumi ay nagiging dahilan ng kalituhan. Dagdag dito ang pag-aaral ni Alvarado (2017) sa isang pampublikong paaralan, lumabas na karamihan sa mga mag-aaral ang may limitadong kaalaman sa tuntunin sa palatitikan at mga panuntunan sa baybay ng wikang Filipino at iminumungkahing mas pag-igtingin ang pagtuturo ng ortograpiyang Filipino sa mga asignaturang Filipino.

Paghahati ng Salita. Isa rin sa pagkakamali na karaniwang kamalian ng mag-aaral sa antas ng salita ay ang wastong pagkakahati nito. Karaniwang ihinihiwalay ng mag-aaral ang salitang dapat ay iisang salita lamang. Isang halimbawa na nito ay ang isa sa mga sulatin ng mag-aaral kung saan ang mag-aaral sa kanyang unang pangungusap ay sumulat ng salitang “nag sikalat” sa halip na isang salitang “nagsikalat” at ang salitang “re-cycle” sa halip na “recycle”. Ayon sa pag-aaral ni Reyes (2020), nasuri ang epekto ng maling paghahati ng salita sa kalidad ng akademikong sulatin ng mga mag-aaral sa senior high school kung saan lumabas na ito ay may negatibong epekto sap ag-unawa ng mambabasa at nagpapakita ng kasanayan sa wika kaya naman nagbunsod ito na nangangailangan ng integrasyon ng mga patakaran sa Ortograpiyang Filipino sa mas maraming gawaing pampagsulat.

Pagdadaglat. Huli sa mga kamalian ng mag-aaral sa antas ng salita ang pagdadaglat. Ito ay isang mahalagang kasanayan na dapat linangin ng mag-aaral lalo na sa pormal na pagsulat. Ang isang halimbawa ng pagkakamali sa pagdadaglat ay mula sa isa sa mga sulatin ng mag-aaral kung saan ay ginamit ang daglat na “Bb:” na dapat ay hindi gumamit ng tutuldok kundi tuldok lamang. Ayon kay Almario (2013) ang tamang pagdadaglat ay may tiyak na alituntunin sa Ortopgrapiyang Filipino kung saan ay kanilang na ang paggamit ng tuldok, wastong gamit ng malaking titik at kung kailan hindi na kailangang lagyan ng tuldok. Nabanggit din sa pag-aaral ni Lopez (2016) lumabas sa result ana 72% ng mag-aaral sa junior high school ang nagkakamali sa paggamit ng daglat tulad ng “Dr.”, “G.”, “Bb.”, at iba pa. Isa sa karaniwang dahilan ng pagkakamaling ito ay ang hindi paglalagay ng tuldok sa mga pinaikling salita, at ang paggamit ng maliit na titik simula ng daglat na dapat ay malaking titik.

Antas ng Parirala - Sa naging resulta, natukoy na ang mga mag-aaral ay karaniwang nagkakamali sa pagbuo ng parirala. May dalawang kategorya ng pagkakamali ang nakalap: wastong gamit ng salita at angkop na gamit ng pang-ugnay.

Talahanayan 2

Kadalasang Pagkakamali sa Granatikang Filipino sa Antas ng Parirala

Kamalian sa Antas ng Parirala	F
Wastong gamit ng salita	68
Angkop na gamit ng pang-ugnay	17

Wastong Gamit ng Salita. Kapansin-pansin sa mga mag-aaral ang pagkakamali sa pagpili ng wastong mga salita na gagamitin sa pagsulat. Mula sa mga sulatin ng mag-aaral, isa sa mga ito ay gumamit ng pariralang "paano ba natin masusulosyonan" kung saan ay gumamit siya ng terminong "papano" na sa halip ay "kung paano" na siyang mas mainam sa pariralang binubuo. Gayundin ang pariralang "ipinuproblema ng lahat". Isa pa sa mga halimbawang pagkakamali sa pagbuo ng parirala ng mag-aaral ang pariralang "bunsod na dala ng kahirapan". Kapnsin-pansin na ang mga salitang "bunsod na dala" ay hindi ganap na tama sa anyo dahil sa ito ay nagiging paulit-ulit na ideya. Ito ay maaaring maging "bunsod ng kahirapan" o "dala ng kahirapan". Ayon sa pag-aaral ni Torres-Yu (2004) na Pagpapayaman ng Wikang Filipino sa Panahon ng Globalisasyon, tinalakay niya ang mga hamon sa paggamit ng wikang Filipino sa gitna ng malawakang impluwensya ng globalisasyon lalo at higit mula sa wikang Ingles. Ipinakita sa kanyang pag-aaral ang pagkakaroon ng kamaliang lingguwistko tulad ng "redundancy" o pagsasama ng mga salitang magkatulad ang kahulugan, code switching na hindi angkop at di-estrukturang pagsasalin na nagdudulot ng labis na kalituhan ng mag-aaral sa wika. Nabanggit sa aklat ni Atienza, Ester et.al (1994) na Komunikasyon sa Akademikong Filipino na may iba't ibang suliranin sa paggamit ng wika ang mag-aaral. Isa na nito ay ang kawalan ng pag-unawa sa kontekstwal na gamit ng mga salita na nagbubunga sa maling pagpili ng salita sa pagsulat o pagsasalita.

Angkop na Gamit ng Pang-ugnay. Mula sa naging resulta, ipinapakita nito na may mga mag-aaral ang nahihirapang gumamit ng angkop na pang-ugnay upang maging maayos at malinaw ang ugnayan ng mga salita o ideya sa loob ng parirala. Isa sa 27 sanaysay ang kinakitaan ng pagkakamali na ito. Halimbawa nito ang paggamit ng mag-aaral ng pariralang "inaasam ng mithiin" sa halip na gumamit ng pang-ugnay na pang-angkop na "na" upang maging "inaasam na mithiin". Ayon nga sa pag-aaral ni Almonte (2024) natuklasan na isa sa pangunahing suliranin ng mag-aaral ay ang wastong gamit ng pang-ugnay, partikular ang paninsay at pananhi kung saan hindi nagkakaintindihan sa pagsulat ng sanaysay.

Antas ng Pangungusap - Sa naging resulta, natukoy na ang mga mag-aaral ay karaniwang nagkakamali sa pagbuo ng pangungusap kung saan hindi nagiging malinaw ang pagpapahayag ng ideya. Ang mga mag-aaral ay karaniwang nagkakamali sa pagbabantas, wastong gamit ng pandiwa, wastong gamit ng pangatnig at ayos ng pangungusap.

Talahanayan 3

Kadalasang Pagkakamali sa Granatikang Filipino sa Antas ng Pangungusap

Kamalian sa Antas ng Pangungusap	F
Pagbabantas	130
Paggamit ng maliit/malaking titik	107
Wastong gamit ng pandiwa	15
Wastong gamit ng pangatnig	13
Ayos ng pangungusap	4

Pagbabantas. Mula sa resulta ng pag-aaral, kinakitaan na ang mag-aaral ay higit na nagkakamali sa paggamit ng bantas. Mula sa mga sulatin, isa sa mga mag-aaral ang gumamit ng pangungusap na "Una maaari tayong mag-practice ng 3R's reduce, reuse at recycle. Pangalawa maaari tayong magsimula ng programa sa ating komunidad tulad ng clean-up drives at recycling programs." na kung susuriin mula sa awtput ay gumamit ng pang-ugnay na pagkasunod-sunod kung saan ang salitang "una" at "pangalawa" ay lalagyan ng kuwit bilang pagpapahiwatig ng paghinto nang sa gayon ay malinaw na ibinibigay ang sunod-sunod na suhestyong gawain. May ilan din sa mga mag-aaral ang nagkamali sa paulit-ulit o pag-"overuse" ng ng bantas na kuwit sa isang pangungusap kung kaya't hindi nagiging akma ang paghinto o paghahati ng ideya. Kapansin-pansin din sa ilang bahagi ng pangungusap ay

dapat nang gamitan ng tuldok dahil sa buo ang diwa nito ngunit ang ginamit ay kuwit. Isa rin sa nagamit ay ang ellipsis na hindi naman kinakailangan sa pangungusap. Ayon sa pag-aaral ni Apuhin et.al (2023) nasuri na ang mga sulatin ng mag-aaral sa ikatlong taon na nagpapakadalubhasa sa Ingles ay lumbas na ang "omission" ang pangunahin nilang pagkakamali at kuwit ang pinakamadalas na maling nakamit. Dagdag dito ang binanggit nina Looc et.al (2014) na natukoy na ang kapitalisasyon at pagbabantas ay pangunahing problema na bunga ng hindi nagagawang i-"review" nang mabuti dahil sa limitadong oras.

Paggamit ng Maliit o Malaking Titik. Ang naging resulta ng pag-aaral ay nakitaan ng maraming pagkakamali sa paggamit ng maliit o malaking titik. Ang isang halimbawa ng kamalian sa paggamit na ito ay ang maliit na titik bilang pagsisimula ng pangungusap. Tulad na lamang ng unang pangungusap na isinulat ng mag-aaral sa kanyang sulatin, ang unang salita bilang "hindi" na dapat ay "Hindi" at pangalawang pangungusap na "wala" sa halip na "Wala". Ipinapakita lamang nito na kailangan pa ng higit na pagsasanay at pagtalakay sa araling kinapapalooban ng pagkakamaling ito. Ayon kay Santos (1940) sa kanyang aklat na Balarila ng Wikang Pambansa ay nagbigay siya ng tuntunin na nararapat na isininusulat sa malaking titik ang unang titik sa pagsisimula sa pangungusap. Lumabas din sa resulta ng pag-aaral ni Gonzales (2017) sa kanyang tesis na isa sa karaniwang problema ng mga mag-aaral ay sa pagsulat ay ang hindi wastong paggamit ng malaking titik sa simula ng pangungusap na sinasabing ito ay bunga ng kakulangan sa pundasyon ng kaalaman sa gramatika at pagsasanay sa pormal na pagsulat.

Isa rin sa madalas na pagkakamaling nakita ay ang wastong paggamit ng malaking titik ng mga pangngalang pantangi tulad na lamang ng mula sa sulatin ng isa sa mag-aaral ay nakitaan ng pagkakamali sa pagsulat ng pangngalang "lilian Asaytuno" na dapat ay "Lilian Asaytuno" at ang pangalan ng paaralan na naisulat na "Cumadcad National high school" na dapat ay "Cumadcad National High School". Makikita rin ang maling paggamit ng malaking titik sa mga sumunod na titik sa pangalan tulad na lamang ng "RaFael" na dapat ay "Rafael". Nangangahulugan ito na hindi nagiging konsistent ng paggamit ng malaking titik sa mga pangngalang pantangi.

Ayon kay Challay et.al (2019) mula sa kanyang pag-aaral ay lumabas na ang karaniwang pagkakamali ay ang hindi paggamit ng malaking titik sa pangngalang pantangi gayundin sa simula ng pangungusap. Iminungkahi sa pag-aaral na mas pag-igtingin pa ang pagtuturo ng tuntunin sa kapitalisasyon upang maiwasan ang "overgeneralization" at hindi pag-unawa sa mga pangngalang pantangi. Ayon kay Garcia (2019) sa kanyang pag-aaral na "Ebalwasyon ng Kasanayang Gramatikal sa Sulating Akademiko ng mga Mag-aaral sa Ikatlong Taon sa Sekondarya" ipinakita sa resulta na marami sa mga mag-aaral ang nagkakamali sa paggamit ng malaki at maliit na titik sa pagsulat ng sanaysay at liham. Nakita rin na isa sa mga dahilan nito ay ang kakulangan sa tuloy-tuloy na pagsasanay sa tamang gramatika gayundin ang paggamit ng teknolohiya lalo at higit sa chat at texting na nagpapalaganap ng maling anyo ng pagsusulat. Nabanggit din sa DepEd Regional Study (2022) na iniulat na isa sa mga pangunahing grammar issues ng mga mag-aaral sa ikapito hanggang ikasampung baitang ay hindi magkakatulad ang paggamit ng capitalization rules lalo na sa mga written outputs kaya naman inirekomenda sa pag-aaral na higit pang magkaroon ng remedial grammar workshops.

Wastong Gamit ng Pandiwa. Mula sa resulta ng pag-aaral, natukoy na ang mga mag-aaral ay karaniwang nagkakamali sa paggamit ng wastong pandiwa. Nakita sa isa sa mga sanaysay ng mag-aaral ang pangungusap na "Ito ay ang pundasyon kung saan tayo magbubuo ng ating adhikain at ito rin…" Kapansin-pansin na ang pandiwang "magbubuo" na sa halip ay "bubuo", kung saan ay maling anyo o hindi naaayon ang panlaping ginamit sa konteksto ng pangungusap. Isa pa rito ang halimbwa mula sa mag-aaral na gumamit ng mga pandiwang "ikinakaharap" na dapat ay "kinahaharap", "nakakaapekto" sa halip na "nakaapekto" at "ipinuproblema" na dapat ay "pinoproblema". Ayon kay Palitan (2014) nasuri sa kanyang pag-aaral na mababa ang kakayahan ng mag-aaral sa wastong paggamit ng pandiwa habang katamtaman naman sa paggamit ng pang-uri. Dahil dito ay naisa-isa ang mga salik na nakaaapekto sa kasanayan ng mag-aaral tulad ng wika sa tahanan, paboritong babasahin o pelikula at marka sa Filipino. Dagdag pa rito ang pag-aaral nina Bolaton at Cerna (2024) kung saan nagresulta na ang mag-aaral ay madalas na nagkakamali sa tamang anyo at ayos ng pandiwa tulad na lamang ng maling pagtukoy ng tense o hindi angkop ang affix.

Wastong Gamit ng Pangatnig. Sa pagbuo ng kaisipan sa loob ng pangungusap, mahalaga na ito ay ginagamitan ng mga kataga o lipon ng mga salitang nag-uugnay sa dalawang salita, parirala at sugnay. Natukoy sa resulta na may iilang mag-aaral ang nagkakamali sa paggamit ng pangatnig. Isa sa mga awtput ang gumamit ng pangungusap na "Ang maibibgay aral ay dapat maging magkaisa tayong lahat sa paglilinis, huwag natin sirain ang…." Ang pangungusap ay patuloy ang gamit ng mga sugnay kung saan ay maaari naming gamitan ng pangatnig tulad na lamang ng bahaging "sa paglilinis at huwag nating sirain ang kalikasan". Sa pamamagitan nito nakikita ang wastong paghahati ng ideya sa konteksto ng pangungusap. Ayon kay Santiago at Tiangco (2016) karaniwang kamalian ng mag-aaral ay ang paggamit ng pangatnig partikular na sa pagsulat ng sanaysay. Natukoy sa resulta na madalas magkamali ang mag-aaral sa paggamit ng "dahil" sa halip na "sapagkat" na nagpapakita na ito ay naimpluwensyahan ng kolokyal na wika sa pormal na pagsulat. Sa pananaliksik naman ni Bautista (2012) nakita na karaniwang pagkakamali ng mag-aaral sa gramatika ay ang maling gamit ng pangatnig na nakaaapekto sa pagkakaugnay-ugnay ng ideya sa talata.

Ayos ng Pangungusap. Mula sa resulta ng pag-aaral mga mangilan-ngilan na mag-aaral ay nagkakamali pa rin sa tamang ayos ng pangungusap. Mula sa isa sa mga sanaysay ng mag-aaral ang paggamit ng hindi karaniwang ayos ng pangungusap ngunit ito ay hindi gumamit ng pangawing na "ay". Ito ay ginagamit sa pag-uugnay ng simuno at panaguri. Ayon kay Dela Cruz (2018) lumabas sa resulta ng kanyang pag-aaral na ang gramatikal na kahinaan ng mga mag-aaral sa junior high school ay nakikitang madalas sa pagkakapalit ng ayos ng pangungusap lalo na ang kawalang gamit ng pangawing. Nakatutok din ang pag-aaral nina Santos at Villanueva (2013) sa karaniwang pagkakamali ng mag-aaral sa pagsulat ng sanaysay kung saan kabilang sa mga ito ay ang maling pagkakaayos ng simuno at panaguri.

Gabay-Aklat sa Pagpapaunlad ng Kasanayan sa Gramatikang Filipino - Ang materyal sa pagpapaunlad ng kasanayan sa gramatikang Filipino ay para sa mga mag-aaral gayundin sa mga guro na nagtuturo ng asignaturang Filipino na kinapapalooban ng mahahalagang impormasyon tungkol sa mga aralin at tuntuning gramatika sa antas ng salita, parirala at pangungusap. Upang lubos na maunawaan ang mga bahagi nito narito ang mga pagkakasunod-sunod na nakapaloob sa nabuong materyal.

Rasyonal. Ang nabuong materyal ay isang pansariling pagkatutong workbuk na nabuo upang mabigyang kasagutan at matugunan ang patuloy na pagkatuto ng mga mag-aaral sa gramatikang Filipino gayundin bilang kagamitang pampagtuturo ng mga guro. Ito ay nakapokus sa mga aralin at tuntuning gramatika sa antas ng salita, parirala at pangungusap. Layunin ng materyal na ito na mas mapalalim ang pag-unawa at mapalawak ang kaalaman ng mag-aaral sa wastong paggamit ng mga salita, pagbuo ng pangungusap at ang malinaw na pakikipagtalastasan sa pamamagitan ng pagkakaroon sapat na kaalaman sa gramatika dahil isa ito sa mga kakulangan at kahinaang kasanayan na dapat na matugunan. Kaya naman ang nabuong materyal ng mananaliksik ay may pamagat na G-Workbuk: Gabay sa Pagpapaunlad ng Kasanayan sa Gramatikang Filipino na isang gabay na nakabatay sa Batas Republika Blg. 7104 na Komisyon sa Wikang Filipino Act na nagtakdang magsagawa, mag-ugnay at magtaguyod ng pananaliksik at pag-aaral sa pagpapaunlad, pagpapalaganap at preserbasyon ng Filipino at ng iba pang mga wika ng kapuluan. Ang mga nilalaman ng nabuong materyal ay maaaring maging batayan ng mga aralin sa gramatika at tuntunin sa kasanayang balarila para sa mas malinaw at epektibong pakikipagkomunikasyon gamit ang wika.

Ang kagamitang ito ay magsisilbi ring karagdagang sanggunian at kagamitang pampagtuturo ng mga guro sa Filipino sa paghahasa at pagpapalawak ng kasanayang gramatika ng mga mag-aaral. Maaari rin itong maging isa sa mapagkukunan ng impormasyon at reperensya ng mga araling may kaugnayan sa gramatika lalo higit may mahahalagang kompetensing inaasahan ng kurikulum na kailangang malinang sa nag-aaral. Malaki ang kontribusyon ng wika at kasanayang gramatika sa Filipino sa kakayahang pasulat at pagsasalita ng mag-aaral kaya napakahalaga ng pagkakaroon ng materyal na hahasa at lilinang sa kakayahang ito. Isa ang workbuk na ito sa magiging tulay sa pagpapaunlad ng kasanayan sa gramatikang Filipino.

Paunang Pahina. Sa bahaging ito matatagpuan ang mga paunang pahina na dapat taglayin ng isang aklat kung

saan naglalaman ito ng: Pabalat, Paunang Salita at Talaan ng Nilalaman.

Pabalat. Makikita rito ang pamagat ng nabuong materyal na G – Workbuk: Gabay sa Pagpapaunlad ng Kasanayang Gramatikang Filipino. Ang pamagat na G – Workbuk ay may papakahulugan na ang letrang G para sa gramatika at Workbuk bilang aklat na sanayan. Ito ay naglalaman ng ilustrasyon ng mga mag-aaral mula sa Senior High School na kuhang larawan Lyceum of the Philippines University - Batangas na siyang nagsisilbing mukha ng nabuong aklat upang madaling matukoy at magkaroon ng paunang ideya na ito ay nabuo para sa mga mag-aaral na nasa lebel ng Senior High School.

Paunang Salita. Ito ay naglalaman ng gabay at pag-iisa-isa ng mga layunin ng G-Workbuk para sa mga mag-aaral. Nakapaloob dito ang mga makukuhang kaalaman ng mag-aaral. Naglalaman ito ng maikling pagsasalaysay ukol sa pangunahing konsepto na tatalakayin at ang mga inaasahang kahalagahan ng pag-aaral na nakapaloob sa nabuong materyal.

Talaan ng Nilalaman. Nakalista sa bahaging ito ang mga nilalaman ng materyal. Dito makikita ang mga laman ng aklat at kung saan na pahina ito makikita. Nakatala rin dito ang mga pamagat at kung anong pahina ito mahahanap.

Mga Aralin. Ang mga araling tinalakay sa nabuong materyal ay mga paksang may kaugnayan sa gramatika. Ito ay hinati sa sa tatlong bahagi batay sa paksa na tinatalakay nito 1) Antas ng Salita 2) Antas ng Parirala at 3) Antas ng Pangungusap. Sinuri ito ng mananaliksik upang ang lahat ng nilalaman ay tutugon sa pinakakailangang kaalaman ng mga mag-aaral. Ang mga araling tinalakay sa aklat na ito ay ginawang payak at madaling maunawaan nang sa gayon ay hindi mahirapan sa pag-unawa ang mag-aaral na walang gabay ng guro sa pag-aaral na siyang pinakalayunin ng pansariling pagkatutong workbuk na ito.

Mga Pagsasanay. Sa bahaging ito ay naglalaman ng mga gawain na naglalayong pagbutihin ang kakayahang magtatalakay, magsuri, at pagsasanib ng kaalaman ng mag-aaral mula sa mga araling tinalakay. Ang mga pagsasanay na ito ay nakabatay sa mahalagang layunin na dapat maabot ng mga mag-aaral pagkatapos ng mga aralin. Ayon kay Laurel (2022), sa pagbuo ng mga gawaing pagkatuto, ang guro ay nagpaplano o pumili ng mga aktibidad sa pag-aaral batay sa kung aling aktibidad ang nagpapagana ng kaalaman ng mga mag-aaral.

Susi ng Pagwawasto. Ito ang bahagi ng aklat na higit na makatutulong sa guro dahil ito ay para lamang sa kopya ng mga guro bilang basehan at katuwang niya sa pagwawasto ng mga naging kasagutan ng mag-aaral sa paggamit ng nabuong materyal.

Talasanggunian. Makikita sa bahaging ito ang pinagkunan ng mga impormasyon na nakatala sa loob ng aklat. Ang sanggunian ng G-Workbuk ay naglalaman ng mga pagsipi mula sa iba't ibang akademikong sanggunian, aklat at onlayn na mga mapagkukunan. Nakatulong ito sa pagpapatibay ng impormasyon at pagbibigay-kredibilidad sa mga nilalaman ng aklat. Ito ay nagpapakita ng masusing pananaliksik at pagbabatay sa mga tunay na datos at opinyon mula sa mga eksperto sa larangan. Ang G-Workbuk: Materyal sa Pagpapaunlad ng Kasanayan sa Gramatikang Filipino ay isang kapaki-pakinabang na materyal na makatutulong sa pagpapayaman at pagpapalawak ng kaalaman at kakayahan ng mga mag-aaral ng kasanayan sa gramatikang Filipino. Ito ay isang pansariling gabay-materyal o workbuk na hahasa at lilinang sa kakayahan ng mag-aaral. Sa pamamagitan nito ay matutugunan ang kakulangan o limitadong kaalaman ng mag-aaral sa gramatika at mga tuntunin patungkol dito. Ito ay mas pinaikli at pinadali nang sa gayon ay agad na matutunan at maunawaan nang wasto ng mga mag-aaral.

Ebalwasyon ng mga Dalubhasa sa Nabuong Materyal - Isinagawa ang balidasyon ng nabuong materyal ng mga dalubgurong daluhasa sa wikang Filipino gamit ang Learning Resource Management and Development System. Ginagawa ito upang matiyak kung balido ang nilalaman, pormat, presentasyon at kaayusan at ang kawastuhan at napapanahon ang impormasyon.

Nilalaman. Ang nabuong materyal ay masasabing may malinaw na nilalaman na kung saan ay makatutulong sa mga mag-aaral gayundin sa mga guro para mas madali at malinaw ang pag-unawa sa mga araling may

kaugnayan sa gramatika. Ito ay nagkamit ng 3.80, 3.80, 4, 4, 4, 4, at 3.80 na puntos sa sunod-sunod na krayterya na may deskripsyon na lubos na katanggap-tanggap (LK). Ito ay may kabuoang puntos na 27.40, at pumasa. Ayon sa DepEd Curriculum Guide (2016) nararapat na maging inobatibo ang guro at sumabay sa pag-usbong ng makabagong paraan ng pagkatuto. Isa sa kinakailangang gawan ng inobasyon ay ang pagtuturo ng gramatika. Kaya naman ang nasabing materyal ay isa sa mga maaaring epektibong kagamitan na makatutulong sa pagpapaunlad at pagpapalawak ng pag-unawa ng mga mag-aaral sa gramatika dahil tulad ng nabanggit nina Funciara at Rusello (2021) na ang kahinaan sa kakayahang panggramatika ay nagdudulot ng mababang kalidad ng pagsusulat na maaaring magdulot ng pagkakamali sa pagpapahayag ng ideya at hindi malinaw na mensahe. Kaya naman ang kagamitan ay maaring maging sandigan sa pagtuturo at pagkatuto ng mga mag-aaral. Ayon kay Salandanan (2011) para maging kawili-wili ang isang kagamitan, dapat may mga nilalaman ito na may kinalaman sa aralin at self-pacing para maaaring mag-progress ang bawat mag-aaral sa kanyang sariling bilis. Kaya naman ang materyal na nabuo ay angkop sa pagkatuto ng mga mag-aaral gayundin ang pagkakaroon nila ng responsibilidad sa kanilang pagkatuto.

Pormat. Ang pormat ay sinuri sa pamamagitan ng mga puntos sa titik, ilustrasyon, disenyo at layout, papel at binding, laki at bigat ng kagamitan. Sa bahagi ng Pormat – Titik na kabilang ang laki ng titik ay angkop sa mambabasa, ang puwang sa mga pagitan ng titik at mga salita ay angkop para sa pagbabasa, font ay madaling basahin at maayos na kalidad ng pagkaimprenta. Ang mga ito ay nakakuha ng puntos na pare-parehong 4.00 batay sa pagkakasunod-sunod na may deskripsyong Lubos na Katanggap-tanggap.

Ilustrasyon. Mayroong 4.0, 4.0, 4.0, 4.0, 3.60 at 4.0 na mga puntos ang mga sumusunod na krayterya na may Lubos na Katanggap-tanggap (LK) na deskripsyon. Ang nabuong materyal ay gumamit ng larawan ng mga mag-aaral sa sekondarya na siyang pinakailustrasyon ng aklat. Ito ay nagpapakita lamang na ang materyal ay para sa mga mag-aaral ng nasa lebel ng sekondarya. Bilang karagdagan, ang materyal ay gumamit ng kulay asul na ibinatay ng mananaliksik mula sa Regional Memorandum no. 91, s. 2020 na nagsasaad ng element ng pagbuo ng kagamitan na ang kulay ng kagamitan para sa asignaturang Filipino ay kulay asul.

Disenyo at Layout. Ang kaakit-akit at kaaya-ayang tingnan ay mayroong puntos na 4. Payak (hindi nakagagambala sa atensyon ng mambabasa ay 4 na puntos. Sapat ang ilustrasyong kaugnay sa teksto na may 3.80 na puntos. Samantala, ang magkatugma ang mga pinagsamang elemento tulad ng ilustrasyon at teksto ay nakakuha ng 4 na puntos. Ang mga ito ay may deskripsyong Lubos na Katanggap-tanggap (LK).

Papel at Binding. Ang kalidad ng papel na ginamit ay naambag sa ikakadali ng pagbasa at matibay na pagkaka-bind ng kagamitan ay kapwa nakakuha ng 3.80 na puntos na may deskripsyong Lubos na Katanggap-tanggap (LK). Isa sa mga ebalweytor na si Dr. Jamisola, ang nagbigay ng berbal na komento na ang paggamit ng cover na makapal na plastic bago ang pabalat ay higit na makatutulong sa pagpapanatili ng tibay at pangmatagalang gamit ng nabuong aklat. Ayon pa sa kanya ito ay magiging proteksyon ng aklat lalo't higit sa mga dumi at kung sakali man ay hindi agad mabasa o masira ang pabalat.

Laki at Bigat ng Kagamitan. Ang madaling paggamit ng aklat ay may 4 na puntos at ang bahagyang magaan ay may 3.80 na puntos na kapwa may deskripsyong Lubos na Katanggap-tanggap (LK). Ang laki at bigat ng nabuong materyal ay tama at madaling gamitin. Tulad na lamang ng karagdagang berbal na komento ni Dr. Jamisola, ito ay maaaring dalhin kahit saan dahil sa ang materyal ay hindi ganoon kakapal at kanipis. Saktong-sakto ito para sa mga mag-aaral na hindi ninanais na magdala pa ng makakapal at mabibigat na aklat sa paaralan o maging sa kanilang mga tahanan. Ang kabuoang lebel ng pagtanggap ng mga dalubgurong nagtuturo sa Filipino sa nabuong materyal ay may mean na 3.93 na katumbas ng 70.80 na puntos na nangangahulugang ang G-Workbuk ay pumasa sa pormat.

Ayon kay Hayati et. al (2015) na ang magandang pormat at stilo ay nakatutulong sa mas malalim na pagkatuto ng mga mag-aaral. Ito ay higit na makatutulong sa patuloy na pagpapayabong ng kanilang karanasan at kaalaman sa pag-aaral ng Filipino. Ang laki ng font ay ginagamit ng mga bata bilang tanda kapag sumusunod sa kanilang sariling pag-aaral, kung saan mas mahusay nilang naaalala ang mga salitang may mas malaking font,

ipinapahiwatig lamang nito na mas tumatatak ito sa memorya nila. Ayon naman kina Nasifeh at Balakrishan (2014), ang mga letra ay pangunahing elemento sa pagpaparating ng mensahe. Ang paggamit ng mga ilustrasyon sa mga kagamitang pampagtuturo, ayon naman kina Park at Lim (2004), ay isang epektibong paraan upang suportahan ang pag-aaral, dahil sa ito ay magiging katuwang sa pagpapahayag ng interes at pag-unawa sa konteksto ng teksto.

Ayon kay Setubal (2012) ang kagamitang panturo ay may epekto sa mga mag-aaral sa pamamagitan ng mga ilustrasyon. Ang paggamit ng kaakit-akit na presentasyon tulad na lamang ng kulay, malawak na espasyo, at mga larawan ay nagbibigay interes sa mga mag-aaral upang gamitin ang mga kagamitang ito. Ayon kay Bandli (2021) na gumamit ng mga prinsipyo tulad ng balanse, proporsyon, alignment, kontras, emphasis, pattern, at kaisahan o konsistensi sa pagdidisenyo at paglikha ng mga materyal na makatutulong sa pagkatuto. Ayon kay Jandhyala (2021) na naniniwala na mas nakakaakit ang mga biswal kaysa sa simpleng teksto sa mga batang may kuryusidad at mapanuring isipan. Iginiit din ni Peacock (2007) na ang kalidad ng mga materyales ay mahalaga upang makamit ang mga layunin sa pag-aaral. Kaya naman napakahalaga ang pagsasaalang-alang ng mga materyales na gagamitin sa pagbuo ng mga kagamitang tulad nito dahil mapananatili nito ang pisikal na kaanyuan gayundin ang haba ng panahon na itatagal ng kagamitan.

Presentasyon at Kaayusan. Ang bawat aklat, sulatin at iba pang uri ng babasahin ay dapat na maayos tugnan at presentable sa mambabasa. Ang pagpapakilala ng mga konsepto ay dapat na nakakapag-udyok ng aktibong pakikilahok, kapana-panabik at madaling maunawaan. Ito ay dapat na kakikitaan ng lohikal at maayos na daloy ng mga kaisipan. Ang antas ng bokabularyo na angkop sa sa karanasan at antas ng pag-unawa ng mambabasa. Makikita sa talahanayan ang lebel ng pagtanggap ng mga dalubgurong nagtuturo ng Filipino sa nabuong materyal batay sa presentasyon at kaayusan. Ang lahat ng indikaytor ay mayroong 4 na puntos na may deskripsyong Lubos na Katanggap-tanggap (LK). Bilang kabuuan ang materyal ay nagkamit ng 20.0 na puntos mula sa ebalwasyon ng mga dalubguro. Ito ay nagbibigay implikasyon na ang nabuong materyal ay nailahad ang mga kansepto nang maayos at nauunawaan. Kakikitaan din ito ng kronolohikal na daloy ng kaisipan na madaling masusundan ng mga mag-aaral. Ayon kay Bilash (2009), ang maayos na pagkasunod-sunod ng mga aralin ay nakatutulong sa guro at mag-aaral dahil sa maayos at organisadong mga plano ng aralin, mas mabilis ang takbo ng pagkatuto, nababawasan ang mga abala, nagiging mas kaaya-aya ang kapaligiran para sap ag-aaral at nababawasan ang stress ng guro. Binigyang-diin na isang mahusay na kagamitan sa pagtuturo ay nakatutulong ng malaki sa tagumpay ng mga mag-aaral. Ang paggamit ng kagamitan sa pagtuturo ay napapadali at nagpapalalim sa proseso ng pagkatuto sa pamamagitan ng malinaw na pagprisenta ng nilalaman at pagkakaugnay sa layunin ng aralin.

Kawastuhan at Napapanahon ang Impormasyon. Mahalagang malaman na sa paggawa ng babasahin o isang aklat ay maaaring pagbatayan ang napapanahong impormasyon o sitwasyon sa kapaligiran na maaaring iugnay sa gagawing aklat. Ang materyal ay may mga puntos na 4, 4, 3.80, 3.80 at 3.60 batay sa unang apat na pasunod-sunod na indikaytor na may deskripsyong Walang Mali (WM). Ito ay may kabuoang puntos na 19.20 na nangangahulugang ito ay pumasa at maaaring gamitin sa mga paaralan sapagkat ang bahaging ito ay nakakuha ng mataas na puntos nang sa gayon ay maaaring gamitin bilang kagamitang pampagtuturo. Ang mga impormasyon na nakalathala sa nabuong materyal ay napapanahon. Batay din sa ipinakitang resulta ng ebalwasyon, ang mga impormasyong nakapaloob sa G-Workbuk ay wasto at sapat. Ang tiyak at payak na pagkakaayos ng mga konsepto at impormasyon ay lubusang makatutulong sa pagkatuto ng mga mag-aaral.

Ayon kay Estera (2024) na mahalaga ang pagiging maingat sa paggamit ng mga kagamitang pang—edukasyon upang maiwasan ang anumang pagkakamali o kalituhan sa impormasyon na kanilang natanggap. May pangangailangan na ayusin ang ilang mga maling konseptwal, panggramatikal at taypograpikal na pagkakamali. Nabanggit din sa kanyang pag-aaral ang paliwanag ni Chinwendu (2014) na ang lexiconsyntactic na mga pagkakamali na matatagpuan sa mga materyales sa pagtuturo, kung hindi maayos, ay gagawing bunga lamang ng mga mag-aaral ang mali na matatagpuan sa mga materyales sa pagtuturo. Dagdag niya pa ang sinabi ni Fauth et. al. (2019) na ang maling pagkakamali at hindi pagkabilang sa proseso ng edukasyon ay nagiging dahilan ng hindi pagkakatugma ng materyal sap ag-aaral. Ito ay nagdudulot ng pagbabago sa pag-iisip ng mga mag-aaral na maaaring magbunga ng mahinang pagganap sa paaralan.

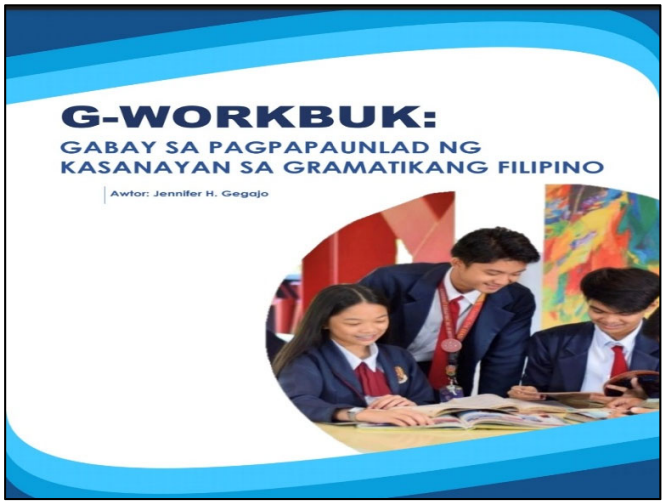
Sa kabuoan, ayon sa limang (5) sumuri ang nabuong materyal ay maaaring magamit bilang gabay-materyal sa pagpapaunlad ng kasanayan sa gramatikang Filipino. Ang lahat ng bahagi ng materyal tulad ng Nilalaman, Pormat, Presentasyon at Kaayusan at Kawastuhan at Napapanahon ang Impormasyon ay may deskripsyong *Lubos na Katanggap-tanggap.* At ayon sa ebalwasyon ang naging resulta nito ay lahat pumasa. Ang mga tagasuri ay nagbigay ng kanilang mga suhestyon at komento sa ginawang aklat. Ang ilan sa kanila ay nagsabi na may iilang mga tayporapikal na pagkakamali na dapat irebisa at pag-ayos ng ilan sa mga panuto. Ayon din sa mga tagasuri, ang ganitong aklat ay makatutulong higit sa mga mag-aaral at mga guro na nagtuturo ng asignaturang Filipino dahil na rin sa pinaikli, pinadali at mas inayos ang mga araling may kaugnayan sa gramatika. Ang aklat na nabuo ay malinis, presentable, mahusay ang pagkakabuo ng pisikal na anyo ng aklat at makabuluhan ang nilalaman na makatutulong lalo na sa mga guro bilang sanggunian at kagamitang pampagtuturo.

Pagpapayaman ng Materyal sa Gramatikang Filipino

Ang G-Workbuk: Materyal sa Pagpapaunlad ng Kasanayan sa Gramatikang Filipino ay sinuri at kinilatis ng limang ebalweytor na mga dalubgguro na nagpapakadalubhasa sa Filipino. Bawat isa ay nagbigay ng kanya-kanyang komento at suhestyon upang mas lalo pang maging malinaw, maayos, makabuluhan at tumpak ang nilalaman ng workbuk. Sa pamamagitan nito ay ginawan ng mga rebisyon ng mananaliksik ang mga bahagi na dapat pang pagyamamin nang sa gayon ito ay mas maging kapaki-pakinabang sa mga guro at mag-aaral na gagamit ng nabuong materyal.

Pabalat. Sa bahagi ng pangmukhang pahina o pabalat ay binigyang suhestyon ng isa sa mga ebalweytor na kung maaari ay palitan ang larawan ng tunay na larawan na kuha ng mananaliksik. Maaari rito gamitin ang mismong larawan ng mga mag-aaral na pinagtuturuan ng mananaliksik.

Pigura 1.
Larawan ng Pabalat.



Makikita rito ang pamagat ng nabuong materyal na G – Workbuk: Gabay sa Pagpapaunlad ng Kasanayang Panggramatika. Ito ay naglalaman ng ilustrasyon ng mga mag-aaral mula sa Senior High School na kuhang larawan Lyceum of the Philippines University - Batangas na siyang nagsisilbing mukha ng nabuong aklat upang madaling matukoy at magkaroon ng paunang ideya na ito ay nabuo para sa mga mag-aaral na nasa lebel ng Senior High School. Ipinakita rin sa ilustrasyon na walang guro sapagkat ang nabuong materyal ay isang pansariling pagkatutong workbuk na maaaring gabay ng mga mag-aaral sa gramatika. Ito ay makatutulong higit sa pagpapaunlad rin ng pagtutulungan sa pagkatuto rin ng pagtutulungan sa pagkatuto ng mga mag-aaral. Ayon kay Gudinavicius at Suminas (2018) ang pagkakaroon ng isang magandang pabalat ng isang aklat o babasahin ay nakapupukaw ng interes ng mga mambabasa. Kaya't ito ay dapat na maging kawili-wili at kakikitaan ng kung sino at para kanino ang nasabing aklat nang sa gayon ay mabigyan ng paunang ideya ang gagamit nito. Mahalaga ang papel nito bilang isang paraan ng komunikasyon ng mambabasa.

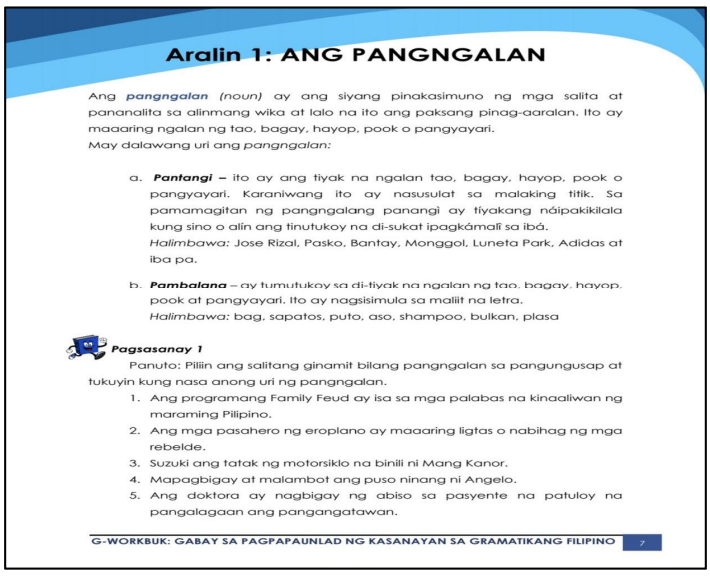
Mga Aralin. Sa nabuong materyal ay nahahati sa dalawang kabanata ang mga aralin una ay ang mga bahagi ng pananalita at pangalawa naman ang tuntunin ng kasanayang gramatika. May mga suhestyong nais iparebisa ang mga eksperto sa bahaging ito dahil sa ito ay ang siyang pinakakalansay ng workbuk kung saan dito matatagpuan ang mahahalagang impormasyon na dapat malaman ng mag-aaral nang sa gayon ay masagutan nang wasto ang mga pagsasanay.

Pigura 2.
Larawan ng mga aralin na dapat na rebisahin at ayusin.



Makikita sa larawan ang pagputol ng impormasyon na dapat ay magkakasama sa isang pahina. Isa ito sa mga suhestyon ng mga ebalweytor kung saan ay dapat na pagsamahin ang mga impormasyon na magkakaugnay nang sa gayon ay hindi mahirapan ang mag-aaral na hanapin pa sa panibagong pahina ang kaugnay na paksa rito. Nangangahulugan ito na dapat na maging mariin sa pag-sasaayos at disenyo ng mga paksa upang mas maging madali para sa mag-aaral ang paggamit ng pansariling workbuk.

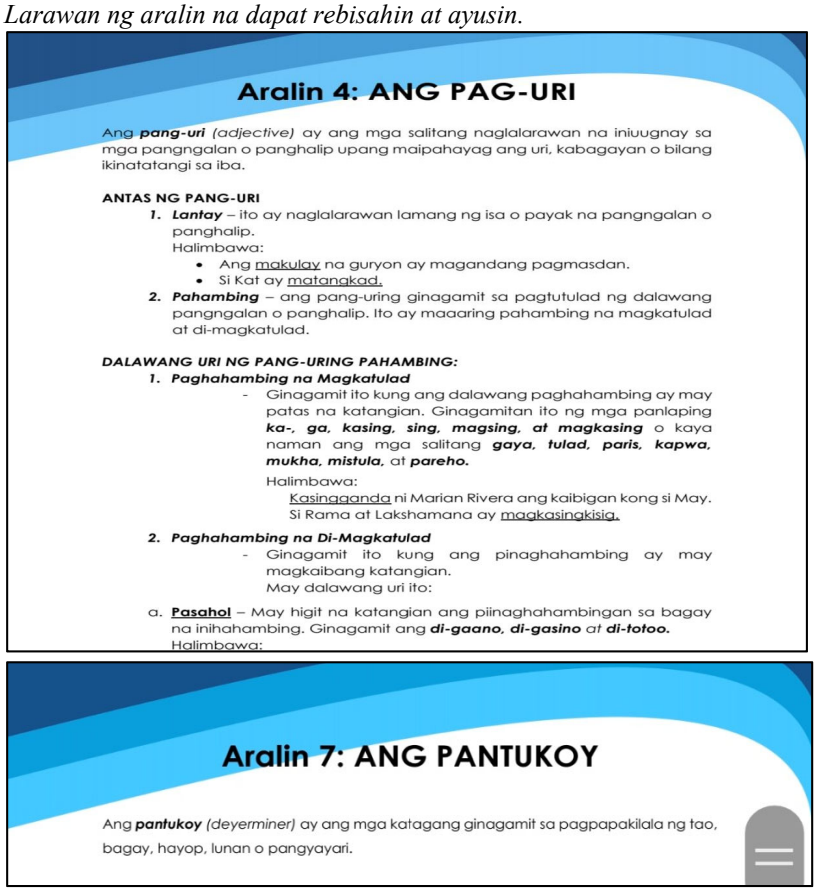
Pigura 3.
Larawan ng aralin na dapat rebisahin at ayusin.



Mula sa pigura, makikita na ang pagtalakay sa pangngalan ay naglalaman ng impormasyon at mga halimbawa nito. Ayon sa isa sa mga ebalweytor, iminumungkahi na marapat lamang na ang mga ginamit na halimbawa ay

gamitin sa pangungusap nang sa gayon ay maging malinaw sa mag-aaral ang aralin, mapapadali ang pag-unawa at maituturo ang tamang balarila.

Pigura 4.
Larawan ng aralin na dapat rebisahin at ayusin.



Isa rin sa mga naging suhestyon ng ebalweytor patungkol sa aralin ay ang pagwawasto ng mga taypograpikal na pagkakamali at pagwawasto ng baybay ng pagsasalin ng mga terminolohiyang Ingles. Makikita sa mga larawan ang maling baybay ng “pag-uri” sa halip na “pang-uri” at “deyerminer” sa halip na determiner. Ayon kay Jingga (2013) ang mga materyales sa pagtuturo o instructional materials ay mga mahahalagang kagamitan para mapalawak ang kaalaman, kasanayan, at mga saloobin na dapat matutunan ng mga mag-aaral upang matugunan ang itinakdang pamantayan ng kakayahan. Kaya naman kinakailangang suriin nang mabuti at ayusin ang mga nilalaman nito upang maiwasan ang kalituhan at higit na maunawaan ang konsepto ng bawat aralin.

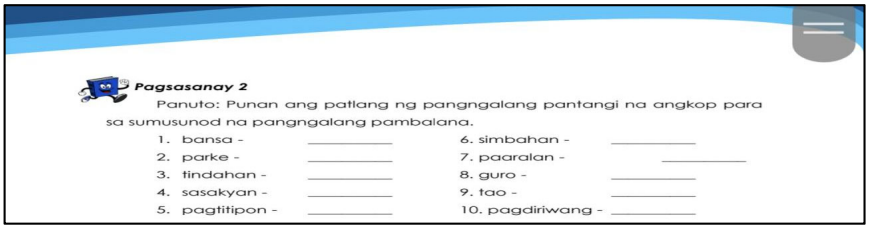
Mga Pagsasanay. Ang nabuong materyal ay naglalaman ng mga pagsasanay sa bawat aralin na siyang susubok at hahasa sa kakayahan ng mag-aaral sa kasanayang garamatikang Filipino, kaya ilan sa mga nais ng ebalweytor ang nagsabing dapat mas pagtuuonan ng pansin ng mananaliksik ang bahaging ito dahil sa ito ay dapat na maging malinaw at wasto ang pagkakabuo. Ilan sa mga suhestyon ng mga ebalweytor ay ang: pag-ayos ng mga linyang dapat na magkakahanay, pagsasaayos at linawin ang mga panutong ibinibigay sa bawat pagsasanay, pagsasaayos ng hanay ng mga pangungusap, maglaan ng angkop na espasyo at linya sa inaasahang sagot, at iwasto ang mga taypograpikal na pagkakamali at pagkabaybay.

Makikita sa larawan ang hindi pagkakahanay ng linya sa isang pagsasanay. Ayon sa ebalweytor ay dapat siguruhin na ang pagsasanay ay may maayos na pagkakabuo maging sa pagkakahanay nang sa gayon ay makita ang konsitensi at kaangkupan ng espasyo para sa kasagutan ng mag-aaral.

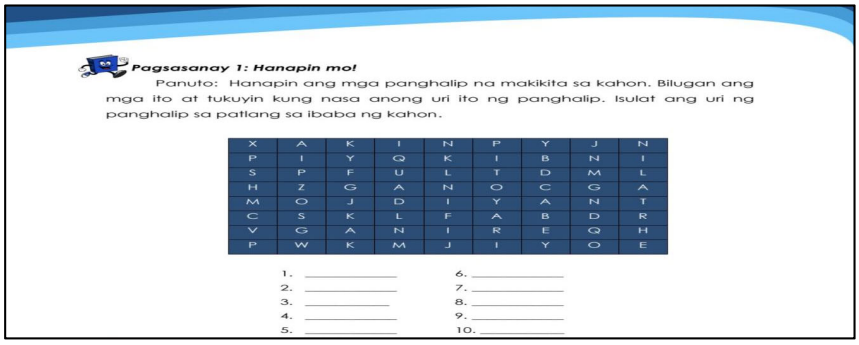
Batay sa larawan, kapansin-pansin na hindi gaano kalinaw ang panuto na nais ipahiwatig sa pagsasanay na ito. Suhestyon ng isa sa mga ebalweytor na palitan ang nasabing panuto bilang “Hanapin sa loob ng pasalitang palaisipan *word puzzle* ang mga panghalip” dahil sa ito ang mas mainam at wasto para sa gawain. Ang paggawa

ng malinaw na panuto sa mga pagsasanay ay napakahalaga sa proseso ng pagtuturo at pagkatuto dahil sa ito ay nakapagbibay ng tiyak ng direksyon, nakatutulong sa epektibong pagkatuto, nakakaiwas sa pagkakamali o maling sagot at naisusulong din nito ang kasanayan sa pagsunod sa mga tagubilin.

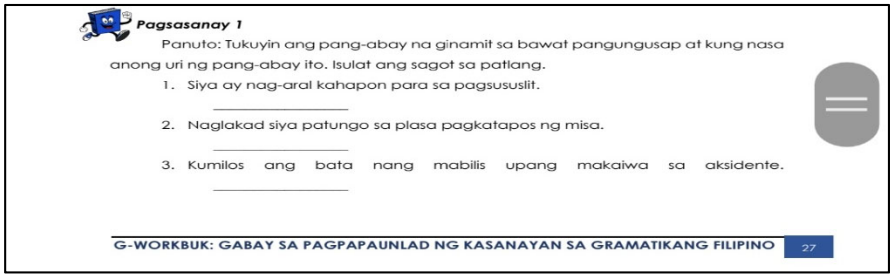
Pigura 5.
Larawan ng mga pagsasanay na dapat ayusin at rebisahin.



Pigura 6.
Larawan ng mga pagsasanay na dapat ayusin at rebisahin.



Pigura 7.
Larawan ng mga pagsasanay na dapat ayusin at rebisahin.



Isa rin sa mga suhestyon ng mga eksperto sa mga pagsasanay ay ang paglalaan ng sapat na espasyo para sa kasagutan ng mag-aaral. Makikita sa larawan na ang pagsasanay ay may inaasahang sagot, ngunit iisa lamang ang linyang nailagay ng mananaliksik. Kaya naman mahalagang maging makilatis sa pagbibigay ng panuto gayundin sa estruktura ng pagsagot ng mag-aaral nang sa gayon ay maging malinaw sa kanila kung ano ang mga inaasahan. Ang mga pagsasanay ay dapat na nakabatay sa mahalagang layunin na dapat maabot ng mga mag-aaral pagkatapos ng mga aralin. Kaya naman ay nangangailangan ito ng masusing pagpaplano ng pagpili ng mga katibidad na akma sa lebel ng kaalaman ng mag-aaral na susubok sa kanilang kakayahan.

Susi ng Pagwawasto. Sa bahaging ito ay makikita ang mga inaasahang sagot mula sa lahat ng pagsasanay sa bawat aralin. Isa sa mga komento at suhestyon ng dalubhasa ay ang pagsisiguro ng mga tamang sagot sa bawat bilang at lagyan ng linya ang mga sagot na inaasahan mula sa mag-aaral.

Batay sa isinagawanag pag-aaral nina Castillo et.al (2024) banggit ni Lopez (2025) na ang mga gabay materyal ay may malaking gampanin sa mga guro sa hinaharap. Mas napapadali nito ang pagtuturo ng mga guro gayundin ang daloy ng pagtuturo at pagkatuto. Ang mga ganitong materyal ay nagsisilbing sanggunian sa kahit na anumang sadali dahil maaari itong magamit. Katuwang din ng guro ang nabuong materyal sa patuloy na pagpapalawak,

pagpapaunlad at paghahasa ng kaalaman ng mga mag-aaral sa kasanayang gramatikang Filipino.

4. Kongklusyon at rekomendasyon

Batay sa natuklasan, inilahad ang sumusunod na kongklusyon: Maraming pagkakamali ang mga mag-aaral sa kasanayang gramatikang Filipino sa kadahilanang hindi sapat ang kaalaman at kakayahan sa paggamit ng mga ito. Ang nabuong materyal sa pagpapaunlad ng kasanayang gramatikang Filipino ay kakikitaan ng mga bahaging tulad paunang pahina na naglalaman ng pabalat, paunang salita at talaan ng nilalaman, mga aralin, mga pagsasanay, susi ng pagwawasto at talasanggunian. Lahat ng bahagi ng gabay-materyal ay may ebalwasyong katanggap-tanggap ayon sa pagmamarka ng eskperto. Ang ilan sa mga bahagi ng materyal ay dapat na rebisahin at ayusin. Naging rekomendasyon na ang mga mag-aaral ay nangangailangan pa ng maigting pagsasanay sa kasanayang gramatikang Filipino. Ang gabay-materyal ay may kapakinabangan sa pagkatuto ng mag-aaral at pagtuturo ng mga guro. Ipagamit sa mga mag-aaral ang nabuong materyal upang higit pa itong makatulong sa pagpapaunlad ng kasanayan at kaalamang panggramatika sa asignaturang Filipino. Ito ay maaaring pagyamanin pa para sa kapakinabangan nito sa pagkatuto ng mag-aaral at pagtuturo ng mga guro. Magsagawa pa ng ibang pag-aaral na may kaugnayan sa kagamitang pampagtuturo sa asignaturang Filipino.

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E-saysay: Gabay sa pagsulat ng sanaysay



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Abstract

Natiyak sa pag-aaral na ito na malaman ang kasanayan sa pagsulat ng sanaysay ng mga mag-aaral. Deskriptib-kwalitatib ang disenyong ginamit ng mananaliksik. Ang mga kalahok ay ang mga mag-aaral sa Baitang 11 ng Mataas na Paaralan ng Pili, Magallanes Sorsogon. Ang mga sanaysay na nabuo ng mag-aaral ang pinagkunan ng mga datos gayundin ang isinagawang pakikipanayam. Inanalisa ang mga datos gamit ang rubrik sa pagsulat ng sanaysay, frequency count at tematikong pamamaraan. Natuklasan na karamihan sa mga mag-aaral ay nakakuha ng mahusay hanggang napakahusay sa iba't ibang aspekto ng pagsulat na nakapaloob sa kasanayan sa balarila at kasanayang pangnilalaman. Mayroon pa ring mga kamalian sa pagbabaybay, pagbabantas, at paggamit ng malaki at maliit na titik. Lumabas na mas marami sa mga mag-aaral ay nakakuha ng di-gaanong mahusay sa pagsulat ng katawan at wakas ng sanaysay. Nakasusulat ng sanaysay ngunit hindi gaanong malinaw at hindi gaanong kawili-wili sa mambabasa. Maraming salik ang nakaaapekto sa antas ng kasanayan sa pagsulat ng sanaysay ng mga mag-aaral. Ang E-Saysay: Gabay sa Pagsulat ng Sanaysay, isang digital toolkit, ay maaaring tanggapin at gamitin sa pagpapaunlad ng kasanayan sa pagsulat ng sanaysay. Inererekomenda ang pagbibigay ng karagdagang mga gawaing makatutulong sa paglinang ng kasanayan sa balarila at kasanayang pangnilalaman sa pagsulat ng sanaysay ng mga mag-aaral. Ang nabuong materyal ay inaasahang magagamit upang mapataas ang antas ng kasanayan sa pagsulat ng sanaysay. Magsagawa ng iba pang pananaliksik na may kaugnayan sa kasalukuyang pananaliksik.

Keywords: gabay sa pagsulat, sanaysay, digital toolkit, balarila, salik sa pagsulat

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E-saysay: Gabay sa pagsulat ng sanaysay

1. Introduction

Ang komunikasyon ay isang mahalagang bahagi sa buhay ng tao. Mahalaga ito lalong-lalo na upang magampanan ang isa sa mga tungkuling sosyal ng bawat indibidwal- ang pakikipag-ugnayan sa ibang tao. Ang komunikasyon ay isang proseso ng pagpapadala at pagtanggap ng mensahe, impormasyon, kaisipan at kaalaman na siyang kasangkapang ginagamit ng tao sa pakikipag-ugnayan. Ito ay maaaring nasa anyong berbal at/o di-berbal na komunikasyon. Isa sa mga pangunahing suliraning kinakaharap ng tao ay ang pagkakaroon ng mabagal na daloy ng komunikasyon. Ngunit sa paglipas ng panahon ay nagkaroon ng mga pag-unlad partikular na sa larangan ng teknolohiya, at kasabay ng pag-unlad ay ang pagbabago na nagdulot ng malaking pagbabago at pag-unlad sa larangan ng komunikasyon. Sa kasalukuyan ay mas mabilis na ang daloy ng pagpapadala at pagtanggap ng mga mensahe dahil sa mga makabagong teknolohiya at paggamit ng iba't ibang social media platforms.

Ang kasanayan sa pagsulat ay isang mahalagang makrong kasanayan na dapat taglayin ng isang tao. Ito ay pagsasalin sa papel ng anumang kaalaman at impormasyong natamo ng isang tao base sa kanyang karanasan, napakinggan at sa kanyang naoobserbahan. Ang kasanayan sa pagsulat ay mahalagang malinang ng bawat indibidwal sapagkat ito ay isang mabisang sandata sa pakikipagtalastasan. Ayon nga kay Badayos (2000), ang pagsulat ay isang sistema para sa komunikasyong interpersonal na gumagamit ng mga simbolong inuulat, sinusulat sa isang makinis na papel, tela o di kaya'y isang malapad at makapal na tipak ng bato. Dagdag pa niya, ito rin ay isang aktibong proseso ng paglikha, pagtuklas, pagmumuni-muni at pagpapatibay. Sa madaling salita, ang pagsulat ay nangangahulugang pagsasatitik ng mga simbolo na ginagamit bilang isang midyum ng komunikasyon upang makipag-ugnayan sa ibang tao.

Binigyang kahulugan naman ito ni Gonzalvo (2016) bilang isang paraan ng pagsasatitik ng mga sagisag ng kaisipan na naililimbag sa pamamagitan ng mga sagisag na lenggwahe, mga ideyang isinasalin sa papel o anumang maaaring pagkulungan ng mga karununggan gamit ang pinagsama-samang mga salita, simbolo at ilustrasyon na may layuning maihayag ang mga kaisipan at saloobin. Ang pagsulat ay isang paraan ng pagpapahayag ng pag-iisip, kaalaman at damdamin ng tao sa pamamagitan ng mga sagisag ng mga tunog ng salita (Tumangan Sr. et.al, 1997). Ito ay ang ang kakayahan ng tao na ipahayag sa paraang palimbag ang kanyang mga iniisip at nadarama. Sa sosyo-kognitibong pananaw, masasabi na malaki ang naitutulong ng pagsulat sa paghubog ng damdamin at isipan ng tao (Astorga, 2010). Ipinaliwanag ni Jocson et.al., (2005)[5] na dahil sa pagsulat ay nakikilala ng tao ang kanyang sarili, ang kaniyang mga kahinaan at mga kalakasan, ang lawak ng kanyang isipan at ang mga maaabot ng kanyang kamalayan.

Ang pagkakaroon ng kasanayan sa pagsulat at may malaking ambag din sa paghubog ng ibang makrong kasanayan. Banggit ni Tumangan, Sr. et al. (1997), natututo na munang magsalita, makinig, at bumasa ang isang tao bago pa man siya matutong magsulat. Nangangahulugan lamang ito na higit na malilinang ang kasanayan sa pagsulat ng isang tao kung gagamitin niya ang kanyang kaalaman sa iba pang makrong kasanayang nabanggit. Sa kabilang dako, nakatutulong din ang pagsulat upang malinang ang kasanayan sa pagbasa, pakikinig, at panonood. Ayon kina Anderson et.al (2005), ang kaalaman sa pagsulat at pagsasalita ay magkaugnay sa kaalaman sa ponema, pagbabaybay at bokabularyong kaalaman ng isang tao. Malaki ang papel na ginagampanan ng mga elemento ng wika sa gamit nito maging sa pagsulat, pagsasalita, pakikinig at pagbasa. Ipinapakita lamang nito kung paano nakaaapekto ang bawat makrong kasanayan sa isa't isa, kung kaya maituturing na ang paghasa sa bawat kasanayang ito ay hindi madali, partikular na ang kasanayan sa pagsulat. Patunay lamang ang mga ito kung gaano kahalaga ang paglinang sa kasanayan sa pagsulat bilang isang makrong kasanayang dapat taglay ng bawat indibidwal.

Isa sa karaniwang tekstong ipinasusulat sa mga mag-aaral ay ang sanaysay. Dito nagkakaroon ng pagkakataon

ang mga mag-aaral na ihayag ang kanilang mga opinyon at pananaw hinggil sa isang paksa bilang bahagi ng kanilang pakikipagtalastalasan. Subalit, kahit pa madalas na itong gawin sa mga paaralan, marami pa rin ang hindi nakagagawa ng isang mahusay na sanaysay. Ang salitang sanaysay ay siyang itinutumbas sa salitang Ingles na "essay". Ito ay nanggaling sa salitang Latin na "*exagium",* na nangangahulugang "isang pagtitimbang-timbang" (Saliot, et.al. 2010). Sa pagsusulat ng sanaysay ay nangangailangan ang pagtitimbang ng mga impormasyon, opinyon, at kuro-kuro tungkol sa paksang pinag-uusapan, kinakailangan din ang paglalahad ng suportang detalye upang maging maliwanag, mabisa at kawili-wili ang teksto.

Banggit ni Barlaan, et.al. 2020, ayon kay Alejandro G. Abadilla, ang sanaysay ay pagsasalaysay ng isang sanay. Nangangahulugan itong, ang sinumang gagawa ng isang sanaysay ay nangangailangan ng malawak na karanasan, mapagmasid sa kapaligiran at palabasa. Ito ay isang panitikang tuluyan na naglalahad ng opinyon, kuro-kuro, damdamin, kaisipan, saloobin, at iba pang manunulat hinggil sa isang makabuluhan, mahalaga, at napapanahong paksa o isyu (Barlaan at Javier, 2020). Ayon kay Tumangan Sr. et.al., (1997), sa mababang paaralan pa lamang ay tinuturuan na ang mga bata na sumulat ng mga sulating pormal at di-pormal na ginagawa nila pana-panahon. Ang ganitong gawaing pampagsusulat ay ipinagpapatuloy hanggang sa sekondarya at maging sa tersarya, kung kaya masasabi na hindi na banyaga ang mga mag-aaral sa pagsulat ng isang komposisyon. Ngunit sa kabila nito, napatunayan na hindi kasiya-siya sa mga mag-aaral ang pag-aaral ng pagsulat.

Nakapaloob sa DepEd Memorandum Blg. 173, serye 2019, ayon sa pangkalahatang resulta ng *National Assessments*, marami pa rin ang mga mag-aaral sa primarya ang nahihirapang abutin ang mga pamantayan sa pagkatuto sa wika at literasiya. Dagdag pa rito, natuklasan rin na ang mga mag-aaral sa elementarya at sekondarya ay kulang pa ang kasanayan sa literasiya. Ito ay sa kabila ng mga programang ipinatutupad ng Kagawaran ng Edukasyon kaugnay ng pagpapataas ng antas ng kasanayan sa pagbasa at pagsulat. Ang mga mag-aaral ay nahaharap sa maraming hamon sa pagsulat sa Filipino (Aragon at Balallo, 2023). Banggit ni Deramas (2022), ang mga mag-aaral ay may karaniwang kamalian sa lahat ng sangkap ng pagsulat, ngunit higit na may pagkakamali sa aspeto ng mekaniks na sumasaklaw sa pagbaybay, pagbabantas, paggamit ng malaking titik, at paggamit ng palugit. Iminungkahi niya na kinakailangang magbigay gabay sa pagpapaunlad ng pag-aaral, pagkatuto at kasanayan ng mga mag-aaral.

Sa pananaliksik ni Gragas (2019), lumabas na maraming pagkakamali sa pagbabaybay ng salita ang mga mag-aaral, ito raw marahil ay epekto ng pagbabasa ng mga tekstong may maling pagkakabaybay ng mga salita na nagagaya ng mga mag-aaral, patunay na hindi alam o kulang ang kaalaman nila sa tuntunin ng pagbabaybay. Sa paggamit ng salita, nakasanayan na gumamit ng mga salitang Ingles sa pangungusap at mga balbal na salita. Ang pagkakamali ng mga mag-aaral sa pagbabaybay ay dahil sa paraang pa-text. Natuklasan din sa pag-aaral ni Adamos (2020) na maraming pagkakamali sa pagbababaybay ng salita ang mga mag-aaral sa ikaanim na baitang. Ang mga pagkakamaling ito sa pagbabaybay ay impluwensiya umano ng MTB-MLE sa ponolohikal, morpolohikal, at ortograpikal na kaalaman ng mga mag-aaral sa Ingles.

Natuklasan sa pag-aaral ni Clerigo (2022) na halos lahat ng salita ay hindi naisulat ng wasto at ang pangungusap na isinulat ng mga mag-aaral ay hindi kumpleto ang diwa. Natuklasan rin na lahat ng pangungusap ay nagsimula sa maliit na titik, walang bantas, hindi kumpleto ang bahagi at hindi magkakaugnay ang ideya. Sa pag-aaral naman ni Diamsim (2022), natuklasan na hindi gaanong malawak ang kaalaman ng mga mag-aaral sa SHS sa ortograpiyang Filipino sa pagbabaybay, panghihiram, wastong gamit ng salita, at wastong gamit ng bantas. Patunay lamang ito na mababa pa rin ang antas ng kasanayan sa pagsulat ng mga mag-aaral hindi lamang sa elementarya kundi maging sa sekondarya. Sa pag-aaral na isinagawa ni Aragon at Balallo (2023) natuklasan na ang mga mag-aaral sa SHS ay maraming kinakaharap na hamon sa pagsulat, kabilang na dito ang mga kakulangan ng kaalaman sa paksa, hindi handa sa pag-iisip tungkol sa kung ano ang isinasaalang-alang nila sa pagsulat, kakulangan ng kaalaman sa gramatika at hindi paggamit ng bokabularyo ng tama.

Makikita sa mga nabanggit na mga kaugnay na pag-aaral ang suliranin sa pagkakaroon ng mababang antas ng kasanayan sa pagsulat ng mga mag-aaral sa elementarya at sekondarya. Ipinapakita lamang nito ang

pangangailangan na magkaroon ng mga pag-aaral tungkol sa nasabing paksa upang makabuo ng mga napapanahong kagamitang maaaring magamit upang matugunan ang suliraning ito. Sa kasalukuyang panahon, kasabay ng modernisasyon at pag-unlad ng teknolohiya ay ang pagbabago sa pangangailangan at paraan ng pagkatuto ng bawat indibidwal. Kasabay ng pagbabago at pag-unlad ng teknolohiya ay kinakailangang makasabay sa makabagong pamamaraan ng pagtuturo upang matugunan ang mga layuning pang-edukasyon ng ika-21 siglo (Hamzah, et.al., 2023). Banggit ni Espenida (2024), sa pagtugon sa pangangailangan ng mga mag-aaral sa ika-21 siglo, mahalaga na makiayon ang mga guro sa pag-usbong ng modernong panahon at modernong pamamaraan ng pagtuturo upang lubos na makuha ang panlasa ng mga mag-aaral sa paraang gusto nilang matuto. Kaugnay nito, kinakailangang makapag-isip at tumuklas ang mga guro ng makabagong interbensiyon, pamamaraan, estratehiya at gawain na makapupukaw at naaayon sa interes ng mga mag-aaral (Nonggod, 2021).

Ang digital na pangangailangan, partikular sa larangan ng edukasyon ay lalong umigting sa panahon ng pandemya kung saan ipinagbawal ang pisikal na pagpasok sa mga paaralan at nagkaroon ng mga *online class.* Ayon kay Kalogiannakis (2023), pinatunayan ng pandemya ang labis na kahalagahan ng pagkakaroon ng kasanayang digital sa bawat aspeto ng ating lipunang nakabatay sa impormasyon. Kaugnay nito, nagkaroon ng mga pag-aaral sa paggamit ng *digital tool* bilang kagamitang pampagtuturo at pagkatuto. Ayon kina Purcell et al. (2013), may positibong pananaw ang mga guro hinggil sa epekto ng internet at digital na teknolohiya sa kasanayan sa pagsulat ng mga mag-aaral. Dagdag pa nila, batay sa isinagawang sarbey sa 2,462 na guro mula sa Advanced Placement (AP) at National Writing Project (NWP), natukoy na ang paggamit ng digital na teknolohiya ay nakatutulong sa paglinang ng kasanayan sa pagsulat ng mga mag-aaral sa antas elementarya, sekondarya, at tersyarya.

Natuklasan sa pag-aaral ni Kalogiannakis, et.al. (2023) na ang paggamit ng e-toolkit ay nakatulong sa pagpapataas ng antas ng kasanayang digital. Pinatunayan din ito sa pag-aaral ni Noble, et.al. (2015) na sinabing ayon sa pananaw ng mga mag-aaral, mas mataas ang kalidad ng kanilang sulatin kapag nagsusulat gamit ang digital tool kompara sa pagsulat gamit ang ballpen at papel. Dagdag pa rito, sinabi rin na ang pagsulat sa online environment ay nakatutulong sa paghubog ng mas mataas na antas ng kasanayan sa pagsulat. Banggit ni Espenida (2024) ang paggamit ng videos, mobile o iba pang mga kagamitang digital sa pagtuturo at pagkatuto ay madaling nakakakuha ng interes ng mga mag-aaral at nagiging mas masigla ang interaksiyon sa talakayan.

Ayon sa Konstitusyon ng Republika ng Pilipinas. 1987, Artikulo XIV, Seksiyon 10, napakahalaga at makabuluhan ang Agham at Teknolohiya sa pambansang pag-unlad at pagsulong. Kailangang pagtuunan ng panahon ng estado ang ang pag-aaral at pagbubuo, imbensiyon, inobasyon, at sa pagpapagamit ng mga ito; sa edukasyon, pagsasanay, at mga lingkurang pang-agham at panteknolohiya. Kung kaya't kinakailangan na ang Kagawaran ng Edukasyon ay gumawa ng mga programa na makapagpapaunlad sa aspektong ito. Alinsunod sa itinadhana ng batas, nagpalabas ang Kagawaran ng Edukasyon ng Mga Alituntunin sa Pagpapatupad ng DepEd Computerization Program (DCP) sa bisa ng DepEd Order no. 78, s. 2010, na naglalayong magkaroon ng angkop na teknolohiya ang bawat sektor ng edukasyon partikular sa mga guro at mag-aaral upang mapataas ang kalidad ng pagtuturo at pagkatuto upang makasabay sa mabilis na pagbabagong nagaganap sa daigdig.

Ang pag-aaral na ito ay may layuning tugunan ang panawagang ito ang makabuo ng mga kagamitang kinakailangan sa ngayong kasalukuyang edukasyon. Ito ang nag-udyok sa mananaliksik na isagawa ang pag-aaral na ito.

