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Extent of digital technology integration in the instructional practices of high school educators in the Schools Division of Aklan, Philippines

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Abstract

This study aimed to determine the extent of digital technology integration in the instructional practices of educators in the Schools Division of Aklan, Philippines. Specifically, it examined the educators' level of integration when digital technologies replaced, amplified, and transformed their instructional practices as a whole group and when grouped according to gender, educational attainment, type of school, years of teaching experience, and relevant training in information and communication technologies (ICT). The study also identified significant differences in the level of digital technology integration among educators based on these variables. Results showed that the 224 educators across the Division, identified through cluster random sampling, demonstrated low levels of digital technology replacement, amplification, and transformation in their instructional practices. Further findings revealed a significantly higher level of replacement among male educators, significantly higher levels of both replacement and amplification among educators with 0–3 years of teaching experience compared to those with 11–20 years, and among those with 4–10 years compared to those with 11–20 years; and a significantly higher level of transformation between the 0–3 years and 11–20 years groups. The findings underscore the impact and influence of digital technologies on modern instructional practices, highlighting their role in reshaping education to align with the demands of 21st-century learning. They also emphasize the importance of sustained professional development for educators to keep pace with technological advancements and innovations, enabling them to confidently teach digital-native learners in the 21st century.

Keywords: digital technology, instructional practices, replacement, amplification, transformation

Extent of digital technology integration in the instructional practices of high school educators in the Schools Division of Aklan, Philippines

1. Introduction

From the beginning of the 20th century through the 21st century, the integration of digital technology has profoundly transformed the educational landscape. Since 1971, when information and telecommunications technologies began to emerge with the invention of microprocessors (Miller, 2021), the widespread adoption of digital technology has extended to various aspects of human life, including education. As the technological revolution introduced a new era of digitalization, it has simultaneously reshaped the landscape of teaching and learning (Bansal, 2023; Fitria & Suminah, 2020; Julita & Zulyusri, 2023). Learning is no longer confined to textbooks or physical libraries as digitalization has made vast amounts of information instantly accessible through the internet, online libraries, and databases (Gul & Bano, 2019; Klain Gabbay, 2024; Li et al., 2019; Ternenge & Kashimana, 2019). Digitalization also evolved into a range of knowledge-creation tools, including smartphones, drones, wearable devices (Xiang, 2018), big data technologies (Zharkova et al., 2022), educational software (Alabdulaziz, 2021; Haleem et al., 2022), and digital applications (Kalimullina et al., 2021).

Digital technology has been found to enhance traditional teaching methods with innovative tools and resources (Sarker et al., 2019; Suleimanova, 2020). Its integration into academic experiences has transformed teaching and learning by enriching the practices inside the classroom and the delivery of instruction (Haidir, 2023; Haleem et al. 2022; Vysochan et al., 2024). Studies indicate that digital technology provides educators with innovative ways for their students to be more creative (Selfa-Sastre et al., 2022; Srivastava & Dey, 2018), build on their digital literacy skills (Kmecová, 2020), differentiate the way they learn (Vouglanis & Driga, 2023), and improve their interest and involvement in the learning process (Abbasova & Narmin, 2019; Pinto & Leite, 2020). Additionally, educators report an increase in confidence in developing interactive digital instructional material, delivering distance learning courses (Borba et al., 2018), and cultivating positive dynamics in the use of various digital tools (Alberola-Mulet et al., 2021; Bay, 2022; Vakaliuk & Antoniuk, 2023). However, school climate has been found to predict technology integration, with teachers' attitudes serving as a mediating factor (Raygan & Moradkhani, 2020).

Despite these advantages, digital technology has exacerbated disparities among school systems that lack the necessary infrastructure to support its integration. These challenges include limited internet access, insufficient personal devices (Afzal et al., 2023), increased social tension, and imitation of activity rather than engagement that is meaningful to students (Frolova et al., 2019). Mercader (2020) identified several barriers to technology integration, including technophobia, lack of time, absence of planning, insufficient incentives, limited evaluation mechanisms, work overload, and constraints imposed by university accreditation models. Furthermore, the UNESCO Background Paper for the Futures of Education Initiatives, as cited by Facer & Selwyn (2021), emphasizes that digital technology alone cannot create sustainable educational futures amid persistent injustices, excessive individualization, and global unsustainability.

In some countries, digital technology is highly integrated into teaching practices (Arhin et al., 2024; Riyanda et al., 2025; Tabingo et al., 2025). Research has shown that such integration can improve the quality and quantity of elementary students' writing (Wen & Walters, 2022) and enhance academic achievement in mathematics (Ali et al., 2023). However, despite its benefits, excessive use of technology may negatively affect learning by contributing to health issues (Strom, 2021), reduced concentration and deep thinking (Shanmugasundaram & Tamilarasu, 2023), and delays in fine motor development and problem-solving skills (Carstens et al., 2021). Moreover, the integration and use of digital technology in classrooms have not consistently improved student performance on standardized tests (Davies & West, 2013).

Research on gender differences in technology integration presents mixed findings. Some studies report differences in methods and perception between male and female teachers (Ahmad & Rathakrishnan, 2025; Almekhlafi & Almeqdadi, 2010; Guillén-Gámez & Rodríguez-Fernández, 2022; Palomares-Ruiz et al., 2020), whereas others find no significant difference between the two groups (Gebhardt et al., 2019; Ibrahim & Husnin, 2025; Kosiol & Ufer, 2024; Oguezue, 2025; Tarman et al., 2019). Similarly, gender differences in students' digital knowledge, attitudes, and skills are evident in some contexts (Cai et al., 2017; Campos & Scherer, 2024; Jones & Procter, 2023; Prosper, 2024; Siddiq & Scherer, 2019), while other studies report no significant differences (Ayite et al., 2022; Bećirović et al., 2021; Goreth & Vollmer, 2022).

Although teacher training has not consistently shown a significant relationship with teaching styles (Reyes, 2023), it is strongly associated with instructional strategies and improved students' learning outcomes (Althaus, 2014; Garcia, 2025; Gul et al., 2021; Lattuca et al., 2014; Sibomana & Ndyambaje, 2024). Research on digital technology integration frequently identifies inadequate teacher training as a major barrier to effective implementation (Chao, 2015; Gómez-Trigueros, 2023; Iqbal & Ali, 2024; Mathebula et al., 2025; Ruggiero & Mong, 2015). Consequently, professional development and training are commonly recommended to address gaps in digital knowledge and pedagogical skills of teachers (Akram et al., 2022; Amemasor et al., 2025; Bowman et al., 2020; Celeste & Osias, 2024; De Vera et al., 2021; Gomez et al., 2021; Hero, 2019; Li et al., 2019; Mpuangnan, 2024).

The use of digital technologies encompasses both static and dynamic teaching and learning approaches (Dyrvold & Bergvall, 2023; Vahey et al., 2020; Yu et al., 2023). It has proven particularly effective during remote learning (Engel et al., 2023; Goles et al., 2023; Imran et al., 2025; Nkoala et al., 2023). Several studies indicate that digital technologies increase access to educational opportunities (Haleem et al., 2022; Hussain et al., 2024; Hushin, 2025; Mah & Groß, 2024; Zou et al., 2025) and enhance the teaching and learning processes (Akram et al., 2022; Çelik & Baturay, 2024; Getenet et al., 2024; Goles et al., 2023; Gottschalk & Weise, 2023; Mhlongo et al., 2023; Okoye et al., 2022; Salas-Pilco et al., 2022; Timotheou, 2022). However, these are accompanied by challenges (Colegado, 2025; Johnson et al., 2016; Mustafa et al., 2024; Silva et al., 2024; Yadav, 2024), especially related to ethical concerns (Marin & Tur, 2024; Măță, 2022; Mexhuani, 2024; Richard & Julian, 2024; Rodrigues et al., 2024), assessment and evaluation practices (Agtarap et al., 2024; Handrayani, 2022; Jurane-Bremane, 2021), technology infrastructure (Alda et al., 2020; Chirimbana et al., 2022; Del Mundo, 2022; Ghavifekr et al., 2016), and instructional practices (Amemasor et al., 2025; Ibrahim & Husnin, 2025; Mananay et al., 2024; Marín et al., 2025).

Higher levels of digital competence among teachers are associated with increased motivation for teaching (Gómez-Trigueros et al., 2024; Raave et al., 2024; Tabingo & Palma, 2025), more effective technology integration (Ghavifekr & Rosdy, 2015; Singh, 2021; Wohlfart & Wagner, 2024), and improved student learning outcomes (Balalle, 2024; El Ouaddane et al., 2025; Fuentes & LaBad, 2025; Guña-Moya et al., 2024; Shalgimbekova et al., 2024). Beyond perceived usefulness, psychological and social factors also influence teacher integration of digital technologies (Bui, 2022; Giac et al., 2025; Pelila et al., 2022).

Purpose of the Study - This quantitative, descriptive cross-sectional study determined the extent of digital technology practices of high school educators in the Schools Division of Aklan, Philippines. It specifically determined the level of digital technology replacement, amplification, and transformation of these educators' instructional practices. It also determined the significant difference in the replacement, amplification, and transformation levels when these educators were grouped by gender, educational attainment, type of school, years of teaching service, and relevant training in information and communication technologies (ICTs). The results of this study can shed light on the influence of digital technology on modern instructional practices. Through the evaluation of how digital technologies are replacing, amplifying, and transforming the educators' instructional practices, it is hoped that the educational landscape of the Division can be redefined, the learning environment can be more digital-technology adaptive, and educators' pedagogy can be envisioned to reflect the realities of integrating and aligning with the expectations of 21st-century learning. Moreover, the results can highlight the

critical need for ongoing, target-based professional development for educators. As technology continues to be integrated and to evolve into more innovative roles, educators must receive continuous training to remain adept and agile in their instructional approaches. Only then can they effectively engage and inspire their students, who are the digital native-learners of this generation, and successfully bridge the gap between traditional instruction and modern, technologically-adaptive pedagogy.

Frameworks of the Study - This study is anchored on two complementary theoretical frameworks that elucidate the integration of digital technology into the educators' instructional practices. The Substitution, Augmentation, Modification, and Redefinition or SAMR model (Puentedura, 2006) anchors the extent of digital technology integration among educators to how the different technologies have replaced, amplified, and transformed their instructional practices. As this model proposes four levels of technological integration, i.e., substitution and augmentation representing the enhancement phase, and modification and redefinition representing the transformation phase. This model can best explain how educators' instructional practices can be viewed along a scale of technology integration, by replacing existing, often non-digital practices; amplifying productivity, efficacy, or effectiveness of existing practice; and reinventing teaching, learning, or curricular goals (Lynch, 2023; Read, 2022). Complementing this model, the Technological, Pedagogical, and Content Knowledge or TPACK Framework (Mishra & Koehler, 2006) emphasizes that the interaction of three core knowledge domains, i.e., technology knowledge, pedagogical knowledge, and content knowledge, can effectively integrate digital technology into teaching. Thus, the framework explains the ability of educators to effectively replace, amplify, or transform their instructional practices based on how these three knowledge domains have effectively influenced their integration of technology.

2. Methodology

This quantitative, descriptive cross-sectional design collected data from a sample of high school educators from the Schools Division of Aklan, Philippines, which were used to determine the level of digital technology replacement, amplification, and transformation of these educators' instructional practices. They were also used to determine the significant difference in the replacement, amplification, and transformation levels when these educators were grouped by gender, educational attainment, type of school, years of teaching service, and relevant training in ICTs. Three Likert-scale questionnaires were used to measure the levels of replacement, amplification, and transformation of instructional practices as outcome dimensions. Descriptive statistics, such as frequency, mean, and standard deviation, were used to determine the levels of replacement, amplification, and transformation of educators' instructional practices. Inferential statistical tools, i.e., t-test for independent sample means, and one-way Analysis of Variance (ANOVA) with Scheffe test for post hoc analysis, were used to determine significant differences in the outcome dimension based on the grouping variables.

The study sought prior approval from the Schools Division administration, and the research-informed consent that included the purpose of the study and stipulated voluntary participation and confidentiality of information was provided to the respondents before the conduct of the study. Three research instruments from the study of Cadornigara (2025) were employed to gather data from the respondents of this study. These questionnaires consisted of 12 items each, which included common digital technologies in the replacement and amplification questionnaires, and popular technologies that reinvent the curriculum and pedagogical practices in the transformation questionnaire. These questionnaires underwent face- and content-validation by five educational experts in digital technology integration and pilot-tested with 34 educators from a non-representative high school. The reliability testing using Cronbach's alpha yielded 0.926, 0.944, and 0.961 levels for the three questionnaires, respectively. The level of replacement, amplification, and transformation scores was rated as very low (1.00 - 1.79), low (1.8 - 2.59), moderate (2.60 - 3.39), high (3.40 - 4.19), and very high (4.20 - 5.00).

The 19 sample schools from 96 public high schools in the Division of Aklan were then determined through cluster random sampling, which is 20% of the total number of schools in the Division. A total of 224 high school educators were identified and grouped by gender (male or female), educational attainment (Bachelor's, Master's,

or Doctoral degree holders), type of school (urban or rural), years of teaching experience (0 - 3 years, 4 - 10 years, 11 - 20 years, or 20+ years), and relevant training in ICTs (no training, self-study, seminars/webinars/conference, or diploma/graduate course). They were then invited to participate in the study and provided with the Research-Informed Consent Form before they completed the three survey instruments. The research data were collected using Google Forms and analyzed using the Statistical Package for the Social Sciences software.

3. Results and Discussion

A total of 224 educators were selected through a cluster random sampling method from among 19 sample schools that represented 20% of the 96 Division of Aklan public high schools. The distribution of respondents by gender, educational attainment, type of school, teaching styles, and relevant training in ICTs is presented in Table 1.

3.1 Levels of integrating digital technology as a replacement, amplification, and transformation of educators' instructional practices

The results revealed that high school educators of the Division of Aklan had a low level of integrating digital technology as a replacement for their instructional practices as a whole group ($N= 224$, $Mean= 2.46$, $S. D.= 0.783$). Based on these data, most of the grouping variables showed a low level of replacement, although male educators, doctoral degree holders, and educators in the 0-3 years of teaching service showed a moderate level of replacement. The results also revealed that these educators had a low level of integration of digital technology as an amplification of their instructional practices as a whole group ($N= 224$, $Mean= 2.58$, $S. D.= 0.943$). Table 1 shows these data. Based on these data, though, more educators in their grouping variables showed a moderate level of amplification, i.e., male educators, Master's degree holders, Doctoral degree holders, educators who teach in the urban schools, educators who belong to the 0-3 and 4-10 years of teaching service groups, and educators who self-study and who attend seminars and diploma programs on ICTs. Female educators, Bachelor's degree holders, educators who teach in the rural schools, educators who belong to the 11-20 and 20+ years of teaching service group, as well as educators who receive no training on ICTs, all showed a low level of amplification.

Table 1

Levels of digital technology integration as a replacement, amplification, and transformation of instructional practices of high school educators of the Division of Aklan

Groups	Level of Replacement			Level of Amplification			Level of Transformation		
	N	%	Means S. D. Level	Means	S. D.	Level	Means	S. D.	Level
Whole Group	224	100.00	2.46 0.783 Low	2.58	0.943	Low	2.37	0.934	Low
Male	52	23.21	2.66 0.746 Moderate	2.76	0.959	Moderate	2.54	0.941	Low
Female	172	76.79	2.40 0.786 Low	2.53	0.936	Low	2.31	0.928	Low
Bachelor's	140	62.50	2.42 0.779 Low	2.54	0.943	Low	2.37	0.988	Low
Master's	80	35.71	2.51 0.791 Low	2.66	0.959	Moderate	2.36	0.878	Low
Doctoral	4	1.79	2.79 0.822 Moderate	2.67	0.685	Moderate	2.48	1.064	Low
Urban	80	35.71	2.51 0.761 Low	2.65	0.967	Moderate	2.46	0.940	Low
Rural	44	64.29	2.43 0.796 Low	2.54	0.932	Low	2.31	0.930	Low
0 - 3 years	41	18.30	2.75 0.700 Moderate	2.96	0.745	Moderate	2.62	0.796	Moderate
4 - 10 years	105	46.88	2.54 0.814 Low	2.67	0.814	Moderate	2.47	1.027	Low
11 - 20 years	52	23.21	2.13 0.697 Low	2.18	0.888	Low	2.09	0.845	Low
20+ years	26	11.61	2.31 0.710 Low	2.47	0.914	Low	2.11	0.734	Low
No training	35	15.63	2.18 0.750 Low	2.34	0.919	Low	2.10	1.060	Low
Self-study	44	19.64	2.52 0.706 Low	2.60	0.934	Moderate	2.21	0.802	Low
Seminars, etc.	136	60.71	2.51 0.816 Low	2.62	0.949	Moderate	2.46	0.926	Low
Diploma, etc.	9	4.02	2.43 0.615 Low	2.93	0.972	Moderate	2.70	0.963	Moderate

Furthermore, these educators showed a low level of integration of digital technology as a transformation of their instructional practices as a whole group ($N= 224$, $Mean= 2.37$, $S. D.= 0.934$). Table 1 shows these data. Among these grouping variables, only the educators who belong to the 0-3 years of teaching service and educators

who train in ICTs through diploma or graduate programs showed a moderate level of transformation. Educators in all other grouping variables showed a low level of transformation.

3.2 Significant difference in the levels of digital technology replacement, amplification, and transformation of educators' instructional practices based on gender and type of school

The significant differences in the levels of digital technology replacement, amplification, and transformation of educators' instructional practices were determined between male and female educators, and educators who teach in the urban and rural public high schools using the independent sample t-test, which was set at 0.05 alpha level of significance. The independent sample t-test showed that there was a significant difference in the level of digital technology replacement of educators' instructional practices ($t_{(222)} = 2.146, p = 0.033 < 0.05$) between male educators ($N = 52, Mean = 2.66, S.D. = 0.746$) and female educators ($N = 172, Mean = 2.40, S.D. = 0.786$). Male educators' moderate level of replacement was significantly higher than female educators' low level of replacement. Table 2 shows these data. However, the independent sample t-test showed that there was no significant difference in the level of digital technology amplification of educators' instructional practices ($t_{(222)} = 1.531, p = 0.127 > 0.05$) between male educators ($N = 52, Mean = 2.76, S.D. = 0.959$) and female educators ($N = 172, Mean = 2.53, S.D. = 0.936$). The moderate level of amplification of male educators was not significantly higher than the low level of amplification of female educators.

The independent sample t-test likewise showed that there was no significant difference in the level of digital technology transformation of educators' instructional practices ($t_{(222)} = 1.546, p = 0.123 < 0.05$) between male educators ($N = 52, Mean = 2.54, S.D. = 0.941$) and female educators ($N = 172, Mean = 2.31, S.D. = 0.928$). Both male and female educators had low levels of digital technology transformation. Table 2 shows these data. The independent sample t-test also showed that there was no significant difference in the level of digital technology replacement of educators' instructional practices ($t_{(222)} = 0.764, p = 0.448 > 0.05$) between educators who teach in the urban schools ($N = 80, Mean = 2.51, S.D. = 0.761$) and educators who teach in the rural schools ($N = 144, Mean = 2.43, S.D. = 0.796$). Educators who teach in both urban and rural schools had low levels of digital technology replacement. The independent sample t-test also showed that there was no significant difference in the level of digital technology amplification of educators' instructional practices ($t_{(222)} = 0.798, p = 0.426 > 0.05$) between educators who teach in the urban schools ($N = 80, Mean = 2.65, S.D. = 0.967$) and educators who teach in the rural schools ($N = 144, Mean = 2.54, S.D. = 0.932$). Although educators who teach in urban schools showed a moderate level of amplification of their instructional practices, this was not significantly higher than the low level of amplification of educators who teach in the rural schools.

Table 2
t-test for independent sample means of the difference in the levels of educators' integration of digital technology as replacement, amplification, and transformation of their instructional practices

Comparison	Grouping	N	Mean	S.D.	t	p
Levels of replacement	Male	52	2.66	0.746	2.146	0.033*
	Female	172	2.40	0.786		
Levels of amplification	Male	52	2.76	0.959	1.531	0.127
	Female	172	2.53	0.936		
Level of transformation	Male	52	2.54	0.941	1.546	0.123
	Female	172	2.31	0.928		
Levels of replacement	Urban	80	2.51	0.761	0.764	0.448
	Rural	144	2.43	0.796		
Levels of amplification	Urban	80	2.65	0.967	0.798	0.426
	Rural	144	2.54	0.932		
Level of transformation	Urban	80	2.46	0.940	1.175	0.241
	Rural	144	2.31	0.930		

*Significant at 0.05 alpha

The independent sample t-test likewise showed that there was no significant difference in the level of digital technology transformation of educators' instructional practices ($t_{(222)} = 1.175, p = 0.241 > 0.05$) between educators

who teach in the urban schools ($N= 80$, $Mean= 2.46$, $S.D.= 0.940$) and educators who teach in the rural schools ($N= 144$, $Mean= 2.31$, $S.D.= 0.930$). Both groups of educators showed a low level of transformation of their instructional practices. In comparing the levels of replacement, amplification, and transformation of these educators' instructional practices, the only significant difference was observed in the moderate replacement level of male educators over the low replacement level of female educators, which was significantly higher. Male and female educators did not differ significantly in the levels of amplification and transformation of their instructional practices. Likewise, educators who teach in urban and rural high schools did not differ significantly in the levels of replacement, amplification, and transformation of their instructional practices.

3.3 Significant difference in the levels of digital technology replacement, amplification, and transformation of educators' instructional practices based on their highest educational attainment, years of teaching service, and relevant training in ICTs

The significant differences in the levels of digital technology replacement, amplification, and transformation of educators' instructional practices were also determined among Bachelor's degree, Master's degree, and Doctoral degree holders; among educators who belong to the 0 - 3, 4 - 10, 11 - 20 and 20+ years of teaching service groups; and among educators who do not receive training, who self-study, and who receive ICT training through seminars, webinars, and conferences, and through diploma or graduate courses, using one-way ANOVA and Scheffe test as its post hoc analysis, both set at 0.05 alpha level of significance. The one-way ANOVA showed that there was no significant difference in the level of digital technology replacement of educators' instructional practices ($F_{(2, 221)}= 0.703$, $p= 0.496 >0.05$) among educators who completed a bachelor's degree ($N= 140$, $Mean= 2.42$, $S.D.= 0.779$), educators who completed a Master's degree ($N= 80$, $Mean= 2.51$, $S.D.= 0.791$), and educators who completed a doctoral degree ($N= 4$, $Mean= 2.79$, $S.D.= 0.822$). Table 3 shows these data.

The one-way ANOVA also showed that there was no significant difference in the level of digital technology amplification of educators' instructional practices ($F_{(2, 221)}= 0.483$, $p= 0.618 >0.05$) among educators who completed a bachelor's degree ($N= 140$, $Mean= 2.54$, $S.D.= 0.943$), educators who completed a Master's degree ($N= 80$, $Mean= 2.66$, $S.D.= 0.959$), and educators who completed a doctoral degree ($N= 4$, $Mean= 2.67$, $S.D.= 0.685$). Table 3 shows these data. The one-way ANOVA likewise showed that there was no significant difference in the level of digital technology transformation of educators' instructional practices ($F_{(221)}= 0.035$, $p= 0.966 >0.05$) among educators who completed a bachelor's degree ($N= 140$, $Mean= 2.37$, $S.D.= 0.988$), educators who completed a Master's degree ($N= 80$, $Mean= 2.36$, $S.D.= 0.878$), and educators who completed a doctoral degree ($N= 4$, $Mean= 2.48$, $S.D.= 1.064$). Table 3 shows these data.

Table 3

One-way analysis of variance of the difference in the levels of educators' integration of digital technology as replacement, amplification, and transformation of their instructional practices

Comparison	Grouping	N	Mean	S.D.	F	p
Level of replacement	Bachelor's	140	2.42	0.779	0.703	0.496
	Master's	80	2.51	0.791		
	Doctoral	4	2.79	0.822		
Level of amplification	Bachelor's	140	2.54	0.943	0.483	0.618
	Master's	80	2.66	0.959		
	Doctoral	4	2.67	0.685		
Level of transformation	Bachelor's	140	2.37	0.988	0.035	0.966
	Master's	80	2.36	0.878		
	Doctoral	4	2.48	1.060		
Level of replacement	0 - 3 years	41	2.75	a 0.700	6.193	<0.001**
	4 - 10 years	105	2.54	b 0.814		
	11 - 20 years	52	2.13	ab		
	20+	26	2.311	0.710		
Level of amplification	0 - 3 years	41	2.96	a 0.745	6.148	<0.001**
	4 - 10 years	105	2.67	b 0.981		
	11 - 20 years	52	2.18	ab		
	20+	26	2.47	0.914		

	0 - 3 years	41	2.62 a	0.796		
	4 - 10 years	105	2.47	1.027		
	11 - 20 years	52	2.09 a	0.845		
Level of transformation	20+	26	2.11	0.734	3.798	0.011*
	No training	35	2.18	0.750		
	Self-study	44	2.523	0.706		
	Seminars, etc.	136	2.51	0.816		
Level of replacement	Diploma, etc.	9	2.43	0.615	1.753	0.157
	No training	35	2.34	0.919		
	Self-study	44	2.59	0.934		
	Seminars, etc.	136	2.62	0.949		
Level of amplification	Diploma, etc.	9	2.93	0.972	1.202	0.310
	No training	35	2.10	1.056		
	Self-study	44	2.21	0.802		
	Seminars, etc.	136	2.46	0.926		
Level of transformation	Diploma, etc.	9	2.70	0.963	2.302	0.078

*Significant at 0.05 alpha

**Significant at 0.01 alpha

a are significant with each other in the post hoc

b are significant with each other in the post hoc

The one-way ANOVA showed that there was a significant difference in the level of digital technology replacement of educators' instructional practices ($F_{(3, 220)} = 6.193, p < 0.001$) among educators who taught for 0 to 3 years ($N = 41, Mean = 2.75, S.D. = 0.700$), educators who taught for 4 to 10 years ($N = 105, Mean = 2.54, S.D. = 0.814$), educators who taught for 11 to 20 years ($N = 52, Mean = 2.13, S.D. = 0.697$), and educators who taught for more than 20 years ($N = 26, Mean = 2.31, S.D. = 0.710$). The post hoc comparison further showed that there was a significant difference between the moderate level of replacement of educators who taught for 0 to 3 years and the low level of replacement of educators who taught for 11 to 20 years ($p = 0.002 < 0.05$). There was also a significant difference between the level of replacement of educators who taught for 4-10 years and the level of replacement of educators who taught for 11 to 20 years ($p = 0.016 < 0.05$), even though both were of low levels of replacement. Table 3 shows these data.