Layunin - Layunin ng pag-aaral na ito na: (1) malaman ang kasanayan sa pagsulat ng sanaysay ng mga mag-aaral sa SHS ng Pili National High School batay sa: a) kasanayan sa balarila, at (b) kasanayang pangnilalaman, (2) mga salik na nakaaapekto sa kasanayan sa pagsulat ng sanaysay at (3) mungkahing proyekto batay sa resulta ng pananaliksik.

2. Metodolohiya

Deskriptib-kwalitatib ang disenyong ginamit sa pag-aaral. Ang mga kalahok sa pag-aaral ay ang 31 na mag-

aaral, 11 na lalaki at 20 na babae, mula sa Baitang 11 – General Academic Strand (GAS) ng Senior High School ng Pili National High School, taong panuruan 2024–2025. Naging batayan ng pagkuha ng datos ang mga ginawang sanaysay ng mga mag-aaral. Ginamit din ang interbyu-skedyul sa pagkuha ng mga salik na nakaapekto sa kasanayan sa pagsulat ng sanaysay. Tiniyak ng mananaliksik ang pagiging pribado at kumpidensiyal ng mga kalahok, partikular ang kanilang mga personal na impormasyon at mga kasagutan sa isinagawang pagsusulit at panayam, sang-ayon sa nilalaman ng Batas Pambansa Blg. 10173 o Data Privacy Act ng 2012. Bago isinagawa ang pananaliksik, humingi ang mananaliksik ng pahintulot mula sa pamunuan ng paaralan at sa mga magulang ng mga kalahok. Bukod dito, boluntaryong lumahok ang mga mag-aaral matapos nilang lumagda sa consent form bilang patunay ng kanilang pahintulot at pagpayag na maging bahagi ng pag-aaral. Ang mga nalikom na datos ay inanalisa gamit ang rubrik sa pagsulat ng sanaysay mula sa pag-aaral ni De La Vega, Arna M. (2023), frequency count, at tematikong pamamaraan sa pagpapangkat ng mga salik na nakaaapekto sa kasanayan ng pagsulat ng sanaysay ng mga mag-aaral gamit ang iskala.

Iskala		Interpretasyon
4	-	Napakahusay
3	-	Mahusay
2	-	Di-gaanong mahusay
1	-	Hindi mahusay

3. Natuklasan

Kasanayan sa Pagsulat ng Sanaysay ayon sa Kasanayan sa Balarila at Kasanayang Pangnilalaman - Natuklasan sa pag-aaral na ito ang kasanayan sa pagsulat ng sanaysay ng mga mag-aaral sa Baitang 11 ayon sa kasanayan sa balarila at kasanayang pangnilalaman. Ang kasanayan sa balarila ay sinuri ayon sa kasanayan sa pagbabaybay, pagbabantas, at paggamit ng malaki at maliit na titik. Habang ang kasanayang pangnilalaman naman ay sinuri ayon sa kasanayan sa pagsulat ng panimula, katawan, pag-oorganisa ng ideya, at kasanayan sa pagsulat ng wakas o konklusyon ng isang sanaysay.

Kasanayan sa balarila. Ang kasanayan sa balarila ay isang mahalagang kasanayang dapat taglayin sa pagsulat ng sanaysay. Ito ay tumutukoy sa kasanayan sa sining ng mga tuntunin at paraan ng maayos at wastong paggamit ng wikang Pambansa ng Pilipinas (Santos, 2019). Sa pag-aaral na ito, ang kasanayan sa balarila ay tumutukoy sa pagkakaroon ng kasanayan sa pagbabaybay, pagbabantas, at tamang paggamit ng malaki at maliit na titik sa pagsulat ng sanaysay.

Kasanayan sa pagbabaybay. *N*atuklasan na pinakamataas ang bilang ng mag-aaral ang nakakuha ng mataas na iskor sa pagbabaybay o napakahusay, ibig sabihin, halos kalahati ng porsyento ng mga kalahok ay nagkaroon lamang ng isa o dalawang salita na may maling pagkakabaybay. Nangangahulugan lamang ito na kalahati sa kabuoang bilang ng mga kalahok ay may kasanayan pagdating sa pagbabaybay. Ngunit ang resultang ito ay hindi nangangahulugan na dapat nang ipagsawalang-bahala ang mga mag-aaral na nakakuha ng mababang iskor. Sapagkat halos kalahati ng mag-aaral ay nagkaroon ng kamalian sa pagbabaybay, kung kaya nararapat lamang ma pagtuonan ito ng pansin, mataas man o mababa ang nakuhang iskor upang lubos pang mapagyaman ang kanilang kasanayan sa pagbabaybay sa pamamagitan ng pagbibigay ng mga kagamitang pampagkatuto sa mga mag-aaral at/o mga gawain o proyektong makatutulong upang lubos pang mapagyaman ang kanilang kasanayan sa pagbabaybay.

May mga halimbawa ng mga kamalian sa pagbabaybay batay sa isinulat na sanaysay ng mga mag-aaral. Makikita rito na nagkaroon ng kamalian sa pagbabaybay sa mga salitang may “e/i”, “o/u”, at “ng/nang”, kung saan nagkakaroon ng palitan sa tamang gamit nito, gayundin ang hindi tamang paghahati ng mga salita. Makikita ang awtput ng isang mag-aaral na paulit-ulit nagkaroon ng kamalian sa paggamit ng e at i, na naging dahilan ng pagkakaroon ng kamalian sa pagbabaybay. Halimbawa ang salitang *“eliksiyon”* sa halip na “eleksiyon”, *“sinado”* sa halip sa “senado” at *“botanti”* sa halip na “botante”. Isa pa ring halimbawa ay may kamalian sa pagbabaybay ng mga salitang may o at u. Kadalasan na nagkakapalitan ang paggamit ng dalawang patinig na ito. Ilan sa mga halimbawang salita na mali ang pagkakabaybay ay *“kong”* sa halip na “kung” at *“ngayun”* sa halip na “ngayon”.

Ang implikasyon ng mananaliksik ayon sa resulta ay nagkakaroon ng kamalian sa paggamit ng “e at i” at “o at u” sapagkat ang mga mag-aaral ay sinusunod ang batas ng pagbabaybay ayon kay Santos (2019) na “kung anong bigkas, siyang baybay”. Ngunit, nagkakaroon ng suliranin at pagkakamali sa pagbabaybay dahil dito, sapagkat ayon sa pag-aaral ni Tolete at Zamora (2023), ang mga mag-aaral ay kalimitang may paglambot o pagtigas ng pagbibigkas ng salita. Nangyayari ang mga bagay na ito sapagkat walang pagsasanay na ginagawa ang mga mag-aaral o madalang silang magbasa. Kakikitaan din sa nabuong sanaysay ng kamalian sa pagbabaybay ng “ng” at “nang”. Kapansin-pansin na ang mag-aaral ay mayroong konsistensi sa paggamit ng “nang” sa kanyang mga pahayag sa halip na gamitin ang “ng” mula sa simula hanggang sa dulo ng isinulat na sanaysay. Nangangahulugan lamang ito na ang mag-aaral ay hindi talaga alam ang tamang pagbabaybay at kaibahan sa paggamit ng “ng” at “nang”. Patunay ito ng higit na pangangailangan sa pagkakaroon ng karagdagang kagamitan na makatutulong sa mga mag-aaral upang higit pang matutunan ang mga tuntunin sa tamang pagbabaybay partikular ang mga tuntunin sa kaibahan ng paggamit ng “ng” at “nang”

Isa pa sa nagkakaroon ng pagkakamali ang mga mag-aaral ay ang pagkakaltas ng titik sa mga salita katulad ng “nyo” sa halip na “niyo” at “yong” sa halip na “iyong”. Ayon sa pag-aaral ni Dela Vega (2023), ang paggamit ng mobile phones o cellphones ng walang dahilan ay naghatid ng malaking impak sa kasanayan sa pagsulat ng ng mga mag-aaral partikular na sa kanilang kasanayan sa pagbabaybay. Kapansin-pansin na ang madalas na pagkakaltas ng mga patinig ay karaniwang ginagawa kapag nakikipag-usap sa text o chat, at sa kasamaang palad ay nadadala ito ng mga mag-aaral at nagagamit maging sa mga pormal na sulatin. Ang nakasanayang gawaing ito ay nagiging sanhi ng pagkakaroon ng mababang kasanayan sa pagbabaybay.

Ang implikasyon batay sa kabuoang resulta ng pag-aaral sa kasanayan sa pagbabaybay, ay nagpapakita lamang na ang pagkakaroon ng isang gawain o aksiyon higgil sa pagbabaybay ay isang malaking pangangailangan sa lalo pang paglinang ng kasanayan sa pagsulat ng sanaysay. Ayon sa pag-aaral ni Warda (2005), malaki ang epekto ng pagbabaybay sa pasulat na pagganap ng mga mag-aaral. Kung maalam sila sa tuntunin ng pagbabaybay, mataas din ang kompiyansa nila sa pagsusulat. Kapag mali ang baybay ng salita, nagiging hadlang ito sa pag-unawa ng mga mag-aaral sa anumang teksto. Bagamat sa kabuoan ay mas marami pa rin ang nakakuha ng napakahusay na kasanayan, hindi ito nangangahulugan na wala nang gagawing aksiyon o gawain upang higit pang mapaunlad ang kanilang kasanayan sa balarila. Ang halos kalahati sa mga kalahok ay nakuha pa rin ng di-gaanong mahusay at nangangailangan pa ng pagpapahusay.

Pinatutunayan nito na nararapat lamang na lalo pang pataasin ang lubusang pagkatuto at kasanayan ng mga mag-aaral sa pagbabaybay upang higit pang umunlad ang kanilang kasanayan sa pagsulat ng sanaysay. Ayon kay Staden (2010), ang pagbabaybay ay isang komplikadong kakayahan sa pagsulat kaya kinakailangang ang mag-aaral ay magtataglay ng kakayahan sa wika kasama ang ponolohiya, morpolohiya, visual memory skills, semantic relationship at sapat na kaalaman sa tuntunin ng pagbabaybay. Patunay lamang ito na higit pang kailangang bigyang-pansin ang pagpapaunlad at pagbibigay ng dagdag na kaalaman sa mga mag-aaral pagdating sa pagbabaybay at maging ang balarila bilang isang mahalagang aspeto ng paghubog sa kasanayan sa pagsulat ng sanaysay.

Kasanayan sa pagbabantas. Ayon sa KWF Diksyonaryo (2024), ang bantas ay alinman sa mga panandang ginagamit sa pagpapangkat ng mga salita sa pangungusap o para sa paglilinaw ng kahulugan. Ito ay isang mahalagang sangkap ng pagsulat, partikular ng sanaysay. Mula sa kabuoang resulta, makikita na mas mataas ang bahagdan ng mga mag-aaral na nakakuha ng mas mataas na iskor na 3-4 kumpara sa mababang iskor na 1-2. Ito ay nangangahulugan na mayroong mataas na kasanayan sa pagbabantas ang mga mag-aaral. Ngunit ito ay hindi nangangahulugan na dapat nang ipagsawalang bahala ang mga mag-aaral na nakakuha ng mababang iskor sa pagbabantas sapagkat ang kakulangan sa kalidad ng kasanayan sa pagbabantas ng mga mag-aaral ay isang mahalagang salik na nakaaapekto sa kasanayan sa pagsulat ng sanaysay.

Ang kakulangan sa kasanayan sa pagbabantas ay nagiging dahilan ng kawalan ng kahulugan o pagkakaroon ng ibang kahulugan ng isang pahayag. Ito ay nagpapapababa sa kalidad ng kasanayan sa pagsulat ng mga mag-

aaral kung kaya nangangailangan pa rin ng pagpapa-unlad at paglinang upang higit pang mapalalim ang kasanayan ng bawat mag-aaral pagdating sa pagbabantas at pagsulat partikular ng sanaysay.

Sang-ayon dito ang pag-aaral ni Diamsim (2022) na natuklasang may mataas na bahagdan o 75.56% ng mga mag-aaral ang nakakuha ng mataas na marka sa wastong gamit ng bantas, kaugnay nito ay binigyang-diin ni Diamsim na nararapat pa ring pagtuonan ng pansin ang 27.44% ng mga mag-aaral na nakakuha ng mababang marka na nagpapakita ng mababang kasanayan sa wastong gamit ng bantas upang mapaangat ang kakayahan sa gramatika ng mga mag-aaral. Ipinaliwanag niya pa na ang pagkakaroon ng kakayahan ng mag-aaral sa gramatika at paggamit ng bantas ay makatutulong upang tuluyang umangat ang pagkatuto at pang-unawa ng mga mag-aaral sa asignaturang Filipino. Sa ginawang pagbabantas, makikita na ang mag-aaral ay nagkaroon ng kamalian sa pagbabantas sapagkat siya ay gumamit ng tuldok at kuwit sa mga salita at bahagi ng pahayag na hindi naman nararapat lagyan ng bantas. Halimbawa ang daglat na SHS na isinulat bilang "S.H.S" sa halip walang tuldok at ang Pili National High School naman na isinulat bilang "PILI, NATIONAL, HIGH, SCHOOL" sa halip na walang kuwit katulad ng "Pili National High School". Patunay lamang ito ng kakulangan sa kaalaman sa pagbabantas ng mga mag-aaral.

Nang tanungin ng mananaliksik ang mga mag-aaral kung bakit hindi sila gumagamit at nahihirapan sa paggamit ng mga bantas, karamihan sa kanila ay nawalan ng kibo, habang ang iba ay sumagot ng isa pang katanungan. Isa sa mga kalahok ay sumagot ng, *"…Bantas? Nano Maam ang bantas?"* (Bantas? Ano po ba Maam ang bantas?) Ipinapakita ng sagot na ito ang kawalan ng kaalaman ng mga mag-aaral sa terminong "bantas". Isa pa sa sinabing dahilan ng mga mag-aaral ay sapagkat hindi talaga nila alam kung paano ito gamitin, limitado lamang ang kaalaman nila sa tamang gamit nito, at kadalasan pa ay tuldok lamang ang nagagamit sapagkat ito lamang ang tanging bantas na alam nila ang tuntunin ng paggamit. Ang kakulangan ng kaalaman sa bantas at pagbabantas ay nagiging hadlang sa mahusay na pagpapahayag at kasanayan sa pagsulat ng sanaysay. Samakatuwid, ang implikasyon sa pag-aaral ay ang pagkakaroon ng mga gawain at proyekto na magpapaunlad sa kasanayan sa pagababantas ay higit na dapat pagtuonan ng pansin sapagkat karamihan sa mga mag-aaral sa kasalukuyan ay hindi na alam ang terminong "bantas" at ang mga alituntunin sa paggamit nito.

Ayon kay Fatai (2017), banggit ni Dela Vega (2023), ang mga bantas ay ginagamit upang matulungan ang mga mambabasa na maunawaan ang mga sulating sa pamamagitan ng paggamit ng tamang bantas. Ang mali at hindi paggamit ng bantas sa mga ipinakitang halimbawang sulatin ay naging sanhi ng pagkakaroon ng hindi malinaw na kaisipan at mensaheng nais iparating ng kalahok.

Kasanayan sa paggamit ng malaki at maliit na titik. Sa kabuoan, makikita na pinakamataas na bahagdan o higit sa kalahati ng kabuoang bilang ng mga mag-aaral ang nakakuha ng iskor na 3-4 na nangangahulugang mahusay-napakahusay. Ito ay nangangahulugan na ang mga mag-aaral ay may Mahusay na kasanayan sa pagsulat ng sanaysay ayon sa paggamit ng malaki at maliit na titik. Samantala, ang nakakuha naman ng iskor na 1-2 o nangangailangan pa ng paghuhusay-di-gaanong mahusay ay iilan lamang. Makikita sa resulta ng pag-aaral na mas mataas pa rin ang bilang ng mga mag-aaral na nakakuha ng mataas na iskor kumpara sa mga mag-aaral na nakakuha ng mababang iskor. Subalit ang resultang ito ay hindi nangangahulugan na isasawalang-bahala o walang gagawing aksiyon para sa mga mag-aaral na nakakuha ng mababang iskor upang sila ay matulungan na higit pang mapaunlad ang kanilang kasanayan sa tamang paggamit ng malaki at maliit na titik.

Sa isang halimbawang sanaysay ng kalahok, makikita na pinanatili ang paggamit ng maliit na titik sa salitang "ito" sa pahayag na "…*gagawin lalang (na lamang na) lima/anim na asignatura. ito ba ay nararapat o hindi?"* taliwas sa alituntunin ng paggamit ng malaking titik sa salita pagkatapos ng tuldok o sa simula ng pangungusap. Gayundin, makikita na isinulat niya ang salitang "philipinas" sa halip na "Pilipinas" na dapat gamitan ng malaking titik ayon sa alituntunin ng pagsulat ng isang tiyak na pangalan. Sa mga sanaysay na nabuo, makikita ang maraming pagkakamali sa paggamit ng malaki at maliit na titik, patunay lamang ng kawalan ng kasanayan sa mga tuntunin ng paggamit ng malaki at maliit na titik. Nangangahulugan lamang ito na nararapat lamang na pagtuonan ng pansin ang paglinang ng kasanayan ng mga mag-aaral sa tamang paggamit ng malaki at maliit na titik sa pamamagitan

ng pagbibigay at pagbuo ng mga gawain o proyektong makapagpapataas sa kasanayang ito. Banggit ni Dela Vega (2023), ang isang epektibong sulatin ay nangangailangan ng kasanayan sa paggamit ng malaki at maliit na titik at pagbabantas, sapagkat ang tamang paggamit nito ay makatutulong upang mas maunawaan ang tunay na kahulugan ng isang sulatin at magkaroon ng isang propesyonal at maayos na impresyon.

Kasanayang pangnilalaman. Ang pamantayan sa pagmamarka ng sanaysay ay ibinatay sa panimula, katawan, pag-oorganisa ng ideya, at konklusyon o wakas ng sanaysay. Ang mga nakuhang datos sa bahaging ito ay batay rin sa resulta ng isinagawang pangangalap ng datos ng mananaliksik kung saan nagkaroon ng tatlong serye ng pagpapasulat ng sanaysay sa mga mag-aaral sa Baitang 11.

Kasanayan sa pagsulat ng panimula. Batay sa resulta, natuklasan na mahigit kalahati o umabot sa 61.48% ng kabuoang bilang ng mga kalahok ay nakakuha ng mahusay-napakahusay na antas ng kasanayan sa pagsulat ng panimula ng sanaysay. Habang 38.70% naman sa mga kalahok ay nakakuha ng di-gaanong mahusay at nangangailangan pa ng pagpapahusay. Pinatutunayan lamang nito na may mga mag-aaral na mayroon nang kasanayan sa pagsulat ng panimula ng sanaysay, ngunit mayrooon pa ring mga mag-aaral na nangangailangan ng patnubay sa pagsulat ng panimula, gaya na rin ng nabanggit ng mga mag-aaral sa isinagawang panayam. Ang implikasyon ng mananaliksik batay sa resulta ay ang mga mag-aaral ay nangangailangan pa ng mas karagdagang kaalaman sa mga estilo at tuntunin sa pagsulat ng isang mahusay at kaakit-akit na panimula. Ayon kay Saliot (2010) ang sanaysay ay nangangailangang makapaghatid ng kasiyahan sa mambabasa sa paraang makakaakit ng atensiyon. Tungkulin ng panimula na ipakilala ang paksa ng akda, ito ay ginagamit na panawag ng pansin o pang-akit sa damdamin ng mambabasa. Ito ang isa sa pinakamahalagang bahagi ng sanaysay sapagkat kinakailangan na sa simula pa lamang ng sanaysay ay makukuha na ang atensiyon at interes ng mambabasa upang ipagpatuloy ang pagbabasa ng sulatin.

Batay sa resulta, lumabas na mula sa tatlong sanaysay na isinulat, halos lahat ng mga mag-aaral ay ang nakakuha ng mababang iskor sa pagsulat ng panimula unang sanaysay, nangangahulugan ito na karamihan sa mga mag-aaral ay hindi gaanong nakapaglahad ng punto sa unang sanaysay na tumatlakay sa paksang “Ang Papel ng Kabataan Ngayong Darating na Halalan”. Samantala ang ikalawang sanaysay ang may pinakamataas ang nakuhang iskor ng mga kalahok, nangangahulugan na karamihan sa mga mag-aaral ay nakapaglahad ng mas maraming malinaw na punto sa ikalawang sanaysay na tumatalakay sa paksang “Pagbabawas ng subject sa SHS”. Ang implikasyon ng mananaliksik batay sa resulta ay hindi nakapagbigay ng maraming punto ang mga mag-aaral sa unang sanaysay sapagkat karamihan sa kanila ay hindi pa nakakaranas bumoto, at hindi gaanong interesado sa usaping “halalan” at “politika”. Habang sa ikalawang sanaysay ay mas nakapagbigay sila ng mas maraming punto at naipaliwanag ng maayos sapagkat ito ay pumapaksa sa isang bagay na batay sa kanilang sariling obserbahan at karanasan. Ang paksang Pagbabawas ng Subject sa SHS ay isang paksa na may kaugnayan sa kanilang pang-araw-araw na buhay kung kaya mas nakapagbigay sila ng malinaw na punto, maayos na natalakay at nakapagbigay ng opinyon base sa kanilang sariling karanasan bilang isang mag-aaral sa SHS. Gayundin, sa ikatlong sanaysay na tumatalakay naman sa “Pagharap sa Hamon ng Climate Change”, karamihan ay nakapagbigay din ng maayos na panimula sapagkat ito ay pumapaksa sa isang pangyayaring batay sa kanilang sariling obserbasyon at karanasan.

Ayon kay Evasco (2021), kapag nagsusulat ng akda ang isang tao, inaasahan na magmumula ito sa kanyang mga paniniwala na hinuhubog ng iba’t ibang salik tulad ng relihiyon, edukasyon, lahi, uri, etnisidad, lugar na pinag-ugatan, tradisyon, kultura, kasarian at maging sekswalidad. Sa madaling salita, nagsusulat ng akda ang isang tao base sa kanyang karanasan. Patunay lamang ito na malaki ang epekto ng pagkakaroon ng karanasan at dating kaalaman sa pagsulat ng sanaysay kung kaya nararapat lamang itong isaalang-alang sa pagpili ng paksa sa pagsulat. Sa isang halimbawa ng sanaysay na isinulat ng isang kalahok tungkol sa “Papel ng Kabataan Ngayong Darating na Halalan” ay nakakuha ng pinakamababang iskor na 1 o nangangailangan pa ng pagpapahusay. Bukod pa rito, kapansin-pansin din sa halimbawa na maraming kamalian sa balarila at may mga salitang isinulat na hindi naman maunawaan ang kahulugan at/o wala namang kahulugan.

Batay sa panayam at pagsusuri ng demograpikong profayl ng mag-aaral, natukoy na siya ay may kahinaan sa

pagbabasa at pagsusulat. Ayon sa resulta ng Rapid and Literacy Assessment (RLA), siya ay nasa Deficit na lebel, nakabasa lamang ng 0–7 salita. Ipinahayag niya na ito ay bunga ng kawalan ng gabay sa pagbabasa noong bata pa siya, dahil abala sa trabaho ang ama at hindi rin marunong magbasa ang ina. Binanggit din niyang nakaapekto ang pandemya at ang naranasang panunukso ng mga kamag-anak. Mula sa isinagwang panayam, natuklasan ng mananaliksik na ang mga mag-aaral na nakakuha ng iskor na 1 at 2 ay may magkatulad na demograpikong profayl, akademikong pagganap, at hilig. Karamihan ay mula sa pamilyang nasa mababa hanggang katamtamang antas ng kabuhayan at nagtatrabaho upang makatulong sa pamilya, dahilan ng kakulangan sa oras sa pag-aaral at pagsulat. Dahil abala rin ang mga magulang, kulang ang gabay sa pagbasa at pagsulat. Hindi rin sila mahilig magbasa at magsulat, kaya limitado ang bokabularyo at nagiging hadlang sa kanilang kasanayan sa pagsulat.

Ayon kay Dela Vega (2023), ang unang elemento upang magkaroon ng kasanayan sa pagsulat ay motibasyon. Banggit pa niya ang isang masigasig na mag-aaral ay nakikibahagi sa mga gawain sa silid-aralan at nagpapakita ng interes sa paglinang ng kasanayan sa pagsulat. Ang pahayag na ito mula sa panayam sa mag-aaral ay nagpapakita na ang malaki ang epekto ng kasanayan sa pagbasa upang malinang rin ang kasanayan sa pagsulat. Nangangahulugan lamang ito na higit na malilinang ang kasanayan sa pagsulat ng isang tao kung gagamitin niya ang kanyang kaalaman sa iba pang makrong kasanayang nabanggit. Sa isa pang halimbawang sanaysay na isinulat ng isang kalahok, makikita ang maayos na panimula na ginamitan ng kasabihan mula kay Dr. Jose Rizal—isang epektibong teknik sa pagsisimula ng akda.

Batay sa demograpikong profayl, ang may-akda ng sanaysay ay may mataas na kasanayan sa pagbasa at pagsulat, taliwas sa kalahok na may mababang akademikong pagganap dahil sa kakulangan ng gabay ng magulang. Ang nasabing mag-aaral ay tinuruan ng ina na magbasa at magsulat mula pagkabata, konsistent na may karangalan, at aktibong kasapi ng mga organisasyon sa paaralan. Bilang miyembro ng Campus Journalism, sumailalim siya sa mga pagsasanay sa pagsulat at lumalahok sa mga patimpalak na humasa sa kanyang kasanayan sa pagsulat. Ang pagbabasa ng mga kuwento at nobela sa Wattpad at TikTok ay nakatulong din sa pagpapalawak ng bokabularyo at paglinang ng kanyang kakayahan sa pagsulat. Ang pagsulat ay hindi hiwalay kundi kaugnay ng iba't ibang gawaing pangkomunikasyon gaya ng pakikinig, pagsasalita at pagbabasa (Jocson 2005). Ang pagkakaroon ng interes sa pagbabasa at madalas na pagbabasa ay may malaking ambag sa paglinang ng kasanayan sa pagsulat. Dagdag pa niya, ang pagsulat ay makatutulong sa paglinang ng kakayahan ng mga mag-aaral sa lohikal na pag-iisip, pagpapasya at paglutas ng suliranin.

Kasanayan sa pagsulat ng katawan. Ang katawan ng sanaysay ay ang bahagi kung saan isinasaad ang nilalaman ng akda. Dito isinasagawa ang pagpapaliwanag sa paksa. Ito rin ang pinakamalaking bahagi ng teksto dahil ito ang pinakamahaba. Ang lahat ng mahahalagang punto at impormasyon tungkol sa paksa ay dito ilalahad at bibigyang-linaw sa pamamagitan ng pagpapaliwanag at pagbibigay ng mga halimbawa at pagbibigay ng mga suportang detalye. Batay sa nakalap na datos, sa 31 mag-aaral ng ika-11 baitang ng Pili NHS, 10 (32.26%) ang nakakuha ng iskor na 4 (Nakapahusay) na nakapaglahad ng tatlo o higit pang malinaw at may suportang detalye. Walo (26%) naman ang may iskor na 3 (Mahusay), naipahayag nang maayos ang dalawang punto na may sapat na paliwanag at halimbawa. Pito (22.58%) ang nakakuha ng 2 (Di-gaanong Mahusay), nakapaglahad lamang ng isang punto na kulang sa linaw at pag-unlad. Samantala, anim (19.35%) ang may iskor na 1 (Nangangailangan ng Pagpapahusay) na nangangahulugan namang hindi nakapaglahad ng malinaw at suportadong ideya.

Ipinapakita ng mga resulta na karamihan ay may maayos na kasanayan sa pagsulat ng katawan ng sanaysay, bagaman may ilan pang nangangailangan ng karagdagang pagsasanay upang malinang ang kakayahang magpaliwanag at mag-organisa ng ideya. Ayon sa pagsusuri ng datos, isa sa pangunahing dahilan ng kahinaan sa pagsulat ay ang kakulangan ng kaalaman sa paksang tinatalakay. Ang paggamit ng mga gawaing pampagtuturo na may kaugnayan sa pagpapalawak ng paksa at paggamit ng paksang pamilyar sa mag-aaral ay makatutulong sa pagpapalawak ng kaalaman at paglinang ng kasanayan sa pagsulat.

Ayon kay Dayagbill (2016), ang isang mahusay at organisadong sulatin ay hindi lamang malinaw, kundi lohikal. Ito ay nangangahulugan na ang isang sanaysay ay hindi lamang organisado, kundi ito ay nararapat ding

maging makatwiran, may saysay, o may maayos na pagkakasunod-sunod ng kaisipan batay sa lohika o tamang pag-iisip upang maituring na mahusay.

Sa isa pang halimbawang sanaysay, makikita sa katawan ng sanaysay na walang malinaw na punto, paliwanag, o suportang detalye. Ang paksang "pagbabawas ng subject sa SHS" ay hindi naipahayag nang maayos sapagkat ang unang pangungusap, *"ito ay isang madaling oras sa pamamagitan ng iba't ibang mga subject ay maaaring maayos ang bawat isang komunidad…"*, ay walang tiyak na direksyon at hindi sinundan ng paliwanag o patunay. Isa sa mga dahilan nito, ayon sa pagsusuri, ay ang kawalan ng wastong paggamit ng bantas, na nakaaapekto sa kalinawan ng ideya (Evasco, 2021). Kapansin-pansin din ang mga kamalian sa pagbabaybay at paggamit ng malaki at maliit na titik, na nagpapakita ng mababang kasanayan ng may-akda sa balarila maging sa kasanayang pangnilalaman.

Batay sa demograpikong profayl, ang mag-aaral ay mula sa mahirap na pamilya at lumaking walang gabay ng magulang matapos iwan ng ina. Dahil maagang namulat sa pagtatrabaho sa bundok upang tustusan ang pag-aaral, hindi siya nabigyang-oras na malinang sa pagbasa at pagsulat. Ayon sa mga pag-aaral, ang katayuang sosyo-ekonomiko at mga kinahaharap na suliranin ay nagkaroon ng impluwensya sa kanilang kakayahan sa pagsulat. Sa pag-aaral ni Pant (2020), karamihan sa mga mag-aaral na mula sa mahirap na pamilya ay may mababang akademik performans.

Kasanayan sa pag-oorganisa ng ideya. Isang mahalagang salik upang masabing mahusay ang isang sanaysay ay kapag maayos at organisado ang mga ideya. Ito ay nagpapakita ng kaayusan at kasiningan ng akda. Batay sa resulta, makikita na sa kabila ng 58.48% ng mga mag-aaral na may Mahusay-Napakahusay na antas ng kasanayan sa pag-oorganisa ng mga ideya sa sanaysay, ay mayroon pa ring 51.94% sa mga ito ang di-gaanong mahusay at nangangailangan pa ng pagpapahusay. Patunay lamang ito na nangangailangan pa na magkaroon ng mga gawain o proyekto na makatutulong sa mga mag-aaral upang malinang ang kanilang kasanayan sa paglalahad at pagtalakay ng kanilang punto sa isang sanaysay. Ang pangkalahatang kasanayan sa pagsulat ay matatamo lamang sa pamamagitan ng pagsunod sa mga tuntunin ng tamang pagsulat ng de-kalidad na sulatin at higit sa lahat, sa pamamagitan paulit-ulit na pagsasanay. Ang paglinang sa kasanyang ito ay may malaking impak sa personal, akademik at/o propesyonal na dahilan. Banggit ni Dela Vega (2023), ang isang mahusay at organisadong sulatin ay hindi lamang malinaw, kundi lohikal and estetik. Ang pagiging estetik ng sanaysay ay tumutukoy sa kagandanhan o kasiningan ng akda. Ito ay hindi lang tungkol sa itsura o panlabas na kaanyuan kundi pati na rin sa kaayusan, ganda ng daloy, at damdaming naipapahayag. Sa isang sanaysay, masasabi na estetik ang pagkakasulat kapag maganda itong basahin, maayos ang pagkakabuo ng mga pangungusap, organisado ang mga ideya at may sining sa paraan ng pagpapahayag.

Antas ng kasanayang sa pagsulat ng wakas/konklusyon. Isang mahalagang bahagi ng sanaysay ang wakas. Ang wakas ang bahagi ng sanaysay na naglalahad ng buod, dito inilalagay ang konklusiyon ng may-akda sa paksang tinatalakay. Batay sa resulta ng pananaliksik, 10 mag-aaral (32%) ang nakakuha ng iskor na 3 (Mahusay), na nagpapakita ng kakayahang makasulat ng maayos na konklusyon bagaman hindi pa ganap na epektibo o hindi tumatatak sa mambabasa. Samantala, 8 mag-aaral (25.81%) ang nakakuha ng iskor na 2 (Di-gaanong Mahusay), na nangangahulugang may konklusyon ang sanaysay ngunit kulang sa linaw at hindi nakapagbigay ng mabisang pagwawakas. Ipinapakita ng resulta na halos kalahati ng mga mag-aaral ay may mababang kasanayan sa pagsulat ng wakas o konklusyon ng sanaysay. Ang implikasyon batay sa resulta ay kinakailangan ang pagbuo ng mga gawain o proyekto upang higit pang malinang ang kasanayan ng mga mag-aaral sa pagsulat ng epektibong wakas o konklusyon ng sanaysay.

Makikita sa halimbawang awtput ng mag-aaral ang isang sanaysay na may pormat na panimula, katawan, at wakas ngunit walang maayos na pagwawakas. Bagaman malinaw na may bahagi ng wakas, ang nilalaman nito ay taliwas sa paksang tinatalakay. Halimbawa, sa pahayag na *"para sa akin kung babawasan ang S.H.S saan naman mapupunta ang mga ipun (ipon) na pera kung babawasan ang subject sa lipunan"*, sinubukan ng mag-aaral na magbigay ng opinyon ngunit nalihis sa paksa. Ang pagtalakay sa "ipon na pera" at "lipunan" ay walang direktang

ugnayan sa isyung pagbabawas ng asignatura sa SHS, kaya't naging malabo at hindi epektibo ang konklusyon. Isang pangunahing salik ng kahinaan sa pagbibigay ng konklusyon ay ang kakulangan sa kaalaman sa paksa, organisasyon ng ideya, at kasanayan sa gramatika at pagbabaybay. Dahil sa mahinang pagkakabuo ng mga pangungusap, hindi naging malinaw ang mensaheng nais iparating. Banggit ni Dela Vega (2023) ang tamang paggamit ng bantas at wastong malaking at maliit na titik ay nakatutulong sa malinaw na pagpapahayag ng mensaheng nais iparating ng may-akda.

Salik na Nakaaapekto sa Kasanayan sa Pagsulat ng Sanaysay - Inilalahad sa bahaging ito ang mga salik na nakaapekto sa antas ng kasanayan sa pagsulat ng sanaysay ng mga mag-aaral sa Baitang 11 ng Pili NHS. Ang mga salik na ito ay pinangkat sa tatlong tema; (1) mga salik na nakaaapekto sa kasanayan sa balarila, (2) pangnilalaman, at (3) iba pang salik na maaaring makaapekto sa kanilang kasanayan.

Mga Salik na Nakaaapekto sa Kasanayan sa Balarila

Kakulangan ng kaalaman sa pagbabaybay. Ang pagbabaybay ay ang pagsusulat ng salita o mga salita sa pamamagitan ng lahat ng kinakailangan na letra sa tama nitong pagkakasunod-sunod. Ang kaalaman sa pagbabaybay ay isa sa mga salik na dapat isaalang-alang. Batay sa nakalap na datos isa ito sa mga salik kung bakit nahihirapan ang mga bata sa pagsulat ng sanaysay. Ang pagbaybay ng simpleng mga salita ay hindi kayang gawin. May mga ideya na kayang isulat ngunit sa mali-maling pagbabaybay ito nagagawa. Batay sa naobserbahan ng mananaliksik sa mga isinagawang sanaysay ng mga mag-aaral, napansin na halos lahat ng mag-aaral ay may kamalian sa pagbabaybay ng mga salitang may "e/i" at "o/u" at ang kaibahan sa paggamit ng "nang" at "ng". Gayundin ang hindi tamang paghahati ng mga salita.

Ayon sa isang kalahok, "*Napapagalan ako maam sa spelling san mga hararom na words tapos ang mga may "i" o "e" tapos "o" nan "u".* (Nahihirapan po ako maam sa pagbabaybay ng mga malalalim na salita at mga salitang may "e/i" at "o/u".) Nang tanungin ng mananaliksik ang mag-aaral kung bakit nagkakaroon ng kalituhan sa pagbabaybay, sinabi ng mag-aaral na, "*dili ko aram maam, pan-o arog ako sadto magtaram kaya arog man sadto an pag spelling ko, kumbaga sinusunod ko lang ang kung pan-o ako magtaram sa kung pan-o ako magsurat, minsan malumay, minsan maduon po." (*Hindi ko po alam maam, kasi ganoon po ako magsalita/ magbigkas kaya ganoon din po magbaybay, kumbaga, sinusunod ko lang kung paano ako magbigkas sa kung paano ako magsulat, minsan malambot, minsan naman madiin.")

Ang sagot ng mag-aaral sa isinagawang panayam ay nagpapakita ng pagsunod nila sa tuntunin ng pagbabaybay ni Lope K. Santos na "kung anong bigkas, siyang baybay". Ito ay dahilan sa walang pagsasanay na ginagawa ang mga mag-aaral o madalang silang magbasa. Ipinaliwanag naman ni Bugtong, et.al. (2024) na malaki ang epekto ng pagbabaybay sa pasulat na pagganap ng mga mag-aaral. Dagdag pa niya, kung maalam sila sa tuntunin ng pagbabaybay, mataas din ang kompiyansa nila sa pagsusulat. Kapag mali ang baybay ng salita, nagiging hadlang ito sa pag-unawa ng mga mag-aaral at mambabasa sa anumang teksto.

Kakulangan ng kaalaman sa pagbabantas. Ang bantas ay isang mahalagang kasangkapan sa nakasulat na komunikasyon. Ito ay nag-aayos ng mga ideya at nagpapahayag ng mga mensahe nang malinaw at tiyak. Kung walang wastong bantas, ang mga teksto ay maaaring maging magulo at mahirap intindihin. Sa nakalap na datos, karamihan sa mga mag-aaral ay kulang ang o hindi sapat ang kaalaman sa pagbabantas, nalilito kung saan ginagamit at kung paano gamitin. Nang tanungin ng guro kung gumagamit ba sila ng mga bantas sa pagsulat, sumagot ang isang mag-aaral ng, *"...Bantas? Nano Maam ang bantas?"* (Bantas? Ano po ba Maam ang bantas?) Ipinahihiwatig ng sagot ng mga kalahok ang kakulangan ng kaalaman sa terminong "bantas." Inamin nilang hindi nila alam ang kahulugan nito at nang ipaliwanag ito ng mananaliksik ay saka lamang nila napagtanto ang kahulugan. Dagdag pa rito, limitado ang kanilang kaalaman sa wastong paggamit ng mga bantas, kaya't kadalasan ay tuldok lamang ang kanilang nagagamit sapagkat ito lamang ang alam nilang tamang gamitin. Ang kakulangan ng kaalaman sa paggamit ng mga bantas ay malaking hadlang sa paglinang ng kasanayan sa pagsulat sapagkat ito ay may malaking papel na ginagampanan sa pagkakaroon ng mas maayos na sulatin.

Kakulangan ng bokabularyo/kaalaman sa mga salita. Mahalaga ang bokabularyo bilang isa sa mga pinakamahalagang kasangkapan na maaaring taglayin kapag naghahanda sa isang sulatin. Hindi lamang nito tinutulungang maintindihan ang mga kumplikadong teksto, kundi nagbibigay-daan din ito upang piliin ang pinaka-tumpak na mga sagot at malinaw na maipahayag ang mga ideya. Sa mga nakalap na datos, isa ito sa naging kakulangan ng mga mag-aaral sa pagbuo ng sanaysay sa kadahilanang nahihirapan sila sa kahulugan ng mga salita at hindi kayang ipahiwatig sa sulatin ang mga ideya. Ayon sa isang mag-aaral, "*Napapagalan po ako maam magsurat kay minsan lain ko aram kung nano na word ang dapat ko gamiton kaya lain ko nasasabi ang gusto ko sabihon…"* (Nahihirapan po ako maam magsulat kasi minsan hindi ko alam kung anong mga salita ang dapat gamitin kaya hindi ko nasasabi ang gusto kong sabihin.).

Ipinapakita ng resulta na ang kakulangan sa bokabularyo ay nagiging hadlang sa maayos na pagpapahayag ng ideya. Natuklasan ng mananaliksik na karamihan sa mga nahihirapan sa bokabularyo ay yaong mga mag-aaral na hindi mahilig magbasa at nagbabasa lamang kapag kinakailangan. Samantala, ang mga mahilig magbasa ay hindi nakararanas ng ganitong suliranin sapagkat sa madalas na pagbabasa ay nakapagtatamo sila ng bagong kaalaman at salitang nagagamit sa pagsulat ng sanaysay. Nangangahulugan lamang na ang kawalan at/o pagkakaroon ng hilig sa pagbabasa ay nagkakaroon ng epekto sa kasanayan sa pagsulat, hindi lamang sa pagkakaroon ng dagdag na bokabularyo, kundi sa mas malawak na perspektiba. Ayon kay Dhuli, et.al. (2023) ang kakulangan ng kaalaman sa bokabularyo ay nagiging hadlang sa katatasan at katumpakan. Dagdag pa niya, ang kakulangan ng malawak na bokabularyo ay nagdudulot ng kahirapan sa mga mag-aaral na maghanap at pumili ng tamang salita upang maayos na maihayag ang kanilang mga ideya.

Kakulangan ng kaalaman/kasanayan sa gramatika. Ang pag-aaral ng gramatika ay mahalaga sa pagsusulat ng sanaysay. Ito ay nagbibigay-daan na maging epektibo at malikhain sa pagpapahayag ng mga ideya at mensahe. Base sa natuklasan, karamihan ay hindi nakakabuo ng pangungusap na may kahulugan dahil sa mga hindi tamang salita na ginagamit o pagpapalitan ng mga posisyon ng salita sa pangungusap na nagiging dahilan ng pagkakaroon ng maling ayos ng mga pangungusap. Dahil sa hindi wastong gamit at ugnayan ng mga salita ay hindi nagiging malinaw ang pahayag at hindi rin nagiging kaakit-akit sa mambabasa. Ayon sa mga kalahok, isang dahilan ng kakulangan ng kaalaman/kasanayan sa gramatika ay ang kakulangan ng pagsasanay sa pagsulat dahil na rin sa kawalan ng interes. Binanggit rin na ang kawalan ng interes sa pagbasa ay isang dahilan din ng kakulangan ng kasanayan sa gramatika. Ayon kay Aragon at Balallo (2023), ang kakayahang panggramatika ay isa sa mga aspeto na dapat malinang sa mga mag-aaral upang mapabuti ang kanilang kakayahang pangkomunikasyon.

Mga Salik na Nakaaapekto sa Kasanayang Pangnilalaman

Hindi pamilyar sa paksa. Ang paksa ang nagsisilbing kaluluwa ng isang sanaysay. Ito ang isa sa pinakamahalagang elemento na kailangang isaalang-alang sa pagsulat ng sanaysay. Mahalaga ang pagkakaroon ng sapat na kaalaman sa paksa upang maayos at malinaw na matalakay ang isang sanaysay. Batay sa resulta ng panayam, napag-alaman na isa sa mga salik na nakaapekto sa kasanayan sa pagsulat ng sanaysay ng mga mag-aaral ay ang kawalan ng kaalaman at hindi pagiging pamilyar ng paksa. Ito ay nagdudulot ng kahirapan sa mga mag-aaral na makapagsulat sapagkat hindi nila alam kung ano ang ilalagay sa nilalaman ng sanaysay. Banggit ng isang mag-aaral sa isinagawang panayam, *"Mapagal po maam maggibo sanaysay, lalo na kung lain aram ang topic."* (Mahirap po gumawa ng sanaysay maam, lalo na kung hindi pamilyar ang paksa). Ayon kay Dunn (2021), ang pagsulat ay isang mahirap o kumplikadong kasanayan na nangangailangan ng oras at pagsasanay. Ipinaliwanag pa niya na mas mainam na bigyang pansin ang paksa ng akdang isusulat sapagkat mas nahihirapan ang mga mag-aaral na sumulat ng isang salaysay kung hindi ito pamilyar sa paksang susulatin at sa uri nito. Ang kawalan ng malalim na pag-unawa sa paksa ng sanaysay ay nagdudulot ng kahirapan upang makabuo ng mga ideya, mag-organisa, at magsulat ng malinaw. Mahirap makamit ang patunay at nakahihikayat na sulatin kung walang sapat na kaalaman sa paksa.

Nahihirapan sa pag-organisa ng ideya. Ang pag-oorganisa ng ideya ay isang iskeleton ng sulatin na nagsisilbing gabay na pagsulat. Sa mga natuklasan, ito ang mas maraming nakuhang kasagutan. Ayon sa isang

kalahok, "*Napapagalan po ako Maam sa pag-organize san idea, lain aram kung sain dapat ibutang, minsan nabubutang sa introduction ang dapat sa katawan, lalo na pag dili aram o dili pamilyar ang topic. Gare magayunon na sa unahan ang pagkasurat tapos pag-abot sa baba baralanggado na."* (Nahihirapan po ako Maam sa pag-oorganisa ng ideya, hindi alam kung saan dapat ilagay ang mga ideya, minsan nailalagay sa panimula ang dapat na sa katawan, lalo na kapag hindi alam o hindi pamilyar ang paksa. Parang maganda na sa simula ang pagkakasulat ngunit pagdating sa ibaba magulo na".) Ayon sa panayam na isinagawa, halos lahat ng mga mag-aaral ay sinabing nahihirapan sila sa pagsulat ng sanaysay at nauubos ang oras sa pag-iisip pa lamang ng ideya, lalo na kapag hindi pamilyar ang paksa. Ito ay nagiging dahilan umano ng pagbaba ng kanilang kasanayan sa pagsulat ng sanaysay sapagkat hindi nila alam kung ano ang ilalagay sa sulatin. Mas madali para sa kanila ang pagsagawa ng sanaysay kung pamilyar ang paksa sapagkat naisusulat nila ang mga ideya ayon sa kanilang sariling karanasan, obserbasyon at dating kaalaman. Sa mga pagkakataon namang alam nila ang paksa ay nalilito naman sila kung saan dapat ilagay ang mga ideya dahil sa dami ng kanilang kaisipan.

Iba pang Salik na Nakaaapekto sa Kasanayan sa Pagsulat

Katamaran. Ang motibasyon ay may mahalagang papel na ginagampanan sa paglinang ng kasanayan sa pagsulat. Isa sa mga dahilan bakit nahihirapan ang mga mag-aaral sa pagsulat ng sanaysay ay dahil sa pagkabagot at kawalan ng interes sa gawain. Base sa panayam, may mga mag-aaral na marunong at may kakayahan naman sa pagsulat, ngunit tinatamad kung kaya kahit na mayroong ideya ay hindi na pinapalawak ang pagtalakay sa paksa dahil sa katamaran. Ayon sa isang kalahok, "…*most of the time alam ko naman kung ano ang dapat kong isulat. Pero tigta-try ko man po gihapon pahalip-uton ta ano, nahugakan po Maam."* (Madalas ay alam ko naman po kung ano ang dapat kongi sulat, ngunit sinusubukan ko pa ring paikliin dahil tinatamad po ako Maam). Base sa sagot ng kalahok, makikita na mayroon naman siyang kaalaman o ideya sa paksang kanyang isinusulat, ngunit dahil sa katamaran ay pinipili niyang hindi ibigay ang lahat ng kanyang kaalaman na nagiging dahilan ng pagbaba ng kasanayan niya sa pagsulat. Ilan pa sa mga dahilan ng katamaran ay ang kakulangan ng gabay at suporta ng mga magulang, kawalan ng materyales tulad ng mga babasahin, at ang kawalan ng interes sa pagsulat. Bawat indidbidwal ay may kanya-kanyang interes, mayroong mga taong mahilig magsulat, habang ang iba'y walang interes. Banggit ni Labo (2024), ang mag-aaral na walang interes o motibasyon sa pagsulat ay maaaring hindi maglaan ng oras at pagsisikap upang paunlarin ang kanyang kasanayan.

Problema sa pamilya. Ang pamilya ay isang mahalagang institusyon sa lipunan na nagbibigay ng suporta, pag-aaruga, at pagmamahal sa bawat isa. Ngunit tulad ng ibang aspekto ng buhay, hindi maiiwasan ang pagkakaroon ng suliranin sa pamilya. Ito ay maaaring magkaroon ng epekto sa pag-aaral ng mga bata. Pagadating sa sulating sanaysay nahihirapan sila sa pagbuo ng mga ideya dahil sa hindi nabibigyang pokus ang gawain at okupado ang isip ng suliranin sa pamilya. Ayon sa isang kalahok, *"di ko po aram kung nano ang isusurat ko, parang ano, naba-blanko po ako pag magibo sanaysay tapos parang naba-blanko ako pag sige kong isip kaising damuon po kaya ang naglalaog sa isip ko na ano, na problema. Parang ang nasa isip ko lang adto lang po duman sa problema ko."* (Hindi ko po alam kung ano ang isusulat ko, parang naba-blanko po ako kapag gumagawa ng sanaysay at parang naba-blanko ako kapang palaging nag-iisip dahil masyado nang maraming problema ang pumapasok sa isip ko. Parang ang isip ko po ay nakatuon na lamang doon sa problema.) Patunay lamang sa sagot na ito ng mag-aaral na ang pagkakaroon ng problema sa pamilya ay may malaking epekto sa pag-aaral at kasanayan sa pagsulat ng mag-aaral. Dahil sa labis na pag-iisip ng mga problema sa pamilya ay nawawalan na ng pokus ang mag-aaral na mag-isip ng mga bagay na may kinalaman sa pag-aaral at natutuon na lamang ito sa mga suliranin.

Pagtatrabaho. Ang pagtatrabaho habang nag-aaral ay karaniwang kalagayan ng mga mag-aaral sa bansa. Isa itong salik na nakaaapekto sa kasanayan sa pagsulat ng sanaysay. Para sa ilan, nagdudulot ito ng pagod at kawalan ng interes sa pagsulat; subalit para sa iba, nagsisilbi itong motibasyon at pinagmumulan ng ideya. Ang kanilang karanasan sa pagtatrabaho ay nagiging batayan ng mga impormasyong nakatutulong sa pagpapalawak ng nilalaman ng sanaysay. Ayon sa isang kalahok, *"Si papa po gadan na, si mama may bag-o nang agom. Nasa Manila, solo nalang po ako digdi. Bihira man po sinda magpadara, kaya nagtatrbaho po ako para may panggastos. Lain na po ako nakaisip san pagsurat kakaisip po pag mauli sa harong maisip naman po kung ano su kakaunon."*

(Si papa po patay na, si mama po may bago ng asawa. Nasa Manila po si mama, solo nalang po ako dito. Bihira din naman po sila magpadala ng pera, kaya nagtatrabaho po ako para may panggastos. Wala na sa isip ko ang pagsulat kakaisip kung ano na naman ang kakainin ko pag-uwi ng bahay.) Ipinapakita lamang nito kung gaano kalaki ang epekto sa pagsulat at sa pag-aaral ng isang mag-aaral ang kawalan ng gabay ng magulang at ang pagtatrabaho habang nag-aaral.

Samantala, para sa ilang mag-aaral, nagkaroon ng positibong epekto ang pagtatrabaho sa kanilang kasanayan sa pagsulat. Nang tanungin ng mananaliksik ang isang kalahok kung ano ang epekto ng pagtatrabaho sa kanya, sinabi niya na, *"...noong nagtatrabaho ako ang dami kong natutunan sa mga katrabahong nakakasalamuha ko... Iyong mga salitang sinasabi nila mas nabibigayan ko ng diksiyon sa pagsulat ko maam, mas nae-emphasize ko ang meaning sadto maam. Halos karamihan pag naggigibo ako tula nan sanaysay ang basehan ko ang experience ko."* ("…noong nagtatrabaho po ako marami akong natutunan sa mga katrabahong nakasalamuha ko. Ang mga salitang sinasabi nila ay mas nabibigyan ko ng diksiyon sa aking pagsulat, mas nabibigyang-diin ko ang mga kahulugan ng mga iyon. Ang aking karanasan ang nagiging batayan ko ng isinusulat kong tula at sanaysay.)

Hindi marunong/hirap magbasa. Ang pagbabasa ay may mahalagang papel sa pag-unlad ng intelektwal at emosyonal na aspekto ng isang tao. Sa nakalap na datos, isa ito sa mga naging suliranin ng mga mag-aaral sa pagsulat ng sanaysay, sa kadahilanang ang ilan sakanila ay hindi pa gaanong marunong magbasa, may mga kalituhan sa pagbigkas at pagsulat sa mga salita. Sa isinagawang panayam, napag-alaman na ang isa sa mga mag-aaral ay hindi talaga marunong magbasa, ito ay naging dahilan ng kawalan din ng kasanayan sa pagsulat. Nang tanungin kung bakit hindi siya marunong magbasa at kung tinuturuan ba siya ng kaniyang magulang, sinabi niyang, "*opo maam, tinuturuan man ako san mga pinsan nan tiyaon ko, pero si mama lain kay lain man siya maaram magbasa kay lain man nakatapos high school, si papa lain man maaram magbasa…"* (Opo maam, tinuturuan din naman ako ng mga pinsan at tiyahin ko, pero hindi ako tinuruan ni mama kasi hindi rin naman siya marunong magbasa dahil hindi siya nakapagtapos ng hayskul, si Papa ay hindi rin marunong magbasa.) Ipinapakita lamang nito ang kahalagahan ng papel na ginagampanan ng mga magulang sa paglinang ng mga kasanayan ng anak. Ang kakulangan ng mga magulang sa kasanayan sa pagbasa ay maaaring maipasa sa anak, dahil walang sapat na gabay o tagapagturo upang malinang ang kakayahang ito. Ang kawalan ng kasanayan sa pagbasa ay nagiging dahilan ng kawalan at/o kakulangan din ng kasanayan sa pagsulat ng isang tao sapagkat ang pagsulat, diumano, ay hindi pangkaraniwang gawain ng utak ng isang tao. Ang pagsulat ay hindi hiwalay na proseso kundi kaugnay ng iba't ibang gawaing pangkomunikasyon, gaya ng pakikinig, pagsasalita at pagbabasa.

"E-saysay: Gabay sa Pagsulat ng Sanaysay

Bilang pagtugon sa mithiin ng Kagawaran ng Edukasyon na isulong at paunlarin ang modernong pagtuturo at pagkatuto, ang mananaliksik ay nagnanais magsagawa ng isang *digital toolkit* na may pamagat na "E-saysay: Gabay sa Pagsulat ng Sanaysay" bilang isang kagamitang pampagtuturo at pampagkatuto. Layunin ng interbensiyong materyal na ito na mapataas ang antas ng kasanayan sa pagsulat ng sanaysay ng mga mag-aaral. Ang materyal na ito ay isang self-learning toolkit na maaaring ma-access ng mga mag-aaral online sa pamamagitan ng isang website link. Naglalaman ito ng komprehensibong gabay sa mga tuntunin ng pagsulat, kabilang ang tamang pagbabantas, pagbabaybay, at paggamit ng malaki at maliit na titik alinsunod sa Balarilang Filipino. Ang bawat paksa ay may kalakip na mga gawaing pampagsasanay upang masukat ang pag-unawa ng mga mag-aaral. Sa pagtatapos ng mga pagsasanay, agad ding makikita ng mga mag-aaral ang kanilang iskor upang madali nilang mataya ang sariling antas ng pagkatuto.

4. Kongklusyon at rekomendasyon

Makikita na karamihan sa mga mag-aaral ay nakakuha ng mahusay hanggang napakahusay sa iba't ibang aspekto ng pagsulat subalita kakikitaan pa rin ito ng ilang mga kamalian na nakapaloob sa kasanayan sa balarila, pagbabaybay, pagbabantas, paggamit ng malaki at maliit na titik at kasanayang pangnilalaman gaya ng pagsulat ng panimula, at pag-oorganisa ng ideya ng sanaysay. Gayundin, lumabas na mas marami naman sa mga mag-aaral

ay nakakuha ng di-gaanong mahusay sa aspekto ng pagsulat ng katawan at wakas ng sanaysay sa ilalim ng kasanayang pangnilalaman. Dagdag pa rito, ang mga mag-aaral ay nakasusulat ng panimula, katawan at wakas o konklusyon ngunit hindi gaanong malinaw at hindi gaanong kawili-wili sa mambabasa. May mga salik na nakaapekto sa antas ng kasanayan sa pagsulat ng sanaysay sa kasanayan sa balarila, ang kakulangan ng kaalaman sa pagbabaybay, pagbabantas, bokabularyo/kaalaman sa salita at kakulangan ng kaalaman/kasanayan sa gramatika at ang salik na nakaaapekto sa kasanayang pangnilalaman ay hindi pamilyar na paksa at nahihirapan sa pag-oorganisa ng ideya at iba pang salik ay katamaran, problema sa pamilya, pagtatrabaho, at hindi marunong/hirap magbasa. Ang E-Saysay: Gabay sa Pagsulat ng Sanaysay, isang digital toolkit ay nabuo upang makatulong sa pagpapa-unlad ng kasanayan sa pagsulat ng sanaysay ng mga mag-aaral.

Inirerekomenda na ipagpatuloy ang pagbibigay ng mga gawaing makatutulong sa paglinang ng kasanayan sa balarila at kasanayang pangnilalaman sa pagsulat ng sanaysay ng mga mag-aaral tungo sa mas mahusay na kasanayang komunikatibo. Hikayatin ang mga mag-aaral na magkaroon ng interes sa pagsulat bilang isang tulay sa pagpapahayag ng damdamin, kaisipan, at kaalaman ng mga mag-aaral na makatutulong rin sa pagpapa-unlad ng kanilang kasanayang komunikatibo. Ang E-Saysay: Gabay sa pagsulat ng sanaysay ay inaasahang magagamit upang higit pang mapa-unlad ang antas ng kasanayan ng mga mag-aaral sa pagsulat ng sanaysay. Magsagawa ng iba pang pananaliksik na may kaugnayan sa kasalukuyang pananaliksik.

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Not a one-size-fits-all pedagogy: Evaluating flipped learning efficacy through the lens of learner cognitive style



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Abstract

Flipped Classroom Model (FCM) research often treats pre-class design as pedagogically neutral, presuming equal benefits for all learner types. This study challenges that assumption by demonstrating that individual cognitive-style differences substantially influence the effectiveness of pre-class strategies—the decisive stage for developing the declarative linguistic knowledge that underpins in-class proceduralization and eventual automatization. Employing a mixed-methods design, the study examined input-exposure flipping among Iranian EFL undergraduates, classified via the Group Embedded Figures Test as field-dependent (FD) or field-independent (FI) and assigned to either flipped or non-flipped instructional conditions. Quantitative analyses indicated that the Flipped–FI group achieved the highest speaking-proficiency gains, while qualitative findings illuminated the mechanisms behind this advantage. Evidence from classroom observations, interviews, learner journals, and raters' evaluations showed that the FIs engaged analytically with pre-class materials, integrating micro-level linguistic forms with overall meaning and restructuring them into cohesive semantic–syntactic–phonological units. This deep, organized encoding reduced cognitive load, supported fluent and accurate in-class performance, and maximized proceduralization opportunities in collaborative communicative tasks. In contrast, the FDs adopted a holistic attentional orientation, prioritizing gist over autonomous, form-focused noticing. Their shallow encoding increased in-class cognitive load, heightened anxiety, and diverted class time to remedial explanations—limiting the shift from declarative to procedural knowledge. By connecting stage-specific processing differences in attention, encoding depth, and retrieval efficiency to cognitive style, this study offers a plausible explanation for inconsistent outcomes in prior FCM research and underscores the need for cognitive-style-responsive pre-class design to fully realize the flipped model's communicative aims.

Keywords: flipped classroom model, pre-class input exposure, EFL speaking proficiency, cognitive style, field dependence/independence

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Not a one-size-fits-all pedagogy: Evaluating flipped learning efficacy through the lens of learner cognitive style

1. Introduction

Although the flipped classroom model (FCM) is widely recognized for its pedagogical value (Irianti et al., 2024; Izadpanah, 2022; Li et al., 2025; Magala et al., 2025; Marisga, 2025; Pratiwi et al., 2022; Wu et al., 2023; Zhong, 2024), its optimal application in second language (L2) learning—particularly for enhancing oral proficiency—remains unsettled. By shifting foundational content delivery, often through recorded videos or other pre-class materials, outside the classroom, FCM reserves in-class time for communicative tasks and authentic language use (Bergmann & Sams, 2012; Thuong, 2018; Xin & Zhang, 2024). This approach relies on providing prerequisite linguistic input before face-to-face sessions to establish the knowledge base required for accurate and fluent speech. The effectiveness of this design depends on the quality of pre-class instructional design, as it determines learners' ability to retrieve and apply linguistic knowledge during cognitively demanding, communicative activities. Consequently, pre-class preparation serves as a pivotal stage in developing declarative knowledge, enabling subsequent proceduralization and, ultimately, automatization of language skills in classroom interaction.

Some scholars—drawing on Krashen's (1985) input hypothesis —advocate for authentic, comprehensible input as the pre-class linchpin, arguing that meaningful exposure is sufficient for triggering oral language gains. However, empirical findings in this regard are mixed: while some research findings support input-rich pre-class activities as sufficient preparatory mechanisms equipping students for complex real-time interaction, others indicate that implicit exposure alone often falls short in developing the foundational linguistic competencies essential for higher order cognitive and communicative activities. Critics, drawing on frameworks such as Skill Acquisition Theory (SAT; see DeKeyser, 2015), question the efficacy of implicit, input-based strategies for facilitating learners' mastery of basic declarative knowledge and its proceduralization without the support of explicit instruction.

One possible reason for such inconsistency in the literature is the insufficient consideration of learners' cognitive styles. In second language acquisition (SLA), field dependence/independence (FD/FI) is known to influence language processing (Kafipour & Khoshnood, 2023; Farangi et al., 2025; Heidari, 2022; Rassaei & Ravand, 2024), particularly in implicit knowledge acquisition (Mahvelati, 2020). FD/FI cognitive styles refer to the extent to which learners' perception and processing are influenced by contextual clues, with field-dependent learners tending to process information holistically and field-independent learners exhibiting a more analytical, detail-oriented approach (Griffiths & Soruç, 2020; Rassaei 2015; Shao et al., 2024). Nonetheless, no FCM research has examined whether FD and FI learners benefit differently from implicit, input-based pre-class strategies. This oversight may contribute to mixed findings, as approaches suited to one cognitive profile can yield limited gains for another. Addressing this gap is essential for aligning FCM design with cognitive differences and enhancing its impact on oral proficiency.

Given these gaps, the present study addresses a critical need in the literature by investigating the impact of FCM-based, pre-class input exposure—delivered without explicit linguistic instruction—on EFL learners' speaking proficiency, with a particular focus on the moderating role of FD/FI cognitive styles. This research is especially significant in view of the persistent difficulties EFL learners face in developing oral proficiency, a challenge well documented in prior scholarship (Mahvelati, 2021; Phanwiriyarat et al., 2025; Zhong, 2024). By illuminating whether and how individual cognitive styles mediate the effectiveness of input-based FCM approaches for speaking development, this study seeks to inform the design of more responsive, individualized pedagogical frameworks, thereby advancing both theory and practice in FCM and L2 education.

2. Literature review

2.1. Theoretical foundations of FCM and the role of digital technologies

FCM, rooted in constructivist and social constructivist theories (Piaget, 1970; Vygotsky, 1978), prioritizes active, experiential learning and collaborative knowledge construction. Consistent with learner-centered pedagogy, it shifts responsibility for content engagement to students, fostering autonomy through self-directed pre-class preparation and promoting deeper cognitive and interactive involvement during lessons. Grounded in sociocultural theory, the Input Hypothesis (Krashen, 1985), interactionist approaches (Long, 1996), and the Output Hypothesis (Swain, 1993), FCM emphasizes meaningful interaction, sustained participation, and integration of receptive and productive skills for SLA. Digital technology plays an enabling role in FCM, with integration of Computer-Assisted Language Learning and Mobile-Assisted Language Learning. These tools facilitate flexible access to materials in online environments, allowing learners to engage with input independently before class, thus preserving in-class time for communicative, interactive, and proficiency-deepening activities.

2.2. From Bloom's taxonomy to pre-class preparation

The transition from traditional, teacher-led instruction to pre-class, online delivery in FCM draws on Bloom's (1964) taxonomy, shifting lower-order tasks (e.g., vocabulary recall, grammar recognition) outside the classroom to reserve in-person sessions for higher-order skills such as analysis, synthesis, and creative application through peer and instructor collaboration. While this sequencing supports deeper learning, its optimal design for EFL speaking development is debated. Disagreement persists over whether pre-class mere exposure sufficiently prepares learners for complex oral tasks. The debate is divided between input-based learning advocates and SAT proponents, the latter emphasizing structured, form-focused support to avoid slow and unpredictable linguistic progress.

Advocates of implicit, input-based strategies, drawing from the Input Hypothesis (Krashen, 1985), Connectionism (Rumelhart & McClelland, 1986), Usage-Based Learning (Tomasello, 2003), and Complexity Theory (Larsen-Freeman, 1997), emphasize that abundant, comprehensible input fuels subconscious pattern recognition and primes learners' internal systems for language acquisition. Such input-rich environments encourage gradual emergence of linguistic competence and neural adaptation conducive to fluency. In an FCM context, this approach frames pre-class exposure as an immersion phase, reserving class sessions for communicative practice, contextualized use, and reactive focus-on-form interventions, thereby consolidating intuitions gained through exposure.

2.3. Empirical evidence of pre-class input exposure's role in EFL speaking development

Empirical studies examining pre-class activities for EFL speaking proficiency indicate both potential and limitations of input immersion. Research by Amiryousefi (2019), Demir and Mirzaie (2023), Santhanasamy and Yunus (2022), and Teng (2017) demonstrates that embedding exposure to authentic and comprehensible language resources within pre-class activities can enhance speaking ability and confidence across varied learner demographics, even without explicit form-focused instruction. Similarly, Hashemifardnia et al. (2021), Pratiwi et al. (2022) and Sheerah and Yadav (2022) report improvements in complexity, accuracy, fluency, attitudes and autonomy through implicit content-driven preparation. This trend is also reflected in the Philippine educational landscape. For instance, a study by Junio and Bandala (2018) with senior high school students found that an FCM approach, predicated on pre-class material engagement, improved oral communication skills, although logistical challenges like internet accessibility were noted. These findings align with broader evidence from the region (e.g., Rivera & Flores, 2024), suggesting that pre-class input exposure is a viable strategy for fostering learner autonomy and enhancing specific language competencies among Filipino learners.

Nevertheless, counterevidence exists. Chen and Hwang (2020) found that input exposure alone was less effective in improving overall speaking performance and subskills such as lexical resource and coherence, compared to interventions incorporating structured cognitive activation (e.g., concept mapping). Lee and Wallace

(2018) also observed negligible statistical gains in speaking under FCM conditions when compared to traditional teaching, despite increased engagement. Yeşilçınar (2019) further found that gains were significant only for linguistic features directly addressed through explicit pre-class instruction. These findings collectively suggest that cognitively activating and organizational strategies can amplify the effectiveness of input immersion in aiding EFL speaking development.

2.4. The overlooked role of FD/FI cognitive style

A notable gap in the current FCM research is the limited consideration of learners' cognitive styles—specifically FD and FI—as mediating factors in instructional effectiveness. SLA studies highlight FD/FI as influential in language processing and implicit knowledge acquisition (Farangi et al., 2025; Heidari, 2022; Rassaei & Ravand, 2024), potentially explaining inconsistent FCM outcomes. FD learners depend on external cues, adopt a global processing orientation, and require structured support, which may hinder performance in autonomous, analytical tasks. Conversely, FI learners demonstrate strong analytical abilities, intrinsic motivation, and the capacity to restructure complex information for individual goals, benefiting from less guided, detail-oriented contexts (Hansen & Stansfield, 1981; Heidari, 2022; Rassaei & Ravand, 2024; Shao et al., 2024; Tinajero et al. 2012). Instructional designs that overlook these differences risk favoring one cognitive style over another, thereby affecting learning gains. Integrating FD/FI awareness into the FCM design may enhance adaptability and effectiveness across diverse learner profiles.

These differences have notable pedagogical implications: FI learners tend to excel in autonomous, self-regulated environments, while FD learners benefit more from externally structured, cooperative contexts. Empirical evidence suggests that FD learners respond well to instructional designs featuring explicit objectives, clear guidance, teacher-led scaffolding, and externally structured frameworks, which facilitate the systematic processing and long-term retention of language input, while FI learners demonstrate greater adaptability to implicit, self-directed, and analytically demanding approaches requiring ambiguity tolerance, inferential reasoning, and self-generated organizational frameworks (Farangi et al., 2025; Kafipour & Khoshnood, 2023; Mahvelati, 2020; Mehdipour-Kolour & Ali, 2024; Rajagopalan et al., 2015; Shao et al., 2024; Stansfield and Hansen, 1983; Zhang, 2004; Zhou et al., 2015). Although some researchers (Meguro, 2020; Griffiths & Sheen, 1992) have questioned the direct influence of FD/FI on instructional effectiveness, the prevailing consensus underscores the value of cognitively congruent pedagogical designs.

2.5. FD/FI and information processing

FD/FI distinctions manifest across the three stages of information processing—attention, encoding, and memory retrieval (Tinajero & Páramo, 1998). Building on Goodenough's (1976) hypothesis, supported by subsequent studies (for example, Frangi et al., 2025; Heidari, 2022; Jia et al. 2014; Mahvelati, 2020; Rajagopalan et al. 2015; Shao et al., 2024; Zhou et al. 2015), FDs are more prone to distraction from salient but irrelevant stimuli, overlooking subtler features within complex contexts. Conversely, FIs demonstrate greater resistance to distracting cues, enabling them to detect relevant patterns more effectively. These attentional differences align with their processing preferences: FDs adopt a global, context-oriented approach, while FIs employ analytical, detail-focused strategies. Such variations extend beyond the sensory-memory stage into working memory and long-term retrieval processes. Selective attention, as noted by Lang (1995), underpins efficient information encoding, while the depth of cognitive processing, highlighted by Craik and Lockhart's (1972) Levels-of-Processing theory, influences retrieval success. Empirical findings suggest that FIs often outperform FDs in working memory tasks due to their capacity to reorganize new input in light of prior knowledge. Under high cognitive load, these differences become even more pronounced (Heidari, 2022; Mahvelati, 2020). Overall, FD and FI represent contrasting, stable information-processing orientations that can account for variability in learning outcomes, providing a cognitive-style lens for understanding individual differences in educational contexts.

3. Identified literature gaps and rationale for the present study

Despite the centrality of pre-class learning design in FCM and the established influence of cognitive style in SLA, a critical gap persists at their intersection. While prior research on FCM effectiveness for oral proficiency has yielded inconsistent findings, this variability may be attributed to a significant oversight: the failure to consider learners' cognitive styles as a moderating variable. A review of the literature indicates that no empirical research has systematically investigated whether the benefits of implicit, input-based pre-class strategies in flipped EFL speaking instruction are contingent upon learners' FD/FI profiles.

Considering the divergent needs and strengths of FD and FI learners, overlooking these variables risks limiting the efficacy and generalizability of FCM models. The novelty of this study, therefore, lies in its direct examination of this unexplored interaction. This research therefore seeks to examine the impact of FCM-based pre-class input exposure (PCIE)—delivered without explicit linguistic instruction—on speaking proficiency, with specific attention to whether and how FD/FI differences mediate its effectiveness. To achieve this objective, the present study investigates the following research question:

- To what extent, and in what ways, do FD and FI cognitive styles influence the effectiveness of PCIE in a flipped classroom model for improving Iranian EFL learners' speaking proficiency?