The one-way ANOVA showed that there was a significant difference in the level of digital technology amplification of educators' instructional practices ($F_{(3, 220)} = 6.148, p < 0.001$) among educators who taught for 0 to 3 years ($N = 41, Mean = 2.96, S.D. = 0.745$), educators who taught for 4 to 10 years ($N = 105, Mean = 2.67, S.D. = 0.814$), educators who taught for 11 to 20 years ($N = 52, Mean = 2.18, S.D. = 0.888$), and educators who taught for more than 20 years ($N = 26, Mean = 2.47, S.D. = 0.914$). The post hoc comparison further showed that there was a significant difference between the moderate level of amplification of educators who taught for 0 to 3 years and the low level of amplification of educators who taught for 11 to 20 years ($p = 0.001 < 0.05$). There was also a significant difference between the moderate level of amplification of educators who taught for 4-10 years and the low level of amplification of educators who taught for 11 to 20 years ($p = 0.021 < 0.05$). Table 3 shows these data.

The one-way ANOVA further showed that there was a significant difference in the level of digital technology transformation of educators' instructional practices ($F_{(3, 220)} = 3.798, p = 0.011 < 0.05$) among educators who taught for 0 to 3 years ($N = 41, Mean = 2.62, S.D. = 0.796$), educators who taught for 4 to 10 years ($N = 105, Mean = 2.47, S.D. = 1.027$), educators who taught for 11 to 20 years ($N = 52, Mean = 2.09, S.D. = 0.845$), and educators who taught for more than 20 years ($N = 26, Mean = 2.11, S.D. = 0.734$). The post hoc comparison further showed that there was a significant difference between the moderate level of amplification of educators who taught for 0 to 3 years and the low level of amplification of educators who taught for 11 to 20 years ($p = 0.035 < 0.05$). Table 3 shows these data.

The one-way ANOVA showed that there was no significant difference in the level of digital technology replacement of educators' instructional practices ($F_{(3, 220)} = 1.753, p = 0.157 > 0.05$) among educators with no training in ICTs ($N = 35, Mean = 2.18, S.D. = 0.750$), educators who train in ICTs through self-study ($N = 44, Mean = 2.52, S.D. = 0.706$), educators who train in ICTS through seminars, webinars, and conferences ($N = 136,$

Mean= 2.51, *S.D.*= 0.816), and educators who train in ICTs through diploma or graduate courses (*N*= 9, *Mean*= 2.43, *S.D.*= 0.615). Table 3 shows these data.

Likewise, the one-way ANOVA showed that there was no significant difference in the level of digital technology amplification of educators' instructional practices ($F_{(3, 220)} = 1.202, p = 0.310 > 0.05$) among educators with no train in ICTs (*N*= 35, *Mean*= 2.34, *S.D.*= 0.919), educators who train in ICTs through self-study (*N*= 44, *Mean*= 2.60, *S.D.*= 0.934), educators who train in ICTs through seminars, webinars, and conferences (*N*= 136, *Mean*= 2.62, *S.D.*= 0.949), and educators who train in ICTs through diploma or graduate courses (*N*= 9, *Mean*= 2.93, *S.D.*= 0.972). Table 3 shows these data.

Furthermore, the one-way ANOVA showed that there was no significant difference in the level of digital technology transformation of educators' instructional practices ($F_{(3, 220)} = 2.302, p = 0.078 > 0.05$) among educators with no training in ICTs (*N*= 35, *Mean*= 2.10, *S.D.*= 1.06), educators who train in ICTs through self-study (*N*= 44, *Mean*= 2.21, *S.D.*= 0.802), educators who train in ICTs through seminars, webinars, and conferences (*N*= 136, *Mean*= 2.46, *S.D.*= 0.926), and educators who train in ICTs through diploma or graduate courses (*N*= 9, *Mean*= 2.70, *S.D.*= 0.963). Table 3 shows these data.

Educators who completed a Bachelor's, Master's, and doctoral degrees did not differ significantly in the levels of replacement, amplification, and transformation of their instructional practices. However, educators who belong to the 0 - 3 years of teaching service showed a significantly higher level of both replacement and amplification over those who belong to the 4 - 10 years and 11 - 20 years of teaching service. Educators who belong to the 0 - 3 years of teaching service showed a significantly higher level of transformation than those who belong to the 4 - 10 years. Educators who have no training, who self-study, and who receive training in ICTs through seminars, webinars, or conferences, and through diploma or graduate courses, did not differ in the level of replacement, amplification, and transformation of their instructional practices.

3.4 Discussion

The findings of this study offer a simple view of how high school educators in the Division of Aklan integrated digital technology into their instructional practices across three dimensions, i.e., replacements, amplification, and transformation. The whole group mean score suggests that educators demonstrated low levels of technology integration across all three dimensions. With results consistent with some studies in the Philippines (Celeste & Osias, 2024; Del Mundo, 2022; Goles et al., 2023; Pedida & Diaz, 2023; Reyes, 2023) and in other countries (Abedi, 2024; Aleksieva et al., 2025; Dele-Ajayi et al., 2021; Mercader & Gairin, 2020), this means that while digital technologies are being utilized in the classroom, they are not fully implemented to influence technological decisions and drive digital learning innovations. Although the amplification level was highest among replacement and transformation levels, the extent to which the efficiency, effectiveness, and productivity of instructional practices were not fully supported by common and popular digital technologies (Caoile et al., 2025; Figueroa, 2024; Kaminskienė et al., 2022; Perez, 2023; Valverde-Berrocós et al., 2022). Both the replacement and transformation levels were low, indicating that although a few educators may have access to digital technologies to be used in the classroom, these are not fully utilized (Baylen & Junsay, 2022; Meyerink & Luo, 2025; Okoye et al., 2023; Pérez Echeverría et al., 2025; Plantado, 2023; Tortola, 2024), more so, not even transformative (Alshammary & Alhalafawy, 2023; Pozo et al., 2021; Vidal-Esteve & Martín-Gómez, 2023).

When disaggregated by gender, both male and female educators showed similar trends, with slightly higher replacement levels among male educators across three components and male educators' replacement level was significantly higher than female educators. Only in the practical use of digital technology over traditional practices does a gender-based disparity exist (Jamias et al., 2022; Peña & Yao, 2022; Policarpio & Magpantay, 2024; Qazi et al., 2021; van Deursen & Helsper, 2023), indicating that male educators have higher confidence and self-efficacy in integrating technology to enhance instruction (Gebhardt et al., 2019; Mahawan et al., 2025; Masry-Herzallah, 2025; Scherer et al., 2023; Šabić et al., 2021), possibly due to a wider exposure to (Adeoye, 2023; Zhuo and Xu,

2007) or higher interest in digital tools (Gomez-Trigueros & Yañez de Aldecoa, 2021; Sahu & Bankira, 2025). However, the overall trend suggests that both male and female educators have utilized technology at relatively modest levels in their respective classrooms.

Based on the educators' educational attainment, educators with doctoral degrees displayed consistently high scores compared to those with master's and bachelor's degrees, with moderate levels of both replacement and amplification. Higher educational qualifications may contribute to greater awareness (Tiwari, 2024; Tzafilkou et al., 2023), higher competency (Hafeez et al., 2025; Li et al., 2022; Moreira-Choez et al., 2024; Suzer & Koc, 2024), or strengthened training in the pedagogy of digital technology (Kabaran & Uşun, 2021; Pongsakdi et al., 2021); conversely, the lower educational attainment may translate to fewer opportunities for continuous professional development and training (Admiraal et al., 2023; Akiri & Dori, 2022; Paniagua & Sanchez-Marti, 2018). The level of replacement, amplification, and transformation among these educators, nonetheless, does not show significant differences. This could mean that educational attainment does not necessarily define mastery of digital technology integration (Cadornigara, 2025; Horrigan, 2016), or the actual utilization of these technologies may not have fully replaced, effectively enhanced, or skillfully transformed their instructional practices (Blundell et al., 2020; Laufer et al., 2021; Useche et al., 2022).

Educators in urban public schools exhibited a higher level of amplification in their instructional practices compared to their rural public-school counterparts. However, both groups demonstrate low levels of replacement and transformation. In all three dimensions, though, no significant differences had been observed, although significant differences were observed in studies in other countries (Kormos & Wisdom, 2023; Li, 2024; Suwanajote & Saikham, 2023). In both school types, access to technology resources may play a crucial role in shaping their integration practices (Ceballos, 2024; Oliver, 2022), including limited connectivity, outdated devices, or a lack of institutional support (Ahiaku et al., 2025; Amirova et al., 2023; Bustillo & Aguilos, 2022; Del Mundo, 2022; Tomaro, 2018). The moderate level of amplification in the light of a low level of replacement may suggest a higher perception of the enhancement of instructional practices by digital technology, rather than actual utilization (Kim et al., 2017; Chukwuemeka & Samaila, 2020; Mercader & Gairín, 2020).

What is quite revealing is the result of the replacement, amplification, and transformation levels of educators in the 0 - 3 years group, which was the highest among groups for the three dimensions. Additionally, the levels of replacement, amplification, and transformation among these early-career educators were significantly higher than those in the longer service groups, which is corroborative of similar studies (Abella & Dela Rosa, 2023; Aduka, 2023; Wong et al., 2025; Marrero Galván et al., 2023; Mission et al., 2021). This suggests that educators in their early teaching careers may be more confident and comfortable at incorporating digital technology (Lopez et al., 2022) in filling in, enhancing, and modifying their instructional practices, possibly because they are digital natives or have been trained in digital technology earlier in their educational journey. Furthermore, educators with longer years of teaching service, i.e., 11 - 20 and 20+ years, showed the lowest level scores in all three dimensions, indicating that digital integration decreases with years of teaching service (Lei & Jiang, 2025), presumably due to the lack of experience or exposure to digital technology competencies among veteran educators.

The results of the integration of digital technology among educators based on their training background in ICT use in the classroom highlight the influence of training in driving the technological pedagogy of these educators. Although the levels of their replacement, amplification, and transformation did not show significant differences, educators who show interest in personally studying ICTs and those who receive training through seminars, webinars, conferences, or through diploma or graduate courses show higher levels of amplification, and those who train through diploma or graduate courses, furthermore, show the highest transformation scores. This suggests that training and exposure to digital technology strengthen the perception of an enhanced and transformed technological pedagogy (Alcontin, 2021).

4. Conclusion and Recommendations

The findings of this study reveal that the level of digital technology integration among high school educators in the Schools Division of Aklan was generally low across the replacement, magnification, and transformation dimensions of their instructional practices. While digital technologies were evidently available in the classroom, they were not being maximized and utilized to full advantage to influence technologically-responsive pedagogy or drive technologically-innovative teaching practices. Among the three dimensions of digital technology integration, amplification emerged as the most apparent; thus, educators utilize digital technologies mainly to improve the efficacy of existing instructional practices rather than to transition from traditional to technology-mediated instruction or reinvent the learning process through practice.

Differences in integration levels based on gender, educational attainment, type of school, years of teaching service, and relevant training in ICTs provided an insightful evaluation of the technology-integrated pedagogy in the Division. While male and early-career educators exercise a significantly higher degree of replacing their traditional practices with digital technology alternatives, and these early career educators utilize the available technologies to significantly increase the effectiveness, efficiency, or efficacy of their traditional practices through digital technology use, other grouping variables, i.e., type of school, educational attainment, and relevant training in ICTs do not substantially prove to indicate a significant advantage in technology integration, competence, or pedagogical innovation. Furthermore, confidence in, familiarity with, and even upskilling for digital technology may play a greater role in its integration in pedagogy. As digital technology is not fully integrated in the instructional practices among the high school educators in the Schools Division of Aklan, it is recommended that schools and educational leaders of both Department of Education and the Division strengthen their support systems to encourage more meaningful integration of digital technology in the classroom instruction, through professional development training, technology access and infrastructure, and digital collaboration.

Specifically, the professional development training that could be provided to educators may not only be confined to using the basic digital technologies, but also the application of these technologies to pedagogical practices and innovative decision-making that is geared towards creativity, critical thinking, student engagement, and collaboration. Aside from formal professional development training, educators may also benefit from short-term grassroots workshops, coaching sessions from head teachers, and peer mentoring from colleagues and instructional facilitators on digital technology use. While younger educators may already possess the skills and confidence, veteran and experienced educators may benefit from training initiatives where technological competence meets seasoned pedagogy through the sharing of technology-enabled best practices in teaching. Educators may well benefit from an efficient use of learning management systems that enhance access, communication, assessment, and collaboration among students. Training in the use of assessment and feedback tools, such as Kahoot, Quizizz, Google Forms, EdPuzzle, among others, may be useful for educators to focus on efficient grading, feedback, and data-driven instruction. Training in project-based digital tools, such as Canva, Padlet, and Adobe Express, may likewise fortify educators' integration of creativity, collaboration, and real-world application into their pedagogy. Ultimately, school and district leaders are enjoined to encourage and support educators to pursue tool-specific certification programs, like Google Certified Educator, Microsoft Innovative Educator, or Apple Teacher Program.

It is recommended that the Education department provide sustained and extensive technological infrastructure in schools with fundamental and substantial technical assistance, not only in urban public high schools but in rural public schools as well, where reliable internet and upgraded devices remain a challenge in availability and access. When the Department ensures that devices and internet connectivity are in place, equitable access to technological resources not only benefits the educators who need them in teaching but also provides students with a learning infrastructure that responds to the demands of 21st-century learning and helps minimize disparities between rural and urban schools. With partnerships with non-government organizations and grant institutions, technological pedagogy can best benefit from fiber-optics or long-term evolution broadband communications to overcome geographical limitations and internet-enabled devices and facilities, such as laptops, tablets, and their charging

carts, smart TVs, interactive and smart projector boards, as well as skilled information technology personnel and monitoring systems to secure these facilities.

School administrators are also encouraged to build and foster a culture of innovation, exploration, and collaboration. When schools recognize and honor the innovative teaching practices of schools and educators, it increases the motivation and validation of educators to explore and discover more ways to enhance the teaching of educators and the learning of students in the present digital scenarios, not just merely tools for classroom efficacy and productivity, but as a stimulus for redefining and revolutionizing the learning experience. Ultimately, when educators are provided with autonomy and agency, they can nurture their own creativity and confidence in digital pedagogy, without fear of failure or censure.

5. References

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Examining how Environmental Non-Governmental Organizations (ENGOS) in Malaysia communicate with corporations

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Abstract

Stakeholder demand for corporations to demonstrate greater ecological responsibility, as well as funding and mission pressures for Environmental Non-Governmental Organizations (ENGOS), has led to a rise in cross-sector partnerships between the two. Such partnerships are beneficial to both parties, but despite holding higher public trust, research shows ENGOS suffer more risks. There is a research gap on ENGO-Corporate partnerships in Malaysia. It is important to fill this gap as environmental sustainability is a global concern, but such efforts in a developing country like Malaysia are still in their infancy. This exploratory study aims to fill this gap by drawing from Stakeholder Theory to examine how ENGOS communicate with corporations in a partnership. A phenomenological, exploratory, semi-structured qualitative study was conducted with five members of ENGOS who had experience communicating with corporations. The research verifies that ENGOS in Malaysia are aware of partnership risks and emphasize communication before formalizing partnerships through screening and education as a method of risk mitigation. A novel finding is that some ENGOS in Malaysia perceive short-term partnerships to be greenwashing attempts. Ultimately, Malaysian ENGOS are aware of their disadvantages but are still willing to work with corporate partners to pursue their environmental mission. The results justify the need to expand the study and could be considered to motivate budding ENGOS to improve their self-protection mechanisms via legal contracts. The results could also inspire corporations to consider long-term sustainability partnerships.

Keywords: sustainability, SDG, environment, cross-sector partnerships, Stakeholder Theory

Examining how Environmental Non-Governmental Organizations (ENGOS) in Malaysia communicate with corporations

1. Introduction

Climate change is at the forefront of the global debate in the 21st Century. These concerns include land degradation, biodiversity loss, air and water pollution, and climate change (Parker, 2019). Environmental concerns affect every part of the world, including Malaysia, which experiences haze, floods, landslides, deforestation, and water pollution (Mohamad Saleh, 2017). Partnerships to solve these ecological challenges are essential. The United Nations' Sustainable Development Goals (SDGs) encourage this under Goal 17, specifically 17.16, which calls on all quarters to embrace global partnerships for sustainable development, and Goal 17.17, which encourages effective public, public-private, and civil society partnerships. As a UN member state, Malaysia adheres to the SDGs. Cross-sector partnerships occur in Malaysia in various ways, including government-private and corporate-civil society. The nation's stock exchange, Bursa Malaysia, further promotes cooperation between companies and their stakeholders by implementing sustainability reporting legislation. These stakeholders include "investors, customers, employees, suppliers, Non-Governmental Organizations (NGOs) and local communities" (Bursa Malaysia, 2018).

Corporations are a clear choice in the selection of impactful partners towards the SDGs, as businesses are the drivers for change in the communities they operate in (Chandler, 2017). They also have a substantial environmental footprint due to the sheer size of operations and supply chain reach (Stibbe & Presscott, 2020). Cross-sector partnerships involving corporations are in part forced by the increased environmental consciousness of the global community (Bursa Malaysia, 2018; Liu et al., 2020; Maktoufi et al., 2020; Prasad et al., 2019; Poret, 2019; Topic & Rohwer, 2018). The idea of Corporate Social Responsibility (CSR) emerged as an attempt to bridge this gap between corporations and the communities they serve (Chandler, 2017). However, stakeholders such as consumers become suspicious of these efforts, and corporations found themselves facing accusations of greenwashing (Plank & Gschoesser, 2019), therefore losing public trust.

NGOs are powerful partners for corporations as "vindicators of the general society", especially in a developing country like Malaysia (Asfaw et al., 2017). In the case of environmental protection, Environmental NGOs (ENGOS) are critical cross-sector partners for corporations. ENGOS were born in response to landscape and wildlife threats and thus are critical and knowledgeable in championing environmental sustainability issues (Berny & Rootes, 2018). Therefore, they hold high public trust when it comes to the environment (Poret, 2019). They are also considered representatives of the environment, which has no voice (Chandler, 2017). This makes them stakeholders of corporations twice over. Research has established that cross-sector partnerships are important for environmental sustainability (Asfaw et al., 2017; Idemudia, 2017; Lee, 2018), and such partnerships have also been examined in-depth mainly in developed countries such as Sweden, France, and the United Kingdom (Al-Tabbaa et al., 2019; Fontana, 2018; Poret, 2019; Topic & Rohwer, 2018). This leaves a research gap in ENGO-Corporate partnerships, especially in developing countries. It is critical to address this, as environmental sustainability efforts in Malaysia are still in their infancy (Govindasamy & Suresh, 2018), as are CSR policies (Prasad et al., 2019).

The literature has also established that corporations and ENGOS engage in partnerships for different reasons. Corporations choose such partnerships to meet stakeholder expectations (Liu et al., 2020), boost their profits and reputation, and differentiate themselves from the competition (Maktoufi et al., 2020; Poret, 2019; Topic & Rohwer, 2018). While ENGOS seek to further their mission, gain funding, boost their visibility and reputation (Al-Tabbaa et al., 2019; Berny & Rootes, 2018; Liu et al., 2020; Poret, 2019; Topic & Rohwer, 2018). However, the bulk of the risks in a cross-sector partnership falls on the ENGOS. This includes threats to their integrity, independence, credibility, legitimacy, autonomy, reputation and co-optation (Idemudia, 2017; Poret, 2019; Topic & Rohwer,

2018). Effective communication strategies can help ENGOs mitigate these risks and form fruitful partnerships that can even help strengthen the ENGO's internal processes (Al-Tabbaa et al., 2019; Liu et al., 2020).

Given their knowledge in environmental matters, greater public trust and higher risk status in this partnership, this study will be conducted from the ENGOs' perspective. The aim of this novel and exploratory study is to provide rare insight into how Malaysian ENGOs communicate with corporations in a cross-sector partnership. The results will be beneficial for ENGOs, corporations, the government and academia. This study will draw upon the Stakeholder Theory, which posits that organizations depend on their stakeholders for legitimacy (Baah et al., 2021; Mousavi & Bossink, 2020; Poret, 2019). As mentioned above, ENGOs are stakeholders of corporations in and of themselves and also as representatives of the voiceless environment. Research has also found that ENGOs are effective in impacting the environmental aspect of corporate CSR efforts in their capacity as stakeholders (Asfaw et al., 2017; Lee, 2018; Poret, 2019). Therefore, the research question of this study is as follows:

RQ1: How do ENGOs in Malaysia communicate with Corporations in a cross-sector partnership?

2. Methodology

A phenomenological, exploratory, semi-structured qualitative research was conducted with five respondents. They were asked a series of open-ended questions probing the entire communication process of the cross-sector partnership, from pre-formation to conclusion, with specific partnership examples. Each interview was conducted online via Zoom over an average of 50 minutes. The interviews were recorded and transcribed. A two-tier codebook was used for the inductive codes. Criterion sampling was first used to identify members of ENGOs with a minimum of two years of experience in communicating with corporations, followed by snowball sampling to identify more respondents. Given the exploratory nature of the study and the fact that thematic saturation was achieved at the fifth interview, the interview process was concluded with the fifth respondent. Table 1 lists the profiles of the interviewees.

Table 1

Profile of Interviewees

Interviewee	Focus of Environmental Non-Governmental Organisation (ENGO)	Experience
E1	Reforestation	2 years
E2	Conservation through partnerships	7 years
E3	Conservation through partnerships	11 years
E4	Reforestation	12 years
E5	Conservation and Reforestation	6 years

3. Results

This research found that the bulk of the communication in a cross-sector partnership happens in the early stages, before the partnership is formalized. ENGOs conduct background checks on potential corporate partners by speaking with them directly, searching for information and records online, and contacting their ENGO or NGO networks. The information deemed important to investigate includes the corporation's annual report, the nature of its business, and potential scandals. This screening process is critical to avoid greenwashing, which most respondents identified as their primary concern (E1, E2, E3, E5). Respondents also draw a correlation between the duration of partnerships and greenwashing, where shorter durations are perceived with more suspicion (E1, E2, E4). Respondent E1, who works with a reforestation ENGO, mentioned that tree-planting is a laborious process and short-term partnerships of below 3 years might not be worth their time. While respondent E5 linked the duration of funding to the financial sustainability of the ENGO.

Education is also critical in the early stages of the partnerships. This is where ENGOs spend time teaching their corporate partners about their environmental work, the importance of said work, and the duration of time needed to achieve the desired results. Respondent E2 said educating corporate partners was a challenge, “They want everything in a very very short time and you know that to see a remarkable change in river, especially in environment, will take some time.” This education process also involves setting practical expectations for corporate partners, including the risks involved when dealing with nature and natural cycles. For example, trees planted during the partnership may die.

The formalization of partnership is a vital part of the process. Legal agreements and contracts are drawn up, stating the budget and scope of work. These formal documents serve as protection for ENGOs by preventing reputation abuse. Respondent E5 said having a legal contract in place protected them from further abuse in a previous cross-sector partnership with a corporation, “They were claiming credit for our previous work. ... So we said you need to stop this, remove everything. This is not in the [agreement], you are breaching this. We are going to terminate the partnership, take legal action if [you don’t] take it down.”

In the midst of the partnership, ENGOs provide corporate partners with frequent updates. The next important communication keystone occurs towards the end of the partnership, where discussions are held about contract renewals and expansions. All respondents indicated pressures in this process, as funding is linked to the sustainability of the project at hand. As respondent E2 explained, this is a huge challenge for ENGOs because if there is no smooth transition of funding for environmental programs when the existing partnership ends, “usually I would say 90% it will [be] done. It will over. I mean if you don’t continue through other platforms, [the environmental program] will die off.”

4. Discussion and Conclusion

This exploratory study successfully answers the research question of “How do ENGOs in Malaysia communicate with Corporations in a cross-sector partnership?” They do so carefully and strategically with the ultimate goal of advancing their mission, despite the risks involved, of which they are aware. The main takeaway from this study is that ENGOs invest substantial care and effort during the pre-formalization period of partnerships with corporations. It also verifies existing literature that ENGOs experience financial and power imbalance risks in a partnership (Al-Tabbaa et al., 2019; Fontana, 2018; Liu et al., 2020; Poret, 2019), and that they are very mission-focused (Poret, 2019; Topic & Rohwer, 2018), and yet these findings provide immense novel value in the Malaysian landscape.

Although more effortful at the outset, the entire communication process, from start to finish, is designed to advance the ENGO’s mission of environmental sustainability. The care practiced in the screening process to try and identify potential greenwashing and scandals indicates ENGOs are well aware of the risks involved in a cross-sector partnership. The dedication to providing education to their corporate partners despite their limited resources to maximize the chances of a successful partnership is yet another indicator of the lengths ENGOs go to for their mission.

The shared concern among respondents about the duration of the partnership serves as a wake-up call for corporations that may be unaware that short durations are perceived as greenwashing, and also poses environmental risks, as the ENGO becomes financially unable to continue its work. Another interesting point is that while respondents shared that legal contracts are crucial for self-protection, they also admitted that these documents are not foolproof due to financial resource limitations to pursue legal action. Still, this information can be useful to budding ENGOs to insist on protections before formalizing cross-sector partnerships and valuable to existing ENGOs as a reminder to boost their legal protections.

5. Limitations

The largest limitation of this study is the number of respondents. Due to the limited number of experienced

ENGOS in Malaysia and the transitory nature of ENGO employees, it was difficult to secure interviewees who fit the criteria of having a minimum of two years' experience in communicating with corporations. Despite having achieved thematic saturation with the five respondents who are experts in their field with a collective experience of almost four decades, further interviews would have produced richer data and a deeper insight into the ENGO-Corporate relationship in Malaysia. Another limitation is that all of these ENGOS are based in the Klang Valley, which could have created a geographical bias. There is also a risk of bias in the perception of the communication process in a cross-sector partnership, as this study only investigated the point of view of the ENGO.

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Unpacking kanal language: Anong bago?

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Abstract

This study examined the language used by Filipinos on social media. The general objective of the study was to understand canal language, a form of contemporary slang. Specifically, it aimed to identify the similarities and/or differences between canal language and other existing slang varieties, as well as to analyze how slang is formed. The descriptive method was used in the study. Data were collected through surveys, interviews, and corpus analysis. Of the 231 participants in the survey, 28 belonged to Generation Alpha, while 203 belonged to Generation Z. An additional 20 participants were interviewed in relation to the subject of the study. The findings revealed that the canal lexicon is derived from Generation Z and Generation Alpha slang. Canal language is commonly formed through back formation, metathesis, word combinations, clippings, and word borrowing. Overall, the study found that canal language is not significantly different from existing slang. Therefore, it is recommended that further studies be conducted to determine whether this language variety can be recognized and included in language registers.

Keywords: canal humor, slang, sociolinguistics, survey, variety

Unpacking kanal language: Anong bago?

1. Panimula

Ang pagpapatawa ng Pilipino ay madalas na nakaugat sa araw-araw na karanasan. Mula sa biro tungkol sa trapiko, kahirapan, politika, hanggang sa relasyon at pamilya, ang humor ay nagiging paraan upang ipahayag ang sama ng loob, pag-asa, at pananaw sa mundo. Ang konsepto ng *tawanan sa gitna ng problema* ay nagpapakita ng katatagan ng mga Pilipino, isang katangiang paulit-ulit na lumilitaw sa kulturang popular tulad ng musika, midya, at wika. Ang kulturang popular ay mga gawi na tinatanggap ng malaking bahagi ng populasyon ng isang lugar. Mas kilala ito ng karamihan sa ilang termino tulad ng sikat, uso, o *trending*. Ito ay may malakas na impluwensiya sa panahon ng katanyagan nito (Nuncio at mga kasama, 2014). Ang midya ay may ginagampanan sa buhay ng mamamayan. Hindi lamang ito nakapaghahatid ng kapaki-pakinabang na impormasyon kundi nakapagbibigay rin ng aliw. Malaki ang papel ng midya sa paghubog at pagpapalaganap ng Pinoy humor. Sa telebisyon, ang mga situational comedy (sitcom) at noontime show ang nagpakilala ng slapstick, wordplay jokes, at situational humor na madaling maunawaan ng masa. Sa pelikula, ginagamit ang komedya upang talakayin ang seryosong isyu gaya ng kahirapan, kasarian, at politika sa paraang katanggap-tanggap at madaling maunawaan.

Sa tradisyon ng Pinoy humor, ang pagpapatawa ay hindi lamang basta pagpapasaya; isa itong paraan ng pakikipag-ugnayan sa kapuwa at pagpapahayag ng sarili sa pamamagitan ng mga salita, pahayag, at ekspresyong madalas ay matalas, tuwiran, satira, at minsan ay bastos. Sa kasalukuyan, ang social media ang pangunahing plataporma ng Pinoy humor. Dito umusbong ang mga meme, parody video, satirical content, at aircon humor vs *kanal humor* na mabilis kumalat at nagiging bahagi ng pang-araw-araw na diskurso ng kabataan. Ang kulturang popular ay lalong naging partisipatori, ang karaniwang mamamayan ay hindi lamang tagatanggap ng humor kundi aktibong tagalikha rin nito. Sa midya, kadalasang ipinapakita ang mga *stereotypical* na kanal na karakter. Dito pumapasok ang terminong kanal *humor* na nagiging katatawanan ang pag-aasal kanal (Honasan at mga kasama, 2023). Ang kanal humor ay isang uri ng pagpapatawa na lumitaw at lumago sa mga modernong plataporma ng komunikasyon. Walang tiyak na petsa na matutukoy kung kailan nagsimula ang kanal humor subalit naging popular ito sa TikTok. Ang paglago ng mga content sa TikTok ay nagbigay daan para sa mga tagalikha (online creators) na gumamit ng malikhaing paraan ng pagpapatawa. Ang kanal humor ay naging estilo ng humor na tanggap ng mas maraming kabataan at online na komunidad.

Ayon sa Pambansang Diksiyonaryo sa Filipino (2021), ang kanal ay artipisyal na daanan ng tubig para sa patubig, paglalakbay, at iba pa. Sa pamamagitan ng mga kanal, mas madaling pamahalaan ang daloy ng tubig patungo sa mga kabahayan at sakahan; at napananatili ang kalinisan ng paligid. Bagaman sa Pilipinas, madalas na naiugnay ang kanal sa maliliit at maruruming daluyan ng tubig sa gilid ng mga kalsada. Sa kanal humor, ang paggamit ng kanal bilang metapora ay nagiging paraan para lumikha ng mga salita o pahayag na nakapagpapatawa. Ang pag-usbong ng kanal bilang salitang ginagamit sa humor ay bahagi ng ebolusyon ng mga slang na salita sa social media. Dito, ang mga tagalikha ay gumagawa ng mga biro na hindi sumusunod sa pormal na wika. Mahalagang elemento ng Pinoy humor ang wika. Ang wika ay isang instrumento o kasangkapan ng sosyalisasyon, na ang mga relasyong sosyal ay hindi iiral kung wala ito (Sapir, 1949; Harris, 1951). Ayon sa Sapir-Whorf hypothesis, hinuhubog ng wika ang kaisipan. Ang estruktura at bokabularyo ng isang wika ay nakaiimpluwensiya sa kung paano nakikita at ikinakategorya ng tagapagsalita ang kaniyang paligid.

Ang pagkakaroon ng isang wika ay isang simbolo ng solidaridad na mag-iisa sa mga indibidwal na tagapagsalita ng naturang wika. Ang pagbabago sa wika ay karaniwan ng bahagi ng pagbabago sa buhay. Ang pamamaraan ng komunikasyon ay sumasabay sa pagbabagong ito. Binibigyang-buhay ng komunikasyon ang pagyabong ng kultura, lipunan lalo na ng wika. Ang wika ay dinamiko (Merida & Macascas, 2024). Lagi itong tumutugon sa pagbabagong sosyal, kultural, at teknolohikal maging sa pagbabago sa kalikasan. Sa lumalawak at nagbabagong lipunan, nagbabago rin ang mga halagahan, karanasan, at pagpapahayag ng mga idea at kaisipan.

May mga nauuso sa aspektong kultural at gawi na nakapaglunsad ng mga bagong termino tulad ng selfie, hashtag, ghosting, rage bait at iba pa na kadalasang umusbong dahil sa social media at teknolohiya. Ang komunikasyon naman sa kasalukuyan ay higit na mabilis at impormal sa pamamagitan ng social media at texting. Ang mga akronim ay nagsulputan na parang kabute bunga ng pangangailangan tulad ng LOL (laugh out loud), BRB (be right back), ATM (at the moment), BTW (by the way), OTW (on the way), SLR (sorry, late reply), AMP (ain't my problem), ABYG (Ako ba yung gago?) at marami pang iba.

Sa pag-unlad ng teknolohiya at inobasyon, kinailangan ng mga bagong termino. Kaya naman nabuo ang mga salitang smartphone, streaming, cloud computing, at iba pa. Habang patuloy na nakikipag-interaksiyon ang tao sa teknolohiya, nagbabago ang wika upang maipakita ang gayong pagbabago. Ang pagsilang ng nakababatang mga henerasyon ay madalas na nagpapakilala ng slang o mga bagong ekspresyon na nagpapakita ng kanilang natatanging mga karanasan at pananaw. Ito ay humahantong sa pagbabago ng wika dahil maaaring gamitin ng matatandang henerasyon ang ilan sa mga salitang ito, habang ang iba ay naglalaho sa paglipas ng panahon. Panghuli, nang dahil sa globalisasyon, nagkaroon ng mga ugnayan ang mga lugar at bansa sa bawat panig ng mundo. Nagbunga rin ito ng panghihiram ng salita. Halimbawa ang Filipino, hiniram nito sa Ingles ang salvage at trapik na parehong may positibong kahulugan. Pero nang maging bahagi ng pang-araw-araw na komunikasyon sa Pilipinas, pareho itong nagkaroon ng negatibong kahulugan – ang salvage ay naging pagpaslang samantalang ang trapik ay hindi paggalaw ng mga sasakyan.

Sa pagbabagong nagaganap sa wika, maraming slang ang umusbong, ginamit, sumikat, napalitan, at nagbagong-bihis (Gime & Macascas, 2020). Isa na rito ang kanal na wika na bunga ng kanal humor o vice versa. Ang mga kabataan sa kasalukuyan ay nag-aambag sa wika sa kasalukuyan mula sa mga transpormasyon na nagaganap sa kanilang panahon bunsod ng pag-unlad ng teknolohiya at/o impluwensiya ng online platforms tulad ng social media. Kaugnay nito, sisipatin sa papel na ito ang kanal na wika. Susuriin kung may pagkakatulad o pagkakaiba ang wikang ito sa mga naunang slang sa bansa.

Layunin - Pangkalahatang layunin ng pag-aaral na maunawaan ang kanal na wika na gamit sa kasalukuyan. Ang mga tiyak na layunin ng pananaliksik ay ang sumusunod:

- Matukoy ang mga pagkakatulad at/o pagkakaiba ng kanal na wika sa ibang slang at
- Masuri kung paano nabubuo ang kanal na wika.

2. Pamamaraan

Ang pag-aaral na ito ay gumamit ng deskriptibong pamamaraan upang maunawaan at mailarawan ang kanal na wika na ginagamit sa kanal humor o vice versa. Isinaalang-alang sa pag-aaral na ito ang mga etikal na konsiderasyon lalo na sa edad at kanilang pagsang-ayon sa pagiging kalahok ng pag-aaral. Mula sa 231 na kalahok sa sarbey, 28 na kalahok ang nabibilang sa Gen Alpha (edad 13 – 15) samantalang ang 203 na kalahok ay nabibilang sa Gen Z (edad 16 – 27). May 20 naman na nainterbyu kaugnay ng paksa ng pag-aaral. Ang pag-aaral ay natamo sa pamamagitan ng pagpapasagot ng google form, interbyu, at pagsusuri ng korpus tulad ng tiktok at mga babasahin. Ang sarbey ay nahati sa iba't ibang klasipikasyon na inihanda ng mananaliksik. Ang mga kalahok ay nagtala ng mga salitang karaniwan nilang ginagamit sa pasalita o pasulat mang paraan nang pakikipag-interaksiyon sa kanilang mga kaedad. Ang mga nakalap na datos ay iniisa-isa. Sinuri ang pagkakatulad o pagkakahawig ng mga ito. Matapos na magkaroon ng mga tala sa bawat klasipikasyon, ito ay muling ipinadala sa mga piling kalahok para sa kanilang balidasyon.

3. Resulta at Pagtalakay

Inilalahad sa bahaging ito ang mga nakalap na datos. Sa sumusunod na talahanayan mababasa ang mga datos na naging resulta ng interbyu upang maunawaan ang kanal na wika.

Talahanayan 1

Pagpapakahulugan sa Kanal na Wika

- Ito ay salitang kalye, impormal na pananalita, kanal humor, o hindi kaaya-ayang pananalita.
- Bagong slang na kung saan ang mga salitang ginagamit ay galing sa internet.
- Di pormal na paggamit ng mga salita.
- Ang mga wika na ginagamit ng mga kabataan ngayon lalo na ng Gen Z.
- Ang kanal na wikang ito ay para ring noon na tinawag na "jejemong" na mga salita.
- Ang kanal na wika ay isang impormal na wika na kung saan gumagamit tayo ng mga slang words na kadalasang naririnig sa kalye.
- "Improper words/ slangs that are mostly used in squatters area..."
- Impormal, madalas bulgar, at diretsahang pananalita na karaniwang ginagamit sa kalye or
- kalsada

Kapansin-pansin na halos magkakahalintulad ang sagot ng mga kalahok sa kanilang pagkakaunawa sa kanal na wika. Naniniwala silang ang kanal na wika ay nabibilang sa slang. Ginagamit ito sa impormal na usapan.

Talahanayan 2

Midyum ng Pagkatuto ng Kanal na Wika

Midyum	Suportang Sipi
Social Media	Naririnig ko sa mga Tiktok. Sa FB posts.
Kaibigan	Nababasa ko sa memes online. Naririnig ko sa mga kaibigan.
Pampublikong Lugar	Nababasa ko sa GC namin ng friends ko. Naririnig ko mga magkakaklaseng nag-uusap sa LRT. Naririnig ko sa tambayan.

Pangunahing midyum ng kanal na wika ang social media. Ang social media ay nagmamadaling daluyan ng komunikasyon na pinabibilis ng internet. Sa pamamagitan nito, nagiging malikhain din ang tao. Ayon kay Reyes (2023), nagiging malikhain ang Pinoy sa wika upang mapabilis ang komunikasyon, makakuha ng engagements, at makisabay sa uso. Dagdag pa niya, ang paglikha natin ng mga katawagan sa internet ay manipstasyon ng pagpapaloob ng kulturang Pilipino sa cyberspace na lumilikha ng mga terminong katatawanan sa pag-iral at ugnayan natin doon. Hindi maikakailangang lumaganap ang kanal na wika at kanal humor dahil sa mga content creator tulad nina LanceTann (360.5k followers), Justine Luzares (1.8M Tiktok followers at 1.9M Fb followers), Philip Te Hernandez a.k.a. Davao Conyo (4M Fb followers), Steve Bansil (1.3M+ Tiktok followers), Christian Antolin (5.5M+ Fb followers at 3.9M Tiktok followers), at maraming pang iba. Ang mga salita at pamamaraang ito ay natutuhan ng kanilang mga viewer at follower. Kalaunan, ginamit na rin nila sa kanilang pakikipagkomunikasyon sa mga kaibigan, kaklase, at kasing-edaran nila. Kaya naman madalas na itong naririnig sa pampublikong espasyo.

Talahanayan 3

Paggamit ng Kanal na Wika

	Suportang Sipi
Oo.	Oo. Opo. Gumagamit.
Hindi.	Minsan. Hindi. Walang kuwentang mga salita. Nakakalito lang. Panggulo lang.

Mapapansin sa bahaging ito na hati ang opinyon ng mga kalahok sa paggamit ng kanal na wika. May nagsasabi na minsan o talagang ginagamit na ito. Samantalang, may nagsabing hindi dahil nagdudulot lamang ito ng kalituhan o kaguluhan. Patunay lamang nito na ang wika ay arbitraryo. Ang paggamit ng wika ay isang kasunduan. Madalas itong nagaganap sa komunikasyon ng mga tiyak na pangkat. Ang dimensiyong sosyal ang nagbubunsod sa pagkakaroon ng mga register, jargon, o sosyal na varayti tulad ng wika ng bakla (gaylingo), wika ng LGBTQ+, wika ng kabataan, wika ng estudyante, wika ng kababaihan, register ng guro, wika ng isports, at iba pa (Gime & Macascas, 2020). Samantala, sa sumusunod na talahanayan mababasa ang mga nalikom na

leksikon kaugnay ng kanal na wika.

Talahanayan 4

Leksikon mula sa Gen Z Slang

Salita/ Parirala	Kahulugan	Halimbawa
amaccana	pinaikling “tama ka na”	Amaccana diyan, alam na namin ‘yan.
awit	pinagsamang aw at sakit, isang ekspresyon na ginagamit sa pakikisimpatiya online	A: Kaunti lang nakapansin sa content ko. B: Awit, sis!
bembang	pakikipagtalik	Nagbembangan yata sila kaya na-late.
boogsh	bongga	Boogsh, ganda ng skirt mo.
CEO	pinakamagaling o pinakamahusay sa isang bagay	Memorize mo na kagad?! E, di ikaw na ang CEO sa pagtula.
clout	hatak, impluwensiya o kapangyarihan ng tao sa social media	Malaki ang clout niya online kaya viral kagad ang post niya.
clout chaser	taong gumagawa ng mga bagay para lang sumikat, makakuha ng atensiyon, o impluwensiya—lalo na sa social media—kahit minsan ay negatibo o kontrobersiyal	‘Wag mong intindihin ‘yan, clout chaser lang ‘yan.
cringe	ginagamit kapag ang isang tao ay nahihiya o may awkward na pangyayari	Grabe naman ‘yong shoes niya, nakaka-cringe!
dasurv	mula sa salitang deserve, ginagamit kapag may nangyari sa isang tao, positibo man o negatibo; katumbas ng “Buti nga sa ‘yo.”	A: Iniwan na siya ng jowa niya. B: Dasurv!
delulu	pinaikling delusional, ibig sabihin ay may maling paniniwala, naiimbento sa isip, o naniniwala sa hindi totoo	Ang fans minsan, delulu sa pairing ng idols nila.
dogshow	pagbibiro o pagpapatawa sa isang tao o isang bagay	Pinagtitripan mo ko, dogshow ka, mima!
estetik	paglalarawan sa isang bagay o tao na maganda o kaakit-akit	Sa’n mo ‘yan nabili? Napakaestetik.
fam	katumbas ng bro, ginagamit sa pinakamalapit na kaibigan	Masaya akong maging part ka ng fam.
flex	ipagyabang o ipakita ang isang bagay (karaniwan sa social media o usapan)	Mahilig siyang mag-flex ng bagong shoes sa IG.
forda go	handa na para sa lugar na pupuntahan	Ay, forda go!
forda ferson	internet slang na nag-umpisa sa isang viral Tiktok video na literal na ibig sabihin ay for the person, kadalasang ginagamit sa iba’t ibang konteksto at sitwasyon na nagpapahiwatig ng layunin	Forda gastos na naman ang ferson this week.
giving (It’s giving.)	ginagamit sa isang tao o bagay na nakapagbibigay ng tiyak na vibe o enerhiya	O, wow! It’s giving a renaissance vibes.
glow up	malaking pagbabago sa anyo	Oy, si Jazz, nag-glow up.
kiffy	pribadong parte ng katawan ng babae	Ang daming tiktok post tungkol sa kiffy.
korique	correct o tama	Korique, sis!
lavarn	mula sa salitang laban, ekspresiyon na ginagamit sa panghihikayat ng tao	Kayang-kaya ‘yan! Lavarn!
laro/ laroshie	hindi seryoso	Laroshie ka talaga hahaha
low key	simple lang, hindi lantaran, o hindi pinapansin masyado	Low key lang ang birthday celeb niya.
main character	pakiramdam na ikaw ang bida ng kuwento / buhay mo, o ikaw ang sentro ng atensiyon sa sitwasyon; madalas na ginagamit sa memes, self-confidence jokes, o social media captions	Christmas Break Nag-uwian na ba ang mga main character?
mima	babae, bestie	Payag ka na ba, mima?
mother	ginagamit sa social media sa paglalahad ng suporta o paggalang sa isang icon at babaeng may tiwala sa sarili	Isang babae matapang na nagsiwalat ng tindig sa rally. She mothered.

naur	Pinoy slang na mula sa salitang Australian na ang ibig sabihin ay “no” o hindi puwede	A: Pupunta ka ba sa party? B: Naur!
no cap	pagsasabi ng totoo, hindi sinungaling	Nakita ko s’yang nangopya sa exam, no cap.
omsim	binaligtad na mismo, tama, totoo, eksakto	A: Wala bang ganyan sa inyo? B: Omsim!
paldo pi	maraming pera / malaki ang kinita internet slang para sa “po”	Paldong-paldo ang mga contractor. A: Ginawa mo na project mo? B: Yes, pi.
rizz	pinaikling charisma o karisma	A: Grabe talaga ang candidate number 16. B: Ang lakas kasi ng rizz niya.
salty	pakiramdam ng inis, galit, pagkabalisa o pagiging bitter	Mababa ang score niya kaya salty s’ya ngayon.
sheesh	puwedeng nagpapahiwatig ng pagkamangha, pagkagulat o pagkatuwa	Napakamahal naman ng gown mo, sheesh!
shimemet simp	pinaikling “she may not” pagkakaroon ng crush o pagiging obsessed sa isang tao	Shimemet understand. Simp ko talaga si Piolo.
slaps	papuri sa anomang cool o kamangha-manghang bagay ngunit madalas na ginagamit sa isang kanta	A: Napakinggan mo na ‘yong bagong kanta ng Ben and Ben? B: Slaps!
slay stan	ginagamit bilang papuri sa isang tao pagsuporta sa isang tao; kombinasyon ng stalker at fan; ginagamit hindi lamang sa mga artista kundi pati na rin sa mga kakilala, kasamahan, o kaibigan	Ganda ng damit, slay! Inii-stan ng lahat kung sila talaga ang nasa blind item.
sus	pinaikling suspicious; kahina-hinala	Sus talaga ‘yang BF mo, laging may kausap sa phone eh.
tea vibe check	tsismis, chika, o juicy na balita pagsusuri sa ugali ng isang tao	Spill the tea nacurious na kami! Nakita ko na ‘yong sinasabi mo. Pasado siya sa vibe check.
yeet	ekspresyon kapag masyadong na-e-excite o kaya naman ay may hinahagis na napakalakas, maaaring katumbas ng yehey	Pasado ako! Yeet!

Kapansin-pansin na maraming salita na inaakalang kanal na wika ay nabibilang sa Gen Z slang. Marami rito ay sumulpot bago pa ang panahon ng pag-iral ng katawagang kanal na wika.

Talahanayan 5

Leksikon mula sa Alpha Slang

Salita / Parirala	Kahulugan	Pinagmulan
drippy fanum tax	<i>coolness</i> paglalarawan sa taong nagnanakaw ng iyong pagkain	mga hip hopper noong 2000s Twitch stream ni Kai Canet na nagtatampok sa YouTuber na si Fanum (sa stream makikita na kinuha ni Fanum ang cookies)
He’s him/ She’s her	ang “pinili”	awit ni Kevin Gates na may pamagat na I’m Him
Let him cook	ginagamit sa pagtatangkang mang-akit ng tao na nagugustuhan; metaporikal na paglalahad na hayaan mo siyang gumawa ng kilos o aksiyon	YouTube video na may pamagat na Lil B Based Cooking (Let that Boy Cook)
ratio’d	maraming tao ang hindi masaya para sa iyo o ang pagtatangka na gumawa ng isang kahanga-hangang bagay ay hindi nagtagumpay	umusbong sa Twitter noong 2020
sigma skibidi	dominanteng lider, cool, popular ginagamit sa pagsisimula nang walang kabuluhang pakikipagkomunikasyon, inaasahang masusundan ng mga biro	Tiktok serye ng mga video na nag-viral na Skibidi na inawit ng Little Big

Taong 2012 nang ipakilala sa mundo ang mas pinaunlad na teknolohiya tulad ng iPad Mini, Kindle Fire,

Nexus 7, Samsung Galaxy S3 at iPhone 5. Ang mga imbensiyong ito ay nagbunsod sa mas mahahabang screen time. Kaya hindi nakapagtataka na maging ang Gen Alpha ay nakalikha ng kanilang sariling slang. Kaugnay nito, sa pag-aaral na isinagawa nina Vargas at Marbella (2023) na pinamagatang *Bokabularyong Generation Alpha sa Pakikipagtalastasang Filipino, mapapansing karamihan sa leksikon na ginagamit ng Generation Alpha* ay nagmula sa Gen Z slang tulad ng awit, cringe, desurv, fam, korique, rizz, stan, sus, vibe check, yeet, at marami pang iba.

Mula sa nasabing datos, mapaghihinuha na ang dalawang henerasyong ito ay nagsasalo sa magkakatulad na leksikon. Hindi naman nakapagtataka na mangyari ito dahil ang parehong henerasyon ay lantad sa mga streaming platform tulad ng Hulu, Twitch, Netflix, YouTube at iba pa. Bunga nito, sila ay nakabuo ng mga paraan upang ipahayag ang kanilang sarili kasama na rito ang humor. Pangalawa, naiimpluwensiyahan ng bawat isa ang leksikon ng bawat pangkat.

Talahanayan 6

Akronim

Akronim	Kahulugan
AF	As fuck
FOMO	Fear of missing out
FR	For real
GOAT	Greatest of all time
IHYK	I hope you know
IJBOL	I just burst out laughing
ISTG	I swear to God
IYKYK	If you know, you know
LF	Looking for
LMK	Let me know
NGL	Not gonna lie
PMO	Pissing me off
SMH	Shaking my head
SML	Share mo lang
TBH	To be honest
TMI	Too much information

Kapansin-pansin sa nakalap na datos ang mga akronim na kahalintulad ng pagbuo ng WikaGenZ (Gime & Macascas, 2020). Karaniwan pa rin ang paggamit ng ganitong anyo dahil sa kahingian ng panahon – kailangan ng agarang tugon at mabilis na aksiyon sa panahong ito na mas maunlad na ang teknolohiya.

Talahanayan 7

Paraan sa Pagbuo ng Leksikon

Pamamaraan	Orihinal sa Salita	Bagong Salita
Pagbabaligtad	malakas	sakalam
	mismo	omsim
	mommy	mima
	salamat	matsala
	syug	guys
Pagbabago ng ispeling	correct	korique
	delusional	delulu
	deserve	dasurv
	laban	lavarn
	po	pi
Pagsasama ng mga salita	aw at sakit	awit
	She may not	shimemet
	Tama ka na	amaccana
Pagpapaikli ng mga salita	charisma	rizz
	suspicious	sus
Panghihiram ng salita	delusional (Ingles)	delulu
	no	naur (Australian)

Makikita sa Talahanayan 7 na ang pagbuo ng bagong salita ay hindi naiiba sa mga natuklasan sa pag-aaral nina Gime at Macascas (2020) na ang WikaGenz ay nabubuo sa pamamagitan ng pagbabaligtad na maiuugat pa sa panahon ni Marcelo del Pilar na gumamit ng panulat sagisag na Plaridel. Sinusugan din ito ng pag-aaral nina

Maringal, David at Zamora (2021) na may pamagat na Glosaryo Batay sa Ponema at Morpemang Anyo ng Salitang Tadbaliiks na nasa Facebook. Nakita rin sa pag-aaral nina Vargas at Marbella (2023) na nabubuo ang Alpha Slang sa pamamagitan ng pagbabaligtad. Ito rin ang nakitang paraan sa pagbuo ng mga salita sa social media sa pag-aaral na isinagawa nina Nacorda at Garma noong 2023. Napatunayan din sa pag-aaral nina Deyto at Marbella (2021) na ang Filipino-Tadbalik ay wika ng milenyal.

Pangalawa, nabubuo rin ang salita sa pamamagitan ng pagbabago ng ispeleng. Ang metatesis ay nakita sa pag-aaral ng Tagalog Slang (Zorc, 1990). Ang pagbabago ng banghay o ispeleng ay walang tiyak na sinusundang lingguwistikang porma na mababasa sa mga aklat panggramatika o tuntuning panggramatika. Ito ay nabubuo sa malikhaing paraan sa pamamagitan ng pagpapalit ng mga pantig sa orihinal na salita. Sa ganitong paraan din nabubuo ang WikaGenz (Gime & Macascas, 2020) at Alpha Slang (Vargas & Marbella, 2023). Pangatlo, ang pagsasama-sama ng mga salita para makabuo ng isang salita. Isa ito sa natatanging paraan ng pagbuo ng salita na nasuri sa mga datos. Sa paraang ito, nagiging matipid ang paggamit ng salita. Makikita rin dito ang pagiging malikhain sa paglikha ng mga salita. Pang-apat, ang pagpapaikli ng salita. Ang ganitong paraan ay nakita sa pagbuo ng WikaGenZ (Gime & Macascas) at Alpha Slang (Vargas & Marbella, 2023). Panghuli, ang panghihiram ng salita. Likas na sa wikang Filipino ang panghihiram ng salita mula sa mga wika sa bansa at sa ibang bansa. Ang ganitong paraan ay nakita rin sa pagsusuri ng mga datos na nakalap. Gayon din, ang panghihiram ay nakita sa isinagawang pag-aaral tungkol sa Alpha Slang (Vargas & Marbella, 2023).