4. Methodology

4.1. Research design

The present study employed a quasi-experimental mixed-methods design, giving equal weight to quantitative and qualitative strands. The quantitative data were collected through pre- and post-test speaking assessments, while the qualitative insights from journals, interviews, observations, and raters' evaluative notes examined FD and FI learners' lived experiences, engagement patterns, and attributions regarding PCIE in FCM. Integrating experimental and qualitative case investigations provided a nuanced understanding of how FD/FI cognitive styles influenced both the extent and nature of speaking performance gains.

4.2 Participants

The participants were intermediate-level EFL students (57 males, 23 females, aged 21–25; L1 Persian) enrolled in an English communication course at an engineering university in Iran. They were assigned to four groups (n = 20 per group) according to their cognitive style and the employed instructional method: Flipped–FD (experimental), Flipped–FI (experimental), Non-flipped FD (control), and Non-flipped FI (control).

4.3 Ethical considerations

Institutional approval was granted by the university's Education and Research Committee, and informed consent was obtained from the participants. Anonymity and confidentiality were rigorously preserved throughout the study.

4.4. Instruments

4.4.1 Placement test

The Oxford Placement Test 2 (Allan, 2004) was administered prior to the experiment to verify the participants' English proficiency and ensure group homogeneity, yielding a Cronbach's alpha reliability coefficient of .89.

4.4.2 Speaking performance test

Pre/post measures employed a multi-task, rubric-based speaking assessment (monologue, dialogue, and picture description) scored on fluency, accuracy, lexical range, and coherence, using an analytic scoring rubric adapted from IELTS (Cronbach's $\alpha > 0.85$).

4.4.3 Group Embedded Figures Test

The participants' FD and FI cognitive styles were identified using the Group Embedded Figures Test (GEFT; Witkin et al., 1971). The instrument, a paper-and-pencil measure of the ability to detect simple shapes embedded within complex geometric figures, has a reported reliability of 0.82 and its reliability in the present study was 0.81. Each correctly identified simple form was awarded one point, producing a possible score range of 0–18. Classification into FD or FI groups followed Scardamalia's (1977) criterion: FD when scoring less than one-quarter of a standard deviation below the sample mean, and FI when exceeding one-quarter of a standard deviation above the mean.

4.4.4 Reflective journals

This method was employed to gain insight into the behaviors and cognitive processes of the FD and FI learners during both pre-class and in-class stages. The participants documented their thoughts and actions while engaging with pre-class materials and participating in in-class tasks, and, in order to obtain sufficient data for saturation, the teacher-researcher required all the participants to keep a journal.

4.4.5 Interviews

Semi-structured Persian-language interviews with the FD and FI participants addressed gaps or ambiguities in their journals and explored their recall and retrieval of linguistic items from the pre-class materials during the in-class and post-intervention stages, eliciting perceptions, strategies, and posttest reflections. The data were independently coded and thematically analyzed by the researcher and a second expert using Krueger's (2014) framework, with discrepancies resolved through discussion. The instrument content and face validity were confirmed via expert panel feedback and subsequent revisions.

4.4.6 Classroom observations

Serving as both teacher and researcher, the instructor recorded unstructured observations of interactional patterns, engagement, language use, and behavior, providing qualitative evidence that informed the FD–FI comparisons, deepened understanding of their in-class speaking performance after pre-class input exposure, and supported posttest interpretation alongside other qualitative measures.

4.4.7 Raters' evaluative notes

The posttest evaluative notes by speaking test raters captured the FD and FI learners' fluency and coherence, pronunciation, and grammatical-lexical accuracy. These narrative comments highlighted their individual strengths and challenges, enabling a deeper examination of the FD–FI differences in the post-intervention speaking performance.

All the instruments underwent content and face validity evaluation by an expert panel.

4.5 Research procedure

The intervention comprised 38 sessions of 105 minutes each, held thrice weekly. An introductory orientation familiarized the participants with the course framework, the nature of speaking tasks, and the IELTS-aligned assessment rubric. A pretest was administered to establish baseline speaking proficiency and to enable subsequent evaluation of the instructional impact. All groups were taught by the same instructor using uniform materials to ensure instructional consistency.

In the experimental conditions—the FD and FI groups receiving PCIE—an additional orientation addressed strategies for managing out-of-class learning demands, mitigating potential declines in motivation noted in prior research (Lan, 2024). The instructor demonstrated practical routines for integrating video- and audio-based English input into daily activities, thus promoting consistent exposure. The pre-class engagement consisted of thematically relevant, authentic audiovisual materials (e.g., interviews, dialogues, short talks) presented alongside transcripts and teacher-generated resources hosted on an online platform. These materials were purposefully designed to immerse learners in contextualized language use without explicit linguistically-focused instruction, thereby encouraging meaning-focused preparation and natural language uptake prior to class. The students reviewed the resources in advance, developed collaborative dialogues inspired by the content, rehearsed them in pairs, and

submitted the recordings two days before the relevant session. To promote consistent preparatory work, participants were also notified that weekly comprehension quizzes would be administered on the pre-class material, aligning with evidence supporting sustained pre-class engagement in flipped learning (Chen Hsieh et al., 2017). Given evidence highlighting the pedagogical value of teacher presence in the pre-class stage (Gondra & Aguiló-Mora, 2024), the instructor offered online office hours to sustain such support.

During class sessions, the teacher addressed content-related queries, reviewed submitted role plays using IELTS criteria, and facilitated both teacher- and peer-provided feedback. The instruction then prioritized communicative output through debates, collaborative problem-solving tasks, topic-based discussions, short monologues, simulated IELTS interviews, and situational role-plays. The activities were informed by social constructivist principles, leveraging peer interaction and scaffolding. The learners engaged in whole-class and small-group discussions that extended ideas from the pre-class input. The teacher provided targeted feedback on grammar, vocabulary, fluency, coherence, and content development, and encouraged reciprocal peer support to consolidate learning.

In the control conditions (Non-Flipped-FD and Non-Flipped-FI), the students received the same materials exclusively during the in-class periods, with no pre-class exposure or asynchronous input. Lessons followed a communicative approach in which the teacher presented content, scaffolded comprehension, and facilitated collaborative activities identical to those in the flipped groups. Feedback was provided regularly, and, as in the experimental groups, peer feedback was encouraged.

Each instructional week concluded with a task card assignment prompting individual presentations in the subsequent session. Upon completion of the intervention, all participants undertook a posttest employing the same speaking assessment protocol as in the pretest. Subsequently, semi-structured interviews were conducted with members of the FD and FI experimental groups and continued until data saturation was reached.

5. Results and discussion

5.1 Quantitative results

Preliminary assumption checks confirmed suitability for parametric analysis: Shapiro–Wilk tests indicated normally distributed residuals ($ps \geq .159$) supported by inspection of Q–Q plots, Levene's tests found homogeneity of variances for the pretest ($F(3, 76) = 0.54$, $p = .658$) and posttest ($F(3, 76) = 1.21$, $p = .314$), and sphericity was met (Mauchly's W = 1.00). A 2 × 4 mixed-design ANOVA with *Time* (pretest, posttest) and *Group* (Flipped–FD, Flipped–FI, Non-flipped–FD, Non-flipped–FI) yielded a significant main effect of Time, $F(1, 76) = 668.56$, $p < .001$, partial $\eta^2 = .898$, indicating substantial improvement across all groups. Crucially, the Time × Group interaction was significant, $F(3, 76) = 44.66$, $p < .001$, partial $\eta^2 = .638$, indicating that the magnitude of improvement differed among groups (see Table 1).

Table 1
Omnibus Mixed-Design ANOVA

Effect	F(df1, df2)	*p*	Partial η^2	Interpretation
Time	668.56 (1, 76)	< .001	.898	Large
Time × Group	44.66 (3, 76)	< .001	.638	Large

Given the significant interaction, follow-up analyses were conducted (see Table 2). One-way ANOVAs confirmed equivalent baseline performance ($p = .714$), but significant posttest differences ($F(3, 76) = 6.33$, $p = .001$). Tukey HSD, as shown in Table 3, revealed the Flipped–FI significantly outperformed the Flipped–FD ($p = .008$), Non-flipped–FD ($p = .001$), and Non-flipped–FI ($p = .005$). No other contrasts were significant ($ps \geq .957$).

Table 2
One-Way ANOVA for the Pretest and Posttest

Dependent Variable	F(df1, df2)	*p*	Partial η^2	Interpretation
Pretest	0.46 (3, 76)	.714	.018	Negligible
Posttest	6.33 (3, 76)	.001	.200	Large

Table 3
Descriptive statistics and Tukey post hoc comparisons (n = 20 per group)

Time	Group	Mean	SD	Post hoc
Pretest	Flipped–FD	4.89	.21	Flipped–FD=Flipped–FI=Non-flipped–FD= Non-flipped–FI
	Flipped–FI	4.86	.27	
	Non-flipped–FD	4.92	.22	
	Non-flipped–FI	4.95	.29	
Posttest	Flipped–FD	5.24	.24	Flipped–FI > Flipped–FD= Non-flipped–FD= Non-flipped–FI
	Flipped–FI	5.57	.33	
	Non-flipped–FD	5.19	.28	
	Non-flipped–FI	5.23	.37	

The FI–Flipped group achieved the greatest gains in speaking proficiency, whereas the Flipped–FDs improved only marginally, with outcomes similar to their non-flipped peers. The forthcoming qualitative strand will explore cognitive, affective, and behavioral factors to explain these differential effects.

5.2. Qualitative findings

The qualitative analyses, integrating the classroom observations, interviews, learner journals, and rater evaluations, clarified the cognitive mechanisms shaping the observed statistical patterns. The findings indicated that FD/FI orientations significantly influenced the learners' outcomes, countering Meguro's (2020) claim of their irrelevance to L2 learning. The FIs and FDs processed pre-class materials, approached the linguistic input, and applied it in speaking tasks differently, aligning with cognitive style theory. Consistent with Davis and Cochran (1989), Mahvelati (2020), Shao et al. (2024), and Tinajero and Páramo (1997), these variations emerged across three sequential processing stages—attentional orientation, depth of working-memory encoding, and retrieval efficiency—impacting the classroom engagement, linguistic accuracy, and posttest retention.

5.2.1 Sensory processing: attentional orientations

The FI learners exhibited analytic attentional style: They attended to both global meaning and micro-level linguistic features—lexical items, grammatical structures, and pronunciation cues—beyond the explicit task requirements. Their attentional orientation was shaped less by the teacher-defined goals and more by self-imposed objectives, consistent with earlier findings on FI learners' autonomy and analytical style (Farangiet al., 2025; Heidari, 2022; Guisande et al., 2007; Rajagopalan et al., 2015; Rassaei & Ravand, 2024; Yousefi, 2011; Zhou et al., 2015). Hence, they often engaged in self-directed detail-oriented noticing, pattern extraction, and pronunciation refinement, transforming content-driven materials into opportunities for analytical form noticing. The pre-class role-play preparation appeared to further enhance their attention to linguistic details, prompting them to revisit the overlooked forms for accurate and fluent dialogue performance. As one FI student reflected:

> *When my partner and I were putting our dialogue together, we focused on the words connected to the topic, how the sentences were put together, and saying everything the right way. We had to keep an eye on all of that to make our dialogue work.*

By contrast, the FDs exhibited a predominantly global attentional orientation, prioritizing overall meaning over linguistic detail unless the latter directly impeded comprehension. In the absence of explicit prompts to attend to linguistic features, they defaulted to content scanning during the input processing. Performance monitoring during pre- and in-class production indicated that they frequently replaced target items with alternative phrasing, drew on prior knowledge, or used L1 translation—behaviors that limited integration of the new structures and confirmed their minimal engagement with the embedded linguistic forms. While the pre-class role plays facilitated

noticing of the linguistic items among the FIs, they exerted minimal influence on the FDs because the use of these items was not explicitly required. This strong reliance on the external standards and reinforcement appeared central to their reduced engagement with the linguistic details, directing attention toward fulfilling the perceived task demands rather than pursuing autonomous form–meaning analysis. Consequently, much of the form-rich pre-class input remained unnoticed. As one FD participant explained:

> *Our teacher told us to review the videos and materials to prepare a class dialogue. Since a comprehension test was coming, I focused on the main ideas and difficult words or structures that affected my understanding*.

These results align with the established portrayals of FDs as holistic processors responsive to externally imposed expectations and limited in spontaneous restructuring of input (Jonassen & Grabowski, 2012; Mehdipour-Kolour & Ali, 2024; Rassaei & Ravand, 2024), confirming that instructional designs demanding autonomous extraction of detailed linguistic information pose persistent challenges for this learner profile (Mahvelati, 2020; Tinajero et al., 2012). Overall, the FD–FI disparity underscores how cognitive style, motivation, and task design jointly shape sensory-stage attentional allocation.

5.2.2 Working memory: depth of encoding and linguistic restructuring

Once the linguistic elements were noticed in the pre-class phase, the two groups diverged in how these elements were organized and stored. The FI learners' encoding was characterized by semantic processing coupled with linguistic restructuring: they linked the new lexical, grammatical, and phonological patterns to prior L2 knowledge, made cross-linguistic contrasts, built semantic–syntactic–phonological bundles, and integrated lexis, grammar, and phonology into organized mental schemas. In contrast, the FD learners' encoding lacked such restructuring; it was predominantly semantic, without detailed lexical, grammatical, or phonological encoding, as comprehension of the main ideas sufficed to meet the externally defined learning goal. The same pattern emerged when the teacher drew the learners' attention to their linguistic errors by providing corrective feedback during the in-class phase.

The FIs' deeper elaboration facilitated meaningful encoding and organization in working memory, consistent with prior findings on their cognitive restructuring advantage (e.g., Heidari, 2022; Mahvelati, 2020; Rassaei & Ravand, 2024; Shao et al., 2024). Moreover, the quantitative evidence of FIs' superiority aligns with semantic-network models, which predict greater retention when information is integrated through elaborated connections.

5.2.3 In-class behavior: proceduralization and engagement

The classroom observation data revealed a consistent performance gap between the FI and FD learners. Entering class with both conceptual and linguistic preparation, the FIs produced longer and more accurate discourse, used the course-introduced lexical and grammatical structures more extensively, maintained greater consistency in accurate pronunciation, engaged more actively in peer correction, exhibited lower anxiety and participated more willingly and confidently in the speaking tasks with minimal teacher prompting. Their deeper pre-class form processing lowered the real-time cognitive load (Sweller, 2011), enabling more spontaneous interaction and maximizing in-class communicative practice. This preparedness also created greater opportunities for proceduralizing the pre-class-acquired knowledge, aligning with the flipped model's intent to reserve class time for higher-order communicative tasks (Bloom, 1964).

In contrast, the FDs, while conceptually familiar with the lesson topics, arrived with unresolved language gaps due to their pre-class preparation approach, which prioritized content comprehension over form mastery. Their participation was cautious, feedback roles were avoided due to uncertainty regarding their linguistic accuracy, and reliance on teacher scaffolding was high. Notably, the classroom observations revealed that the FDs displayed greater anxiety and lower confidence than their FI counterparts during the speaking tasks, and the interview data indicated that this heightened anxiety was attributed to their inadequate linguistic preparation. As one FD participant remarked,

I became stressed out when I was not able to convey my opinions in English.

The teacher's notes documented recurring L1-influenced errors, shallow uptake of the course-introduced forms, and lower overall accuracy—patterns consistent with Cognitive Load Theory, whereby inadequate pre-class encoding elevates working-memory demands during production. Consequently, in-class time was often absorbed by remedial form correction and explanation, reducing opportunities for extended interaction and thereby slowing—or even preventing—the transition from declarative to procedural skill. As a result, the FD group's speaking practice time was substantially lower than that of the FIs.

For the FIs, the flipped sequence successfully fulfilled its design principle: shifting lower-level skills out of class freed lesson time for authentic practice. For the FDs, however, the same sequence resembled traditional instruction in practice, as much class time reverted to teacher-fronted didactic explanation and corrective intervention. These findings indicate that the communicative potential of FCM is contingent on pre-class linguistic readiness. Without securing this, especially for learners whose cognitive style limits independent form processing, the inversion of instruction does not yield greater interactional gains. Thus, aligning pre-class input strategies with cognitive style emerges as a pedagogical necessity—one that ensures flipped learning environments truly reallocate class time toward proceduralization, interaction, and the automatization of linguistic resources.

5.2.4. Memory retrieval: rapid access and accurate output

The raters' posttest evaluations and learners' interview data converged in confirming greater retrieval efficiency among the FIs. While not all forms were retained perfectly, the raters noted that the FIs accessed the lexical, grammatical, and phonological forms introduced during the intervention more rapidly and accurately, yielding greater fluency, coherence, and reduced L1 interference. Their higher posttest scores were attributed to deeper pre-class input processing and encoding of the target forms which were reinforced through repeated and contextualized in-class activation via role plays, peer feedback, and spontaneous discussion. These patterns reflect the selective-attention advantage documented by Davis and Cochran (1982), Heidari (2022), Jia et al. (2014), Rassaei & Ravand (2024) and Shao et al. (2024), and align with the Levels-of-Processing framework (Craik & Lockhart, 1972), which links durable recall to initial processing depth.

By contrast, the FDs exhibited frequent retrieval failures, vague form recall, and heavy reliance on L1 translation, introducing persistent syntactic errors, awkward collocations, and pronunciation lapses. Under communicative pressure, shallow initial encoding hindered form retrieval, prompting default use of direct Persian-to-English translation. This slowed production and produced Persian-like syntactic structures and lexical choices, diminishing naturalness and coherence. Consistent with Lang's (1995) contention that less efficient selective attention impedes working-memory encoding, the FDs' partial and often inaccurate adoption of linguistic items failed to yield marked accuracy gains compared to their non-flipped counterparts.

The interview findings illuminated the cognitive style–specific memory processes. The FIs reported that consistent pre-class engagement and repeated in-class application, reinforced by the in-class corrective feedback, promoted organized storage and retrieval of the target forms. The FDs, conversely, struggled to recall the intervention items, attributing this to the limited in-class practice and insufficient explicit, form-focused pre-class input. These self-reports aligned with the raters' observations of greater L1 interference and less fluent delivery in the FDs' posttest performance. While both groups experienced some Persian–English transfer, its frequency and negative effect were notably higher among the FDs, whose translation reliance hindered accuracy and fluency. The FIs, employing translation selectively, integrated forms more flexibly and achieved clearer, more accurate, and fluent discourse.

5.3 Integrated discussion

The quantitative findings revealed that PCIE improved only the FIs' speaking proficiency, whereas the FDs' gains did not significantly differ from those of their non-flipped peers. The qualitative analyses attributed this divergence to cognitive-style–driven processing patterns. The FI participants engaged analytically with the

pre-class materials, integrating global message comprehension with detailed linguistic analysis, extending beyond the task requirements. In line with prior research (Heidari, 2022; Guisande et al., 2007; Rajagopalan et al., 2015; Rassaei & Ravand, 2024; Shao et al., 2024;Yousefi, 2011), they set self-imposed goals, undertook autonomous noticing, and actively re-examined the lexical, grammatical, and phonological aspects, transforming the content-focused tasks into form-learning opportunities. Conversely, the FDs processed the input holistically, addressed form only when meaning was unclear, and relied predominantly on the teacher's guidance (Chen & Macredie, 2002; Farangi et al., 2025; Jonassen & Grabowski, 2012; Mahvelati, 2020), resulting in limited engagement with the embedded linguistic features.

These initial sensory-stage attentional differences influenced the depth of working-memory encoding. The FIs integrated the new lexical, grammatical, and phonological patterns with their existing L2 knowledge through L1–L2 comparisons, forming semantic–syntactic–phonological units and consolidating structured mental representations. As documented in prior cognitive-style research (Guisande et al., 2007; Mahvelati, 2020; Spiro & Tirre, 1980), this restructuring yielded stronger retention and more accurate application. The FDs, in contrast, relied on largely semantic encoding, neglecting the linguistic integration. Meeting externally defined comprehension goals left their declarative base underdeveloped. SAT (DeKeyser, 2015) predicts that such limited declarative knowledge constrains proceduralization, a pattern borne out in the classroom data.

The in-class performance further amplified these disparities. The FIs' linguistic preparedness reduced the cognitive load (Sweller, 2011), enabling accurate, spontaneous participation, frequent peer feedback, and sustained interaction. Their confidence, built through the systematic pre-class preparation and role-play rehearsal, fostered effective peer correction and collaborative support, which, in alignment with Sato's (2017) dual model (see Mahvelati, 2021 for detailed discussion), positively affected their speaking performance. Repeated, contextualized use of the target forms in the role plays, discussions, and feedback exchanges facilitated distributed, scaffolded practice, expediting proceduralization and automatization. Conversely, the FD group, despite conceptual familiarity, exhibited unresolved linguistic gaps, uncertainty, infrequent peer feedback, reliance on teacher correction, and persistent L1-driven errors. These behaviors curtailed opportunities for higher-order communicative activities, reducing the efficiency advantage the flipped model aims to deliver.

The posttest retrieval performance reflected the cumulative effect of the earlier stages. The FIs recalled the lexical, syntactic, and phonological patterns more quickly and accurately, with reduced Persian interference, owing to the repeated pre- and in-class activation consistent with the distributed practice principle of spaced repetition (Ebbinghaus, 1913). The FDs' shallow initial encoding hindered access, producing frequent retrieval failures and heavy reliance on Persian–English translation, which slowed speech and introduced unnatural collocations and syntax. This heavy L1 transfer underscores that retrieval efficiency depends critically on earlier attentional engagement and memory restructuring, and that deficits at these stages cannot be compensated for by in-class exposure alone.

Theoretically, the findings regarding the efficacy of mere pre-class input exposure align with input-based acquisition models—such as the Input Hypothesis (Krashen, 1985), Usage-Based Learning (Tomasello, 2003), and Connectionist frameworks (Rumelhart & McClelland, 1986)—only for learners whose cognitive style affords autonomous, analytic processing. In the FI group, the input processed through self-regulated, detail-oriented engagement fostered subconscious form–meaning mapping, pattern detection, and emergent linguistic competence, a trajectory also interpretable through Complexity Theory perspectives (Larsen-Freeman, 1997) emphasizing iterative adaptation. From a SAT perspective (DeKeyser, 2015), their engagement across pre- and in-class contexts enabled repeated, scaffolded practice that deepened encoding, supported proceduralization, and, through distributed exposure, fostered automaticity in accordance with memory consolidation principles (Ebbinghaus, 1913).

Conversely, The FD group's performance undermines the assumed universality of input-based models in EFL contexts with limited authentic L2 exposure. Under implicit, form-unmarked input conditiond, their holistic,

externally oriented processing hindered noticing and encoding, supporting the SAT's view that proceduralization stagnates without early declarative scaffolding. This challenges claims in the FCM literature that pre-class input alone suffices for all learner types (Amiryousefi, 2019; Santhanasamy & Yunus, 2022; Sheerah & Yadav, 2022). Unlike the FIs—whose gains aligned with prior findings (Demir & Mirzaie, 2023; Hashemifardnia et al., 2021; Pratiwi et al., 2022)— the FDs' outcomes resembled the non-flipped controls, corroborating Yeşilçınar's (2019) findings that explicit pre-class linguistic scaffolding is essential. Consistent with research rejecting input-only sufficiency (Chen & Hwang, 2020; Lee & Wallace, 2018), cognitively activating, explicit awareness-raising tasks before class, coupled with structured in-class production, are crucial for realizing Bloom's (1964) intended sequencing of foundational knowledge mastery before higher-order application. Moreover, across cognitive styles, minimizing negative L1 transfer demands repeated integration of target structures into speaking practice.

The mediating role of L1 interference and affective readiness further clarifies these disparities. Insufficient form internalization among the FDs increased negative transfer and anxiety, reducing fluency and accuracy, whereas better-prepared FIs experienced reduced anxiety and enhanced collaborative engagement, aligning with sociocultural theory (Vygotsky, 1978). Collectively, these findings suggest tailoring flipped instruction to learners' cognitive styles in EFL contexts: : implicit, content-driven materials suit FI learners' strengths, whereas FD learners benefit from explicit, linguistically focused pre-class tasks—targeted vocabulary, pronunciation, grammar, guided noticing, and retrieval prompts—to build the declarative foundations necessary for effective in-class proceduralization. Without such adaptation, the pre-class stage cannot fulfil the flipped model's aim of maximizing communicative practice time, leaving FD learners' outcomes indistinguishable from those of traditional instruction.

6. Conclusion

This study explored how to optimize pre-class strategies within FCM for EFL speaking development, with a particular focus on FD/FI cognitive style differences in EFL contexts with limited communicative exposure. The findings revealed that the efficacy of implicit, content-rich pre-class input without explicit linguistic guidance depended on the learners' cognitive styles. The FIs leveraged their autonomy, analytic orientation, and detail-sensitivity to transform the implicit input into usable linguistic resources. By contrast, the FDs, whose processing favors global meaning, reliance on external guidance, and minimal self-initiated restructuring, gained conceptual familiarity from the same materials but failed to convert such exposure into robust declarative linguistic gains, resulting in weaker proceduralization and retrieval efficiency than their FI counterparts and yielding post-test outcomes comparable to those of the non-flipped cohorts. These cognitive-style distinctions shaped attentional allocation, depth of encoding, and retrieval efficiency, which in turn determined the pedagogical impact of the flipped model. The findings suggest that flipping without explicit, pre-class linguistic guidance risks amplifying inherent cognitive-style advantages, thereby benefiting certain learners disproportionately.

While these conclusions are supported by the converging evidence from the statistical gains and various qualitative sources, they remain bounded by contextual and methodological constraints. The study's Iranian undergraduate EFL sample limits generalizability to other age groups, proficiency levels, or ESL environments with richer ambient inputThe cognitive style classification relied on the GEFT, and the learning effects were examined only in speaking, leaving other learning styles, skills, and cross-skill interactions unexplored.The flipped design itself represented one specific instantiation of implicit PCIE, and alternative or hybrid models might shift the distribution of benefits across the cognitive styles. These limitations invite replication in varied contexts, multi-method style diagnostics, longitudinal follow-up to gauge the durability of gains, and expansion into integrated-skills assessment.

The practical implications are clear: in mixed-style EFL classrooms, achieving equitable learning outcomes requires significant differentiation at the pre-class stage. For practitioners (teachers and material developers), this challenges the one-size-fits-all application of FCM and calls for a move towards a cognitively differentiated model. This involves designing dual-track pre-class materials: offering FI learners the implicit, meaning-driven input they process effectively, while providing FD learners with the explicit, form-oriented scaffolding they need. This

scaffolding should include concrete tools such as guided tasks focusing explicitly and directly on targeted vocabulary, with pronunciation guides, guided grammar-noticing tasks, and retrieval practice prompts to build their declarative knowledge. In low-input EFL contexts such as Iran, where authentic L2 exposure beyond the classroom is scarce, this targeted support for FD learners is especially critical. By ensuring all learners arrive with sufficient linguistic readiness, teachers can dedicate in-class time to its intended purpose: higher-order communicative procedures rather than remedial instruction.

For learners, the implications are equally significant, as cultivating an awareness of their own cognitive style can directly alleviate affective obstacles to language learning. Educating learners about their own cognitive styles can demystify learning challenges and empower them to adopt personalized strategies. Most importantly, providing FD learners with the appropriate pre-class support directly addresses the heightened anxiety reported in this study, ensuring they enter the classroom feeling more confident and prepared. This, in turn, is crucial for fostering meaningful in-class engagement, boosting motivation, and optimizing retention in communicative activities for all students. Furthermore, these principles can inform educational technology, where adaptive learning systems could detect attentional patterns during pre-class engagement and dynamically adjust scaffolding in real time, aligning instructional input with each learner's processing style.

Finally, future research should test these cognitively differentiated designs across diverse linguistic and cultural contexts to refine theoretical frameworks and generate empirically grounded guidelines for cognitive-style-sensitive flipped instruction in EFL and beyond.

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A phenomenological study on the experiences and challenges of Labtang weavers as socio-cultural activity in Palacapac, Candon City

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Abstract

Ilocanos are equipped with skills in weaving. It can be traced from history and radiates all through the out the generation. With the skills that they have, local folks in Palacapac, Candon City tend to bring life to Labtang vine, which for a very long time served with no specific purpose. This study is an assessment taking the lived experiences of the people involved in Labtang weaving. Through this study, the people in the community can revive such a beautiful and unique socio-cultural activity that will promote unity among them. Based on the results of the study, it was found that Labtang weaving must be revived and continue to further enhance and intensify the socio-cultural activity in the locality, and laws about the protection, production, and exportation of Labtang must be revised and intensified. The local government unit of Palacapac must initiate the action as soon as possible before Labtang becomes endangered, Constitution and by Laws of Palacapac Agrarian Reform Community-Multi Purpose Cooperative must be revisited and reviewed to protect the goals and objectives of the cooperative previously in charge with Labtang weaving. Members should strictly adhere to the guidelines and policies of the cooperative, Labtang weaving must be included in the Basic Education and inculcated in Art subject under MAPEH to address localization and contextualization, a machine should be provided for faster processing of the raw materials, training must be conducted to enhance the number of persons involved in weaving most especially the weavers.

Keywords: Labtang weaving, socio-cultural activity, phenomenology

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1. Introduction

Culture is a way of life. All these activities engaged in by people in their day-to-day lives form part of their culture. As simple as drinking coffee in the morning, combing the hair, taking a bath, eating three times a day, and sometimes having midnight snacks is a manifestation of culture. It may also consist of the traditions, celebrations, beliefs, behaviors, objects, expressions, and other characteristics common to the members of a particular group or society. Through their culture, people and groups define themselves, conform to society's shared values, and perform their obligation that may contribute to the society where they live. Thus, culture includes many societal aspects: language, customs, values, norms, mores, rules, tools, technologies, products, organizations, and institutions. An institution may refer to clusters of rules, policies, rules, regulations, and cultural meanings associated with specific social activities. Common institutions are the family, education, religion, work, and health care.

Culture and society are intricately inseparable and related. A culture consists of the tangible and sometimes intangible "objects" of a society, whereas a society consists of different kinds of people but endowed with a culture that is sometimes diverse like religion and ethnicity, and sometimes common which may include habits and sometimes activities. In the classroom setting, teachers should design lessons grounded in local heritage and traditional crafts to strengthen students' cultural identity and entrepreneurial mindset. Zerrudo & Bautista (2019) stated that labtang weaving is an authentic manifestation of Ilocano craftsmanship and cultural heritage. Including this indigenous practice in the basic education curriculum, particularly under Technology and Livelihood Education (TLE) or MAPEH, encourages contextualized and experiential learning. Learners develop cultural pride, creativity, and practical livelihood skills when exposed to locally relevant content.

Integrating cultural activities in learning processes strengthens socio-emotional learning and reinforces cultural appreciation and empathy. Labtang weaving fosters a sense of belongingness, pride, and community spirit among the weavers, which are essential values that can be translated into classroom learning (Ingold, 2009). Through cooperative activities like weaving, learners develop teamwork, patience, and appreciation for local culture—key dimensions of values education. Educational institutions can develop technical-vocational modules or community immersion programs using indigenous practices like weaving to cultivate functional skills and lifelong learning habits. The research demonstrates that weaving provides hands-on learning experiences that blend creativity, problem-solving, and craftsmanship—skills aligned with constructivist and experiential learning theories (Rogoff et al., 1995; Saunders & Wong, 2020).

When these activities in society become cultural patterns of the people, these are considered to be socio-cultural. Assessing sociocultural factors answer questions such as: Do people consider rice to be part of their day-to-day food? What is their attitude toward the election? Do people celebrate traditions? Are there common activities of the people in the community that bind them and that these distinguish them from other communities? By asking these questions and social behaviors and cultural traditions, society could easily be identified. Understanding the concept of socio-cultural requires a researcher to analyze and see the things that are important and beneficial to a particular group or society. In doing so, it is a must to involve people from the target group or society because they are the recipient and target of the study.

Candon is a community endowed with vast natural resources and a diverse population because of the intermarriage of people. Officially known as the City of Candon which in the dialect of the people is Siudad ti Candon is a 4th class component city in the province of Ilocos Sur. According to the 2020 census, it has a population of 61,432 people. Also dubbed the "Tobacco Capital of the Philippines" the city is the country's largest

producer of Virginia-type tobacco. This once small resort town is known for making the heaviest and largest kalamay, a sweet and sticky snack made from sticky rice, coconut milk, and sugar, in the world. This city also has a rich historical background. In its legends, the name of the city is derived from the legendary "kandong" tree which is now extinct in the area. Its patron saint is John of Sahagun and his feast day is celebrated every June 12.

Candon is the center of the 2nd district of Ilocos Sur which is politically subdivided into 42 barangays. These barangays are headed by elected officials. One of the 42 barangays in this city is Palacapac. Palacapac as one of the barangays is located in the eastern part of the city. It is geographically a mountainous area where different species of plants grow that includes the twiner vine called labtang scientifically known as Anamirta cocculus. This was introduced to the people as the main material in weaving. Products made from the vine command high prices and are highly in demand in the local and international markets. Labtang could be used as a material in the making of bags, baskets, trays, fancy boxes, flower bases, home decors, and other products.

People were delighted knowing that the materials are just around the corner and that they could have something which others do not have: the skill and materials for weaving. In 2005, with the help of the Department of Agriculture together with the Department of Agrarian Reform, the weaving flourished and established a cooperative for the weavers. Thus, because of weaving, the socio-cultural aspects of the people became positive and active. After less than a decade, the cooperative weakened because of so many factors. Weavers were demotivated and became inactive in weaving which affected the lives of the people. Because of the situation, the researchers were motivated to cultivate and dig more about the Labtang Weaving and the life experiences of the weavers that once made the people and the community shine. The researchers are positive that after the study they can craft well-defined recommendations that could bring and revive the Labtang Weaving.

To support the study, the researchers presented various literature and studies:

Díez-Vial and Montoro-Sánchez (2020) as cited by Telep et al. (2021), mentioned the methods and materials needed in socio-cultural activities that should be rising to the needs of society until the third millennium as a field of scientific knowledge and social practice should provide, scientific and methodological comprehension of socio-cultural understanding and phenomena, implementation of state cultural policy and adoption of scientifically reasonable management decisions in the socio-cultural sphere, effective forecasting, design and regulation of social and cultural processes, development of technologies for preservation of historical and cultural monuments, national and cultural traditions, transferring and expanded reproduction of socio-cultural experience, and substantiation of the technology of implementation of the corresponding cultural scenarios of social practice. The methodological basis for the study of socio-cultural activities is the integration of historical, philosophical, cultural, sociological, structural, and operational trends. The interdisciplinary nature of the study of socio-cultural activities requires considering philosophical, cultural, psychological, social psychology, anthropological and sociological perspectives. Symbolic interactivity is a theoretical and methodological approach in sociology and social psychology, which focuses on the symbolic content of social interactions. Since the language of any voluntary interactivity is the main symbolic means of interaction, communication in this area is emphasized.

Applying the suggestions mentioned by Oksana et al. (2021), is a big help in assessing Labtang weaving regarding the socio-cultural activity in the community. The study of social interactions at the level of microprocess allows determining the dynamics of personality development, its socialization, to establish the social relationship with social roles of communication and social norms of communication, to show the relationship between means of communication (words, gestures, etc.) and common symbolic structures. However, relativism in the interpretation of the social life in this area in particular complicates the development of the theory of social communication (Iniesta-Arandia et al., 2014).

As a conclusion in the study of Telep et al. (2021), the culture of communication is considered as an integral part of the general culture of human behavior, the system of values, norms, and patterns of behavior adopted in society, the ability of the individual to organize communicative activities. Thus, communicative culture is one of the components of general culture; it improves in the process of human interaction with others; the culture of

communication is formed by the external environment, microsocial environment, social relations; it should be considered as an established personal education that affects the quality of activities and communication that evolve in the process of human participation in it. The culture of communication is a complex spiritual and practical education of the individual, which includes the mastered social norms and requirements of communication and develops mechanisms of communicative interaction between people, gains practical experience in communicative activities. Communicative culture is developed under the influence of social, psychological, and cultural conditions based on the norms and requirements that society offers at a certain stage of its development. Finally, the authors of the study found that such a complex phenomenon as the "culture of communication" requires objectively in-depth theoretical and methodological study of the problems of its design and maintenance.

Small K. et al. (2005) in evaluating the socio-cultural impacts of small festivals concluded that the practical application of the Social Impact Evaluation and the Social Impact Perception scale demonstrates that care should be taken when making statements about socio-cultural impacts arising from festivals and events. This is evidenced by Small and Edwards (2003) who found that before the festival, respondents rated the non-occurrence of impacts such as increased traffic and crowding in local shops, as a positive impact however when increased traffic and crowding in shops were perceived not to have occurred, they were rated as negative impacts. In other words, those impacts respondents thought they'd be happy about not having, were those that they would like to have seen occur.

In an archipelagic country like the Philippines with 7, 107 islands (About the Philippines (dfa.gov.ph), Ret. August 2022), there are at least 110 ethnolinguistic groups comprising the ICCs/IPs with a population of about 14 million based on extrapolation of the Philippines population growth (IPRA AND NCIP (sec.gov.ph), Ret. August 2022). With the situation that the country is facing, every ethnolinguistic group is responsible for promoting their own culture. However, various agencies in the government work hand in hand in the promotion and preservation of culture toward national and cultural interests. In the study of Gacula (2019), he mentioned Ilocanos in Candon City as a great talent and said that the Ilocanos in Candon City Ilocos Sur have been very skillful in doing woven baskets. The unique and distinct cultural activity of the people is seen almost in their everyday chores. Fact Because the geography of the city is adaptive to all sorts of farming, farmers adapt the use of woven baskets in many of their planting and harvest seasons, particularly for rice and tobacco. Because of so many factors affecting their lifestyle, Ilocanos in the city tend to forget the traditional way of living. They become idle in using the traditional woven baskets. Globalization took place and they prefer to use synthetic and other readymade materials for everybody's convenience. They were so amazed by the product of the new technologies. Candonians undermined their culture of basket weaving. They haven't thought about the cultural value basket weaving can bring to their place and especially to the people.

The study of Gacula boosts the idea that before the colonial period, Filipinos are with great talents in various fields specifically in weaving, which people saw, as a very important skill because they can produce different handicrafts for various purposes and could be a potential business for the people. He further concluded that the Ilocano in Candon City are very much willing to save basket weaving as a cultural activity in the city because it gives pride to them as Ilocano and helped them a lot in the traditional farming where people are still engaged. Just like in the old times, people want basket weaving as active as it used to be because the city did not change, and it is still the center for trade and commerce and farming is still the leading form of job for many that support the need of their family. In the other region of the country, some of them are struggling in reviving and promoting their respective culture. The Mangyans in Mindoro, who are well-known for having a vibrant culture, and also have traditional weaving, are experiencing a dilemma. Almedilla II (2015) concluded in his study that such kind of industry (Basket Weaving) needs help, especially from the local government unit and other government agencies for them to grow their economy and the industry of basket weaving. In an interview he made with the people in the community, they said that this could be a great help for them especially when their spouses have lost their jobs or no goods from farming can be marketed.

Mangyans' basket weaving does not only reflect and represent the people who are engaged in basket weaving but represents and reflects their very rich culture and tradition that elevate people's lives in many ways because it

served as their means to sustain their basic needs and necessities. The study of Gacula and Almedilla II is similar to the current study because all of them are dealing with basket weaving and presenting facts about the reviving, preservation, cultivation, and promotion of one's cultural activity that could serve as a means to help people in a certain community with great talent in building their small industry and eventually affects the lives of other people that could lead to cultural pluralism.

While numerous studies in the Philippines have explored the preservation and promotion of traditional crafts and cultural heritage, there remains a limited body of research focusing on the lived experiences and challenges of local weavers in small, community-based industries such as the Labtang weaving of Palacapac, Candon City. Previous studies, such as those by Gacula (2019) and Almedilla II (2015), discussed basket weaving as a traditional livelihood and cultural expression among Ilocanos and Mangyans, respectively. However, these works primarily centered on the economic and cultural significance of weaving rather than the phenomenological understanding of the artisans' personal experiences, emotions, and social interactions within their cultural context. Moreover, existing literature (e.g., Inocian, 2018; Zerrudo & Bautista, 2019) highlights the role of government support and cultural education in sustaining indigenous crafts, yet few have investigated how socio-cultural, political, and educational factors interplay in sustaining or diminishing such local industries. The weakening of the Labtang Weaving Cooperative in Palacapac presents an underexplored case of how globalization, policy gaps, and socio-economic transitions affect community-based cultural industries and the identity of local artisans.

Additionally, while the Department of Education's K to 12 curriculum promotes contextualization and localization (Zerrudo & Bautista, 2019), there is a lack of concrete studies examining how indigenous practices like Labtang weaving can be integrated into formal education to foster cultural awareness, livelihood skills, and sustainability. The absence of curriculum-based programs or continuing education initiatives to transmit weaving skills to younger generations underscores a pressing need for research linking cultural heritage and education. Finally, research on socio-cultural activities in the Ilocos Region remains scarce, particularly those adopting a phenomenological lens to capture weavers' sense of belonging, pride, and identity. Most available works employ descriptive or economic approaches, leaving a gap in understanding the subjective meanings and social realities experienced by the weavers themselves (Creswell, 2007). Therefore, this study addresses these gaps by documenting and analyzing the lived experiences, challenges, and socio-cultural implications of Labtang weaving, thereby contributing to cultural preservation, educational relevance, and policy development toward sustainable community-based cultural practices.

With the backgrounds, literature, and studies presented, the researchers were motivated to conduct a study in assessing a socio-cultural activity in one of the barangays which is the Palacapac in Candon City. The study aimed to assess the inactive Labtang basket weaving industry that served as a reflection of their community's rich culture and as a job opportunity for other members of the community.

2. Methodology

Research Design - The study is a qualitative form of research and used phenomenology as a method to describe the participants' experience and viewpoint (emic) as well as the researchers' point of view (etic) to create a clearer picture of their experience on Labtang weaving as socio-cultural activity in their community. In the study, the researchers conducted focused group discussions and utilized interviews as a tool for obtaining data from the participants. A structured Interview Questionnaire and open-ended interview were conducted.

Selection and Study Site - There were 12 participants involved in the production of Labtang weaving. The participants involved in the study are all females. Five of them classified themselves as weavers, five participants are gatherers and shredders, and the remaining two are involved only in shredding. All the participants hail from Palacapac, Candon City. Palacapac is one of the 42 barangays in Candon City. It is situated in the eastern part of the city. The area lies within the hills and mountainous parts of the city. The barangay is beside Parioc Segundo on its western side and San Andres on its Northern side.

Research Instrument - The researchers utilized a structured interview questionnaire and an open-ended interview to obtain data from the participants. Structured Interview Questionnaires were carefully crafted by the researchers and were validated by the members of the research congress during its initial presentation to align with the purpose of the study and to answer queries stated in the general problems as well as problems stated specifically. An open-ended interview was infused for the participants to freely express themselves in answering the queries and for the researchers to throw more questions beyond what is stated in the structured interview questionnaire.

Data Gathering Procedure - The researchers used a focused group and utilized two methods of interviewing the participants: a structured interview questionnaire and an open-ended interview. Both were essential in obtaining data—the participants narrating their experiences and the researchers validating those experiences. Through the focused group, participants involved in Labtang weaving refined their responses based on shared insights from other participants, allowing the researchers to capture collective and individual meanings more comprehensively. Video recording was employed to document the discussions and interviews for accurate transcription and analysis. A copy of the transcribed interviews, both from recordings and off-camera sessions, was reviewed and attested by the participants' representatives to ensure accuracy and authenticity of the gathered data.

To ensure reliability and trustworthiness, the researchers followed Creswell's (2007) criteria for qualitative validation. The interview guide was validated by experts during its initial presentation at a research congress to ensure alignment with the study's objectives. Reliability was established through member checking, where participants reviewed the transcribed data and confirmed the accuracy of their statements and perspectives. This process minimized researcher bias and ensured that the findings faithfully represented the participants' lived experiences. In analyzing the qualitative data, the researchers used a thematic coding scheme following the stages of open, axial, and selective coding. During open coding, recurring words, phrases, and expressions related to the participants' experiences were highlighted. In axial coding, these initial codes were grouped into broader categories that reflected significant patterns, such as sense of belongingness, pride, anxiety, and anticipation. Finally, in selective coding, central themes were derived that encapsulated the essence of the Labtang weaving experience as a socio-cultural phenomenon. Coding consistency was maintained through collaborative discussion among the researchers, and intercoder agreement was achieved by comparing and reconciling independently generated codes before finalizing the thematic structure (Rogoff et al., 1995).

To enhance the credibility and validity of the findings, the researchers applied data triangulation by comparing and corroborating information from multiple sources and methods. Triangulation involved the convergence of data from (1) structured interviews, (2) open-ended interviews, and (3) observations made during field visits to the weaving sites and the Candon City Eco-Park. Supplementary data from literature and related studies (e.g., Inocian, 2018; Gacula, 2019; Zerrudo & Bautista, 2019) were also consulted to contextualize the participants' experiences within broader socio-cultural and educational frameworks. This methodological triangulation strengthened the validity of interpretations and provided a holistic understanding of the socio-cultural dimensions of Labtang weaving. Through these reliability measures, coding procedures, and triangulation techniques, the researchers ensured that the analysis remained faithful to participants' authentic voices and reflective of their collective experiences as Labtang weavers in Palacapac, Candon City.

Analysis of Data - This study used thematic analysis as its mode in scrutinizing the responses of the participants. It categorized answers of the participants from the interview with codes and themes.

3. Result and Discussion

What is Labtang (anamirta cocculus)? "Lanot" (vine) as the participants call it, is a specific type of vine that is very common in the area. Labtang (Lagtang in other language) with the scientific name anamirta cocculus is a large woody vine with a corky, gray bark, and white wood. Stems are sometimes 10 centimeters thick, longitudinally wadded, porous, with stout, smooth branches. Leaves are ovate or ovately-cordate, 10 to 20

centimeters long, with pointed or tapering apex and rounded or nearly heart-shaped base, smooth above, hairy on the nerve axils beneath, and 3-nerved from the base. Petioles are 5 to 15 centimeters long. Flowers are yellowish, sweet-scented, 6 to 7 millimeters across, crowded on 3- to 4.5 centimeters long, pendulous panicles. Fruit is a drupe, nearly spherical, about 1 centimeter in diameter when dry, smooth, and hard (Stuart, Ret. 2022)

How did the Labtang Weaving start? As the participants were trying to recall how Labtang weaving started, they were not sure whether it started between 2003 or in 2004. However, what they were certain about is when Labtang Cooperative started in 2005. According to Angelita Wagayen, Head of the Labtang cooperative, Labtang became popular with them when a man from Balaoan, La Union came to their barangay asking for Labtang to be bought. When they asked about the labtang, the man replied that they will use it for weaving. With that encounter, the people were given a hint that they can weave out of labtang. From there, people became aware of the importance and purpose of Labtang in their area.

When did the Labtang Weaving become an industry? Knowing that Labtang is a marketable product, people were very eager and excited knowing that there is a new product available and unique in their place. Because of excitement, Barangay officials acted to seek help from government agencies. Participant 1 mentioned that through the assistance of the Department of Agrarian Reform together with the Department of Agriculture, the Labtang Cooperative was founded and named Palacapac Agrarian Reform Community- Multi-Purpose Cooperative. Both agencies were responsible for getting someone to teach the people in the community as far as weaving is concerned. As mentioned by Participant 2, the people who were first involved in the training were those people who have an initial knowledge about weaving. There were around 15 persons who attended the initial training. Not all of them became skilled weavers and so they involved themselves in the other process of weaving. Before Labtang, people were already making bamboo baskets. Added by Participant 3, people were delighted and became more interested because Labtang is new to them, and it is the first in the city because no other barangay has it not like bamboo which almost every barangay has it. With the idea of Estacio, the participants agreed to her observation.

The initial reaction of the participants highlighted the study of Inocian, et.al (2019) regarding the use of cultural heritage in uplifting the economic status of an individual stating that the essence of cultural preservation is not terminal. To make it sustainable, it needs a system to ensure its viability through promotion and tourism. When the cooperative is well-established, people in the community took part in the process and the manufacture of Labtang woven baskets. Each of them has a distinct role. For Participant 3, she may not be adept at making the woven basket but gathering Labtang and processing them to be ready for weaving is her expertise. “They cannot weave without the gathered and processed materials” she added laughing. Participant 4, her partner in gathering Labtang, seconded. The two became special to each other because of gathering Labtang. Both became partners in gathering Labtang vine in the mountains.

Participant 5 has the same experience as Participant 6 and Participant 8 the only difference is that Participant 5 does not involve in gathering because of her physical condition. However, her husband does it for him and she will be the one to process it and make it available for her husband’s weaving. Unfortunately, her husband was not present during the interview for personal reasons. Establishing a cooperative that supports the program is one great move. Throsby (2006) believed that when there is an application of economics to cultural heritage decisions, it mobilized stakeholders to achieve its ends and possible trade-offs. In relation to this, George W. Bush’s Preserve American Community Program created a collaboration of local communities and government departments in the preservation of American heritage for economic development, and community revitalization for public awareness promotion (National Park Service, 2018).

As to the process of Labtang weaving, it is not what it is. First, people need to gather Labtang from the hills and mountains in their area. After gathering, Labtang needs to be classified according to its use: weaving and forming. A younger Labtang will be processed and subdivided into fronds. Once shredded, it will be dried within the day under the sun. The shredded fronds are used in weaving to form intricate designs within the base of the basket. However, the older Labtang, with a sturdier texture, is formed and served as a base of the basket. As to the

functions, there are gatherers, shedders, and of course, the weavers.

What are the experiences of the people regarding Labtang weaving as a socio-cultural activity? Sense of belongingness- Labtang weavers feel proud because they thought of having a second family because of the Labtang cooperative. With joy, the participants claimed that they found an extension of their home because they feel secure and confident with the members and participants of the cooperative. "The feeling that you have someone to lean on and a group to be considered family is exemptional" mentioned Participant 3.

Pride- Participants are proud of what Labtang has reached and contributed not only to the community but to the whole city. "Every time we were invited to conduct a trade fair in a certain fiesta or event, we feel as if we are carrying the name of the city" added Participant 1. For years since the cooperative was established, Labtang baskets became popular in the province.

Anxiety- After years of being in the limelight, participants feel anxious because Labtang is slowly fading. Little by little, participants involved in the process found other means to earn money. The majority of those who were trained became an employee of well-established companies that give them an overwhelming salary. Those participants left in the cooperative started to feel demotivated because of the separation.

Anticipation and excitement- with the presence of the researchers, participants are hopeful that there are people interested in their cultural activity and so they are very excited. The first time we visited the place and ask about Labtang weaving, we saw from their eyes their eagerness to participate and help in the study. Participants were very generous in terms of information. They were participative too. They showed us concrete evidence as to their claims. An example of this is by going to the mountains with them to look for Labtang and we even visited the Eco-Park as part of the study.

The experiences of the participants in the study are a clear manifestation of how culture affects every feeling and emotion as also reflected in the study of Ingold (2009) and I quote, "with every stitch they make, every fiber they bend, and every loop they pull tight, they weave together the past and the future, the here and there, the individual and the collective. They bring to life something new and age old at once. As they weave their baskets, they weave their lives and livelihoods". From the quotation, it is reflected that there is pride for being part of there culture. Participating in one's cultural activity is like reminiscing every part of humanity specially how a person was raised by his ancestors. The feeling of pride and the sense of nationalism lie within a person's heart.

How did Labtang Weaving help in promoting the socio-cultural aspect of the community? Social aspect. Participants undoubtedly admitted that a strong bond of relationship was formed after the establishment of the cooperative. Though a harmonious relationship is already present in the community, however, because they participated in the cooperative, the relationship intensifies and becomes more special until such time that deep friendship among and between the members of cooperatives and other members of the community became visible. Participant 3 highlighted that because of a very positive ambiance in the workplace, people who have been involved in the production of Labtang baskets most of the time visit the area. The majority of those who are involved prefer to perform their duty in the designated workplace. "Verbal communication is an element in the production of Labtang basket because they performed their task well if they have someone to "Marites" (chat) with, Participant 7 added, and everybody cheered as a sign of approval.

Engaging in a cultural activity boost confidence of the participants that eventually make them sociable to other members of the community. Basket weaving enhances not only on the economic aspect but also in social aspect of life and this is very much evident in the study of Inocian (2018) stating that the reality offers understanding and windows of opportunities for educators, artists and cultural workers on the intricacies of bakat weaving. Its economic and commercial impact measure the weavers' values of resiliency to hardships, adaptation to change, passion for craftsmanship, strong sense of community and family centeredness that contribute to economic significations that shape the Cebuano sense of cultural identity and national pride.

It is undoubtedly that in engaging in a cultural activity promotes not only awareness, but it is more of enhancing the skill and talent that could lead into a great opportunity to earn a living. Pomeroy and Baker (2006) concluded in their study about the economic impact of basket weaving appears to be positive. This comparison is made by examining the normal am prices amount of labor as compared the Ye'Kwana baskets as compared to the prices paid for the baskets if they were sold in fair trade market in Boca de Ninchare or the final point of purchase. The improvement varied between 10 and 43% if baskets were sold in the community of Boca de Ninchare and 11 and 53% if the baskets were sold in Ciudad Bolivar. In reality the increase is much higher than the normal prices for the baskets. The project is paying an average of 400 bs. per cm ($1=2140 bs.) per basket while the normal market is 150 bs. per cm. Overall, the fair-trade market has shown a strong improvement.

Without a doubt, all the participants agreed that Labtang weaving industry, through the cooperative, is a success because it helps a lot in the financial status of people involved in the manufacturing of Labtang baskets.

Political aspect. The establishment of Palacapac Agrarian Reform Community- Multi-Purpose Cooperative reflects good governance. Through the collaborative efforts of the Palacapac Barangay Council with the assistance of the Department of Agrarian Reform and the Department of Agriculture, the objective to help people and transform their lives with the materials locally available in their area became reality. "With the present situation, Labtang weaving is facing, we are looking into ways on how to revive the industry" mentioned Participant 7, the Punong Barangay. A possible training workshop for a new set of weavers is eyed to further revive the industry. Intensifying laws about the exportation of Labtang out of the barangay are planning to be reviewed and added by the active chairman. The study of Zerrudo and Bautista (2019) regarding basket weaving confirms that there is a need for the government to support local weavers. In their conclusion, it came out that there was no Local Government Unit direct support from a certain municipality. The PLGU had direct involvement that it proposed the bill for the protection of banig weavers and declaration of Basey as banig capital of the Philippines. Good thing that in the case of Palacapac weavers, a great support poured out to them by establishing a cooperative that will support the weavers.

Religion. There is nothing directly associated between Labtang weaving and religion. If there were, their good relationship and attitude developed among and between the people involved in weaving, which were established through socialization within the process of weaving, were also brought to the church. Predominantly, people involved in the weaving were members of Born-Again Christians. The people involved in weaving are also the same people who are members of the same church.

Education. "It should be included in the Basic Education", exclaimed the participants. "Weaving during our elementary days is being taught," said Generosa. With the participants' reactions as they shared their thoughts, they want weaving, specifically Labtang weaving to be taught because it could help them finance their education even just for their daily allowance. Unfortunately, weaving is not included in basic education. However, the fact that it is in demand in the market, it should be taught as part of the lesson in basic education because those who were first involved in the training-workshop of Labtang weaving, specifically the weavers, were already involved in other fields of work which gave them a better ad promising income. Though according to Participant 8, she was invited before to the community school to teach the basic skills in labtang weaving there was no follow-up and sustainability of the program from the school.

To strengthen the study, Paalis (as mentioned by Zerrudo and Bautista, 2019), the director of ARTIST Inc., mentioned that Livelihood Education is Cultural Education. Teaching should start from our experience, our home, and our community. "Edukasyong may hugot" or contextualized learning should be promoted. Hugot is a Filipino word which means to draw or to pull out, a personal deep sentimental or emotional feeling, coming from deep within. Teaching should not just be for content and competency; teaching is for meaningful learning that leads to faster acquisition and longer retention. Weaving is like a story with a start, middle and end, it has chapters, character, settings, and plot. It is an adventure with obstacles and success. The knowledge on basket weaving should be thought about its "Pinagmulan" or sources, "Pinagdadaanan" or process, and "Pinaglalaanan" or Uses. The

knowledge about basket and weaving of basket will lead to the ability to weave basket. This ability is based on knowledge about the basket. This knowledge and ability will elevate to skills in basket weaving.

In addition, Zerrudo and Bautista (2019) discussed in their study about the role of the new curriculum in the basic education. "The significant educational reforms of the country happened in 2012 during the implementation of the K to 12 Basic Education Program. The reform introduced programs and projects to expand and improve the delivery of basic education in the country to provide the learners with the necessary skills and competence. One of the policy statements of the Department of Education was that the curriculum should be flexible to enable schools to localize, indigenize and to enhance the respective educational and social context. The K to 12 Curriculum Guide for Technology and Livelihood Education (TLE) geared towards the development of technological proficiency and was anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values, and life skills. TLE was a skill subject which engaged students in an experiential, contextualized and authentic teaching-learning process. The learning area standard stated that learners should demonstrate the knowledge, skills, values and attitudes (KSVA) in TLE which would enable learners to gain employment, become entrepreneurs, a middle level manpower and/or pursue higher education."

What are the challenges encountered by the people involved in Labtang weaving in the preservation of their socio-cultural activity? The fact weaving does not only have a single process, but the problems also arise from every phase: gathering to shredding and it affects weaving.

Gathering. Labtang became an in-demand material in the process of weaving. Because of this, the exportation of Labtang vine became rampant. Gatherers tend to sell the gathered Labtang to other weavers from another locality. This way, they can have a faster seller-buyer transaction. Because of the situation, the manufacturing of Labtang baskets was affected.

Openness. The availability of Labtang in the area gives other people to opportunity to freely gather and trade. This will give people a fastest way to get income by merely engaging to gathering and trading of materials which on the other hand will left local weavers to have insufficient supply of materials.

Age and Health Factors. Considering the age of the weavers, they could hardly climb into the steep mountain hills most especially during the wet season where the roads are very challenging to take. Their age also associates with their existing health conditions. It is expected that as people grows old, our health tends to deteriorate.

Shredding- To be a shedder requires skill and mastery. It involves the use of a bladed weapon to cut the vine into pieces. For the shedders, it is very risky and requires a lot of patience in shedding the vine. This is the only problem the participants, especially those who are involved in shredding, are facing. The participants' only hope is to have a machine that will cut the vine into pieces. "If such machine will be provided, the manufacturing of baskets will be very fast and easy because the vine coming out from the machine will be readily available for weaving", Estacio said.

Weaving. There were five (5) participants who identified themselves as weavers. Four of them are still engaged in weaving and the other one has already found another means of employment. These participants are deeply affected by their numbers. Of those 15 who attended the training, only four of them left practicing the skill. Psychologically, these participants involved in the actual weaving are affected by their numbers. "there were times that we want to stop weaving because we are demotivated by our numbers"- mentioned Dagusen. Because of their numbers, the situation gravely affects them and the production of baskets because only four of them are involved in a full swing of weaving despite the availability of processed materials. The labtang weavers faced the same challenges with that of the weavers in Leyte. Zerrudo and Bautista (2019) identified the problems such as Organization of the weavers, source of materials, policy support, program support, infrastructure and equipment, funding, capacity building, education transmission, marketing promotion, disaster resilience and network and linkages.

Basing on the two studies, we can say that almost all of those who are engaged in the traditional weaving are facing the same sentiments most especially if such cultural activity does not promote economic growth and bring full recognition of their own ethnolinguistic group. As much as the gatherers and the shredders want to engage themselves in weaving but they do not have the skill and artistry in making such. "We are not inclined in weaving; however, we are trying to make ourselves productive as far as the production of Labtang basket is concerned because we believe that creating a basket does not require a single process and so we are involved in the process" lamented Wagayen. As a country that promotes and recognize the role and importance of various ethnolinguistic groups in the nation building, we, the people should support in any way the aim of our government in promoting the Philippine culture and heritage because in this we can grow and foster as a nation embracing nationalism and patriotism. As a Filipino, it is our mandate to advocate for the welfare of our people and to for our country. Mabuhay!

4. Conclusion

The study revealed that the Labtang vine holds significant importance within the community of Palacapac, Candon City. Beyond serving as the primary raw material for basket weaving, it is also widely appreciated for its aesthetic value, particularly in architectural and decorative designs. Its versatility and abundance in the locality made it an essential component of the residents' cultural and economic activities, symbolizing both creativity and resourcefulness. However, findings indicated a decline in the availability of Labtang vines in the area. This depletion is attributed not only to the increasing demand for Labtang as a weaving material but also to its exportation outside the locality for other commercial uses. The unsupervised harvesting and lack of sustainable management have led to the gradual reduction of this valuable natural resource, posing a threat to the continuity of the Labtang weaving industry.

Another major concern observed is the failure of the local government unit (LGU) of Palacapac to create barangay ordinances concerning the protection, regulation, and utilization of Labtang. The absence of strict implementation and monitoring systems has allowed overharvesting and unregulated trade to persist, undermining efforts to conserve the plant and sustain the weaving enterprise. Furthermore, the Palacapac Agrarian Reform Community–Multi-Purpose Cooperative, which was originally established to promote and strengthen Labtang weaving, has deviated from its founding mission and vision. Instead of sustaining weaving as a socio-cultural and economic activity, the cooperative redirected its operations toward financing and lending services. This shift in focus weakened the support system for the weavers and reduced opportunities for training, production, and marketing of Labtang-based products.

Despite these challenges, the study confirmed that Labtang weaving significantly enhances various socio-cultural dimensions of community life—particularly in the social, economic, political, and academic aspects. The activity fosters social interaction, provides economic livelihood, reflects collaborative governance, and holds potential as an educational tool for skill and value formation. However, it was found to have no direct linkage to religious promotion, though it indirectly reinforces positive moral and social values among practitioners.

The study also found that the absence of modern equipment for processing Labtang poses a considerable challenge to production efficiency. The lack of machinery to cut and shred the vine forces weavers to rely solely on manual labor, which is time-consuming and physically demanding. Providing mechanical support could improve productivity and make the weaving process more sustainable. Additionally, there is a shortage of skilled individuals involved in the various stages of Labtang weaving—particularly gatherers, shredders, and weavers. The dwindling number of active participants has significantly affected production output and continuity. Among these roles, the weavers themselves emerged as the most crucial contributors, as they possess the artistry and craftsmanship required to transform raw Labtang materials into intricate cultural products. Thus, increasing the number of trained weavers through capacity-building initiatives is vital for the industry's revival. Finally, participants expressed strong anticipation and optimism for the revival of Labtang basket weaving. They remain hopeful that renewed community efforts, coupled with government and institutional support, will breathe new life

into this cultural practice. Such revival would not only restore an important livelihood source but also reinforce local identity, pride, and the community's shared cultural heritage.

Recommendation - The study strongly recommends the revival and sustained promotion of Labtang weaving as a vital socio-cultural and economic activity in Palacapac, Candon City to preserve the community's cultural identity and heritage. The local government should strengthen and enforce policies on the protection, production, and exportation of Labtang to ensure environmental sustainability, while the Palacapac Agrarian Reform Community–Multi-Purpose Cooperative must revisit its constitution and by-laws to refocus on its original goal of supporting the weaving industry. Integrating Labtang weaving into the Basic Education curriculum under MAPEH will promote localization, contextualization, and intergenerational transmission of indigenous knowledge. Additionally, the provision of modern machinery is essential to improve production efficiency and encourage participation, particularly among the youth. Finally, continuous training and capacity-building programs should be conducted to enhance the skills of weavers, ensuring the sustainability of the industry and its contribution to cultural preservation and local economic development.

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Integration of information communication technology for educational record management



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Abstract

The integration of Information and Communication Technology (ICT) into educational administration has become indispensable in enhancing efficiency, transparency, and accessibility of institutional records. This study employed a qualitative research design anchored in a systematic literature review approach to explore the integration of Information and Communication Technology (ICT) in record management within educational institutions in Tanzania. This study critically examines the role of ICT in record management within Tanzanian educational institutions, highlighting both its potential and prevailing challenges. Guided by the Record Life Cycle, Record Continuum, and Convergence Theories of Information and Technology, the study explores the dynamic interplay between human actors and technological systems in record keeping. Evidence from the synthesis of findings indicates that, despite positive attitudes among educational stakeholders, ICT adoption in record management remains limited due to infrastructural and capacity constraints. The study underscores the necessity for comprehensive government interventions to provide modern ICT facilities and training, thereby improving administrative, instructional, and management record practices.

Keywords: integration, ICT, record management, education institution, information communication, technology

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Integration of information communication technology for educational record management

1. Introduction

The integration of Information and Communication Technology (ICT) into educational management systems has become an imperative response to the accelerating pace of technological advancement globally. ICT encompasses a wide array of tools, including software, hardware, networks, and media, which facilitate the creation, storage, management, dissemination, and retrieval of information (Ayere et al., 2010). UNESCO (2009) asserts that ICT serves as the most efficient conduit for transmitting information, enhancing communication and collaboration among educational stakeholders. The application of ICT in education not only streamlines administrative processes but also contributes to the enhancement of teaching and learning outcomes (Osorio, 2012).

Globally, ICT has been recognized as a catalyst for social innovation, knowledge sharing, and educational advancement (Mwila, 2018). In Africa, the integration of ICT within educational systems is gaining momentum, with initiatives spanning pre-primary to higher education levels in both formal and informal contexts (Karsenti et al., 2009). In Tanzania, ICT was formally introduced into schools in 1997 with the implementation of the computer studies syllabus (Kafyulilo, 2011). Subsequent policy frameworks, including the National ICT Policy (2003) and ICT Policy for Basic Education (2007), emphasize the strategic importance of ICT in improving instructional quality, administrative efficiency, and management practices across educational institutions. Despite these policy advances, the effective implementation of ICT in Tanzanian schools remains constrained by limited infrastructure, insufficient training, and inadequate access to contemporary technologies (Swarts & Wachira, 2010). The lack of capacity among educators and administrators hinders the full realization of ICT's potential in record management and knowledge dissemination. Toure (2008) notes that technology alone cannot drive educational improvement; rather, success depends on attitudinal shifts, institutional commitment, and the strategic alignment of ICT tools with pedagogical and administrative objectives.

Recent studies underscore the challenges and opportunities associated with ICT integration in Tanzanian educational institutions. For instance, a study by Masegenya and Mwila (2023) assessed the usage of ICT in record-keeping in public secondary schools in Ilemela Municipality. The findings indicated that while there is a positive attitude towards ICT among school community members, the application of ICT in record-keeping is inadequate due to insufficient ICT facilities, lack of trained personnel, and limited financial resources for maintenance and management of ICT-related software. Similarly, a review by Nzilano (2025) highlighted that ICT adoption in Tanzanian secondary schools remains low, with key factors such as inadequate infrastructure, limited ICT skills among teachers, and lack of technical support impeding effective integration. The integration of ICT in educational administration is particularly critical in the Tanzanian context, where schools face challenges related to record accuracy, accessibility, and efficiency. It is from this standing point, leveraging ICT tools, educational institutions can streamline data collection, storage, and retrieval processes, thereby improving decision-making, accountability, and instructional planning.

Furthermore, ICT-enhanced record management facilitates transparency in student assessments, staff performance monitoring, and resource allocation, aligning institutional practices with national and global educational standards. Scholars should note that ICT represents a pivotal mechanism for enhancing educational record management in Tanzania. This study investigates the extent of ICT integration in educational institutions, identifies associated challenges, and highlights the opportunities for improving record-keeping and administrative efficiency through targeted interventions. Findings from this research have significant implications for policymakers, educators, and institutional leaders committed to leveraging technology for sustainable educational development.

2. Literature Review

The integration of Information and Communication Technology (ICT) in educational institutions has emerged as a critical driver for modernizing administrative processes, enhancing teaching and learning, and improving record management (Ayere et al., 2010; UNESCO, 2009). This literature review examines the theoretical foundations of ICT in education, global perspectives, African contexts, and Tanzanian-specific applications. It also explores challenges and opportunities, highlighting gaps that inform the current study.

Theoretical Foundations of ICT Integration in Education

The study of ICT integration in record management is anchored in several complementary theoretical perspectives. The Record Life Cycle Theory conceptualizes records as dynamic entities that move through distinct stages of creation, maintenance, use, and eventual disposition (Osorio, 2012). Each stage requires specific management practices to ensure accuracy, accessibility, and compliance with institutional standards. This theory emphasizes that effective record management is a continuous process, and ICT tools play a vital role in streamlining these stages by automating data capture, storage, and retrieval. The Record Continuum Theory extends this view by emphasizing that records are not isolated but interconnected across organizational, societal, and temporal contexts (Toure, 2008). It highlights the interaction between human actors and technological systems in preserving and utilizing records for accountability, decision-making, and historical documentation. This perspective is particularly relevant in educational institutions where student records, staff records, and institutional data are frequently referenced and reused over time.

The Convergence Theory of Information and Technology posits that the integration of multiple technological functions into organizational processes enhances efficiency, coordination, and knowledge management (Mwila, 2018). When using ICT applications in administration, teaching, and record management, institutions will optimize resource utilization and enhance transparency. This theory underscores that technological tools alone are insufficient; they must be complemented by capacity building, policy frameworks, and cultural acceptance to maximize their impact. Collectively, these theories provide a conceptual framework to understand the mechanisms, challenges, and potential of ICT adoption in educational record management, highlighting the interdependence between technology, human agency, and institutional policy.

Globally, ICT has been recognized as a transformative agent in education and institutional administration. In Europe and North America, ICT-enabled record management systems have streamlined data storage, retrieval, and reporting processes, significantly enhancing administrative efficiency and decision-making (Osorio, 2012). Digital platforms allow for real-time monitoring of student performance, staff activities, and curriculum implementation, facilitating a data-driven approach to institutional management (Joel et al., 2023). UNESCO (2017) emphasizes the use of cloud-based solutions and learning management systems (LMS) for administrative and instructional purposes. These technologies not only improve record accuracy but also enhance transparency, accountability, and accessibility across multiple levels of governance. For example, cloud-based student information systems enable institutions to maintain comprehensive, secure, and easily retrievable records while supporting remote monitoring and collaborative decision-making. Research also shows that the integration of ICT in record management supports learner-centered pedagogies by providing timely feedback, enabling personalized learning, and facilitating continuous assessment (Omwenga, 2006; Joel et al., 2023). In this context, ICT functions as both an administrative and pedagogical tool, bridging the gap between management efficiency and instructional quality. Lessons from these global contexts offer valuable insights for developing countries seeking to modernize their educational record systems.

In African educational systems, the adoption of ICT has been gradual, influenced by economic, infrastructural, and policy-related factors. Karsenti et al. (2009) note that ICT initiatives span pre-primary to tertiary education, often with support from international donors and governmental programs aimed at reducing the digital divide. Despite these initiatives, the practical application of ICT in record management remains limited due to challenges

such as intermittent electricity, insufficient hardware, and low digital literacy among educators (Swarts & Wachira, 2010). Several studies highlight the role of ICT in enhancing administrative efficiency in African schools. For example, digital record-keeping systems facilitate transparent tracking of student attendance, academic performance, and staff records, reducing errors associated with manual record-keeping. Moreover, ICT tools have been used to support remote learning, particularly during crises such as the COVID-19 pandemic, underscoring their potential to ensure continuity in educational management (Mwila, 2018). Nonetheless, African educational institutions face structural barriers to ICT integration. These include limited funding for ICT infrastructure, scarcity of skilled personnel, and resistance to change within traditional administrative practices (Toure, 2008). Effective adoption requires comprehensive strategies encompassing policy support, professional development, and sustainable technological investment.

Tanzania has made notable strides in ICT integration through policy initiatives such as the National ICT Policy (2003) and the ICT Policy for Basic Education (2007) (Kafyulilo, 2011). These policies recognize ICT as a strategic tool for enhancing teaching, learning, and administrative processes, including record management. The introduction of computer studies in schools in 1997 marked a significant step toward building ICT capacity among educators and administrators. Despite these policies, empirical evidence indicates that ICT integration in Tanzanian schools remains uneven. Masegenya and Mwila (2023) found that although educators and administrators generally hold positive attitudes toward ICT, its practical application in record management is limited. Challenges include inadequate ICT infrastructure, lack of technical support, and insufficient training for teachers and administrators. Nzilano (2025) similarly notes that ICT adoption is concentrated in urban schools, leaving rural schools at a disadvantage due to resource constraints and limited access to digital technologies. Further studies highlight the importance of aligning ICT adoption with institutional goals and local contexts. For instance, Omwenga (2006) emphasizes that successful integration requires not only the availability of technology but also organizational commitment, user competence, and supportive leadership. In the Tanzanian context, these factors are critical for optimizing the use of ICT in administrative and instructional record management.

The integration of ICT in educational record management in Tanzania and other African contexts is challenged by multiple factors. Infrastructure limitations, such as insufficient hardware, unreliable electricity, and limited internet connectivity, impede effective ICT use (Swarts & Wachira, 2010). Human resource challenges, including low ICT literacy and lack of technical support, further constrain adoption. Financial limitations also restrict the acquisition, maintenance, and upgrading of ICT systems (Toure, 2008). Despite these challenges, ICT presents substantial opportunities for improving educational administration. Digital record-keeping systems enhance accuracy, accessibility, and efficiency, enabling timely decision-making and resource allocation. ICT also supports transparency in student assessments, staff monitoring, and institutional reporting, aligning practices with national and international standards (UNESCO, 2017). Studies suggest that with adequate infrastructure, training, and policy enforcement, ICT can transform record management, ultimately improving both administrative and pedagogical outcomes (Joel et al., 2023; Mwila, 2018). The literature demonstrates that while ICT integration in education is globally acknowledged as transformative, its implementation in African contexts and Tanzania in particular remains uneven. Theoretical frameworks such as the Record Life Cycle, Record Continuum, and Convergence Theory provide critical insights into the interaction between technology, human actors, and institutional processes. Empirical evidence highlights both the potential and challenges of ICT adoption, indicating that infrastructure, capacity, and policy alignment are central to successful implementation. This synthesis underscores the need for comprehensive, context-specific strategies that combine technological provision, professional development, and policy support. By addressing these factors, educational institutions in Tanzania can leverage ICT to enhance record management, improve administrative efficiency, and support learner-centered educational practices.

3. Methodology

This study employed a qualitative research design anchored in a systematic literature review approach to explore the integration of Information and Communication Technology (ICT) in record management within

educational institutions in Tanzania. The qualitative orientation was appropriate because the study sought to interpret, analyze, and synthesize existing academic and policy literature rather than generate numerical data. According to Creswell (2014), qualitative research emphasizes understanding phenomena from multiple perspectives and interpreting meanings constructed within social and institutional contexts. Hence, this study examined how ICT is conceptualized, implemented, and experienced in educational record management through the analysis of scholarly works, reports, and policy documents. The research adopted a documentary and interpretive approach, focusing on critical examination of published and unpublished materials relevant to ICT integration in education. The method allowed for in-depth understanding of institutional realities, challenges, and opportunities regarding ICT use in record management.

As Bowen (2009) posits, document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic to extract meaning, gain understanding, and develop empirical knowledge. This approach enabled the identification of recurring patterns and theoretical trends that illuminate the Tanzanian experience within broader global discourses on ICT in education. The study utilized secondary data sources, including peer-reviewed journal articles, government reports, policy documents, conference proceedings, institutional strategies, and credible online databases such as ERIC, Scopus, and Google Scholar. The literature selection followed inclusion and exclusion criteria to ensure relevance and quality. Inclusion criteria comprised publications. The data collection process involved a systematic search and review of existing literature. Keywords such as ICT integration, record management in education, digital record systems, Tanzania education ICT policy, and electronic information systems were used to locate relevant sources. Boolean operators (AND, OR, NOT) were employed to refine searches across databases. Each document was read thoroughly, and key information was extracted and recorded in an analytical matrix to categorize themes such as ICT roles, challenges, policies, and strategies for improvement. This iterative process facilitated the identification of convergent and divergent viewpoints across sources (Snyder, 2019).

The collected data were analyzed through qualitative thematic analysis, which involved coding, categorization, and interpretation of themes emerging from the literature. Following Braun and Clarke's (2019) framework, the process included familiarization with data, generation of initial codes, searching for themes, reviewing themes, and producing an integrative synthesis. Themes were derived inductively from the literature, focusing on the role of ICT in enhancing efficiency, accuracy, and accessibility in educational record management, as well as challenges related to infrastructure, policy, and human capacity. The analysis allowed for the development of a coherent narrative connecting theoretical perspectives with empirical observations from the Tanzanian context. To ensure methodological rigor, the study adhered to the criteria of credibility, dependability, confirmability, and transferability as proposed by Lincoln and Guba (1985). Credibility was achieved by consulting a wide range of credible sources, including peer-reviewed publications and official policy documents. Dependability was ensured through systematic documentation of the search process, inclusion criteria, and analytical procedures. Confirmability was maintained by ensuring that interpretations were grounded in the literature rather than researcher bias. Transferability was achieved by providing rich descriptions that allow readers to relate the findings to similar educational contexts across Africa and beyond. Although the study relied solely on secondary sources, ethical standards were observed by properly acknowledging all authors and respecting intellectual property through citation and referencing. The study followed the principles of academic integrity, transparency, and honesty in data interpretation and reporting, consistent with the guidelines of the American Educational Research Association (AERA, 2011).

4. Findings

The qualitative synthesis of reviewed literature revealed that the integration of Information and Communication Technology (ICT) in record management is an evolving yet uneven process within Tanzanian educational institutions. The literature identifies ICT as a strategic enabler of administrative efficiency, transparency, and accountability. However, despite policy commitment, several barriers technological, infrastructural, financial, and cultural continue to hinder full implementation. The following sections expand on

five key thematic areas corresponding to the study objectives: (1) the role and benefits of ICT in record management; (2) infrastructural and technical challenges; (3) human capacity and training gaps; (4) policy and institutional frameworks; and (5) attitudes and cultural dimensions influencing ICT adoption.

The Role and Benefits of ICT in Educational Record Management - ICT plays a critical role in transforming traditional manual record systems into efficient digital processes that promote accuracy, accessibility, and institutional accountability. Five key benefits emerged from the reviewed literature:

Enhanced Efficiency and Speed of Record Processing - ICT integration significantly improves the speed and efficiency with which educational records are created, stored, and retrieved. Electronic data management systems reduce the time required for administrative tasks such as student admissions, financial records, and staff files (Komba & Mwandanji, 2019). Automation minimizes manual errors and allows instant access to digital databases, which enhances decision-making processes.

Improved Accuracy and Data Integrity - Digital record systems reduce human errors associated with manual entry and filing. Wamukoya and Mutula (2005) note that ICT minimizes data redundancy, ensures version control, and maintains record authenticity throughout the record life cycle. Backup systems and cloud storage further enhance data protection and retrieval reliability.

Cost-Effectiveness and Sustainability - Though initial investment in ICT infrastructure may be high, long-term operational costs are reduced. Institutions save resources previously spent on paper, physical storage, and manual labor. Ngulube (2011) emphasizes that e-records are environmentally sustainable and require less physical space, supporting green institutional practices.

Increased Transparency and Accountability - ICT fosters transparency in educational administration by allowing authorized access to records, audit trails, and traceability of information use (Bhatnagar, 2014). This promotes accountability among administrators, minimizes corruption, and enhances institutional governance, aligning with the principles of the Record Continuum Theory (Upward, 1996).

Facilitation of Data Sharing and Collaboration - ICT enhances collaboration between departments and institutions by enabling real-time sharing of information through digital networks. For example, schools can submit examination data electronically to national authorities, improving coordination and monitoring (URT, 2021). The digitalization of records supports integrated educational management systems, which are crucial for evidence-based planning and policy decisions.

Infrastructural and Technical Challenges - Despite the recognized benefits of ICT, Tanzanian educational institutions face substantial infrastructural and technical barriers that impede effective record management. Five major challenges are evident:

Inadequate ICT Equipment - Most institutions lack sufficient computers, scanners, and servers necessary for digital record management (Kafyulilo, 2014). Many schools rely on outdated hardware, which hampers data storage and processing capacity. Without reliable devices, administrators continue to depend on manual systems, limiting progress toward digital transformation.

Limited Internet Connectivity - Stable internet access is essential for cloud-based record management and online data sharing. However, rural institutions in Tanzania experience weak or non-existent internet connectivity (Mtebe & Raisamo, 2014). This digital divide prevents equitable ICT adoption between urban and rural educational institutions.

Unreliable Power Supply - Frequent power outages, particularly in remote regions, disrupt electronic record systems and risk data loss. The absence of backup power sources such as generators or solar systems exacerbates this problem (Swarts & Wachira, 2010). Without stable electricity, maintaining ICT infrastructure becomes unsustainable.

Lack of Technical Support and Maintenance - Technical maintenance is essential for the longevity of ICT systems, yet many institutions lack skilled technicians to repair, update, and secure systems (Mushi, 2020). Software bugs, data corruption, and security vulnerabilities persist due to inadequate ICT support structures.

Financial Constraints - Budgetary limitations remain a pervasive obstacle to ICT implementation. Educational institutions depend heavily on government funding, which is often insufficient to cover equipment procurement, internet costs, and software licensing (URT, 2021). This financial gap underscores the need for innovative funding mechanisms and public–private partnerships. The effectiveness of ICT integration depends largely on users' competencies and attitudes. Tanzanian educational institutions continue to face a shortage of adequately trained personnel for ICT-based record management.

The reviewed literature identified five central issues:

Inadequate ICT Skills among Staff - Many teachers, administrators, and records officers lack formal training in ICT use (Swarts & Wachira, 2010). Limited exposure to technology restricts their ability to effectively operate electronic record systems, leading to partial or improper adoption.

Lack of Continuous Professional Development - ICT is dynamic, requiring ongoing capacity building. However, professional development programs in Tanzanian schools are infrequent and uncoordinated (Komba & Ng'umbi, 2021). Without regular refresher training, users cannot keep pace with technological changes or emerging digital standards.

Insufficient Institutional Support for ICT Training - Institutions rarely allocate specific budgets for ICT staff development. Training opportunities depend on donor-funded projects or individual initiatives (Mwalongo, 2019). This undermines sustainability once external support ends.

Absence of Digital Leadership and Mentorship - Effective ICT integration requires visionary leadership capable of motivating staff and modeling digital competence. Yet, leadership in many institutions remains traditional and risk-averse (Joel et al., 2023). The absence of digital champions hinders institutional transformation.

Mismatch between Policy and Practice - While policies emphasize ICT integration, training frameworks for teachers and administrators remain fragmented (UNESCO, 2017). The gap between curriculum reform and actual implementation creates disparities in skills and knowledge, leading to inconsistent ICT use in record management.

Policy and Institutional Frameworks - Tanzania has established progressive ICT-related policies, but practical implementation challenges persist. The literature identifies five crucial policy and institutional dimensions:

Existence of Strong Policy Frameworks - The National ICT Policy (2003) and ICT Policy for Basic Education (2007) recognize ICT as a tool for administrative efficiency and quality education. These frameworks aim to mainstream ICT across education levels (URT, 2021).

Weak Implementation Mechanisms - Despite strong policies, implementation has been slow and fragmented due to insufficient coordination among ministries, schools, and local authorities (Kafyulilo, 2014). The absence of monitoring and evaluation frameworks limits accountability for ICT goals.

Insufficient Funding and Resource Allocation - ICT projects are often underfunded, relying on donor contributions or pilot programs. Without sustainable financial commitments, institutions struggle to maintain ICT infrastructure (Swarts & Wachira, 2010).

Policy Practice Discrepancy - Many schools interpret national ICT policies differently, leading to inconsistent practices (Mtebe, 2015). A uniform implementation framework is needed to ensure coherence across regions and school types.

Limited Integration with Broader Education Reforms - ICT policies often operate in isolation from other reforms such as curriculum modernization, assessment, and teacher development. This siloed approach reduces ICT's impact on systemic improvement (UNESCO, 2017). Integration across policy areas is vital for holistic transformation.

Attitudes and Cultural Dimensions - Institutional culture and attitudes toward ICT greatly influence adoption levels. The literature revealed five major cultural and psychological dimensions:

Resistance to Change - Many staff members are hesitant to adopt new technologies due to fear of redundancy, workload increase, or technological complexity (Mtebe, 2015). This resistance slows down institutional adaptation and innovation.

Generational Differences in Technology Use - Younger educators tend to be more open to ICT adoption, while older staff often prefer manual systems (Joel et al., 2023). Generational gaps create uneven adoption patterns across departments.

Misconceptions about ICT's Role - Some administrators perceive ICT as relevant only for teaching rather than for administrative management (Komba, 2019). This misunderstanding limits the institutional investment in digital record systems.

Gradual Cultural Shift toward Digitalization - Despite resistance, there is increasing acceptance of ICT due to government initiatives, social media exposure, and the influence of digital-native students (URT, 2021). Cultural transformation is gradual but noticeable.

The Role of Leadership in Cultural Change - Institutional leaders play a pivotal role in shaping positive attitudes toward ICT. Transformational leaders who champion innovation and model digital engagement inspire others to embrace technology (Bass & Riggio, 2006). Leadership commitment therefore accelerates digital adoption and cultural change. The synthesis of literature shows that ICT integration for record management in Tanzania offers enormous potential for institutional efficiency and accountability. However, progress is hindered by infrastructure deficits, skill shortages, and policy gaps. The findings reaffirm that successful ICT integration depends on aligning technology, human capital, institutional culture, and governance. A systemic approach rooted in adequate funding, professional development, and cultural readiness is necessary for educational institutions to achieve digital maturity.

5. Conclusion

The integration of Information and Communication Technology (ICT) in record management within Tanzanian educational institutions has emerged as a transformative yet uneven process. Drawing from the reviewed literature, it is evident that ICT serves as a powerful instrument for modernizing administrative systems, enhancing efficiency, and promoting accountability in educational governance. However, implementation is constrained by infrastructural deficiencies, limited technical expertise, insufficient funding, and inconsistent policy execution. From a theoretical perspective, the findings align with the Technology Acceptance Model (TAM) (Davis, 1989), which emphasizes that users' perceived usefulness and ease of use determine ICT adoption. In the Tanzanian context, these perceptions are mediated by structural and cultural realities, such as inadequate infrastructure, digital illiteracy, and leadership attitudes toward innovation. Similarly, the Records Continuum Model (Upward, 1996) underlines that recordkeeping is not a one-time event but a continuous process that requires proper creation, maintenance, and preservation through technological means a process that many Tanzanian institutions are still struggling to institutionalize.

Furthermore, the study underscores the centrality of leadership, policy coherence, and capacity development as determinants of successful ICT integration. ICT in record management should therefore not be viewed merely as a technological reform, but as a holistic transformation involving people, processes, and institutional culture.

As higher learning institutions and schools in Tanzania move toward digital transformation, a systemic approach combining policy alignment, sustainable funding, and staff empowerment is crucial. In conclusion, ICT holds the potential to revolutionize educational record management in Tanzania by enhancing administrative transparency, improving data reliability, and supporting evidence-based decision-making. Yet, the realization of these benefits depends on overcoming the systemic barriers that hinder digital adoption. The following recommendations are proposed to strengthen the integration process and ensure sustainable digital record management in Tanzanian education systems.

Recommendations and Implications - To enhance ICT integration in educational record management, Tanzania must strengthen policy reform and implementation. Although the country has well-developed ICT policies, their execution remains fragmented. The government, through the Ministry of Education, Science, and Technology (MoEST), should improve coordination among agencies such as the Tanzania Institute of Education (TIE), NECTA, and regional education offices. Developing a national ICT implementation plan with clear targets, timelines, and monitoring frameworks will ensure consistency and accountability. Harmonizing ICT policies with broader educational reforms and providing decentralized support allows schools to adapt technology to local contexts. Partnerships with development organizations such as UNESCO, UNICEF, and the World Bank can provide technical and financial assistance. Implications: A coherent policy framework will reduce duplication, enhance equity in ICT adoption across regions, and create a structured foundation for sustainable digital transformation.

Sustainable ICT adoption requires substantial investment in infrastructure and connectivity. Priority should be given to expanding broadband access to rural and peri-urban schools through public–private partnerships. Schools and colleges must be equipped with computers, servers, scanners, and backup systems, while cloud-based solutions should be adopted for real-time access and data security. Renewable energy solutions, such as solar power, can mitigate unreliable electricity in remote areas. Establishing dedicated funds for ICT maintenance will ensure continuous functionality and system upgrades. Implications: Improved infrastructure will directly enhance ICT adoption rates, reduce operational disruptions, and enable timely and accurate educational record management.

Building human capacity is crucial for effective ICT utilization. Mandatory ICT literacy programs for administrative and teaching staff, alongside continuous professional development, will ensure familiarity with digital record management and cybersecurity practices. Teacher and administrator training curricula should integrate ICT competency modules, while regional ICT training centers can provide short, targeted courses. Peer-learning and mentorship programs can facilitate knowledge transfer among staff. Implications: Enhanced human capacity will foster digital fluency, reduce resistance to change, and ensure the long-term sustainability of ICT initiatives, contributing to institutional efficiency and improved educational outcomes.

Finally, fostering transformational leadership, supportive institutional culture, and research-driven practices is essential. Leaders should inspire innovation, champion digital governance, and cultivate a culture that values learning and adaptability. Recognition of exemplary ICT adoption and collaborative decision-making will strengthen staff motivation and ownership of initiatives. Simultaneously, national research programs, performance indicators, and monitoring mechanisms will enable evidence-based decision-making and continuous improvement. Implications: By integrating leadership, culture, and research, Tanzania can develop contextualized ICT solutions, ensure institutional commitment, and advance a data-driven educational system that supports transparency, efficiency, and strategic educational planning.

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Estratehiyang SQ3R: Maunawang pagbasa sa Filipino 7



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Abstract

The study examined the effectiveness of the SQ3R strategy on the reading comprehension of seventh-grade students at Lanas National High School during the school year 2022–2023, as a guide for developing reading instructional materials. The study assessed students' pretest performance using traditional reading instruction. It also evaluated the students' post-test performance after using the SQ3R strategy. In addition, the study identified its impact on students' interest in reading and on retention. A descriptive correlational research design was used to assessed students' performance in reading comprehension. The findings revealed that respondents' pretest performance in reading comprehension was at *moderate* to *low* levels. Meanwhile, their post-test performance improved, reaching the *approaching mastery* level based on the identified competencies. The results indicate a significant difference between the pretest and post-test reading comprehension performances. This demonstrates that the SQ3R strategy is a valuable supplementary approach that can help enrich comprehension and should be considered by teachers in reading instruction. The study also revealed that SQ3R increases students' interest in reading and fosters retention. The study concluded that the SQ3R strategy can help enhance and develop selected MELC's in Reading for Filipino 7.

Keywords: Filipino teaching, SQ3R, reading comprehension, MELC's

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Estratehiyang SQ3R: Maunawang pagbasa sa Filipino 7

1. Abstrak

Sinuri sa pag-aaral ang kabisaan ng estratehiyang SQ3R sa maunawang pagbasa ng mga mag-aaral sa ikapitong baitang ng Lanas National High School sa taong panuruan 2022-2023 bilang gabay sa pagbuo ng kagamitan sa pagtuturo ng pagbasa. Tiniyak ng pag-aaral na masuri ang paunang pagganap ng mga mag-aaral gamit ang tradisyonal na pagtuturo ng maunawang pagbasa. Samantala, sinuri rin ang panghuling pagganap ng mga respondente gamit ang estratehiyang SQ3R sa pagtuturo ng pagbasa. Dagdag pa, tinukoy rin ang epekto ng paggamit ng estratehiyang SQ3R sa interes at retensyon sa pagbasa ng mga mag-aaral. Gumamit ang pag-aaral ng deskriptib koreleysyonal na disenyo ng pananaliksik. Natuklasan sa pag-aaral na ang paunang pagganap ng mga respondente gamit ang tradisyonal na pagtuturo ay nasa katamtaman at mababang pagkatuto sa maunawang pagbasa. Samantala, gamit ang estratehiyang SQ3R sa maunawang pagbasa, nakitaan ng pagtaas ang panghuling pagganap ng mga respondente nasa *patungo sa pagkatuto* ang antas ng pagtamo batay sa mga tinukoy na kompetensi. Makikita sa resulta ng pag-aaral na may makabuluhang pagkakaiba ang pauna at panghuling pagganap sa maunawang pagbasa ng mga mag-aaral. Patunay lamang ito na ang estratehiyang SQ3R ay mabuting karagdagang estratehiya na makatutulong sa pagpapayaman ng komprehensyon na nararapat ikunsiderang gamitin ng kaguruan sa pagtuturo ng pagbasa. Natuklasan din na ang SQ3R napapataas ang interes sa pagbasa at nakakalinang ito sa retensyon ng mga mag-aaral. Batay sa mga natuklasan, naisakongklusyon na ang estratehiyang SQ3R ay makatutulong sa pagpapahusay at paglinang sa mga piling MELC's sa maunawang pagbasa sa Filipino 7.

Susing salita: Filipino teaching, SQ3R, maunawang pagbasa, MELC's

2. Panimula

Ang pagbasa ay isang mapanghamong kognitibong gawain ng pag-unawa sa mga impormasyon sa loob ng teksto at iba pang babasahin. Ito ay kinakailangang maunawaan ang mga pinagsamang impormasyon sa loob ng teksto mula sa mga salita, parirala, pangungusap, talata, hanggang sa mga kabanata kaya nararapat hubugin ang mga kasanayan sa maunawang pagbasa ng mga mag-aaral. Ayon nga kay Mete (2020) na ang mga kasanayan sa pag-unawa ng pagbasa ay may mahalagang papel sa edukasyonal at personal na pag-unlad ng buhay ng isang indibidwal. Isinasaad din nito na ang mga taong hindi nakauunawa sa kanilang binabasa o hindi nahubog ang kakayahan sa pag-unawa ay nabibigo kung ikukumpara sa ibang taong may kakayahan sa pagbasa.

Binanggit naman ni Bastug (2014) na ang maunawang pagbasa at tagumpay sa aspetong pang-akademiko ay may kaugnayan sapagkat ang pagbasa ay isang napakaepektibong paraan upang makakuha ng kaalaman na kailangan sa isang mag-aaral bilang susi sa pang-akademikong tagumpay. Ang kakayahan sa pagbasa ay isa sa pinakamahalagang kasanyan na kinakailangang hubugin ng sistemang pang-edukasyon. Ngunit, humaharap sa malaking hamon ang estado ng pagbasa saanmang dako ng daigdig. Ipinakita sa isang sarbey sa 50 bansa, 40 porsiyento ng mga mag-aaral ang iniulat na medyo o mas mababa lamang ang interes sa mga aralin ng pagbasa ayon ito sa resulta na isinagawa ng *Organization for Economic Co-operation and Development* (OECD) (Barber at Klauda, 2020).

Ang hamong ito sa pagbasa ay nararanasan din sa Pilipinas. Patunay nito ay ang resulta sa 2018 na programa ng PISA (*International Student Assessment*), nakakuha ang Pilipinas ng pinakamababang puntos pagdating sa maunawang pagbasa. Ang programang ito ay mayroong 79 na kalahok na bansa. Ang maunawang pagbasa ang pangunahing tinasa sa mga mag-aaral na nasa 15 taong gulang. Ang Pilipinas ay may puntos na 340, na higit sa mababa ng 200 na puntos kaysa sa China na may puntos na 555 (ulat ni San Juan, 2019). Naobserbahan din ng mananaliksik na ang kaniyang mga mag-aaral sa ikapitong Baitang ng Lanas National High School sa taong

panuruan 2021-2022 ay 74% ng mga mag-aaral ay nasa *Frustration Level* sa *Reading Comprehension*. Sa sampung katanungang ibinigay ng guro sa mga mag-aaral, apat lamang ang nasagutan nang tama sa *Oral Verification Test* (OVT) na isinagawa noong Oktubre 2021, ang bawat estudyante ay isa-isang pinabasa ng guro at binigyan ng mga katanungan na may kaugnayan sa kanilang binasa. Ang gawaing ito ay nagbigay ng malaking hamon sa kung paano lilinangin ang kakayahan sa maunawang pagbasa at paano mapaunlad ang kritikal na pag-iisip ng mga mag-aaral.

Nakababahala ang mga resultang ito lalo na sa mga guro na nagtuturo sa asignaturang Filipino. Ang mga hamong ito sa pagbasa ang nagtulak sa mananaliksik na pag-aralan ang mga paraan o estratehiya upang maagapan ang mga hamon sa maunawang pagbasa. Nilalayon ng pag-aaral na ito na masuri ang kabuluhan at epekto ng paggamit ng estratehiyang SQ3R sa pagtuturo ng pagbasa lalo na sa interes at retensiyon sa binasang teksto ng mga mag-aaral ng ikapitong antas ng Lanas National High School tungo sa maunawang pagbasa. Inilahad sa pag-aaral nina Asiri at Momani (2017) na ang SQ3R ay isang estratehiya na gumagamit ng sarbey upang mapataas ang *schemata* ng mga mag-aaral. Dagdag pa, ang mga mag-aaral na gumamit ng estratehiyang ito sa maunawang pagbasa ay higit na matagumpay kaysa sa mga hindi gumagamit nito. Ang estratehiyang SQ3R ay nakatutulong sa mga mag-aaral na matandaan ang ilang mga pahina sa pagbabasa. Malaya silang magsulat ng mga tala sa sarili nilang mga salita, bigkasin ang mga ito, at talakayin sa dulo ng bawat kabanata. Sa pamamagitan ng paggamit ng pamamaraang ito, mas mapapadali ng mga guro ang pagtuturo ng pagbasa at mas maeengganyo ang mga mag-aaral na magbasa.

Sa kabuoan, ang pagbasa na may pag-unawa ay isa sa pinakamahalagang kasanayan na kailangang linangin ng isang indibidwal. Malaking hamon sa mga guro ng sekundarya na hubugin ang mga mag-aaral sa ikapitong antas pa lamang upang hindi na mahihirapan o mapadali ang pag-aaral sa mga susunod na baitang. Ito ay nagsisilbing paraan ng bawat mag-aaral upang matutuhan ang iba't ibang asignatura at maging matagumpay sa akademikong gawaing kanyang tinatahak.

2.1 Layunin ng Pag-aaral

Nilayon sa pag-aaral na masuri ang kabisaan ng estratehiyang SQ3R sa maunawang pagbasa ng mga mag-aaral sa ikapitong baitang ng Lanas National High School sa taong panuruan 2022-2023 bilang gabay sa pagbuo ng kagamitan sa pagtuturo ng pagbasa. Tinitiyak din ng pag-aaral na matugunan ang pagsusuri sa paunang pagganap ng mga respondente gamit ang tradisyonal na pagtuturo ng pagbasa batay sa MELC's ayon sa: *naipaliliwanag ang sanhi at bunga ng mga pangyayari*; *nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan*; at *nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo*. Nilalayon din ng pag-aaral na masukat ang panghuling pagganap ng mga mag-aaral sa maunawang pagbasa gamit ang estratehiyang SQ3R. Matapos ang pauna at panghuling pagganap, tinaya sa pag-aaral ang makabuluhang pagkakaiba sa pagganap ng mga mag-aaral gamit ang tradisyunal at ang SQ3R sa pagtuturo ng pagbasa. Sinuri rin sa pag-aaral ang nahinuhang epekto ng mga respondente sa paggamit ng SQ3R sa kanilang pagganap sa maunawang pagbasa ayon sa interes at retensyon sa pagbasa.

2.2 Kahalagahan ng Pag-aaral

Ang mga sumusunod na tao at institusyon ay makikinabang mula sa mga natuklasan ng pag-aaral na ito upang mapaunlad ang kasanayan sa maunawang pagbasa ng mga mag-aaral.

Kagawaran ng Edukasyon. Ang mga resulta ng pag-aaral ay kapaki-pakinabang sa departamento upang mapaunlad ang mga kasanayan sa maunawang pagbasa ng mga mag-aaral gamit ang estratehiyang SQ3R.

Administrador. Ang resulta sa pag-aaral na ito ay makatutulong sa mga administrador ng paaralan upang maipabatid sa kanilang mga guro ang kahalagahan sa paggamit ng angkop at epektibong estratehiya sa pagtuturo ng pagbasa sa mag-aaral. Sa pamamagitan ng pagsasagawa ng LAC Session.

Mga Guro. Ang pag-aaral na ito ay makatutulong sa mga guro na naglalayong mapahusay at mapalinang ang kasanayan sa pagbasa ng mga mag-aaral na may pag-unawa, at makabuo ang ng sariling programang pang-interbensyon o paggamit ng iba't ibang estratehiya sa pagtuturo ng pagbasa sa mga mag-aaral.

Mga Magulang. Ang pag-aaral na ito ay nakatutulong din sa mga magulang upang sila ay may kamalayan sa estado at kahalagahan ng kasanayan sa pagbasa ng mga estudyante na may pag-unawa.

Mag-aaral. Ang pag-aaral na ito ay makatutulong sa mga estudyante na pagtuunan ng pansin ang pagpapahusay at paglilinang sa kasanayan sa pagbasa ng may pag-unawa gamit ang estratehiyang SQ3R.

Iba pang Mananaliksik. Ang pag-aaral na ito ay kapaki-pakinabang sa mga susunod na mananaliksik na magsisilbing batayan para sa kanilang isasagawang pag-aaral sa hinaharap.

3. Metodolohiya

Ginamit sa pag-aaral ang deskriptib koreleysyonal na disenyo ng pananaliksik sa pagsisiyasat sa mga datos upang masuri ang kabuluhan at epekto sa paggamit ng estratehiyang SQ3R sa pagtuturo ng maunawang pagbasa sa mga mag-aaral na nasa ikapitong baitang ng Lanas National High School. Apatnapung (40) mga mag-aaral sa ikapitong baitang ng Lanas National High School sa taong panuruan 2022-2023 sa Lungsod ng Naga, Cebu ang napili ng mananaliksik bilang respondente ng pag-aaral.

Ginamit sa pag-aaral ang kwestyuner o talatanungan upang masuri ang kabisaan ng paggamit ng estratehiyang SQ3R sa pagtuturo ng maunawang pagbasa sa mga respondenteng mag-aaral. Mayroon itong tatlong akdang tinasa. Ito ang maikling kwentong *Pagislam*, pabulang *Natalo Rin Si Pilandok*, at kuwentong-bayan na *Ang Munting Ibon*. Ang mga katanungan sa mga akdang ito ay nakabatay sa tatlong MELC's na tinasa sa pag-aaral na ito. Ang bawat kompentensi ay mayroong limang katanungan sa bawat akda. Ang mga katanungang ito ay nakakatulong sa pagtukoy sa makabuluhang pagkakaiba sa pagganap ng mga respondante gamit ang tradisyonal na paraan ng pagtuturo ng maunawang pagbasa at ang paggamit ng estratehiyang SQ3R.

Sa pangalawang bahagi, sinuri ang epekto ng paggamit ng estratehiyang SQ3R sa interes at retensyon sa pagbasa ng mga respondente.

Sa pangangalap ng datos, inihanda ng mananaliksik ang *consent letter* upang humingi ng permiso sa punongguro na maisagawa ang pag-aaral. Humingi rin ang mananaliksik ng permiso sa mga magulang ng mga respondente at nakipag-usap sa mga mag-aaral sa petsa, paraan sa pagbigay at pagkuha sa mga talatanungan upang maiwasan ang kalituhan.

Una, ibinahagi ng mananaliksik sa mga mag-aaral ang talatanungan upang matukoy ang paunang pagganap ng mga respondente gamit ang tradisyonal na paraan ng pagtuturo. Pagkatapos sumagot ang mga respondente ay kinolekta ng mananaliksik ang mga talatanungan. Pangalawa, tinalakay at itunuro ng mananaliksik ang paggamit ng estratehiyang SQ3R sa pagbasa. Pangatlo, binibigyan ang mga mag-aaral ng talatanungan para sa pahuling pagganap ng mga respondente gamit ang estratehiyang SQ3R. Pagkatapos masagutan, kinuha naman ng mananaliksik ang mga talatanungan sa panghuling pagganap ng mga mag-aaral. Pang-apat, sinuri at tiniyak ng mananaliksik na walang aytem na maiiwanang walang sagot. Kung magkakaroon ng mga tanong na hindi nasagutan, ang mga respondente ay hiniling na sagutan itong muli.

Panghuli, iwinasto ng mananaliksik ang mga sagot ng mga mag-aaral at itinala ang mga nakuhang marka ng mga mag-aaral. Sinuri at binigyan ng interpretasyon ang mga nakuhang datos.

4. Resulta at Pagtatalakay

Ginamit sa pag-aaral ang deskriptib koreleysyonal na disenyo ng pananaliksik sa pagsisiyasat sa mga datos upang masuri ang kabuluhan at epekto sa paggamit ng estratehiyang SQ3R sa pagtuturo ng maunawang pagbasa

sa mga mag-aaral na nasa ikapitong baitang ng Lanas National High School.

Inilalahad sa kabanatang ito ang kwantitabong resulta kaugnay sa mga katanungan sa pag-aaral na ito: Ang paunang pagganap ng mga respondenteng mag-aaral gamit ang tradisyonal na pagtuturo ng pagbasa batay sa MELC's; panghuling pagganap ng mga respondente gamit ang estratehiyang SQ3R; makabuluhang pagkakaiba sa pauna at panghuling pagganap batay sa MELC's; at mga nahinuhang epekto ng mga mag-aaral sa paggamit ng estratehiyang SQ3R sa pagtuturo ng pagbasa ayon sa interes sa pagbasa at retensyon sa pagbasa.

4.1 Paunang Pagganap sa Sanhi at Bunga ng Pangyayari

Talahanayan 1
Paunang Pagganap sa Sanhi at Bunga ng mga Pangyayari sa Tatlong Teksto

Teksto	Mean	Standard deviation	Deskripsyon
Pagislam	50.24	26.50	Katamtamang Pagkatuto (Average Mastery)
Natalo rin si Pilandok	59.02	33.45	Katamtamang Pagkatuto (Average Mastery)
Ang Munting Ibon	58.05	27.13	Katamtamang Pagkatuto (Average Mastery)

Legend: 0-4%= Talagang Walang Pagkatuto; 5%-14%= Lubhang Mababa ang Pagkatuto; 15%-34%= Mababa ang Pagkatuto; 35%-65%= Katamtamang Pagkatuto; 66%-85%= Patungo sa Pagkatuto; 86%-95%= Malapit sa Tinatayang Pagkatuto; 96%-100%= Lubusang Pagkatuto

Lutang na lutang sa talahanayan 1 na ang paunang pagganap ng mga respondenteng mag-aaral ay nasa *katamtamang pagkatuto* sa kompetensing *pagpapaliwang sa sanhi at bunga ng mga pangyayari batay sa mga kuwentong binasa*. Nakitaan din na mayroong mga respondenteng nakakuha ng kasiya-siyang marka gaya ng *lubusang pagkatuto* at *patungo sa pagkatuto.* Nangangahulugan lamang ito na bagamat malaking bilang sa mga respondenteng ang nakakuha ng *katamtamang pagkatuto* ang mga mag-aaral ay may pagdadalawang-isip sa pagsusuri sa sanhi at bunga ng mga pangyayari. May mga respondente pa ring nahihirapan sa *pagpapaliwanag sa sanhi at bunga ng mga pangyayari* na nangangailangan ng masigasig na paggabay at ibayong pagsasanay sa pag-unawa ng maikling kuwento.

Binanggit nga sa pag-aaral ni Kawaguchi (2011), na pagkatapos ng anim na linggo na pagtuturo sa pagbasa gamit ang tradisyonal na paraan, ang naging marka ng mga mag-aaral sa maunawang pagbasa ay nagpakita na may kaunting pag-unlad. Ang paggamit ng tradisyonal na pagtuturo ng pagbasa ay hindi gaanong nakapagpapaunlad sa antas ng kasanayan sa maunawang pagbasa ng mga respondente batay sa datos na nakalap sa paunang pagganap sa *pagpapaliwang sa sanhi at bunga ng pangyayari* sa tatlong piling teksto. Sa katunayan, *katamtamang pagkatuto* lamang ang antas ng pagkatuto ng karamihan ng mga respondente ayon sa sinuring kompetensi. Makikita rin na mayroon ding mga mag-aaral ang nakakuha ng *mababang pagkatuto* at *talagang walang pagkatuto.*

4.2 Paunang Pagganap sa Pagkamakatotohanan ng mga Pangyayari batay sa Karanasan

Talahanayan 2
Paunang Pagganap sa Pagkamakatotohanan ng mga Pangyayari batay sa Karanasan

Teksto	Mean	Standard deviation	Deskripsyon
Pagislam	43.41	26.42	Katamtamang Pagkatuto (Average Mastery)
Natalo rin si Pilandok	41.95	29.26	Katamtamang Pagkatuto (Average Mastery)
Ang Munting Ibon	40.00	26.46	Katamtamang Pagkatuto (Average Mastery)

Legend: 0-4%= Talagang Walang Pagkatuto; 5%-14%= Lubhang Mababa ang Pagkatuto; 15%-34%= Mababa ang Pagkatuto; 35%-65%= Katamtamang Pagkatuto; 66%-85%= Patungo sa Pagkatuto; 86%-95%= Malapit sa Tinatayang Pagkatuto; 96%-100%= Lubusang Pagkatuto

Mahihinuha sa talahanayan 2 na ang paunang pagganap ng mga respondenteng mag-aaral sa kompetensing *pagsusuri sa pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan* ay nasa *katamtamang pagkatuto.* Sa kabilang banda, nakaaagaw-pansin ang bilang ng mga respondente na nakakuha ng *mababang*

pagkatuto at *talagang walang pagkatuto* sa kompetensing ito. Nangangahulugan lamang ito na ang mga mag-aaral ay nalilituhan sa pagsusuri sa pagkamatotohanan ng mga pangyayari batay sa kanilang sariling karanasan kung kaya nangangailan sila ng ibayong pagsasanay. Sa ganitong paraan, malilinang silang mailapat ang mga konseptong nasa teksto sa kanilang aktuwal na pamumuhay.

Binanggit nina Tularam at Machisella (2018) na ang tradisyunal na pagtuturo ay maaaring hindi magbigay sa mga mag-aaral ng mahahalagang kasanayan at sa katunayan ang ilan ay umabot pa sa pagsasabing ang tradisyonal na pamamaraan ay humahantong sa hindi pagpapanatili ng kaalaman ng mga mag-aaral matapos ang mga pagsusulit. Binigyang-diin ng pahayag ni Tularam at Machisella (2018) ang implikasyon ng kasalukuyang pag-aaral na inilalantad ng mga datos na kakaunting bilang lamang ng mga mag-aaral ang nakakuha ng malaking puntos sa *pagsusuri sa pagkamakatotohanan ng mga pangyayari*. Kung kaya, ang paggamit ng tradisyonal na pagtuturo ay maaaring humantong sa mababang pagtamo sa kompetensing ito. Mahalagang magsagawa ng mga gawaing integratibo upang himukin ang mga mag-aaral na ilapat ang mga konsepto ng akdang kanilang binasa tungo sa konteksto. Ang mga gawaing pampagtuturo na nagbibigay ng pagkakataon upang mailapit sa karanasan ng mga mag-aaral ang kanilang binabasang teksto ay higit na kinakailangang isagawa.

4.3 Paunang Pagganap sa Paggamit sa Datos ng Pananaliksik sa Proyektong Panturismo sa Tatlong Teksto

Talahanayan 3
Paunang Pagganap sa Paggamit sa Datos ng Pananaliksik sa Proyektong Panturismo sa Tatlong Teksto

Teksto	Mean	Standard deviation	Deskripsyon
Pagislam	29.76	25.74	Mababa ang Pagkatuto (Low Mastery)
Natalo rin si Pilandok	30.73	26.49	Mababa ang Pagkatuto (Low Mastery)
Ang Munting Ibon	40.49	24.28	Katamtamang Pagkatuto (Average Mastery)

Legend: 0-4%= Talagang Walang Pagkatuto; 5%-14%= Lubhang Mababa ang Pagkatuto; 15%-34%= Mababa ang Pagkatuto; 35%-65%= Katamtamang Pagkatuto; 66%-85%= Patungo sa Pagkatuto; 86%-95%= Malapit sa Tinatayang Pagkatuto; 96%-100%= Lubusang Pagkatuto

Ipinalulutang sa talahanayan 3 na ang paunang pagganap ng mga respondenteng mag-aaral sa kompetensi na *paggamit ng datos sa pananaliksik ng proyektong panturismo* ay nasa antas na mababang pagkatuto sa mga tekstong *Pagislam* at *Natalo rin si Pilandok* samantalang nasa *katamtamang pagkatuto* naman sa tekstong *Ang Munting Ibon*. Sa madaling salita, mapapansin na mas nahihirapan ang mga mag-aaral sa *pagsusuri sa paggamit ng datos sa pananaliksik ng proyektong panturismo* sa mga tekstong nabibilang sa maikling kwento at pabula. Marahil, nakaimpluwensiya rin sa kanilang pagganap ang haba ng teksto at ang lalim ng mga bokabularyong ginamit sa mga tekstong ito. Nangangahulugan lamang ito na ang mga respondenteng kamamalasan ng mababang pagganap at nalilituhan sa *pagsusuri sa paggamit ng mga datos ng pananaliksik sa proyektong panturismo* kung kaya nangangailangan sila ng gabay sa kung paano nila ganap na matatamo ang kompetensing ito.

Sa pag-aaral nina Inas at Hussein (2023) binanggit na hindi sapat kung nakadepende lamang ang guro sa paggamit ng mga tradisyunal na paraan ng pagtuturo upang makasabay sa panahon ng teknolohiya; nararapat ding subukan ng mga guro na ilapat ang pinakamahusay at inobationg paraan ng pagtuturo para sa mga mag-aaral upang matugunan ang kanilang mga pangangailangan sa 21st Siglo. Ipinaliwanag naman ni Mehta (2019) na ang mga tradisyonal na pamamaraan ay gumamit ng pag-uulit at pagsasaulo ng impormasyon upang turuan ang mga mag-aaral at hindi nila nabubuo ang kanilang kritikal na pag-iisip, paglutas ng problema, at kasanayan sa paggawa ng desisyon. Maisasaimplikasyon nito na ang paggamit ng tradisyonal na pagtuturo sa maunawang pagbasa ay mayroong kakulangan sa pagbibigay ng mga pagkakataon sa pagkatuto ng kritikal na pag-iisip, paglutas ng mga problema, at pagdedesisyon na nagiging balakid sa pagtamo ng kasanayang ito.

Sa kabuoan, ang paunang pagganap ng mga respondente sa *paggamit ng datos ng pananaliksik sa proyektong panturismo* ay *mababang pagkatuto* sa mga tekstong *Pagislam* at *Natalo rin si Pilandok* at *katamtamang pagkatuto* naman sa tekstong *Ang Munting Ibon.* Ang mababang pagganap sa kompetensing ito ay magsisilbing lunsaran sa mga guro ng pagbasa na gumamit ng mga pamamaraan na naghihimok ng mga oportunidad sa kritikal na pag-iisip,

paglutas ng mga suliranin, at pagbuo ng desisyon. Nangangailangan pa ng masidhi at ibayong pagtuturo upang higit na maunawaan ng mga mag-aaral ang mga piling tekstong binasa at lubusang matamo ang mga piling kompetensi na ninanais na linangin.

4.4 Panghuling Pagganap sa Sanhi at Bunga ng mga Pangyayari

Talahanayan 4
Panghuling Pagganap sa Sanhi at Bunga ng mga Pangyayari

Teksto	Mean	Standard deviation	Deskripsyon
Pagislam	81.95	22.72	Patungo sa Pagkatuto (Moving Towards Mastery)
Natalo rin si Pilandok	89.27	21.49	Malapit sa Tinatayang Pagkatuto (Closely Approximating mastery)
Ang Munting Ibon	75.61	23.88	Patungo sa Pagkatuto (Moving Towards Mastery)

Legend: 0-4%= Talagang Walang Pagkatuto; 5%-14%= Lubhang Mababa ang Pagkatuto; 15%-34%= Mababa ang Pagkatuto; 35%-65%= Katamtamang Pagkatuto; 66%-85%= Patungo sa Pagkatuto; 86%-95%= Malapit sa Tinatayang Pagkatuto; 96%-100%= Lubusang Pagkatuto

Mamamalas sa talahanayan 4 na ang panghuling pagganap ng mga respondenteng mag-aaral sa *pagpapaliwanag sa sanhi at bunga* ay nasa *patungo sa pagkatuto* sa tekstong *Pagislam* at *Ang Munting Ibon* samantalang nasa *malapit na tinatayang pagkatuto* naman ang antas ng mga respondente sa *Natalo rin si Pilandok*. Nangangahulugan lamang ito na may bahagyang pagtaas sa performans ng mga mag-aaral gamit ang estratehiyang SQ3R kung ikukumpara sa kanilang paunang pagganap. Ang estratehiyang SQ3R ay nakatulong sa pagtamo ng kompetensi sa *pagpapaliwanag sa sanhi at bunga ng pangyayari* at nagdulot ng higit na pag-unawa sa pagbasa ng tatlong piling teksto.

Isinaad sa pag-aaral nina Asiri at Momani (2017), na ang mga mag-aaral na gumagamit ng estratehiyang SQ3R para sa maunawang pagbasa ay mas lamang ang pagganap sa pagbasa kaysa mga mag-aaral na hindi gumagamit nito. Ang mga gurong gumagamit ng estratehiyang SQ3R sa pagtuturo ng maunawang pagbasa ay magkaroon ng magandang resulta sa pagganap ng mga mag-aaral (Asiri at Momani, 2017). Ipinapahiwatig sa pag-aaral na ito na ang paggamit ng estratehiyang SQ3R sa panghuling pagganap ng mga respondente ay nakapagpapabuti sa kasanayan sa maunawang pagbasa. Sa katunayan nasa *patungo sa pagkatuto* na ang antas ng kasanayan ng mga mag-aaral sa *pagpapaliwanag sa sanhi at bunga ng pangyayari*. Ang paglalapat ng estratehiyang SQ3R sa pagtuturo ay nakatutulong upang tumaas ang antas ng komprehensyon sa pagbasa ng mga mag-aaral.

4.5 Panghuling Pagganap sa Pagkamakatotohanan ng mga Pangyayari batay sa Karanasan

Talahanayan 5
*Pang*huling Pagganap sa Pagkamakatotohanan ng mga Pangyayari batay sa Karanasan

Teksto	Mean	Standard deviation	Deskripsyon
Pagislam	73.17	25.54	Patungo sa Pagkatuto (Moving Towards Mastery)
Natalo rin si Pilandok	74.15	27.29	Patungo sa Pagkatuto (Moving Towards Mastery)
Ang Munting Ibon	65.85	29.07	Katamtamang Pagkatuto (Average Mastery)

Legend: 0-4%= Talagang Walang Pagkatuto; 5%-14%= Lubhang Mababa ang Pagkatuto; 15%-34%= Mababa ang Pagkatuto; 35%-65%= Katamtamang Pagkatuto; 66%-85%= Patungo sa Pagkatuto; 86%-95%= Malapit sa Tinatayang Pagkatuto; 96%-100%= Lubusang Pagkatuto

Makikita sa talahanayan 5 na ang panghuling pagganap ng mga respondente sa *pagsusuri sa pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan* ay may kapansin-pansing pagtaas sa tekstong *Pagislam* at *Natalo rin si Pilandok* na kapwa nasa antas na *patungo sa pagkatuto* samantala nanatili naman sa *katamtamang pagkatuto* ang pagganap ng mga respondente sa tekstong *Ang Munting Ibon.* Nangangahulugan lamang ito na ang pagtaas ng pagganap ng mga mag-aaral gamit ang estratehiyang SQ3R ay nakatutulong upang linangin ang kanilang maunawang pagbasa. Nakapagbigay ang estratehiyang SQ3R ng mas sistematikong hakbang sa pagtuturo ng maunawang pagbasa sa mga mag-aaral na nasa ikapitong antas ng pag-

aaral.

Isinaad nina Fisher at Frey (2004) na ang SQ3R ay isang etratehiya sa pag-unawa na tumutulong sa mga mag-aaral na isipin ang tekstong kanilang binabasa habang sila ay nagbabasa. Tinutulungan ng SQ3R ang mga mag-aaral na maunawaan sa unang pagkakataon na magbasa sila ng isang teksto sa pamamagitan ng pagtuturo sa mga mag-aaral kung paano magbasa at mag-isip tulad ng isang epektibong mambabasa. Bilang implikasyon, ang pagtaas sa pagganap ng mga respondenteng mag-aaral sa *pagsusuri sa pagkamakatotohanan ng mga pangyayari* ay bunga ng masigasig na paglalapat ng guro sa estratehiyang SQ3R. Kaya, nararapat lang na ikonsidera ang paggamit sa SQ3R bilang karagdagang estratehiya upang bigyan pa ng mas maraming oportonidad ang mga mag-aaral sa kanilang aktibong pagkatuto.

Bilang pangkalahatan, lutang na lutang sa datos ang bahagyang pagtaas ng pagganap ng mga respondente sa *pagsusuri sa pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan*. Patunay nito ang pagtaas ng pagganap ng mga mag-aaral mula sa *katamtamang pagkatuto* sa paunang pagganap tungo sa *patungo sa pagkatuto* sa panghuling pagganap sa mga tekstong *Pagislam* at *Natalo rin si Pilandok.* Ang estratehiyang SQ3R ay nararapat lang na gamitin ng kaguruan sa pagtuturo ng maunawang pagbasa upang mabigyan ang mga mag-aaral ng pagkakaton na maging aktibong kasangkot sa kanilang pag-aaral.

4.6 Panghuling Pagganap sa Paggamit ng Datos ng Pananaliksik sa isang Proyektong Panturismo sa Tatlong Teksto

Talahanayan 6
Panghuling Pagganap sa Paggamit ng Datos ng Pananaliksik sa isang Proyektong Panturismo sa Tatlong Teksto

Teksto	Mean	Standard deviation	Deskripsyon
Pagislam	66.34	19.72	Patungo sa Pagkatuto (Moving Towards Mastery)
Natalo rin si Pilandok	67.32	25.98	Patungo sa Pagkatuto (Moving Towards Mastery)
Ang Munting Ibon	76.10	24.58	Patungo sa Pagkatuto (Moving Towards Mastery)

Legend: 0-4%= Talagang Walang Pagkatuto; 5%-14%= Lubhang Mababa ang Pagkatuto; 15%-34%= Mababa ang Pagkatuto; 35%-65%= Katamtamang Pagkatuto; 66%-85%= Patungo sa Pagkatuto; 86%-95%= Malapit sa Tinatayang Pagkatuto; 96%-100%= Lubusang Pagkatuto

Makikita sa talahanayan 6 na ang mga respondenteng mag-aaral ay higit na nakaranas ng makabuluhang pagtaas ng kanilang pagganap. Patunay nito ang pagtaas ng kanilang paunang pagganap na nasa antas na *mababa ang pagkatuto* sa mga tekstong *Pagislam* at *Natalo rin si Pilandok* tungo sa antas na *patungo sa pagkatuto.* Samantala, tumaas rin ng bahagya ang pagganap ng mga respondente sa tekstong *Ang Munting Ibon* mula sa *katamtamang pagkatuto* sa unang pagganap tungo sa antas na *patungo sa pagkatuto.* Mahihinuha rito na ang SQ3R ay mayroong positibong epekto sa pagganap ng mga mag-aaral sa paglinang sa kasanayang masuri ang paggamit sa datos ng pananaliksik sa proyektong panturismo. Magbubunga ito ng higit na pag-unawa sa kultura, pagkakakilanlan, at pangangalaga sa mga ipinagmamalaking likas-yaman ng kanilang lipunan.

Winika nga nina Ciccarelli at White (2009) na ang SQ3R ay nagbibigay-daan sa mga mag-aaral na gamitin ang kanilang mga memorya sa kanilang buong potensyal sa pamamagitan ng paglikha ng isang *visual* at *auditory memory* ng teksto pati na rin ang paggamit ng pag-uulit ng materyal bilang isang uri ng estilo ng memorya. Nagpapatunay lamang ito sa mga kapansin-pansing positibong pagbabago sa pagganap ng mga mag-aaral. Sa tulong ng SQ3R, nalilinang ng mga mag-aaral ang kanilang pagkilala sa kultura at identidad at pangangalaga sa natatanging likas-yaman ng komunidad na makikita sa paggamit sa datos ng pananaliksik sa proyektong panturismo.

4.7 Makabuluhang Pagkakaiba ng Pauna at Panghuling Pagganap ng mga Respondente sa Maunawang Pagbasa

Talahanayan 7
Makabuluhang Pagkakaiba ng Pauna at Panghuling Pagganap ng mga Respondente sa Maunawang Pagbasa

MELC's sa Pagtuturo sa Pagbasa	p-value	Interpretation
Pagpapaliwanag sa sanhi at bunga ng mga pangyayari	0.001	Significant
Pagsusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan	0.001	Significant
Pagsusuri sa ginamit na datos sa pananaliksik sa isang proyektong panturismo	0.001	Significant

Makikita sa talahanayan 7 na may makabuluhang pagkakaiba ang pauna at panghuling pagganap ng mga respondanteng mag-aaral sa maunawang pagbasa batay sa MELC's tulad ng *pagpapaliwanag sa sanhi at bunga ng mga pangyayari*, *pagsusuri ng pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan*, at *pagsusuri sa ginamit na datos sa pananaliksik sa isang proyektong panturismo* na may katumbas na p=0.001 na nangangahulugang may makabuluhang pagkakaiba.

Batay sa datos, ang pauna at panghuling pagganap ng 40 mga respondenteng mag-aaral sa ikapitong baitang ng Lanas National High School ay nagpapakita na may makabuluhang pagkakaiba ang pauna at panghuling pagganap ng mga respondante. Makikita na nagkakaroon ng mas mataas na marka ang mga mag-aaral sa paggamit ng estratehiyang SQ3R sa pagtuturo ng pagbasa kaysa paggamit ng tradisyonal na paraan ng pagtuturo. Ipinalulutang lamang nito na ang paggamit ng estratehiyang SQ3R sa maunawang pagbasa ay mabuting dagdag na estratehiya na makatutulong sa pagpapayaman ng komprehensyon ng mga mag-aaral sa pagbasa ng maikling kuwento.

Natuklasan sa pag-aaral ni Biringkanae (2018), na ang tagumpay ng mga mag-aaral sa komprehensiyon ng pagbasa gamit ang estratehiyang SQ3R sa pagtuturo ng pagbasa ay mas mataas kaysa tradisyonal na paraan ng pagtuturo. Pinagtibay naman ito sa pag-aaral nina Bakhtiar, Salija & Abduh (n.d.) na positibong nagsaad na ang paggamit ng estratehiyang SQ3R sa pagtuturo ng maunawang pagbasa ay may makabuluhang epekto sa pagpapahusay sa pagganap ng mga mag-aaral tungo sa maunawang pagbasa. Bilang implikasyon, pinatutunayan ng pag-aaral na mayroong makabuluhang pagkakaiba sa pauna at panghuling pagganap ng mga respondente sa maunawang pagbasa batay sa tinukoy na MELC's. Sinasalungat nito ang haypotesis ng pag-aaral. Sa madaling salita, ang estratehiyang SQ3R ay mabuting karagdagang estratehiya na makatutulong sa pagpapayaman ng komprehensyon ng mga mag-aaral sa pagbasa ng maikling kuwento. Kung kaya, nararapat lang na ikunsidera ang paggamit nito sa pagtuturo ng maunawang pagbasa sa bawat antas ng pagkatuto sa sekundarya. Patunay lamang ito na ang estratehiyang SQ3R ay mabuting karagdagang estratehiya na makatutulong sa pagpapayaman ng komprehensyon ng mga mag-aaral na nararapat ikunsiderang gamitin ng kaguruan sa pagtuturo ng maunawang pagbasa.

4.8 Nahinuhang Epekto sa Paggamit ng SQ3R sa Pagganap ng mga Respondente sa ayon sa Interes

Talahanayan 8
Nahinuhang Epekto sa Paggamit ng SQ3R sa Pagganap ng mga Respondente sa ayon sa Interes

Nahinuhang Epekto ng SQ3R sa Interes sa Pagbasa	Mean	Standard Deviation	Deskripsyon
Gamit ang estratehiyang SQ3R ginaganahan akong magbasa ng mahahabang babasahin.	4.25	2.92	Palagi
Nakakatulong sa aking pagbabasa ang mga ilustrasyon gamit ang estratehiyang SQ3R.	4.28	3.66	Palagi
Nakasasagot ako sa tamang oras gamit ang estratehiyang SQ3R.	3.83	3.10	Madalas

Legend: 1.00-1.81= Hindi Kailanman; 1.81-2.60= Bihira; 2.61-3.40= Minsan; 3.41-4.20= Madalas; 4.21-5.00= Palagi

Masusuri sa talahanayan 8 na ang mga respondenteng mag-aaral ay palaging ginaganahang magbasa ng mahahabang babasahin gamit ang estratehiyang SQ3R. Makikita rin na palaging interesado ang mga respondente

na magbasa sa tulong ng estratehiyang SQ3R lalo na sa mga ilustrasyong nakapaloob sa mga babasahin. Dagdag pa, madalas nakasasagot sa tamang oras ang respondanteng mag-aaral gamit ang estratehiyang SQ3R. Ipinapakahulugan lamang nito na ang estratehiyang SQ3R ay nakahihimok sa interes ng mga respondanteng mag-aaral upang ganahan na magbasa ng mga piling maikling kuwento.

Ang estratehiyang SQ3R ay nagbigay-daan sa mga mag-aaral upang maging aktibo at makilahok sa kanilang pag-aaral. Naninindigan din siya na nakatutulong ang paggamit ng estratehiyang ito upang baguhin ang mga negatibong pananaw ng mga mag-aaral sa pagbasa. Dagdag pa niya, ang SQ3R ay nagpapakilala sa iba't ibang kognitibong teknik sa pagbasa na maisasakatuparan ng mga mag-aaral nang may pag-unawa (Asiri at Momani, 2017). Iminungkahi rin nila Asiri at Momani (2017), na ang mga guro ay maaaring gumamit ng estratehiyang SQ3R upang mas mapadali at maging interesado ang mga mag-aaral sa ituturo na pagbasa. Ayon kay Amiruddin (2022), ang paggamit ng estratehiyang SQ3R ay nakapagpapahusay sa proseso ng pagkatuto sapagkat naging mas aktibo at masigasig ang mga mag-aaral sa pagbasa. Ang estratehiyang SQ3R ay nakakatulong sa mga respondenteng mag-aaral upang maging interesado sa pagbabasa lalo na sa mahahabang babasahin. Madalas din silang nakakasagot ng tamang oras sa mga katanungan sa pagsusulit na ibinibigay ng mananaliksik.

4.9 Nahinuhang Epekto sa Paggamit ng SQ3R sa Pagganap ng mga Respondente sa ayon sa Retensyon

Talahanayan 9
Nahinuhang Epekto sa Paggamit ng SQ3R sa Pagganap ng mga Respondente sa ayon sa Retensyon

Nahinuhang Epekto ng SQ3R sa Interes sa Pagbasa	Mean	Standard Deviation	Deskripsyon
Naipaliliwanag ko ang sanhi at bunga ng mga pangyayari sa akdang aking binasa gamit ang estratehiyang SQ3R.	4.03	3.57	Madalas
Nasusuri ko ng mahusay ang pagkamakatotohanan ng mga pangyayari sa loob ng akdang aking binasa batay sa aking sariling karanasan gamit ang estratehiyang SQ3R.	4.13	3.43	Madalas
Mahusay kong nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo kaugnay sa aking binasang akda gamit ang estratehiyang SQ3R.	4.15	3.83	Madalas

Legend: 1.00-1.81= Hindi Kailanman; 1.81-2.60= Bihira; 2.61-3.40= Minsan; 3.41-4.20= Madalas; 4.21-5.00= Palagi

Makikita sa talahanayan 9 na madalas na naipaliwanag ng mga respondenteng ang sanhi at bunga ng mga pangyayari sa akdang binasa gamit ang estratehiyang SQ3R. Mahusay rin nilang nasuri ang pagkamakatotohanan ng mga pangyayari sa loob ng akdang binasa. Bilang karagdagan, madalas naman nilang nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo. Nangangahulugan lamang ito na ang mga respondenteng mag-aaral ay sumasang-ayon na ang estratehiyang SQ3R ay makalilinang sa kanilang kasanayan sa *pagpapaliwanag sa sanhi at bunga ng mga pangyayari*, sa *pagsusuri sa pagkamatotohanan ng mga pangyayari sa binasang kuwento*, at sa *pagsusuri sa mga proyektong panturismo maiuugnay sa akdang binasa*.

Isinaad sa pag-aaral nina Bakhtiar, Salija & Abduh (n.d.) na ang sarbey na bahagi ng estratehiyang SQ3R ay nakatutulong sa mga mag-aaral na matuklasan ang pangkalahatang ideya o mahulaan ang nilalaman ng teksto bago ito basahin ng buo. Sa rebyu naman na bahagi ang mga mag-aaral ay magkapagbasa muli at susuriin ang nilalaman ng teksto. Mahuhulo sa pag-aaral na ang estratehiyang SQ3R ay nakatutulong sa retensyon at mahabang impresyon sa tekstong binasa nahumahantong sa maunawang pagbasa. Sa katunayan, madalas ang naging interpretasyon sa lahat ng tinasang kompetensi batay sa datos na sinuri.

5. Kongklusyon

Nilayon sa pag-aaral na ito na masuri ang kabisaan ng estratehiyang SQ3R sa maunawang pagbasa ng mga mag-aaral sa ikapitong baitang ng Lanas National High School sa taong panuruan 2022-2023 bilang gabay sa pagbuo ng kagamitan sa pagtuturo ng pagbasa. Natuklasan na ang paunang pagganap ng mga mag-aaral sa

maunawang pagbasa gamit ang tradisyonal na pagtuturo sa mga tinukoy na kompetensi ay nasa *katamtaman* at *mababang pagkatuto*. Kapwa nasa *katamtamang pagkatuto* ang antas ng kasanayan ang pagganap ng mga mag-aaral sa mga kompetensing *pagpapaliwanag sa sanhi at bunga ng mga pangyayari at pagsusuri sa pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan*. Samantala, sa kasanayan naman sa *paggamit ng datos ng pananaliksik sa proyektong panturismo*, kapansin-pansin ang *mababang pagkatuto* ng karamihan sa mga mag-aaral sa mga tekstong *Pagislam* at *Natalo rin si Pilandok.* Nangangailangan pa ng masidhi at ibayong pagtuturo upang higit na maunawaan ng mga mag-aaral ang mga piling tekstong binasa at lubusang matamo ang mga piling kasanayang ninanais na linangin.

Sa panghuling pagganap naman ng respondente batay sa piling tukoy MELC's ay nakitaan ng positibong pagtaas. Lutang na lutang na kung susumahin ang kabuoang datos, ang mga respondente ay nabibilang sa antas na patungo sa pagkatuto matapos gamitin ang estratehiyang SQ3R. Patunay ito na kung gagamit ang guro ng sistematikong estratehiya, maaari itong magdulot ng pagtaas sa pagganap ng mga mag-aaral sa maunawang pagbasa. Mayroon namang makabuluhang pagkakaiba sa paunang pagganap na gumamit ng tradisyonal na pagtuturo at panghuling pagganap na naglapat ng estratehiyang SQ3R sa pagtuturo ng maunawang pagbasa. Patunay lamang ito na ang estratehiyang SQ3R ay mabuting karagdagang estratehiya na makatutulong sa pagpapayaman ng komprehensyon ng mga mag-aaral na nararapat ikunsiderang gamitin ng kaguruan sa pagtuturo ng maunawang pagbasa.

Sa interes, ang paggamit ng estratehiyang SQ3R sa pagganap ng mga respondente sa maunawang pagbasa ay nagpapataas sa kanilang interes sa pagbasa. Kamamalasan ang mga mag-aaral na naging interesado sa pagbasa ng mga maikling kuwento, madalas nakasasagot sa tamang oras, at nakatulong ang ilustrasyon sa kanilang interes sa pagbasa. Natuklasan din na ang retensiyon ay nasa madalas na makalilinang sa kanilang kasanayan sa *pagpapaliwanag sa sanhi at bunga ng mga pangyayari, sa pagsusuri sa pagkamatotohanan ng mga pangyayari sa binasang kuwento, at sa pagsusuri sa mga proyektong panturismo* maiuugnay sa akdang binasa.

Ang paggamit ng estratehiyang SQ3R bilang karagdagang estratehiya sa pagtuturo ng maunawang pagbasa ay nagpakita ng makabuluhang pag-unlad sa antas ng pagkatuto batay sa MELC's, kaya't nararapat itong gamitin ng mga guro sa pagtuturo ng maunawang pagbasa. Mula sa paunang pagganap na *katamtaman* at *mababa* sa tradisyonal na pagtuturo, lumalabas ang mas mataas na antas ng pagkatuto matapos gamitin ang SQ3R, kabilang ang paglinang ng kasanayan sa pagpapaliwanag ng sanhi at bunga, pagsusuri sa katotohanan ng mga pangyayari batay sa sariling karanasan, at mas mataas na interes at retensiyon sa binasang teksto. Sa ganitong konteksto, mahalagang bumuo ng detalyadong kagamitan at materyales sa pagtuturo gaya ng *teacher's guide*, *rubrics*, *graphic organizers*, at mga *instructional video* na naglalarawan ng bawat hakbang ng SQ3R. Dapat ding isagawa ang regular na *professional development* para sa mga guro, kasama ang mga paraan ng pagsubaybay at pagsusuri ng epekto upang masiguro ang tuloy-tuloy na pag-unlad ng pag-unawa ng mga mag-aaral. Sa pamamagitan ng sistematikong implementasyon, inaasahang mas mapapahusay ang pagganap ng mga mag-aaral, maiangat ang kanilang interes sa pagbasa, at mas mapalalim ang kanilang kakayahang suriin at mapagtanto ang katotohanan ng mga pangyayari sa binasang akda.

Naisakongklusyon na ang estratehiyang SQ3R sa pagbasa ay makatutulong sa pagpapahusay at paglinang ng MELC's sa maunawang pagbasa sa Filipino 7 at nakatutulong sa pagpapataas sa interes at retensiyon ng mga mag-aaral. Ang estratehiyang SQ3R ay karagdagang estratehiya na makatutulong sa pagpapayaman ng komprehensyon na nararapat ikunsiderang gamitin ng kaguruan sa pagtuturo ng maunawang pagbasa.

Batay sa mga natuklasan at kongklusyon, iminumungkahi ng mananaliksik ang mga sumusunod:

1. Magsagawa ng ibayong pagsasanay sa mga gurong nagtuturo ng panitikan upang mapasidhi ang kasanayan ng sa gayon ay mapabuti ang tradisyonal na pagtuturo sa maunawang pagbasa.

2. Iminumungkahi ng mananaliksik ang paggamit ng estratehiyang SQ3R kabilang na ang integrasyon ng makabagong teknolohiya sa pagtuturo upang matamo ang mga kasanayang nasa MELC's.

3. Gumamit ng mga inobatibong gawain o teknik upang higit na maipamalas ang makabuluhang pagkakaiba sa pagganap ng mga mag-aaral sa pagbabasa ng mga akdang pampanitikan.

4. Himukin ang mga mag-aaral na gamitin ang estratehiyang SQ3R sa pagbasa upang maiangat ang interes at retensiyon ng may komprehensiyon sa mga babasahing akda.

5. Mas mainam na gamitin ang kagamitang pampagtuturong nabuo gamit ang estratehiyang SQ3R bilang karagdagang estratehiya sa maunawang pagbasa.

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Adult learners' lived experiences of learning technology at a private university in Zimbabwe

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Abstract

Learning of technology by adult learners is pervasive, with unique challenges that might affect their continuity in studying technology. Various studies have focused on the opportunities and challenges faced by adult learners learning technology, but a few have focused on their experiences in learning a technology course. This cross-sectional survey aims to explore the lived experiences of adult technology learners, to understand their perceptions and views on learning technologies, while also focusing on the opportunities and challenges they encountered. Participants (n = 34) were adult learners who completed a technology course at a private university in Zimbabwe. Data collected through a cross-sectional survey showed five themes that helped show learners' experiences after completing the technology course. The results showed that learners were disoriented, comfortable, collaborative, and had work-school-life balance challenges, saw benefits and challenges, and believed they had future prospects in technology after completing the course. The results from the interview with the instructor showed that when teaching adult learners, instructors should facilitate learning, empower learners, and above all, allow learners to be autonomous. It is recommended that learners be equipped with the necessary technology and requisite information that would help them learn better and not quit their studies.

Keywords: adult learners, technology, challenges and opportunities, collaboration, teaching and learning

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Adult learners' lived experiences of learning technology at a private university in Zimbabwe

1. Introduction

The learning of technology among adult learners and the integration of technology in their education at the tertiary level are growing exponentially (Gonzáles, Castillo, Pauca, & Chávez, 2022; Mhlongo, Mbatha, Ramatsetse, & Dlamini, 2023; Wang, 2010) and have become increasingly popular (Azad, 2023). Yet, little is known about their views, perceptions, and beliefs about learning technology in Zimbabwe. A few studies in Zimbabwe have specifically examined the experiences of adult learners, hereafter referred to as learners, in technology courses, with most focusing on broader challenges and potential solutions (Chirume & Kaseke, 2020). Little, if any, has been researched and documented in Zimbabwe about adult learners' views, perceptions, and experiences of learning a particular technology course at the tertiary level. Studies in this field have focused on integrating technology into their teaching and learning or have concentrated on teaching using technology, especially after the outbreak of the Corona Virus Disease (COVID-19) pandemic (Rott & Schmidt-Hertha, 2024).

Who is an adult learner? The father of andragogy, Malcolm Knowles, gave four definitions of an adult that relate to four categories: biological, legal, social, and psychological (Knowles, Holton, & Swanson, 2005). Using any of those definitions is difficult as they are all intertwined and interrelated. There is no consensus on the definition of an adult learner, and this paper will adopt the definition provided by Lewin and Lundie (2016) and Mubayrik (2018). Adult learners are older than 25, have dependents, are financially independent, work, and possess life and career experience (Hardison, 2024).

Learning technology among adults at the tertiary level presents opportunities as well as challenges. Adult learners, according to Malcolm Knowles, learn and process information differently compared to younger learners. As such, there is a need to teach adults in a manner that addresses their needs, and as such, Knowles came up with the andragogy theory explaining how adults learn. In addition to bringing new opportunities, it also challenged learners' preconceived ideas, beliefs, and values about the effectiveness of technology (Sabri, Gani, Yadegaridehkordi, Eke, Shuib, 2022). In embracing learning technology, learners learned to accept the changes the technology brought, facing the challenges, such as Internet access, technical hurdles, and lack of knowledge (Chibuwe & Munoriyarwa, 2023), they met head-on, thus making their learning environment work for them (Nhengu, 2023). In learning technology, they developed new learning schemas that fit their situation (Sabri et al., 2022).

Motivations for adults to learn technology - Literature is awash with theories that explain adult motivation to learn in general and to learn technology in particular. Such theories include psychoanalytic theories, which are for understanding the inner drives; Maslow's hierarchy of needs, which is a ladder of human motivation; psychological theory, which focuses on the role of intrinsic and extrinsic motivation; and the achievement-motivation theory, which focuses on the drive to succeed (Kumar, 2023). Apart from these theories, research has shown that adults are motivated to learn technology for personal and professional growth, as well as to pursue aspirations, belong, compete, and achieve instrumental benefits (Leen & Lang, 2013). A study by Sogunro (2014) showed that adults are motivated to learn in higher education by the quality of instruction, quality of curriculum, relevance and pragmatism, interactive classrooms, effective management practices, progressive assessment and timely feedback, self-directedness, a conducive learning environment, and effective academic advising practices.