4. Kongklusyon at Rekomendasyon

Ang malawak na impluwensiya ng teknolohiya at midya ay may mahalagang papel sa pagpapalaganap ng mga bagong likhang salita, parirala o maging ekspresiyon. Ang pag-usbong ng kanal na wika bilang salitang ginagamit sa kanal humor ay bahagi ng pag-unlad ng Filipino slang sa social media. Sa espasyong ito, ang mga kabataan at online creator ay lumilikha ng mga post, video, meme, parody, at iba pa na hindi palaging sumusunod sa pormal na wika, kundi mas maikli, matalas, at may elemento ng sorpresa na dahilan kung bakit nagiging nakakatawa ito para sa maraming nakakaintindi ng konteksto. Sa pamamagitan ng paglabag sa nakasanayang tuntuning panggramatika at kumbensiyonal na diskurso, nabubuo ang humor. Isa itong teknik na nagdudulot ng hindi inaasahang pagtawa.

Ang paggamit ng slang ay nagbibigay ng mas malapit at personal na koneksiyon sa manonood o mambabasa. Sa pamamagitan ng *homophonic pun*, *double entendre*, at *semantic play*, naipakikita ang talas ng isip at malikhaing paggamit ng wika ng mga Pilipino. Dahil dito, nagiging daluyan ang humor ng pagbuo at pagpapatibay ng identidad sa loob ng kulturang popular. Ang kanal na wika ay isang termino para sa slang. Tinatawag itong kanal dahil iniugnay ito sa pagiging hindi pormal o mababang uri. Sumulpot ito sa social media na naging bahagi ng kulturang popular. Bagaman nabigyan ito ng katawagang “kanal,” hindi ito naiiba sa ibang anyo ng slang na umiiral pa tulad ng WikaGenZ, Gen Z slang, Alpha slang, at gaylingo. Kapansin-pansin pa nga na naging koleksiyon ito ng iba’t ibang slang. Nabansagan lamang itong kanal na wika dahil sa madalas itong gamitin sa kanal humor. Sa kabuoan, iminumungkahi ang pagpapatuloy ng pag-aaral tungkol sa kanal na wika. Ang ganitong uri ng wika ay mahalagang pag-aralan dahil ipinapakita nito kung paano nabubuo ang kahulugan, identidad, at kapangyarihan sa diskurso, lalo na sa kulturang popular at dihital na espasyo. Mahalagang pagtuunan ng pansin sa susunod na pag-aaral kung maaari bang maibilang ang ganitong wika sa register na wika.

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Paggamit ng video lesson sa paglinang ng makrong kasanayan sa panonood

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Abstract

Teaching literature is becoming increasingly challenging due to various factors that affect reading. Therefore, this study aimed to integrate literature and video lessons as a foundation for developing macro viewing skills. Using a descriptive-developmental research design, video lessons were developed and implemented in intervention classes. The findings revealed that viewing significantly enhances learners' understanding of the various texts read and studied in class. According to the results, learning literature becomes more effective and interactive when supported by video lessons. Thus, the continued development and use of video lessons as a teaching tool in Filipino are recommended.

Keywords: Filipino, instructional materials, pedagogy, video lesson, viewing

Paggamit ng video lesson sa paglinang ng makrong kasanayan sa panood

1. Panimula

Mahalagang malaman at maunawaan na ang Filipino ay isang pundamental na asignatura na lumilinig ng literasi, kakayahang komunikatibo, mapanuring pag-unawa sa iba't ibang uri ng teksto. Layunin ng pagtuturo ng Filipino na malinang ang (1) kakayahang komunikatibo, (2) replektibo / mapanuring pag-iisip at, (3) pagpapahalagang pampanitikan ng mga estudyante sa pamamagitan ng mga babasahin at teknolohiya tungo sa pagkakaroon ng pambansang pagkakakilanlan, kultural na literasi, at patuloy na pagkatuto upang makaagapay sa mabilis na pagbabagong nagaganap sa daigdig. Sa ikatatamo ng mithiing ito, kailangan ng mga kagamitang panturo ng mga guro bilang suporta sa kurikulum na magmumula sa administrasyon, ahensiyang panlipunan, pribado at publiko, pamahalaang lokal, midya, tahanan at iba pang sektor ng lipunan.

Sa patuloy na pag-unlad ng teknolohiya, lalong nagiging mahalaga ang paggamit ng mga makabagong kagamitang panturo upang mapaunlad ang karanasan sa pagkatuto ng mga estudyante. Isa sa mga ito ang paggamit ng *video lesson*. Ang *video lesson* ay maikling presentasyon na idinisenyo upang maghatid ng isang mahusay na ideya. Ito ay mainam sa mabilisang pagtuturo-pagkatuto na nangangailangan ng agarang tugon. Madalas itong sinasamahan ng mga gawaing repleksiyon at iba pang kahalintulad na gawain upang masukat at mailapat ang natutuhan sa panood (BigThink, 2025). Ang *video lesson* ay unti-unti nang nagiging pangunahing kagamitan ng mga guro sa paglinang ng makrong kasanayan sa panood.

Ang kasanayan sa panood ay tumutukoy sa kakayahan ng isang tao na maunawaan, mapansin, at suriin ang mga detalye at mensahe mula sa mga biswal na midya tulad ng pelikula, telebisyon, o mga bidyo. Ang panood ay kinapapalooban ng iba't ibang aspekto. Una, ang pagkilala sa nilalaman. Ito ang pag-unawa sa mga ideya, tema, at mensahe na ipinapakita sa pamamagitan ng mga biswal, tunog, at mga diyalogo. Pangalawa, ang pagkilala sa mga teknikal na aspekto. Ito ang pagtukoy sa mga teknikal na elemento ng isang palabas o pelikula, tulad ng sinematograpiya, editing, tunog, at iba pang aspekto ng produksiyon na nagpapahusay sa mensahe. Pangatlo, ang pagsusuri ng konteksto. Ito ang pag-unawa kung paanong ang mga elemento ng panood ay may kaugnayan sa kultura, kasaysayan, o konteksto ng palabas o pelikula. Halimbawa, ang pag-unawa sa mga simbolismo o ang epekto ng isang partikular na tagpuan sa karakter o kuwento. Pang-apat, ang kritikal na pagsusuri. Ito ang kakayahan na magbigay ng opinyon, magtanong, at magsuri ng mga mensahe, mga karakter, at mga tema sa isang palabas o pelikula. Kasama dito ang pagtukoy sa mga ideolohiyang ipinapakita at kung paano ito nakaaapekto sa mga manonood. Panghuli, ang pagsunod sa daloy ng kuwento. Pagkakaroon ito ng kakayahang sundan ang banghay ng isang palabas o pelikula, pati na rin ang mga pagbabago sa emosyon, karakter, at mga pangyayari.

Hindi maikakaila na ang panood ay isang mahalagang kasanayan sa ika-21 siglong pagkatuto. Sa pamamagitan nito, natututuhan ng mga estudyante ang pag-unawa sa imahen, kilos, tunog, at mensahe na mahalagang bahagi ng literasing biswal. Karamihan sa mga tekstong inaakses ng mga estudyante sa labas ng klasrum ay mga biswal at mga multimodal na teksto na gumagamit ng mga imahen. Kaya naman dapat na bigyan sila ng mga pagkakataon na “magbasa” - suriin at magtaya ng mga uri ng mga teksto sa klasrum. Higit pa rito, ang karamihan sa mga multimodal na tekstong ito ay mga bidyo sa YouTube, infographics, website, blog, social media site na kumbinasyon ng naka-print na teksto at imahen. Ang mga imaheng ito ay nakatutulong sa pag-unawa sa mga teksto. Dahil dito, ang paggamit ng *video lesson* ay nagiging epektibong tulay upang maging makabuluhan, kawili-wili, at mas malalim ang pagkatuto.

Ang *video lesson* ay hindi lamang simpleng pagpapakita ng bidyo sa harap ng klase. Ito ay sining ng mabisang presentasyon ng impormasyon na may malinaw na estruktura, lohikal na paglalahad, at pagsasama ng awdiyo at biswal na elemento. Tinatarget nito ang iba't ibang estilo ng pagkatuto ng mga estudyante—may mga

natututo sa pamamagitan ng tunog, may ilan naman na mas naaantig sa biswal na representasyon. Sa tulong ng *video lesson*, mas nagiging malinaw ang estruktura ng aralin, nagkakaroon ng konkretong halimbawa, at nagiging mas madaling maunawaan ang mga abstraktong konsepto.

Ayon sa Canadian Common Curriculum Framework (1998), ang panonood ay isang aktibong proseso ng pagdalo at pag-unawa sa biswal na midya, tulad ng telebisyon, mga imahen sa patalastas, mga pelikula, mga dayagram, mga simbolo, mga litrato, bidyo, drama, guhit, eskultura at mga pagpipinta. Kaya't ang panonood ay tungkol sa “pagbabasa” - pagsusuri, pagtataya at pagpapahalaga ng mga biswal na teksto. Ang pagtingin ay isang aktibo sa halip na isang pasibong proseso.

Sa paglinang ng makrong kasanayan sa panonood, malaki ang nagiging ambag ng *video lesson*. Una, nagkakaroon ang mga estudyante ng pagkakataong magsuri ng impormasyon mula sa iba't ibang elemento ng bidyo tulad ng galaw, kulay, tunog, at teksto. Pangalawa, nahuhubog ang kanilang kakayahang mag-analisa ng mensahe, layunin, at pananaw ng tagapaghatid ng impormasyon. Pangatlo, natututuhan nilang maging mapanuri at kritikal na manonood—isang kasanayang napakahalaga sa panahon ng mabilis na pagpapakalat ng impormasyon at maling balita. Sa madaling salita, ang *video lesson* ay hindi lamang nagpapadali ng pagkatuto, kundi nakatutulong din upang malinang ang kritikal na pag-iisip ng mga estudyante.

Gayunpaman, hindi sapat na magpakita lamang ng *video lesson* sa klase. Nangangailangan ito ng Gabay ng Guro. Ayon sa UNESCO (2022), ang Gabay ng Guro ay kinakailangang nagtataglay ng mahahalagang komponent. Una, may tahasang pagpapahayag ng mga layunin nang may tuwirang iminumungkahing mga gawain. Pangalawa, nagbibigay ng kaalaman at suporta upang makatulong sa pagpapaunawa at pagpapatupad ng mga plano sa pagtuturo. Pangatlo, nagpapatibay sa kaalaman sa pedagogikal-nilalaman. Pang-apat, nag-aalok ng mga kasanayan at pag-unawa sa nauugnay na pedagogikal na mga gawain. Panglima, naglalahad ng mga alternatibo at kalayaan sa pagpili. Panghuli, nanghihikayat sa guro sa patuloy na pagninilay. Kaya naman ang Gabay ng Guro ay isang materyal na idinisenyo upang tulungan ang mga guro sa pagpapalano, pag-oorganisa, at pagpapatupad ng mga aralin. Karaniwang naglalaman ito ng layunin ng aralin, nilalaman o paksa, mga mungkahing gawain, estratehiya sa pagtuturo, at pagtatasa (*formative* o *summative*). Sa pamamagitan nito, ang pagtuturo-pagkatuto ay nagiging malayunin, sistematiko, at lapat sa kurikulum.

Dito pumapasok ang pangangailangan sa pagbuo ng mungkahi o gabay para sa mga guro. Ang gabay na ito ay maaaring maglaman ng mga hakbang bago, habang, at pagkatapos manood ng bidyo. Halimbawa, maaaring magsimula ang guro sa pagbibigay ng tanong-gabay upang ihanda ang isipan ng estudyante sa paksa. Habang nanonood naman, maaari silang bigyan ng obserbasyon o talaang dapat punan, at pagkatapos manood ay isasagawa ang pagtalakay, pag-aanalisa, at aplikasyon ng napanood. Sa ganitong paraan, nagiging mas aktibo, makabuluhan, at nakatuon sa pagkatuto ang proseso.

Ayon din sa Canadian Common Curriculum Framework (1998), ang aktibo at epektibong manonood ay nagtatanong sa kanilang sarili ng serye ng mga tanong tulad ng 1. Ano ang kinakatawan ng teksto?; 2. Paano nabuo ang teksto?; Anong mga pagpapalagay, interes, paniniwala, pagkiling at pagpapahalaga ang inilalarawan ng teksto?; 4. Ano ang layunin ng teksto?; 5. Para kanino ang teksto?; 6. Ano ang naging reaksiyon ko sa teksto? Ano ang sanhi ng reaksiyong ito?; at 6. Anong mga personal na koneksiyon at asosasyon ang maaari kong gawin sa tekstong ito?

Kaya naman ang isang guro ay kinakailangang maghanda ng mga gawaing angkop at lapat sa kompetensi na nais linangin. Ang balangkas na 3s (Story, Setting, Sound) ay makatutulong sa paghahanda ng mga gawain gamit ang mga gabay na tanong. Para sa kuwento (story), maaaring itanong ang 1. Ano ang nangyayari sa simula, gitna at wakas (banghay) ng kuwento?; 2. Ano ang mahahalagang pangyayari sa kuwento?; at 3. Paano malalaman kung saan naganap ang kuwento? Para sa tagpuan (setting), maaaring umikot ang mga tanong sa 1. Saan nagaganap ang aksiyon?; 2. Kailan at paano nagbabago ang tagpuan?; at 3. Paano mo masasabi kung saan at kailan naganap ang kuwento? Panghuli, para sa tunog, maaaring itanong ang 1. Ano-anong tunog ang narinig mo?; 2. Ano ang naramdaman mo sa musika at tunog?; at Mayroon bang anomang sandali ng katahimikan?

Bakit?

Sa kabuoan, ang pagtuturo-pagkatuto ng kasanayan sa panonood ay hindi maihihiwalay sa epektibong komunikasyon at makabuluhang pagkatuto sa ika-21 siglo. Ito ay mahalagang kasanayang dapat linangin ng mga guro sa mga estudyante upang maging responsableng tagapanood, mapanuring mamamayan, at aktibong kalahok sa lipunang ginagalawan. Sa patuloy na pag-usbong ng teknolohiya, higit pang tumitibay ang kahalagahan ng panonood bilang kasanayang nagbibigay-lakas sa pag-unawa at pakikipag-ugnayan sa mundo.

Layunin - Pangunahing layunin ng pananaliksik na ito ang pagsasanib ng panitikan at telebisyon sa paggamit ng *video lesson* bilang lunsaran sa paglinang ng makrong kasanayan sa panonood na batayan sa mungkahing gabay ng guro. Bukod dito, tinangka din ng pag-aaral na ito na:

- a) Matukoy ang hindi gaanong nalilintang na mga kompetensi sa kasanayan ng panonood sa gabay na kurikulum ng Filipino sa ikasampung baitang;
- b) Makapagdisenyo ng mungkahing gawain sa panonood gamit ang *video lesson* sa pagtuturo ng panitikan; at
- c) Masubukan ang nilikhang mungkahing gawain gamit ang *video lesson* sa mga estudyante ng ikasampung baitang.

2. Pamamaraan

Ang pag-aaral na ito ay gumamit ng deskriptibo-debelopmental na disenyo ng pag-aaral. Ginamit ang disenyo ng ito dahil ito ay nagpapakita ng sistematikong pag-aaral ng pagdidisenyo, pagdebelop at pagtataya ng isang programang instruksiyonal, proseso, at produkto na natatamo ang krayterya ng konsistensi at kabisaan nito (Seels & Richey, 1994). Dito inilarawan ang bawat proseso sa pagbuo ng isang mungkahing gawain gamit ang *video lesson* bilang lunsaran sa paglinang ng kasanayang panonood. Ayon kina Creswell at Creswell (2018), walang tiyak na bilang ng kalahok sa kuwalitatibong pag-aaral ngunit nakadepende ito sa disenyo ng pananaliksik. Kaugnay nito, pinili ang dalawampu't limang estudyante sa ikasampung baitang bilang mga kalahok sa pag-aaral gamit ang *purposive sampling*. Pinili ang baitang na ito dahil dito namamasid ang pagtuturo ng panitikan sa pamamagitan ng panonood. Ang bawat kalahok naman ay tiniyak na opisyal na estudyante sa paaralan at naging kalahok din sa isinagawang interbensiyon na klase. Isinagawa ang pag-aaral sa pampublikong paaralan sa Maynila.

Samantala, ang talatanungan na gagamitin pagkatapos ng klase ay dumaan sa balidasyon ng tatlong dalubguro sa Filipino. Ang talatanungan ay nahahati sa tatlong bahagi: 1) saloobin ng estudyante sa mga kompetensi sa panonood sa kanilang pagkatuto; 2) saloobin ng estudyante sa pinanood na *video lesson* sa ilang aspekto ng pagkatuto at; 3) halagang nakikita ng estudyante sa paggamit ng *video lesson* sa pagtuturo ng panitikan. Unang isinagawa ang pagmamasid sa mga klase ng Baitang 10. Mula rito ay kapuna-puna ang pagkakaiba ng antas ng pagkatuto ng mga estudyante sa talakayang pangklase. Upang kumpirmahin ang ipinagpalagay na pangangailangan, nagsagawa ng interbyu sa mga guro ng Filipino sa Baitang 10 tungkol sa namasid sa klase. Ang mga datos na nakuha rito ang naging batayan sa pagdidisenyo ng *video lesson* na gagamitin sa interbensiyon. Kasunod nito ang paglilirip sa kurikulum. Dito nag-unpack ng mga kompetensi na naging batayan sa pagbuo ng *video lesson*. Matapos nito ay inihanda ang Gabay ng Guro alinsunod sa balangkas ng Canadian Common Curriculum.

Ang nabuong *video lesson* tungkol sa akdang pampanitikan ay ginamit sa klase sa Baitang 10 bilang interbensiyon. Isinagawa ang implementasyon ng *video lesson* sa pamamagitan ng birtuwal na pagtuturo at pagpapanood sa klase. Pagkatapos ng klase, pinasagutan ang talatanungan tungkol sa naging danas sa panonood ng *video lesson*. Ang pagsusuri sa impormasyong nakuha mula rito ang naging batayan upang tayain kung epektibo ang isinagawang interbensiyon mula sa nakitang pangangailangan.

Sa pagsusuri ng mga datos, ang mga mananaliksik ay gumamit ng arithmetic mean kung saan tinumbasan ng numero ang bawat sagot ng mga estudyante 4 - Lubos na sumasang-ayon; 3 - Sumasang-ayon; 2 - Hindi sumasang-ayon; 1 - Lubos na hindi sumasang-ayon). Kukunin ang mean score sa bawat katangian na nasa ebalwasyon na may sumusunod na interpretasyon:

Talahanayan

Likert Scale ng Gabay sa Interpretasyon sa Antas ng Kaalaman/Kasanayan sa mga Kompetensi

Mean	Interpretasyon
3.26-4.00	May Lubos na Kasanayan
2.51-3.25	May Sapat na Kasanayan
1.76-2.50	May Kaunting Natamong Kasanayan
1.00-1.75	Walang Natamong Kasanayan

3. Resulta at Pagtalakay

Sa bahaging ito ay inilalahad, sinusuri, at binibigyang-interprestasyon ang mga nakalap na datos mula sa mga kalahok at sa ebalwasyon sa kanilang natamong kasanayan sa panonood sa kanilang mga klase.

Pagtukoy sa hindi gaanong nalilalang na mga kompetensi sa kasanayan ng panonood sa gabay na kurikulum ng Filipino sa Ikasampung Baitang

Upang masagot ang unang layunin ng pag-aaral tungkol sa pag-iisa-isa ng mga kompetensi na hindi gaanong nalilalang, inilista ang mga kompetensi na dapat malalang sa panonood. Mula sa listahan ng mga kompetensing ito ay nagsagawa ng *unpacking* sa pamamagitan ng paghanay nito sa Gabay Pangkurikulum sa Filipino.

Talahanayan 2

Listahan ng mga Kompetensi sa Filipino na Hindi Gaanong Nalilalang

Filipino 10 - Kompetensi sa Pagkatuto	
1. Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa YouTube	F10PD-IIIb-75
2. Nasusuri ang napanood na sabayang pagbigkas o kauri nito batay sa: kasiningan ng akdang binigkas - kahusayan sa pagbigkas - at iba pa	F10PD-IIIc-76
3. Nabibigyang-puna ang napanood na teaser o trailer ng pelikula na may paksang katulad ng binasang akda	F10PD-IIId-e-77
4. Naibibigay ang sariling reaksiyon sa pinanood na video na hinango sa YouTube	F10PD-IIIf-g-78
5. Nasusuri ang napanood na <i>excerpt</i> ng isang isinapelikulang nobela	F10PD-IIIf-i-79
6. Natataya ang napanood na pagtatanghal batay sa napagkaisahang mga pamantayan	F10PD-IIIj-80

Ang mga natukoy na kompetensi ang pinaghalawan sa pagpili ng mga kompetensi na ginamit upang bumuo ng isang mungkahing gawain gamit ang *video lesson*. Mula sa listahan ng mga kompetensi na nakatuon sa panonood na hindi gaanong nalilalang sa mga estudyante ay nagsagawa ng modipikasyon upang maiangkop sa paggamit ng *video lesson* sa pagtuturo at pagkatuto na ang binibigyang-tuon ay paglinang at paghasa sa kasanayan sa panonood ng mga estudyante.

Talahanayan 3

Mga Layunin

Filipino 10 – Layunin sa Panonood
1. Naibibigay ang sariling opinyon tungkol sa anekdotang napanood sa <i>video lesson</i>
2. Nasusuri ang napanood na <i>video lesson</i> ayon sa kasiningan ng pagkakabuo nito
3. Nabibigyang-puna ang napanood na <i>video lesson</i> ng akdang binasa
4. Naibibigay ang sariling reaksiyon sa pinanood na <i>lesson video</i> na hinango sa tampok na teksto
5. Nasusuri ang napanood na <i>video lesson</i> ng isang nobela
6. Natataya ang napanood na pagtatanghal pangklase batay sa napagkaisahang mga pamantayan

Nagsagawa ng modipikasyon at unpacking upang natukoy ang mga *least mastered competencies*. Ito ang naging batayan upang bumuo ng mga tiyak na layunin na tutugon sa kasanayang panonood. Mula rito ay nakabuo ng mga mungkahing gawain na lalang sa panonood ng mga estudyante sa ikasampung baitang.

Pagdidisenyo ng mungkahing gawain sa panood gamit ang video lesson sa pagtuturo ng panitikan

Sa nasipat na mga kompetensi na hindi gaanong nalilinig ay nakabuo ng mungkahing gawain sa panood. Una na rito ang pagpapanood ng interaktibong *video lesson* na naglalaman ng anekdota mula sa Africa at Persia. Nilinang sa gawaing ito ang *least mastered competency* na naiugnay sa kaisipang namayani sa pinanood na bahagi ng binasang akda sa mga kaisipang namayani sa binasang akda.



Larawan 1

Sa pangalawang bahagi ng mungkahing gawain ay ginamit ang “DapatAlamMo” sa pagtalakay ng nobela. Upang maisakatuparan ang gawaing ito, ipinanood sa mga estudyante ang *video lesson*. Nilinang sa gawaing ito ang *least mastered competency* na nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa nobelang pinanood.



Larawan 2

Pagsubok ng nilikhang mungkahing gawain gamit ang video lesson sa mga estudyante ng ikasampung baitang

Upang matamo ang ikatlong layunin ng pag-aaral na masubukan ang nilikhang mungkahing gawain sa mga estudyante, sinuri ang datos sa naging ebalwasyon ng mga estudyante sa kabuoang mungkahing gawain. Nagkaroon ng selektibong organisasyon ng mga interpretasyon upang mabigyang-pansin ang pag-unlad ng dalawang *video lesson* tungo sa pagsasakatuparan ng mungkahing gawain.

Talahanayan 4

Kabuoang Interpretasyon ng Ebalwasyon ng Mungkahing Gawain

Katangian	Mean	Interpretasyon
Nasiyahan ako sa naging klase.	3.30	May Lubos na Kasanayan
Naging interesado ako sa nilalaman ng <i>video lesson</i> .	3.40	May Lubos na Kasanayan
Naunawaan ko nang madali ang nilalaman ng <i>video lesson</i> .	3.20	May Sapat na Kasanayan
Napukaw ang aking atensiyon ng nilalaman ng <i>video lesson</i> .	3.10	May Sapat na Kasanayan
Madali kong nakuha ang mensahe ng nilalaman ng <i>video lesson</i> .	3.98	May Lubos na Kasanayan
Madali kong naunawaan ang gawain matapos panoorin ang <i>video lesson</i> .	3.86	May Lubos na Kasanayan

Nakatulong sa akin ang mga gawain upang mas maunawaan ang nilalaman ng <i>video lesson</i> .	3.29	May Lubos na Kasanayan
Nakatulong sa akin ang panood ng <i>video lesson</i> sa pagkatuto ng aralin.	3.54	May Lubos na Kasanayan
Kabuoang Mean	3.46	May Lubos na Kasanayan

Makikita mula sa Talahanayan 4 na umabot sa 3.46 ang kabuoang mean na naitala sa ebalwasyon mula sa mga estudyante. Samakatuwid batay sa resulta, may lubos na kasanayan ang naipakita ng mungkahing gawain sa panood gamit ang *video lesson* para sa mga estudyante. Kung titingnan naman ang bawat katangian sa ebalwasyon mula sa pinakamababa hanggang sa pinakamataas, lumalabas na ang katangian na “Madali kong nakuha ang mensahe ng nilalaman ng *video lesson*.” ang may pinakamataas na mean (3.98). Nangangahulugan lamang ito na naging mabisang kagamitan ang panood ng *video lesson* sa pagkatuto ng mga estudyante sa aralin. Pinapatunayan ito ng komento ng dalawa sa mga estudyanteng nakilahok sa panood ng bidyo:

Estudyante 4: “Sa pamamagitan ng isang biydo, mas naging malinaw ang kahulugan at naintindihan ko ang panitikan.”

Estudyante 24: “Mas nabibigyan ng linaw ang pagintindi sa panitikang ito dahil mas nailalarawan ito nang maayos.”

Sa kabilang banda, lumalabas naman na ang katangian na “Napukaw ang aking atensiyon ng nilalaman ng *video lesson*” ang may pinakamababang mean (3.10). Isa sa mga salik na nakaimpluwensiya rito ang pagkakabuo ng mismong bidyo.

Estudyante 11: “Masyado lang pong maliit ang subtitle sa bidyo.”

Estudyante 17: “Kaunting laki po siguro sa mga titik na nasa ibaba.”