Some of the reasons why adults are motivated to learn are that they want to satisfy a personal interest, earn more money, maintain or establish meaningful social relationships or connections, serve others, and meet external expectations (Fasokun, Katahoire, & Oduaran, 2005). Acquiring practical skills in technology naturally enhances learners' employability and increases their chances of career advancement while at the same time enhancing their

pedagogical and technological skills and practices (Gamira, 2019). In having done so, learners would also have secured their professional futures. In addition to personal motivations, a study in Ghana showed that instructors also motivated adults to learn using various techniques (Salifu & Biney, 2023). As people have different personalities, learners are thereby motivated to learn in different ways and for different reasons (Gom, 2009). Tyler, De George-Walker, and Simic (2020) carried out a *questview* (integration of questionnaire items and semi-structured interview questions) study in Australia of 10 learners that showed that they had diverse motivations and continued to learn Information Communication Technology (ICT) because of a range of motivational processes that mattered to them. The study of Tyler et al. (2020) showed that adult technology learners faced challenges such as anxiety; however, their attitude was always positive as they regarded ICT as a personal utility tool.

Because technology is considered a personal utility tool for learners, they align themselves to fulfill specific career goals and enhance their skill sets. These personal aspirations and, to some extent, external factors help motivate learners to pursue a technologically oriented curriculum or course. Being aware of the socioeconomic landscape, especially in Zimbabwe, and the demand for technologically competent individuals in the job market, combined with the overarching institutional frameworks, creates a complex milieu that significantly shapes adults' pursuit of technology education.

Positive perceptions of learning technology by adults - Some learners had positive perceptions of learning technology or having technology integrated in class. Al-Labadi and Sant (2021) found that students considered that they understood learning material when technology was used in the classroom. Students believed that the use of technology in class helped them to be engaged in the learning process and have better grades (Al-Labadi & Sant, 2021). Not only were students satisfied with learning technology were students satisfied, but also some "expressed satisfaction with the education technology provided" (Sweeney, 2024: 6) by the institution. The study found that students saw the value of educational technology and incorporated it into university-wide learning to their benefit. Using technology aids students to understand some new and difficult concepts in different subjects (Sweeney, 2024). Students' acceptance of online teaching and learning (Sim, Sim, and Quah, 2021) meant that they embraced the use of technology. This acceptance of online learning and the use of technology also explains the students' enthusiasm and satisfaction (Sim et al., 2021). To the students, technology was viewed as a valuable tool in the teaching and learning process (Azad, 2023). The use of technology also meant that university students improved their communication skills (Ambiyar, Nawim, Rizal, Sukardi, Verawardina, Rahim, Yaacob, Baharum, & Shahron, 2023), and this was a plus for them.

Challenges faced by learners in learning technology - The experiences of adults in learning technology seem somewhat varied due to personalities, interests, and access to resources. Depending on whether they are young or older adults, learners tend to learn and acquire technological skills differently from young traditional students. Regarding learning and using technology, some adults are regarded as digital immigrants who have to learn and sacrifice their time to become acquainted with emerging technologies (Solomon & Schrum, 2007). In this manner, some of them do face challenges that may affect their learning of technology. World over, navigating the landscape of technology learning presents substantial challenges for learners (Rott & Schmidt-Hertha, 2024). The challenges may vary from country to country, region to region, and some are related to personalities. Literature is awash with challenges related to access to technological tools, lack of reliable Internet and technological gadgets, and lack of technical support (Baharudin, Murad, & Mat, 2013; Kapinga & Mugabe, 2014; Wang, Sainz, Rose, & Alfred, 2024).

Kara, Erdogdu, Kokoc, and Cagiltay (2019) carried out a comprehensive study on the challenges faced by learners in online distance education and came up with various challenges that they categorized as internal, external, and program-related challenges. The literature review highlighted internal challenges as those that related to management, learning, and technical; external challenges included those that were job-related and domestic; program-related challenges comprised tutor-related and institutional ones (Kara et al., 2019). However, the authors found that these challenges varied based on gender, age, the context in which they studied, and the knowledge and skills of the learners. The challenges experienced by learners, not necessarily in learning technology, relate to

technology use (Wang et al., 2024), social isolation, family responsibility, and communication (Kapinga & Mugabe, 2014). Student technology users experienced social isolation and reported higher levels of poor mental well-being (Sahito, Sahito, & Kerio, 2024). In addition, in the same study, the researchers found that there was a relationship between social isolation and mental health, and lower academic performance.

The learners regarded communication as a challenge because they did not receive timely feedback from their lecturers, which caused concern and anxiety among them (Baharudin et al., 2013). Apart from feedback issues, some studies found that students complained about the delivery speed of teaching and learning, which they regarded as fast (Ambiyar et al., 2023; Sim et al., 2021). Learners enrolled in distance learning did not have the necessary technological skills (Kapinga & Mugabe, 2014), which led them to be skeptical and fearful of using technology (Harper, Wellman, & Quan-Haase, 2020; Sweeney, 2024). The fear can also be expressed in learning technology, failing the course, fear of being isolated, and having lower grades (Baharudin et al., 2013). Balancing school work and other commitments was a challenge for the learners as they still had to learn while at the same time taking care of the family and also going to work (Baharudin et al., 2013; Smith, 2023; Stevens, 2023).

The issue of finances is also a challenge experienced by learners enrolled in post-graduate study (Baharudin et al., 2013). The challenge with finance stems from the fact that learners, although working, had other responsibilities like looking after their families, and at the same time expected to pay their fees. A study done by Chirume and Kaseke (2020) at a local university concerning migration from the traditional classroom to online learning in the face of COVID-19 found that students considered a lack of social presence as a challenge. This challenge also led to challenges of learners developing feelings of social isolation, which later manifested in their overall life, leading to increased stress and depression (Harper et al., 2020).

The Purpose of the Study - The purpose of this study is to explore how learners navigate technology learning within the framework of a private university in Zimbabwe, where both the benefits and challenges present unique circumstances. The learning of technology as a course by university learners has the potential to enhance learning outcomes, yet it also poses questions about accessibility, instructional design, and learner engagement. By exploring learners' lived experiences in learning technology, the purpose of this study is also to shed light on their perceptions and worldviews of the overall impact of technology on their educational journeys. Exploring learners' experiences in learning technology, valuable insights into the complexities and opportunities of teaching and learning technology by adults can be drawn and addressed. The study sought to answer the following research questions:

1. What are the lived experiences, worldviews, and perceptions of adult learners in learning technology?
2. What are the opportunities and challenges adult learners experienced while learning a technology course, and how have they dealt with these?

2. Methodology

Research Design - This study used a cross-sectional survey design in which I simultaneously assessed the exposures and outcomes of learners in the learning of technology courses. I used open-ended surveys to gather data and generated lengthy responses (Fischer, 2021). Surveys are typically conducted to gather information that reflects learners' opinions, beliefs, attitudes, and views that cannot be observed directly. The questions in the survey were intended to gather respondents' views, experiences, and opinions. I collected data using a survey with a representative sample of respondents who completed the technology course.

Participants - The participants consisted of one instructor/lecturer and learners (n =34) selected from a class of 51 adults who completed the technology course. Of the 51 learners, nine dropped out of the class and failed to finish the course for various reasons. Two learners said they chose to drop the course because of pressure at work and family commitments; three faced financial challenges; three were 'disoriented' with the course; and one did not provide a reason. Of the 42 remaining participants, 34 agreed to participate in the survey, including two who

had failed to complete the program. All learners were holders of a first degree, and most of them (30) were teachers. The two men were practicing their teaching outside Zimbabwe. For privacy and anonymity, pseudonyms were used throughout this paper.

Table 1
Demographic characteristics of participants (n=34)

Demographic Variable		Total Enrolled **(51)**	Completed the Course **(42)**	Participated in the Study **(34)**	Dropped the Course **(9)**
Gender	Male	17 (33%)	13 (31%)	11 (32%)	4 (44%)
	Female	34 (67%)	29 (69%)	23 (68%)	5 (56%)
Age	25-29	18 (35%)	17 (40%)	15 (44%)	1 (11%)
	30-34	16 (31%)	10 (24%)	8 (23%)	6 (67%)
	35-39	9 (18%)	7 (17%)	6 (18%)	2 (22%)
	40-44	5 (10%)	5 (12%)	3 (9%)	
	+45	3 (6%)	3 (7%)	2 (6%)	
Education	Bachelor	35 (68%)	30 (71%)	25 (73%)	5 (56%)
	Master	6 (12%)	6 (14%)	4 (12%)	
	Ph.D.	2 (4%)	2 (5%)	1 (3%)	
	Not specified	8 (16%)	4 (10%)	4 (12%)	4 (44%)
Occupation	School Teacher	34 (66%)	29 (69%)	28 (82%)	5 (56%)
	University lecturer	2 (4%)	2 (5%)	1 (3%)	
	Priest	5 (10%)	5 (12%)		
	Religious nun	2 (4%)	2 (5%)	1 (3%)	
	Not specified	8 (16%)	4 (9%)	4 (12%)	4 (44%)

Table 2
Demographic Characteristics of the Instructor

Name	Age	Gender	Year joined the university	Years taught	Qualification	Causes taught
Mike	48	Male	2020	5	Ph.D.	Educational technology Education foundational courses

Data Collection - A cross-sectional survey was used in this study to collect data. The information collected was from a "probability sample selected from a tightly defined population" (Postlethwaite, 2005:34), and in this study, the population comprised learners who had completed a technology course. The goal of the course was to equip learners with skills to use technology tools to teach high school students. The course was entirely online, and each learner had their own computer. The learners completed the survey during their time and sent it through WhatsApp and email. The researcher explained the nature and purpose of the survey and invited respondents to participate. The success of this survey research depended on how closely the answers to the survey questions matched the respondents' actual perceptions and actions. The survey comprised 10 open-ended and eight closed-response questions. Some of the survey items included the following:

- What are your general thoughts about learning technology as an adult learner?
- Outline four things that you either liked or disliked about learning technology.
- Do you own an Internet-enabled device?
- What do you think needs to be done to make learning about technology a better experience?

After the analysis of survey data, the researcher then used the responses to draft questions to interview the instructor/lecturer. This process ensured the completeness of data collection in a process primed for triangulation.

Data Analysis - Simultaneous data collection and analysis were employed to analyze the data for this research, primarily to reduce the volume of information while identifying significant patterns. As the survey was coming in,

data was being analyzed, and the researcher did not wait to receive all the responses. This process also helped the researcher to avoid the risk of having overwhelming data, repetition patterns, and thereby coming up with an unfocused analysis. For the qualitative survey part, the researcher analyzed the data using an analytic qualitative data analysis procedure that followed the steps below:

- Organizing the data – spent some time writing important data for each open-ended research question, and at the same time, cleaning up what the researcher considered unmanageable or too overwhelming for the research.
- Immersion in the data – this entailed reading the survey responses, making comments, and participant quotations; immersing myself in the data to understand it.
- Generating categories and themes – while making sense of the data, categories were generated, which then culminated in the production of themes to explain the perceptions and worldviews of the participants in learning technology
- Coding the data – I coded the data using actual participant words, and as a researcher, I managed to see that the coded data was clustered together with worldviews concomitantly appearing
- Offering interpretations through analytic memos – Individual analysis of each open-ended question allowed the researcher to write analytic memos, questioning his thoughts, and data being analyzed to afford creativity, rather than having a mundane and monotonic process.
- Searching for alternative understandings – this was a necessary step to take, as I needed to have an open mind to data, questioning the data, to understand a subtle "saying" that may change the meaning of the participant's worldview.
- Writing the report or other format for presenting the study – The choice was to present the findings of the study using themes generated from the process, rather than focusing on each survey research question.

The data analysis process generated themes, some of which cut across the survey research's open-ended questions. Having themes to answer the research questions was profound, as the specific worldviews of the participants were presented. For the instructor/lecturer, the audiotaped interviews were transcribed, and coding was done to generate categories and later themes. These were compared to themes developed from the surveyed learners. A hand analysis of data was done because the data analyzed comprised a small database (Creswell, 2012).

3. Results

The results revealed that adult students had different views and perceptions after participating in the technology class. The views and perceptions were categorized into six themes: disorientation, comfortable, collaboration, work-school-life balance, benefits and challenges, and future prospects. The findings could be classified according to the stages of Gladhart's model (Gladhart, 2001, as cited by Toledo, 2005) of the Adoption Rubric for Computer Technology Integration of entry, adoption, adaptation, appropriation, and invention. I chose themes instead of using Gladhart's model stages because themes captured the views, perceptions, and experiences of adult teachers, while the model did not proffer wholesome findings of the participants. Out of 34 participant learners, only quotes from 16 participants were used, and pseudonyms were used to identify them. The findings from the instructor were presented separately, and they helped explain some of the views expressed by learners.

Disorientation - The dominant theme that emerged from the study concerns the challenges that learners face during the entry stage. The entry stage is when learners experience difficulty and exhibit fear regarding the acceptance of new technologies. During this stage, most learners felt confused and disoriented and felt that they should never have joined the program in the first place. Most learners shared that their entry stage in the learning

of a technology class was confusing and that they even engaged their relatives, spouses, and friends to inform them that they were thinking of quitting their studies. Others even tried to get a refund in terms of their fees, but when they were told that it was not possible, that is when they decided to continue learning. These learners stated that the entry stage was scary, painful, confusing, frustrating, challenging, perplexing, and a nightmare. Some believed that they had joined the wrong program or that they had made the wrong decision. Some learners had this to say:

> *The entry stage was so hard for me, and I wanted to quit the course. I was confused and wished I could get something better than this. I thought I had made the wrong decision - Flo*

> *The pressure was too much and I had sleepless nights … balancing school and family - Brenda*

While some learners considered themselves disoriented at the entry stage, others felt that they were still disoriented even during the adoption stage. Learners stated that they struggled to master technologies at the most rudimentary levels. The learners would start to experiment with electronic applications that closely imitate existing classroom activities, such as drill and practice, and tutorial environments. Some learners felt that they never shook off disorientation during the adoption stage. After realizing that they could not quit the program, they continued with their studies, but in a disorientation state. The comments made by some learners are:

> *This adoption stage wasn't an easy task for me. This technology could have killed me before my time, but there was no way I was going to quit this course; all that I needed was to soldier on, since in this era we can't do without this technology – Nelia.*

> *The adoption stage was a nightmare, frustrating, and challenging at times because the technology refused to cooperate with me, but I refused to give up. – Melody.*

Although some learners felt disoriented while learning the technology course, others considered that they had already failed the course even before completing and taking the technology exam. One adult learner, Charmaine, stated that she experienced swollen legs and headaches from sitting for long periods and doing projects online while learning the technology course. Lorraine stated that she failed to cope while learning the technology course as she was confused, lost her appetite, and lost weight due to pressure.

Comfortable - Another theme from the study is that learners stated they were comfortable when learning a technology course. These learners who stated they were comfortable said they were excited to learn new teaching tools. They argued that they loved exploring and learning. This eagerness to learn drove them to like the technology course because they foresaw the future benefits of learning technology. In addition, some of them received assistance from their children and relatives.

> *I was very excited and loved exploring and learning new things, and giving up wasn't an option. My daughter is also techno-savvy, so she would assist where necessary. - Joane*

Other learners stated that they were ready to learn the course and had come prepared. The advantage of these learners is that they asked other learners who had already completed the course, so they knew what to expect. These learners stated that they were excited to complete the course and were full of enthusiasm. These learners said that the technology course made them explore, and as they love to experiment, the course came at the right time.

> *The previous group had tried to give a heads up that this course is by far the hardest, but they said no matter what, we will make it, so that gave me hope too - Melody*

> *My entry stage was exciting, with less confusion, and all went smoothly. My adaptation went well, though characterized by too much pressure, and schooling whilst at work – Abel*

Work-School-Life Balance - Another theme that emerged from the study concerned balancing work/life and

school. Most of the learners acknowledged that they were failing to balance work and life with the pressure of going to school. The learners said that they worked and had families while going to school to learn. The learners failed to give preference to the other (work or school) because they had to keep on going to work to provide for their families, while at the same time going to school. To them, one had to suffer, and it so happened that the school suffered, as students failed to submit work assigned on time. One of the learners reminisced:

> *I'm even responding late, under pressure from work, and having to balance school, my social life, and other basic activities. But I know joy comes in the morning, so I keep striving. - Sandra*

Some of the learners in this study reiterated that they were married and had kids to take care of. The times they were doing the technology course, learners argued that they failed to provide love and support to their spouses and children. The learners reiterated that they had bad experiences, and their relationship with their loved ones was negatively affected.

> *After school, at home, I had to help my children with homework and cook. Going to bed was stressful because I had to fulfill my marital duties. I never rested - Dorothy*

Collaboration - Learners in this study gave a lot of information about collaborating with their peers either online or physically. However, there were mixed views on this issue as the adult students either found collaborating with their peers beneficial or wasteful. Some of the learners thanked the lecturer who taught them for encouraging them to collaborate across genders and reach out to those whom they did not even know before. Some learners reiterated that they had positive collaboration experiences and, hence, benefited greatly from their colleagues when they were asked to collaborate online using Google Docs. The comment by Charmaine helps to explain this point.

> *In my case, I did learn from my partner. I tried a tutorial on YouTube, but I did not understand the other part. My partner explained everything before and during the collaboration session. It became more interesting as we proceeded.*

The learners also said that their colleagues helped them a lot when they faced challenges in doing work assigned by their lecturer. The learners said that they found the lecturer's teaching method of not providing answers directly but asking students to collaborate and research confusing and challenging. Some of them commented that they even tried following tutorials on YouTube on how to do the work without any success. This led them to engage their peers, to whom they commented that the engagement was beneficial and fruitful. The following quotes help explain this position.

> *On collaboration, I learned from my partner because she was guiding me on how to work on the case study assignment, which helped generate points for my part. It was quite helpful because it helped us to break through the distance barrier, and we worked as if we were together [physically]. - Dorothy*

As the learners commented on the collaboration, some of the learners developed friendships with the colleagues with whom they collaborated. They ended up visiting each other and doing things together beyond schoolwork. They even thanked the lecturer for allowing them to work in pairs, as this led them to develop relationships beyond the classroom.

> *Most of all, I gained a friend in my partner, and we went beyond the given projects to other courses as well - Ingrid.*

Some learners labeled their colleagues whom they worked with as "*great support systems*" who were always available to offer help. In fact, they said their colleagues pushed them to their limits, and the projects undertaken by their colleagues inspired them to do better. Their catchphrase was "*If they can do it, I can also do it.*" However, some learners had negative collaborative experiences, and they felt that their collaboration was a nightmare and did not benefit much. According to these learners, neither of them was not tech savvy, and no one was able to help

the others. They then reached out to others with whom they were not collaborating for guidance, and this helped them learn. The inability to help each other affected their self-esteem and confidence in learning the technology. Those who felt that they did not benefit from collaborating with their colleagues expressed the following:

> *My collaboration with my partner was full of confusion, as neither of us knew anything about collaborating online using Google Docs - Aletha.*

> *Hmmm, as for my partner and me, it was like two people who are blind leading each other, as we didn't know how to go about it and had to ask others from other groups who assisted us – Brenda*

This finding was interesting because both Aletha and Brenda were partners in doing the projects, and their statements corroborated. This finding is evidence enough that the results obtained from the participants provided a corroborated explanation that may help further explain and answer the research question at hand.

Benefits and Challenges - The fifth theme that emerged from the study focused on the benefits and challenges learners considered that they faced. Some learners articulated the benefits of their course while others benefited from some aspects of the technology to address real-life issues. The learners stated that, besides learning about manipulating technology and creating projects for their benefit, they learned how to collaborate with others while appreciating the value of having clear, concise, and effective communication with others. Other learners also stated that they learned how to be patient when faced with daunting challenges.

> *I learned to be patient a little more as we come from different circumstances like network and timing, but more so, I also learned to be supportive as my partner fell sick - Ingrid*

> *In the Google Docs collaboration, which I participated in as part of my project for this course, I benefited by sharing ideas and improving on document presentation - Abel*

The challenges learners faced most had to do with network issues and electricity problems that deeply affected their learning of technology. Some learners stated that they were working as teachers in remote rural areas where Internet connection was a challenge. Some challenges also had to do with uncooperating colleagues who did not participate in a particular project. They complained that they ended up doing a collaborative project on their own while their colleague "whined" about network issues, pressure at work, family responsibilities, or even just being too tired to do work.

> *Imagine working on a project yourself when you are supposed to work with your partner. The reasons they gave were not convincing enough, and I felt that they were lying - Enesia*

Future Prospects - Finally, yet importantly, learners shared their plans after completing the technology course. Apart from implementing what they had learned in their teaching and workplaces, some of the learners believed that they could use the skills they acquired by undertaking a technology course to make some money. The learners, most of whom are qualified teachers, said they will use the acquired knowledge in technology to better deliver their lessons to their students. One of the learners said:

> *I was inspired by my lecturer. The way he knows technology. I told myself I needed to follow his teaching very well. I can see my future through this module - Lorraine*

One of the most interesting findings from the study was one student who later called me [as the researcher] and said she had interesting news to share. She came to my office and shared with me that she is making money through a technology course. The student shared that during the first month, she made almost US$500 by creating curriculum vitae, resumes, posters, brochures, and websites for people who did not know how to make them. The adult learner shared at length about how she found the technology course valuable to her career and income prospects.

> *Did I tell you that I was earning money using this App [Name of App retracted]? I make CVs,*

> *cover letters, and posters for people, especially in Dubai, the UK, and South Africa. People flock to Dubai for job hunting, and most of them do not know how to write a CV. I do that at 15usd ...cover letter 8 US, and they pay me while I am in Zim. I also use Word to design CVs and sometimes posters for business because some people are doing small businesses in Dubai, and they need posters to advertise their services - Rebecca*

In addition, some of the students expressed gratitude to their instructor for guiding them and opening doors for them to technological tools that they did not even dream of using. One of the learners expressed her intentions to join the teaching profession, emulating the instructor's teaching style, exuding confidence, patience with students, encouragement, giving constructive feedback, and pushing students to excel beyond their limits. Through learning technology, some of the learners felt that they had been equipped with life-changing skills that would make them better teachers. *Nelia* reminisced;

> *His [the instructor's] dedication, expertise, and passion for teaching have been instrumental in shaping me into a confident and competent educator. His unwavering support and inspiration, patience, encouragement, and constructive feedback helped me grow both technically and pedagogically. I've gained the knowledge, skills, and confidence to embark on my teaching career. The instructor's influence has instilled in me a passion for teaching and a commitment to excellence.*

Some said that they are going to further their studies in a higher technology qualification because, according to them, technology is here to stay. Some learners even contemplated leaving their teaching jobs and embarking on a career in a technology-related field.

Mike's (The Instructor) Perceptions and Worldviews - Mike's philosophy, as he saw it, centres on empowering learners by guiding them to learn. He argued that his presence in the classroom is not to 'dish out' answers to students, but to facilitate learning. In facilitating learning, *Mike* said his role is to create a conducive environment for learning and guide them so that they produce an output they own, and not as dictated by the instructor. In that way, he believed that he was not a lecturer, but an instructor. When asked about the teaching strategy the learners complained of (i.e., not providing answers directly but asking them to collaborate and research) as confusing and challenging, he had this to say:

> *They are used to secondary education when all things are given to them on a silver platter … this is tertiary education, and learners must provide answers. We as university professors, must instill a culture of facilitating learning in these students. If I give you answers, then what is your role as a student?*

Unlike other courses offered to learners, Mike argued that he believed his course was one of the few where self-paced learning and learning choice mode were available. He stated that adults, who preferred to learn wholly online, face-to-face, or both, were free to do so.

Mike also stated that his teaching style and methods were meant to empower students such that they can make their own choices. Some learners explained that they appreciated the teaching strategy as it empowered them, as articulated by *Rebecca,* who later called the researcher, explaining that she is making a lot of money through the technology course. When Mike was informed about this, he reminisced:

> *That is what I am talking about. You see, when you facilitate learning and give autonomy to students, you are empowering them. That student has found value in the strategy, not the value of the instructor. That student obviously transformed his/her learning into something meaningful. Talk of transformative education.*

Mike was also of the view that as a lecturer, there is a need to continuously learn technology as it is changing every day. For the challenges, *Mike* complained of the large class size, as according to him, 51 students were just

too many to address individual learning needs.

4. Discussion

The study found that some students were comfortable with learning technology as they loved to explore and experiment. For them, they came to learn technology with a positive attitude, and this was an important aspect that learners had when learning technology. Liu and Joines (2020) and Stemberger and Konrad (2021) found that learners who were proficient in technology had a positive attitude toward learning technology compared to the novice group. This attitude, according to the researchers, tended to affect how they learn technology and appreciate it. The study also found that learners in the technology class either collaborated or learned technology alone. Those who collaborated either benefited a lot from their colleagues, while others felt that they did not benefit or that they ended up doing the work on their own. Kambouri, Mellar, and Logan (2006) found that collaboration among learners worked to the benefit of the lecturer who managed to teach successfully. In terms of boosting confidence, this study found that some students gained confidence and felt challenged after witnessing their colleagues developing and displaying their newly gained ICT skills. The argument was that if my classmate could do it, I could do better. This finding is corroborated by the findings of Kambouri et al. (2006), who stated that, to the students, collaborative learning was effective for learners to gain confidence and speaking skills.

In terms of gaining ICT skills, those who learned alone showed better understanding of ICT skills as compared to those who collaborated (Kambouri et al., 2006). This might also be the reason why some learners in this current study who worked in pairs did not find any benefit. Pelletier (2005) found that student-to-student interaction using technology was limited and had its challenges. Learners who learned alone did so using instructional materials, trial and error, and watching YouTube tutorials (Liu & Joines, 2020). This current study also found that learners used YouTube to learn some concepts in addition to the material the lecturer gave them. The study also found that some learners found help and support from colleagues, friends, family members, including their children who were tech-savvy. They reached out to their colleagues in person or via WhatsApp. Liu and Joines (2020), who stated that learners got help from family and friends when learning alone, corroborate this finding. Asking for help from a younger generation, whether family or friends, was a key component for adults in learning technology (Liu & Joines, 2020). Those who faced challenges felt challenged that if their colleagues could do it, then they had to try harder and grasp the concepts.

Their lecturer also played an important part through encouragement, and some felt inspired by his teaching methods, while others regarded it as confusing. A study by Feng, Yee, Ng, and Law (2022) found that learners received support and technical assistance from family members, their lecturers, and their classmates via WhatsApp. Learners who learned the course were 51, and 9 dropped out due to various reasons that included pressure at work and family commitments; financial challenges; and being 'disoriented' with technology. While one student did not provide a reason for dropping out, Kambouri et al. (2006) are of the view that learners with lower levels of ICT confidence were likely to miss classes and would eventually drop out. Matswetu, Munakandafa, Munodawafa, and Mandoga (2013) add that learners faced financial problems and a lack of ICT skills and would quit the course due to failure to adopt coping mechanisms.

In terms of challenges, adults face challenges daily using technology, even at home, and not only in formal learning environments. This study found that learners faced challenges that had to do with connectivity issues, balancing work, life, school, electricity unavailability, and uncooperative team members when working on a collaborative project. The finding validates the findings by Kapinga and Mugabe (2014 and Yazdani-Darki, Rahemi, Adib-Hajbaghery, and Izadi-Avanji (2020), who identified a host of challenges raised by learners when learning and using technology. Challenges they identified included limited technological skill, lack of time and opportunities for learning, balancing life, work, and learning, and limited feedback from others [colleagues]. Concerning the instructor, the main challenge he said he faced was large class sizes that made it difficult to instruct and evaluate learners individually. This finding supports the finding by Chosani, Chinyamunjiko, Nyakurimwa, Bhibhi, Masinire, and Manhiwa (2024) who found that large class sizes are a hindrance to effective teaching of

learners.

Most of the participants of this study considered themselves beginners in using technology and were at the entry stage of Gladhart's model of the Adoption Rubric for Computer Technology Integration model. According to these learners, they did not have the requisite knowledge of technology. The finding of this study is that learners during the beginner or entry stage of learning technology were disoriented. This finding supports the findings of Feng et al. (2022), who found that most of the participants regarded themselves as beginners who did not have the requisite technological knowledge and failed to navigate online learning settings.

Another interesting finding from this study points out the possible opportunities and future prospects of using technology in the future or beyond the classroom. Some learners believed that, although they felt disoriented at first, they appreciated that learning technology would help them have better economic opportunities. This finding resonates with Ambiyar et al's (2023) finding that online learning was beneficial and enriching to learners. Some learners argued that technology would place them in a better position when looking for employment, as the economy in the country was going digital. This finding supports the findings by Feng et al. (2022), who found that learners had a positive attitude toward their future use of technology and argued that with time, technological devices will become more user-friendly. They understood the value of using technology and having online learning. The finding on the value of technology is also corroborated by Ileto (2019) who found that the use of technology in the classroom improves student learning and achievement.

Findings from the interview with the instructor showed that he expected learners to be autonomous, while the instructor facilitated learning, guiding and empowering them at the same time. The instructor was against providing answers, much to the disdain and dislike of learners. This finding supports the findings by Jarvis (2018), who provided three good teaching methods educators must pay attention to when teaching learners. The three concepts are facilitating learning, encouraging students to be autonomous and independent, and the teaching process must empower learners (Jarvis, 2018).

The learners felt that their instructor was knowledgeable and very good at teaching them technology. The learners in the study said that they felt that their instructor was a tech-savvy person who equipped them with the technological skills necessary for the job market. This finding contrasts with that of Ceylan and Karagol (2023), who found that although technology trainers had a positive attitude toward the use of technology and recognized its value, they faced challenges in utilizing it. The trainers saw value in improving themselves in the use of technology (Ceylan and Karagol, 2023), which is also the case with the learners in this study. The instructors must take time to learn and upgrade themselves technologically as newer tools are being discovered everyday (Ching & Roberts, 2020).

5. Conclusions and Recommendations

Learners provided many views, experiences, and thought-provoking, subtle statements in explaining their opinions on learning technology. A majority of the learners experienced challenges when starting the course, but soon adapted to the process. Although some dropped out of the course, those who remained expressed the willingness to learn and saw the value of having technological skills in the current prevailing economic status of the country. What we learn is that adults need to persevere in learning technology so that they are not left behind.

Although some adults used YouTube and other media to learn, there is value in collaboration. Consulting others beyond the class was of valuable importance and learning technology. It is crucial to engage others, especially the tech-savvy young adults, including the experts in learning technology. Instructors of technology must learn the strategies and ways of teaching learners, engaging them, and helping them understand the concepts according to their level of understanding. This study found many praises and few complaints about the instructor, and although this is a positive finding, I may consider it as a limitation since it was only one instructor. As a recommendation, it might be prudent to have more than one instructor for the study. This is because the study was limited to a specific course, lecturer, institution, and mode of instruction. The recommendation might be to have

more than one university for the study. Another recommendation is to have a manageable class size, as the lecturer complained of the large class size.

In terms of implications, it is clear that adults struggle with technology learning that may lead to high drop outs and as such introductory training in technology is crucial to enable adult learners to navigate technology smoothly. Instructors must vary their teaching strategies that aims to empower adults learning technology. In doing so, collaboration is key. Adult learners have unique needs and practitioners must be able to adopt flexible approaches that are designed to address individual learning differences. Having technology knowhow is crucial to adult learners as they may end up with the technical skill to fit in different work places beyond the classroom. Universities should offer preparatory technology training for learners to reduce initial disorientation and dropout rates. In the same vein, learners must be prepared to be part of the educational technological revolution and embrace it. Lecturers must listen, embrace the worldviews and backgrounds of learners, and learn to adjust their methodologies to the benefit of all parties concerned.

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Student satisfaction in online general education mathematics courses

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Abstract

One important factor that plays a crucial role in gauging the quality of programs in higher education offering online courses is student satisfaction (Alqurashi, 2019; Kuo et al., 2014; Parahoo et al., 2015). The study investigated the college students' perceived satisfaction with online learning in General Education mathematics courses in terms of types of interaction and general satisfaction. The study sample comprised 304 students enrolled in General Education mathematics courses from one university. Results show that 65.1% were at least satisfied with learning the courses in an online learning environment. The learner-content interaction and learner-interface garnered the highest and lowest satisfaction ratings, respectively. Students enrolled in General Education additional mathematics courses reported dissatisfaction with online learning. There was no significant difference in satisfaction ratings with online learning in terms of year level ($t(242)=0.95$, $p<.35$). However, students enrolled in General Education mathematics courses significantly obtained higher satisfaction rating than those enrolled in additional courses ($t(59)=-9.87$, $p<.001$). The findings provided clear support for how the students interact with the course content, their teachers, their peers, and the learning management system provided satisfying online experience. Results of this study provided baseline data on student satisfaction with online learning and for planning and policy evaluation of a model of online delivery of education. Lastly, findings of the study could be beneficial for General Education mathematics teachers in designing online learning activities that could increase student satisfaction with online learning in mathematics courses.

Keywords: student satisfaction, online learning, interactions, general education mathematics courses, higher education

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Student satisfaction in online general education mathematics courses

1. Introduction

The rise of online learning is a sudden shift in the worldwide education market (Li & Lalani, 2020). The delivery of education, especially in higher education, has changed drastically whereby teaching is conducted distantly and on online environment to achieve access and continuity to education in times of pandemic. Along this line of development, assessment of the quality of instruction and learning outcomes in various courses in an online environment is deemed necessary for program evaluation. One important factor that plays a crucial role in gauging the quality of programs in higher education offering online courses is student satisfaction (Alqurashi, 2019; Blundell et al., 2020, Zhou, 2024). It must be the utmost goal of higher education institutions to satisfy their students on their learning experiences (Jala et al., 2016).

Even before COVID-19 pandemic, online learning has gained popularity, especially in higher education. Issued in the Paris Message, higher educational institutions are encouraged to adopt "online, open, and flexible system practice" as a global response in reinforcing educational systems, effective and quality learning, access to information, and dissemination of knowledge (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015). It is essential for higher education institutions to strengthen their curricular policies and practices which respond to the students' needs even beyond the traditional delivery mode of education (Tuquero, 2020). Several local universities have offered online learning or distance education to cater students who wish to complete their degrees or graduate programs through a convenient and practical non-traditional learning (Katigbak, 2018) before the COVID-19 outbreak. For instance, AMA University Online Education is the first full online education in the country, and the University of the Philippines Open University and New Era University established distance education to select programs where students undergo independent study through synchronous and asynchronous online learning (Katigbak, 2018).

With the advent of internet and technology, online learning has become evident as the new paradigm in contemporary education. In Doo et al. (2019), online learning, also known as e-learning, is a form of distance education that takes place with the help of a web-based learning management system and different types of technological gadgets. Online learning may be done synchronously or asynchronously through different online media. Synchronous online learning happens in real time where the instructor and students interact in a specific virtual environment (like video conferencing, live chat rooms, and live-streaming lectures) at a designated time (The Best Schools, 2018). On the other hand, asynchronous online learning occurs without real time interaction. The students have access to the course materials and requirements provided by the teacher and complete these within a flexible time frame (The Best Schools, 2018).

Online learning in higher education may be challenging for various regions. In Li and Lalani (2020), without reliable internet access or technological tools may cause students to struggle to participate in digital learning. For instance, according to the Department of Information and Communications Technology (DITC) in its National Broadband Plan, only 40 percent of Filipinos and 28 percent of households have internet access; and the average broadband speed was 4.2 Mbps (DICT, 2017). The CHED has mandated to continue delivery of education through online, open, and flexible system practice of delivering quality education. It is with high hope that university, with its zealous endeavor in developing a model for online education, will remain true to the 'No Student Left Behind' advocacy. Consequently, if students are satisfied with their online learning experiences provided by the university, they will manifest loyalty towards the university.

The delivery of instruction during the implementation of the first phase of community quarantine in the country has become the biggest challenge for several private and state universities and colleges. As a response to this challenge, higher education institutions have taken different flexible approaches such as online learning and

distance education to complete their respective academic calendar (Hernando-Malipot & San Juan, 2020; Tuqero, 2020). However, several student organizations petitioned for termination of current academic semester and suspension of online classes amid the COVID-19 outbreak (CNN Philippines, 2020). Unreliable internet access and lack of learning devices are among the cited reasons for the petition (San Juan, 2020). Remote or distance learning has made it more challenging for mathematics and science students to cope with their studies (Franco et al., 2023). In anticipation of the anxiety of students would be experiencing and the socio-cultural impact of the pandemic, the satisfaction level of students with online learning may be at stake. Thus, this concern is worth considering for further study.

Student satisfaction is "a short-term attitude resulting from an evaluation of students' educational experience, services and facilities" (Weerasinghe et al., 2017 p. 533). In this study, student satisfaction is referred to the relative level of experience and perceived performance of students in higher education courses through online delivery of instruction for a period of one semester. Satisfaction underscores the importance of enhancing online learning outcomes and the overall quality of education (Zhou, 2024). Over the years, several researchers have explored and found significant relationship between student satisfaction with online learning in higher education and a wide range of factors (Blundell et al., 2020; Ke & Kwak, 2013: Kucuk & Richardson, 2019; Weerasinghe et al., 2017;). These determining factors that influence student satisfaction include teaching presence, cognitive presence, emotional engagement, behavioral engagement, cognitive development (Kucuk & Richardson, 2019), student-student interactions, physical facilities, faculty empathy, marketing construct of university reputation (Blundell et al., 2020), learner-instructor interaction, learner-content interaction, learner evidence, learner relevance, active learning, learner autonomy, authentic learning, computer technology competence (Ke & Kwak, 2013), learner computer anxiety, instructor attitude toward online learning, online learning course flexibility, online learning course quality, perceived usefulness, perceived ease of use, and diversity in assessments (Doo et at., 2019). Hence, student satisfaction with online learning is a multidimensional construct (Weerasinghe et al., 2017) which is worthy of further research for the improvement in instructional delivery.

In the light of the empirical evidence and ideas presented and with the rising concerns on effectiveness of online learning amid the pandemic, the present researcher was motivated to conduct an exploratory study on this topic to better understand how college students perceive satisfaction with online learning in General Education mathematics courses. The emphasis on mathematics courses in the context of online learning is increasingly relevant due to the unique challenges these subjects present in a digital environment. Mathematics relies heavily on interactive engagement, problem-solving, and immediate feedback, all of which can be difficult to replicate in asynchronous online formats. The transition to online learning necessitated by global events has illuminated disparities in student engagement and understanding, particularly in complex subjects like mathematics, where conceptual grasp is paramount. This study is timely as it seeks to address the evolving pedagogical strategies that can enhance mathematical instruction online, exploring how innovative technological tools and collaborative platforms may bridge gaps in learning outcomes. Furthermore, understanding the implications of this shift is essential for educators to adapt their teaching methodologies to foster effective learning experiences in an increasingly digital academic landscape. In Nortvig et al. (2018), there is a strong interest within the field of educational research to determine which factors affect student satisfaction with online learning in higher education. Although several studies have explored the varied factors that influence student satisfaction with online learning, investigation on the reasons why the students are satisfied or dissatisfied is limited (Davis, 2017). In view of this, the present researcher sought to investigate the common online experiences that may influence the satisfaction and dissatisfaction of students with online learning in General Education mathematics courses.

This study provides baseline data on student satisfaction with online learning and for planning and policy evaluation of a model of online delivery of education. Similarly, the study may assist higher education institutions in identifying approaches to increase student satisfaction with online education and students and parents in making tertiary-education-related choices. The study sought to help mathematics teachers in developing their courses in the learning management system and to provide them information on which area of teaching process needs improvement so that student satisfaction with online learning will be cultivated. More importantly, this study may

provide a significant contribution in literature regarding the use of online learning and student satisfaction in mathematics courses, especially in higher education.

Research Objectives - The aimed at achieving these objectives:

- Determine the students' level of satisfaction with online learning in General Education mathematics courses.
- Assess the students' overall level of satisfaction with online learning in General Education mathematics courses.
- Examine the significant differences in the students' overall level of satisfaction with online learning in General Education mathematics courses when grouped according to their year level taking the General Education core mathematics course, and enrolled General Education mathematics courses.

2. Literature Review

Factors Influencing Student Satisfaction with Online Learning - Over the years, several studies have investigated and found a significant relationship between student satisfaction with online learning in higher education and a wide range of factors. These determining factors that influence student satisfaction include teaching presence, cognitive presence, emotional engagement, behavioral engagement, cognitive development (Kucuk & Richardson, 2019), student-student interactions, physical facilities, faculty empathy, marketing construct of university reputation (Blundell et al., 2020), learner-instructor interaction, learner-content interaction, learner evidence, learner relevance, active learning, learner autonomy, authentic learning, computer technology competence (Ke & Kwak, 2013), learner computer anxiety, instructor attitude toward online learning, online learning course flexibility, online learning course quality, perceived usefulness, perceived ease of use, and diversity in assessments (Doo et al., 2019).

In Kucuk and Richardson (2019), among the abovementioned factors, teaching presence was found to be the dominant determinant of student satisfaction. Additionally, data in Blundell et al. (2020), student-student interactions, physical facilities, faculty empathy, and marketing construct of university reputation are critical contributors to student satisfaction with online learning in increasing significance. Five elements of student-centered learning are significantly related to student satisfaction with online courses (Ke & Kwak, 2013). These elements include learner evidence, learner relevance, active learning, learner autonomy, authentic learning, and computer technology competence. In terms of interaction construct, learner-instructor interaction and learner-content interaction coupled with technology efficacy are significant predictors of student satisfaction. Learner-learner interaction may be negligible in online setting courses. Among the factors influencing student satisfaction with online learning which is emphasized is interaction (Alqurashi, 2019; 2014; Blundell et al., 2020, Doo et al., 2019). Interaction is defined as "the interaction a learner has with the course content, class instructor, and their peers" (Alqurashi, 2019, p. 134). It is considered a vital element in teaching-learning process (Anderson, 2003).

Types of Interaction in Online Learning - The Framework for Interaction Types and Interactive Functions in Online Learning proposed by Chien Chou (2003), which is patterned from the Interaction Equivalency Theorem proposed by Terry Anderson (2003), presents three common types of interactions, namely student-student interaction, student-teacher interaction, and student-content interaction. Interaction in online learning occurs when there the students engage with the course content, the teacher, other students, and the technological medium used in a course (Chou, 2003). It is the central point of the teaching-learning process. However, considering the notable advent of technology in the delivery of instruction, Hillman, Willis, and Gunawardena (1994) (as cited in Chou, 2003) included a fourth type of interaction to the distance education or online education. This interaction is called learner-interface or learner-technology interaction that occurs between a learner and a technological medium. The descriptions of these types of interaction are adopted from the work of Chou (2003).

Learner-Content Interaction. In an online learning environment, students are mostly supposed to learn on their own. Learner-content interaction is an interaction between a student and the content to be learned. Moore (1989, as cited in Chou, 2003) defines learner-content interaction as "the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind" (p. 268). In this type of interaction, students can navigate to other sites that contain related information, access learning resource materials, access online quizzes or activities, and receive information directly to their online accounts.

Learner-Teacher Interaction. In learner-teacher interaction, the teacher facilitates the delivery of instruction by stimulating or maintaining students' interest in what to be taught and to be learned. The teacher provides directions to students. This type of interaction is associated with the traditional classroom teaching or face-to-face teaching where students could interact with their teachers through synchronous and/or asynchronous classes. In learner-teacher interaction, students can attend synchronous classes, write an email to their teacher, and consult their teachers.

Learner-Learner Interaction. Learners do not interact only with the content and the teachers, but also with the other students. Learner-learner interaction provides opportunities for students to interact with their classmates. In this respect, Moore (1989, as cited in Chou, 2003) portrays this type of interaction as an interactive process between one learner and other learners, alone or in group settings, with or without the real-time presence of a teacher. In learner-learner interaction, students can communicate with their classmates through email or group chats synchronously.

Learner-Interface Interaction. Lastly, the learner-interface interaction occurs in distance learning when students manipulate various technological tools to achieve a task which eventually enables the students to gain knowledge and skills (Chou, 2003). In this type of interaction, students can learn a course through a learning management system, download and use files of software from a system for learning, and track their performance records.

Student Satisfaction with Online Learning - Grounded in transformational learning theories, the study of Tanguihan (2024) examined higher education students' satisfaction with online learning during the COVID-19 pandemic. Results showed that students had neutral satisfaction levels, valuing instructor support, guidance, and personalization, but expressing low satisfaction with the knowledge and skills acquired. They appreciated webinars and extracurricular activities yet sought better facilities and physical resources. Most preferred blended or face-to-face instruction over fully online classes, highlighting the importance of diverse learning modalities and effective digital tools. Overall satisfaction was positively linked to students' willingness to recommend online learning in the future.

In 2015, a survey on students' satisfaction with online student portal in a distance online learning environment showed that 85 percent of undergraduate students were satisfied or very satisfied with their overall experience with the online portal (Secreto & Pamulaklakin, 2015). Recently, the University Student Council of Holy Angel University conducted a survey of the satisfaction of students with online learning during summer classes and the survey showed that teachers were prepared to handle online classes and students reported overall satisfaction with online instruction (K. Tolentino, personal communication, June 18, 2020). As far as student satisfaction with their learning experience in different delivery modes of instruction is concerned, studies have shown that there was no significant difference in student satisfaction in traditional, online, and blended learning of continuing education courses (Goerke, 2018). Moreover, empirical evidence shows that student satisfaction with online learning is also positively associated with motivation (Feudo and Cuizon (2022). This indicates that the respondents' satisfaction level is largely influenced by their motivation to engage in online learning.

General Education Mathematics Courses - Another important concept of this research focuses on the General Education mathematics courses. The indispensable role of mathematics in national development has long been recognized and prompts countries to forward innovative curricular reforms and policies. One major curricular

reform in mathematics education in the country, particularly in higher education, is the inclusion of Mathematics in the Modern World as one of the core courses in the New General Education Curriculum because of changes and adjustments introduced in the basic education curriculum (Remo, 2019). As per CHED Memorandum Order No. 20, series of 2013, Mathematics in the Modern World is one of the eight new General Education core courses that deals with "nature of mathematics, appreciation of its practical, intellectual, and aesthetic dimensions, and applications of mathematical tools in daily life" (CHED, 2013). This means that all college students need to enroll in this course. At the university level, Mathematics in the Modern World is not simultaneously taken up by all college students. Some schools of the university offer this course during the first semester, other schools during the second semester.

Aside from Mathematics in the Modern World, the university is also offering other general education mathematics courses to its students such as Linear Algebra, Probability and Statistics, Analytic Geometry, Calculus, and Integral Calculus. These are additional courses required for General Education mathematics courses. Probably, many mathematics teachers would agree that the last two mentioned mathematics courses are difficult to teach and learn even in a traditional learning environment. Learning-content interaction, which is a crucial factor in determining student satisfaction with online learning, may be problematic for a mathematics course because of course content difficulty. In the study of Remo (2019), first year college students from a state university found mandatory and optional topics in Mathematics in the Modern World difficult. Based on observation, some college students tend to exhibit negative attitude toward mathematics in a traditional learning environment.

3. Materials and Methods

Research Design - This study employed a descriptive-survey research design since the intention of this study was to describe the college students' satisfaction with online learning in General Education mathematics courses. This research design allowed the researcher to gather and describe information on the students' demographic data and satisfaction with online learning upon the completion of general education mathematics course through a survey.

Sample and Setting - The respondents of the study were 304 college students who enrolled at Holy Angel University and who completed General Education mathematics courses during the semester through an online learning environment. Consecutive sampling was employed because the study sought to include all accessible respondents who are qualified as part of the sample. In this sampling procedure, the researcher ensured that there is sufficient period to achieve desired sample size of respondents.

Research Instrument - Since student satisfaction with online learning is of concern to higher education institutions, having valid and reliable instruments to measure student satisfaction is necessary. The research instrument used was developed by Strachota (2006) – the Student Satisfaction Survey. This instrument could be utilized by schools or universities to assess student satisfaction with online learning as a program evaluation outcome. The survey instrument covers the types of interaction – learner-learner, learner-instructor, learner-content, and learner-interface interactions and general satisfaction. The psychometric properties of the Student Satisfaction Survey indicated that the questions within each construct have strong internal and construct validity, making the instrument highly reliable for measuring affective outcomes. The factor loading for learner-content interaction ranged from .604 to .780, learner-instructor interaction factor loading ranged from .594 to .841 and learner-learner interaction factor loading ranged from .588 to .786. While the reliability coefficient of the instrument using Cronbach's alpha is .97 for learner-technology interface interaction, .90 for learner-content interaction and general satisfaction, and .89 for learner-learner interaction and learner-instructor interaction.

The instrument has two parts. The first part of the instrument covered individual respondents' data such as enlisted academic program, year level, and enrolled General Education mathematics courses. The second part considered items that measure the students' general satisfaction with online learning and student satisfaction with online learning based on types of interactions. The survey items included a four-point Likert scale of strongly

disagree, disagree, agree, and strongly agree. Likert scale entails the assigning of points for each response on a positive statement or negative statement. For positively stated items, the scale (corresponding points) is as follows: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). For negatively stated items: strongly agree (1), agree (2), disagree (3), and strongly disagree (4). Questions specific to each construct within the Student Satisfaction Survey. The revised instrument was subjected to pilot test before administering to the respondents who will not take part in the actual study. The Cronbach's alphas for the subscales of the instruments, namely learner-content interaction, learner-teacher interaction, learner-learner interaction, learner-interface interaction, and general satisfaction were .869, .713, .878, .864, and .794, respectively.

Data Collection - For this study, an online survey developed from Google Form was conducted to gather and collect data via Google Form. The invitation and link of this survey form, together with informed consent, was sent to students who have taken general education mathematics courses. The invitation was forwarded via Canvas Announcement pane during the last week of the intended semester. The students of the researcher did not participate as respondents of the study to avoid the threat of undue influence.

Data Analysis - To facilitate data analysis of quantitative information of the survey, descriptive statistics such as frequencies, percentages, mean, and standard deviation were processed to describe the demographic profile of respondents and level of satisfaction with online learning. The level of student satisfaction with online learning in general education mathematics courses were determined by mean score of the responses. The following score range will be used for verbal interpretation: 3.51 – 4.00 (very satisfied), 2.51 – 3.50 (satisfied), 1.51 – 2.50 (dissatisfied), and 1.00 – 1.50 (very dissatisfied). To determine the significant differences, F-test for equal variances, independent t-tests, and Welch's t-test were employed at 5% level of significance.

Ethical Consideration - In conducting this study, the following ethical considerations were ensured for the participants and sought the approval of the university's Institutional Review Board. Informed consent from the respondents were obtained. The respondents were oriented or informed about the study to understand what they are taking part in the study and know what is required of them. They were informed about the purpose of the study and the methods being used. Participation in the study was voluntary and may withdraw anytime without undue consequence. Privacy and confidentiality of data was safeguarded. The anonymity of respondents, any information obtained from them was protected at all stages of the research process from collection to reporting. The data was kept in a password-protected file and device for five years and will then be destroyed. The use of secondary source data was acknowledged with appropriate citation. Permission on the use of research instrument that measures student satisfaction with online learning was sought. With online-based data collection, consideration was given to the electronic security of the information and safety of the respondents and the researcher. The study guaranteed that it is not harmful to the respondents.

4. Results

The general aim of the study was to investigate college students' perceived satisfaction with online learning in General Education mathematics courses. The results and analyses of the data were derived and processed from 304 respondents who were enrolled in online General Education mathematics courses.

Profile of the Respondents - As shown in Table 1, 64.1% (195/304) of the respondents come from first year level followed by those in the second year and third-year levels at 24.7% (75/304) and 11.2% (34/304), respectively. There were no students enrolled in third year level to fifth year level in General Education core mathematics course. Likewise, there are no students enrolled in first year, fourth year, and fifth year levels in General Education additional mathematics courses. Regarding the distribution of the respondents according to their enrolled General Education mathematics courses, 80.3% (244/304) of the respondents are enrolled in Mathematics in the Modern World, which is the General Education core mathematics course. About 80% of the respondents enrolled in the General Education core mathematics course come from the first-year level. Moreover, out of 60 respondents enrolled in General Education additional mathematics courses, 50% of the respondents are enrolled in calculus-

related courses.

Table 1

Distribution of Respondents Based on Year Level and General Education Mathematics Courses

General Education Mathematics Courses	Year Level				
	1st Year	2nd Year	3rd Year		
	Frequency			Total	Percent
Core Course					
2MATHMWORLD	195	49	0	244	80.3
Additional Courses					
2LINALGEB	0	9	1	10	3.3
2PROBSTAT	0	10	10	20	6.6
2CALCULUS	0	7	1	8	2.6
2INTCAL	0	0	22	22	7.2
Total	195	75	34	304	100
(Percent)	(64.1)	(24.7)	(11.2)	(100)	

Note. 2MATHMWORLD – Mathematics in the Modern World, 2LINALGEB – Linear Algebra, 2PROBSTA – Probability and Statistics, 2CALCULUS – Basic Calculus, 2INTCAL – Integral Calculus

Student Satisfaction with Online Learning in Terms of Interactions and General Satisfaction - The students' satisfaction with online learning in General Education mathematics courses can be described in terms of 5 subscales using the Student Satisfaction Survey instrument: learner-content interaction, learner-teacher interaction, learner-learner interaction, learner-learner interaction, learner-interface interaction, and general satisfaction. The following score range was used for verbal interpretation of student satisfaction level: 3.51 – 4.00 (very satisfied), 2.51 – 3.50 (satisfied), 1.51 – 2.50 (dissatisfied), and 1.00 – 1.50 (very dissatisfied). Table 2 summarizes the descriptive statistics on student satisfaction in General Education mathematics courses in terms of the types of interaction and general satisfaction. Among the subscales pertaining to types of interaction, the learner-content interaction garnered that highest mean satisfaction rating (M = 3.40, SD = 0.60) signifying that interacting with the mathematics course content through online is at satisfied level. The same satisfaction level holds true for the other three types of interaction (learner-learner, learner-teacher, and learner-interface) with the mean satisfaction ratings ranging from 3.25 to 3.34.

Table 2

Descriptive Statistics of Student Satisfaction with Online Learning in General Education Mathematics Courses

General Education Mathematics Courses						
	Core Course (N = 244)		Additional Courses (N = 60)		All Courses (N = 304)	
Subscales	M (SD)	Interpretation	M (SD)	Interpretation	M (SD)	Interpretation
Learner-Content Interaction	3.50 (0.51)	Satisfied	2.99 (0.74)	Satisfied	3.40 (0.60)	Satisfied
Learner-Teacher Interaction	3.45 (0.52)	Satisfied	2.91 (0.66)	Satisfied	3.34 (0.59)	Satisfied
Learner-Learner Interaction	3.41 (0.56)	Satisfied	3.03 (0.66)	Satisfied	3.34 (0.60)	Satisfied
Learner-Interface Interaction	3.31 (0.49)	Satisfied	3.01 (0.73)	Satisfied	3.25 (0.56)	Satisfied
General Satisfaction	2.93 (0.59)	Satisfied	2.39 (0.75)	Dissatisfied	2.82 (0.66)	Satisfied

Note. 2MATHMWORLD – Mathematics in the Modern World, 2LINALGEB – Linear Algebra, 2PROBSTA – Probability and Statistics, 2CALCULUS – Basic Calculus, 2INTCAL – Integral Calculus

Furthermore, the respondents who were enrolled in General Education core mathematics course reported highest mean satisfaction rating in terms of learner-content interaction (M = 3.50, SD = 0.51), while the respondents who were enrolled in General Education additional mathematics courses reported highest satisfaction rating in terms of learner-learner interaction (M= 3.03, SD = 0.66) indicating the respondents are at satisfied level in terms of their interaction with the course content and with their peers, respectively. On the other hand, learner-interface interaction obtained the lowest mean satisfaction rating (M = 3.31, SD = 0.49) for General Education

core mathematics course, while learner-teacher interaction obtained the lowest mean satisfaction rating (M = 2.91, SD = 0.66) for General Education additional mathematics courses. The mean satisfaction ratings are interpreted at satisfied level. As can be seen from Table 2, in terms of general satisfaction with online learning in General Education mathematics courses, the mean satisfaction rating is 2.82 (SD = 0.66), which indicates a satisfied level. Those respondents who were enrolled in the General Education core mathematics course reported satisfied level as supported by the mean satisfaction rating of 2.93 (SD= 0.59). On the other hand, it can be noted that those respondents who were enrolled in the General Education additional mathematics courses reported a dissatisfied level as supported by the mean satisfaction ratings of 2.39 (SD = 0.75).

Overall Student Satisfaction with Online Learning in General Education Mathematics Courses - The overall student satisfaction with online learning is the aggregate score of the five constructs in the Student Satisfaction Survey instrument. The overall satisfaction rating with online learning in General Education mathematics courses was determined by getting the weighted mean of corresponding ratings for all responses. Moreover, the level of satisfaction with online learning was interpreted for each respondent using the same score range and verbal interpretation. Based on descriptive analysis, the overall mean satisfaction rating for all General Education mathematics courses is 3.15 (SD = 0.48), indicating that the respondents obtained total satisfaction rating which is equivalent to satisfied level. The overall mean satisfaction rating for core mathematics course group (M = 3.23, SD = 0.42) is greater than the overall mean satisfaction rating for additional mathematics courses group (M = 2.81, SD = 0.57).

Of the 304 respondents, 81 or 26.6% were very satisfied and 198 or 65.1% were satisfied with learning the courses in an online learning environment. Moreover, out of 244 respondents who were enrolled in General Education core mathematics course, 74 (30.3%) are at very satisfied level and 158 (64.8%) are at satisfied level with online learning. For General Education additional mathematics courses, 11.7% (7/60) of the respondents are at a very satisfied level, while 66.7% (40/60) of them are at a satisfied level. On the other hand, 25 out of 304 (8.2%) respondents are dissatisfied or very dissatisfied with their online learning in General Education mathematics courses. Moreover, 20% (12/60) of the respondents enrolled in General Education additional mathematics courses and 4.9% (12/244) of the respondents enrolled in General Education mathematics core course reported dissatisfied level. It can be noted that no respondent enrolled in General Education core mathematics course expressed a very dissatisfied level.

Differences in Student Satisfaction with Online Learning - Students enrolled in the first year (M = 3.24, SD = 0.41) reported higher satisfaction ratings with online learning in the General Education core mathematics course than those in the second year (M = 3.18, SD = 0.41). However, this difference was not statistically significant, $t(242) = 0.95$, $p = .35$. The Welch's t-test indicated a significant difference in satisfaction ratings with online learning between groups, $t(59) = -9.84$, $p < .001$. Students enrolled in the General Education core mathematics course (M = 3.23, SD = 0.41) reported significantly higher overall satisfaction than those enrolled in the General Education additional mathematics courses (M = 2.81, SD = 0.57).

5. Discussions

The purpose of the study was to primarily gain a better understanding of student satisfaction with online learning in General Education mathematics courses during the current Covid-19 pandemic. This section presents the summary of the study's findings and their implications. The year level and nature of General Education mathematics courses were analyzed to provide valuable insights on student satisfaction when learning mathematics courses in an online learning environment based on the demographic profile. Majority of the students are college first-year students who were enrolled in the General Education core mathematics course (Mathematics in the Modern World) since it is a common mandatory course to all undergraduate students regardless of their programs (CHED, 2013). This mathematics course is programmed to be offered to first year and second year levels in the university. The General Education additional mathematics courses are offered to second year and third year students under specified programs only.

Vital to the investigation of student satisfaction with online learning are the four types of interactions in an online learning environment. Based on the results of the study, it appeared that the students were satisfied with their online learning in General Education mathematics courses in terms of learner-content, learner-teacher, learner-learner, and learner-interaction. This indicates that interaction of students with the course content, their teachers, their peers, and the learning management system provides satisfying experiences in learning mathematics course in an online learning environment. This finding provides evidence that the types of interactions influence the student satisfaction with online learning (Alqurashi, 2019; Blundell et al., 2020). Moreover, if students interact actively, they are more likely engaged in learning. When students are fully engaged in learning, they will manifest higher student satisfaction with online learning. This idea supports the claim that student engagement positively influences student satisfaction (Muzammil et al., 2020).

Among the types of interaction, learner-content interaction obtained the highest satisfaction rating indicating that the students were satisfied with how they interacted with the course content in General Education mathematics courses. This level of satisfaction can be explained by their awareness that the modular activities, learning resources, assignments, and projects facilitated their learning in mathematics courses. Likewise, activities requiring application of problem-solving skills helped their learning in an online environment. This implies that the course content for the General Education mathematics courses was carefully designed. This finding supports the results of the study of Kumar et al. (2021) which confirmed that the quality of online learning is influenced by online learning content. The quality of online learning between student satisfaction and learning content was found to be significant in this previous study.

In terms of learner-teacher interaction, noteworthy is the students' consensus on the role of the teacher in online class as an active member of the discussion group offering directions to posted comments or announcement. A substantial number of students expressed their agreement on recognition of teachers' function as facilitators and teachers' presence in learning mathematics courses through online environment. The obtained level of student satisfaction in this type of interaction validates the study of Croxton (2014) stating that learner-teacher interaction is a primary variable in student satisfaction with online learning. However, the students expressed frustration by the lack of feedback from their mathematics teacher leading to low student learning engagement (Obenza-Tanudtanud & Obenza, 2023). This study supports the importance of teachers' presence especially in teaching and learning mathematics in online classes. Creating interaction between learner and teacher, either one-on-one interaction or interaction between a teacher and a group of learners, may provide students a sense of belongingness and stability in an online learning environment (Croxton, 2014).

The level of satisfaction among the students in terms of learner-learner interaction is at satisfied level as indicated by their agreement expressing their ability to ask for clarification from a fellow student or peer when needed. Mathematics online courses encouraged them to discuss ideas and concepts covered with other students. This finding on learner-learner interaction suggests that for a satisfying online learning experience, students should feel a sense of community among them. This is consistent with the prior study that a strong student-student interaction in an online learning environment fosters social presence, in turn, social presence leads to a more satisfying online experience (Strauß & Rummel, 2020).

Learner-interface interaction could also explain the satisfaction level of students in General Education mathematics courses through an online learning environment. The students interacted with Canvas as a learning management system or the interface for online learning. The modular learning activities can be accessed by the students in the Canvas. The results of the study revealed that they were satisfied with their interaction with the learning management system. It indicates that the students recognized the functionality of the institutional learning management system. This finding is supported by the students' consensus expressing confidence in their abilities to utilize the learning management system and awareness on making their learning mathematics courses easier using some computer packages embedded in the Canvas. Their satisfaction level with online learning through a learning management system may be explained by their ability to easily use the Canvas and to deal with the difficulties they encounter when using the Canvas and their positive attitude towards the Canvas as a good aid for

learning (Strachota, 2006). Enhancing the learning platform may increase students' satisfaction with online learning (Zhou, 2024).

Based on the results of the study, it appeared that the four types of interaction contributed to a satisfying online learning experience in mathematics courses. These types of interactions are significant predictors of student satisfaction and positively related to achievement outcomes in distance education (Doo et al., 2019) although learner-learner interaction may be negligible in online settings. However, the learner-interface interaction least contributed to overall student satisfaction with online learning. This finding supports the idea that technology-related factors may impact student satisfaction with online learning (Elshami et al., 2021; Strachota, 2006). The low students' level of satisfaction per interaction may be explained by their disagreement on items describing a satisfying online learning experience when interacting with the content, their teacher, their peers, and the learning management system. Most of the items that obtained the low mean satisfaction rating are pertinent to learner-interface interaction. Based on the results of the study, the students reported low means satisfaction rating in items expressing the following: (a) the use of learning management system makes online learning more interesting, (b) the learning management system makes students much more productive, (c) enjoyment in working with the learning management system, (d) assessment of students computer skills, (e) ability to deal with difficulties encountered when using the learning management system, and (f) the easiness of working with the learning management system.

In terms of learner-teacher interaction, items stating students' frustration by the lack of teacher's feedback and the acquisition of individualized attention from their teacher obtained the lowest mean satisfaction rating. The item expressing their feeling in improving their mathematical skills through online learning obtained the least mean satisfaction rating in the learner-content interaction, while the item expressing timely feedback received from other students. obtained the least mean satisfaction rating in the learner-learner interaction. These findings suggest that there is still room for increasing the level of student satisfaction with online learning in General Education mathematics courses by giving attention to above-mentioned items, especially in terms of learner-interface interaction. In the Weerasinghe et al.'s (2017) literature review, several studies revealed that student interaction with fellow students, available online learning tools, teachers, and course material had a significant impact on university student satisfaction. Thus, satisfaction with online learning increases as these types of interaction are applied within the online learning context. Elshami et al. (2021) highlighted students' suggestions for improving student satisfaction with online learning. Some of these strategies include the integration of other applications that engage students in learning (e.g., games, surveys), scheduling of academic advising and consultation hours, communication with students before synchronous classes, and more online discussion supplemented by timely feedback from teachers.

General satisfaction was also included to measure if the overall needs of the students in online learning have been met. In general, majority of the students were at satisfied level with online learning in General Education mathematics courses. The level of satisfaction may be explained by their consensus expressing their desire to recommend online mathematics courses to other students. However, predominance of disagreement and strong disagreement on the effectiveness of online mathematics courses as compared to face-to-face courses suggests dissatisfaction with online learning. Furthermore, the findings reveal that the students who were enrolled in General Education additional mathematics courses were not satisfied with learning the mathematics courses online. Student dissatisfaction with online learning may be due to acquisition of learning needs and their preference with face-to-face learning mode. This finding is coherent with the previous study that mathematics learners prefer face-to-face learning mode (Krishnan, 2016). In face-to-face instruction, students are more comfortable interacting with their peers and the teachers, and they learn and understand the mathematics concepts better. The lack of real-time feedback and face-to-face communication led to social isolation and decreased interest in learning (Dipolog, 2022).

The results provided supporting evidence that students enrolled in face-to-face learning were more satisfied than their online counterparts in higher education context (Tratnik et al, 2017). Students may perceive that online learning is not "real" learning (Formoso, 2018). Based on their responses, majority of them expressed that they

would not like to take another online course, the online courses did not meet their learning needs, they did not learn as much in online course as compared to face-to-face learning, and the online courses are not effective as face-to-face learning.

The results reveal that majority of the students were overall satisfied with online learning in General mathematics courses. The distribution of the students' satisfaction ratings in both General Education core mathematics course and additional mathematics courses provided the explanation where most of them were at the satisfied level. This finding is consistent with the claim that students reported overall satisfaction with online instruction (K. Tolentino, personal communication, June 18, 2020). Further, this pattern of results is consistent with the previous literature that reported the same level of satisfaction with online learning (Shaid et al., 2021). On the other hand, the proportion of dissatisfied or very dissatisfied with online learning is larger in the group of students who took up General Education additional mathematics courses. These results suggest that the proportion of respondents enrolled in General Education core course who were at least satisfied with online learning is greater than the proportion of the respondents enrolled in General Education additional mathematics courses.

The study compared the satisfaction of first year level and second year level students studying General Education core mathematics course since this course was mandated to all undergraduate students. The researcher obtained evidence that, although the first-year students reported higher satisfaction rating with online learning in General Education core mathematics course than the sophomores, there was no statistically significant difference in the overall student satisfaction with online learning in the core course according to the year level. Further, the study compared the overall satisfaction with online learning of students enrolled in General Education core mathematics course and students enrolled in General Education additional mathematics courses. A statistically significant difference in the overall satisfaction with online learning was found in favor of General Education core mathematics course students. This finding is supported by the substantial proportion of students enrolled in General Education mathematics additional course who reported dissatisfaction with online learning.

The results of the study showed that in all types of interaction, the students who were enrolled in the General Education additional mathematics course obtained lower mean satisfaction rating than the students who were enrolled in core mathematics courses. The learner-content obtained the lowest mean satisfaction rating for General Education additional mathematics course group. In terms of general satisfaction, they reported a level of dissatisfaction. This dissatisfaction with online learning may be attributed to course content. This may be problematic for mathematics courses such as Linear Algebra, Probability and Statistics, and Calculus because of course content difficulty. Moreover, the significant difference in satisfaction with online learning may be influenced by factors such mathematics curriculum prior to the students' undergraduate education and preference of face-to-face learning mode (Krishan, 2016). Another crucial factor for dissatisfaction could be credited to the sudden shift from face-to-face to online delivery of the instruction due to Covid-19 pandemic (Elshami et al., 2021; Tanguihan 2024), accompanied by stressful learning conditions of the pandemic itself.

6. Conclusions

The study investigated student satisfaction with online learning in General Education mathematics courses. The sample was limited to one university at one point in time which any generalizations drawn from this study should be considered with caution. This study revealed that the level of student satisfaction with online learning in General Education mathematics courses could be considered as an important indicator for successful result of online learning initiatives in mathematics education. The study may provide baseline data for planning and policy evaluation of a model of online delivery of education. This study highlighted the importance of types of interaction in online learning in promoting student satisfaction in learning mathematics. The findings offer clear support for how students interact with the course content, their teacher, their peers, and the learning management system provided satisfying online experiences in mathematics courses. Important to the findings of the study is the need for mathematics teachers to design online learning activities in the learning management system to make online learning interesting, productive, and enjoyable. Likewise, identification of appropriate approaches and strategies

in increasing the level of student satisfaction with online learning based on the interactivity of online learning is critical in providing satisfying online learning experiences.

The students felt that online courses are not as effective as face-to-face courses. Thus, careful attention to general satisfaction with online learning must be paid by mathematics teachers. Mathematics teachers must design activities based on the interactive functions of online learning to increase student satisfaction. Moreover, the findings revealed that there was no significant difference in satisfaction rating with online learning in the General Education core mathematics course in terms of their year level. It can be concluded that the core course Mathematics in the Modern World may be offered during the first year or second year stay of the students in the undergraduate program. On one hand, a statistically significant difference in the overall satisfaction with online learning was found in favor of General Education core mathematics course students over additional mathematics courses. The sudden shift from face-to-face learning to online learning brought about challenges concerning the effectiveness of delivery of instruction of these additional mathematics courses wherein the nature of course content is more abstract than the core mathematics course. Source of student dissatisfaction with online learning in General mathematics courses may be attributed to the content of the course and interactive functions of the learning management system. Migration from traditional or face-to-face learning to online learning environment has important implications for the way students learn mathematics courses. This is especially true on how they interact with the course content, teacher, and other students. With their previous learning experiences in mathematics courses, students would prefer to attend classes on campus. At the same time, online courses may divert students who prefer face-to-face learning to find online learning satisfying.

Implications **-** The findings have several practical implications for higher education institutions. Administrators and instructional designers should ensure that online mathematics courses are developed with engaging and well-structured content, effective feedback mechanisms, and accessible learning platforms. Continuous professional development programs for faculty should be implemented to strengthen their skills in online pedagogy, feedback provision, and technology integration. Institutions must also provide adequate technical support to both teachers and students to maintain smooth and interactive online learning environments. For mathematics educators, the findings emphasize the need to foster strong learner-teacher and learner-content interactions. Teachers should use varied instructional strategies, such as problem-based learning, discussion forums, and interactive assessments, to enhance participation and understanding. By improving feedback systems and sustaining teacher presence in online classrooms, teachers can create a more engaging and motivating virtual learning experience for students. For students, the study highlights the importance of developing self-management and digital literacy skills to adapt effectively to online learning environments. Students must take active roles in their learning by maintaining discipline, time management, and active participation in online discussions. Recognizing the functionality of the learning management system and using it as a tool for collaboration and problem-solving can enhance their overall satisfaction and learning outcomes.

In summary, the study contributes valuable insights into understanding how student satisfaction in online learning can be improved through well-designed course content, meaningful interaction, and institutional support. These findings provide a strong foundation for refining online teaching practices in mathematics education and for ensuring that future learning environments remain learner-centered, interactive, and responsive to students' academic needs.

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Unod festival: Sulyap-suri



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Abstract

Layunin ng pag-aaral na ito na masuri ang *Unod Festival* sa bayan ng Castilla, Sorsogon. Ginamit ang kuwalitatib-deskriptibong disenyo ng pananaliksik at semi-structured na talatanungan upang makapanayam ang mga impormanteng kinabibilangan ng Mayor, mga Konsihal, Pamunuan ng Turismo, Tagasanay ng Sayaw ng Unod, at mga magsasakang Castillanon. Maingat na sinuri at binigyang-interpretasyon ang mga nakalap na datos. Natuklasan ng mananaliksik na ang makulay na pagdiriwang ng *Unod Festival* ay nakaugat sa matibay na pananampalataya ng mga Castillanon sa kanilang patron na *Our Lady of the Holy Rosary*, na pinaniniwalaang nagbibigay ng masaganang ani sa mga ugat na pananim gaya ng kamoteng kahoy, kamote, ube, at bungkukan. Bahagi ng tradisyong ito ang "Tinagba," isang ritwal ng pag-aalay ng ani sa simbahan bago ito ipagbili, na kalauna'y ipinamahagi sa kabataan at ginagamit na tulong sa mga mag-aaral ng seminaryo. Ang sayaw ng *Unod Festival* ay may limang bahagi—*Paghahanap ng Taniman, Pagtatanim, Pagpapakita ng Pagpeste, Pagsamba o Paghingi ng Gabay sa Patron,* at *Masaganang Ani*—na sumasalamin sa kultura at pananampalataya ng mga mamamayan. Ang kinalabasan ng pag-aaral ay makatutulong sa pagpapalakas ng turismo at pagtuturo ng panitikan sa nasabing bayan. Inirerekomenda na suportahan ng lokal na pamahalaan ang mga manunulat at programang pangkultura upang mapalaganap ang kamalayang kultural ng mga kabataang Castillanon at mapanatili ang kanilang mayamang tradisyon.

Keywords: Unod festival, Castilla Sorsogon, pananampalataya, kultura, turismo

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Unod festival: Sulyap-suri

1. Introduksiyon

Ang Festival, Natatanging Kaugalian - Ang isang festival ay isang espesyal na pagdiriwang na karaniwang isinasagawa sa isang tiyak na araw o panahon ng isang lugar. Ito ay may kinalaman sa mga kulturang tradisyon, relihiyon, kasaysayan o mga pagdiriwang ng isang komunidad o bansa. Ito ay isang pagkakataon para sa mga tao na magkolekta, magdiwang, at magbigay-pugay sa mga mahahalagang aspeto ng kanilang kultura at relihiyon. Ang mga ito ay nagbibigay buhay sa pamayanan at nagpapakita ng identidad ng komunidad, nagdudulot ng kaligayahan at pagkakaisa. Ang bansang Pilipinas ay hindi lamang kilala bilang Perlas ng Silangan dahil sa mga pambihirang magagandang tanawin at atraksyon nito bagkos ay kilala rin ito sa mayamang kulturang nakapaloob, tulad ng mga pista at mga festival na tiyak na inaabangan ng karamihan, di lamang ng mga Pilipino kundi pati na rin ang ibang lahi. Ang mga Pilipino ay kilala sa pagiging masiyahin at maligaya dahil kapansin-pansin na kahit ang simpleng tagumpay ay lubos na ipinagdidiriwang sa pamamagitan ng salo-salo (Sabelleno, 2017).

Ang unang pista sa Pilipinas ay naganap noong panahon ng Kastila. Ang mga pista noon ay karaniwang tungkol sa relihiyon dahil sa impluwesang Kastila. Tatlo ang dahilan kung bakit naganap ang pista. Ang una ay bilang pagpapasalamat sa kanilang mga patron o santo dahil sa mabuting ani o mabuting nangyari sa bayan. Ang pangalawang dahilan ay bilang paraan upang ipakita ang sariling kultura o gawain nila tulad ng paggawa ng mga maskara o paglalagay ng pintura sa katawan. Ang huling dahilan ay mga anibersaryo ng mahalagang pangyayari sa kasaysayan tulad ng pagbangon ng lungsod o bayan. Ang lahat na ito ay nagpapakita ng debosyon ng mga Pilipino sa pagdiwang ng mga pista (Horendo, 2016). Festival ang nagsisilbing bulwagan na nagbibigay ng pagkakataon sa mga mamamayan upang mailahad ang kanilang mas malawak na pagtingin sa mga isyung kultural, sosyal, at politkal (Crespi-Valbona at Richards, 2007). Binanggit din nila na ang mga piyesta ay nagiging sentro ng mga diskurso para sa preserbasyon ng mga tradisyonal at lokal na kultura kasabay ang pag-usbong ng modernisasyon at globalisasyon.

Maraming pagpapakahulugan ang maaaring ikabit sa salitang pagdiriwang o pagtitipon. Tumutukoy ito sa proseso ng pagsasakatuparan o pagsasagawa ng isang mahalagang pag-alala ng pagsilang, kamatayan, at ang kabayanihang inialay para sa bayan. Bahagi rin nito ang pagpaparangal sa tagumpay na natamo ng isang tao, ng isang pangkat, o ng isang bayan. Maaari namang tingnan bilang bahagi ng nakagawiang pagpapasalamat sa kinikilalang Diyos para sa masaganang ani at sa pagkakaroon ng makulay at mayamang kultura't kasaysayan. Sa ganitong bagay, tuwirang ipinakikita at ipinahahayag nito ang mga tinipong tagpo na maaaring sabihing ito ang nagpapakilala sa isang lugar o sa isang bayan. Kung lilibutin ang buong Pilipinas, masasaksihan ng sinumang magnanais na bumisita rito ang iba't ibang pagdiriwang o pagtitipon at ang naiibang paraan ng pagsasagawa ng mga ito sa pamamagitan ng mga inilatag na aktibidad. Ito ang tinatawag na Pistang Pilipino o ang sinasabing festibal na ipinahayag ng National Commission for Culture and the Arts. Ang mga Kapistahan ay maituturing na mahalagang bahagi ng kulturang Pilipino. Ito ay nagiging daluyan upang maitampok ng isang pamayanan ang kanilang kultura, produkto, at ang kanilang mga paniniwala (Amtalao at Lartec, 2015). Malinaw ang ugnayan sa pagitan ng kapistahan at kultura ng isang pamayanan. Mahalagang pag-aralan ang mga pista sa pagdalumat ng kultura at integridad ng isang pamayanan upang higit pang maipakilala at maibahagi ang natatanging yaman na ito sa iba.

Ang salitang "festival" ay nagmula sa Latin na "festum" at kaugnay ng Pranses na "festivus". Sa gitnang panahon, ang mga ito ay karaniwang may kauganay sa relihiyon at maituturing na banal. (Levickaite, 2011). Sa kasalukuyan ito ay nagsilbing daan upang maipakita o maipakilala ang kultura na umiiral sa isang lugar. Ayon sa UNESCO (2001) itinuturing ang kultura bilang kabuuan ng natatanging espiritwal, materyal, intelektuwal at emosyonal na mga katangian ng lipunan o isang pangkat sa lipunan na kinakasama hindi lamang ang sining at panitikan, kundi pati narin ang pamumuhay at paraan ng pagsasamahan, sistema ng mga halaga ng tradisyon at

mga paniniwala ng bawat mamayan sa isang komunidad.

Samantala, sinasabi ni Getz (2010), “Festivals always have a theme, and they have potentially very diverse programs and styles, all in pursuit of fostering a specific kind of experience. Celebration embodies at once an intellectual, behavioural and emotional experience, with the emotional responses potentially leading to unexpected and undesired outcomes in both behavioural and political/attitudinal terms.” Ito ay nangangahulugan lamang ng pagpapakita ng malawak ng kultura ng isang bayan o komunidad. Marami nang naisagawang pag-aaral tungkol sa ugnayan ng festival, relihiyon, at kasaysayan ng ating bansa ngunit kakaunti pa lamang ang mga pag-aaral na sumisentro sa festival bilang representasyon ng kultura at identidad ng isang pangkat. Ang bawat pangkat ay kumakatawan sa natatangi nitong kultura at paniniwala na siyang nag-uugnay ng kaugalian ng isang bayan at indibiduwal. Kalimitang nagkakaiba-iba man ang paniniwala ng bawat isa, ngunit nagkakaroon ng pagkakaisa dahil sa pagdiriwang sa kanilang lugar o komunidad.

Ayon naman kay Choi at el. (2021) ang pagdalo sa ganitong mga gawain ay nagpapawi ng stress, nagbibigay ng spiritwal na kakayahan at na-aalok ng positibong karanasan at kaalaman, estetika at kuryusidad. Sa pamamagitan nito maaaring malibang ang ating mga isipan sa mga bagay na iniisip sa pang araw-araw sapagkat nakakakita tayo ng iba’t ibang mga aktibidad na nagaganap. Karaniwang ikinakabit na kahulugan ng festival, partikular sa pagkakatala sa diksyonaryong Cambridge na sinasabing, “A special day or period, usually in memory of a religious event, with its own social activities, food, or ceremonies.” Gayundin, ang pagpapakahulugan naman ni Getz (2010), “Festivals are cultural celebrations and have always occupied a special place in societies. Their celebratory roles, and the many cultural and social implications of ritual and festivity, have long attracted the interest of sociologists and anthropologist.” Maituturing at tinatawag pa rin itong festibal sa anumang anyo o porma ng pagkakalatag ng mga ideya hinggil sa pokus ng pagdiriwang. Subalit nagkakaiba lamang ang mga ito sa aspektong tinitingnan na malaki ang kaibahan ng panrelihiyong festibidad sa usaping pangkultura. Sinasabing nakatuon ang panrelihiyong festibidad sa pista ng bayan na ang araw ng kapanganakan ng isang patron sa iyang lugar.

Ang Kultura, isang uri ng Panitikan - Ayon kay Taylor (2007), ang kultura ang paraan ng pamumuhay ng mga tao sa isang lipunan. Sa iba ito ay kuro o opinyon ng buong lipunan na maaaring makita sa kanilang mga salita, aklat at mga sinulat, relihiyon, musika, pananamit, pagluluto, at iba pa. Kasama na rito ang iba’t ibang uri ng mga pagdiriwang, gaya ng mga paligsahan at mga pista taun-taon. Ang kultura bilang nagkasamang modelo ng pag- uugali ng tao kalakip ang kanyang kaisipan, pakikipagkomunikasyon, wika, nakagawian, paniniwala, pagpapahalaga, kaugalian, ritwal, paraan ng paggalang at pakikisalamuha sa kapwa (Mangahis, 2010). Naniniwala naman si Rocher (2004), isang anthropologist, na ang kultura ay isang koneksyon ng mga ideya at damdamin na tinatanggap ng karamihan sa isang lipunan. Nais lamang nitong sabihin na ang isang gawain ay tinatawag na kultura kung ito ay katanggap-tanggap sa karamihan sa loob ng isang komunidad at lipunan. Bukod pa roon, ang kultura ay isa sa mga pinakamahirap buoin at ibahaging konsepto sapagkat kailangan at kaugnay nito lagi ang wika. Bawat tao ay may sariling kinagisnan at natutuhang wika. Ito ang ginagamit sa pang araw-araw na pamumuhay at pakikisalamuha sa kapwa. Sa pamamagitan ng wika ay naipapahayag niya ang kanyang kaisipan, damdamin, adhikain, pangarap, imahinasyon, pagpapasya at pag-iisip (Montera et al, 2012).

Ayon naman kay Semorlan (2010), hindi mapaghihiwalay ang wika, kultura at lipunan. Magkabuhol ang mga ito kaya’t malalaman kung anong kultura mayroon ang isang tao dahil sa wika na ginagamit nito. Sumasaklaw ang pag-aaral ng kultura sa kabuoang masalimuot na proseso na binubuo ng iba’t ibang elemento tulad ng karunungan, pananampalataya, sining, batas, ugali, kagandahang asal at iba pa na maaring matutunan at taglayin ng mga tao bilang kasapi sa isang lipunan, gayundin bilang sistema ng munisipalidad at barangay ayon sa layunin ng mga opisyal ng isang bayan. Samantala sa pista naman nakahanay ang mga gawaing nakaugnay sa panrelihiyon (Turin, 2021). Kaugnay nito binanggit sa teorya ni Cicero na mahalaga ang kultura bilang salalayan ng pagbuo at paglinang ng mga paniniwala, kakayahan, pag-uugali at kaalaman ng mga tao. Sa pamamagitan nito mas naipapalas ng tao ang kaniyang paniniwala sa kulturang sakop ng kaniyang pamayanan.

Ang Republic Act No. 10066, na kilala rin bilang "National Heritage Act of 2009," ay nilikha upang tulungan tayong maunawaan at mapanatili ang ating pagkakakilanlan bilang Pilipino. Nais nitong tiyakin na protektahan at pangalagaan ang ating kultural na pamana, tulad ng mahahalagang lugar at bagay, at ang kasaysayan ng ating mga katutubong komunidad. Kasama sa mahalagang probisyon ng batas na ito ang pagpapatupad ng Cultural Heritage Education Program na kung saan layunin nitong palawakin ang kaalaman at pag-unawa ng publiko tungkol sa kulturang Pilipino. Bukod pa rito, nagsasagawa ng Cultural Mapping na may layuning kilalanin ang mga kultural na yaman ng bawat rehiyon sa ating bansa upang magkaroon ng mas malinaw na pang-unawa sa kahalagahan at paggamit ng mga ito. Upang maisakatuparan ang batas na ito, sa pagtuturo ng K-12 Araling Panlipunan Kurikulum sakop at daloy nito ang pag-aaral ng mga tao at grupo, komunidad at lipunan, kung paano sila namuhay at namumuhay, ang kanilang ugnayan at interaksiyon sa kapaligiran at sa isat-isa, ang kanilang mga paniniwala at kultura, upang makabuo ng pagkakakilanlan bilang Pilipino, tao at miyembro ng lipunan at mundo.

Batay pa sa Artikulo 14 Blg. 16 ng Konstitusyon 1987, ang lahat ng kayamanang historical at kultural ng bansa ay dapat pangalagaan at ipalaganap sa pagpreserba at pagpapausbong ng panitikan ng isang bansa. Isinasaad din sa Presidential Decree no. 1505, dapat pangalagaan at ireserba ang mga makasaysayang historical at kultural sapagkat ito ay pagkakakilanlan ng isang bayan o bansa na magiging tulay sa paglago ng turismo. Ibig sabihin nito na dapat nating pangalagaan at pahalagahan ang mga kultura at identidad ng ating lugar na magbibigay daan upang ang mga turista ay patuloy na pumunta at bumisita sa ating bansa. Tunay nga na ang mga batas na ito ay sinusunod sa ating bansa. Ang Rehiyong Bikol ay isa sa mga rehiyon na patuloy na nagpapahalaga sa pagkakakilanlan nito. At dahil dito, isa ang rehiyong ito sa mga binabalik-balikan ng mga turista sa ating bansa. Hitik sa magagandang tanawin ang mga lugar sa rehiyong ito na mayroong ibat-ibang istorya kung ano ang mga pinagmulan nito na siyang nagsisilbing pagkakakilanlan nito. Mayaman sa akdang lokal ang mga rehiyong ito, sapagkat ayon kay Ramos (2014) mababasa ang mga ito sa dula, tigsik, rawit-dawit, mga awiting bikol, istorya at iba pang anyo ng panitikan. Ang mga ito ay mababasa natin sa mga pahina ng bawat akdang isinaaklat. Ang iba nama'y makikita natin sa mga pagtatanghal sa mga pagdiriwang na pinagyayaman ng bawat lalawigan sa rehiyong ito.

Ang taglay na kultura at tradisyon ng bawat bansa sa mundo ay pinangungunahan ng ilan sa pandaigdigang organisasyon. Tulad na lamang ng United Nations Educational, Scientific and Cultural Organization (UNESCO) convention for safeguarding of the intangible Cultural Heritage (2023) na nagbibigay diin sa pagsisiskap na protektahan, pangalagaan at ipalaganap ang mga intangible cultural heritage ng iba't ibang bansa simula pa noong taong 2003. Gayuindin ang United Nations Declaration of the Rights of Indigenous People (UNDRIP) (2007) na nagtataguyod ng mga prinsipyo at nagtatakda ng karapatang ng mga katutubong mamamayan kabilang ang Karapatan ng kani-kanilang kultura at tradisyon. Mahalaga ang organisasyong ito sa pagsusulong ng mga program ana iipon at magsasatitik ng mga tradisyon at kultura ng isang bansa. Ang Artikulo XVI, Seksiyon 15 at 18 sa Saligang Batas ng Pilipinas, sa ilalim ng mga Sining at Kultura, dapat na tangkilikin ng Estado ang mga sining ng Panitikan; Dapat pangalagaan, itaguyod, at ipalaganap ng Estado ang mga pamanang historikal at ang mga likha at mga kayamanang batis artistiko ng bansa (Sek 15) at; Dapat pasiglahin at tangkilikin ng estado ang mga mananaliksik at mga pag-aaral tungkol sa mga sining at kultura (Sek. 18). Patunay ito na kailangang pangalagaan at panatilihin ang mga pamanang historikal at kultural, tulad ng panitikan, sapagkat ito'y itinuturing na kayamanan ng bansa. Kailangan din ang pagsasagawa ng mga pag-aaral at pananaliksik tungkol sa panitikan sapagkat magiging daan ito ng pagsasatitik at preserbasyon ng mga tradisyon at kultura.

Kaugnayan ng Kultura, Wika at Panitikan - Ang Panitikan ay napakahalaga sa buhay ng isang tao, dito nasasalamin ang kasaysayan tradisyon, at higit sa lahat mithiin ng isang bansa. Ito'y salamin ng kultura ng isang lipunan sa panitikan. Sa pamamagitan ng panitikan ito ay isang epektibong paraan ng pagpapahayag ng tunay na kaisipan at damdamin ng tao, sa pamamagitan ng likas na nasa kalooban na kinabibilangan ng iba't ibang uri ng pag-ibig at pagkamuhi, kalungkutan at kasiyahan, tagumpay at kasawian, kagandahan at kasiraan, gayundin ang pagkakaisa at pagkawasak ng kahit sa anong antas ng lipunan, mula sa pamilya hanggang sa pamahalaan. Ito ay nagpapakita ng ating panlipunan at panlahing pagkakakilanlan. Ang ating kaugalian ay mababakas sa ating mga kuwentong bayan, alamat, epiko, kantahing-bayan, kasabihan, bugtong, palaisipan at sinaunang dula (Villafuerte et al., 2000). Kaya't upang makilala ang ibang pangkat na bumubuo sa bansa, nararapat lamang na alamin, pag-

aralan at pahalagahan ang ating panitikan.

Ang panitikan ay isang bukas na talaarawan ng mga mamamayan. Sa talaarawang ito, mababasa ang panahon ng kasaysayan ng kultura ng isang pangkat. Makikita at makikilala mula rito ang tradisyon, kaugalian, paraan ng pamumuhay, paniniwala, at lahat ng tungkol sa isang grupo ng mga mamamayan. Sinabi ni Gonzales na hindi maaaring ihiwalay ang panitikan ng bayan sa kanyang kasaysayan, sa kanyang kultura at kabihasnan. Ito'y larawan ng buhay, kahapon, ngayon at ng bukas. Lahat ng naganap na mga pangyayari sa baya'y nasasalamin sa panitikan. Idinagdag pa ni Gonzales (1978) na itinatampok sa panitikan ang mga karanasan at kalagayan ng lipunan o pulutong ng mga taong naghahari sa kinauukulang panahon. Naniniwala naman si Santiago (1989) na matalik na magkaugnay ang panitikan at kasaysayan. Sa pagtalakay sa kasaysayan ang pinagdaanang mithiin at pakikipagtunggali para sa tribu o bayan. Dito ipinamalas lamang na kalian ma'y di mapaghihiwalay ang panitikan sa kasaysayan, sapamamagitan nito nagkakaroon ng buhay ang isang nakaraan upang magsilbing paala-ala sa kasalukuyan. Ganoon din ang panitikan. Ito ang nagsisilbing tulay tungo sa pag-unawa sa kultura ng isang nilalang na kabilang sa isang pangkat. Sa panitikan din masasalamin ang dalawang uri ng kulturang ito—ang materyal at di materyal na kultura. Maaaninag sa ating panitikan ang lalim ng ating kultura at ang malikhaing katalinuhan ng ating lahi (Buensuceso et al, 1997).

Ayon kay Padre Chirino mula sa Buensuceso et al. (1997), ang ating mga ninuno ay nagkaroon ng mga samahang nagbubuklod-buklod sa kanila. Ang kanilang mga epiko, bugtong, at mga sawikain ay nagpasalin-salin sa sunod-sunod na henerasyon. Ang kanilang mga gawaing pampanitikan ay nauugnay sa kanilang pananampalataya at ritwal noong kanilang panahon. Katunayan sa panitikan mahuhugot ang karanasan, gawain at paniniwala ng mga tao. Sa panitikan, pasulat man o pasalita ay siyang magpapakita at magpapapakilala sa mga taong kabilang sa isang partikular na pangkat.

Panitikan ng Lalawigan ng Sorsogon - Ang Sorsogon ay isang lalawigan na matatagpuan sa rehiyong Bicol sa Luzon. Ang lalawigang ito ay mayaman sa panitikan. Patunay na lamang dito ang mga alamat, rawit-dawit, istorya, awiting-bayan na matatagpuan sa aklat na "Tracing Solsogon to Sorsogon. Isa itong aklat na kung saan mababasa ang mga akdang pampanitikan na gawa ng mga Sorsoganon. Matatagpuan din sa aklat na ito ang ibat-ibang istorya ng mga bayan sa Sorsogon, ang kanilang mga itinatagong pinagmulan o kasaysayan. Liban pa, nakasulat sa aklat na ito ang mga istorya ng mga lugar sa ibat-ibang bayan ng Sorsogon na mayroong mga lugar na ipinagmamalaki at patuloy na dinarayo dahil ito'y bahagi na ng kasaysayan ng lalawigang ito. Marahil napapanahon na upang bigyang pansin ang iba pang mga akda na nanggagaling sa iba pang bayan ng Sorsogon, ang mga istorya na matagal nang nakatago na kailangan nang ilantad at makilala upang hindi na ito nakatago sa mga isipan ng mga matatandang nakatira sa mga bayang ito. Ang panitikan ng Sorsogon ay patuloy na lalago kung patuloy na madaragdagan ang mga akdang isinaaklat. Binigyang diin ni Rubin (2001), kung mahalaga ang pag-aaral ng panitikan ng ibang bansa, higit na mahalaga ang pag-aaral ng panitikan ng sariling bansa, sariling rehiyon at sariling lugar. Sa pamamagitan ng panitikan ay maaaring maikintal sa isipan ng mga susunod pang henerasyon ang impluwensiya ng kanilang mga ninuno na makakatulong upang patuloy na malinang ang kagandahang-asal na kinasasalaminan ng mga tradisyon, paniniwala at kaugaliang patuloy na dapat panatilihin at pangalagaan.

Ang Castilla, Isang Pagkilala - Ang bayan ng Castilla ay kilala sa mga pananim ng yamang ugat o unod kagaya ng mga taro, beriran, kamoteng kahoy, kamote at ube. Dahil sa kanilang matibay na paniniwala sa kanilang patron ang "Our lady of the Holy Rosary" nabibiyaan sila ng masaganang ani sa mga pananim na ito. Sa pamamagitan rin ng paniniwalang ito nabuo ang Unod Festival na kanilang ipinagdiriwang tuwing buwan ng Oktobre 1 hanggang 7 na nagpapakita ng kanilang matibay na paniniwala at kultura bilang castillanon. Ang Castilla ay isa sa mga baybaying bayan sa probinsiya ng Sorsogon sa rehiyon ng Bikol sa Pilipinas. Ito ay matatagpuan sa hilagang nahagi ng Manito, Albay, timog ng Sorsogon Bay, Kanluran ng Pilar, Sorsogon at Silangan ng Sorsogon City. Ito ay may kabuoang lawak na 186.20 squre kilometers o 71.89 square miles at binubuo ng 34 barangay na kinabibilangan ng Amomonting, Bagalayag, Bagong Sirang, Bonga, Buenavista, Burabod, Caburacan, Canjela, Cogon, Cumadcad, Dancalan, Dinapa, La Union, Libtong, Loreto, Macalaya, Maracabac, Mayon, Maypangi, Milagrosa, Miluya, Monte Carmelo, Oras, Pandan, Poblacion, Quirapi, Saclayan, Salvacion, San Isidro, San Rafael,

San Roque, San Vicente, Sogoy at Tomalaytay. Ang pangunahing wika ng mga tagarito ay Bikol- sentral, Sorsoganon, at Tagalog.

Naniniwala ang mananaliksik na sa pamamagitan ng pag-aaral na ito magiging laking tulong ito sa Turismo ng Bayan ng Castilla upang mas makilala pa ang natatanging bayan sa kanilang kultura, paniniwala. Magiging malaking tulong rin ito sa ekonomiya ng nasabing bayan dahil sa pamamagitan nito mas darami pa ang mga turismo na magnanais tungo sa naturang lugar upang saksihan ang natatanging kultura ng Unod Festival. Bahagamat ang mga pananaliksik ay buhat sa iba't ibang akda ay naging isang mahalagang sanggnian ito sa kasalukuyang pag-aaral, nagbibigay ng mahahalagang datos, konsepto, at pananaw na nagpapalawak sa pag-unawa sa paksang pinag-aaralan. Sa pamamagitan nito mas mabibigyang linaw ng mananaliksik ang paksang tinatalakay patungkol sa Unod Festival maging sa kung anong kultura ang mga nakapaloob rito.

Magiging malaking tulong rin ito sa pagtuturo panitikan sa asignaturang Filipino dahil sa kaugnay nitong kultura. Mas magiging madali sa mga guro ang pagbibigay halimbawa at paglalarawan ng kanilang aralin kung sariling kultura ang kanilang gagamitin sa kanilang pagtuturo, mas nagiging makabuluhan ang nasabing halimbawa sa mga mag-aaral kung nararanasan nila mismo ang nasabing tradisyon at paniniwala. Ito ay magiging laking ambag rin sa Turismo ng Castilla dahil mas makikilala pa ang kanilang natatanging kultura at kaugalian na sumasalamin sa kanilang kaugalian. At ang huli ay ang mananaliksik, ang pag-aaral na ito ay magsisilbing gabay sa mga susunod pang mananaliksik na nakatuon sap ag-aaral ng mga festival at iba pang katutubong panitikan na may roon ang isang lugar. Ang natuklasan ng pag-aaral na ito ay maaaring karagdagang literature para sa kanilang binubuong pananaliksik. Tiniyak ng pag-aaral na ito na masuri ang kulturang nakapaloob sa unod festival sa bayan ng Castilla. Saklaw ng pananaliksik na ito ang mga kaugalian, kultura, at tradisyon na nakapaloob sa nasabing festival ng naturang bayan.

Layunin ng pag-aaral - Layunin ng pag-aaral na ito na masuri ang Unod Festival Bayan ng Castilla. Sinagot sa pag-aaral na ito ang sumusunod: 1.) komprehensibong pagtalakay sa Unod Festival, 2.) maanalisa ang implekasyon ng unod festival sa komunidad, 3.) matukoy ang kontribusyong hatid ng unod festival at 4.) Makabuo ng isang materyal na magagamit sa pagpapakilala ng Unod Festival.

2. Metodolohiya

Disenyo ng Pananaliksik - Ang mananaliksik sa pag-aaral na ito ay naglalayong komprehensibong matalakay ang Unod Festival sa bayan ng Castilla, Sorsogon. Gagamitin sa pag-aaral na ito ang deskriptib-kwalitatib na disenyo ng pananaliksik upang malaman ang iba't ibang kultura, kaugalian at paniniwala na nakapaloob sa nasabing festival ng naturang bayan. Ang deskriptib-kwalitatib na pamamaraan ng pananaliksik na gagamitin ay naglalayong ilarawan ang natatanging kulturang nakapaloob sa Unod Festival sa bayan ng Castilla. Ang deskriptib-kuwalitatib na disenyo ng pag-aaral na gagamitin ng mananaliksik, ang deskriptibong disenyo ay maaaring gumamit ng iba't ibang pamamaraan ng pananaliksik upang siyasatin ang isa o higit pang mga varyabol. Nakapokus ang naturang disenyo ng pananaliksik tukuyin ang sistematikong pamamaraan na naglalayong ilarawan, maunawaan, at bigyang-kahulugan o linaw ang mga katanungan o suliranin ng kasalukuyang pag-aaral. Ang mga kalahok sa pag- aaral na ito ay binubuo ng 26 na mga kalahok. Ang mga kalahok na ito ay mula sa lokal na pamahalaan, mga tagapag-sanay ng sayaw ng Unod Festival, namumuno sa turismo ng bayan ng Castilla, at ilang mga kalahok sa Unod Festival. Gamit ang interbyu skedyul sa pag-alam ng mga kaugalian, paniniwala at historya na natatanging ambag ng unod festival. Maliban rito ginamit rin ng mananaliksik sa pakikipanayam ang rekorder at mga patnubay na tanong upang makuha ang tamang datos at impormasyon.

Pinagkunan ng mga Datos - Ang pinagkunan ng mga datos sa pag-aaral na ito ay binubuo ng mga manggagawa sa lokal na pamahalaan ng Castilla, katulad ng Alkalde, Pangalawang Alkalde, mga namamahala sa turismo sa naturang bayan, mga tapagturo o tagapagsanay ng Unod Festival at ang mga kalahok dito. Purposive sampling ang gagamitin ng mananaliksik sa pagpili ng mga kalahok sa pag-aaral. Ito ay isang uri ng non-probability sampling na pinakaepektibo kapag kailangang pag-ara lan ang isang tiyak na domain ng kultura na

nakapaloob sa isang pag-aaral (Tengco, 2007).

Etika ng Pananaliksik - Tinitiyak ng mananaliksik na sa pag- aaral na ito ang pagiging anonymity ng mga impormante na lalahok sa pag-aaral na ito. Sinimulan sa pag-gagawa ng liham pahintulot ang mananaliksik sa alkalde ng bayan ng Castilla, Sorsogon upang ipagpaalam ang gagawing pakikipagpanayam sa mga posibleng impormate sa pag-aaral na ito. Titiyakin ng mananaliksik na ang mga impormante ay boluntaryong sasagot sa mga tanong ng pakikipanayam na gagawin ng mananaliksik na nakatuon lamang sa Unod Festival sa bayan ng Castilla. Saklaw ng pag-aaral na ito ang isinasaad ng Data Privacy Act (Republic Act No. 10173) o batas na naglalayong protektahan ang mga indibidwal mula sa hindi awtorisadong pag-acces, paggamit, at pagproseso ng kanilang personal na impormasyon.

Instrumento ng Pag-aaral - Ang pag- aaral na ito ay may pangunahing layunin na masuri ang pinagmulan ng Unod Festival, nais matukoy nito ang kontribusyon hatid sa turismo, ekonomiya at panitikan sa bayan ng Castilla, Sorsogon. Upang matugunan ang obhektibong ito, ang mananaliksik ay nakabuo ng mga katanungang nagamit sa interbyo upang makapangalap ng impormasyon sa ginawang pag-aaral. Ang interbyu ay naglalaman ng mga tanong patungkol sa kulturang nakapaloob sa Unod Festival at kung ano ang kontribusyon nito turismo, ekonomiya at panitikan. Semi- structured na talatanungan ang gagamitin ng mananaliksik upang malayang makapagkuwento at makapagbigay ng impormasyon ang mga impormante ng pag-aaral na ito. Irerekord ng mananaliksik ang gagawing pakikipagpanayam upang makuha ang sapat na mga datos na kinakailangan ngunit may sapat na pahintulot ng mga impormante.

Pangangalap ng mga Datos - Ang mga sumusunod ay ang pamamaraang ginawa ng mananaliksik sa pagkuha ng mga datos: una, ang mananaliksik ay naghanda ng interbyo guide para sa gagawing pakikipagpanayam. Pangalawa, gumawa ng isang liham ang mananaliksik na lalagdaan ng tagapayo at dekano. Ito ay magsisilbing pahintulot sa isasagawang pangangalap ng datos. Pangatlo, nakipag-ugnayan ang mananaliksik sa lokal na pamahalaan ng Castilla upang humingi ng pahintulot na magkaroon ng pakikipanayam sa kanila maging sa mga namumuno ng turismo sa naturang bayan. Matapos nito ay nagkaroon narin ng pakikipagpanayam ang mananaliksik sa mga tagapagsanay ng Unod Festival ayon narin sa referral ng namumuno sa turismo ng naturang bayan. Ang mananaliksik ay nagkaroon rin ng pakikipanayam pari at mga kinatawan ng simbahan na siyang kaugnay sa matibay na paniniwala at kaugalian ng unod festival. Matapos nito ang mga datos na nalikom sa pananaliksik na ito ay sinuri, inanalisa at ginawan ng malalim na interpretasyon. Sinimulan ang pangangalap ng datos noong Marso 10, at nagtapos noon Abril 5, 2025.

Pagsusuri ng Datos - Ang mga datos na makakalap galing sa mga impormante ay isasailalim ng mananaliksik sa iba't-ibang istadistika upang masuri at mabigyan ng nararapat na interpretasyon. Gagamitin ng mananaliksik ang tematik- analisis. Ito ay dumaan sa transkripasyon ng mga datos, open coding, pag- iisa-isa ng mga tema at kategorya, interpretasyon at pagsusuri ng kinalabasan, pagsusuri ng baliditasyon, pagsasaling wika at pagpapalawak ng pagsusuri, pagsulat ng pagsusuri upang matukoy kung ano ang Unod Festival at kung ano ang kontribusyon nito sa historikal, kultural upang mas maipakilala ang natatanging festival. Sa pagtukoy ng mga masasalaming elemento ng pinagmulan, kultura at paniniwala mula sa pag-aaral ng festival na ito ang mananaliksik ay hinayaan na magkaroon ng malayang pagkukuwento ang mga kinapayam upang mas maging bukas ang ginawang pag-uusap na siyang magiging daan upang masagot ang mga katanungan na may kaugnayan sa ginagawang pag-aaral.

3. Natuklasan

3.1 Komprehensibong Pagtalakay sa Unod Festival

a. Ang Unod Festival sa Progresibong Castilla

Ang Castilla ay isa sa mga Munisipalidad sa Lalawigan ng Sorsogon na kalimitang nakakakuha ng mataas na pagkilala dahil sa sarili at natatangi nitong Festival na nagpapakita ng iba't ibang natatanging kultura upang

maipakita ang mabuting lokalidad nito. Ang "Unod Festival" o ang Pista ng Unod ay ipinagdiriwang tuwing Oktobre 1 hanggang 7, ang isang linggong pagdiriwang na ito ay tumutungkol sa papasalamat sa mahal na patron ng bayan at masaganang ani sa mayamang agrikultura ng Munisipalidad. Sa kabilang banda, ito rin ay pagkakataon para sa mga lokal na magsasaka na ipakita ang kanilang mga natatanging produkto na kadalasay mga pananim na ugat, isang pagpapakahulugan sa salitang "unod".

> *"An banwaan kan Castilla biniyayaan nin mayaman na dagang agrikultura na nagkakaigwa ki masaganang ani kung sain naghahale ang lehitimong pagkabuhay kan ng Castillanon. Dahil sa mayaman na dagang agrikultura, an mga Castillano nag-aasa sa paroy, niyog asin UNOD asin mga produckto hale sa kadagatan."*
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> (Ang bayan ng Castilla ay biniyayaan ng masaganang kalupaan para sa agrikultura na pinanghahalingan ng ikinabubuhay ng mga Castillano. Dahil sa mayaman na lupang pang-agrikultura ang mga mamayan rito ay umaasa sa panamim na palay, niyog at yamang ugat na mga produkto.) Kalahok 1

Ayon sa tugon ng kalahok ang Bayan ng Castilla ay biniyayaan ng yaman sa matabang lupa na maaaring pagtamnan pang-agrikultura tulad ng mga niyog, palay at mga unod na produkto tulad ng kamoteng kahoy, kamote, linsa, ube at maribarang. Na kung saan ito narin ang nagiging pangunahing hanap buhay ng mga Castillano. Ang mga produktong ito ay maituturing na mga ari-arian o kayamanan ng munisipalidad sapagkat ang mga yamang ugat na ito ay maaaring ma-import sa iba pang mga lugar.

Ang "Unod Festival" o ang Pista ng Unod ito ay ipinagdiriwang tuwing Oktobre 1 hanggang 7, Ang festival na ito ay nagsimulang ipinagdiriwag nong Octobre 1-7, 2008. ang isang linggong pagdiriwang na ay tumutungkol sa pagpapasalamat sa masaganang ani sa mayamang agrikultura ng Munisipalidad. Ang unang pagdiriwang ay pinasimulan at pinangunahan ng butihing Mayor na si Olivia M. Bermillo taong 2008, sa bisa ng ordinance No. 08-012 na isinulat ni Hon. Bienvenido M. Marantal. Ang unang pagdiriwang ng festival na ito ay naging magarbo dahil nais ipakita ng lokal na pamahalaan na kayang makipagsabayan ang unod festival sa iba pang mga festival sa kalapit na mga lalawigan. Tinatayang 5 milyong pisong halaga ang ginugol sa para sa pagdiriwang na ito. Taong 2010 sa pamumuno ni Mayor Bermillo unang nasungkit ang unang gantimpala o kampiyonato ng naturang festival sa Kasanggayagan Festival na idinaos sa lalawigan ng Sorsogon.

Makalipas ang mga taon ng pamumuno ng butihing Mayor Bermillo, taong 2017 sa pamumuno ni Mayor Joan Elizabet M. Lorenzano-Aquende nagkaroon ng isang malaking pagbabago sa bisa ng Ordinace No. 08-2017 na isinulat ni Hon. Elmer Mirandilla, Sangguniang Bayan Member ang pagdiriwang ng Unod Festival tuwing Oktobre 1-7 ay inilipat sa buwan ng Disyember 5-15. Ang dahilan raw ng paglilipat nito ay dahil sa tuwing buwan ng Disyembre ay nagsisiuwian ang mga castillano mula sa iba't ibang lugar dulot ng pagtatrabaho. Bukod pa rito, sinasabing dahilan ng paglilipat ng buwan at petsa ay ang pagkukunsidera ng pinansyal na aspeto ng mga mamayan sa bayan, dahil tuwing buwan raw ng disyembre dito nagkakaraon ng pagbibigayan ng mga bonus at iba pa na may kaugnayan sa pinansyal. Dagdag pa, isa rin sa kinunsidira ni Hon. Miradilla ay ang pagsasama-sama ng buong pamilya tuwing buwan ng Disyembre nais samantalahin ang pagkakataon ito upang makapaglibang ang bawat pamilyang castillanon mula sa iba't ibang aktibidad na hatid ng unod festival at upang makapagbigay puri narin sa Puong Maykapal.

Taong 2019, sa pamumuno ni Mayor Isagani B. Mendoza ang pagdiriwang ng pista ay ibinalik muli sa dati nitong buwan at petsa, tuwing Oktobre 1-7. Sa bisa ng Resolution Blg. 064-2019 na isinulat ni Hon. Erick M. Navas, sinasabing ang pagbabalik nito sa dating petsa ay dahil sa ito mismo ang araw ng kaarawan ng patron sa nasabing bayan kaya nararapat lamang na sa pagkakataong ito ipagdiwang, maliban rito kinunsidira rin ang nasabing buwan ng disyembre ay tag-ulan na, kaya walang maayos na naaani na mga pananim na ugat ang mga magsasakang castillano dahil sa kadalasan ito ay nasisisra mula sa pagkakababad nito sa tubig. Kaya nagdulot ito sa mga naging basihan na ibalik na lamang sa dating buwan ang nasabing pagdiriwang. Kaya hanggang sa pangkasalukuyan ang Unod Festival ay ginaganap tuwing Oktobre 1-7 bilang pagbibigay puri at pasasalamat ng

mga Castillano sa kanilang Patron ang Our Lady of the Most Holy Rosary.

b. Matibay na Paniniwala: Ang Pinagmulan

Ang mga festival ay kaganapang nakabatay sa komunidad, na tinatawag ring lokal na kaganapan, ay nagmula sa isang partikular na siktor ng komunidad na may pangangailangan o pagnanais na ipagdiwang ang isang bahagi ng kanilang buhay o kakayahan (Dimmok & Tiyce, 2000). Bukod rito, ayon kay Devies (2017) isa sa mga unang festival ay ang mga kaganapanang kaugnay sa mga pana-panahong okasyon, tulad ng pagsasaka at pag-aani. Ang ganitong uri ng pagdiriwang ay itinuturing ding mga unang festival

> *"Ang Unod Festival ay namundag por dahil sa Patron kang Cumadcad an Our Lady of the Most Holy Rosary. Iyo ini ang patron kang samuyang bayan. Ta dahil saiya nagkaigwa kami ki pagsirebral."*
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> (Ang Unod Festival ay nalikha dahil sa Patron ng Cumadcad ang Our Lady of the Most Holy Rosary. Ito ang Patron ng aming bayan. Kaya dahil sa kaniya mayroon kaming pagdiriwang) -Kalahok 5

Ayon sa tugon ng kalahok ang Unod Festival ay nalikha dahil sa matibay na paniniwala ng mga Castillano sa kanilang Patron ang Our Lady of the Most Holy Rosary. Ang patron ay nagmula sa isang barangay ng bayan ng Castilla ang Barangay Cumadcad ang patrikular na kinalalagakan nito noon ay ang Sitio Binarayuhan na sa kasalukuyan ay ang Purok Jasmine sa nasabing Barangay. Ang Our Lady of the Most Holy Rosary ay nagmula lamamng ma maliit na sityo ng Cumadcad na kadalasay dinarayo raw noon ng mga diboto sa milagrong pagpapagaling nito sa mga namamanata sa kanya. Maliban rito ayon narin sa mga paniniwala ng mga castillano hindi lang raw ito nagpapagaling bagkos isa rin ito sa mga patron na nagpapahalaga sa ani ng mga magsasaka dahil tuwing namamana raw sila rito nagkakaroon sila ng masaganang ani mula sa kanilang mga pananim. Kaya naman magpasahanggang ngayon ito narin ang naging patron ng unod festival na pinaniniwalaan na milagruso.

Sa pagdiriwang na ito ipinapakita o ipinaparada ang ang iba't ibang unod na produkto ng bawat barangay ng Munisipalidad upang ipakita ang mga nalinang na yaman ng lupain sa Bayan ng Castilla at hikayatin ang mga tao na unahin ang agrikultura. Sa pagkakataon ring ito pinipili ng mga magsasaka ang pinakamainam nilang unod na ani upang ialay sa mga pari para sa parokya at tinatawag itong "*Tinagba".*

> *"Dahil sa dakulang tabang kan produktong kaunodan, naging tradisyon na kang nga Castillano an magkaigwa ki ritwal, inaapod na TINAGBA para makahagad ki tabang sa Mahal na Ina asin mabasbasan an mga produkto para magkaigwa ki marhay na ani asin asin pasasalamat."*
>
> (Dahil sa malaking tulong ng mga produktong ugat, naging tradisyon na ng mga Castillano na magkaroon ng ritwal na paniniwala ang tinatawag na "TINAGBA" para makahingi ng tulong at mabasbasan ang mga produkto upang magkaroon ng masaganang ani, At paraan narin ito ng aming pasasalamat.) -Kalahok 5

Dahil sa matibay pininiwala ng mga Castillano sa kanilang mahal na patron ang Our Lady of the Most Holy Rosary ay nagkaroon sila ng pag-aalay na tinatawag nilang "*TINAGBA"* pamamagitan nito umaasa sila na mas bibiyayaan pa sila ng mahal na patron masaganang ani sa kanilang mga pananim. Ang *"tinagba"* ay ginagawa ng mga magsasakang castillano dahil sa kanilang mabisang paniniwala. Ito raw ang kanila ng kinagisnan simula pa ng unang ipagdiriwang ang unod festival sa kanilang bayan, ito raw ang kanilang pamamaraan upang magbalik tanaw sa lahat ng biyayang ipinagkaloob sa kanila ng mahal na patron na nagsisilbi nilang gabay sa bawat pagtatanim.

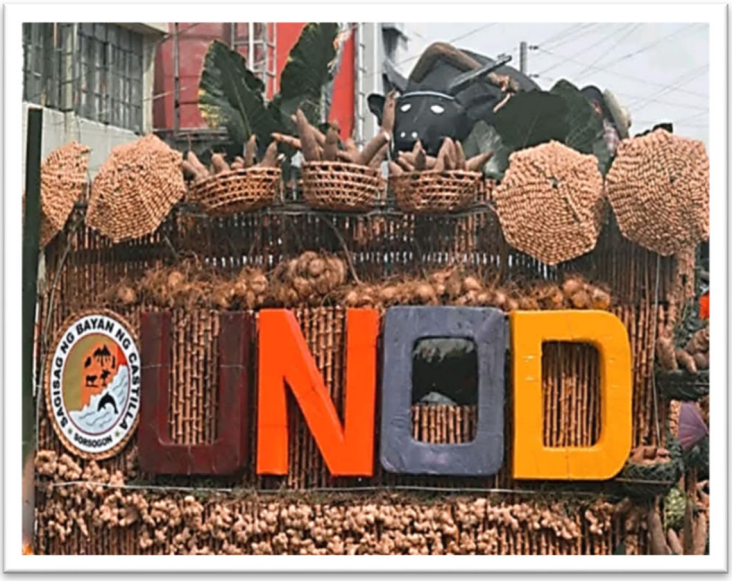
Samantalang ang *TINAGBA* naman na pinagkakaloob sa simbahan na tinatangap ng mga paring nakaluklok sa parokya ay kanilang itinutulong sa mga seminaryo at iba pang mga aktibidad na may kaugnayan ang simbahan kagaya ng mga feeding program sa mga kabataan, prosesyon at iba pa na kadalasay nagiging pamatid gutom nila

matapos ang mga aktibidad. Sa kabilang banda, ang iba pang mga produkto ay ibinibenta sa mga mamimili sa mababang halaga upang magbigay tulong sa mga masisipag na magsasaka sa nasabing bayan.

c. Unod Festival: Masayang Pagdiriwang

Ang mga kultura ng festival ay nagtatampok ng mga autentikong kasuotan at lokal na mga produkto, na ipinamamahagi batay sa tema at katangian. Ito ay nagbibigay diin sa yaman ng lokal na kultura at sumusuporta sa mga lokal na negosyo. (Tanfrod & Jung 2017). Samantala sa pista naman nakahanay ang mga gawaing nakaugnay sa panrelihiyon (Turin, 2021). Kaugnay nito binanggit sa teorya ni Cicero na mahalaga ang kultura bilang salalayan ng pagbuo at paglinang ng mga paniniwala, kakayahan, pag-uugali at kaalaman ng mga tao. Sa pamamagitan nito mas naipapalas ng tao ang kaniyang paniniwala sa kulturang sakop ng kaniyang pamayanan.

Ang isang pista na napagpapakulay sa kultura ng mga Castillanon ay may mahalagang papel para sa mga mamamayan nito. Sa pangkasalukuyan ang Unod Festival ay ipinagdiriwang ng may iba't ibang masasayang aktibidad tulad ng Agro Trade Fair, ito ay isinasagawa sa pagbubukas ng pagbiriwang ng festival na kung saan ipinapakita rito ang pinakamainam na ani ng produktong agrikultura sa nasabing bayan. Ang ago trade fair ay unang isinasagawa sa pagbubukas pa lamang dahil nais ipakita ng mga bayan ang kanilang masaganang ani na siya namang hinahangaan ng mga dumarayo sa lugar upang makapamili ng mga murang produkto mula sa nasabing pagdiriwang. Sa kabilang banda, Kabilang rin sa isang ligong aktibidad ng pagdiriwang ang motorcade, paligsahan sa pag-awit, street dancing, parada ng mga karosa, parada ng sibiko-militar at ang misa ng pasasalamat.



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"Ang Agro Trade Fair ay pig gigibo sa unang aldaw kang pagdiriwang sang unod festival. Digdi pigpaparada ang masaganang ani sang intirong mga barangay ta gusto kaini ipailing ang saindang natatanging kultura por dahil sa yamang kaunudan."

(Ang Agro Trade Fair ay isinasagawa sa unang araw ng pagdiriwang ng unod festival. Dito ipinaparada ang masaganang ani ng bawat barangay upang ipakita ang kanilang natatanging kultura.)- Kalahok 6

"An mga darakulang unod na naaani mi, iyo ang pigpaparada mi, ta buot ming ipakita ang kasaganaan kang samong barangay asin banwa sa unod na yaman na tinao samuya."

(Ang mga malalaking unod na naaani naming yon ang aming ipinaparada, dahil nais naming ipakita ang kasaganaan ng aming barangay at ng aming bayan sa unod na yaman na ibinigay sa amin) - Kalahok 6

Ayon sa tugon ng kalahok ang kanilang mga pinakamainam na ani ang kanilang ipinapakita sa pamamagitan ng pagpaparada nito. Sa pamamagitan nito naipapakita nila ang kanilang masaganang agrikultura sa larangan ng pagtatanim.



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> *"An Agro Trade Fair iyo ini ang pagpaparada sa inot na aldaw kang pagsirebral kang samuyang festival, digdi mi pigpapailing ang samuyang darakulaon na ani sang mga unod, gusto mi lang ipahiling na mayaman ang daga na igwa kami sa Castilla. Pero hindi porket unod festival unod na yaman lang ang pigpapailing mi, kundi gabos na yaman agrikultura na sagana samuya kagaya ng mais, palay, niyog at isda. Saro man ini sa mga pamamaraan namon na magpasalamat sa mahal na patron"*
>
> (Ang Agro Trade Fair ay ang pagpaparada sa unang araw na pagdiriwang ng Unod Festival, dito namin pinapakita ang aming masaganang ani sa unod na agrikultura ng aming bayan. Ngunit hindi porket unod festival, unod na yaman lang ang aming pinapakita kundi lahat ng yamang agrikultura na sagana sa aming bayan, tulad ng mais, palay, niyog at isda. Isa rin ito sa aming pamamaraan upang magpasalamat sa aming mahal na patron.)- Kalahok 6

Ang Agro Trade Fair ang isa sa pinakakaabangan na aktibidad sa unod festival. Ito ay isinasagawa sa unang araw ng pagdiriwang, nagkakaroon ng pagpaparada ng iba't ibang uri ng aning agrikultura ng nasabing bayan kagaya na lamang ng Kamoteng kahoy, kamote *(sweet potato)* ube, linsa *(Bungkukan)* gabi at iba pa. Sa pamamagitan nito naipapakita ng mga magsasakang Castillano ang kanilang masaganang ani dulot ng mayamang kalupuan sa kanilang bayan. Ang Castilla ay kilala na bayan sa lunsod ng Sorsogon sa larangan ng pagtatanim ng unod na yaman. Ang mga mamimili ay laging pinipili ang mga yamang ugat na nagmula sa bayan dahil sa masarap nitong lasa at maayos na anyo nito. Sinisikap ng mga magsasakang Castillano na mapanatili ang kanilang magandang ibalwasyon sa mga mamimili nito dahil ito narin ang kanilang ikinabubuhay. Sa kabilang banda, ang Agro Trade Fair ay hindi lamang pagpapakita ng mga ugat na yaman bagkos ito rin ay pagpapamalas ng lahat ng

aning agrikultura ng nasabing bayan kagaya na lamang ng niyog, mais, palay, at isda na sagana rin sa nasabing bayan. Ito ay sa pamamaraan ng pagsasalamat ng mga Castillano sa kanilang masaganang ani sa kanilang patron.

d. Sayaw ng Kultura, Simbolimo ng Pagkakakilala

Sa bawat festival naipapakita ang natatanging identidad ng kultura ng komunidad. Mahalaga ito sa pagpapahalaga sa kultura at tradisyon, at nagsisilbing mabisang paraan para sa pagpapanatili ng kulturang kinagisnan. Isa sa pinakamahalagang aktibidad na ginagawa sa pagdiriwang Unod Festival sa ay ang Street Dance ito ang pinakatampok sa nasabing pagdiriwang. Ang **street dance** ay isang uri ng sayaw na karaniwang nagmula at isinasayaw sa lansangan, parke, o iba pang pampublikong lugar sa halip na sa mga formal na entablado. Kilala rin ito bilang **"street style" na sayaw**, at kadalasang bahagi ng **kultura ang nasabing pagtatanghal**.

> *"Bilang saro sa pinakahaloy nang nagatukdo kang bayli kan unod festival, para sako bako man lang ini bayli, kundi pagpapailing kang kultura kang mga taga-castilla."*
>
> (Bilang isa sa matagal ng tagapagturo ng sayaw sa unod festival, para sa akin hindi lamang ito basta sayaw, bagkos ito ay pagpapakita ng kultura ng mga Castillano.) -Kalahok 3

Ayon sa tugon ng kalahok ang sayaw o street dance na ginagawa ng mga castillano ay hindi lamang ito basta pagtatangal, bagkos ito ay pagpapakita ng kultura ng isang lugar o komunidad na kanyang kinabibilangan. Ayon kina Amtalao at Lartec, 2015 ang mga Kapistahan ay maituturing na mahalagang bahagi ng kulturang Pilipino. Ito ay nagiging daluyan upang maitampok ng isang pamayanan ang kanilang kultura, produkto, at ang kanilang mga paniniwala malinaw ang ugnayan sa pagitan ng kapistahan at kultura ng isang pamayanan. Mahalagang pag-aralan ang mga pista sa pagdalumat ng kultura at integridad ng isang pamayanan upang higit pang maipakilala at maibahagi ang natatanging yaman na ito sa iba.

Sinasalamin rin nito ang pagkakakilanlan ng isang lugar sa pamamagitan ng mga produkto, kultura maging paniniwala at nagiging basihan ito upang mas makilala pa ang natatanging o bayan.

> *"An bayli sa Unod ay maisturya kung pano ini nabilog. Inot kaini ang "Paghahanap ki Tanuman" pangaduwa "Pagpapahiliing ki pag Peste" pangatulo "Pagsamba o Paghagad ng Gabay sa Patron" panghudyan " Masaganang Ani" iyo ini ang dapat mailing sa bayli sa unod. Ang bayli na pigpapahiling mi ang sadiri ming kultura"*
>
> (Ang sayaw sa Unod Festival ay may natatanging istorya kung papaano ito nabuo. Una ay ang "Paghahanap ng Taniman" pangalawa "Pagpapakita ng pagpipeste" pangatlo "Pagsamba o Paghingi ng Gabay sa Patron"at panghuli ay ang "Masaganang Ani" ito ang dapat na makita sa sayaw ng Unod. Ang sayaw na ito ay nagpapakita ng sarili naming kultura) –Kalahok 3

Paghahanap ng Taniman



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Ang paghahanap ng taniman ay isa sa mga unang pamamaraan kung papaano isinasagawa ang pagtatanghal. Sa pamamagitan ng pagtakbo ng paikot-ikot at pagtusok sa lupa gamit ang mga kawayan ay naipapakita ang paghahanap ng mabuting lupa na pagtatamnan. Ang paghahanap ng mabuting pagtatamnan ay isa sa pinakamahalaga na dapat gawin ng isang magsasaka, mahalaga na matiyak na maayos o mataba ang lupang pagtatamnan upang magkaroon ng masaganang ani sa kanilang mga itinatanim. Mabisang paraan rin ito upang maisigurado ng mga magsasakang Castillano ang kanilang pagkakakilanlan sa larangan ng pagtatanim ng yamang ugat sa kanilang nasabing bayan.

Pagtatanim



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Pagkatapos na makahanap ki tanuman ang sunod na pigpapahiling mi ay ang pagtanom na ki unod. Maingat mi ining pig-gigibo tanganing magayon ang pagtalubo kang tinanom.

(Matapos na makahanap ng pagtatamnan, ang sunod na ipinapakita naming ay ang pagtatanim na ng unod o yamang ugat. Maingat namin itong isinasagawa upang maging maganda ang pagtubo ng mga pananim) Kalahok-3

Ayon sa tugon ng kalahok ang ikalawang bahagi ng sayaw ng unod festival ay ang ***pagtatanim*** matapos ang paghahanap ng mabuting taniman, susunod na ang pagtatanim ng mga yamang ugat. Naipapakita ito ng mga mananayaw ng unod sa pamamagitan ng bahagyang pagyuko at pagtusok sa lupa gamit ang kawayan na nagsisilbing pamamaraan ng pagtatanim. Kinakailangan ng tiyaga, sipag at pag-iingat sa pagtatanim upang matiyak ang pag-aani ng sagana.

Peste ng Unod



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"Digdi mi pigpapailing ang Pagpepeste na gigibo kang mga kino sa pananom. Sapaagi ki pagbayli. Pig papahiling digdi na bako man gabos maray ang panahon kang pagtanom mi"

(Dito namin ipinapakita ang pagkakaroon ng mga peste tulad ng mga daga sa aming mga pananim sa pamamagitan ng pagsasayaw. Pinapakita naming dito na hindi lahat ng panahon nang pagtatanim ay maginhawa o mainam) –Kalahok 3

Isa sa mga historya ng sayaw ng unod festival ang pagpipeste ng mga daga sa kanilang mga panamin. Ang daga o *"rat"* ay isang maliit na hayop na kabilang sa pamilya ng mga rodent. Karaniwan itong may mahabang buntot, matatalim na ngipin, at madalas matagpuan sa mga bahay, bukirin, at iba pang lugar na may pagkain. Sagana ito sa kanilang mga bukirin lalo na sa kanilang mga panamin na ugat. Ang pagpapakita ng pagpipeste ng mga daga sa kanilang mga bukirin ay ipinapakita sa pamamagitan ng pagsasayaw. Nais ipakita rito na hindi sa lahat ng panahon ay pagkakataon ay sumasanggayon sa kanila. Ngunit ito ang nagiging daan upang magkaroon sila ng pagsamba o paghingi ng tulong sa kanilang mahal na patron, na nagiging daan ng pangatlong simbolismo ng sayaw ng Unod Festival.

Pagsamba o Paghingi ng Gabay sa Patron



Larawan ng pagsamba at paghingi ng gabay



Larawan ng pagsamba at paghingi ng gabay

> *"Pur dahil sa pagpeste kang mga pananom mi, naga hagad na kami ki tabang sa mahal na Patron an samuyang Our Lady of the Most Holy Rosary. Nagtutubod kami na dae nya pababayaan ang mga tinamon mi."*
>
> (Nang dahil sa pamimiste sa aming mga panamin dito na pumapasok ang pahingi naming ng tulong sa aming mahal na Patron ang Our Lady of the Most Holy Rosary.) –Kalahok 3

Ayon sa tugon ng kalahok ang ika-apat na parte ng istorya ng pagsasayaw ay ang pagsamba o paghingi ng gabay sa patron ng dahil sa pamimeste ng mga daga sa kanilang mga panamin. Sa pamamagitan ng pagtataas ng kanilang mga kamay at paghawak ng rosary habang sumasayaw. Naniniwala ang mga magsasakang Castillano na sa pamamagitan ng kanilang mahal na patron gagabayan ang kanilang mga pananim, mawawala ang mga peste at pagkakalooban sila ng masaganang-ani. Ang pamamaraan na ito ay pagpapakita ng mga castillano sa kanilang matibay na paniniwala sa kanilang mahal na patron ang Our Lady of the Most Holy Rosary. Sinasalamin nito na ang unod festival ay hindi lamang pagsasaya at pagpapakita ng kanilang kultura

Masaganang Ani





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> *"An pinakahudyan na parte kan bayli sa unod festival iyo ini an masaganang ani. Digmi mi na pigpapailing an samuyang magagayon namga panamon asin harbes"*

(Ang pinakahuling bahagi ng sayaw sa unod festival ay ang masaganang ani. Dito namin ipinapakita ang aming magagandang mga pananim maging ang aming masaganang ani.) –Kalahok 3

Ang pinakahuling bahagi ng nasabing istorya ng pagsasayaw sa unod festival ay ang "Masaganang Ani" sa parting ito ng pagsasayaw ipinapakita nila ang kanilang maganang ani sa pamamagitan ng pagtaas at pag iikot ikot nito gamit ang nagsisilakihang mga artipisyal na pananim at iba pang mga palamuti. Naniniwala sila na dahil sa pagtulong ng kanilang mahal na Patron nawala ang mga peste at biniyayaan sila ng masaganang ani. Bukod pa rito, ang huling bahaging ito ay isa rin sa pinakapinagtutuunan ng pansin ng mga manunuood dahil dito ipinapakita ang kanilang kagalakan sa masayang pagdiriwang dahil sa kanilang masaganang ani sa kanilang mga pananim.



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Sa bawat festival naipapakita ang natatanging identidad ng kultura ng komunidad. Mahalaga ito sa pagpapahalaga sa kultura at tradisyon, at nagsisilbing mabisang paraan para sa pagpapanatili ng kulturang kinagisnan. Samantala ayon naman naman kina Pinca-Atutubo at Totanes, ang pista ay mahalagang araw para sa mga Sorsoganon, kung saan ipinapakita at inaalala ang kanilang kulturang pamana. Ang mga kuwento tungkol dito ay bahagi ng kanilang mga festival. Ang pag-iisip ng mga Castillano sa muling pagtuklas ay nag-uugnay sa kanilang kasaysayan, pagkakakilanlan at pamana na magbubukas ng pagkakataon para sa pag-unlad ng kaabuhayan ng bawat isang mamamayan.

e. Festival na Kasuotan



https://www.castillasorsogon.gov.ph/tourist-information/

Ang mga festival ay isang mahalagang bahagi ng kulturang Pilipino, sapagkat ito ay sumasalamin sa kasaysayan, paniniwala, at pagkakakilanlan ng isang pamayanan. Ngunit ang isa sa mga pinaka-kapansin-pansing aspeto ng mga pagdiriwang na ito ay ang **festival na kasuotan o ang Festival na pananamit.** Ang mga makukulay

at malikhaing kasuotang isinusuot sa mga parada, pagsasayaw at iba pang aktibidad ay hindi lamang palamuti kundi nagdadala rin ng makasaysayang kultural at kahulugan ng kanilang natataning paniniwala. Ang kasuotan ng Unod Festival ay hinango batay sa makulay na paniniwala ng kanilang pamayanan. Ang buong kasuotan ay nagpapakita ng pananamit bilang isang magsasaka na simbolismo ng kanilang kasipagan sa mga paggawa. Ang mga kulay nito na lila *(purple)* at luntian *(green)* ay hinango sa kulay ng mga pananim na ugat gaya ng ube at ang luntian naman sa mga dahon nito, samantalang ang dilaw *(yellow)* at kahel *(orange)* ay simbolismo ng kulay ng kanilang masagang ani.

Sa pamamagitan ng masusing pag-aaral sa festival na kasuotan, ating mauunawaan kung paano ito nagiging daluyan ng sining, pagkakakilanlan, at kolektibong alaala ng isang komunidad na nagiging salamin ng isang paniniwala ng isang pamayanan.



Aktuwal na larawan ng Kasuotan ng Unod Festival

Ayon sa Republic Act No. 10066, na kilala rin bilang "National Heritage Act of 2009," ito ay nilikha upang tulungan tayong maunawaan at mapanatili ang ating pagkakakilanlan bilang Pilipino. Nais nitong tiyakin na protektahan at pangalagaan ang ating kultural na pamana, tulad ng mahahalagang lugar at bagay, at ang kasaysayan ng ating mga katutubong komunidad. Kasama sa mahalagang probisyon ng batas na ito ang pagpapatupad ng Cultural Heritage Education Program na kung saan layunin nitong palawakin ang kaalaman at pag-unawa ng publiko tungkol sa kulturang Pilipino.

4. Implikasyon ng Unod Festival

Ang isang festival ay hindi lamang nagdudulot ng kasiyahan o pangkaaliwan sa isang sa lugar bagkos sumasalamin rin ito sa kultura, paniniwala maging sa kaugalian ng isang bayan. Ang sumusunod ay ang naging dulot ng Unod Festival sa mga Castillanon.

a. Dagdag tulong Pang-ekonomiya- Ang festival ay nagbibigay ng karagdagang kita sa lokal na pamahalaan at mga mamamayan ng castilla dahil dumarami ang turista na tumatangkilik ng kanilang mga pananim ng ugat na yaman. Na siyang nagiging daan sa pagbebenta ng mga lokal na produkto at pagkain na siyang nakakatulong sa kabuhayan ng mga residente rito. Bukod rito, nakakatulong rin ito upang mas mapalakas pa ang industriya ng turismo at kalakalan ng isang lugar. Ang salitang “festival” ay nagmula sa Latin na “festum” at kaugnay ng Pranses na “festivus”. Sa gitnang panahon, ang mga ito ay karaniwang may kauganay sa relihiyon at maituturing na banal. (Levickaite, 2011). Sa kasalukuyan ito ay nagsilbing daan upang maipakita o maipakilala ang kultura na umiiral sa isang lugar. Ayon sa UNESCO (2001) itinuturing ang kultura bilang kabuuan ng natatanging espiritwal, materyal, intelektuwal at emosyonal na mga katangian ng lipunan o isang pangkat sa lipunan na kinakasama hindi lamang ang sining at panitikan, kundi pati narin ang pamumuhay at paraan ng pagsasamahan, sistema ng mga halaga ng tradisyon at mga paniniwala ng bawat mamayan sa isang komunidad.

b. Panlipunan Aspeto - Sa ginawang pag-aaral, nasumpungan na ito ay nagpapalalim ng pagkakaisa at samahan ng mga mamamayang castillanon sa pamamagitan ng sama-sama nilang pagdiriwang. Nagiging pagkakataon rin ito upang muling mabuhay ang mga tradisyon at kaugalian ng isang komunidad. Ito ang tinatawag na Pistang Pilipino o ang sinasabing festival na ipinahayag ng National Commission for Culture and the Arts. Ang mga Kapistahan ay maitituring na mahalagang bahagi ng kulturang Pilipino nagiging daluyan ito ng pagkakaisa at pakikiugnyan sa bawat isa. Ito ay nagiging daluyan upang maitampok ng isang pamayanan ang kanilang kultura, produkto, at ang kanilang mga paniniwala (Amtalao at Lartec, 2015).

c. Kultura at Paniniwala Salamin ng Pagkakakilanlan- Napapayaman nito ang kultura at sining ng isang bayan. Mas nakikilala ang sining ng isang bayan dahil sa pagdiriwang ng isang festival, dahil ipinapakita rito ang natatanging kaugalian at kultura ng isang bayan. Ayon kay Taylor (2007), ang kultura ang paraan ng pamumuhay ng mga tao sa isang lipunan. Sa iba ito ay kuro o opinyon ng buong lipunan na maaaring makita sa kanilang mga salita, aklat at mga sinulat, relihiyon, musika, pananamit, pagluluto, at iba pa. Kasama na rito ang iba't ibang uri ng mga pagdiriwang, gaya ng mga paligsahan at mga pista taun-taon. Ang kultura bilang nagkasamang modelo ng pag- uugali ng tao kalakip ang kanyang kaisipan, pakikipagkomunikasyon, wika, nakagawian, paniniwala, pagpapahalaga, kaugalian, ritwal, paraan ng paggalang at pakikisalamuha sa kapwa (Mangahis, 2010).

d. Pagtuklas ng Karunungan- Nagsisilbing aralin sa kasaysayan at kultura para sa kabataan, nagbibigay kaalaman tungkol sa mga kaugalian at paniniwala ng kanilang komunidad na maaring magamit upang mas mapalawak pa ang kanilang kaalaman patungkol sa kanilang sariling bayan at paniniwala. Bukod rito, ito'y nagiging oportunidad rin para sa pag-aaral ng malikhaing sining, disenyo, at pamumuno. Pinatunayan ito sa pag-aaral Semorlan (2010), na hindi mapaghihiwalay ang wika, kultura at lipunan na makukuha sa festival. Magkabuhol ang mga ito kaya't malalaman kung anong kultura mayroon ang isang tao dahil sa wika at kaugalian na ginagamit at ginagawa nito. Sumasaklaw ang pag-aaral ng kultura sa kabuoang masalimuot na proseso na binubuo ng iba't ibang elemento tulad ng karunungan, pananampalataya, sining, batas, ugali, kagandahang asal at iba pa na maaring matutunan at taglayin ng mga tao bilang kasapi sa isang lipunan, gayundin bilang sistema ng munisipalidad at barangay ayon sa layunin ng mga opisyal ng isang bayan.

Kontribusyong Hatid ng Unod Festival - Sa bawat pagdirawang na isinasagawa sinasalamin nito ang kultura ng isang komunidad na siyang nagiging pagkakakilanlan ng isang natatanging bayan. Ang unod festival ay may natatanging handog sa kultura ng bawat mamamayang castillano na naninirahan dito, sapagkat sinasalamin nito ang kanilang sariling pagkakakilalan bilang isang mamayan at ng kanilang natatanging bayan.

Kultural. Ang isang pista kagaya ng Unod ay nagpapakulay sa kultura ng mga Castillano at may mahalagang papel para sa mga mamamayan nito. Ang mga produktong ugat na nakilala sa kanilang bayan ay maitituring na mga ari-arian o kayamanan ng munisipalidad sapagkat ang mga yamang ugat na ito ay maaaring ma-import sa iba pang mga lugar. Sa pamamagitan rin ng festival ng kanilang bayan naiaangat pa ang kanilang kultura sa ibang mga lugar na dumarayo upang masaksihan ang kanilang masayang pagdiriwang. Dagdag pa, dahil sa natatanging kultura na ito, patuloy pang iniaangat ang mga kabuhayan ng mga magsasakang Castillano sa larangan ng pagtatanim, sapagkat hanggang sa pangkasalukuyan panahon dito narin sila umaasa sa mga pananim na ugat, palay at niyog na sagana sa nasabing munisipalidad para sa kanilang ikinabubuhay. Naniniwala Rocher (2004), isang anthropologist, na ang kultura ay isang koneksyon ng mga ideya at damdamin na tinatanggap ng karamihan sa isang lipunan. Nais lamang nitong sabihin na ang isang gawain ay tinatawag na kultura kung ito ay katanggap-tanggap sa karamihan sa loob ng isang komunidad at lipunan. Bukod pa roon, ang kultura ay isa sa mga pinakamahirap buoin at ibahaging konsepto sapagkat kailangan at kaugnay nito lagi ang wika. Bawat tao ay may sariling kinagisnan at natutuhang wika. Ito ang ginagamit sa pang araw-araw na pamumuhay at pakikisalamuha sa kapwa. Sa pamamagitan ng wika ay naipapahayag niya ang kanyang kaisipan, damdamin, adhikain, pangarap, imahinasyon, pagpapasya at pag-iisip.

Historikal. Sa bawat festival ay may natatanging istorya kung papaano ito nabuo at nagsimula sa isang bayan o sa isang lugar. Kalimitan ikinakabit ito sa pinagmulan ng isang bagay, kaugalian maging paniniwala. Ang festival

ay isang espesyal na pagdiriwang na karaniwang isinasagawa sa isang tiyak na araw o panahon sa isang lugar. Ito ay may isang malaking kaugnayan sa mga kultura at tradisyon, relihiyon, kasaysayan o mga pagdiriwang ng isang komunidad o bansa. Kalimitan ang pagkakataong ito naipapakita ng bawat isa ang pamamaraan ng pagsasaya o pagdiriwang, at pagbibigay-pugay sa mahahalagang aspeto ng kanilang kultura at relihiyong kinabibilangan. Ang mga ito ay nagbibigay buhay sa kultura at identidad ng isang komunidad na nagdudulot ng kasiyahan at pagkakaisa. Maraming pagpapakahulugan ang maaaring ikabit sa salitang pagdiriwang o pagtitipon. Tumutukoy ito sa proseso ng pagsasakatuparan o pagsasagawa ng isang mahalagang pag-alala ng pagsilang, kamatayan, at ang kabayanihang inialay para sa bayan. Bahagi rin nito ang pagpaparangal sa tagumpay na natamo ng isang tao, ng isang pangkat, o ng isang bayan. Maaari namang tingnan bilang bahagi ng nakagawiang pagpapasalamat sa kinikilalang Diyos para sa masaganang ani at sa pagkakaroon ng makulay at mayamang kultura't kasaysayan. Sa ganitong bagay, tuwirang ipinakikita at ipinahahayag nito ang mga tinipong tagpo na maaaring sabihing ito ang nagpapakilala sa isang lugar o sa isang bayan.