Sa kabuoan, masasabi pa ring nakatulong ang panood ng *video lesson* sa pagkatuto ng mga estudyante sa aralin. Nakitang naging mabisa at katanggap-tanggap ang *video lesson* sa pagkatuto nila matapos itong mapanood. Ayon sa mga estudyante, ang gawaing dapat isama sa talakayan ay yaong may kaugnayan sa panood. Mahihinuha rito na kaunti na lamang sa mga estudyante ang nagnanais na magbasa at magsulat. Ayon nga sa pag-aaral nina Thompson at McIlroy (2019):

We argue for integration of non-traditional texts and application of multimodal reading approaches to motivate students, reinvigorate curricula, and meet continually evolving education standards. Our approach calls for integrating a wide range of texts, including comics, graphic novels, and film, for language learning and into the literary curriculum.

Iपालiliwanag nito na sa pamamagitan ng pagsasama ng libo-libong teksto tulad ng mga graphic novel, komiks at pelikula sa panitikan ay umaani ito ng maraming magagandang resulta lalo na sa pagbuo ng kumpiyansa ng estudyante. Idinidiin sa kanilang pag-aaral ang pagpapatupad ng *multimodal reading approach* na may integrasyon ng mga di-tradisyonal na teksto sa panitikan ay nakatutulong sa pinahusay na motibasyon, muling pagbuhay sa kurikulum at pagtupad sa adhikain ng lumalawak na pamantayan ng edukasyon.

Sa kabilang banda, nakikitang malaking hamon para sa mga guro ang paghahanda ng *video lesson* dahil nangangailangan ito ng iba’t ibang kasanayan tulad ng pagkuha ng mga larawan, pagpili ng angkop na kulay, paglalapat ng musika, editing, at iba. Kailangan din ng mga angkop na kagamitan. Idagdag pa na nangangailangan ito ng maraming oras sa aspektong teknikal tulad ng preparasyon ng guro sa pag-edit na nakaaapekto sa mga biswal na presentasyon at nilalaman ng aralin.

Sa huli, ang paggamit ng *video lesson* ay hindi lamang modernong pamamaraan, kundi isang makabuluhang estratehiya sa pagtuturo na tumutugon sa pangangailangan ng mga mag-aaral ngayon. Sa paglinang nito sa makrong kasanayan sa panood, nagbubukas ito ng oportunidad para sa mas malalim na pag-unawa, mas

kritikal na pag-iisip, at mas mataas na antas ng partisipasyon. Sa tulong ng mahusay na gabay mula sa guro, nagiging higit na epektibo ang video lesson bilang kasangkapan sa pagkatuto. Sa ganitong paraan, ang teknolohiya ay hindi nagiging kalaban ng tradisyunal na pagtuturo kundi katuwang sa pagbuo ng makabagong pag-aaral na tunay na nakaugnay sa mundo ng mga estudyante.

4. Kongklusyon at Rekomendasyon

Napatunayan sa pag-aaral na ang paggamit ng *video lesson* sa paglinang ng kasanayan sa panonood ay mabisa na makikita sa naging resulta ng ebalwasyon ng mga kalahok at pag-unlad ng grado ng mga estudyante. Kaya naman iminumungkahi sa mga guro ang paggamit ng *video lesson* sa pagtalakay at pag-unawa sa panitikan. Maaari din itong gamitin bilang motibasyon sa klase. Ang paglalakip ng mga bidyo at iba pang biswal na kagamitan sa pagtuturo-pagkatuto ay maaaring sumaklaw sa iba't ibang paraan ng pagkatuto ng mga estudyante. Para sa mga tagadisenyo ng kurikulum, maaaring magdebelop ng hiwalay na gabay sa pagkatuto gamit ang *video lesson*. Ang pagkakaroon ng *official page* o lagakan ng mga materyal tulad ng video lesson ay malaking tulong para sa pagtuturo at pagkatuto. Para sa mga tagapangasiwa ng paaralan, magsagawa ng libreng webinar/seminar at pagsasanay para sa mga guro upang makalikha at makagamit ng *video lesson* sa epektibong pagtuturo. Gayon din, maglaan ng mga sapat na kagamitan na makatutulong sa pagbuo ng *video lesson* at mabisang pagtalakay ng mga panitikan gamit ang *video lesson*. Panghuli, para sa mga mananaliksik sa hinaharap, maghanda ng mga angkop at sapat na kagamitan sa pagpapanood ng *video lesson* upang matugunan ang mga kinaharap na teknikal na problema sa paggamit nito at magsagawa pa ng mga karagdagang pag-aaral na may kinalaman sa nasabing kagamitan.

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Internationalization in Vietnamese Higher Education - Advancing sustainable development goals through international student recruitment: The case of Ho Chi Minh City University of Economics and Finance (UEF)



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Abstract

The global landscape of international student mobility is marked by an almost threefold increase in mobile students and a substantial shift toward multipolarity and the rise of emerging educational institutions. Internationalization of Higher Education is recognized as an indispensable component in sustainable development. Countries like Vietnam are increasingly recognized as a promising destination for international students in Asia, driven by economic growth, affordable education, and targeted recruitment strategies. Continued improvements in institutional quality, student services, and international partnerships will be key to sustaining and expanding Vietnam's appeal in the global education market, fostering diversity and contributing to national soft power. This study aims to comprehend the cognitive decision-making process and the factors influencing international students' choices to study and remain in Vietnam. Using a case study approach, the research explores the decision-making processes, employing pull-push marketing frameworks and SWOT analysis to assess institutional strategies. Findings reveal that while Vietnam is emerging as an attractive destination for international students, recruitment success is primarily driven by operational factors, economic prospects, institutional reputation, and targeted marketing strategies, including social media and brand positioning. However, challenges such as limited resources, language barriers, and ad-hoc internationalization approaches persist, potentially hindering the sustainability and quality of knowledge production. By focusing on institutional quality and enhancing the student experience, Vietnamese HE strengthens its international appeal and actively supports the attainment of global development objectives, particularly contributing to SDG 4, the broader HE role in achieving the full set of SDGs through human formation and knowledge production.

Keywords: internationalization in higher education, Sustainable Development Goals, cognitive process of decision-making, pull-push marketing, SWOT model

Internationalization in Vietnamese Higher Education - Advancing sustainable development goals through international student recruitment: The case of Ho Chi Minh City University of Economics and Finance (UEF)

1. Introduction

1.1 Global Background

The global landscape of international student mobility (ISM) has undergone a significant transformation, marked by an almost threefold increase in mobile students and a substantial shift toward multipolarity and the rise of emerging educational institutions. Traditional core destination countries such as the United States, the United Kingdom and Australia now increasingly share the field with regional and non-Anglophone hubs in Asia, Europe and the Middle East, reshaping long-standing core-periphery patterns in global higher education (Teichler, 2017; Tran & Marginson, 2018; Glass & Cruz, 2023). This diversification reflects broader trends in the internationalization of higher education (IoHE), which is no longer confined to student flows but encompasses transnational partnerships, branch campuses and joint programs aimed at enhancing global competitiveness and knowledge exchange.

At the same time, IoHE is recognized as an indispensable component in the sustainable development of higher education systems, as it contributes to the advancement of the Sustainable Development Goals (SDGs) through capacity building, knowledge transfer and fostering inclusive, intercultural learning environments (Chankseliani & McCowan, 2021). However, recent disruptions, most notably the Covid-19 pandemic, have exposed the vulnerability of ISM to global crises, leading to temporary declines, altered directional flows and the rapid expansion of virtual mobility and hybrid forms of international engagement (Zayim-Kurtay et al., 2025). These dynamics underscore that contemporary ISM is simultaneously expanding, diversifying and being reconfigured, providing both opportunities and challenges for higher education systems seeking to leverage internationalization for sustainable development.

1.2 Vietnam Background

Countries like Vietnam are increasingly recognized as a promising destination for international students in Asia, driven by economic growth, affordable education, and targeted recruitment strategies. Vietnam's higher education institutions have begun to actively position themselves within regional student markets by developing niche programs, improving English-medium offerings, and leveraging the country's cultural and economic dynamism to appeal to diverse cohorts of international learners (Tran & Marginson, 2018; Kim Khanh & Ngoc, 2022; Nguyen & Nguyen, 2024). Emerging evidence also points to Vietnam's dual role as both an emerging host and an exporter of international education, as universities seek to attract foreign students while continuing to send Vietnamese students abroad, thereby embedding internationalization within broader strategies for human-capital development and global engagement (Tran & Marginson, 2018; Nguyen, 2020; Pham et al., 2024).

Within national policy discourse, internationalization of higher education in Vietnam is framed as a strategic lever for enhancing institutional quality, modernizing governance, and supporting socio-economic development (Tran & Marginson, 2018; Ryu & Nguyen, 2021; Hoai et al., 2023). University leaders increasingly view internationalization as a core strategy to meet SDG 4 objectives, which are particularly quality, equity, and sustainability in education, while also contributing to wider SDGs related to economic growth, innovation and global partnerships (Nguyen, 2020; Lai et al., 2019). Recent statistics show that the number of international students in Viet Nam has reached its highest level in nine years, reflecting both national-level initiatives and

intensified efforts by universities to upgrade programs, services and marketing to foreign students (Government News, 2024; Sai Gon News, 2024). Ho Chi Minh City, in particular, is striving to become a leading education hub, with local universities expanding international programs and collaborating with municipal authorities to attract and retain international students as part of the city's development and soft-power agenda (Tran & Marginson, 2018; Tuoi Tre News, 2025).

In this context, focusing on international student recruitment and retention at the Ho Chi Minh City University of Economics and Finance (UEF) is especially pertinent. UEF operates at the intersection of national internationalization policies and the city's ambitions to build a competitive, globally connected higher education ecosystem, where continued improvements in institutional quality, student services and international partnerships will be key to sustaining and expanding Vietnam's appeal in the global education market (Tran & Marginson, 2018; Kim Khanh & Ngoc, 2022; Nguyen & Nguyen, 2024).

1.3 Literature Review

Research on the IoHE highlights diverse concepts, models and trajectories, including comprehensive, market-driven and partnership-oriented approaches, with increasing emphasis on sustainable, student-centered strategies (Hung & Yen, 2022; Kohl et al., 2022). In Vietnam, internationalization has advanced but remains constrained by limited resources, language barriers and often ad hoc, project-based initiatives, which can weaken strategic coherence and long-term impact (Ryu & Nguyen, 2021; Hoai et al., 2023). The push-pull framework has been widely used to explain ISM, including Vietnam as an emerging host. Push factors include constrained opportunities and uncertain economic prospects at home, while pull factors toward Vietnam and specific institutions encompass scholarships, favorable economic outlook, institutional reputation, Vietnamese language and Vietnam studies programs, affordability and geographic proximity (Kim Khanh & Ngoc, 2022; Nguyen & Nguyen, 2024). Beyond recruitment, international students' experiences and satisfaction that are shaped by teaching quality, services and campus environment, strongly influence loyalty and decisions to stay or leave, linking ISM to the sustainability of internationalization and long-term competitiveness (Lai et al., 2019; Nguyen & Nguyen, 2024).

From a sustainability perspective, internationalization is increasingly framed in relation to SDG 4 and broader SDGs, stressing that purely marketization-oriented recruitment risks undermining quality, equity and institutional commitment to holistic sustainable development (Hung & Yen, 2022; Kohl et al., 2022; Zhou et al., 2024). Whole-institution approaches that align marketing, academic quality, student support and governance with sustainability principles are therefore seen as crucial for attracting and retaining international students in ways that reinforce educational and social outcomes (Hung & Yen, 2022; Kohl et al., 2022). Against this backdrop, the present study focuses on the cognitive decision-making processes and factors shaping international students' choices to study and remain in Vietnam, using a case study design that applies push-pull marketing logics and SWOT analysis to examine institutional strategies (Kim Khanh & Ngoc, 2022; Nguyen & Nguyen, 2024).

1.4 Conceptual Framework

Building on the literature, the study adopts an integrated conceptual framework with three interrelated components. First, a push-pull framework for international student mobility is adapted to the Vietnamese context to capture how home-country pressures and Vietnam institution-specific attractions jointly shape international students' initial decision to enroll (Kim Khanh & Ngoc, 2022; Hung & Yen, 2022). Second, the analysis draws on cognitive decision-making and theory-of-action or planned behavior perspectives, which conceptualize study and stay decisions as multi-stage cognitive processes involving perceptions, evaluations and intention formation rather than single, one-off choices (Wang & Ruhe, 2009; Nguyen & Nguyen, 2024). This lens is used to examine how students interpret push-pull factors, institutional messages and lived experiences when deciding whether to remain in Vietnam after graduation. Third, a sustainable internationalization framework links recruitment

practices, student experiences and outcomes aligned with SDG 4, emphasizing that marketing strategies and institutional positioning must be integrated with efforts to ensure quality, equity and long-term student loyalty (Hung & Yen, 2022; Kohl et al., 2022; Lai et al., 2019). In combination, these perspectives guide the case study in analyzing how Vietnamese universities, which are through push-pull-oriented marketing and strategic choices identified via SWOT analysis, shape international students' cognitive decision-making about studying and staying in Vietnam, and how such processes can support more sustainable internationalization trajectories (Hung & Yen, 2022; Nguyen & Nguyen, 2024).

2. Research Objectives and Questions

Building on global and Vietnamese debates on internationalization, push-pull dynamics, cognitive decision-making and sustainable internationalization, this study examines the Ho Chi Minh City University of Economics and Finance (UEF) as an emerging Vietnamese institution seeking to attract and retain international students in ways aligned with the SDGs. The overarching objective is to understand how institutional strategies, student decision-making and the wider policy environment interact in shaping a sustainable international student base at UEF and in Vietnam.

The study pursues four specific objectives. First, it analyses how UEF's internationalization and recruitment strategies, which are including strategic partnerships, English-medium provision, participation in external quality schemes, student support services and digital marketing that align with principles of sustainable internationalization and selected SDGs, particularly SDG 4 (quality education), SDG 11 (sustainable cities and communities) and SDG 17 (partnerships for the goals). Second, it identifies and interprets key push-pull factors and cognitive decision-making processes shaping international students' choices to study at UEF and their intentions to remain in Ho Chi Minh City or Vietnam after graduation, with attention to perceived academic quality, support, and career prospects. Third, it develops a SWOT analysis of UEF's recruitment and retention practices, assessing internal strengths and weaknesses (e.g. partnerships, services, limited global brand, language and procedural barriers) and external opportunities and threats (e.g. ASEAN collaboration, scholarships, regional competition, degree recognition and geopolitical uncertainty). Finally, it formulates evidence-based recommendations to enhance sustainable internationalization and international student recruitment at UEF in ways that contribute to education for sustainability and SDG-related outcomes in Vietnam's higher education sector.

These aims are addressed through three guiding research questions: (1) In what ways do UEF's internationalization policies, programs, partnerships and marketing practices support sustainable internationalization and SDG commitments, and how is this perceived by institutional leaders, staff and international students? (2) Which push-pull factors, perceived institutional and city-level attributes, and cognitive decision-making processes most strongly shape international students' decisions to choose UEF or Vietnam and to stay after graduation? (3) What strengths, weaknesses, opportunities and threats emerge from a SWOT analysis of UEF's international student strategies, and how can these insights inform more sustainable, SDG-aligned internationalization and recruitment at UEF and comparable institutions in Vietnam?

3. Methodology

This study employs a qualitative single-case study design to examine how UEF positions itself within Vietnam's evolving landscape of IoHE and inbound ISM. A single-institution focus enables an in-depth exploration of institutional strategies, stakeholder logics and decision-making processes in an emerging, niche destination context, complementing broader work on Vietnam as a host country and on push-pull dynamics in Asia-bound mobility.

Evidence is drawn primarily from institutional and policy documents, complemented by basic quantitative indicators. At the national level, Ministry of Education and Training (MOET) statistics on inbound students

(18,500 in 2020-2021, rising to 22,000 in 2023-2024) provide a macro picture of Vietnam's growing, yet still modest, visibility as a receiving system. At the institutional level, UEF International Institute records for 2020-2024 (56 international students: 31 full-time bachelor, 2 joint-program, 23 exchange) are used to situate UEF's scale and portfolio relative to national flows and patterns observed at larger public universities 25. These figures are treated descriptively to contextualize, not to generalize.

Documentary sources include UEF strategic and marketing materials, partnership agreements, internal reports on international programs and services, and national policy texts on internationalization and sustainable development. Together they surface how international students and partnerships are framed in terms of quality, equity, branding and SDG-related aspirations, resonating with wider debates on sustainable internationalization and university positioning in Vietnam.

Data analysis follows a hybrid deductive-inductive thematic strategy. Deductive codes are derived from push-pull models (national vs institutional pull factors), cognitive and theory-of-action perspectives on decision-making and retention, and frameworks on sustainable internationalization and partnerships. Inductive coding allows emergent themes (e.g. language support, visa logistics, virtual mobility) to refine the analytical frame.

On this basis, a structured SWOT matrix is constructed, triangulating coded themes, numerical indicators and secondary literature to identify internal strengths/weaknesses and external opportunities/threats in UEF's recruitment and retention of international students within Vietnam's competitive and policy environment.

4. Case Context: UEF and Vietnam's Internationalization

Vietnam has progressively reformed its higher education system, developing a more enabling policy and legal framework to advance internationalization, particularly in relation to inbound student mobility, cross-border education and institutional partnerships. National strategies priorities international cooperation, quality assurance, joint training programs and international research collaboration as key mechanisms for enhancing system competitiveness and building human capital. Although Vietnam has traditionally been perceived as primarily a sending country, recent trends indicate that its universities are increasingly positioning themselves as hosts for international students. Most inbound students originate from within Asia and are drawn by scholarships, favorable economic conditions and specialized programs. MOET statistics show an increase in international students from 18,500 in 2020-2021 to 22,000 in 2023-2024, suggesting a gradual consolidation of Vietnam's status as a regional education hub despite disruptions such as the COVID-19 pandemic. At the same time, national policies on international cooperation, degree recognition and institutional autonomy generate both enabling conditions and constraints for universities aiming to attract and retain international students in ways consistent with the SDGs.

Within this evolving landscape, UEF, a private institution located in Vietnam's largest and most dynamic metropolis, occupies a strategic position. UEF contributes to national internationalization efforts and to the aspiration of building Ho Chi Minh City as an education and innovation hub. The university has begun to construct an international profile through strategic partnerships with institutions in the Philippines and other countries, active exchange schemes, joint training initiatives and engagement with external quality frameworks such as QS Stars. These efforts parallel broader strategies used by Vietnamese universities to enhance global visibility and attractiveness. UEF has also invested in student services and recruitment infrastructure, including a Center of Consultancy and Student Recruitment and a range of support services frequently identified as operational pull factors. Its use of digital and social media marketing reflects contemporary, sustainability-oriented recruitment practices. Between 2020 and 2024, UEF enrolled 56 international students (31 full-time bachelor, 2 full-time joint, 23 exchange), a modest yet diverse cohort that underscores both its emerging international profile and the opportunities and challenges associated with building sustainable, SDG-aligned internationalization in Vietnam.

5. Findings

5.1 *Pull Factors and Decision-Making to Study at UEF/Vietnam*

The findings confirm a multi-layered set of pull factors at both national and institutional levels, consistent with prior Vietnam-focused research. At the country level, students highlighted Vietnam's bright economic prospects, perceived job opportunities and relatively affordable cost of living and tuition as central attractions, echoing evidence that economic outlook and scholarships are decisive in choosing Vietnam and similar developing destinations. Political and geographical proximity, cultural familiarity within ASEAN, and interest in the Vietnamese language and culture further reinforced the pull of Vietnam for regional students. At the institutional level, UEF's location in Ho Chi Minh City, reputation in business-related fields, English-medium and joint programs, and the promise of "practical, career-oriented" training was frequently cited, aligning with wider findings that institutional reputation, field-specific strength and program niche are critical. Students described being influenced by family, friends, alumni and social media content, similar to patterns observed in other Asian recruitment contexts. Decision-making accounts reflected a cognitive weighing of financial feasibility, perceived employability, institutional trust and self-efficacy, consistent with theory-of-action and push-pull frameworks that emphasize reasoning processes rather than purely structural drivers.

5.2 *Experiences, Retention and Intentions to Stay*

International students' experiences at UEF or Vietnam were generally positive but ambivalent in ways that strongly shaped intentions to remain after graduation. Consistent with research on intra-Asian mobility, students valued supportive staff, peer networks, and scholarships, which sustained satisfaction and short-term persistence. However, challenges related to the Vietnamese language, limited integration with local students, bureaucracy (visas, residency), and uneven access to internships were recurrent, mirroring barriers identified for other international cohorts in Vietnam and developing destinations. Decisions about staying in Ho Chi Minh City or Vietnam combined perceptions of city attributes (safety, cultural vibrancy, economic dynamism) with assessments of long-term career prospects and adaptability, echoing evidence that city image and perceived cultural fit are central to graduate retention. Some students expressed strong intentions to stay for work, citing Vietnam's growth and regional connectivity, while others anticipated onward mobility or return home due to concerns about degree recognition, wage levels or family obligations, consistent with broader findings on immigration and repatriation intentions.

5.3 *SWOT Analysis of UEF's Internationalization and Recruitment*

The SWOT synthesis shows that UEF's strengths center on its strategic location, growing international partnerships, English-medium offers, and an emerging recruitment infrastructure, including digital and social media marketing that aligns with innovative, sustainable recruitment models in Asia. Student testimonies underscored the value of responsive staff, scholarship opportunities and flexible program pathways as concrete advantages, in line with pull-factor studies in Vietnamese institutions. Key weaknesses include limited global brand recognition, fragmented international marketing, language barriers in academic and administrative communication, and constrained on-campus housing options. These internal constraints parallel those identified for Vietnamese and other emerging-destination universities seeking to scale inbound mobility.

Opportunities arise from national and city-level ambitions to position Vietnam and Ho Chi Minh City as regional education hubs, growing intra-ASEAN mobility, and the diffusion of customer-oriented, innovative marketing strategies (e.g., multilingual websites, data-driven social media campaigns) that have proven effective elsewhere in Asia. Expansion of scholarships, internships with international firms, and co-branded programmes with reputable partners were seen as high-impact levers, echoing recommendations from Vietnam-based

recruitment research. Threats include intensifying regional competition, global shocks (pandemics, geopolitical tensions), evolving immigration and degree-recognition regimes, and Vietnam's still modest visibility in key sending markets, consistent with cross-country analyses of emerging destinations. Overall, the SWOT suggests that UEF's sustainable, SDG-aligned internationalization will depend on leveraging its urban location and partnership ecosystem while systematically addressing language, support and recognition issues that shape both attraction and long-term retention.

6. Discussion

This study positions UEF within the broader reconfiguration of ISM, where emerging destinations increasingly compete with established hubs. The findings show that international students' decisions to choose and remain at UEF reflect intertwined push-pull factors, cognitive decision-making processes and institutional conditions shaped by Vietnam's evolving internationalization agenda. Home-country constraints (cost, limited program diversity, political or economic uncertainty) intersect with Vietnam's pull factors, which are affordability, perceived safety, cultural proximity within Asia, and Ho Chi Minh City's dynamism, as well as UEF-specific attributes such as partnerships, English-medium opportunities and personalized support services.

At the institutional level, UEF's efforts to build an international profile through strategic partnerships, participation in QS Stars and the development of student support infrastructure demonstrate alignment with dimensions of sustainable internationalization, particularly quality enhancement and long-term collaboration (SDG 4 and SDG 17). However, the modest scale of inbound students and their concentration in a limited range of programs underscore persistent weaknesses, including constrained brand visibility, limited English-taught provision and practical barriers relating to visas, accommodation and language.

Students' experiences and retention intentions suggest that UEF's strengths in personalized support, social environment and city-level opportunities can partially offset structural constraints, but only when coupled with clear academic and career pathways. The SWOT analysis indicates that UEF's sustainability as an internationalizing institution will depend on its capacity to leverage ASEAN and regional collaboration, digital marketing and scholarships while mitigating threats from regional competition and uncertainty in global mobility. Overall, the case illustrates how an emerging Vietnamese university can contribute to SDG-aligned internationalization, while also revealing the fragility of such efforts in a still-developing policy and reputational environment.

7. Conclusions and Recommendations

This case study concludes that UEF's internationalization and student recruitment strategies are beginning to support sustainable internationalization but remain at an early stage of development. The university benefits from its location in Ho Chi Minh City, its targeted partnerships, and a supportive service ecosystem, which together function as important pull factors in attracting and retaining a small yet diverse international cohort. At the same time, structural weaknesses that limited global recognition, language barriers, visa and accommodation challenges, and constrained academic breadth in English restrict its ability to scale up and to fully realize SDG-related contributions.

To advance sustainable internationalization, several recommendations emerge. First, UEF should gradually expand high-quality, fully English-taught programs in fields linked to Vietnam's development priorities and labor-market needs, ensuring robust quality assurance and international accreditation. Second, the university should deepen and diversify strategic partnerships (e.g. dual degrees, joint research, co-branded programs) that strengthen SDG-oriented teaching and research, while enhancing global visibility. Third, UEF should invest in integrated digital marketing strategies and narrative branding that communicate its distinctive value proposition as a safe, affordable, and opportunity-rich study destination.

Fourth, student-centered policies are required to improve the international student experience: streamlined

admissions and visa guidance; proactive pre-arrival orientation; expanded accommodation options; and comprehensive academic, language, cultural and career support, including internships and employer engagement in Ho Chi Minh City. Finally, embedding SDG principles more explicitly into institutional strategies, curricula and partnerships would position UEF not only as a receiver of international students but as an actor contributing to equitable, mutually beneficial internationalization within Vietnam and the region.

Limitations and Future Research - This study has several limitations that should be acknowledged. First, it draws on a single institutional case with a relatively small number of international students, which constrains the generalizability of the findings beyond UEF and similar emerging institutions. Second, the analysis relies primarily on qualitative data and institutional/national statistics; without large-scale survey data, the study cannot quantify the relative weight of different push–pull factors or systematically compare subgroups (e.g. by country of origin, program type or length of stay). Third, the cross-sectional nature of the data limits insight into how students’ perceptions and retention intentions evolve over time, particularly in response to policy or institutional changes.

Future research could address these limitations in several ways. Comparative multi-case studies across Vietnamese and ASEAN universities would enable analysis of divergent internationalization trajectories and recruitment models, including public-private and center-periphery contrasts. Mixed-methods designs incorporating longitudinal surveys, follow-up interviews and graduate tracer studies could provide a deeper understanding of cognitive decision-making, adaptation processes and post-graduation mobility or employment outcomes. Further work is also needed to operationalize and measure “sustainable internationalization” in the Vietnamese context, including indicators that capture equity, reciprocity, environmental impact and SDG-related educational contributions. Studies examining the perspectives of domestic students, academic staff, employers and policy-makers would offer a more holistic view of how international student recruitment intersects with national development strategies and labor-market dynamics. Finally, research on the role of digital marketing, online reputation and transnational alumni networks in shaping Vietnam’s attractiveness as an education hub would provide practical insights for institutions like UEF seeking to build a resilient, SDG-aligned international student base.