Katulad ng Unod Festival na nabuo dahil sa matibay na paniniwala at pananampalataya ng mga Castillano sa kanilang mahal na Patron ang Our Lady of the Most Holy Rosary. Isang historya na nagbukas upang magkaroon ng pagdiriwang ng isang natatanging festival sa bayan. Ang ganitong pagkakataon ay may malaking ambag sa mga kabataang Castillanon sa pangkasalukuyan, sapagkat magbubukas ito ng kanilang kamalayan sa kung papaano nabuo ang kanilang festival na ipinagdiriwang. Ang kasaysayan ay salamin ng nakaraan, ito ang nagsisilbing tala upang maaaring balikan ang nakaraan. Makatutulong ito upang mamulat ang kaisipan ng bagong usbong mga kabataan upang mas makilala pa ang kanilang kinagisnan at natatanging kaugalian na ginagawa sa pangkasalukuyan.

Coffee Table Book: Unod Festival sa Progrisebong Castilla - Ang paglikha ng isang coffee table book bilang isang awtput ay bunga ng isang kolektibong pagsisikap ng mananaliksik upang maipakilala ang mga natatanging kaugalian at paniniwala na hango sa unod festival sa bayan ng Castilla. Ang coffee table book na nabuo ay magiging tulay upang higit pang makilala ang tatanging festival ng naturang bayan. Magiging daan ito upang mas tangkilikin pa ang natatanging festival at ang kulturang castillanon na nais ipabatid nito.

5. Kongklusyon at recomendasyon

Natiyak sa pag-aaral na ito na masuri ang Unod Festival sa bayan ng Castilla. Batay sa natuklasan, inilahad ang mga sumusunod na kongklusyon. Ang unod festival ay nabuo dahil sa matibay na paniniwala ng mga castillano sa kanilang mahal na patron ang "Our Lady of Holy Rosarry". Laganap rin sa lugar na ito ang mga pananim na ugat kagaya ng kamote, kamoteng kahoy, ube at iba pa na salamin ng produkto ng nasabing bayan. Ang makulay na pagdiriwang ng Unod Festival ay nagiging daan upang unti-unting makilala ang bayan ng Castilla sa kanilang kultura at paniniwala maging kaugalian. Nakabuo rin ng isang babasahing materyal na naglalaman ng maalab na magsusuri ng unod festival sa bayan ng castilla. Ito ay naglalayong magamit upang maging mabisang hanguan ng impormasyon patungkol sa nasabing festival at makatulong upang maiangat ang turismo ng sabing bayan. Batay sa mga natuklasan at kongklusyon, nabuo ang mga sumusunod na rekomendasyon. Iminumungkahing patuloy na pahalagahan ang unod festival ang sarili nating kulturang pagkakakilanlan. Maaaring gamiting sanggunian o lunsaran sa pagtuturo sa loob ng silid aralan ang nabuong coffee table book upang maipalaganap sa bagong henerasyon ng mga kabataan ang pinagmulan nilang kultura. Maari rin itong gamitin ng pamahalaan ng turismo sa naturang bayan upang mas maipakilala pa ang unod festival na natatangi lamang sa kanilang bayan. Bukod rito, maaaring suportahan ng local na pamahalaan ang pagpapalathala ng mga babasahin na naglalaman ng kasaysayan at kultura ng unod festival sa naturang bayan.

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Exploring community challenges in virtual schooling: Insights from elementary schools in the North-East Region of India

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Abstract

The COVID-19 pandemic profoundly disrupted educational systems worldwide, impacting over 276 million children in India alone. This study explores the challenges encountered by elementary school children in aspirational districts of India's North-East region during the shift to virtual learning. Employing a mixed-methods approach, the research engaged 372 participant community members and parents selected through simple random sampling across 20 schools with students in Classes VII and VIII during the 2022-23 academic year. The study identifies critical barriers to effective online education, including digital inequities, limited connectivity, and inadequate access to technology. It highlights the pivotal role of community engagement in mitigating these challenges, particularly through enhanced parent-teacher collaboration and resource mobilization. While virtual learning fostered new avenues for community involvement, it also intensified pre-existing educational disparities. The findings advocate for blended learning models and robust communication strategies to strengthen educational resilience, aligning with the National Education Policy (NEP) 2020. Despite limitations in scope, participant diversity, and reliance on self-reported data, the study offers valuable insights for policymakers aiming to build inclusive and adaptive education systems in post-pandemic India.

Keywords: blended learning, community challenges, digital divide, parental involvement, virtual schooling

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Exploring community challenges in virtual schooling: Insights from elementary schools in the North-East Region of India

1. Introduction

The COVID-19 pandemic, which began in Wuhan, China, in December 2019, spread rapidly across the globe, affecting nearly every country, including India. To contain the virus, governments worldwide implemented measures such as handwashing, mask-wearing, physical distancing, and restrictions on gatherings. In India, these efforts resulted in multiple lockdowns, leading to the closure of schools, colleges, and universities. This halted traditional in-person education and forced a shift to online learning. While this transition introduced digital education into India's educational system, it also created potential learning gaps. In response, the Government of India (GOI) issued various directives to support the shift to virtual education (GOI, 2020).

Relevance and Justification - The prolonged closure of educational institutions impacted over 276 million children and young people in India, disrupting their learning. It is essential to assess these disruptions to improve future responses to crises and develop innovative, flexible, and hybrid learning models (Cappelle *et al.*, 2021). The pandemic also caused psychological challenges, affecting not only children but also the elderly, the general public, and healthcare workers. In March 2020, India imposed a nationwide lockdown to control the virus (Esposito *et al.*, 2020; Barkur *et al.*, 2020). While necessary, the lockdown disrupted daily life, economic activities, and education. Even after restrictions were eased, uncertainty about the future of education persisted, as there was no definitive treatment or vaccine available. To address academic disruptions, institutions adopted online learning based on guidelines from the Indian Government and University Grants Commission. However, online education lacked the benefits of peer interaction (Ammenwerth and Hackl, 2017), and many teachers reported dissatisfaction with the increased workload, which affected their morale and, in turn, student learning outcomes (Bhat *et al.*, 2020).

Online education also presents challenges due to the geographical and temporal dispersion of students (Endler *et al.*, 2012). These issues need to be addressed, as unresolved challenges can lead to stress, anxiety, and other mental health concerns (Singh, 2020; Majumdar *et al.*, 2020). Given the ongoing need for online education and the possibility of future pandemics, the education system must adapt and integrate advancements in science and technology to better prepare students for such situations (Ali and Alharbi, 2020).

Suggested Literature/ Research Gap - While existing literature/ scholarship in India has long emphasized the importance of community participation in school governance (Kothari Commission, 1966; NPE, 1986; RTE Act, 2009; NEP, 2020), most studies have examined these dynamics in the context of in-person schooling. Empirical evidence on how communities engage with and respond to the challenges of virtual schooling, particularly in tribal-dominated and aspirational districts of the North-East region, remains limited. Moreover, prior research has often focused either on policy frameworks or on general community involvement, with relatively little attention to the lived experiences of parents and community members during the COVID-19 pandemic. This creates a gap in understanding how digital inequities, socio-cultural contexts, and community-school partnerships intersect in shaping children's learning during crises. By employing a mixed-methods approach and drawing on localized data from eight aspirational districts, this study addresses this gap and contributes new insights into strengthening educational resilience through community engagement in virtual schooling.

Purpose of the Research Study - This study aims to explore the challenges faced by elementary school children in virtual schooling through a community-centered survey approach, focusing on the aspirational districts of India's North-East region as identified for targeted development in areas such as - health, education, agriculture, infrastructure, and governance (NITI Aayog, 2018). The study seeks to propose an action plan for building resilience in teaching and learning, addressing these challenges in line with the National Education Policy (NEP) 2020 to ensure the holistic well-being and education of the nation's youth.

Objectives of the Research Study - The study aims to conduct a survey focused on the community and parents to explore the challenges and issues faced by elementary school children due to virtual schooling during the COVID-19 pandemic. Furthermore, it seeks to develop or propose an action plan to reduce the impact of current and future pandemics on the elementary education process.

2. Review of Literature - Community Challenges in North-East India

Historical policy frameworks in India—from the Kothari Commission (1966) to the National Policy on Education (1986)—have consistently underscored the importance of community engagement in school governance. Mechanisms such as Village Education Committees, later formalized into School Management Committees (SMCs) under the Right to Education (RTE) Act of 2009 and New Education Policy – 2020, reflect this emphasis on participatory governance (GOI, 1998; 2009; 2010; 2020). Empirical studies, particularly in tribal-dominated regions like the Bhoirymbong block of Meghalaya, reveal that community awareness and active participation are pivotal in achieving universal elementary education. Research by Singh (2015; 2020) emphasizes that sustainable educational reform hinges not only on policy but also on grassroots of ownership and collaborative governance. While community involvement has shown promise in enhancing access to early education, challenges persist. Tyagi et al. (2023) argue that to truly empower SMCs, public policy must move beyond procedural formalities and embrace robust, consistent implementation strategies that reflect the ethos of participatory governance.

Recent evaluations by Singh and Singh (2024; 2025) examined community contributions in tribal-dominated areas of North-East India across various school functions—ranging from infrastructure and sanitation to teacher arrangements and resource monitoring. Their findings indicate strong engagement in certain areas, but limited participation in others, suggesting that awareness initiatives under NEP 2020 could help bridge these gaps. In tribal regions of North-East India, community participation is especially critical due to unique socio-cultural dynamics. Several scholars including Rout (2013) suggested that active community participation in school governance can lead to better educational outcomes by addressing local needs and priorities. The RTE Act's mandate for SMCs is seen as a transformative step, yet studies (Govinda & Bandyopadhyay, 2010; Singh, 2013) point to persistent challenges in tribal areas, including inadequate training and resource constraints. Aspirational districts in the North East India face compounded issues such as poor infrastructure, teacher shortages, and high dropout rates (NITI Aayog, 2018), necessitating culturally responsive pedagogy and stronger community-school linkages.

Quantitative approaches, as suggested by Jick (1979), offer valuable insights into participation dynamics, revealing how socio-economic factors influence engagement. However, there remains a significant gap in localized, data-driven research on tribal community involvement in school governance. In conclusion, the literature underscores the urgent need for focused studies on community participation in virtual schooling within tribal-dominated elementary settings in North-East India. By integrating qualitative narratives with statistical analysis, future research can illuminate localized challenges and inform targeted interventions aligned with the RTE Act and NEP 2020.

3. Research Methodology

The study was conducted across eight aspirational districts in the North-East Region: Namsai (Arunachal Pradesh), Hailakandi (Assam), Chandel (Manipur), Ribhoi (Meghalaya), Mamit (Mizoram), Kiphire (Nagaland), Gyalshing (Sikkim), and Dhalai (Tripura). Initially, 16 schools under administrative control of State Education Authorities were randomly selected, with an additional four randomly selected schools in Mamit and Gyalshing districts used for piloting the research schedules. The final data collection involved 20 randomly sampled schools under administrative control of State Education Authorities through a simple random sampling technique, in coordination with the District/ State Education Authorities, with schools acting primarily as the sampling unit, and 181 community members and 191 parents as secondary sampling units.

Using a mixed-methods approach, the study combined quantitative and qualitative data collection, with

research schedules (tools) designed and developed for community members and parents to align with the study's goals. The community members and parents were invited through simple random sampling technique approach under guidance of district education authorities. These schedules (tools) created to meet the study's objectives, were tested in the actuals field conditions and focused on schools with children enrolled in Classes VII and VIII during the 2022-23 academic year. The primary aim was to capture community perceptions and reactions to the challenges faced by children during virtual schooling due to the COVID-19 pandemic. The study also aimed to propose an action plan for addressing the impact of current and future pandemics on elementary school education. Data collection from community members and parents focused on several areas:

- ***From SMC/Community Members:*** Information from community members was gathered on challenges faced by them on virtual schooling verses educational inequality, opportunities for community members on public support for operative online learning, contribution in making strong parent-school relationships, efforts made to strengthen online teaching learning and suggestions offered by community members for online teaching in future.

- ***From Parents:*** Data were collected from parents on the challenges faced by them due to COVID-19 pandemic/ closure of schools due to lockdown, perception on distractions faced by children during pandemic at home, perception of the top three most significant challenges faced by children while learning from home, satisfaction rating on the selected statements on teachers, schools and other aspects.

The dataset included responses from 180 SMC/Community members (112 males, 68 females) and 191 parents (55 males, 128 females, and 8 who did not specify their gender). Data collection was conducted through face-to-face interactions supervised by State Nodal Officers appointed by State Authorities. Both closed- and open-ended questions were used, and responses were recorded and analyzed using MS Excel, following methodologies established by Cox (1996), Daniels *et al.* (2002), and Kumar (2019). The study diligently adheres to ethical standards by ensuring informed consent, implementing protective measures for all respondents, and maintaining strict data confidentiality protocols—thereby promoting integrity, respect, and accountability during the collection of data from schools.

4. Data Presentation and Analysis

The COVID-19 pandemic had a profound impact on the education system, especially in India, where around 320 million learners were shifted to virtual schooling. However, this rapid transition highlighted significant regional disparities, particularly in the North-East region, where internet connectivity issues and a digital divide exacerbated educational inequalities. While virtual learning provided opportunities for community involvement, it also revealed the challenges faced by parents and children, including distractions, technical difficulties, and lack of resources. This section explores the challenges, opportunities, and feedback from community members regarding online education, aiming to understand how the system can be improved for future virtual learning environments.

Additionally, section will provide the data presentation and analysis thereof considering novel contributions and insights arising out from the study, challenges faced by community (virtual schooling vs. educational inequality), opportunities for community members (public support for operative online learning), opportunities for community members (contribution in making strong parent-school relationships, suggestions offered by community members for online teaching in future, challenges faced by parents (due to COVID-19 pandemic/ closure of schools due to lockdown), parents' perception on distractions faced by children during pandemic at home, parents' perception of the top three most significant challenges faced by children while learning from home and parents' satisfaction rating on the selected statements in the succeeding sub-sections.

Novel Contributions and Insights from Study - The noteworthy contributions and insights arising out from this study are:

Community-Centred Approach in Tribal Regions

- The study uniquely focuses on aspirational districts in North-East India, a region often underrepresented in educational research.
- It highlights tribal community dynamics and their role in supporting virtual schooling, offering localized insights that go beyond national averages.

Mixed-Methods Data from 372 Participants

- Combines quantitative and qualitative data from 181 community members and 191 parents across 20 schools.
- Offers a ground-level perspective on virtual schooling challenges, especially in remote and underserved areas.

Detailed Parent and Community Feedback

- Presents granular data on:
  - Digital access issues (e.g., lack of devices, poor connectivity)
  - Parental challenges in guiding children during online learning
  - Community efforts like distributing printed materials, organizing off-campus classes, and facilitating teacher-student communication

Actionable Suggestions for Future Online Education

- Community members proposed blended learning models, combining synchronous and asynchronous methods.
- Emphasis on teacher training, parent engagement, and Ed-Tech tool selection tailored to diverse learners.

Integration with NEP 2020 Goals

- Aligns findings with the National Education Policy 2020, especially around School Management Committees (SMCs), inclusive governance, and resource mobilization.

Tables with Specific Ratings and Challenges

- Parent-rated challenges (e.g., gadget management, internet issues)
- Distractions at home (e.g., mobile games, TV, household movement)
- Satisfaction levels with teachers and schools during lockdown

Challenges Faced by Community: Virtual Schooling vs. Educational Inequality - It is estimated that 320 million learners in India were significantly impacted by the COVID-19 pandemic, leading to a shift to virtual learning. This transition exposed considerable regional and household disparities in access to reliable internet, which was particularly challenging for children and teachers in the North-East region. The move to online learning highlighted existing inequalities and the digital divide in this area, which need to be addressed by educational policymakers through digital education strategies at the elementary level. To better understand the impact, feedback was gathered from community members in the North-East region regarding the educational inequality brought about by virtual schooling. Approximately 59 percent of respondents in the region reported a digital divide, believing that online schooling worsened educational inequality and had a disproportionately adverse effect on the most vulnerable children, exacerbated by the extended closure of schools during the COVID-19 lockdown.

Opportunities for Community Members: Public Support for Operative Online Learning - The COVID-19 pandemic has accelerated the future of online learning, thanks to the availability of technology. Simply broadcasting pre-recorded lectures is no longer a viable solution for public authorities. The "online genie" has been unleashed and cannot be put back. Replicating traditional face-to-face teaching by merely standing in front of a camera and delivering lectures is not truly online teaching. Teachers must adapt by exploring a variety of opportunities with the support of the public and community. During the COVID-19 lockdown, community members had the chance to engage in school activities, offering guidance and support to both parents and children. This participation greatly contributed to the success of online learning. The community played a key role in initiating and facilitating virtual schooling for children at the elementary level and beyond. NGOs also had the opportunity to provide financial assistance to schools for online teaching. Additionally, people distributed masks and sanitizers to children, teachers, and others during the pandemic.

Opportunities for Community Members: Contribution in Making Strong Parent-School Relationships - Researchers have identified that the success of the family-community-school relationship relies on viewing it as a partnership of equals, where community members are considered valuable contributors and supporters to the schools. This partnership is founded on shared values and focuses on the strengths that each stakeholder brings. The trust and respect cultivated in this partnership help in creating a sense of belonging within the school community for children and their families, fostering a positive and caring school climate (Henderson & Mapp, 2002). In the context of this study, community members shared that they held meetings and discussions with parents, developing strategies to manage the challenges posed by the COVID-19 lockdown. Through school management committees (SMCs), they also organized parent-teacher meetings to facilitate productive interactions. To strengthen the parent-school relationship, community members remained in constant communication with both parents and teachers, always keeping track of the children's progress. Additionally, they urged school authorities to arrange parent-teacher meetings to gather feedback on how to improve children's learning and encouraged parents to stay actively involved in their children's education.

Globally, educationists have long emphasized the critical role of community participation in enhancing both the quality and quantity of education. Community involvement is believed to significantly contribute to children's education and overall quality of life. The National Education Policy (NEP) 2020, released by the Government of India, advocates for community participation through SMCs on various educational matters, including:

- Monitoring children's attendance and tracking out-of-school children.
- Shaping the school culture to foster excellence, curiosity, empathy, and equity.
- Ongoing sensitization of SMCs on maintaining a caring and inclusive school culture.
- Supporting periodic performance appraisals of teachers.
- Ensuring efficient resource allocation and governance through School Complexes Management Committees (SCMC).
- Involvement in planning both short-term and long-term goals for the school, including resource management, infrastructure improvement, financial planning, and educational outcomes.

The COVID-19 pandemic provided community members with opportunities to strengthen the teaching-learning process in schools across the North-East Region, particularly in the areas outlined above. According to the survey, community members utilized the pandemic phase to make significant efforts in the following areas:

- Encouraged teachers to contact each student via mobile phone.
- Provided mobile phones and sanitizers to underprivileged children and offered printed learning materials.
- Monitored online classes organized by schools.
- Ensured teachers checked students' homework and addressed their doubts.
- Visited students' homes to understand the challenges they faced during the pandemic.
- Organized off-campus classes for children in community halls/centers.
- Guided teachers and parents on how to conduct online classes.
- Encouraged teachers to maintain contact with students through home visits.
- Assisted teachers in distributing printed materials and class notes to students.
- Advised teachers on using available ICT resources through mobile phones to connect with students.

- Collaborated with teachers to address students' confusion regarding certain study topics.
- Instructed cluster school teachers to send learning materials via the Chairman of the School Management and Development Committee (SMDC).
- Suggested teachers reduce the burden of online classes on students and explore alternative methods, such as preparing hard copies of notes and incorporating activity-based learning.
- Developed worksheets and YouTube videos for better understanding of topics.
- Assisted children without digital devices in learning how to take notes using mobile phones.

Suggestions Offered by Community Members for Online Teaching in Future - With the rapid shift from traditional schooling to virtual schooling due to COVID-19, followed by the return to in-person education after the lockdown, it was decided to gather feedback from community members on online teaching and strategies for future online education. In summary, community members provided key suggestions to improve future online teaching effectiveness through:

- Establishing communication between teachers and children's parents/families.
- Teachers should adopt a blended approach, combining both synchronous (real-time) and asynchronous (self-paced) methods. Synchronous teaching via phone calls, video lessons, or live chats enables students to ask questions and engage with teachers and peers. Asynchronous methods, such as discussion boards or pre-recorded lectures, allow students to complete assignments at their own pace and convenience. Both approaches offer unique advantages.
- The school's Learning Management System (LMS) will likely be the main tool for teachers to communicate and share assignments. Teachers should become familiar with it and feel comfortable reaching out to more tech-savvy colleagues for support.

Additionally, community members suggested developing strategies for online teaching in the future, focusing on the following key aspects:

- How to plan lesson plans for different types of learners
- How to set clear expectations with students
- How to build rapport with the community and students
- How to engage with parents
- How to identify the right Ed-Tech tools and curriculum supports

Challenges Faced by Parents: Due to COVID-19 Pandemic/ Closure of Schools Due to Lockdown - The COVID-19 pandemic significantly impacted families across all the States of the North-East Region. During this period, homes became both living spaces and schools, leaving parents in a challenging situation. Although parents had more time to spend with their children, they faced various difficulties during the school closures due to the lockdown, particularly regarding the use of online platforms and applications. These challenges were assessed using a three-point rating scale (most serious, moderate, and less serious) across the following areas:

- Providing gadgets for online learning
- Managing gadgets for online learning
- Electricity issues
- Internet connectivity
- Lack of technical/software knowledge
- Difficulty in monitoring the child's engagement with gadgets
- Challenges in guiding the child on how to use gadgets

Parents' responses to these challenges during the school closures are shown in Table 1. The primary difficulties faced by parents involved managing gadgets for online learning, the lack of technical/software knowledge, providing gadgets for online learning, monitoring their child's use of gadgets, and offering guidance on how to use them during the pandemic lockdown. Additionally, parents rated their perception of teacher communication, with 51% stating it was effective "to a great extent" and 44% saying it was effective "to some extent."

Table 1

Challenges Faced by Parents During COVID-19 Pandemic/ Closure of Schools Due to Lockdown

S. No.	Application/ Online Platforms	Rating Scale (in Percent)			No-Response (in percent)
		Most Serious	Moderate	Less Serious	
1.	Providing gadgets for online learning	47	33	18	3
2.	Handling gadgets for online learning	40	42	16	2
3.	Problem of electricity	32	42	24	1
4.	Internet connectivity	45	32	21	2
5.	Lack of technical/ software knowledge	44	34	18	5
6.	Difficult to monitor the child's involvement with gadget	39	39	19	3
7.	Difficulty in providing guidance to the child for using the gadgets	48	30	19	3

Parents' Perception on Distractions Faced by Children During Pandemic at Home - Many researchers have noted that children are more easily distracted by digital devices at home. As a result, parents were asked to provide feedback regarding various distractions, including mobile games, TV shows, household movement, internet browsing, sleep, and other factors such as cartoons, household chores, lack of access to smartphones, absence of online classes, gaming, physical play, household tasks, power outages, limited space, social media, sports, or excessive TV watching. The findings highlight that there were multiple distractions for children during their online classes. The results regarding distractions faced by children showed that 65 percent were distracted by mobile games, 35 percent lost focus due to internet browsing, 27 percent spent time watching TV shows, and a similar proportion of children were distracted by the movement of people at home.

Parents' Perception of the Top Three Most Significant Challenges Faced by Children While Learning from Home - Parents' perceptions of the top three major challenges faced by children while learning from home were gathered based on the following factors:

- Maintaining a regular schedule
- Communication with teachers and school management
- Internet connectivity at home
- Collaborating with other children and friends
- Access to all necessary study tools
- Distractions at home
- Eating habits (too frequent/less)
- Social isolation
- Anxiety about the impact of COVID-19 on studies
- Other issues

The responses provided by parents are summarized in Table 2. It was clear that 34 percent of parents identified maintaining a regular schedule as the primary challenge faced by children while learning from home, 21 percent viewed it as the second challenge, and 16 percent considered it the third. 29 percent did not respond to this question.

Table 2

Parents' Perception of the Top Three Most Significant Challenges Faced by Children While Learning from Home

S. No.	Statements	Challenges Faced by Children (in Percent) in Order as			
		First	Second	Third	No-Response
1.	Maintaining a regular schedule	34	21	16	29
2.	Communicating with the teachers and the school management	23	26	17	35
3.	Internet connectivity at home	35	28	14	24
4.	Collaborating with fellow children and friends	15	19	12	54
5.	Having access to all the prescribed tools needed to study	20	17	16	47
6.	Too many distractions at home	25	19	15	41
7.	Eating frequently/ less	14	17	8	61
8.	Social isolation	21	19	20	40

9.	Anxiety about the impact of COVID-19 on studies	21	19	21	38
10.	Others	3	2	4	90

The second most reported challenge was communication between teachers and school management. 23 percent of parents saw this as the top challenge, 26 percent as the second, and 17 percent as the third challenge. 35 percent did not provide an answer. Internet connectivity at home was noted as the third major challenge. 35 percent of parents reported it as the first challenge, 28 percent as the second, and 14 percent as the third. Around 24 percent chose not to respond. Collaboration with fellow children and friends was the fourth challenge identified, with 15 percent of parents rating it as the first challenge, 19 percent as the second, and 12 percent as the third. 54 percent of parents did not respond. When asked about the necessary tools for online education, 20 percent of parents identified it as the first challenge, 17 percent as the second, and 16 percent as the third. 47 percent of parents did not answer.

Distractions at home were another significant issue, with 25 percent of parents reporting it as the primary challenge, 19 percent as the second, and 15 percent as the third. 41 percent of parents did not provide an answer. Eating habits, whether too frequent or too little, were also noted as a challenge. 14 percent of parents identified it as the first challenge, 17 percent as the second, and 8 percent as the third. 61 percent did not respond. Social isolation was reported as another major issue, with 21 percent of parents ranking it as the first challenge, 19 percent as the second, and 20 percent as the third. 40 percent of parents did not respond. Anxiety about the impact of COVID-19 on studies was also a concern, with 21 percent of parents identifying it as the first challenge, 19 percent as the second, and 21 percent as the third. 38 percent of parents did not answer. Other challenges during online learning were noted by 3 percent of parents as the first challenge, 2 percent as the second, and 4 percent as the third. 90 percent did not respond. A notable observation was that many parents chose not to answer certain questions, which may suggest uncertainty or a lack of awareness on these issues.

Parents' Satisfaction Rating on the Selected Statements - Data on satisfaction ratings regarding teachers, schools, and various aspects of virtual schooling during the COVID-19 lockdown were gathered using a three-point scale (extremely satisfied, satisfied, unsatisfied). The results were analyzed and presented in Table 3. These results are discussed separately for teachers, schools, and other aspects below.

Table 3

Satisfaction Rating on the Statements as Given by the Parents

S. No.	Statements	In Percent			
		Extremely Satisfied	Satisfied	Un-satisfied	No-Response
1. Teachers					
	The teacher's competence to deal online learning session	20	65	10	5
	Management of online teaching learning was joyful for the children	11	60	24	5
	Teachers' punctuality and regularity in taking online session	28	55	13	4
	Use of different devices to make online teaching effective and interesting for the children	15	54	27	4
2. Schools					
	Efforts of schools to continue teaching learning during lockdown period	24	60	12	4
	Timetable and schedule of schools in online mode for your children's online classes	21	63	12	4
	Ways of conducting tests and assignment in online mode	16	58	21	5
	Concept attainment by children through online teaching	8	61	25	6

3. Others				
Specific learning needs of your child	17	55	24	4
Development of basic academic skills in your child	13	62	21	4
Academic progress of your child through online teaching learning	7	62	26	5
Addressing the psycho-social needs of your child	8	55	32	5

i. On Teachers:

Parents were asked to rate their satisfaction with teachers' ability to handle online classes. Twenty percent of parents reported being 'extremely satisfied', 65% were 'satisfied', and 10% were 'unsatisfied'. Five percent of parents did not respond. Regarding teachers' management of online learning, 11% of parents were 'extremely satisfied', 60% were 'satisfied', and 24% were 'unsatisfied'. Five percent of parents chose not to answer. On teachers' punctuality and regularity in conducting online sessions, 28% of parents were 'extremely satisfied', 55% were 'satisfied', and 13% were 'unsatisfied'. Four percent did not provide a response. Parents were also asked about the use of different devices for making online teaching more effective. Fifteen percent of parents were 'extremely satisfied', 54% were 'satisfied', and 27% were 'unsatisfied', while 4% did not answer the question.

ii. On Schools:

Concerning the efforts made by teachers to continue teaching during the lockdown, 24% of parents were 'extremely satisfied', 60% were 'satisfied', and 12% were 'unsatisfied'. Four percent did not respond. Regarding the timetable and schedule of online schooling, 21% of parents were 'extremely satisfied', 63% were 'satisfied', and 12% were 'unsatisfied'. Four percent did not answer the question. Regarding how tests and assignments were conducted by the school, 16% of parents were 'extremely satisfied', 58% were 'satisfied', and 21% were 'unsatisfied'. Five percent did not respond. Parents were asked about the concept attainment by their children through online teaching. Eight percent were 'extremely satisfied', 61% were 'satisfied', and 25% were 'unsatisfied', with 6% not responding.

iii. On Other Aspects:

Parents also provided feedback on the school's ability to meet the specific learning needs of their child. Seventeen percent of parents were 'extremely satisfied', 55% were 'satisfied', and 24% were 'unsatisfied', while 4% did not answer. On the development of their children's basic academic skills, 13% of parents were 'extremely satisfied', 62% were 'satisfied', and 21% were 'unsatisfied', with 4% not responding. Concerning academic progress during online learning, 7% of parents felt their children made progress, 62% were 'satisfied', and 26% were 'unsatisfied'. Five percent did not answer the question. The ability of teachers and the school to address the psycho-social needs of the children was also assessed. Eight percent of parents were 'extremely satisfied', 55% were 'satisfied', and 32% were 'unsatisfied'. Five percent of parents chose not to respond.

5. Findings

This section presents key findings from both community members and parents regarding their roles in supporting education during the pandemic. It outlines the challenges and opportunities they encountered, particularly in virtual schooling, as well as their suggestions for improving future online education. The findings also highlight the specific difficulties parents faced, such as handling technology, internet connectivity, and distractions, while showcasing their overall satisfaction with teachers' efforts and the adaptation of the schooling system.

Community members play a crucial role as key stakeholders in India's school education system. This is evident from the various groups—parents, community members, and NGOs—that have been formed by both State and Central Governments to support children's enrollment and retention in schools. These initiatives aim to boost

primary, elementary, and secondary education in India. Notable efforts include the creation of parents' teacher committees, mother's groups, self-help groups, the All-India Parents Forum for Education, and community partnerships in education (e.g., *Ekalavya Vidyalayas*). The importance of shared responsibility between parents and the need for a safe, inclusive, and nurturing educational environment is well recognized. The slogan "*Sabhka Saath Sabhka Vikas*," introduced by India's current Prime Minister, emphasizes the collective effort of all citizens and community members to achieve developmental goals for Indian society. Several studies have shown a positive correlation between parental involvement and children's learning. The Ministry of Education (MoE) also issued guidelines in line with the *AtmaNirbhar Bharat* principles, encouraging parents' participation in home-based learning during school closures and beyond. In this study, community members were included as a primary source of data to assess their active participation and challenges faced during the pandemic. However, schools were not entirely ready to take on this additional responsibility, as revealed and outlined below:

- ***Challenges of Virtual Schooling:*** Nearly **59%** of community members believed that online schooling during the pandemic intensified educational inequality, especially among children from under-resourced households.
- ***Opportunities During the Pandemic:*** Community members reported increased involvement in school-related activities such as distributing printed learning materials, supporting digital access, and coordinating with teachers.
- ***Suggestions for Future Online Teaching:*** The community proposed **(a)** inviting knowledgeable members to interact with students, **(b)** enhancing communication between parents and teachers, **(c)** incorporating blended learning, and **(d)** improving the use of learning management systems.
- They also suggested specific strategies for effective lesson implementation, such as creating clear academic expectations, developing rapport with the community, and using locally appropriate ICT tools to make teaching more inclusive and engaging.

Although parents are part of the community, the feedback from community members generally reflects broader school-community dynamics, while parents' concerns were documented separately as a primary source of information due to their direct experience with children's learning at home. Thus, the study included parents as a distinct category of respondents. Some major findings from their responses are as follows:

- ***Challenges Faced by Parents:*** The study identified the top six challenges during school closures: managing gadgets (82%), lack of technical knowledge (78%), providing gadgets (80%), monitoring children's use of devices (78%), internet connectivity (77%), and electricity disruptions (74%).
- ***Distractions During Online Learning:*** 65% of parents reported that their children were distracted by mobile games, 35% by internet browsing, 27% by TV shows, and many by household movement.
- ***Children's Challenges:*** The main learning difficulties cited by parents included irregular schedules, limited teacher communication, frequent distractions, and poor internet access.
- ***Satisfaction with Teachers and Online Learning:*** Over 80% of parents expressed satisfaction with teachers' punctuality, communication, and ability to adapt to online teaching. A significant number were also satisfied with the school's efforts to continue instruction, the use of ICT tools, assessments, and attention to children's academic and emotional well-being.

6. Conclusions

The findings of this study highlight the critical role of community members, including parents and local organizations, in supporting education, particularly during the challenges posed by the pandemic. Community involvement in education has long been recognized as essential for boosting enrollment and retention in schools,

with various initiatives and partnerships reflecting this collective responsibility. However, the sudden shift to online education revealed a lack of digital infrastructure and teacher preparedness in many schools, exposing significant challenges in addressing educational inequality, engaging families, and ensuring the effectiveness of virtual learning, especially in aspirational districts of the North-East region. While the pandemic created certain opportunities for greater community participation, it also underscored the need for systematic improvements in communication and collaboration between schools and parents. Parental concerns, including difficulties with technology, distractions at home, and maintaining children's engagement, were prominent. Nonetheless, over 80% of parents expressed satisfaction with teachers' efforts, acknowledging their punctuality, effective use of ICT tools, and commitment in supporting student learning. This demonstrates a notable level of resilience and adaptability among educators in managing the new educational environment.

Moving forward, it is crucial for schools to be better prepared for any future disruptions and to continue fostering strong partnerships with the community. Strategies such as implementing blended learning models, greater integration of Learning Management Systems, ongoing teacher training in digital pedagogy, and structured parent–teacher feedback mechanisms could help address the challenges identified in this study. These approaches also align with the objectives of the National Education Policy-2020, which advocates for inclusive and technology-enabled education for all learners. In summary, the study emphasizes that active collaboration between schools, parents, and communities is key to building a resilient, equitable, and effective educational system that can sustain learning during future crises and beyond.

Limitations of the Study - While offering insights into immediate educational challenges and support mechanisms during the lockdown, the study's scope was geographically and demographically constrained—private institutions and metropolitan contexts remained outside its purview. Perspectives were primarily drawn from parents and community members, without the inclusion of school administrators, teachers, or students, which may limit the comprehensiveness in assessing learning outcomes. The time-bound nature of data collection further narrows the relevance to the lockdown period, omitting long-term recovery trajectories. Additionally, the reliance on self-reported responses introduces potential bias, and the absence of longitudinal or performance-linked data restricts causal inference. Despite these limitations, the research contributes to educational policy discourse by amplifying voices from underrepresented tribal districts and highlights the need for resilient, inclusive learning frameworks in post-pandemic India.

Practical Implications for Policy and Practice - The study offers several practical implications for strengthening educational resilience in India's North-East region and beyond:

- ***Bridging the Digital Divide****:* Policymakers must prioritize investment in digital infrastructure, electricity, and affordable devices to reduce inequities in access to online learning.
- ***Blended Learning Models****:* Schools should adopt hybrid approaches that combine online, offline, and community-based strategies, ensuring continuity of learning during crises.
- ***Teacher Capacity Building****:* Professional development in digital pedagogy and ICT integration is essential to enhance teachers' confidence and effectiveness in virtual environments.
- ***Strengthening Parent–Teacher–Community Partnerships****:* School Management Committees (SMCs) and parent–teacher meetings should be leveraged to foster trust, monitor student progress, and mobilize local resources.
- ***Localized and Inclusive Strategies****:* Aspirational districts require context-sensitive interventions that address socio-cultural realities, ensuring that marginalized groups are not left behind.
- ***Crisis Preparedness****:* Schools and communities should develop contingency plans, including offline learning kits, community study halls, and psychosocial support systems, to mitigate disruptions in future emergencies.

By addressing above areas, the findings reinforce the vision of the **National Education Policy (NEP) 2020**, which emphasizes equity, inclusivity, and community participation as cornerstones of a resilient education system.

Conflicts of Interest - The authors declare no conflicts of interest.

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Effect of ambient factors in the academic performance among selected Bachelor of Science in Office Administration students in Taguig City University: Basis for improved conducive learning environment

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Abstract

This study aimed to investigate the effect of ambient factors on the academic performance of selected Bachelor of Science in Office Administration students at Taguig City University. Employing a descriptive research design, it sought to examine the relationship between students' academic performance and their learning environment. Data were collected from 343 respondents through survey questionnaires and analyzed using statistical tools such as frequency and percentage distribution, weighted mean, and chi-square tests. The findings led to the rejection of the null hypothesis, confirming a significant relationship between academic performance and the academic environment. Results revealed that the physical environment, including factors such as cleanliness, organization, ventilation, lighting, and availability of classroom resources, plays a crucial role in enhancing students' concentration and productivity. Students indicated that a clean, well-organized, and adequately equipped classroom setting promotes a more positive and effective learning experience. Moreover, the psychosocial environment was identified as another essential factor influencing academic success. Supportive relationships with peers and instructors were found to boost student engagement, motivation, and confidence, creating a sense of belonging and academic encouragement. Overall, the study highlights that both the physical and psychosocial aspects of the learning environment significantly affect students' academic outcomes. It suggests that institutions should prioritize creating conducive learning spaces and nurturing healthy social interactions among students and faculty to maximize academic Performance and overall well-being. These findings underscore the importance of holistic environmental management in higher education settings.

Keywords: academic performance, physical environment, psychosocial environment, classroom routines, learning environment, ambient factors, student performance, educational setting

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Effect of ambient factors in the academic performance among selected Bachelor of Science in Office Administration students in Taguig City University: Basis for improved conducive learning environment

1. Introduction

Academic success is a cornerstone of individual and societal advancement, influencing career opportunities and economic mobility. Numerous factors affect students' academic performance, with ambient factors playing a critical yet often overlooked role. The learning environment, both physical and psychosocial, provides the context within which students absorb knowledge and develop skills. This research examines the impact of the learning environment on students' academic performance. A conducive environment is essential for productivity, as it promotes comfort, security, and engagement, leading to better outcomes. Factors such as seating, lighting, noise, and color can significantly influence learning abilities. Research has shown that students in positive environments are more motivated and engaged, while those in poor environments struggle to focus and absorb information.

The physical layout of classrooms also plays a vital role, with crowded, dim, or poorly maintained spaces negatively affecting students' mental health and academic success. A good learning environment should be safe, clean, well-ventilated, and properly lit, creating an atmosphere that supports student-teacher interaction and overall well-being. Other factors, such as school culture, extracurricular activities, and class sizes, also contribute to academic performance. By understanding how environmental factors affect learning, this study aims to identify the influence of ambient factors on students' performance, specifically among Bachelor of Science in Office Administration students at Taguig City University. The goal is to highlight potential barriers within the learning environment and propose changes to create a more supportive and effective academic setting.

Ambient factors, such as classroom design, temperature, lighting, noise levels, and interpersonal relationships, directly impact students' motivation, focus, and cognitive processes. Studies by Hendrix (2019) and Martin (2018) underscore the relationship between conducive environments and improved academic outcomes. Similarly, Hamizah's (2012) model of a supportive classroom environment highlights the synergy between physical infrastructure and interpersonal dynamics in shaping a student's learning experience. At Taguig City University (TCU), Bachelor of Science in Office Administration (BSOA) students face a variety of challenges, such as overcrowding, poor ventilation, and lack of resources, that could impede their academic progress. This study examines these ambient factors to assess their impact on students' academic performance and provide actionable recommendations for creating a more conducive learning environment.

2. Literature Review

2.1 Physical Environment

Physical classroom environment encompasses structural and design aspects, including lighting, ventilation, seating arrangements, and cleanliness. A well-maintained classroom creates an environment conducive to learning by reducing distractions and enhancing comfort. Maba (2022) emphasizes that a healthy school environment, one that satisfies health standards and supports teaching, learning, and students' development, is essential for effective learning. Schools should maintain a healthy environment to ensure students' comfort and academic success. The study used qualitative research, including field observations and interviews, and found that a well-maintained physical environment positively influences students' learning.

Baafi (2020) focused on Ghanaian senior high school students and explored how the physical school environment impacts academic performance. The study found that students in schools with better physical

environments performed better academically. The research concluded that sufficient school facilities create a positive learning environment that enhances student success. Licite and Janmere (2018) investigated the physical environment in higher education, particularly how it affects millennial students. They found that students' expectations for study spaces emphasize comfort, technology, and an informal atmosphere. The study, conducted at the Latvia University of Life Sciences and Technologies, showed that millennial students value technological access and comfort in their learning spaces, though teaching staff's role remained significant. Differences in perceptions were noted between students in different academic disciplines.

2.2 Psychosocial Environment

Psychosocial explores the concept of an inclusive classroom, emphasizing the diverse abilities, skills, and behaviors of students. Ahmad (2021) notes that teachers face challenges in managing these differences but should not let disruptive behaviors hinder student development. Effective management of problematic behaviors is essential for teachers. The Psychosocial Environment also highlights the connection between the economic sector and education, with a focus on the learning environment's impact on academic achievement, as outlined in the Malaysian Education Blueprint 2013–2025. The psychosocial learning environment (PSLE) is examined, with a particular focus on the teacher-student relationship, which significantly influences student motivation and learning attitudes. Positive relationships can lead to better academic performance and engagement. The chapter includes findings from studies, including Jamaluddin et al. (2021), which support these claims.

Baars et al. (2022) further explore the relationship between innovative physical learning environments (PLEs) and psychosocial learning environments (PSLEs), suggesting that these elements should be viewed as interconnected. Their research, using a psychosocial-physical relationship (PPR) framework, analyzes the experiences of teachers and students. The findings highlight the importance of aligning psychosocial and physical elements to enhance teaching and learning, advocating for less intrusive interventions and more effective use of creative learning environments.

Classroom Rules and Regulations - Effective classroom management is essential for creating a productive learning environment. A well-designed classroom should be physically safe, engaging, and equipped with the necessary tools for diverse teaching methods. It should follow a curriculum aligned with content standards and utilize effective instructional strategies for both teachers and students (Anteza, 2020). Classroom rules play a central role in management, serving as the foundation for effective teaching (Billingsley et al., 2018). Classroom rules should focus on expected behaviors rather than undesirable ones, preventing problem behaviors and encouraging positive actions (Şen, 2022). These rules also help create a positive learning environment by fostering good peer relationships, promoting respect, and ensuring student safety and success (Sener et al., 2023). By defining appropriate behavior, rules guide students in making decisions about their conduct. Teachers' ability to manage classrooms effectively is critical to students' academic success and the development of positive behavioral patterns. Research into teachers' management skills can lead to improved strategies and educational outcomes (Türk et al., 2019).

Classroom Routines - Classroom routines play a crucial role in student learning and well-being. Low attendance and high rates of unexcused absences can negatively affect academic performance (Zubrick, 2019). Group work can enhance learning by leveraging the collective skills and knowledge of students, aiding in the problem-solving process (Swanson et al., 2019). The integration of technology in classrooms has been studied across various fields, with special education teachers more likely to embrace technology when it fits into their regular teaching routine, although many still feel they need additional training (Mohamed, 2018). Students from disadvantaged backgrounds, particularly in large, urban, and low-income schools, face barriers such as limited recess time, poor weather, bullying, and inadequate facilities, which can hinder their overall development (Massey et al., 2020). Additionally, research by Du et al. (2019) shows that effective emotion management during homework can positively influence emotional regulation, cognitive reappraisal, and assignment completion.

2.3 Conceptual Theory

The IPO model is used in this study to analyze how ambient factors influence the academic performance of BS Office Administration students at Taguig City University, organizing the research into input, process, and output stages to communicate findings effectively.

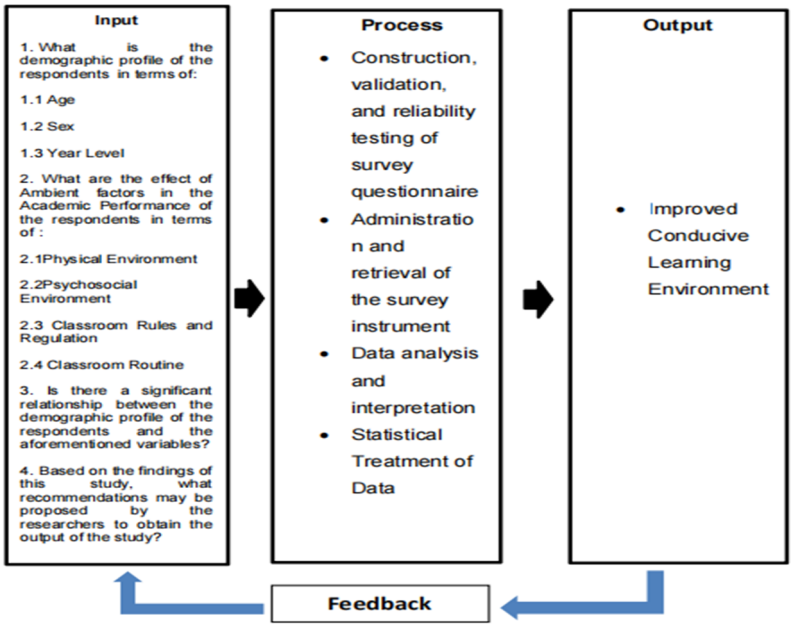


Figure 2. Reseach Paradigm

3. Methodology

The research method employed in this study is descriptive research, a type of research designed to describe the nature of a situation by systematically gathering data through various means such as questionnaires, personal interviews, and observations, which allows researchers to organize, categorize, and analyze the collected data to provide a comprehensive overview of the events or phenomena being studied, often using statistical tools to analyze the quantifiable information and derive insights that can help in making statistical inferences about the target audience, thereby emphasizing objective measurements through the application of statistical, mathematical, or numerical analysis of data obtained from surveys or questionnaires, while also enabling the identification of patterns, averages, and potential causal relationships, with the ultimate goal of generalizing the results to larger populations, as highlighted by Bhandari (2020) in the context of quantitative research, which involves the collection and analysis of numerical data for purposes such as pattern identification, predictions, and testing hypotheses that can inform broader conclusions.

4. Results and Discussions

As seen above, table 1 shows that the majority of the respondents fall within the 21-24 age range with 260 respondents, representing 75.8% of the total, followed by the 17-20 age group with 69 respondents or 20.12%, while the 25-28 age group comprises 8 respondents or 2.33%, and the lowest number of respondents is from the 29 and above category, with 6 respondents or 1.75%, bringing the total number of respondents to 343 or 100%, also the frequency and percentage distribution of respondents based on sex, showing that females constitute the majority with 277 respondents, or 80.76%, while males make up the minority with 66 respondents, or 19.24%, out of the total of 343 respondents,. Meanwhile according to their year level, where the 3rd-year students account for the highest proportion with 167 respondents, or 48.69%, followed by the 4th-year students with 101 respondents, or 29.44%, the 1st-year students with 49 respondents, or 14.29%, and the lowest number is from the 2nd-year level,

with 26 respondents, or 7.58%.

Table 1
Demographic Profile of the Respondents

Demographic Profile		f	%
Age			
17-20 years old		69	20.12%
21-24 years old		260	75.8%
25-28 years old		8	2.33%
29 – and above		6	1.75
	Total	343	100%
Gender			
Male		66	19.24%
Female		277	80.76%
	Total	107	100%
Year Level			
1st Year		49	14.29%
2nd Year		26	7.58%
3rd Year		167	48.69%
4th Year		101	29.44%
	Total	343	100%

Table 2
Improved Conducive Learning Environment

Variables	M	V.I.
Physical Environment	2.90	Agree
Psychosocial Environment	3.41	Agree
Classroom Rules and Regulation	3.38	Agree
Classroom Routine	3.29	Agree

Legend: 1.00 - 1.49 Strongly Disagree, 1.50 - 2.49 Disagree, 2.50 - 3.49 Agree, 3.50 - 4.00 Strongly Agree

Table 2 presents the various environmental factors affecting student success, with the Physical Environment having a composite mean of 2.90, indicating general agreement. Key factors such as the overall ambiance, lighting, and classroom resources are positively ranked, although temperature was rated as uncomfortable. The Psychosocial Environment had a higher composite mean of 3.41, with strong agreement on the importance of positive feedback and open communication in motivating students. Classroom Rules and Regulations were also seen as positive, with a composite mean of 3.38, highlighting the importance of clear expectations, cooperation, and respect in fostering a productive learning environment. The Classroom Routine, with a composite mean of 3.29, shows that routines that allow interaction, individualized learning, and effective teaching support student success, although technology management could be improved. Overall, these findings emphasize the interconnectedness of physical, psychosocial, and classroom factors in creating a conducive learning environment that promotes academic achievement and well-being.

Table 3
Chi-squared Test on the Significant Relationship Between the Effective Ambient Factors for Improved Conducive Learning Environment and their Demographic Profile

Variables	Chi-square (Computed)	Chi-square (Critical)	*p*	D	I
Age					
Physical Environment	25.71	16.92	0.002	Reject H_0	Significant
Psychosocial Environment	11.97	12.59	0.063	Accept H_0	Not significant
Classroom Rules and Regulation	13.45	12.59	0.036	Reject H_0	Significant
Classroom Routine	7.63	12.59	0.267	Accept H_0	Not significant

Gender					
Physical Environment	4.99	7.81	0.173	Accept H_0	Not Significant
Psychosocial Environment	3.01	5.99	0.222	Accept H_0	Not Significant
Classroom Rules and Regulation	4.04	5.99	0.133	Accept H_0	Not Significant
Classroom Routine	2.69	5.99	0.260	Accept H_0	Not Significant
Year Level					
Physical Environment	71.53	43.77	0.000	Reject H_0	Significant
Psychosocial Environment	26.78	31.41	0.142	Accept H_0	Not Significant
Classroom Rules and Regulation	39.79	31.41	0.005	Reject H_0	Significant
Classroom Routine	38.68	31.41	0.007	Reject H_0	Significant

Decision Rule: If $p \leq 0.05$, reject H_0

Table 3 presents the results of a Chi-Square tests presented the relationships between various demographic factors (age, sex, and section) and several variables (Physical Environment, Psychosocial Environment, Classroom Rules and Regulation, and Classroom Routine). The results indicate that age is a significant factor for the Physical Environment and Classroom Rules and Regulation, but not for the Psychosocial Environment or Classroom Routine. Sex, however, does not significantly affect any of the variables tested, including the Physical Environment, Psychosocial Environment, Classroom Rules and Regulation, and Classroom Routine. Year level, on the other hand, significantly impacts the Physical Environment, Classroom Rules and Regulation, and Classroom Routine, but does not have a significant effect on the Psychosocial Environment. These findings highlight the importance of considering age and year level in shaping learning environments, while sex does not appear to play a significant role

5. Conclusion

The study reveals that the respondents, primarily youthful, female, and aged between seventeen and twenty, have diverse needs and preferences that require adaptable teaching strategies, with findings showing that while factors such as the overall ambiance of the learning environment and positive feedback from professors positively impact academic performance, aspects like classroom temperature, emotional support programs, and classroom routines for managing technology are less effective, and Chi-Square tests indicate significant associations between demographic features, particularly section, and various environmental components, suggesting that environmental adaptations across physical, psychosocial, and regulatory dimensions are necessary to optimize student performance.

Recommendations

- Taguig City University Administration Improve Ventilation by Adding Fans: Install ceiling or wall-mounted fans in classrooms to promote airflow and help maintain a comfortable temperature, especially during warm weather.
- Faculty and Student Support Services Promote Peer Mentoring Programs: Establish peer support and mentoring programs through the student. Support Services to encourage collaboration and provide emotional and academic support among students.
- Offer Regular Mental Health Workshops: Schedule workshops on mental health awareness and coping strategies to help students manage stress and stay motivated in their studies.
- Faculty and University Administration Set Clear Behavioral Expectations: Faculty should establish and clearly communicate respectful classroom rules that encourage participation and minimize disruptions, creating a productive learning space.

- Faculty Establish Predictable Routines: Set consistent daily routines, including start times and activity structures, to provide stability and help students stay focused.

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Socio-economic status of fisher folks in San Miguel Bay, Philippines: A path to uplifting lives

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Abstract

The Philippines is among the world's leading fish-producing nations, yet poverty remains prevalent among small-scale fisherfolk. In San Miguel Bay, a major municipal fishing ground, fisher households face economic insecurity and limited education despite abundant marine resources. This study examined the socio-economic status of fishing families in Calabanga, Camarines Sur to inform targeted rural development, aligned with the Agricultural and Fisheries Modernization Act and Sustainable Development Goals. A mixed-methods design was employed, incorporating researcher-developed questionnaires, focus group discussions, and one-on-one interviews. Purposive sampling identified active fisherfolk endorsed by the Municipal Agriculture Office. Descriptive statistics summarized socio-economic indicators, while chi-square tests assessed associations between educational attainment and economic variables including income, years in fishing, savings, and asset ownership. Respondents were primarily male Millennials and Gen-X fishers, married, and non-college graduates. Fishing served as the main livelihood for 99.6% of households. Most belonged to low-income brackets, lacked formal savings, and had no house-and-lot ownership. Many children were out of school or had dropped out. Statistical testing revealed no significant association between educational attainment and income level, years in fishing, or savings ($p > 0.05$). Despite economic vulnerability, over half expressed strong willingness to attend training and pursue alternative livelihoods. Socio-economic hardship among fisherfolk is driven not solely by education limitations but also by structural constraints such as lack of capital, equipment, training access, and institutional support. Holistic development pathways are necessary to uplift coastal communities. An Integrated Coastal Community Development Framework was developed to guide LGU-academic-agency partnerships in implementing literacy, technical-vocational training, livelihood diversification, and sustainable fisheries programs.

Keywords: fisherfolk, socio-economic status, San Miguel Bay, rural poverty, coastal livelihoods, AFMA, community development, Philippines, capacity-building, sustainable fisheries

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Socio-economic status of fisher folks in San Miguel Bay, Philippines: A path to uplifting lives

1. Introduction

The Philippines, an archipelago of 7,107 islands, is endowed with extensive marine and coastal resources that historically sustained high levels of fisheries production and provided livelihood for millions of Filipinos. Fishing is the country's second staple food source after rice and plays a critical role in national food security (FAO, 2014). In 2012, the Philippines ranked seventh among the world's top fish-producing nations, generating 4.87 million metric tons of aquatic products including fish, crustaceans, mollusks, and aquatic plants (FAO, 2014). These abundant marine resources have traditionally supported coastal communities, where fishing is deeply embedded in cultural, social, and economic life. However, despite its rich aquatic resources and potential for economic growth, the Philippine fisheries sector contributes only 5–6% to the Gross National Product due to resource degradation, weak governance, and limited modernization efforts (Israel & Banzon, 2020; BFAR, 2021). As a result, more than one million small-scale fisherfolk across coastal villages experience chronic poverty and precarious living standards (PSA, 2022). Studies confirm that small-scale fishers are among the poorest occupational groups in the country, struggling with inconsistent income, limited access to productive assets, and vulnerability to environmental and economic shocks (World Bank, 2021; Muallil et al., 2019; Pomeroy et al., 2021).

National socioeconomic indicators also reflect broader development challenges. As of 2021, the Philippines has a population of approximately 113.9 million, with 29.1% below 15 years of age and 18.1% living below the poverty threshold (PSA, 2022). About 14.5% of the population suffers from malnutrition, demonstrating food security challenges despite rich natural resources (UNICEF, 2022). This paradox underscores the urgency of strengthening domestic food production and addressing rural poverty, in alignment with Sustainable Development Goals (SDG 1: No Poverty; SDG 2: Zero Hunger).

To address these challenges, collaborative action between government, private sector, academic institutions, and coastal communities is essential. Republic Act 8435, or the Agricultural and Fisheries Modernization Act of 1997 (AFMA), mandates the transformation of agriculture and fisheries into technologically advanced, globally competitive sectors, and seeks to ensure equitable access to resources, services, and training for small farmers and fisherfolk. AFMA also established the National Agriculture and Fisheries Education System (NAFES) to enhance human capital development through quality education and extension support (DA-NAFES, 2021). Literature emphasizes that academic institutions are pivotal in enabling rural development, empowering communities, and supporting poverty reduction through training, research, and community-based extension services (Atchoarena & Holmes, 2004; Adriano & Dizon, 2019).

The fishing industry thus holds significant promise not only for economic growth but also for improving the quality of life among marginalized fishing communities. Central Bicol State University of Agriculture, in collaboration with government and fisheries agencies, is positioned to provide technology, capacity-building, and cooperative development support to local fisherfolk—initiatives consistent with national development goals and international best practices for coastal community resilience (FAO & SEAFDEC, 2020; Pomeroy et al., 2021). Given limited awareness of fisheries regulations and sustainable practices among many fisher households, technical assistance and community-based education are crucial to improving compliance, resource stewardship, and livelihood resilience (Garcia et al., 2020).

Understanding the socio-economic status of fisherfolk is a foundational step toward designing effective interventions. Socioeconomic status—commonly assessed through income, education, and occupation—determines access to livelihood opportunities, technology adoption, and community participation (Adriano & Dizon, 2019). Profiling enables targeted extension programs that address capacity gaps, support sustainable fishing

practices, and enhance livelihood diversification in line with AFMA's modernization agenda.

Calabanga, the fifth largest commercial center in Camarines Sur and 11th in the Bicol Region, has abundant uplands and productive fishing grounds, including San Miguel Bay, the Bicol River, and several inland water systems. These support diverse marine products such as fish, shrimp, oysters, and crabs, which supply regional markets as far as Manila. Fishing, agriculture, and livestock remain major livelihood activities, with most residents in coastal barangays engaged in fisheries. Despite this natural wealth, many households face socio-economic challenges, similar to other coastal communities nationwide.

This study, therefore, investigates the socio-economic status of fisherfolk households in Calabanga, Camarines Sur—focusing on education, livelihood, income, and assets—and aims to develop a community-based program framework for local government and academic institutions to enhance educational access, promote technology adoption, and strengthen sustainable fisheries-based livelihoods.

Objectives

General - This study aims to investigate the socio-economic status of the fishing families in the coastal barangays of Calabanga, Camarines Sur.

Specific

- Describe the fishing families' socio demographic and educational attainment, and socio-economic status;
- Look into the relation of socio-economic status of fishing families and their educational attainment;
- Design a program framework for local government unit to provide education to fishing families; and
- Develop Extension Services to promote education as a tool to uplift the lives of the fishing families.

2. Methodology

Data Collection - A researcher-developed questionnaire served as the primary tool for assessing the socio-economic status and educational attainment of the participants in the study. Data were collected through a multifaceted approach to ensure comprehensive insights into the subject population. Respondents are also selected because their source of income is from capture fishing. And they are indorsed by the Local Government Unit of Calabanga- Municipal Agriculture Office as fisher folks.

Focused Group Discussions - Focused group discussions were conducted in each barangay to facilitate in-depth data collection. These sessions enabled the research team to engage with community members, understand their perspectives, and garner qualitative information about their socioeconomic status and educational backgrounds.

Questionnaire Distribution - A structured questionnaire was distributed to the participants after the focused group discussions. The questionnaire was designed to gather quantitative data, offering a broader perspective on the respondents' socio-economic status and educational attainment.

One-on-One Interviews - To ensure a more nuanced understanding of individual experiences, one-on-one interviews were conducted with selected participants on the same day as the questionnaire distribution. These interviews allowed participants to express their unique circumstances and challenges.

Sampling - The selection of respondent barangays was carried out using a purposive sampling method. This approach targeted specific communities that were representative of the study area's fishing population, ensuring the collected data's relevance and accuracy.

Data Analysis - Data obtained from the questionnaire, focused group discussions, and one-on-one interviews

were subjected to a rigorous analysis using appropriate statistical tools. The following techniques were employed:

Descriptive Statistics - Mean and average weighted mean calculations were utilized to provide a concise overview of the data, offering critical insights into the central tendencies and distribution of variables related to socioeconomic status and educational attainment.

Correlational Analysis - A correlational analysis examined the relationships between socioeconomic status and educational attainment. This statistical method helped reveal the degree and direction of any associations between these two critical variables.

Development Framework Design - In constructing the development framework for this study, an input-output model served as the guiding structure. The input phase of the model encompassed several key variables from the external environment, which included critical socio-economic factors such as age, educational attainment, income sources, actual income, and family size. These inputs formed the foundation for the subsequent stages of the model. The core of the system revolved around a three-step process. The first stage involved comprehensive data collection, where extensive information on the socio-economic profile of fishing families was gathered. This robust dataset was then meticulously recorded, organized, and prepared for analysis. The final and crucial step in the process was data analysis, in which rigorous statistical methods were applied to unearth valuable insights within the collected data. The outcomes of this transformation process constituted the outputs. As envisaged in the conceptual model, the primary output was the "Promotion of Education." This outcome was intricately linked to the socio-economic profile of fishing families, and the insights derived from the data analysis played a pivotal role in shaping the development framework. Overall, this development framework, structured around the input-output model, aimed to harness socio-economic insights as a catalyst for crafting targeted interventions geared toward enhancing education within fishing communities. The results from the data collected in the field, combined with relevant insights from the existing literature, served as the foundation for designing a comprehensive development framework. This framework assisted local government units in identifying and delivering priority interventions for the target fishing communities.

Framework of the Study

Conceptual - Input-output model was used. It includes all those materials and information required for the process, details of the process itself, and descriptions of all products resulting from the process. It simply identifies the inputs, outputs and processing tasks required to transform inputs into outputs. An Input variable is something from the external environment that is fed into the system. The data input is provided by an external entity. The inputs may be raw data “captured” in some way or pre-existing data which has been provided by an external system. The input variables are socio-economic profile (age, educational attainment, source of income, income, size of the family). The process includes all tasks required to effect a transformation of the inputs into outputs. It accepts the input into the system and performs some types of operation. The process is simply the heart of any system and the transformation process is the most important element of a system. In this study the process involved the collection of data, recording of data and analysis of the data. The outputs are the data and materials flowing out of the transformation process. Without the output, a system has no link back into its external environment which is the result of processing the input. Promotion of education is the output perceived in the conceptual model as a result after determining the socio-economic profile of fishing families.

3. Results and discussion

Socio Demographic Profile - Table 1 below shows the socio-demographic profile of the fishing families at Calabanga, Camarines Sur. In terms of personal profile, 48.41% of the fisher folks belong to age range of 26 to 41 years old and 33.33 % belong to 42 to 57 years old. 93.8% of fishermen are male while only 6.2% are female. 88% of the fisher folks are married, and 72.31% have 6 children and below. In terms of educational background, 88.93% are did not attend college, while 10.67% attended college. In terms of organization affiliation, 85.38% have no affiliation in any organization, while only 14.62% are affiliated. 99.60% of the fisher folks, indicated that fishing

is their only source of income.

Table 1
Socio-demographic profile of Calabanga, Camarines Sur fishing families.

Socio-Demographic	Frequency n=253	Percentage
A. Personal profile		
Age		
25 & below (Gen Z)	24	9.52
26 - 41 y/o (Millennials)	122	48.41
42-57 y/o (Gen X)	84	33.33
58-76 y/o (Boomers)	22	8.73
Sex		
Male	213	93.8
Female	14	6.2
Civil Status		
Single	28	11.48
Married	216	88.52
No. of Children		
6 & Below	175	72.31
7-12	63	26.03
13 & above	4	1.65
B. Educational Attainment		
Non-College	225	88.93
College Level	27	10.67
C. Organization Affiliation		
With affiliation	37	14.62
Without affiliation	216	85.38
D. Source of Income/Work		
Fishing	252	99.60
With other income source	1	0.40

The table also reveals that fisher folks are mostly millennials and generation X. They are dominated by male, married, and non-college level. The fisher folks have no affiliation to any organization except those in Barangay Manguiring who are adopted by Universidad de Sta. Isabel. This further means that future extension programs shall consider the forgoing data as baseline information to ensure that the programs are responsive to the target participants. Based from the focus group discussions, the fishing families of Millennials need other trainings on technical-vocational skills, best practices on responsible fishing and food processing. In addition, since mostly of them did not attend college, the fisher folks prefer hands-on training using contextualized language and training materials. They are hesitant to establish any organization but open to some orientations regarding the benefits of having a fisher folks' organization. Lastly, they mentioned also that they are interested to try new source of income aside from fishing, and they are very willing to learn other skills. The baseline data presented above can be used as primary considerations in extending the available innovative technologies of CBSUA Calabanga Campus and other partner agencies. It can be noted that the needs mentioned above can be addressed by extension activities such as literacy program, strategic management program, career guidance counselling, technical vocational training, food processing and marketing, and tourism related projects to create more business and employment opportunities.

Socio Economic Profile - Table 2 below presents the socio-economic profile of the fishing families in Calabanga, Camarines Sur. The foregoing tabulations revealed that 89.63% of the fishing families do not own real property like house and lot. 57.99% of the fishing families have been into fishing for 16 years and above. 86.25% belong to low-income group and 56.73% do not save money. The children of 68.88% of the fishing families are not attending school while 73.57% of their children dropped out from school. In terms of mode of fishing, the four barangays have varied modes of fishing, Barangay Cagsao used "Timbog", Barangays Sibobo and Manguiring used "Pangking Pangsera"/"Pangasag", while Barangay Sabang used "Trol"/"Galagad"/"Kuto-kuto" and "Hudhod Kalikot". 54.33% of the fishing families signified their willingness to attend any training that would enhance their skills and productivity. Some of the requested trainings include technical vocational courses like automotive,

electrical and welding. They are also willing to attend financial literacy and language literacy programs.

Table 2
Socio-economic profile of Calabanga, Camarines Sur fisherfolks

Socio-Economic Profile	Frequency n=253	Percentage
House Ownership		
With own house	35	14.52
Without own house	216	89.63
No. of Years in Fishing work		
15 years & Below	92	42.01
16 years & Above	127	57.99
Monthly Income		
Below 12,000	207	86.25
12,000 & Above	33	13.75
Practice Saving		
Yes	106	43.27
No	139	56.73
Children attending school		
Yes	75	31.12
No	166	68.88
With children dropped from school		
Yes	167	73.57
No	60	26.43
Mode of Fishing		
Pangking Pangsera/Pangasag	82	17.74
Trol/Galagad/Kuto-kuto	93	37.50
Timbog	53	21.37
Hudhod Kalikot	58	23.39
Willingness to attend training		
Yes	113	54.33
No	95	45.67

The data reveals that most of the fishing families are informal settlers along the coastal area which is prone to natural calamity. According to the focus group discussion results, fishing is considered as source of income by tradition, but unfortunately the fishing families remained in the low income status. Some of them save in piggy bank inside their own house and others save in CARD Bank as part of their loan amortization savings. Because of financial constraint, they cannot afford to send their children to schools or continue supporting their children. The fishing mode of every barangay is based on the available fishing resources. In addition, many are open to new knowledge and skills training as opportunity for livelihood and additional source of income. This further means that there is a need for disaster risk orientation program to mitigate the impact of natural calamities to their safety, livelihood, health, and property since they live in a disaster-prone area. Financial literacy is necessary to equip the fisher folks with knowledge to handle resources for emergency purposes and capital for additional business venture. Furthermore, career guidance and counseling for out of school youth are necessary to educate the families of their right to access services from the LGU and other government agencies. According to the fishing families, they are open for trainings on new knowledge to have an option to breed and culture any kind of fish to add to the fish resources and improve the diversity in San Miguel Bay. The needs and challenges mentioned above are significant areas for the extension services of CBSUA to extend and address the concerns of the most vulnerable fishing families of Calabanga, Camarines Sur.

Table 3 reveals the test of relationship between the fishing family's educational attainment and their economic profile. The computed chi-square (X2) value between the educational attainment of the fishing families in relation to income is .645 (where p=422). Years in fishing has X2 value of 1.941 (where p=.164), House ownership has X2 value of 2.878 (where p=.090), and savings has X2 value of 1.369 (where p=242). With all parameters having 1 degree of freedom at .05 level of significance resulted to the rejection of the hypothesis. This means that the educational attainment of the fishing families of Calabanga, Camarines Sur along San Miguel Bay is not significantly associated with their income, years in fishing work, house ownership, and savings.

Table 3
Chi-square test of association between fishing family's educational attainment and economic profile

Socio-Economic Variables	df	Chi-Square Value Computed	p-value	Interpretation
Income	1	.645	.422	Not Significant
Years in Fishing work	1	1.941	.164	Not Significant
House Ownership	1	2.878	.090	Not Significant
Savings	1	1.369	.242	Not Significant

In addition, during the focus group discussion, it was mentioned by the fishing families that the constraints affecting their economic status are brought about by the absence of available fishing equipment, capital, and processing equipment. They also added they lack relevant knowledge and skills in financial management, processing, marketing, and they lack support from government agencies, and established organizations. To address the needs of fisher folks, a comprehensive framework can be developed.

Table 4
Cross tabulation of Educational attainment and Other Profile of Fishing Families of Calabanga, Camarines Sur

Profile	Educational Attainment Non-College Graduate		College Graduate		Total	
	Freq.	%	Freq.	%		
Income						
Below 12,000	187	78.57	19	7.98	187	86.55
12, 000 & Above	27	11.34	5	2.10	27	13.45
Years in Service						
15 years and below	76	34.7	14	6.39	76	41.10
16 years & above	118	53.9	11	5.02	118	58.90
House ownership						
None House Ownership	28	11.24	7	2.81	28	14.06
With House Ownership	195	78.31	19	7.63	195	85.94
Savings						
Yes	120	48.78	18	7.29	120	56.10
No	98	39.84	8	3.24	98	43.90

Table 4 presents the cross tabulation of the educational attainment and other profile of the fishing families. In terms of income, it can be highlighted that mostly of families have monthly family income below 12,000 or 86.55%. Among these, Non-College graduate families have the most numbered with 187 or 78.57%. In terms of years of service, Non-College Graduate 76 or 34.7 % has 15 years and below have the most numbered fishing families and Non-College Graduate fishing families 118 or 53.9 % for 16 years & above. In terms of House Ownership, the most numbered of fishing families with no house ownership is 28 or 11.24 % is Non-College Graduate and most numbered of Non-College Graduate is with house ownership which is 195 or 78.91 %. Furthermore, for Savings of Non-College Graduate is having a most numbered with savings 120 or 48.78 % and without savings of 98 or 39.84%. Table 4 reveals that most of the fishing families is a Non-College Graduate belonging to an Income Below 12,000 pesos with 16 years & above years in Service. However, if even most of the Fishing families is Non-College Graduate most of the families own their houses and most numbered of families has savings.

Table 5
Willingness of Fishing Families to attend Literacy Program

Barangay	Frequency n=253	Percentage
Sabang	87	34.39
Sibobo	20	7. 91
Cagsao	21	8.30
Manguiring	19	7.51
TOTAL	147	58.10

Table 5 shows the level of willingness of the fishing families to attend Literacy Program. The foregoing tabulations revealed that at a total of the 58.10% of the respondents are willing to attend literacy program. Most

of the programs requested are TESDA courses like automotive, welding, electrical, livelihood training, orientation on fishing laws and fish processing

Program Framework



Figure 1. Program Framework

1. Needs Assessment:

A thorough needs assessment in collaboration with local fisher folks must be conducted to understand their specific challenges, opportunities, and aspirations. There is also a need to identify key areas where financial support, training, and alternative livelihoods are required.

2. Financial Support:

A dedicated fund which is managed with transparency and accountability should be establish to provide financial support to fisher folks. Direct financial assistance should be provided for essential needs such as equipment, boats, safety gear, and repairs. Offer low-interest loans or microfinance options should be offered to fisher folks to in able them to invest in their fishing enterprises. Insurance programs should be developed to mitigate risks associated with fishing activities.