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Developing holistic international collaboration through a year-round Japan-Philippines educational partnership

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Abstract

This study investigates an ongoing year-round partnership between Silay Institute in the Philippines and Nihon Fukushi University in Japan, which integrates international collaboration into regular educational activities. Unlike conventional short-term exchange programs, this initiative is built on four components: (1) bidirectional face-to-face exchanges, in which students alternately serve as hosts and visitors; (2) online collaborative activities, including mutual language practice; (3) joint participation in campus events through online platforms; and (4) continuous peer communication via asynchronous and synchronous tools. The activities address multiple dimensions, including environmental action, peace education, cultural exchange, and community engagement. Analysis of student reflection reports and faculty observations suggests that sustained year-round engagement supports the development of all three types of Community of Inquiry presence (social, cognitive, and teaching) in ways that brief, conventional one-time exchange activities are less likely to enable. Students reported meaningful shifts in their understanding of cross-cultural communication and global issues. Early signs of learner autonomy were observed, most notably in the self-initiated support provided by Filipino university students during reciprocal visits from their Japanese counterparts. Faculty observations highlighted the importance of embedding international activities within regular school life as a factor in sustaining student motivation. In addition, they pinpointed practical challenges, such as the program's dependence on individual faculty initiatives, limited integration of activities into formal curriculum structures, and the difficulty of sustaining student-to-student communication between organized events. These issues are discussed as priorities for the next phase of program development and research.

Keywords: international partnership, community of inquiry, intercultural learning, blended exchange, year-round engagement

Developing holistic international collaboration through a year-round Japan-Philippines educational partnership

1. Introduction

In an increasingly interconnected world facing complex challenges, higher education institutions must prepare students to become global citizens capable of collaborative problem-solving across cultural boundaries. Traditional short-term exchange programs often fail to create the sustained engagement necessary for deep intercultural competence and meaningful contributions to global sustainability goals (Deardorff, 2006; Jackson, 2018). This study analyzes a year-round integrated partnership between the Silay Institute (SI) in the Philippines and Nihon Fukushi University (NFU) in Japan, which reimagines international collaboration as a comprehensive educational ecosystem rather than isolated events.

The urgency to address global sustainability challenges, as articulated in the United Nations' Education 2030 agenda and Sustainable Development Goals (SDGs), requires educational approaches that foster both knowledge acquisition and the development of 21st century competencies, including critical thinking, collaboration, communication, and cultural awareness (Partnership for 21st Century Learning, 2019; UNESCO, 2017). However, most international education programs remain structured around brief, intensive exchanges that provide limited opportunities for sustained relationship-building, continuous learning, and the iterative application of knowledge across contexts (Jackson, 2018).

This study addresses a practical need in international education practice: how to design and implement year-round collaborative partnerships that integrate in-person exchange with digital connectivity to create holistic learning experiences for sustainability education. Rather than treating international exchange as a one-time event, this partnership weaves collaboration into campus events and ongoing peer interaction throughout the academic year, gradually working toward fuller integration into the formal curriculum. Drawing on the Community of Inquiry (CoI) framework (Garrison et al., 2000), we examine how the intentional design of social, cognitive, and teaching presence contributes to sustained, meaningful international collaboration. This study examined the pedagogical foundations, practical implementation, and preliminary outcomes of this integrated approach.

2. Literature Review and Theoretical Framework

The SI–NFU partnership is grounded in the CoI framework, which posits that meaningful learning emerges from the intersection of three essential elements of presence: social, cognitive, and teaching presence (Garrison et al., 2000). Social presence enables learners to project themselves socially and emotionally; it builds relationships and group cohesion across cultural and linguistic boundaries. Cognitive presence involves constructing and confirming meaning through sustained reflection and discourse; it encompasses triggering events, exploration, integration, and resolution. Teaching presence comprises the design, facilitation, and direction of learning processes; it creates structures that enable productive interactions and provides appropriate guidance. In international partnerships, year-round engagement enables all three types of presence to develop more fully than brief exchanges typically would allow. The CoI framework has proven effective in analyzing international project-based learning collaborations, including multiyear World Youth Meeting (WYM) events that convene students from multiple Asian countries (Sato & Kageto, 2015). Research on the online implementation of such events highlights the importance of the strategic integration of face-to-face and online modalities, particularly in maintaining quality collaboration and informal interaction (Sato & Kageto, 2021).

The partnership also draws on social constructivist learning theory, which emphasizes that knowledge is actively constructed through social interaction and cultural tools (Vygotsky, 1978; Lave & Wenger, 1991).

International collaboration provides an ideal context for social constructivist learning, as students encounter diverse perspectives, negotiate conflicting viewpoints across boundaries, and co-construct understanding through sustained interaction. Learner-centered approaches position students as active agents rather than passive recipients, and manifest through student-driven projects and reciprocal cultural exchanges (Weimer, 2013).

Year-round partnerships address contemporary educational priorities, including global competence and 21st-century skills (collaboration, communication, critical thinking, creativity, and cultural awareness; Partnership for 21st Century Learning, 2019). Global competence is defined as the capacity to examine intercultural issues, appreciate diverse perspectives, engage effectively across cultures, and act toward collective well-being (Deardorff, 2006; OECD, 2018). UNESCO's Education 2030 agenda underscores the role of education in achieving the SDGs through education for sustainable development, which aims to support learners in making informed decisions regarding environmental integrity, economic viability, and social justice (UNESCO, 2017). International partnerships offer opportunities for contextual sustainability learning as students develop a grounded understanding of how challenges and responses vary across social and cultural settings (Brundiers et al., 2010).

Finally, this approach leverages technology-enhanced international collaboration, which recognizes that combining in-person encounters with digital connectivity creates richer learning experiences than either modality alone (Garrison & Kanuka, 2004; O'Dowd, 2018; Rubin, 2017; Taras et al., 2013). Synchronous video conferencing enables real-time interaction, and asynchronous platforms support flexible communication (Harasim, 2017). However, effective implementation requires a thoughtful pedagogical design that strategically integrates both face-to-face and online engagement to sustain connections and enable continued collaboration between in-person visits.

3. Methodology

Research Design - This study employed a qualitative exploratory design to examine the pedagogical structure and early learning outcomes of a continuous integrated partnership between NFU and the SI. The study draws on program documentation and participant reflection reports to identify emerging patterns in how social, cognitive, and teaching presence manifest in the partnership model. Given the program's developmental nature, the current analysis is understood as a preliminary stage of a long-term research process. Future phases of the study will include structured surveys and formal interviews, enabling a more systematic assessment of learning outcomes and a more comprehensive mixed-methods approach.

Participants - The participants were university and high school students from both institutions. Filipino participants comprised students from the SI, which provides education from kindergarten to tertiary levels. The Japanese participants included students from the Faculty of Global Studies at NFU and its affiliated high school (NFUAHS). Multiple groups have participated in various program components since the establishment of the partnership in 2017, with the participant numbers varying by activity.

Data Collection and Analysis - This study used two primary data sources. The first consists of observational records maintained by faculty coordinators during in-person exchanges and online sessions during 2025, with a focus on student engagement, interaction patterns, and communication across cultural boundaries. The second consisted of written reflection reports submitted by student and teacher participants following WYM2025, including reports from students at the SI, NFUAHS, and NFU. These reports provide direct participant accounts of their learning experiences, intercultural encounters, and perceived program outcomes.

The data were interpreted using the CoI framework, with attention to social, cognitive, and teaching presence as the analytical categories. As mentioned, the analysis is exploratory in nature and aims to identify emerging patterns and generating questions for a more systematic future investigation. Structured surveys and formal interviews are currently being prepared to support a more robust analysis of the outcomes in subsequent research phases.

4. Program Context and Description

Partnership Development - The partnership between the SI in the Philippines and NFU in Japan began in 2017 with high school-level collaboration. In 2025, it evolved into a comprehensive institutional agreement. Both institutions share a commitment to holistic education and global citizenship development. The partnership emerged from the recognition that sustained collaborative relationships could enhance student learning more effectively than one-time exchanges. Faculty members from both institutions have been building a year-round system that integrates international collaboration into regular educational activities. The program emphasizes reciprocity, multiple components, and the integration of in-person and digital engagement informed by the CoI framework.

Four Integrated Components - Drawing on the CoI framework as a guiding reference, the program has been developed and refined through trial and error. The four components emerged as central to the overall design. First, bidirectional in-person exchanges allow students from both countries to take turns as hosts and visitors, giving each party the experience to play both roles. Japanese students engaged in community-based activities, historical learning, and environmental projects in the Philippines, while Filipino students participated in international events and collaborative presentations in Japan. Second, curriculum-embedded collaboration introduces international engagement into regular educational activities. Filipino students provided online English conversation practice for Japanese students, while Japanese students supported Japanese language classes at the SI through video conferencing. Third, joint participation in campus events, such as school festivals and open campus days, create shared experiences across borders, with students preparing presentations and joining each other's events online. Fourth, continuous peer communication through messaging and video conferencing helps sustain relationships and maintain engagement between in-person visits.

The development of these components was not driven by a formal top-down mandate. While our institutions share a broad partnership agreement for education and research, the actual structure of the program emerged through the hands-on initiatives of faculty members and a gradual process of mutual cooperation.

Design Rationale - This integrated design operationalizes the CoI framework while addressing the limitations of conventional exchange programs. Embedding collaboration into the regular curriculum normalizes international engagement as an ongoing practice. Throughout the year, multiple components support deeper learning and relationship development, which are essential for a robust social presence. Combining in-person encounters with digital connectivity leverages the advantages of each modality. Bidirectional exchanges ensure reciprocity and position students as cultural learners and guides. Intentional faculty design and facilitation maintain an appropriate teaching presence, enabling student agency while ensuring educational quality.

5. Results

Program Implementation Overview - The partnership has conducted three major reciprocal exchange visits to date along with online collaborative activities throughout the academic year. The program has involved university and high-school students from both institutions, with participation varying across activities depending on the nature and purpose of each component. The focus of this study is the overall design of the program and the learning experiences it enabled, rather than participant numbers by activity. Implementation has demonstrated that year-round international collaboration can be sustained within the constraints of regular institutional operations, and that embedding such collaboration into the curriculum and campus life is both feasible and educationally meaningful.

Physical Exchange Activities - WYM is an international exchange event organized and facilitated by students and educators of the Faculty of Global Studies at NFU as an integral component of the curriculum (Kageto, 2007). Held annually in August on the NFU campus, the event currently brings together approximately 300 participants from Japan and another around 10 countries, primarily from across Asia. Japanese and

international students collaborate in teams to develop and deliver presentations on themes related to sustainability and global issues. In addition to the formal presentation component, WYM provides structured and informal opportunities for intercultural exchange among participants from diverse national and educational backgrounds.

WYM serves as a shared platform for many participating institutions, and its partnership with the SI has developed into a particularly sustained and multifaceted collaboration. Rather than treating the WYM solely as an annual event, the two institutions use it as an anchor point around which a broader year-round exchange has been built, involving in-person visits, ongoing digital communication, and, more recently, a formal institutional agreement. This collaboration operates at two levels—high school and university—each with its own exchange cycle and developmental trajectory.

At the high school level, the exchange cycle has been ongoing since the partnership's 2017 establishment, except for an interruption during the COVID-19 pandemic. Prior to WYM, students and teachers from NFUAHS traveled to the SI in the Philippines for a preparatory visit, which focused primarily on joint rehearsal and refinement of the symposium presentation. This pre-event visit also incorporated historical learning and tree-planting activities, embedding the exchange within the broader themes of environmental awareness and shared history. Following this preparatory phase, SI students traveled to Japan to participate in WYM as a joint team with their NFUAHS counterparts and delivered their collaborative presentation to an international audience. This bidirectional cycle, in which Japanese students travel to the Philippines to prepare together and Filipino students travel to Japan to present together, reflects a deliberate commitment to shared ownership of the final work.

At the university level, the partnership entered a new phase following the signing of a formal institutional agreement between NFU and the SI. While SI university students had previously participated in the WYM in Japan, the arrangement had been only unidirectional. In September 2025, NFU university students visited the SI for the first time, undertaking a range of activities, including tree planting, historical learning, and Japanese language instruction for local students and children. Filipino students, in turn, provided English instruction to the NFU participants for a reciprocal exchange regarding the language learning dimension. Two SI university students who had participated in WYM played a particularly significant role in facilitating the visit; they accompanied the group during activities, provided English language support, and collaborated with NFU students to revise instructional slides to make the Japanese language lessons more accessible to local learners. The activity design drew on a framework established through years of high-school exchange, adapting familiar elements to the university context for the first time.

The coordinators regard this initial university visit as a trial from which future iterations are to be developed with greater flexibility. Spring recess is considered a more suitable time for subsequent visits of NFU students. Looking further ahead, university-level exchanges are envisioned as the foundation for sustained forms of international collaborative inquiry, including joint research projects and participation in international academic conferences.

Online Collaboration as a Foundation for Curriculum Integration - Online collaborative activities have formed a central and recurring dimension of the partnership throughout each year, providing a structured basis for language learning and intercultural exchange between in-person visits. Filipino students at the SI engaged in online English conversation practice with Japanese students at NFU and NFUAHS, while Japanese students supported SI students' Japanese language learning through video conferencing sessions. These activities created regular, purposeful contact between participants and gave the partnership a presence in students' routine educational lives, rather than limiting international engagement to occasional events.

A preparatory online session held in July 2025, organized via Zoom with UD Talk support, introduced students to themes of shared history and built initial interpersonal connections among participants before the onsite WYM event. This session illustrated how online collaboration can serve not only as a follow-up to

in-person visits, but also as a meaningful point of entry that prepares students for more intensive face-to-face engagement.

These online activities are organized primarily through faculty initiatives rather than formal curriculum components in the timetable. While these activities have demonstrated their value as a connective thread running throughout the year, moving toward more systematic curriculum integration remains an important goal. Embedding online collaborative activities within formal course structures in both institutions would provide students with a clearer academic framing for their participation and help ensure continuity across cohorts. Current activities, therefore, are understood as a practical foundation to inform a more formally integrated curriculum design in the program's future iterations.

Campus Event Collaboration - Campus events provided additional opportunities for international collaboration throughout the year. Students prepared joint presentations for WYM. Preparation took place both during in-person visits and ongoing online communication. Students from each institution participated remotely in campus events at the partner school, sharing performances, presentations, and cultural activities. This involvement in each other's campus lives helped the students develop a sense of connection with both institutional communities and broadened their understanding of educational cultures in different national contexts.

Beyond internal program activities, the partnership has also been shared widely through public events. On open campus days and during the annual university festival held at NFU and NFUAHS, students organized sessions in which they introduced their international collaborative learning experiences to prospective students, families, and other visitors. This outward-facing dimension serves two purposes: It contributes to the broader dissemination of international collaborative learning as an educational approach, and it creates meaningful opportunities for students to revisit and articulate their experiences. Presenting their work to a new audience encourages reflection and supports the process of making sense of what they have learned through cross-cultural engagement. Public campus events function not only as outreach activities but also as an integral part of the learning experience.

Continuous Digital Communication - Digital communication platforms sustained student contact throughout the year, functioning not merely as a supplement to in-person exchange but also as a connective thread running through the full cycle of program activities. The presence of multiple shared goals throughout the year included joint presentation preparation, remote participation in campus events, and collaborative planning for visits. These gave students concrete reasons to remain in regular contact rather than communicating only around specific events. Group messaging enabled ongoing informal exchanges in which students shared their daily experiences, photographs, cultural observations, and personal updates, while synchronous video conferencing supported more structured collaborative sessions. This combination of asynchronous and synchronous communication allowed relationships to develop gradually and continuously. This avoided the pattern identified as a common limitation of conventional short-term exchange programs: intensifying during in-person visits and fading in the intervals between them. The embedding of digital communication within the broader structure of year-round activities is regarded by the program coordinators as a key factor in sustaining student engagement and preventing the relational discontinuity that often follows one-time exchange events.

Preliminary Observations - An analysis of student reflection reports and faculty observations from WYM2025 provides initial evidence of learning outcomes across the three types of presence identified in the CoI framework. The following observations are exploratory in nature. They are intended to identify patterns for systematic future investigation.

Regarding social presence, the reflections of students from both countries reflected a sense of belonging that extended well beyond formal events. A Filipino student described the depth of connection she experienced: "I really felt like I belonged there, that I was a part of that country" (SI High School Student A, written reflection). Another noted the quality of the collaborative atmosphere: "Nobody was left behind; everyone's voice mattered"

(SI High School Student B, written reflection). A third participant highlighted the role of the host family in sustaining social presence across the program: “My host mother was always there to support me, that also made me calm down when I was about to get scared before the presentation” (SI College Student A, written reflection). Similarly, Japanese high school students reported that their initial anxiety about communicating in English gradually eased through the use of gesture and a genuine desire to connect. One student noted that being understood despite their limited language proficiency was a deeply satisfying experience (NFUAHS Student A, written reflection). The NFU student organizer who served as moderator of the panel discussion reflected that the experience confirmed for him that “learning is not just about knowledge but about connection” (NFU Student A, written reflection). Faculty observations from both institutions confirmed that host family arrangements and sustained digital contact contributed to social bonds that continued well after the formal program ended.

Regarding cognitive presence, student reports showed meaningful shifts in understanding. A Japanese participant reflected that the experience changed his view of language use: “What matters is not pursuing perfection, but the attitude of trying to connect with the other person” (NFUAHS Student B, written reflection, translated from Japanese). The NFU student organizer observed a broader shift in how participants approached communication: “Presentations are powerful because they are not about repeating information but about engaging in a dialogue that carries personal weight and authenticity” (NFU Student A, written reflection). Filipino students demonstrated growing awareness of their own capacity for global engagement. One wrote that the experience had given her “a desire to continue building bridges, not just between nations, but between hearts” (SI High School Student B, written reflection). The faculty coordinator at NFUAHS observed that students who participated in collaborative workshops showed an increased willingness to engage in public settings. Furthermore, encountering concrete sustainability issues through the SDG16 project helped students recognize that they could meaningfully contribute to global dialogue.

Regarding teaching presence, the NFUAHS faculty coordinator noted that embedding WYM as a visible intermediate goal in the regular curriculum directly contributed to student motivation and the sense that international engagement was a normal part of school life. Students who were previously reluctant to interact in public settings reported reduced apprehension after participating in collaborative workshops. The SI faculty coordinator described the online session held on July 13, organized via Zoom with UD Talk support, as a meaningful preparatory experience that introduced students to the history of Japanese soldiers in Silay and built initial connections among participants before the onsite event. The NFU student organizer noted that the symposium format created conditions in which students could experience English “as a living tool for connecting with the world, not just as a subject in school” (NFU Student A, written reflection). This comment suggests that the program design supported a shift toward more authentic language use. Both faculty coordinators observed that the balance between structured guidance and student autonomy enabled students to take genuine ownership of their work. This pattern was reflected in the quality of the final joint presentation.

A particularly encouraging development was observed during the NFU university students’ visit to the SI. Without direct instruction from the faculty of either institution, the SI students who had previously participated in the WYM decided to provide comprehensive support throughout the visit. Drawing on their own experience of being welcomed in Japan, they expressed a strong desire to reciprocate the hospitality. Their contributions went beyond logistical accompaniment; they collaborated closely with NFU students to substantially revise the instructional slides used for Japanese language lessons, offering concrete improvements informed by their own perspective as Japanese language learners. They provided cultural guidance and support during community activities. This spontaneous student-initiated facilitation represents an early but meaningful instance of learner autonomy emerging from the reciprocal structure of the partnership. It suggests that sustained engagement across multiple program cycles may gradually cultivate the program’s ultimate goal: self-directed intercultural agency.

6. Discussion

Findings - The preliminary observations reported in this study suggest that the three types of presence identified in the CoI framework developed in line with the program's design intentions, although the findings remain exploratory. Multiple mechanisms supported social presence throughout the year. In-person exchanges provided the face-to-face contact necessary to establish personal trust and emotional connections, while continuous digital communication helped maintain these relationships between visits. Student reflection indicated that this combination allowed relationships to develop gradually over time rather than remaining limited to brief periods of intensive contact. The bidirectional structure of the exchanges, in which students from both countries took turns in host and visitor roles, appeared to contribute to more balanced and reciprocal relationships than a one-directional program may yield. Faculty observations noted that students showed initiative in sustaining contact beyond formally organized activities, suggesting that the social bonds formed through the program had genuine personal meaning for the participants.

Cognitive presence was supported by the diversity of learning activities and the extended timeframe of engagement. Students encountered sustainability-related themes through environmental work, such as tree planting, historical fieldwork, language learning, and cultural exchange, each providing a different context for reflection and meaning-making. Student reports indicated that engagement with these activities prompted genuine shifts in understanding, particularly regarding the relationship between personal communication and cross-cultural connections, and the relevance of global issues to individual action. Encounters with sustainability issues in each other's local contexts, rather than in the abstract, appeared to support a more contextually grounded understanding of how global challenges manifest differently across national and cultural settings. The opportunity to revisit related themes across multiple activities over an extended period appeared to support iterative learning, which brief exchange programs typically cannot provide.

Teaching presence was reflected in the program's overall design, which created multiple structured opportunities for meaningful interaction while allowing considerable student autonomy. The faculty from both institutions observed that embedding the program within regular school activities, rather than treating it as a standalone event, helped normalize international engagement for students. The faculty identified the balance between structured guidance and student-led activities as an important factor enabling students to take ownership of their participation. These observations support the view that year-round engagement, combining in-person exchanges with sustained online communication, enables the three types of presence to develop more fully than shorter programs typically would allow. The findings are consistent with social constructivist accounts of learning, which emphasize the importance of sustained social interaction and iterative experience for developing deeper understanding. The learner-centered design of the program, in which students alternately served as cultural guides and cultural learners, reinforced this approach by positioning students as active participants in their own learning, rather than recipients of predetermined content.

Nevertheless, the program was developed through faculty initiative and ongoing trial and error, rather than through a formally planned research design. The four components of the program each emerged and evolved over time, informed by practical experience and guided by theoretical reference points, including the CoI framework. The observations reported here reflect this developmental nature. More systematic data collection is needed before stronger claims can be made regarding learning outcomes.

Challenges and Limitations - Several practical and structural challenges emerged during the program's implementation, which highlight important directions for future development. A central challenge concerns the degree to which the program depends on faculty initiative and sustained individual effort. Each activity cycle requires faculty to actively recruit and motivate student participants, organize logistics across institutional and national boundaries, and facilitate online communication between events. Digital communication among students does not arise spontaneously; without deliberate structuring by the faculty, contact between formal activities tends to diminish. This level of faculty-driven coordination, while effective in the current

developmental phase, raises questions about the long-term scalability and sustainability of the program if faculty circumstances change. Reducing this dependency through systematic structural support, including clearer institutional backing and distributed coordination responsibilities, is a priority for the next development phase.

Related to this is the challenge of curriculum integration. Thus far, the activities described of the program have been organized primarily as co-curricular or extracurricular initiatives, rather than formally embedded curriculum components at either institution. Deeper integration into formal course structures would provide students with a clearer academic framing for their participation, reduce the burden on individual faculty coordinators, and ensure continuity across student cohorts. Developing pathways toward curriculum integration while preserving the program's flexibility and authenticity is among the most significant design challenges.

Another challenge is student autonomy. While the program aspires to support self-directed intercultural engagement, the students generally require ongoing facilitation to maintain meaningful contact between formal activities, including online communication. Developing conditions in which students gradually take greater ownership of their participation, including the ability to initiate and sustain peer interactions independently, is an important focus for future iterations of the program. Simultaneously, there are early indications that sustained engagement across multiple program cycles may organically generate autonomy. During the NFU university students' visit to the SI, the Filipino students who had previously participated in WYM provided extensive self-initiated support. Examples included collaborating on the revision of Japanese language lesson materials from a learner's perspective, accompanying the group during community activities, and offering hospitality that was explicitly motivated by the desire to reciprocate what they had experienced in Japan. This behavior was not directed by faculty from either institution. It represents a promising sign that the partnership's reciprocal structure may, over time, cultivate the intercultural agency and mutual responsibility that more formally structured programs often struggle to foster.

Coordinating schedules across institutions in different countries and time zones requires sustained effort and flexibility from the faculty of both institutions. Language differences, while a source of learning, sometimes created communication difficulties, requiring additional facilitation. Financial and logistical constraints have limited the number of students who can participate in in-person exchanges, indicating that online communication will play a particularly important role in ensuring broader access to the program. As a work in progress, this study has several methodological limitations. Systematic survey and interview data collection is still being undertaken. The observations reported here are based primarily on reflection reports and faculty notes, rather than on structured instruments. The number of participants and detailed outcome measures have not yet been finalized. Thus, the long-term effects of the program on students' intercultural competence, global citizenship practices, and continued international engagement remain to be examined. A comparative study involving students from more conventional exchange programs would also help clarify the specific contribution of the year-round integrated design.

Another limitation concerns the documentation of sustained relationships beyond formal programs. While informal conversations suggest that participants maintain international connections through personal communication channels, the systematic tracking of such activities raises ethical concerns regarding privacy and student autonomy. Future research could explore participatory approaches, such as student-led documentation or opt-in sharing, to better capture the informal dimensions of intercultural relationship-building.

7. Conclusion and Future Research Directions

This study explored an ongoing year-round partnership between NFU and the SI and examined its design and preliminary outcomes using the CoI framework. The program brings together four components: bidirectional in-person exchanges, online collaborative activities, joint participation in campus events, and continuous peer communication. These elements together create multiple opportunities for sustained international engagement throughout the academic year. The program was developed through faculty initiatives and ongoing trial and error

rather than through a formally planned research design. However, the experience accumulated over several years provides a practical basis for examining what year-round integrated partnerships can offer sustainability education.

Preliminary observations from student reflection reports and faculty notes suggest that sustained engagement across multiple components supports the development of social, cognitive, and teaching presence in ways that brief episodic exchanges are less likely to enable. Students from Japan and the Philippines reported meaningful shifts in their understanding of cross-cultural communication, global issues, and their capacity to engage with people from different backgrounds. Faculty observations highlighted the importance of embedding international activities within regular school life as a factor in sustaining student motivation and normalizing global engagement, rather than treating such activities as separate events. This study has clear limitations. Systematic data collection through surveys and interviews is still underway, and the observations reported here are exploratory rather than conclusive. Participant numbers and detailed outcome measures have not yet been finalized, and the long-term effects on students remain to be examined. These are priorities for the next phase of our research.

The institutions plan to continue developing the program through ongoing reflection and adjustment. Key directions include moving toward more formal curriculum integration at both institutions, expanding access to program components to a wider range of students, and conducting systematic data collection to build a stronger evidence base. Comparative research involving students from more conventional exchange programs would help clarify the specific contribution of a year-round integrated approach. In addition, exploring how this partnership model could be adapted to other institutional contexts is a longer-term goal that could contribute to broader discussions on sustainable approaches to international education.

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Ang impact ng 4Ps' micro skills literasi ng mga magulang: Isang Home-Based Alternative Education serbisyong komunidad

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Abstract

Parents are the child's first teachers who mould the child's character since a child's education starts at home. This mixed-method study design aims to describe the impact of the vital role of education on children's development from the 2 projects, "Nanay-Tatay: An Alternative Home-Based Instruction and the "Nanay-Tatay: Ang Unang Magtutudlo" as an extension program in Barangay Nangka, Balamban, Cebu, Philippines, that is designed to help parents who lack education in teaching micro-skills using home-based instruction. It employed a questionnaire, unstructured interviews, and focus group discussions in gathering data. Consequently, this study employed the logic model of monitoring and evaluation (M&E) framework to generate the theory of change in empowering parents' first-hand education, home-based instruction as the first teacher to their children. Quantitative results showed that participants had gained significant experiences with the various activities offered by extensionists and project implementers. On the other hand, the significant responses of the participants were analyzed through thematic analysis, and the five (5) themes emerged in the study: sense of gratitude, increase of learning, application and transference of learning, change of behavior, and importance of communication. Consequently, a theory of change was generated in this study. As a result, the extension program had helped the parents empower themselves as the first teacher to their children, which helped boost their children's academic performance. It is recommended that the same logic model of monitoring and evaluation framework is recommended to be used in various less developed communities, especially in communities with parents who lack education.

Keywords: home-based instruction, community extension program, parental involvement, impact study, Philippines

Ang impact ng 4Ps' micro skills literasi ng mga magulang: Isang Home-Based Alternative Education serbisyong komunidad

1. Abstrak

Ang mga magulang ang unang guro ng mga anak na humubog sa kanilang pagkatao dahil sa tahanan nagsimula ang pagkatuto. Sa disenyong mixed-method, inilarawan ang kabuluhang epekto ng edukasyon ng mga magulang sa mga anak mula sa proyektong “Nanay-Tatay: Alternative Home-Based Instruction ” at “Nanay-Tatay: Ang Unang Magtutudlo”, proyekto para sa Barangay Nangka, Balamban, Cebu, Philippines. Tinuruan ang mga magulang na kapos sa kakayahang magturo sa makrong kasanayan: pagsalita, pakikinig, pagbasa at pagsulat sa mga anak gamit ang alternative home-based instruction. Kinalap ang mga datos gamit ang talatanungan, unstructured interviews, at focus group discussion. Ginamit din ang logic model of monitoring and evaluation (M&E) sa pagbuo ng theory of change at masuri ang kapangyarihan at kakayahan ng mga magulang bilang unang guro ng pagtuturo sa tahanan at natuklasan na nagkaroon ng makabuluhang karanasan ng pagkatuto ang mga magulang mula sa programa ng proyekto. Lumitaw sa tematikong pagsusuri ang limang tema: pasasalamat, pagdami ng natutunan, aplikasyon at paglipat ng pagkatuto, pagbabago ng pag-uugali, at kahalagahan ng komunikasyon. Bunga nito, nabuo ang isang theory of change. Natuklasan ng pag-aaral na ang proyekto ay isang hakbangin na mabigyan ng kapangyarihan ang sariling kakayahan ng mga magulang sa pagiging unang guro sa pagpapaunlad ng akademikong performans ng kanilang mga anak. Inirerekomenda ang paggamit ng parehong framework sa iba pang hindi gaanong maunlad na komunidad, lalo na kung kulang sa edukasyon ang mga magulang.

Susing-salita: home-based instruction; community extension program; pakikilahok ng magulang; Impact ng pag-aaral; Pilipinas

2. Introduksyon

Ang pakikilahok at pagsuporta ng mga magulang sa pormal na edukasyon ng kanilang mga anak ay may mahalagang papel sa paglaki at pag-unlad ng bata. Ayon kina Henderson, Mamburger at Dooms (1986), ang pakikilahok ng mga magulang ay sumasaklaw sa iba't ibang gawain na higit pa sa mga tradisyonal na gawain sa paaralan. Ipinahayag naman ni Georgiou (2007) na mas magaling sa akademiko at may mas positibong pananaw sa pag-aaral ang mga mag-aaral kapag ang kanilang mga magulang ay may kaalaman, paggabay at aktibo ring nakikilahok. Ang phase 1 na treyning ng proyektong “Nanay-Tatay: An Alternative Home-Based Instruction” ay nakatutulong nang malaki sa paghahanda ng mga magulang sa pagtuturo sa kanilang mga anak sa bahay sa pamamagitan ng mga natutunan nilang mga makrong kasanayan. Batay sa pagsusuri, ipinahayag ng mga magulang ang kanilang positibong pananaw sa kahalagahan ng edukasyon para sa kanilang sarili at sa kanilang mga anak. Ang mga makrong kasanayan – pagsalita, pakikinig, pagbasa at pagsulat ay ginamit nila sa pagtuturo at paggabay sa mga anak sa pag-aaral sa bahay. Ang mga kasanayang ito ay isinama sa mga teknik at estratehiya ng phase 2 ng treyning na “Nanay-Tatay: Ang Unang Magtutudlo” (Guro), na siyang pangunahing pokus ng proyekto. Ito rin ang mga batayang kasanayan na itinuturo sa pormal na paaralan para sa mga mag-aaral sa elementarya. Dahil dito, nagiging mas positibo ang pananaw ng mga magulang sa kahalagahan ng edukasyon at nagnanais silang ipagpatuloy ang nasabing proyekto.

Ang edukasyon ay dapat magsimula sa tahanan. Ang mga magulang ang unang magtatag nito upang hindi mahirapan ang bata na makibagay at umangkop sa iba't ibang kultura sa paaralan. Tungkulin ng mga magulang na tulungan ang kanilang mga anak sa paggawa ng takdang-aralin at turuan sila ng mga batayang kasanayan ayon sa antas at baitang. Batid na ang mga magulang ang unang guro ng kanilang mga anak at sila rin ang may pinakamaraming oras tuwing araw ng mga Linggo upang maibahagi ang kanilang kaalaman. Ayon kay Henderson (1981), ang ganitong gawain ay nagbibigay ng matibay na patunay sa positibong epekto ng

pakikilahok ng mga magulang sa edukasyon ng kanilang mga anak. Sa ganitong paraan, mahuhubog ang mabuting gawi sa pag-aaral ng mga bata at matututo sila nang mas maaga sa mga susunod na aralin. May mahalagang papel ang mga magulang sa pag-unlad ng edukasyon ng kanilang mga anak sapagkat sila ang responsible sa kabuuang pisikal at intelektuwal na paglago ng mga ito hanggang sa maging ganap silang handa at malaya sa pagharap sa hamon ng lipunan. Batid ng mga magulang ang kanilang mga tungkulin sa paghubog ng mga anak ngunit kailangan din nilang magkaroon ng kaalamang akademiko hinggil sa karapatan ng mga bata sa edukasyon (Tatjana, 2006). Binigyang-diin ng mga guro, sikolohista, at mananaliksik na ang kabuuang pag-unlad ng bata ay nakasentro sa paghubog ng kanilang personalidad na malaki ang impluwensiya ng mga magulang. Kapag ang mga magulang ay aktibong nakikilahok sa paglalakbay pang-edukasyon ng kanilang mga anak, magiging maganda at positibo ang mga resulta (Ceka et al., 2016). Dapat tulungan ng mga magulang ang kanilang mga anak sa paggawa ng takdang-aralin bilang pagpapakita ng suporta na mahalaga sa katagumpayan ng kanilang pag-aaral (Matilov, 2002).

Ayon kay Colanoig (1972), kung positibong naapektuhan ng mga magulang ang pang-araw-araw na buhay at ang pormal na edukasyon ng mga anak, magiging mas maganda at masagana ang kanilang kinabukasan. Sumasang-ayon din si Kasapi (2013) na ang mga magulang ang pangunahing huwaran at impluwensiya ng mga anak dahil patuloy silang naiimpluwensyahan ng paniniwala at asal ng kanilang mga magulang (Ceka et al., 2016). Karamihan sa mga magulang sa Sitio Riverside, Barangay Nangka, Cebu ay humarap sa malaking hamon sa pagtatag ng edukasyon para sa kanilang mga anak dahil hindi nila naranasan ang kultura ng mabuting gawi sa pag-aaral. Marami sa kanila ang handang tumulong sa pag-aaral ng kanilang mga anak subalit nagiging limitado ang kanilang kakayahan dahil sa kakulangan ng kaalaman. Hindi rin nila magabayan ang kanilang mga anak sa paggawa ng mga takdang-aralin at pag-aaral nang mas maaga sa mga aralin nito. Ayon pa kay Matilov (2002), ang antas ng edukasyon ng mga bata ay nakadepende rin sa antas ng edukasyon ng kanilang mga magulang. Kaya malaki ang impluwensiya nito sa ugnayang pampamilya at sa tagumpay ng pag-unlad ng mga bata. Ang ganitong mga suliranin ay naranasan ng mga magulang sa Sitio Riverside, Barangay Nangka, Cebu na karamihan sa kanila ay nagtapos lamang sa elementarya at may mga anak na nasa Baitang 3-6 ng Nangka Elementary School ng banggit na lugar. Kaugnay nito, nilayon ng pag-aaral na gawin ang pagsasanay para sa tatlumpong (30) magulang na nagtapos lamang ng elementarya upang matulungan silang mapaunlad ang kanilang kakayahan at makibahagi sa edukasyon ng kanilang mga anak.

Layunin ng Pananaliksik - Ilarawan ang mga kinalabasan ng proyekto na may dalawang yugto, ito ay ang: "Nanay-Tatay: An Alternative Home-Based Instruction" na ang tuon ay pagsasanay sa 4 na makrong kasanayan: pagsalita, pakikinig, pagbasa at pagsulat; at ang "Nanay-Tatay: Ang Unang Magtutudlo" na ang tuon ay nasa estratehiya at teknik sa pagtuturo ng 4 na makrong kasanayan bilang isang extension program sa Barangay Nangka, Balamban, Cebu, Philippines na idinisenyo upang tulungan ang mga magulang na kulang sa edukasyon sa pagtuturo ng mga kasanayang pangwika at estratehiya sa kanilang mga anak sa pamamagitan ng home-based instruction.

3. Metodolohiya

Gumamit ng disenyong mixed method kung saan ang descriptive survey research ang ginamit para sa kwantitatibo at phenomenological approach naman para sa kwalitatibo. Isinagawa ang pag-aaral sa Barangay Nangka, Balamban, Cebu, Philippines dahil isa ito sa mga adopted community ng Cebu Normal University, Cebu City, Philippines. Gumamit din ng purposive sampling ang pag-aaral. Ang parehong 30 kalahok ng mga proyekto ang sumagot sa sarbey at pito (7) naman ang nakapanayam sa pamamagitan ng random one-on-one interview at focus group discussion.

Samakatuwid, gumamit din ang pag-aaral ng logical model ng monitoring at evaluation (M &E) framework upang mabuo at mailarawan ang theory of change sa pagpapalakas ng kakayahan ng mga magulang sa unang hakbang ng edukasyon sa home-based instruction bilang unang guro ng kanilang mga anak. Ayon kina Cadosales et al. (2020), ang logical model ay nagpahintulot ng mas detalyadong pagpapaliwanag lalo na kung paano

naipapatupad ang isang proyekto. Nagsimula ito sa isang layunin at bumalik patungo sa mga kinailangang input. Sinadya nito isama ang mga palagay na nagpakita kung paano maaaring maipatupad at mapanatili ang isang proyekto. Ang resulta ng mga inasahang layunin mula sa mga gawain ay humantong sa pagbuo ng theory of change. Ayon kina Boholano et al. (2020), ang theory of change ay tumutukoy sa teorya kung paano makakamit ang nais na kinalabasan at epekto ng mga layunin sa pamamagitan ng sunud-sunod na pinaplanong gawain.

Isang sarbey na talatanungan naman ang ginamit ng pag-aaral upang matukoy ang mga naunang kasanayan ng mga magulang na kinakailangang masuri. Pagkatapos, isinagawa ang pagsasanay para sa tatlong (3) modyul na naglalaman ng mga responsibilidad ng mga magulang sa edukasyon ng kanilang mga anak, pagturo ng mga pangunahing kasanayang pangwika at post-program na pagsukat sa pagganap nila sa kanilang mga anak at ang talatanungan ay kanilang tinugunan. Ang mga indikektor sa ginawang talatanungan ng mananaliksik ay binuo batay sa kakayahan ng mga magulang sa paggamit mula sa natutuhang konteksto tungo sa panibagong kontekto at ang kakayahan nilang makita ang kahalagahan ng paggamit ng natutunan sa isang sitwasyon tungo sa iba pa. Ang lahat ng mga tugon ng mga magulang ay itinala at sinuri nang deskriptibo at ginamit ang percentile upang mailarawan ang mga karanasan ng mga kalahok.

Isinagawa ang focus group discussions (FGD) at unstructured in-depth interviews upang suportahan ang kanilang mga sagot sa talatanungan. Sinuri ang mga tugon ng kalahok gamit ang pitong (7) hakbang ng tematikong analisis ni Collazzi (1978). Kabilang dito ang pagbasa at muling pagbasa sa mga tala ng unstructured interview at FGD, pagkuha ng mga mahahalagang pahayag, pagbuo ng mga kakulangan, pag-organisa ng mga koleksyon ng kahulugan sa mga pangkat ng tema, pagsamahin ang mga pangkat ng tema sa detalyadong paglalarawan, pagtatag ng pangunahing estruktura ng natukoy na phenomenon at pagbalik sa mga kalahok para sa beripikasyon ng mga natukoy na tema o phenomenon. Ginamit ang logic models upang mabuo ang theory of change para sa pagpapalakas ng kakayahan ng mga magulang bilang unang guro. Tinutukoy ng modelong ito ang detalyadong daloy ng proyekto simula sa mga input, proseso, awtput, bunga at impak o layunin ng programa.

Konsiderasyong Etikal - Humingi ng *informed consent* mula sa mga kalahok at binigyang-diin ang pagiging kompidensiyal ng kanilang impormasyon. Hindi isiniwalat ang pagkakakilanlan ng mga kalahok sa anumang bahagi ng pag-aaral.

4. Mga Natuklasan

Ang mga proyektong “Nanay-Tatay: An Alternative Home-Based Instruction” (Yugto 1) at “Nanay-Tatay: Ang Unang Magtutudlo” (Yugto 2) ng Cebu Normal University ay naglalayong hikayatin ang mga extensionist na ipagpatuloy at suriin kung paano ipinatupad ng mga magulang ang apat (4) na makrong kasanayan na kanilang natutuhan mula sa pagsasanay. Nilayon din ng mga extensionist na organisahin ang mga kasapi ng komunidad upang magsama-sama at kolektibong makabuo ng mga solusyon sa mga umiiral na suliranin (Lacea et al., 2021). Sinanay ng mga extensionist ang mga magulang gamit ang iba’t ibang estratehiya sa pagtuturo ng mga kasanayan: estratehiya sa pagsasalita, estratehiya sa pakikinig, estratehiya sa pagbabasa at estratehiya sa pagsusulat. Layunin nitong mapaingting ang kakayahan ng mga magulang na turuan ang kanilang mga anak sa apat na pangunahing makrong kasanayan ng pagkatuto na karaniwang itinuturo sa tradisyunal na paaralan. Higit pa rito, nais nitong iparamdam na ang unang hakbang sa paglinang ng edukasyon ay nagsimula sa tahanan sa pamamagitan ng home-based instruction kung saan ang mga magulang ang magsisilbing “unang magtutudlo” (guro) at kilalanin ang kanilang mahalagang papel sa prosesong ito.

Dumaan ang proyekto sa isang sistematikong proseso upang maumpisahan at matapos ang mga gawain, kasama na ang paglalaan ng mga kinailangang materyales para sa pagsasagawa ng mga pagsasanay. Bawat sesyon ay naglaan ng modyul na ipinamahagi sa mga kalahok bilang gabay sa aralin. Ang bawat modyul ay naglalaman ng iba’t ibang estratehiya, maaaring isahan o pangkatan. Sinubaybayan ng mga extensionist ang pagdalo ng mga kalahok sa bawat sesyon at namahagi ng sertipiko gawad sa pagdalo at pagtapos ng proyekto.

Naglaan ng pondo ang administrasyon ng Cebu Normal University para sa proyekto.

Isang logical model ang binuo upang matukoy ang epekto ng extension project sa komunidad at kasabay nito ay nabuo rin ang isang theory of change. Ang logic model ay may dalawang dimensyon: ang vertical na dimensyon ay binuo ng mga input, gawain, awtput, outcome at ang layunin o impact ng proyekto; samantalang ang horizontal na dimensyon ay napaloob ang narrative summary, indikektor, means of verification at risk o assumptions. Sa pag-aaral na ito, ang mga magulang ay binigyan ng mga regular na gawaing pampapaunlad upang higit silang mabigyang-kapangyarihan sa pagturo ng kanilang mga anak sa mga makrong kasanayan gabay ang logical model framework, gaya ng ipinapakita ng talahanayan sa ibaba.

Talahanayan 1

Ang Logic Model ng Monitoring and Evaluation Framework

	Buod ng Naratibo	Indikektor	Means of Verification	Risk/Assumptions
Layunin / Impact	Kapangyarihan ng magulang ang panghawakan ang unang edukasyon ayon sa home-based instruction bilang unang guro ng mga anak	Benipersaryong magulang binigyang kapangyarihan na panghawakan ang first-hand education ng mga bata	Pagtalaga ng mga magulang ng komunidad na ipinagkatiwala ng mga opisyal ng barangay ng LGU	N/A
	Pagtatag ng learning center ng Sitio sa tulong ng LGU at Foundations malaya, responsible at mapaglinang na mga magulang sa mga anak via home-based instructions	Pagtatag ng learning center sa komunidad ng Sitio	Ang aktuwal na Learning Center	N/A
Outcomes	Natapos ang buong modyul na naglalaman sa 4 na micro-skills na sinanay ang mga magulang tulad ng pagtuturo sa klasrum	Pagtuturo ng magulang sa kanilang mga anak; positibong interes na muling papag-aralin ang mga bata sa paaralan	Scholastic rating ng mga bata at anecdotal record ng community discipline na nakadeposito sa opisina ng barangay	Umuunlad ang pagmamarka ng mga bata; naging academic honors
Awtput	Pagsasanay ng mga modyul na naglalaman sa 4 na micro-skills na nasa treyning modyul	Buo at kompleto ang attendance ng mga magulang sa bawat nakaiskedyul na treyning na itinakda ng mga extensionist	Muling pagpapa-enrol ng mga bata sa pormal na edukasyon lalo na sa elementaryang paaralan	Lalong nalilalang ang interes ng mga bata sa pagpapatuloy ng pag-aaral
Gawain / Aktibiti	Pinansyal at pondo mula sa pamahalaan, foundations at tagapagtaguyod	MOA at budget utilization	attendance ng mga magulang sa bawat treyning na nakatakda	Panahon at oras ng mga magulang; pagkansela ng treyning kung maykalamidad
Input			Mga aprobadong dokumento	Walang sapat na pondo

Gamit ang logical model bilang gabay sa pagsusuri ng epekto ng extension project, gumamit ang mananaliksik ng isang 16-aytem na talatanungan na sinagutan ng mga kalahok sa pamamagitan ng sariling pagtatasa. Ipinakita sa talahanayan 2 ang deskriptibong resulta mula sa tatlong (30) magulang ng Sitio Riverside, Barangay Nangka, Balamban, Cebu na nakatamo ng mga kasanayang kinakailangan upang magturo at magtutok sa kanilang mga anak.

Batay sa obserbasyon ng talahanayan 2, nakamit ng mga kalahok ang mahahalagang karanasan mula sa iba't ibang dulog at gawaing inialok ng mga extensionist at tagapagpatupad ng proyekto, gaya ng ipinapakita sa kanilang mga kasagutan sa talatanungan: nauunawaan ang responsibilidad bilang magulang (100%), nabibigyan ng sapat na oras ang kanilang mga anak (100%), natuturuan ang kanilang mga anak kapag nahihirapan sila (100%), nagkakaroon ng malasakit sa mga aralin sa paaralan (100%), nagtuturo sa tuwing may pagsusulit (97%), nakikinig sa mga pangangailangan ng kanilang mga anak sa paaralan (100%), tumutulong sa paggawa ng mga gawaing pampaaralan (97%), may kahandaang makinig sa kanilang mga anak (100%), alam kung paano

nauunawaan ng kanilang mga anak ang kanilang binabasa (100%), may kakayahang tasahin ang pangangailangan ng mga bata (100%), may tiwala sa sarili sa pakikiharap sa iba't ibang uri ng tao (93%), nakakayang magsalita sa harap ng maraming tao (90%), pinasasanay ang kanilang mga anak sa pagbasa (97%), tinuturuan ang kanilang mga anak na matutong sumulat (100%), tumutulong sa kanilang mga anak sa pagsulat (97%) at nakikitaan ng pagbuti ng marka sa paaralan (100%).

Talahanayan 2

Deskriptibong Resulta ng Pagkatuto ng mga Magulang

Mga Natutuhan	Mayroon	%	Wala	%
1. Nauunawaan ang responsibilidad bilang magulang	30	100%	0	0
2. Nabibigyan ng sapat na oras ang kanilang mga anak	30	100%	0	0
3. Natuturuan ang kanilang mga anak kapag nahihirapan sila	30	100%	0	0
4. Nagkakaroon ng malasakit sa mga aralin sa paaralan	30	100%	0	0
5. Nagtuturo sa tuwing may pagsusulit	29	97%	1	3%
6. Nakikinig sa mga pangangailangan ng mga anak sa paaralan	30	100%	0	0
7. Tumutulong sa paggawa ng mga gawaing pampaaralan	29	97%	1	3%
8. May kahandaang makinig sa kanilang mga anak	30	100%	0	0
9. Alam kung paano nauunawaan ng mga anak ang binabasa	30	100%	0	0
10. May kakayahang tasahin ang pangangailangan ng mga bata	30	100%	0	0
11. May tiwala sa sarili sa pagharap sa iba't ibang uri ng tao	28	93%	2	7%
12. Nakakayang magsalita sa harap ng maraming tao	27	90%	3	10%
13. Pinasasanay ang kanilang mga anak sa pagbasa	29	97%	1	3%
14. Tinuturuan ang kanilang mga anak na matutong sumulat	30	100%	0	0
15. Tumutulong sa kanilang mga anak sa pagsulat	29	97%	1	3%
16. Nakikitaan ng pagbuti ng marka sa paaralan	30	100%	0	0

Nagkaroon ng mas mataas na kumpiyansa sa sarili ang mga magulang sa pagtasa sa kakayahan ng kanilang mga anak na magbasa ng mga kwento at gumawa ng mga takdang-aralin. Natutuhan din ng mga magulang na maglaan ng oras na pakinggan ang kanilang mga anak hinggil sa kanilang mga karanasan sa paaralan. Ayon kay Hendrikse (2000), ang kumpiyansa sa sarili ng mga magulang ay makabuluhang tumaas kapag sila ay sumailalim sa pagsasanay. Dagdag pa nito, ang epekto ng naturang pagsasanay sa kinalabasan sa pagkatuto ng mga bata ay higit na mas mainam kung ihambing sa hindi gabay na pagtuturo ng magulang at mas epektibo lalo na kung may remedial instruction sa tahanan (Hendrikse, 2000). Ang kaisipang ito ay umaayon sa kasalukuyang pag-aaral sapagkat ipinakita ng mga natuklasan, nagiging handa at nagkaroon ng kakayahan ang mga magulang na matutuhan at malilalang ang mahalagang kasanayan na kailangan nila upang maturuan nila ang kanilang mga anak sa bahay.

Dahil lubhang masigasig ang mga magulang na matutuhan ang mga batayang kasanayan tulad ng pagsalita, pakikinig, pagbasa at pagsulat ay itinuring nilang epektibo ang isinagawang pagsasanay. Pagkatapos ng pagsasanay, pangunahing tugon ng mga magulang ang pagpapahalaga sa lahat ng kanilang natutuhan. Bagama't may positibong epekto ang pagturo ng magulang sa pagbasa sa kanilang mga anak, tinukoy ni Macleod (1995) na kulang ang mga resulta sa eksperimental na katatagan upang makatiis sa kritikal na pagsusuri. Samantala, binanggit nina Topping at Wolfendale (1995) na wala pang sapat na pupong kaalaman na nagpaliwanag kung bakit epektibo ang pagtuturo ng magulang sa ilang pag-aaral at kung bakit hindi ito naging epektibo sa iba. Samakatuwid, malinaw na sinusugan ng resulta ng pag-aaral ang pangangailangang sanayin ang mga magulang sa mga batayang kasanayan sa pagtuturo sa kanilang mga anak.

Upang suportahan ang mga kwantitatibong deskriptibong resulta ng talatanungan, isinagawa ang panayam sa mga magulang sa pamamagitan ng random one-on-one interview at focus group discussion na kinabibilangan ng mga benepisyaryo ng proyekto, mga tagapagpatupad ng proyekto at kinatawan mula sa local na pamahalaan. Sinuri ang mga mahalagang tugon ng mga kalahok gamit ang thematic analysis at lumitaw ang mga sumusunod na tema ng pag-aaral: (1) damdamin ng pasasalamat, (2) pagtaas ng kaalaman, (3) paglapat at paglipat ng natutuhan, (4) pagbago ng pag-uugali at (5) kahalagahan ng komunikasyon. Bunsod nito, nabuo ang isang theory of change ng pag-aaral.