3. Training and Capacity Building:

Training programs should be designed and implemented, tailored to the needs of fisher folks, covering areas such as sustainable fishing practices, marine conservation, safety at sea, and financial management. Local institutions, NGOs, and experts should collaborate to develop specialized training modules. Knowledge exchange between experienced fisher folks and newcomers should be promoted to ensure intergenerational learning. Technical Vocational Courses of TESDA Casifmas can be offered to fishing families like Automotives NCII, Electronics NCII, Refrigeration and Air- conditioning NCII and other skill-based training.

4. Alternative Livelihood:

Alternative income-generating activities that can supplement fishing income during off-seasons and fishing restrictions should be identified and promoted. Vocational training and aquaculture, fish processing, boat repair, ecotourism, and handicrafts should be provided. Market linkages for alternative livelihood products to ensure a sustainable customer base should be developed.

5. Community Empowerment:

Community-based organizations or cooperatives to enhance collective bargaining power, resource management, and decision-making should be establish. Participatory processes that involve fisherfolks in designing and implementing development interventions should be facilitated. The participation of women in these initiatives should be encourage.

6. Sustainable Resource Management:

Sustainable fishing practices into training programs, emphasizing responsible harvesting, selective fishing, and adherence to local fishing regulations should be Integrate. The establishment of marine protected areas and sustainable fishing zones to ensure long-term resource availability should be promoted.

7. Monitoring and Evaluation:

A robust monitoring and evaluation system should be set up to assess the impact of the framework's interventions on fisher folks' well-being and the overall community development. The data on indicators such as income levels, skill development, livelihood diversification, and ecosystem health should be regularly collected.

8. Policy and Advocacy:

Relevant Governmental agencies should collaborate in advocating for supportive policies that address the needs of fisher folks. The contributions of fisher folks to food security, economic growth, and environmental conservation should be recognized.

9. Long-Term Sustainability:

The framework's sustainability should be ensured by building local capacity to manage and adapt the initiatives over time. Research and innovation should be encouraged for continuous improvement in fishing techniques, resource management, and livelihood options. By implementing this Integrated Coastal Community Development Framework, fisher folks can be better equipped to overcome challenges, achieve sustainable livelihoods, and contribute to the well-being of their communities while preserving marine ecosystems. A training cum capacity building proposal may be presented to the university as an extension initiative following this research.

4. Conclusions

From the foregoing results and tests of hypothesis, the following conclusion are drawn:

- The fishing families typically belong to the low income group with low level of educational attainment and lack trainings.
- The educational attainment of the fishing families of the Calabanga, Camarines Sur along San Miguel Bay is not significantly associated with their income, years in fishing work, house ownership, and savings.
- The economic status of fishing families is limited by the lack of fishing equipment, capital, and processing equipment.
- The fishing families also lack relevant trainings for financial management, processing, marketing, technical skills, and support from government agencies and established organizations.

Recommendations:

- Conduct a literacy program on Language, Financial, and other Livelihood.
- Conduct a Career Guidance Counselling.
- Conduct orientation of the laws governing fishing and marine protection.

- Conduct more studies on Fisheries like providing breeding station of sanctuary for marine life.
- The proposed Integrated Coastal Community Development Framework discussed in this research should be adopted to aid the university and the local government unit in developing initiatives that would benefit the fishing families in the coastal barangays of Calabanga Camarines Sur.

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Abstract

This study examined the relationship between organizational narcissism and organizational flexibility among public elementary schools in the Bambang II District for the academic year 2025–2026. Guided by Narcissistic Personality Theory and Organizational Identity Theory, the investigation sought to determine whether narcissistic organizational tendencies influence the schools' ability to adapt to internal and external demands. Using a descriptive–correlational research design, scientifically selected public elementary school teachers served as respondents. Data were collected through a standardized and pre-validated questionnaire and analyzed using descriptive statistics to measure perception levels, and Pearson product-moment correlation coefficient to determine the relationship between the two variables at the 0.05 level of significance. Results revealed that the respondents perceived organizational narcissism at a moderate level (grand mean = 2.76), particularly in the dimensions of inflated self-image and need for admiration. In contrast, organizational flexibility was rated high (grand mean = 3.61), with strategic and structural flexibility emerging as the most prominent dimensions. Correlational analysis showed no significant relationship between organizational narcissism and organizational flexibility ($r = -0.139$, $p = 0.147$), indicating that existing narcissistic tendencies are not strong enough to hinder institutional adaptability. Based on the findings, a management intervention titled "Adaptive Schools, Empowered Leaders: Fostering Flexibility and Resilient Culture" was developed to enhance flexibility while mitigating narcissistic traits through leadership development, collaborative practices, and strategic policy refinement. The study underscores the importance of strengthening adaptive mechanisms in schools and recommends replication in other educational contexts to validate cross-institutional relevance.

Keywords: educational management intervention, organizational narcissism, organizational flexibility

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Organizational narcissism and organizational flexibility of public elementary schools in the Department of Education Bambang II District

1. Introduction

In the dynamic landscape of modern organizations, adaptability and responsiveness to change have become indispensable qualities for sustained success. This capacity is often referred to as organizational flexibility, which encompasses the ability of an organization to modify its structures, strategies, and operations in response to internal and external environmental demands. According to Volberda (1996), organizational flexibility is a key determinant of organizational resilience, enabling institutions to survive and thrive amid complexity and uncertainty. In the educational sector, where change is both frequent and multi-dimensional, organizational flexibility becomes even more critical for institutional innovation, responsiveness, and sustainability. However, one psychological and cultural factor that may inhibit this flexibility is organizational narcissism. Rooted in psychological theory, organizational narcissism reflects a collective belief in the organization's inherent superiority, a desire for admiration, entitlement to special treatment, and a defensive stance against criticism (Brown, 1997; Stein, 2003). Narcissistic organizations often display excessive self-focus and resistance to change, perceiving feedback or reform efforts as threats to their identity. This mindset can severely limit their capacity to adapt or innovate, thereby undermining organizational flexibility (Chatterjee & Hambrick, 2007).

Despite growing interest in psychological and cultural influences on organizational performance, there remains a noticeable gap in empirical studies exploring how narcissistic traits at the organizational level impact adaptability, especially in educational institutions. While existing literature has explored organizational narcissism in corporate and political settings, its implications for educational systems—where collaboration, learning, and responsiveness are vital—are underexamined. This study seeks to fill this gap by investigating the relationship between organizational narcissism and organizational flexibility within the educational sector. Anchored in Narcissistic Personality Theory and Organizational Identity Theory, this research posits that higher levels of organizational narcissism negatively affect organizational flexibility. Specifically, it examines how dimensions such as inflated self-image, need for admiration, entitlement, lack of empathy, and reactive defensiveness influence the organization's capacity to remain agile and responsive. By understanding this relationship, the study aims to provide valuable insights for educational leaders and policymakers on the psychological barriers to organizational change and offer strategies to foster a more adaptive and less self-defensive organizational culture.

Organizational flexibility in education refers to an institution's ability to adapt its structures, policies, and practices to respond to changing educational demands, societal needs, and emerging global challenges. In a rapidly evolving educational landscape, this flexibility is essential for maintaining relevance, ensuring access, and promoting resilience. The COVID-19 pandemic highlighted the necessity of flexible educational systems that can transition seamlessly from traditional in-person instruction to remote or hybrid models (Bozkurt & Sharma, 2020). Flexibility allows educational institutions to realign curricula, integrate digital technologies, and accommodate diverse learner needs. Strategic and structural flexibility in education supports innovation and responsiveness, particularly in aligning institutional goals with global educational trends, such as sustainable development, digital literacy, and inclusive learning (UNESCO, 2020). Furthermore, curricular and instructional flexibility—characterized by modular courses, flexible learning pathways, and the use of blended learning—empowers students to engage in personalized and self-paced education (Zhao, 2020). Such adaptability not only enhances learner engagement but also fosters equity and access for marginalized or non-traditional learners.

At the human resource level, organizational flexibility involves equipping educators with professional development opportunities to adapt to new pedagogical approaches and digital tools (Trust & Whalen, 2020). Flexible leadership also plays a pivotal role, enabling school administrators to make informed and context-sensitive decisions during times of uncertainty (Netolicky, 2020). Organizational narcissism in educational

institutions refers to a collective overvaluation of self-image, institutional prestige, and perceived superiority that often overshadows stakeholder needs and educational integrity. This phenomenon is commonly reflected in the overemphasis on institutional branding, global rankings, and external validation, sometimes at the expense of student-centered teaching and meaningful academic engagement (Brown, 2018). Educational organizations exhibiting narcissistic traits often pursue prestige-driven goals, such as expanding campuses or aggressively marketing programs, not primarily to improve learning outcomes but to enhance their image.

Stein (2019) argues that narcissistic tendencies within academic institutions can lead to strategic decisions that prioritize visibility and status over internal well-being and ethical accountability. This is evident in policies that neglect faculty welfare, ignore student feedback, or resist constructive criticism. Furthermore, when leadership reinforces a culture of perfectionism and elitism, it can suppress innovation, marginalize dissenting voices, and foster toxic work environments (Gabriel, 2020). In a study on higher education governance, Hatcher (2021) observed that institutions with narcissistic orientations often frame challenges as external threats, reinforcing an "us versus them" mentality. Such defensiveness hampers institutional learning and creates barriers to transparency and collaborative reform. Additionally, the obsession with maintaining a flawless image can lead to ethical lapses, such as data manipulation, grade inflation, or exclusionary practices under the guise of excellence. Therefore, organizational narcissism in education undermines the core mission of academic institutions—to serve learners, promote knowledge, and foster inclusive intellectual growth. Cultivating self-awareness, ethical leadership, and stakeholder dialogue is essential to counterbalance narcissistic tendencies and restore institutional humility and integrity.

This research aligns with the United Nations Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education and SDG 16: Peace, Justice, and Strong Institutions. By examining how psychological and cultural dynamics, such as organizational narcissism, affect an institution’s capacity to adapt and innovate, the study contributes to the goal of fostering inclusive and resilient education systems. Organizational flexibility is crucial in ensuring that public elementary schools remain responsive to changing pedagogical needs, societal expectations, and crises such as pandemics or natural disasters. Moreover, understanding and addressing organizational narcissism promotes transparent, accountable, and participatory school leadership—key elements of SDG 16. This research provides actionable insights for educational policymakers and administrators to nurture adaptive, collaborative, and reform-ready institutions that are better equipped to deliver high-quality education for all, thereby contributing to long-term sustainable development in the local context.

It also aligns with the National Research Agenda for Teacher Education (NRATE) under several key thematic areas. Most notably, it supports Theme 1: Teacher Quality and Professional Development, by investigating internal organizational traits that influence institutional adaptability and responsiveness—both of which directly affect the working environment and leadership dynamics that shape teacher performance. Furthermore, the study addresses Theme 4: Governance and Management in Teacher Education, as it explores how organizational narcissism impairs collaborative decision-making, innovation, and strategic responsiveness in schools. The study also indirectly contributes to Theme 5: Teacher Education and the Changing Environment, by emphasizing how psychological and cultural factors impact an institution’s ability to respond to the rapidly evolving educational landscape. By generating empirical insights into how public schools can become more agile and less self-defensive, this research supports evidence-based improvements in leadership, organizational culture, and educational governance consistent with NRATE priorities. Furthermore, it aligns closely with DepEd’s priorities on School Governance and Management and Education Leadership and Development. By examining how organizational traits affect the ability of schools to adapt and respond to changes, the study contributes to improving organizational effectiveness and institutional capacity, which are critical for enhancing school performance and learning outcomes.

Additionally, the study addresses the DepEd agenda's focus on creating enabling environments for learners and teachers by identifying psychological and cultural barriers such as organizational narcissism that hinder collaborative leadership and innovation. Understanding these factors helps guide policies and programs toward fostering a more supportive, responsive, and flexible educational system, thereby supporting DepEd’s mission to

provide quality, inclusive, and relevant education nationwide. This research thus supports evidence-based interventions aligned with the DepEd Research Agenda to promote resilient and adaptive public schools. Finally, the study directly supports the Nueva Vizcaya State University's commitment to community-focused and responsive research that addresses local educational challenges. By investigating organizational dynamics within public schools, the study advances NVSU's priority to enhance educational quality, leadership, and management in the region.

Specifically, this research aligns with the College of Teacher Education's research agenda to promote effective school governance, educational leadership, and professional development among teachers and administrators. Understanding how narcissistic organizational behaviors impact flexibility provides actionable insights to improve institutional culture and collaborative decision-making, which are crucial for delivering relevant and inclusive education. Moreover, the study's focus on adaptability and psychological factors in school organizations supports the CTE's goal to develop innovative strategies and interventions that empower educators and leaders in Nueva Vizcaya, contributing to the overall mission of producing competent and socially responsible education professionals.

Public elementary schools in Bambang II District face numerous challenges that affect their organizational effectiveness and educational outcomes. Among these are frequent changes in policies, limited resources, and varying community demands, which require schools to be flexible and adaptive. However, anecdotal evidence and preliminary observations suggest that some schools struggle with rigid structures and resistant mindsets, impeding their ability to respond effectively to change. Additionally, issues related to leadership styles and organizational culture, such as tendencies toward organizational narcissism—manifested as overconfidence, entitlement, and defensiveness—may undermine collaboration and openness to innovation. These concerns create barriers to implementing reforms and improving school performance. Such challenges necessitate an empirical investigation into how organizational flexibility and narcissism interplay within the district's schools. Understanding these dynamics is essential to developing interventions that enhance adaptability, foster positive organizational culture, and ultimately improve educational delivery and student success in Bambang II District. Hence, this research investigation

2. Related Literature

This study is anchored on Narcissistic Personality Theory and Organizational Identity Theory, both of which provide a solid foundation for examining how psychological and cultural dynamics shape institutional adaptability in public schools. Narcissistic Personality Theory, derived from the work of Freud and further developed by Kernberg (1975) and Kohut (1971), characterizes narcissism as an inflated self-image, a strong need for admiration, a sense of entitlement, and low empathy—traits that can also manifest at the organizational level. Organizational narcissism, as conceptualized by Brown (1997), refers to a collective belief in the organization's superiority and an aversion to criticism, potentially undermining responsiveness to change. Chatterjee and Hambrick (2007) argue that such narcissistic tendencies can lead to strategic rigidity and reduced adaptability, thereby impeding innovation and reform efforts in institutional settings.

Complementing this framework, Organizational Identity Theory (Albert & Whetten, 1985) posits that organizations develop a collective identity that guides behavior and decision-making. When this identity becomes overly rigid or idealized—as is common in narcissistic organizations—it can obstruct the flexibility needed to respond to environmental changes (Gioia, Schultz, & Corley, 2000). In the context of educational institutions, where collaboration, feedback, and reform are vital, a narcissistic identity may hinder the development of adaptive strategies. Therefore, the interplay of organizational narcissism and identity informs this study's analysis of how public elementary schools in Bambang II District navigate change and innovation. Together, these theories highlight the psychological and structural barriers to organizational flexibility and justify the investigation into how narcissistic traits influence institutional behavior in education.

Organizational narcissism, serving as the independent variable of this study, refers to the collective manifestation of narcissistic traits at the institutional level. This construct extends beyond individual pathology, encompassing behaviors and attitudes expressed through organizational culture, leadership, and decision-making. Rooted in psychoanalytic theory (Freud, 1914; Kohut, 1971), organizational narcissism has evolved into a recognized dynamic within organizations that are excessively self-admiring, entitled, and resistant to external feedback (Brown, 1997; Chatterjee & Hambrick, 2007). It has become particularly relevant in public sector institutions such as schools, where openness to reform, collaboration, and feedback is essential for effectiveness and sustainability.

In the context of this research, organizational narcissism is examined in terms of how it affects the dependent variable—organizational flexibility. As the independent variable, organizational narcissism is conceptualized through five key dimensions: inflated self-image, need for admiration, sense of entitlement, lack of empathy, and defensiveness toward criticism. Each of these dimensions plays a role in shaping the organization's ability—or inability—to remain open, adaptable, and responsive. The first dimension, inflated self-image, pertains to an organization's exaggerated sense of its own importance, achievements, or superiority. Braun (2019) noted that institutions with inflated self-perception often disregard feedback, assume infallibility, and make risky decisions under the assumption that their status ensures success. This overconfidence can hinder critical reflection and continuous improvement, particularly in educational settings.

The second dimension, need for admiration, is characterized by a compulsive drive to be recognized and praised by stakeholders. Fatfouta (2019) explained that narcissistic organizations invest heavily in public image and symbolic achievements rather than focusing on authentic growth. This leads to a disproportionate emphasis on branding and external recognition, rather than pedagogical quality or stakeholder satisfaction. Entitlement, the third dimension, refers to the belief that the organization deserves special treatment and is exempt from the norms and rules that apply to others. Morf and Rhodewalt (2020) pointed out that entitled organizations often reject accountability mechanisms, expect leniency from oversight bodies, and perceive critical feedback as unjustified attacks, further deepening organizational rigidity. A fourth key aspect is lack of empathy, which manifests as an inability or unwillingness to consider the perspectives and needs of others, including students, teachers, and community stakeholders. Ong et al. (2020) highlighted that this lack of empathic concern can result in authoritarian management styles and exclusionary decision-making processes that alienate members of the school community.

Finally, organizational narcissism includes defensiveness and aggression toward criticism. Giacalone and Promislo (2019) emphasized that narcissistic institutions react with hostility to negative feedback, avoiding introspection and often targeting critics instead of addressing underlying issues. This defensiveness inhibits learning and adaptation, making the organization resistant to necessary change. It is noted by the current researcher that organizational narcissism, as the independent variable in this study, is a critical psychological and cultural construct that can significantly impair organizational learning and adaptability. Understanding its dimensions and implications is essential for promoting healthier, more responsive educational environments.

Organizational flexibility serves as the dependent variable in this study, particularly within the context of public elementary schools in the Bambang II District. Organizational flexibility in the context of education is increasingly seen as a cornerstone of institutional resilience, particularly in response to rapid societal, technological, and policy changes. Adapted from Volberda's (1996) foundational work, organizational flexibility in education refers to an institution's capacity to swiftly and effectively modify its administrative systems, academic programs, and instructional delivery methods to ensure ongoing relevance, innovation, and quality learning outcomes. This flexibility is crucial as educational institutions contend with global disruptions, such as pandemics, digital transformation, and evolving workforce demands.

Strategic flexibility in education involves the ability of schools or universities to realign long-term goals and directions in response to macro-level shifts, such as internationalization, technological advancement, and the United Nations' Sustainable Development Goals (SDGs). As highlighted by Sharma and Sharma (2020), strategic

flexibility allows educational leaders to reassess priorities and reconfigure institutional missions to stay competitive and socially responsive. For instance, integrating digital literacy and sustainability into institutional goals represents a strategic pivot aligned with global educational reform. Structural flexibility refers to the capacity to reconfigure governance models, departmental structures, and organizational processes to become more agile and responsive. In educational settings, this may include forming interdisciplinary units, merging departments, or establishing inclusive councils for collaborative decision-making. According to Kamal et al. (2021), flatter and decentralized structures enhance communication and foster innovation, allowing educational institutions to act quickly when challenges arise.

Curricular flexibility is the extent to which academic programs can be revised, diversified, or modularized to meet evolving learner and industry needs. With the rise of lifelong learning and interdisciplinary education, flexibility in curricula has become a defining feature of quality educational institutions. As Yang and Li (2019) observe, institutions that adopt flexible curricula—such as hybrid majors or elective-rich general education programs—are more likely to produce adaptive, employable graduates. Instructional flexibility involves adapting pedagogical delivery methods based on learner needs and contextual demands. The COVID-19 pandemic underscored the importance of this dimension, prompting schools to transition to remote or blended learning environments. As noted by Trust and Whalen (2020), teachers' ability to shift between synchronous and asynchronous modalities is a hallmark of instructional flexibility and is essential for sustaining educational access and continuity.

Human resource flexibility encompasses efforts to continuously train and retool educators and administrators so they can navigate changes in content, pedagogy, and technology. Educational institutions must build teacher capacity to respond to diverse learner profiles and evolving teaching tools. Zehir et al. (2019) emphasize that investment in professional development enhances not only teacher performance but also the institution's overall adaptability. Technological flexibility is the integration and adaptive use of digital platforms for instruction, assessment, and administration. Schools that leverage learning management systems, cloud-based tools, and mobile applications demonstrate high levels of technological readiness. According to Khan et al. (2021), institutions with strong digital infrastructure and technology integration are more resilient in the face of disruptions.

It is noted that organizational flexibility is a multi-dimensional construct that allows educational institutions to remain effective and sustainable amid change. By strengthening structural adaptability, strategic responsiveness, operational agility, and cultural openness, public elementary schools can better serve their communities and fulfill their educational mandates in an increasingly complex world. Therefore, understanding the dynamics that enhance or impede organizational flexibility is crucial for educational leaders, policymakers, and stakeholders.

3. Methodology

Research Design. This study employed a **quantitative descriptive-correlational design** to examine the relationship between organizational flexibility and organizational narcissism among public elementary schools in Bambang II District for SY 2025–2026. Consistent with Creswell (2018), the quantitative approach enabled the systematic collection and analysis of numerical data to measure variables objectively and identify statistical associations. The correlational method was appropriate because it allowed the researcher to determine the extent of the relationship between the two constructs without manipulating any conditions in the natural school setting. This design supported objectivity, reliability, and generalizability, and provided empirical bases for interpreting organizational behaviors within public elementary institutions.

Research Environment. The study was conducted in **DepEd–Bambang II District**, Municipality of Bambang, Nueva Vizcaya, under the Schools Division Office of Nueva Vizcaya. The district, headed by the District Supervisor, oversees **15 public elementary schools**, comprising **281 teachers** and **3,224 learners**. These schools—differing in size, location, and demographic composition—offer a diverse and contextually rich environment to analyze organizational dynamics. The district's active participation in regional and national

educational initiatives provided an ideal setting for assessing organizational adaptability and leadership-related behaviors.

Respondents. A total of **112 teachers** participated in the study, representing **72.25%** of the district's 155 teacher population. The sample size was determined using **Slovin's Formula** with a 5% margin of error to ensure representativeness. Respondents were proportionately distributed across all schools.

Sampling Procedure. A **stratified random sampling** technique was used. Teachers were grouped according to their schools (strata), after which simple random sampling was employed within each stratum. Ethical protocols were strictly observed, including informed consent, voluntary participation, confidentiality, and secure data handling. Participants were assured that they could withdraw at any time without penalty.

Research Instruments. Two validated instruments were utilized:

- **Organizational Flexibility Descriptive Questionnaire (Santos, 2024)** – a 36-item tool measuring six dimensions of organizational flexibility, with a reliability coefficient of **0.876**.
- **Organizational Narcissism Benchmark Scale (Lopez & Reyes, 2019)** – a 30-item instrument assessing five components of organizational narcissism, with a reliability coefficient of **0.835**.

Both questionnaires used a **five-point Likert scale** (5 = Always to 1 = Never). Verbal descriptors for grand means followed standard ranges (Very High to Very Low). Prior to distribution, both tools were reviewed by a panel of examiners for clarity and contextual appropriateness.

Data Gathering Procedure. Permission to conduct the study was secured from the Schools Division Superintendent, with endorsement from the College of Teacher Education. Coordination with the District Supervisor enabled organized distribution of the questionnaires. Before data collection, an orientation was conducted to explain the research purpose, procedures, and ethical safeguards. Data were gathered with full respect for confidentiality, anonymity, and the emotional well-being of participants.

Statistical Treatment - Data were analyzed using the following:

- **Mean** – to determine the levels of organizational flexibility and organizational narcissism.
- **Pearson r** – to assess the significance and strength of the relationship between the two variables.

Correlation coefficients were interpreted using Garrett and Woodworth's (1973) scale. All hypotheses were tested at the **0.05 level of significance**.

4. Results and Discussion

Problem 1. What is the level of organizational narcissism among public elementary schools in Bambang II District along the dimensions of inflated self-image, need for admiration, entitlement and arrogance, lack of empathy, and reactive defensiveness?

Table 2
Mean and qualitative description of organizational narcissism as perceived by the respondents (n=112)

Organizational Narcissism	Area Mean	Qualitative Description
Inflated Self-Image	3.16	Moderate
Need for Admiration	3.08	Moderate
Entitlement and Arrogance	2.83	Moderate
Lack of Empathy	2.43	Low
Reactive Defensiveness	2.31	Low
Grand Mean	2.76	Moderate

The data reveal that the respondents generally perceived the level of organizational narcissism in their institution as moderate (grand mean = 2.76). Among the five dimensions assessed, "Inflated Self-Image" (M =

3.16) and "Need for Admiration" (M = 3.08) obtained the highest mean scores, both interpreted as moderate, indicating that the organization tends to project a positive but somewhat overstated image of itself and exhibits a noticeable desire for external validation, praise, and recognition. This suggests that self-promotion and reputation management are visible aspects of its culture, although not to an extreme extent. "Entitlement and Arrogance" registered a moderate rating as well (M = 2.83), implying that there are occasional manifestations of self-privileging attitudes or perceived superiority, though these tendencies are not deeply entrenched. In contrast, "Lack of Empathy" (M = 2.43) and "Reactive Defensiveness" (M = 2.31) were both rated low, indicating that respondents do not strongly associate the organization with emotional disengagement or dismissive reactions to criticism. This reflects a relatively acceptable degree of openness to stakeholder concerns and feedback. Taken together, the findings imply that while elements of organizational narcissism are present—mostly centered on image-building and the pursuit of external admiration—these tendencies are tempered by the organization's capacity for feedback reception and concern for others. Thus, the organizational climate does not exhibit extreme narcissistic traits but demonstrates moderate self-focus without severely compromising empathy or accountability.

Problem 2. What is the level of organizational flexibility exhibited by the public elementary schools in Bambang II District along the dimension of strategic flexibility, structural flexibility, curricular flexibility, instructional flexibility, human resource flexibility, technological flexibility?

Table 3
Mean and qualitative description of organizational flexibility as perceived by the respondents (n=112)

Organizational Flexibility	Area Mean	Qualitative Description
Strategic Flexibility	3.66	High
Structural Flexibility	3.66	High
Curricular Flexibility	3.53	High
Instructional Flexibility	3.64	High
Human Resource Flexibility	3.64	High
Technological Flexibility	3.57	High
Grand Mean	3.61	High

The results on organizational flexibility yielded a grand mean of 3.61, qualitatively described as high, indicating that the respondents perceive their schools as highly adaptive and capable of responding effectively to varied educational demands and institutional challenges. This high overall rating reflects an organizational climate that values responsiveness, continuous adjustment, and contextualized decision-making in pursuit of educational effectiveness. The highest mean scores were recorded for Strategic Flexibility (3.66, high) and Structural Flexibility (3.66, high), suggesting that the schools demonstrate a strong capacity to shift strategic priorities and realign organizational frameworks when necessary. This implies that school leadership shows readiness to recalibrate directions, policies, and initiatives in order to remain relevant and responsive to changing conditions in the educational landscape.

Close behind are Instructional Flexibility (3.64, high) and Human Resource Flexibility (3.64, high), which indicate that schools allow teachers significant latitude in adapting instructional methods, learning materials, and pedagogical approaches to meet learners' diverse needs. At the same time, the deployment and development of personnel are managed with adaptability, providing room for differentiated roles, reassignments, and capacity-building opportunities. This combination strengthens teacher empowerment and supports improved learning outcomes. Technological Flexibility (3.57, high) further reflects the schools' willingness to integrate emerging technologies into instructional and administrative functions. The high rating suggests that digital tools and platforms are embraced not only as supplementary resources but as integral components of modern education delivery.

Finally, Curricular Flexibility (3.53, high)—though the lowest among the dimensions—still reflects a strong level of adaptability. This indicates that while curricular frameworks are generally guided by national or regional standards, schools have the capacity to contextualize implementation, incorporate localized content, and adjust delivery based on learners' needs and situational factors. It is observed by the current researcher that the consistently high ratings across all dimensions demonstrate that the schools possess a well-developed adaptive

orientation. This suggests an educational environment that is proactive rather than reactive, open to innovation, and capable of evolving alongside emerging pedagogical, structural, and technological demands. Such flexibility serves as a critical foundation for sustaining school effectiveness, resilience, and long-term development.

Problem 3. What is the perception of the respondents of their organizational harmony along the Problem 3. Is there a significant relationship between the perceived organizational narcissism and organizational flexibility of the respondents?

Table 4
Correlation coefficient between the dimensions of organizational narcissism and organizational flexibility as perceived by the respondents (n=112)

Organizational Narcissism	Correlation Coefficient	*p-value*	Statistical Inference
Inflated Self-Image	-0.072	0.451	Not Significant
Need for Admiration	-0.073	0.444	Not Significant
Entitlement and Arrogance	-0.161	0.089	Not Significant
Lack of Empathy	-0.165	0.082	Not Significant
Reactive Defensiveness	-0.125	0.189	Not Significant
Overall Correlation	-0.139	0.147	Not Significant

The correlational analysis sought to determine whether a significant relationship exists between organizational narcissism and organizational flexibility as perceived by the respondents. The overall correlation result revealed a coefficient of r = -0.139 with a p-value of 0.147, which is not statistically significant at the 0.05 level. This indicates that organizational narcissism, taken as a whole, does not meaningfully relate to or predict the extent of organizational flexibility among the respondent group. In practical terms, the level of narcissistic tendencies within the organization does not appear to hinder nor facilitate adaptive change, operational responsiveness, or institutional openness in a measurable way.

This finding is particularly noteworthy in light of contemporary literature associating narcissistic organizational culture with rigidity, authoritarianism, and negative climate outcomes (Giessner & van Quaquebeke, 2019). While several scholarly analyses suggest that narcissistic leadership can constrain collaborative innovation and weaken organizational trust (Braun, 2017), the present result implies that such tendencies are either inadequately strong to affect organizational functioning, or that mitigating institutional factors—such as shared governance, distributed authority, or professional standards—buffer their effects. According to Hochwarter (2020), the observable impact of narcissistic climates often depends on their embeddedness in everyday decision-making structures. When institutional norms counterbalance individual ego-oriented patterns, their behavioral effect diminishes. This seems to explain why the respondents in this study reported no statistically significant connection between narcissism and flexibility.

The dimensional analysis further clarifies this pattern. The first dimension, Inflated Self-Image, yielded a correlation coefficient of r = -0.072 with a corresponding p-value of 0.451, which is not statistically significant. This suggests that an organization's tendency to overestimate its capabilities or portray itself as superior does not directly diminish its operational flexibility. Research by Kark and Liviatan (2018) indicates that inflated self-perception in organizations becomes harmful only when it translates into restrictive leadership practices or institutional neglect of feedback. In some contexts, positive illusion can even reinforce confidence and strategic resilience, mitigating possible negative effects (Sedikides et al., 2019). However, the weak and non-significant negative relationship observed implies no clear evidence of either advantage or drawback within the current organizational setting.

The second dimension, Need for Admiration, likewise showed a minimal and nonsignificant correlation (r = -0.073, p = 0.444). This dimension reflects the organizational desire to be praised, validated, or held in high esteem by internal or external stakeholders. Although previous studies emphasize that admiration-seeking organizations may prioritize image over innovation, thus weakening long-term adaptability (Campbell & Miller, 2018), the data reveal no such effect in this particular sample. This supports the possibility that symbolic validation is not inherently harmful unless it displaces developmental priorities or evidence-based practices. As Smith (2021)

explains, some admiration-oriented organizations sustain flexibility by aligning impression management with strategic reform, thereby neutralizing potential dysfunction.

The third dimension, Entitlement and Arrogance, showed a comparatively stronger, though still non-significant, negative relationship ($r = -0.161$, $p = 0.089$). While not meeting the threshold for statistical significance, it is nonetheless suggestive of a mild trend whereby entitlement-based beliefs could be associated with less adaptability. Entitlement predisposes organizations to assume superiority and expect special treatment, which can undermine adaptive responsiveness (Nevicka et al., 2018). Although the present data fall short of significance, the directional tendency is consistent with theoretical literature that links arrogance to resistance to change or diminished institutional humility (Hodzic et al., 2020). If entitlement were more pervasive, it might exert a stronger influence on organizational flexibility.

The dimension Lack of Empathy similarly yielded a moderately negative but statistically nonsignificant relationship ($r = -0.165$, $p = 0.082$). Empathy is widely regarded as a foundational competency in socially responsive and people-centered workplaces (Clark et al., 2019). Empathetic organizations cultivate participatory processes, shared emotional intelligence, and broader stakeholder alignment, all of which promote flexibility (Carroll & Levy, 2020). Conversely, low empathy can foster detachment, disengagement, or dismissiveness toward employee concerns, resulting in organizational stagnation. While the present study does not confirm this statistically, the observed direction of association is still theoretically meaningful. This subtle pattern aligns with findings by Eisenbeiss et al. (2018), who argue that subclinical levels of narcissistic detachment may not immediately manifest as rigidity but may gradually erode adaptability over time.

The last dimension, Reactive Defensiveness, demonstrated a correlation of $r = -0.125$, with a p-value of 0.189, also not statistically significant. Reactive defensiveness occurs when organizations respond to feedback or criticism with justification or avoidance rather than constructive adaptation. This trait is closely associated with fragile organizational ego structures (Wink, 2020). While the correlation is mild, its negative direction supports the argument that defensive cultural postures inhibit flexibility by discouraging organizational learning processes. Garza and Eggen (2021) note that defensiveness narrows institutional openness and impedes experiential reflection, both of which are central to adaptive functioning. Nevertheless, the absence of significance implies that such reactions are either episodic or remain insufficiently influential to affect organizational adaptability at a systemic level.

Altogether, the results collectively indicate that none of the narcissism dimensions demonstrate a statistically significant relationship with organizational flexibility. However, the directional trend—negative across all subdomains—suggests that although not yet impactful in a measurable way, narcissistic cultural patterns may still pose latent risk factors for organizational rigidity when left unchecked. The very presence of slightly negative correlations is consistent with theoretical frameworks linking narcissism to control orientation, ego-preservation, and resistance to feedback (Braun, 2017; Nevicka et al., 2018). Organizational flexibility is generally supported by humility, shared accountability, interpersonal trust, and openness to learning (Carroll & Levy, 2020). Narcissistic traits, in contrast, reinforce self-protection over adaptive change. Although the relationships in this study are not statistically strong enough to confirm causality, the trends support ongoing scholarly observations that narcissistic value orientations are incompatible with collaborative, resilient, learning-based organizational cultures.

In summary, this correlation analysis reveals that organizational narcissism, when measured within the sampled context, has not yet matured into a disruptive or detrimental institutional pattern capable of undermining organizational flexibility. The weak, non-significant correlations imply that compensating organizational mechanisms—such as leadership accountability, peer collaboration, policy frameworks, or professional norms—likely buffer and regulate ego-based tendencies before they interfere with adaptive functioning. Nonetheless, emerging literature cautions that narcissistic traits often evolve progressively and can become more damaging when institutional safeguards deteriorate (Giessner & van Quaquebeke, 2019). The subtle negative trends observed

here thus underscore the importance of maintaining a culture of reflection, empathy-based decision-making, and open systems governance to forestall potential long-term risks.

Problem 4. Based on the findings of the study, what management intervention could be developed to sustain organizational flexibility and mitigate organizational narcissism?

The findings of the study provided the foundation for developing the topics and course content included in the training design, which serves as the management intervention crafted by the researcher. Specifically, the benchmark statements across the various dimensions that received the lowest mean scores were identified as priority areas for improvement and served as the basis for content development. These included: the revision of long-term strategic plans in response to national and international policy shifts; openness to revising institutional hierarchy to enhance decision-making; provision of multiple options for students to customize their academic pathways; equipping instructors to effectively transition between face-to-face, online, and blended teaching modes; openness to hiring multidisciplinary professionals to strengthen academic flexibility; and the integration of online assessment tools into regular academic practices. These six benchmark statements directly informed the formulation of course topics, ensuring that the training intervention targets specific areas where schools demonstrated limited flexibility or responsiveness. By aligning the course content with these identified gaps, the intervention is designed to enhance institutional adaptability, instructional innovation, and strategic responsiveness, thereby addressing key areas for organizational improvement.

In the context of organizational narcissism, the dimensions with the highest mean scores—namely, inflated self-image and need for admiration—were identified as priority areas for the development of training topics. Focusing on these two dimensions will provide targeted strategies aimed at reducing the prevalence of narcissistic tendencies within schools. By addressing behaviors related to self-aggrandizement and excessive desire for recognition, the intervention seeks to promote a culture of humility, collaborative decision-making, and empathetic leadership, thereby fostering a healthier organizational climate conducive to flexibility, inclusivity, and effective institutional functioning.

5. Conclusions

- The respondents perceived the level of organizational narcissism in their schools as *moderate*, suggesting that while self-enhancing behaviors and the desire for recognition are present, they are not dominant enough to adversely affect the organizational climate.
- The organizational flexibility of the schools is perceived to be *high*, indicating that these institutions demonstrate strong adaptability in terms of strategic planning, structural arrangements, instructional practices, human resource deployment, technological integration, and curriculum responsiveness.
- The findings revealed *no significant relationship* between organizational narcissism and organizational flexibility, implying that the existing level of narcissistic tendencies does not appear to hinder the school's capacity to adapt to institutional and environmental changes.
- In response to the salient findings and identified areas for development, the researcher designed a management intervention titled "Adaptive Schools, Empowered Leaders: Fostering Flexibility and Resilient Culture", aimed at further strengthening school responsiveness while mitigating tendencies that may impede collaborative and growth-oriented organizational practices.

Recommendations

- Strengthen value-based leadership orientations to gradually reduce manifestations of organizational narcissism by promoting humility, shared accountability, and ethical self-reflection among school heads and administrators. Leadership workshops and coaching sessions emphasizing servant leadership, collaborative governance, and stakeholder inclusivity may be integrated into existing school-based

development programs.

- Sustain and institutionalize current practices on organizational flexibility by reinforcing mechanisms that support adaptive decision-making, innovative instructional delivery, and responsive resource allocation. Schools should regularly review their policies and operational frameworks to ensure they remain aligned with emerging educational demands.

- Enhance teacher and staff capacity-building programs by providing continuous professional development focused on flexible pedagogy, technological integration, and context-sensitive curriculum implementation. These initiatives should prioritize practical skill-building and application for different learning modalities and diverse learner needs.

- Establish monitoring and evaluation systems to track organizational responsiveness and leadership behaviors over time. Feedback loops involving teachers, students, parents, and community stakeholders should be formalized to ensure that policy adjustments and innovations reflect grounded institutional realities.

- Replicate the study in different educational districts or institutional settings to validate the findings across wider contexts and further examine whether the absence of a significant relationship between organizational narcissism and flexibility holds in other environments. This will contribute to the broader body of knowledge in organizational behavior within the education sector and support benchmarking for continuous improvement.

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School heads' emotional intelligence and its impact on organizational trust and organizational harmony of public elementary schools in Bambang II District

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Abstract

This study investigated the impact of school heads' emotional intelligence on organizational trust and organizational harmony as perceived by public elementary school teachers in the Bambang II District for the academic year 2025–2026. Emotional intelligence was examined across five dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Organizational trust was assessed in terms of benevolence, reliability, competence, honesty, and openness, while organizational harmony was measured through collaboration and teamwork, conflict resolution, respect and inclusivity, communication flow, and shared vision and values. A validated survey questionnaire was administered to teacher-respondents, and data were treated using means and the Pearson product-moment correlation coefficient, with significance tested at the 0.05 level. Findings revealed that the emotional intelligence of school heads was rated "Excellent," particularly in motivation and social skills, demonstrating strong leadership influence and communication. Organizational trust was rated "High," with competence and openness scoring highest. Organizational harmony was also rated "High," driven by shared vision and values. Correlation analysis showed a very low yet statistically significant positive relationship between emotional intelligence and both organizational trust (r=0.291) and organizational harmony (r=0.276). A similarly low but significant relationship was found between organizational trust and harmony (r=0.249), indicating that while EI enhances trust and harmony, other organizational and cultural factors also play substantial roles. In response to areas with relatively lower ratings—such as self-awareness, benevolence, collaboration, and conflict resolution—a training design was developed to strengthen emotional intelligence competencies, trust-building behaviors, and school-wide harmony. The study underscores the importance of emotionally intelligent school leadership in fostering a positive organizational climate.

Keywords: emotional intelligence, organizational trust and harmony

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School heads' emotional intelligence and its impact on organizational trust and organizational harmony of public elementary schools in Bambang II District

1. Introduction

In the ever-evolving landscape of education, school leadership plays a pivotal role in fostering organizational excellence. While technical competencies and administrative acumen have long been regarded as essential qualities of effective school heads, emerging challenges in the 21st-century educational environment highlight the growing need for emotionally intelligent leadership. School heads are no longer just administrators—they are emotional leaders who influence the tone, climate, and interpersonal dynamics within schools. Emotional intelligence, defined as the capacity to recognize, understand, manage, and influence one's own emotions and those of others, becomes a critical asset in cultivating organizational trust and harmony. These two components—trust and harmony—are foundational to a school's success, shaping not only internal relationships but also the broader culture and climate that impact teacher performance, student outcomes, and stakeholder satisfaction.

Organizational trust and harmony are interrelated concepts that reflect the quality of social interactions, transparency, and psychological safety within the school community. Trust in leadership encourages collaboration, open communication, and innovation, while harmony ensures a sense of unity, cohesion, and shared purpose. When school heads demonstrate emotional intelligence in dealing with staff, students, and parents, they foster an environment where trust is cultivated through empathy, consistency, and fairness. Likewise, emotionally intelligent leaders are adept at managing conflict, resolving misunderstandings, and promoting inclusivity, all of which contribute to organizational harmony. In this context, the emotional maturity and relational sensitivity of school heads are no longer optional—they are indispensable qualities for sustaining healthy, thriving educational institutions.

In recent years, scholars and practitioners have given increased attention to emotional intelligence as a leadership competency with transformative potential in education. Cabello and Fernández-Berrocal (2018) emphasize that emotionally intelligent leaders are more adept at regulating their responses to stress, demonstrating empathy, and engaging constructively with their colleagues. These traits contribute to an atmosphere of psychological safety and trust, where teachers feel valued and understood. The authors argue that leaders with higher emotional abilities can more effectively predict outcomes, respond to diverse emotional cues, and influence their teams in a manner that builds rapport and reliability. As a result, school communities led by emotionally intelligent administrators tend to experience stronger interpersonal bonds and fewer instances of distrust or conflict.

The link between emotional intelligence and organizational trust is further reinforced by Leithwood, Harris, and Hopkins (2019), who argue that effective leadership is deeply rooted in the ability to foster trust among team members. According to their research, school leaders who exhibit emotional awareness, empathy, and fairness are more likely to be trusted by their subordinates. Trust is cultivated when leaders are consistent in their decisions, open in their communications, and sensitive to the emotional needs of staff. Moreover, emotionally intelligent leaders can navigate organizational change with greater ease, minimizing resistance by securing the confidence and commitment of their teams. The researchers highlight that trust is not a byproduct of positional authority but is earned through emotionally attuned and ethical leadership behavior.

Organizational harmony, while often underestimated, is another critical outcome influenced by the emotional intelligence of school leaders. As defined by Arar and Örücü (2020), harmony in educational institutions entails emotional coherence, shared values, effective communication, and productive conflict resolution. Their systematic review underscores that emotionally intelligent leaders are more likely to promote harmonious work environments by encouraging inclusivity, nurturing respectful dialogue, and ensuring that all voices are heard. These leaders remain composed during disagreements, avoid escalation of conflicts, and act as mediators when tensions arise.

Such behavior reduces workplace stress and fosters collaboration, ultimately leading to a more stable and productive school environment.

In the Philippine context, emotional intelligence has become a focal point in leadership development, especially in response to the increasing demand for values-based, inclusive, and participatory governance in schools. Mendoza and Yazon (2022) conducted a study showing that emotionally intelligent school heads significantly influence teachers' job satisfaction, perceptions of fairness, and overall school climate. Their findings revealed that when leaders display emotional competencies such as self-awareness, empathy, and social skills, they foster a trusting and harmonious environment where teachers feel supported and respected. The researchers advocate for the institutionalization of emotional intelligence training in principal development programs, citing its substantial impact on reducing conflict and enhancing team cohesion.

Another study by Yusof and Halim (2021) provides further validation of emotional intelligence as a predictor of transformational leadership effectiveness in schools. Their review found that emotionally intelligent school leaders are more capable of inspiring trust, aligning staff with school goals, and fostering a collaborative culture. These leaders are sensitive to the emotional climate of the school, provide timely and empathetic support, and model integrity in their interactions. The study concluded that such leadership traits are crucial in creating a unified and peaceful organizational environment, which is essential for achieving long-term educational outcomes. From a practical standpoint, emotionally intelligent school heads can also mitigate issues such as teacher burnout, professional dissatisfaction, and organizational conflict. Studies have shown that emotionally competent leaders tend to foster open communication and conflict de-escalation practices, which are crucial for maintaining workplace harmony. Teachers who work under such leadership are more likely to experience job satisfaction and remain committed to their schools. These outcomes are particularly relevant in low-resource or high-pressure school environments where the emotional tone set by the leader can either stabilize or destabilize the workforce.

As the educational system continues to face rapid changes brought about by technological advancements, socio-political shifts, and post-pandemic recovery efforts, emotionally intelligent leadership becomes even more critical. School heads who possess emotional intelligence are better positioned to manage the emotional challenges associated with change, including anxiety, uncertainty, and resistance. Their ability to show compassion, articulate vision, and respond sensitively to stakeholder concerns allows for smoother transitions and more cohesive school communities. This adaptability contributes not only to organizational resilience but also to the preservation of trust and harmony in the face of adversity. The relationship between emotional intelligence, organizational trust, and organizational harmony is both profound and consequential. Emotional intelligence is no longer a soft skill but a leadership imperative in the context of school management. Trust and harmony, as indicators of a healthy organizational culture, are significantly influenced by how school leaders navigate emotions—their own and those of others. As such, there is a pressing need to explore this relationship further through empirical inquiry. This study aims to investigate how the emotional intelligence of school heads shapes the levels of trust and harmony within their institutions, with the goal of providing insights that can inform leadership development and policy reforms in education.

Despite the growing recognition of emotional intelligence as a critical factor in educational leadership, existing literature remains limited in contextualizing its direct impact on organizational trust and harmony, particularly within the setting of Philippine public secondary and integrated schools. Most empirical studies are concentrated in urban areas or focus broadly on leadership effectiveness, job satisfaction, or academic performance. In the context of Bambang Districts, which host a diverse mix of secondary and integrated schools across varied socio-cultural backgrounds, there is a noticeable lack of localized research examining how school heads' emotional intelligence shapes internal school dynamics. Specifically, there is insufficient data linking emotional competencies of leaders with the relational quality among staff, trust in administration, and the prevailing sense of harmony within school environments. This gap becomes more pronounced amid increasing organizational challenges such as teacher burnout, administrative overload, and post-pandemic school adjustments. Therefore, the need to explore and understand this leadership dimension within the specific context of Bambang's educational

setting is both timely and necessary. The findings of this study aim to fill this void, offering empirical evidence and practical insights that could inform leadership development, school-based capacity building, and policy formulation across similar rural and semi-urban school districts.

This study on school heads' emotional intelligence and its impact on organizational trust and harmony is directly anchored to the United Nations Sustainable Development Goal 4: Quality Education, and Goal 16: Peace, Justice, and Strong Institutions. By investigating how emotionally intelligent leadership fosters trust and harmony within schools, the study promotes inclusive and equitable quality education through positive and collaborative work environments. A school culture that is guided by emotionally intelligent leaders enhances teacher motivation, reduces internal conflicts, and creates a more resilient institution, all of which contribute to the achievement of lifelong learning outcomes. Moreover, the research aligns with SDG 16 by promoting peaceful and inclusive school institutions, characterized by trust, mutual respect, and shared accountability. As emotional intelligence becomes a leadership imperative, this research reinforces the importance of fostering psychologically safe and well-managed learning environments as a pathway to sustainable educational development.

This research aligns with the National Research Agenda for Teacher Education (NRATE) under the theme of Leadership and Governance in Teacher Education. NRATE emphasizes the need to investigate and improve leadership competencies that support school transformation and professional collaboration. Emotional intelligence, as a vital component of transformational leadership, directly influences how school heads interact with their faculty and navigate institutional challenges. By exploring its impact on organizational trust and harmony, the study addresses a strategic concern in NRATE: strengthening leadership behavior that cultivates a supportive and ethical professional culture. Furthermore, this study provides evidence that supports the development of emotionally intelligent leadership frameworks tailored to the needs of Filipino educators. It also contributes to the NRATE goal of enhancing school-level governance systems through the understanding of interpersonal dynamics. Ultimately, this research supports the creation of leadership practices that foster teacher retention, collaboration, and learner-centered innovation in teacher education institutions.

The Department of Education (DepEd) Research Agenda prioritizes studies that enhance governance, improve teaching and learning environments, and foster human resource development. This research directly supports the Human Resource and Organizational Development strand by addressing how school heads' emotional intelligence shapes the organizational climate. A trusting and harmonious school environment is essential for teacher effectiveness and student success. Through this investigation, the study generates empirical evidence that could inform DepEd's leadership training programs, performance management systems, and policy guidelines on school-based management. It contributes to DepEd's goal of promoting evidence-based leadership practices that support sustainable school improvement. Moreover, by focusing on secondary and integrated schools in Bambang Districts, the research contextualizes the findings within local realities, aligning with DepEd's emphasis on contextualized, inclusive, and data-driven decision-making processes. As such, this study enriches the policy and practice dimensions of leadership development in public education through a well-being and trust-centered lens.

This research is also anchored in the Nueva Vizcaya State University (NVSU) and College of Teacher Education (CTE) Research Agenda, particularly under the theme of Educational Leadership and Governance. The agenda promotes studies that improve organizational effectiveness, leadership capacity, and institutional harmony in academic institutions. By focusing on emotional intelligence and its influence on organizational trust and harmony, this study contributes to the development of responsive and ethical leadership models within public schools. It also aligns with CTE's advocacy for cultivating holistic educational leaders who demonstrate empathy, interpersonal awareness, and cultural sensitivity—competencies essential for effective school governance. Moreover, the localized scope of this study within Bambang Districts supports NVSU's strategic aim to provide community-responsive research that addresses regional educational challenges. This research further serves as a foundation for leadership training and graduate-level discourse on emotional intelligence in school management, strengthening the link between theory, leadership practice, and regional education development.

This study operates on the assumption that the emotional intelligence of school heads significantly influences how organizational members—particularly teachers—perceive and demonstrate organizational trust and harmony. It posits that emotionally intelligent leadership fosters a climate of psychological safety, mutual respect, and effective communication, which in turn strengthens trust-based relationships and promotes a harmonious working environment within the school organization.

2. Related Literature

This study is anchored on three key theories that serve as the conceptual backbone in understanding the relationships among school heads' emotional intelligence, organizational trust, and organizational harmony: Goleman's Emotional Intelligence Theory (2006), Tschannen-Moran's Organizational Trust Theory (2004), and Fullan's Theory of Educational Change (2001). These theories collectively provide a strong framework for exploring how the emotional and relational competencies of school leaders influence the school's organizational culture. Daniel Goleman's Emotional Intelligence Theory, particularly his Mixed Model, defines emotional intelligence as a set of competencies that enable individuals to recognize, understand, and manage their own emotions as well as the emotions of others. The five core components of Goleman's model—self-awareness, self-regulation, motivation, empathy, and social skills—are seen as crucial leadership traits that affect how leaders manage themselves and their relationships. In the context of educational leadership, emotionally intelligent school heads are more likely to demonstrate resilience, foster positive relationships, and communicate effectively with teachers and other stakeholders. These capabilities not only influence how they lead but also shape the emotional tone and climate of the organization. Goleman (2006) emphasized that effective leadership is more strongly correlated with emotional intelligence than with cognitive abilities alone. School leaders who exhibit high emotional intelligence are better equipped to resolve conflicts, inspire staff, and maintain morale—factors that are essential in building trust and harmony in schools. Therefore, the emotional competencies of school heads directly impact how they are perceived by their faculty and staff, making emotional intelligence a critical variable in understanding the health and performance of educational organizations.

The study also draws upon Megan Tschannen-Moran's theory of organizational trust in schools. Trust, according to Tschannen-Moran, is a multifaceted construct composed of five dimensions: benevolence, reliability, competence, honesty, and openness. In educational settings, trust serves as the social glue that binds individuals together and enables productive collaboration. A school climate characterized by high trust promotes open communication, encourages innovation, and enhances organizational commitment among teachers. Tschannen-Moran (2004) argues that school leaders play a central role in establishing and nurturing trust. The behavior and decision-making patterns of principals or school heads significantly influence teachers' perceptions of the institution's integrity and dependability. When school heads demonstrate fairness, transparency, and genuine concern for the well-being of their staff, they are more likely to foster trust. Conversely, the absence of these traits can lead to suspicion, disengagement, and diminished organizational effectiveness. Anchoring the study on this theory enables a deeper understanding of how the emotional dispositions and actions of school leaders affect teachers' trust in leadership and the institution as a whole.

The concept of organizational harmony is rooted in Michael Fullan's Theory of Educational Change, which emphasizes the importance of building collaborative cultures, fostering shared visions, and developing collective capacity among stakeholders. Fullan posits that successful educational change is not solely driven by structural reforms or policy shifts, but more critically by the human interactions within the school environment. Organizational harmony—characterized by collaboration, conflict resolution, respect, inclusivity, and shared values—is a necessary condition for meaningful change and school improvement. Fullan (2001) maintains that leaders who cultivate relational trust, encourage professional dialogue, and model collaborative practices create conditions for sustainable improvement. Organizational harmony emerges when school heads facilitate open communication, resolve conflicts constructively, and align the school's goals with stakeholder values. In this context, harmony is more than the absence of discord; it is the active presence of unity and shared purpose.

By integrating Goleman's Emotional Intelligence Theory, Tschannen-Moran's Organizational Trust Theory, and Fullan's Theory of Educational Change, this study is equipped with a comprehensive theoretical lens to explore how emotional intelligence influences organizational trust and harmony. These theories highlight the critical role of emotionally competent leadership in shaping school culture, building trust among stakeholders, and fostering an environment conducive to collaboration and growth. Emotional intelligence (EI) is widely recognized as a key determinant of effective leadership, especially in educational settings where relational dynamics are essential. EI refers to the ability to perceive, understand, manage, and regulate one's own emotions and those of others to guide thinking and behavior (Miao et al., 2018). As defined in Goleman's Mixed Model, emotional intelligence comprises five core dimensions: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2006; Hidayat & Saputra, 2020). Self-awareness involves recognizing one's emotions and their impact on decision-making and interpersonal relationships. Self-regulation refers to the ability to control or redirect disruptive impulses and moods, which is crucial for conflict resolution and maintaining professionalism. Motivation relates to the intrinsic drive to pursue goals with energy and persistence, contributing to resilience in the face of challenges. Empathy is the capacity to understand and share the feelings of others, fostering inclusive and supportive environments. Lastly, social skills encompass the ability to build relationships, manage teams, and communicate effectively (Kaur et al., 2021).

Recent studies underscore the importance of EI in educational leadership. According to Salim et al. (2020), school leaders with high emotional intelligence are more likely to cultivate trust, resolve conflicts amicably, and inspire staff collaboration. Furthermore, emotionally intelligent leaders contribute to the overall well-being of their teams and promote a culture of mutual respect and openness (Rodriguez & Rodriguez, 2021). It is noted that emotional intelligence is not only a personal competency but also a relational asset. Its multidimensional nature enables educational leaders to create emotionally healthy environments that support trust-building, harmony, and continuous improvement. Organizational trust is a foundational element in fostering a collaborative, productive, and stable workplace, particularly within educational institutions. It refers to the belief that members of an organization will act in fair, reliable, and competent ways, contributing to positive interpersonal and institutional relationships (Tschannen-Moran, 2004; Kalkan & Bozkurt, 2020). Trust in schools is especially critical, as it influences job satisfaction, professional engagement, and the overall learning environment.

The conceptual framework of organizational trust is multidimensional, typically encompassing benevolence, reliability, competence, honesty, and openness (Tschannen-Moran & Hoy, 2000). Benevolence refers to the perception that leaders care about the well-being of others. Reliability relates to consistent and dependable behavior. Competence reflects the belief in the capabilities and skills of colleagues or school leaders. Honesty pertains to truthfulness and integrity in words and actions. Lastly, openness is the extent to which individuals share information transparently and willingly engage in communication (Alrawashdeh et al., 2021). Recent literature emphasizes that high levels of trust between school leaders and staff are directly associated with improved collaboration, organizational citizenship behavior, and educational effectiveness (Nguyen & Pattnaik, 2021). When trust exists, teachers feel safer to innovate and contribute, which enhances morale and institutional performance (Abdullah & Hasbullah, 2019). Conversely, a lack of trust often leads to resistance, miscommunication, and organizational stagnation. It is noted by the researcher that organizational trust is a crucial determinant of success in educational management. Its presence facilitates healthy professional relationships, enhances teamwork, and promotes a positive school culture essential for sustained growth and improvement.

Organizational harmony refers to the state of balance, cohesion, and mutual respect among members of an institution that promotes a positive and productive working environment. In educational contexts, organizational harmony plays a vital role in sustaining collegiality, professional collaboration, and school effectiveness. It is conceptualized as a multidimensional construct encompassing collaboration and teamwork, conflict resolution, respect and inclusivity, communication flow, and shared vision and values (Fullan, 2001; Chen & Huang, 2020). Collaboration and teamwork involve working cooperatively toward shared goals, with mutual support among colleagues. Conflict resolution pertains to the ability to address and resolve disputes constructively, reducing workplace tension. Respect and inclusivity emphasize recognizing diversity, valuing differences, and treating all

individuals with dignity. Communication flow is characterized by transparent, open, and timely exchanges of information that foster trust and alignment. Finally, a shared vision and values unite members through a common purpose and ethical foundation, enhancing collective direction and motivation (Maringe & Ojo, 2019).

Recent literature supports the premise that organizational harmony contributes to employee satisfaction, reduces burnout, and enhances school performance. According to Zhang and Liu (2021), harmonious work environments empower educators to collaborate effectively and focus on shared objectives. Similarly, effective communication and inclusivity have been shown to strengthen employee engagement and reduce turnover in school settings (Yap & Abdullah, 2020). The researcher noted that organizational harmony is a critical element of educational leadership and school management. Through its dimensions, it fosters a culture of mutual respect, clear communication, and unified purpose—elements essential for the holistic development of any educational institution.

3. Methodology

Research Design - The study employed a quantitative, descriptive-correlational research design to examine the influence of school heads' emotional intelligence on organizational trust and organizational harmony in public elementary schools in Bambang II District for the school year 2025–2026. This design facilitated the objective measurement of variables and the identification of relationships among them, consistent with Creswell's (2018) emphasis on systematic numerical analysis. The approach allowed the researcher to describe existing conditions while determining the extent to which emotional intelligence predicted trust and harmony within school organizations. By focusing on naturally occurring settings without experimental manipulation, the design supported methodological rigor, enhanced generalizability, and generated evidence-based insights relevant to educational leadership and organizational development.

Research Environment - The research was conducted in the Department of Education–Bambang II District in Nueva Vizcaya, a diverse educational setting comprising 281 teachers and 3,224 learners. The district includes various elementary schools differing in size, location, and demographic profiles, making it suitable for examining organizational dynamics. Fourteen schools—such as Abian Elementary School, Bambang North Central School, San Fernando Integrated School, and others—served as study sites, each managed by school heads responsible for instructional, administrative, and stakeholder-related functions. The district's culture of continuous improvement and strong participation in regional initiatives provided an ideal context for investigating emotional intelligence and its organizational outcomes.

Respondents - A total of 112 teachers participated in the study, representing 72.25% of the district's 155-teacher population. The sample size was computed using Slovin's Formula at a 5% margin of error, ensuring adequate representativeness across the 14 schools.

Sampling Procedure - A stratified random sampling technique was used, with each school treated as a stratum to ensure equitable representation. Within each stratum, simple random sampling identified the teacher-respondents. Ethical standards—including informed consent, voluntary participation, confidentiality, and data security—were strictly observed. Participation posed minimal risk, and all information was reported in aggregate form to protect anonymity.

Research Instruments - Three validated instruments were used:

- **Filipino Emotional Intelligence Questionnaire** (Lazo, 2021; $\alpha = 0.913$), grounded in Goleman's framework and adapted to Filipino cultural contexts.
- **Organizational Trust Descriptive Questionnaire** (Villanueva et al., 2021; $\alpha = 0.892$), assessing benevolence, reliability, competence, honesty, and openness.
- **Organizational Harmony Questionnaire** (Bautista & Cordero, 2023; $\alpha = 0.857$), measuring

collaboration, conflict resolution, inclusivity, communication, and shared values.
All instruments utilized 5-point Likert-type scales with clearly defined qualitative interpretations.

Data Gathering Procedure - Data collection proceeded after obtaining approval from the Schools Division Superintendent and coordination with the District Supervisor. Teachers underwent an orientation regarding the study's purpose, scope, and ethical considerations. Questionnaires were administered with strict adherence to informed consent, confidentiality, and voluntary participation. Data were securely stored and analyzed only by the researcher and adviser to ensure integrity and participant protection.

Statistical Treatment - Descriptive statistics, specifically the mean, were used to determine levels of emotional intelligence, organizational trust, and organizational harmony. Pearson's r measured the relationships among variables, while the coefficient of determination quantified the predictive influence of emotional intelligence on organizational trust and harmony. Correlation values were interpreted using the Garrett and Woodworth (1973) scale, and hypothesis testing was conducted at the 0.05 significance level.

4. Results and Discussion

Problem 1. What is the perception of the respondents of the emotional intelligence of their school heads along the components of self-awareness, self-regulation, motivation, empathy, and social skills?

The results in Table 2 reveal that the overall level of emotional intelligence of school heads, as perceived by their teachers, obtained a grand mean of 4.71, which is qualitatively described as Excellent. This indicates that the school heads consistently demonstrate a high degree of emotional competence in their leadership practices, particularly in managing their own emotions and in responding effectively to interpersonal demands within the school environment. Among the components, Motivation registered the highest mean score of 4.77 (Excellent), suggesting that school heads are strongly driven by purpose, resilience, and commitment to organizational goals. They are able to sustain enthusiasm, demonstrate optimism, and inspire teachers toward collective achievement, which positively strengthens school morale and performance. The second highest component is Social Skills, with a mean of 4.75 (Excellent). This reflects the school heads' ability to foster positive relationships, communicate effectively, and coordinate collaborative efforts among staff. Their interpersonal competence likely contributes to a harmonious school climate built on trust and cooperation. Empathy ranked next with a mean of 4.71 (Excellent), indicating that school heads are highly sensitive to the feelings and needs of their teachers. This capacity allows them to respond appropriately to concerns, promote inclusiveness, and cultivate supportive professional relationships.

Table 2
Mean and qualitative description of the respondents' perception of the emotional intelligence of their school heads (n=112)

Components	Area Mean	Qualitative Description
Self-awareness	4.62	Excellent
Self-regulation	4.68	Excellent
Motivation	4.77	Excellent
Empathy	4.71	Excellent
Social Skills	4.75	Excellent
Grand Mean	4.71	Excellent

Self-regulation followed with a mean of 4.68 (Excellent), demonstrating that school heads possess strong emotional control and discipline. They are able to manage stress, avoid impulsive reactions, and remain composed during challenging situations, which enhances their credibility as leaders. Although it posted the lowest mean, Self-awareness still garnered a high score of 4.62 (Excellent). This suggests that school heads have a well-developed understanding of their strengths, weaknesses, and emotional triggers. Their capacity for introspection enables them to act with consistency and integrity in performing their leadership roles.

The above findings clearly show that school heads in the study exhibit a very high level of emotional

intelligence across all dimensions, which is a critical attribute for effective educational leadership and school governance. In order to have a clearer understanding of results along this research construct, the different components of emotional intelligence were discussed separately in the succeeding pages.

Self -Awareness. The results reveal that the school heads' level of self-awareness obtained a mean score of 4.62, interpreted as Excellent, indicating that this emotional intelligence component is consistently observed and practiced. All items under this dimension were perceived by the respondents as *always manifested*, demonstrating that school heads possess strong intrapersonal awareness, which contributes significantly to their leadership effectiveness. The teachers affirmed that their school heads consistently recognize how their emotions influence decision-making, which reflects an internal monitoring of emotional processes that shape professional judgment (Item 1). This aligns with the findings of Goleman and Senge (2021), who emphasize that emotionally self-aware leaders make clearer and more ethical decisions because they understand the emotional drivers behind their actions. In addition, respondents perceived that school heads regularly reflect on their behavior after encountering difficult situations (Item 2), indicating a reflective leadership style that enhances self-growth and resilience—an attribute noted as crucial for educational leaders navigating complex school environments (Klar & Huggins, 2020).

Furthermore, the school heads were perceived to consistently acknowledge their strengths and limitations (Item 3), which is a foundational aspect of authentic leadership. Leaders who demonstrate humility and openness to personal improvement foster higher levels of trust among subordinates (Berkovich & Eyal, 2020). The perception that they are open to feedback regarding their leadership behavior (Item 4) highlights a growth-oriented mentality, affirming earlier research that feedback receptiveness promotes adaptive leadership and stronger professional relationships (Henderson & Long, 2022).

The respondents also rated highly that school heads appear emotionally in tune when interacting with teachers (Item 5), showing a heightened awareness of their emotional expressions and their impact on others. This supports the argument of Aboramadan et al. (2021) that emotionally attuned leaders create psychologically safe school climates that enhance motivation and collegiality. Lastly, the school heads were observed to understand how their moods affect school morale (Item 6), demonstrating a strong awareness of emotional contagion within the organizational setting. According to Luo et al. (2022), leaders who recognize their emotional influence on the workforce are better positioned to maintain a positive and productive school culture. Collectively, these findings illustrate that the school heads in the study model high levels of self-awareness, a foundational element of emotional intelligence that contributes to reflective governance, effective decision-making, and constructive interpersonal relations. This confirms literature stating that self-aware leaders are more capable of aligning their emotional states with institutional goals, ultimately enhancing both school climate and organizational performance.

Problem 2. What is the perception of the respondents of their organizational trust along the dimensions of benevolence, reliability, competence, honesty, and openness?

Table 3
Mean and qualitative description of the respondents' perception of their organizational trust (n=112)

Components	Area Mean	Qualitative Description
Benevolence	3.72	High
Reliability	3.73	High
Competence	3.83	High
Honesty	3.77	High
Openness	3.80	High
Grand Mean	3.77	High

The respondents' overall perception of organizational trust obtained a grand mean of 3.77, interpreted as high, indicating that teachers generally hold positive trust toward their school administrators and the institution as a whole. This suggests that the workplace climate is marked by confidence in leadership intentions, transparency, and role competence. Among the five dimensions measured, competence received the highest mean rating (3.83), showing that teachers trust their administrators' ability to perform their duties effectively and make sound decisions.

This reflects confidence in leaders' knowledge, skills, and professional judgment—an important foundation for building credibility within the organization.

The second highest dimension was openness (3.80), indicating that the respondents perceive their school heads as approachable and willing to share relevant information. High openness also implies that communication channels are functioning well, and teachers feel included in discussions affecting school operations. Honesty ranked next (3.77), suggesting that teachers perceive their leaders as principled and truthful in their dealings. This perception contributes to ethical grounding and reinforces positive leader–follower relationships. Following this was reliability (3.73), demonstrating that administrators are viewed as dependable and consistent in honoring commitments and carrying out responsibilities. Lastly, benevolence registered the lowest mean (3.72), though still within the "high" range. This indicates that while teachers trust that school heads have their best interests at heart, there is slightly less confidence in the perceived personal care and goodwill shown by administrators compared with other trust dimensions. This suggests that strengthening relational support, empathy, and concern for teacher welfare could further reinforce benevolence-based trust. The above findings suggest a generally strong level of organizational trust, supported most by perceptions of leadership competence and openness, while emotional-relational aspects—represented by benevolence—present an opportunity for further improvement in trust-building efforts.

Problem 3. What is the perception of the respondents of their organizational harmony along the dimensions of collaboration and teamwork, conflict resolution, respect and inclusivity, communication flow, shared vision and values.

Table 4
Mean and qualitative description of the respondents' perception of their organizational harmony (n=112)

Components	Area Mean	Qualitative Description
Collaboration and Teamwork	3.67	High
Conflict Resolution	3.65	High
Respect and Inclusivity	3.72	High
Communication Flow	3.72	High
Shared Vision and Values	3.77	High
Grand Mean	3.71	High

The overall perception of organizational harmony among respondents yielded a grand mean of 3.71, interpreted as high, indicating that teachers generally experience a positive, cooperative, and values-driven school environment. This suggests that the school climate is characterized by mutual trust, shared goals, and healthy working relationships, all of which contribute to smooth organizational functioning and strengthened professional collaboration. Among the dimensions, Shared Vision and Values received the highest mean score of 3.77 (High). This indicates that stakeholders feel united by common school goals and guiding principles. A shared sense of purpose fosters collective commitment and alignment of decisions and practices, reinforcing school cohesion and collective engagement. Both Respect and Inclusivity and Communication Flow followed closely, with a mean of 3.72 (High) each. These results imply that teachers feel respected and valued regardless of background or position, and that leaders ensure information is clearly and openly communicated across all levels of the organization. Such conditions typically enhance belongingness and role clarity, which are essential for maintaining harmony.

Collaboration and Teamwork registered a mean of 3.67 (High), reflecting the perception that teachers are willing to work together toward school-wide objectives, exhibit cooperation during tasks, and support each other professionally. This indicates that collegiality is present and that team-based efforts are recognized as important. Finally, Conflict Resolution received the lowest mean of 3.65 (High), though still within the high range. This suggests that disagreements do arise in the school setting—as in any organization—but are generally managed in a constructive manner. The slightly lower mean may imply that there is still room for improvement in terms of proactive mediation and timely intervention during disputes, though the overall approach remains positive and professional. The above findings reflect a school environment that upholds shared values, open communication, and respectful interpersonal relationships, which collectively foster organizational harmony.

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5. Conclusions

- School heads in Bambang II District show high emotional intelligence, especially in motivation and social skills, which supports effective communication and teamwork. Self-awareness and self-regulation were slightly lower but still strong.
- Teachers generally trust their school heads, particularly in competence, openness, and honesty. Benevolence and reliability were a bit lower, indicating a need for more empathetic and dependable leadership.
- Organizational harmony is perceived positively, with shared vision and values fostering cohesion. Collaboration and conflict resolution were slightly lower, showing room for improved teamwork and handling disputes.
- Emotional intelligence has a small but significant positive effect on organizational trust and harmony, though other factors also influence these outcomes.

- Organizational trust positively influences harmony, but other factors play a larger role in shaping a cooperative school environment.

- Lower scores in self-awareness, self-regulation, benevolence, reliability, collaboration, and conflict resolution guided the creation of training to enhance leadership, trust, teamwork, and school cohesion.

Recommendations

- School heads may engage in professional development programs that focus on improving self-awareness and self-regulation. Regular reflective practices, coaching sessions, and stress management workshops may help leaders better understand their emotions, manage impulses, and make more effective decisions in both administrative and classroom contexts.

- Administrators may prioritize demonstrating benevolence and reliability through consistent support, transparent communication, and dependable follow-through on commitments. Establishing mentorship programs and regular feedback mechanisms may enhance trust between school heads and teachers.

- Schools may implement structured team-building activities and collaborative planning sessions to foster stronger cooperation among staff. Encouraging shared decision-making and peer support networks may improve overall collaboration and engagement.

- Training for teachers and school heads may include techniques for managing and resolving conflicts constructively. Developing clear conflict resolution protocols and mediation strategies may help maintain harmony and a positive school climate.

- School heads may intentionally apply emotional intelligence skills to strengthen organizational trust and harmony. Demonstrating empathy, active listening, and fairness in decision-making may reinforce positive relationships and promote a cohesive school environment.

- The district may implement ongoing professional development programs that target the interconnectedness of emotional intelligence, trust, and organizational harmony. Regular workshops, reflective forums, and follow-up coaching sessions may help maintain improvements in leadership effectiveness, staff engagement, and overall school performance.

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