Tema 1. Damdamin ng Pasasalamat

Naging daan ng pasasalamat ang pagkakaroon ng positibong emosyon kapag may tinatanggap na kabutihang-loob mula sa ibang tao na nakapagbibigay ng benipisyon sa sarili (Algoe et al., 2026). Paalala rin ito na bilang mga nilalang sa lipunan, kinikilala natin ang kabutihang naibabahagi sa iba ang atin (Fox et al., 2015). Kadalasan itong naipapahayag kapag nakatanggap ng hindi inaasahang kabutihan na maaaring humantong sa pagkakaroon ng matatag at mabuting ugnayan sa kapwa (Foster et al., 2017). Ang damdamin ng pasasalamat ay napuna sa pahayag ni R1, na nagsabing, “*daku kaayu mig pasalamat sa mga maestro nga gihatagan intawn nila ug dugang kaalam isip usa ka ginikanan,*” kung saan ipinahayag ng mga magulang ang kanilang pasasalamat sa mga gurong extensionist sa pagbigay nila ng dagdag na kaalaman bilang mga magulang sa kanilang mga anak. Naniniwala ang mga magulang na ang kanilang natutuhan sa pagsasanay—kaugnay sa pagsalita, pakikinig, pagbasa at pagsulat ay may malaking ambag sa kanilang kakayahan na hamunin ang kanilang sarili na mailapat at maituro ang mga kasanayang ito na may kasamang pagpapalalim ng pagpapahalaga sa kanilang mga anak. Ang mga magulang ang inaasahang unang tagapaghatid ng edukasyon sa tahanan ng kanilang pamilya lalo na sa pagtuturo ng kahalagahan ng apat (4) na pangunahing makrong kasanayan sa kanilang mga anak. Gayunpaman, ang pagturo na sinasabayan ng pagpapalalim sa mga pagpapahalaga –tulad ng damdamin ng pasasalamat—gamit ang mga kasanayang ito ay may mahahalagang panlipunang epekto. Ayon sa broaden-and-built theory ni Fredrickson (2004), ang pasasalamat ay lumilikha ng mas malawak na ugnayan at lalong mahusay na suportang panlipunan. Dahil dito, dapat magpakita ang mga magulang ng mabubuting halimbawa sa pamamagitan ng pagbabahagi ng mga bagay na kanilang ipinagpapasalamat sapagkat ipinakita nito sa kanilang mga anak ang kahalagahan ng patuloy na pagsasabuhay ng naturang pagpapahalaga (Ackerman, 2021).

Tema 2. Pagtaas ng Antas ng Pagkatuto

Ang teoryang kognitibo ay nakatuon sa konseptuwalisasyon ng proseso ng pagkatuto ng mga mag-aaral. Naniniwala ang mga tagapagtaguyod nito na ang pagkatuto ay hindi lamang nasusukat sa kung ano ang ginagawa ng mga mag-aaral kundi sa kung ano ang kanilang nalalaman at kung paano nito ito natamo (Inocian, 2007). Isa itong proseso kung saan ang isang indibidwal ay nagkamit ng iba’t ibang gawi, kaalaman at saloobin na mahalaga upang matugunan ang mga pangangailangan ng buhay (Boaz, 1984). Ito ay malinaw na naipakita sa pahayag ni R2 na, “*kay mas napun-an pa ang among nakat-onan isip usa ka ginikanan sa among mga anak,*” na nagpahiwatig na nadagdagan ang kaalaman ng mga magulang sa kanilang papel bilang gabay sa kanilang mga anak. Sa kanilang pagkatuto patungkol sa kahalagahan ng mga kasanayang kailangan ng isang tao, ipinahayag ng mga magulang na sa kanilang pang-araw-araw na buhay sa komunidad ay naisaalang-alang nila ito sa kanilang pamilya. Inilahad nilang bago nakamit ang ganoong kaalaman, madalas hindi sila pinakikinggan ng kanilang mga anak, walang interes ang mga bata na mag-aral at may mga pagkakataong naging bastos pa ang mga ito. Maging ang mga magulang ay hindi rin nagkaroon ng sapat na oras sa kanilang mga anak dahil kailangan nilang maghanapbuhay upang may makain araw-araw.

Gayunpaman, ang epekto ng mga kaalamang natamo nila ay unti-unting nagdulot ng positibong pagbabago at ito ay malinaw na napansin ng mga magulang sa kanilang pamilya. Ayon sa kanila, nagkaroon na ng pagiging bukas sa komunikasyon sa loob ng bahay gamit ang mga kasanayan sa pagsasalita; marunong nang makinig ang bawat isa lalo na pagdating sa pakiusap o utos ng ina at natutuhan na rin ng mga bata ang wastong gawi sa pag-aaral sa bahay—naglalaan na sila ng oras para sa kanilang mga aralin. Higit sa lahat, naranasan na nila ang pagmamahal at paggalang sa loob ng kanilang tahanan. Wala na ang dating *tong-its* sa kapitbahay; wala na ang mga away ng magulang dahil sa pag-iinom at nabawasan na rin ang mga tsismisang ginagawa noon sa lilim ng punong mangga bilang pampalipas ng oras. Buong tuwa at pagmamalaki ring ibinahagi ng mga magulang sa mga gurong extensionist na ang ilan sa kanilang mga anak ay nagsimula nang mag-excel sa paaralan, naging lider at opisyal na sa kanilang klase, hindi na rin pasanin ng guro sa disiplina at mas umaangat na ang kanilang marka at performans sa akademiko.

Habang tumataas ang antas ng pagkatuto ng mga magulang mula sa mga itinuro ng mga guro—mga

mahahalagang kasanayang sinamahan ng pagpapahalaga—nakaranas sila ng kabutihan at positibong pagbabago sa pagpapalaki ng kanilang mga anak. Pinatunayan nito na tunay nga na ang mga magulang ang unang guro ng kanilang mga anak sa tahanan na nagbigay ng di-pormal na edukasyon gamit ang apat (4) na pangunahing kasanayan na dapat malilintang din ng magkakapatid. Ayon kay Hamit (2002), nananatiling pangunahing tagapagturo ang mga magulang kahit na ang kanilang mga anak ay pumapasok na sa pormal na edukasyon---sa paaralan. Hindi humihinto ang mahahalagang impluwensiya nila kahit magtuloy-tuloy ang pag-aaral ng mga bata hanggang makatapos at magiging mga propesyonal (Ceka et al., 2016). Hindi makakailang ang pamilya ang pangunahing yunit ng lipunan. Dahil dito, ang papel ng magulang ay malawak, puno ng hamon at may malaking responsibilidad sa paghubog sa kanilang mga anak upang magiging mabubuting mamamayan ng bansa.

Tema 3. Paglapat at Paglipat ng Pagkatuto

Ang paglipat ng pagkatuto ay tumutukoy sa paggamit ng kaalaman at kasanayan upang matutuhan ang iba pang impormasyon, konsepto, kasanayan at saloobin sa mga bagong sitwasyon. Kabilang dito ang mga kaalaman at kasanayang natatamo mula sa karanasan (Rahim, 2013). Ang paglipat at paglapat ng pagkatuto ay malinaw na napuna sa pahayag ni R1 na, “*gihatagan intawn mi nila ug dugang kaalam isip usa ka ginikanan ug unsa pay angay namong ikahatag namo nga pagtulun-an sa among mga anak*”, na nangangahulugang ang mga magulang ay nakakuha ng dagdag na karunungan na maaari nilang ipasa at magamit upang mapakinabangan ng kanilang mga anak. Inilahad ng mga magulang na natulungan na nila ang kanilang mga anak sa pagbasa at pagsulat na nagdulot ng pagtaas ng marka ng mga bata sa paaralan. Higit pa rito, mas naging gumana at nagkaroon ng interes ang mga magulang kapag nakikita nila ang kabuluhan ng kanilang natutunan lalo na nagamit nila ito sa pagtulong sa kanilang mga anak. Nakasalalay din ito sa kakayahan ng mga magulang na maunawaan ang kahulugan ng isang konsepto o kaalaman sa isang sitwasyon at mailapat ito sa iba pang pagkakataon at kondisyon.

Tema 4. Pagbabago ng Asal

Ang pagbabago ng asal ay patunay sa patuloy na gawain na ang layunin ay gawing isang simpleng proseso ang isang gawain hanggang maging bahagi ito ng *routine* o nakagawian sa paglipas ng panahon (Rodda et al., 2018). Ang mga mabubuting asal na ito ay maaaring makaapekto sa personal at pampamilyang responsibilidad ng isang indibidwal lalo na kung ito ay isinagawa ng karaniwan at tuloy-tuloy na lampas sa mga interbensyong ibinigay upang maging mananatili sa kanilang buhay. Ang prosesong ito ay nakita sa pahayag ni R6, “*ang akong nakat-unan sa Nanay-Tatay kay nakapausab gyud sa akong batasan ug bahin sa akong mga anak, kamao na sila mamati ug unsay ipabuhat*”, nagppahiwatig ito na ang gabay ng proyektong “Nanay-Tatay...” ay nagdulot ng pagbabago sa pag-uugali ng mga magulang at sa kanilang mga anak upang maging mas responsable at tumugon sa mga utos o kahilingan. Upang higit na mapaunlad ang pagbabago ng asal, mahalagang mailapat ang pokus mula sa simpleng pagbibigay ng payo tungo sa mas malalim na pag-unawa at pagpakita kung ano ang tunay na kailangan upang maging isang mabuting magulang lalo na sa mga mahihirap o komplikadong sitwasyon. Napatunayan na ang ganitong uri ng paglalapat ay mas epektibong pamamaraan upang makamit ang positibong pagbabago sa pag-uugali.

Tema 5. Kahalagahan ng Komunikasyon

Ang komunikasyon ang nagiging makina ng ugnayang panlipunan at ang kalidad nito ang nagtatakda ng pagkakaroon ng respeto at pagtitiwala sa isa’t isa (Runcan et al., 2012). Ang pinakamahalagang ambag ng proyektong “Nanay-Tatay...” sa mga magulang ng Sitio Riverside, Barangay Nangka, Balamban, Cebu ay ang pagkakaroon ng mataas na kalidad ng pagtuturo at instruksyon mula sa mga gurong extensionist ng Cebu Normal University. Epektibong naipakita ng mga guro kung paano hikayatin ang mga magulang na turuan ang kanilang mga anak na manatiling positibo kahit sa gitna ng pagsubok. Ipinamalas din nito ang matibay na ugnayan ng bawat miyembro ng pamilya sa pamamagitan ng pagmamahalan at paggalang bunga ng tiwalang nabuo mula sa masinop at mabisang komunikasyon. Naipakita nito mula sa pahayag ni R7, “*daku kaayung natabang ang proyektong Nanay-Tatay sa mga ginikanan diri sa Riverside, Nangka tungod sa kanindot*

mopasabot sa mga magtutudlo sa CNU. Ila ming gitudloan unsaon pagpasunod ang among mga anak para matarung ug mga pamaagi unsaon nga makakat-on pagpasunod nga naay pagmahal nga kauban. Ug tungod sa maayung pagtudlo nila kanamo, daku kaayu ug kausaban sa mga ginikanan ug mga anak namo karun kay mosunod na sila. Kamao na sila mosulti nga pahiluna ug hinay ug dili na mauwawon ang mga ginikanan ug mga anak. Maong hinungdan nga daku kaayug naitabang ang Nanay-Tatay sa among lugar". Ipinahiwatig ng pahayag na ito na ang malinaw at maayos na komunikasyon kahit sa simpleng pag-uusap o pagpapahayag ay may malaking kabuluhan sa pagbuo ng ugnayan, pag-unawa at muling pagbabalik ng paggalang sa isa't isa. Ang kakayahang magpahayag, makikinig at maging sa higit na pag-uunawaan ay kapaki-pakinabang ang komunikasyon para sa mga bata at buong pamilya.

5. Teorya ng Pagbabago o Theory of Change

Binigyang-kahulugan nito ang lohikal na modelo ng monitoring and evaluation framework na mula sa sunud-sunod na gawaing nakatuon sa pagpapabuti ng komunidad at pagpapalakas ng kakayahan ng mga magulang. Kabilang sa mga gawaing ito ang 1) pagbigay ng tulong pinansyal sa komunidad, 2) pagsagawa ng pagsasanay para sa mga magulang hinggil sa teorya, konsepto at estratehiya ng apat na batayang kasanayan gamit ang apat na modyul at 3) pagkumpleto sa mga magulang ng mga modyul para sa makrong kasanayan sa pamamagitan ng pagkaroon ng simulation o pagsasanay na kahalintulad din ng aktuwal na pagtuturo sa silid-aralan. Dagdag pa rito, ang pagtatag ng isang learning center sa komunidad sa tulong ng LGU at ang mga charitable foundations ay nagbigay kapangyarihan sa mga magulang, nagpaunlad ng kanilang saloobin, nagpaangat ng marka sa kanilang mga anak sa paaralan at nagpalakas ng interes sa mga bata na ipagpatuloy ang kanilang pag-aaral. Ang kabuuan ng mga gawaing ito ay nakatulong upang maging masinop, responsable at mapag-aruga ang mga magulang sa kanilang mga anak—na sa huli ay magdudulot ng kabutihan at kaayusan sa kalidad ng edukasyon. Mula rito umusbong ang teoryang “Pagpapalakas sa mga Magulang” bilang pangunahing tagapaghatid ng edukasyon sa tahanan at bilang Unang Guro ng kanilang mga anak”. Ang teorya ng pagbabagong ito ay kaayon ng layunin at adhikain ng Sustainable Development Goal (SDG) 2030 para sa dekalidad na edukasyon na ang empasis ay nasa kahalagahan ng papel ng pamilya at komunidad sa paghubog ng matagumpay na pagkatuto ng mga kabataan.

6. Konklusyon at Rekomendasyon

Ang mga extension project na “Nanay-Tatay: An Alternative Home-Based Instruction” (Yugto 1) at “Nanay-Tatay: Ang Unang Magtutudlo” (Yugto 2) ay nagbigay-kapangyarihan sa mga magulang upang gampanan ang kanilang mahalagang papel bilang unang guro ng kanilang mga anak. Sa pamamagitan ng proyektong ito, napapalakas hindi lamang ang kakayahan ng mga pamilya kundi pati na rin ang ugnayan sa pagitan ng komunidad at ng unibersidad sa pamamagitan ng matatag at pangmatagalang pakikipagtulungan sa LGU. Nalilintang sa mga magulang ang kakayahang magturo sa apat (4) na batayang makrong kasanayan na nag-ambag sa pagpapabuti ng kapaligirang pang-edukasyon upang makamit ang dekalidad na edukasyon ng bansa. Ang aktibong pakikilahok ng mga magulang sa iba't ibang gawain sa paaralan ay nagdulot ng positibong epekto sa pag-unlad ng akademikong pagganap ng kanilang mga anak. Iminumungkahi na gamitin din ang parehong lohikal na modelo ng monitoring and evaluation framework sa iba pang mga komunidad na hindi gaanong maunlad, lalo na sa mga lugar kung saan ang mga magulang ay may kakulangan sa pormal na edukasyon. Sa pamamagitan nito, mas maraming pamilya ang maaaring makinabang sa mga programang nakatuon sa paghubog ng kakayahan ng mga magulang bilang unang guro na tagapagturo sa tahanan.

Pagkilala – Kinilala ng mananaliksik ang kasamahan niyang *extensionist* sa pagtaguyod ng proyektong **Nanay-Tatay: An Alternative Home-Based Instruction at Nanay-Tatay: Ang Unang Magtutudlo** na sina Dr. Elsie T. Alvarado, Dr. Rowena C. Largo, Dr. May Ann Q. Gaihe, Dr. Lita A. Bacalla at Dr. Catrina Catipay at ang opisina ng Extension Services ng Cebu Normal University lalo na kina Propesor Angelito Cabanilla at Dr. Naila Y. Beltran sa paglalaan ng mga datos na kakailanganin ng mananaliksik at nabigyan siya ng pagkakataon na gumawa ng pag-aaral na ito upang matasa ang epekto ng programang inilusad---para sa magulang at sa

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Construct validity ng panibagong tool ng pagtatasa sa self-efficacy ng mga guro sa dinamikong edukasyon ng bansa: Batayang PPST domeyn at kompetensi

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Abstract

Teachers' self-efficacy is an important instrument in teaching for the attainment of quality education in the teaching profession. Using psychometric analysis, this study examined and analyzed the perceptions of Filipino Senior High School teachers in Region 7 on their self-efficacy to develop an assessment scale measuring teachers' self-efficacy. It anchored the theory of Moran and Hoy (2001) and on the domains and competencies stipulated in the Philippine Professional Standards for Teachers in the Philippine education. It determined teachers' perceptions of their level of self-efficacy in terms of instructional strategies, classroom management, student engagement, content knowledge and assessment efficacy. It analyses the structural relevance of the levels of reliability and validity of the novel factors structured in the Teachers' Self-Efficacy Scale. An observational, cross-sectional exploratory survey design was employed in gathering data from 296 public Senior High School teachers across Regional 7 using online questionnaire. Using principal component analysis and confirmatory factor analysis, the study found that the construct validity of the structure of each factor and component was valid and reliable for assessing teachers' self-efficacy. The study recommends the effective utilization of the self-efficacy assessment tool for teachers where the items under each factor derived the teaching competencies in the Philippine Professional Standards for teachers in 21st –century educators. The tool is valid and reliable for assessing teachers' effectiveness and competencies and significantly aid the Department of Education in evaluating teachers' quality performance thereby promoting excellence and improving the quality of modern education in the country.

Keywords: self-efficacy, perceptions, psychometric analysis, innovative metrics

Construct validity ng panibagong tool ng pagtatasa sa self-efficacy ng mga guro sa dinamikong edukasyon ng bansa: Batayang PPST domeyn at kompetensi

1. Abstrak

Ang pansariling-bisa ng guro ay mahalagang kasangkapan sa pagtuturo para sa pagtamo ng de kalidad na edukasyon. Gamit ang sikometrikal na analisis, tinasa ang mga pananaw sa pansariling-bisa ng mga guro sa Filipino ng Senior Hayskul ng Rehiyon 7 upang mabuo ang panibagong iskeyl ng pagtatasa na pinagbatayan ang teorya nina Moran at Hoy (2001) at ang Philippine Professional Standard for Teachers. Tiniyak na masuri ang pananaw ng mga guro sa lebel ng kanilang pansariling-bisa ayon sa estratehiyang instruksiyonal, pangangasiwa sa klasrum, pakikipag-ugnayan sa mga mag-aaral, kabatirang pangnilalaman at bisa sa pagtataya. Sinuri rin ang kabuluhan ng istruktura ng mga salik at antas ng relayability at baliditi ng nobel na salik sa iskeyl ng pagtatasa. Ginamit ang obserbasyunal- kros-seksyunal – eksploratori na sarbey sa pagkalap ng mga datos na may 296 senior hayskul na mga guro ng pampublikong paaralan ng Rehiyon 7 gamit ang talatanungan via online. Gamit ang principal component analysis at confirmatory factor analysis, natuklasan na ang construct validity ng istruktura sa bawat salik at komponent ay balido at relayabol para sa pagtatasa ng pansariling-bisa. Inirekomenda ng pag-aaral na mabisang gamitin ang tool dahil ang mga aytem ng bawat salik ay hinugot mula sa domeyn at kompetensi ng PPST para sa 21st siglong mga guro at ang kabisaan ay relayabol gamitin sa pagtatasa sa bisa at kakayahan ng guro na tiyak makatutulong sa buong Kagawaran ng Edukasyon sa pagtatasa sa kalidad ng performans ng mga guro sa pagpapalaganap ng kahusayan sa kalidad ng dinamikong edukasyon ng bansa.

Susing-salita: pansariling-bisa;pananaw; sikometrikal na pagsusuri; makabagong metriks

2. Introduksiyon

“Magagawa ko ito”. “Kaya ko ito.” Karaniwang tugon sa isang taong nagpapamalas ng positbo at may mataas na paniniwala sa pansariling-bisa at kakayahan niya bilang indibidwal sa araw-araw niyang paggalaw sa buhay. Ayon kay Bandura (1986), ang pansariling-bisa o *self-efficacy* ay isang teoryang sikolohikal sa paniniwala ng isang tao sa kanyang sariling kakayahan na maisagawa ang mga gawain at harapin ang mga hamon upang makamit ang isang layunin. Nakakaapekto rin ito sa paggawa ng desisyon, nakakaimpluwensiya sa pagiging determinado, tumutulong sa pagharap sa stress, mga pagsubok at naaapektohan nito ang performans at tagumpay. Dagdag din niya na ang bisa sa sarili ay isang personal na pagpupuna at pagtitiwala sa sarili kung gaano ipinakita ang kanyang pagkilos at abilidad bilang isang nilalang para maabot ang hangarin sa buhay (Bandura,1997). Samakatuwid, nagsisilbing pansariling kasangkapan at panangga ito sa pagharap sa di matatawarang kabilisan ng pagbabago at kompetisyon sa larangan ng ekonomiya, politika, industriya, komersiyo, midya, teknolohiya sosyal-midya at sa makabagong sistema ng kasalukuyang edukasyon ng bansang Pilipinas.

Sa sinumang propesyonal saan mang panig ng mundo ay mahalagang magsagawa ng regular na pagtatasa sa sarili patungkol sa level at istatus ng pagiging epektibo sa propesyonal na performans ng isang indibidwal. Sa karerang pangguro ay gumamit ng pagtatasa o *assessment* upang masukat ang kakayahan, katangian at kalikasan na naaayon sa ganitong propesyon. Ayon kay Belvez (2000), ang pagtatasa ay hakbangin sa siklo ng pagtuturo upang maibalwyt ang performans ng guro at sa bisa ng kanyang sarili. Ipinahayag nina Ashton at Webb (1986) na ang kabisaan ng sarili ay mahalagang papel sa katatagan (resilience) at pagpupursige (persistence) sa mapanghamong gawain ng pagtuturo ng isang guro; hindi kaagad siya sumusuko sa pagharap sa mahihinang performans ng klase, kakulangan ng resources o kaya’y kakulang ng suporta. Dagdag pa nila na kapag mataas ang pansariling-bisa ng guro ay mababawasan nito ang pagiging kritikal, mapanghusga at mapanisi sa mga mag-aaral kapag sila ay nagkakamali sa klase. Ang gurong may matatag na paniniwala sa sarili ay mas nakapagpapamalas ng pag-unawa, pasensya at suporta sa mga mahihinang mag-aaral.

Sa ilalim ng Sustainable Development Goal 4 na binigyang-diin ang kalidad ng edukasyon, tunguhin nito na tutukan ang kalidad ng guro at ng kanyang pagtuturo hindi lamang sa kanyang *access* at fasilidad (UNESCO, 2000). Kaugnay sa kontekstong pangguro at kultura ng edukasyon ng bansang Pilipinas, ipinalabas ang kautusang *Philippine Professional Standard for Teachers* (DepEd Order No.42, s. 2017) para sa kaunlaran ng propesyon ng mga guro at ang kalidad ng kanilang pagtuturo. Layunin ng kautusan na magkaroon ng reporma at panibagong kaanyuan ang isang dekalidad na guro-- mga gurong may mataas na kalidad sa kakayahan ng pagtuturo, handang magturo at kwalipikado ng pinaigting na programang K to 12 ng bansa upang matiyak ang kalinangan ng mga kakayahan ng *21st century* ng isang modernong guro tulad ng pagiging lider, paggalang sa dibersidad na populasyon ng mga mag-aaral, kabatiran sa nilalaman ng kanilang itinuturo, kaayusan sa pangangasiwa sa pagkatuto ng mag-aaral at mapagnilay na guro sa kanilang propesyon (Boholano et al.,2019).

Nakasaad din sa *Governance on Basic Education Act* ng 2001 na ang mga guro ay propesyonal na nangangasiwa sa mga mag-aaral sa pagpamalas ng kaalaman, kasanayan at pagpapahalagang moral sa pagtamo ng kaunlaran, may kabatiran, may mga kasanayan, kaasalan at may mga espesyal na pagsasanay para sa pagtuturo at pagkatuto (*Republic Act 9155*). Itinadhana rin ng Republic Act No. 7836 ang *Code of Ethics for Professional Teachers* (2019) na ang guro ay ang pinakamarangal na propesyon sa lahat ng propesyon na nagtataglay ng mga pambihirang katangian at kakayahan...dapat may paninindigan at may pinakamataas na dekalidad na edukasyon, gagawa ng pinakamabuting paghahanda para sa karera ng pagtuturo, pinakamahusay sa lahat ng oras at pagganap sa kanyang propesyon (Code of Ethics, Art.4, Sek.1-2). Malinaw na binibigyan ng malaking pagkilala at pagpapahalaga ng batas at ng Departamento ng Edukasyon ang kahalagahan ng mga guro sa bansang Pilipinas.

Subalit kailangang tasahin pa rin ang pansariling-bisa at kakayahan ng guro upang malaman ang hangganan sa pagtamo ng hangarin, layunin at mga gawaing itinakda ng batas at ng Kagawaran ng Edukasyon; kung gaano kabisa ang mga pamamaraang ginamit, gaano kalawak ang natutuhan ng mga tinuturuang mag-aaral, nakamit ba ang layuning inihanda ng kanyang paksang itinuturo, kung tagumpay ba ang pagtuturo at kung umunlad ba ang pagtuturo at pagkatuto (Oriondo, 1984) lalo na ang pagkakaroon ng Senior High School ng bansa. Wika pa ni Belvez (2000), "*Maaaring maging guro siya qualified to teach subalit baka hindi naman siya quality teacher,*"

Ngunit sa kabila ng mga pagsasaalang-alang at hakbangin, nakapanlulumong isipin ang kontrobersiyang madalas naririnig hinggil sa mga guro sa Filipino na sila ay salat sa kaalaman, walang kabisaan at kakayahan sa pagtuturo dahil ayon pa, sila ay eksperto lamang sa minemoryang tuntunin ng wika at patuloy na gumagamit ng mga tradisyonal na pamamaraan sa pagtuturo na hindi alam ang tunay na pakahulugan at kabuluhan sa kasalukuyang kalagayan at walang kakayahang gumamit sa kaalamang siyentipiko, maging sa mga *elit* na pahayag gamit ang makabagong teknolohiya at mapanghamong integrasyon ng ASEAN at globalisasyon.

Kapuna-punang kakaunti lamang ang mga gurong Filipino na nagtuturo ng Senior High School ng rehiyon at ninais ng pag-aaral na malalaman ang kadahilanan nito. Hindi maikakaila na hindi lahat ng guro sa Filipino na nagtuturo ng Senior High School ay may sapat na kakayahang makapag-ambag ng isang dekalidad na edukasyon lalo na kung ang ipinaturo ay asignaturang Filipino na hindi naman ito kanyang konsentrasyon lalo nang marinig ng mananaliksik ang fidbak ng kanyang mga estudyanteng Gen Z sa unang taon ng kolehiyo ukol sa kahinaan ng kakayahan ng kanilang guro sa Filipino sa Senior High School. Ito ay di dapat palampasin.

Dahil sa mga usapin, isyu at kontrobersiya, ito ang nagtulak at nahamon ang mananaliksik na gawin ang pag-aaral na ito upang makilala, masuri at matasa ang pansariling-bisa o *self-efficacy* ng mga guro na nagtuturo ng Filipino sa Senior High School ng Rehiyon 7 ukol sa pananaw nila sa lebel ng kanilang pansariling-bisa ayon sa estratehiyang pang instruksiyonal, pangangasiwa sa klasrum, pakikipag-ugnayan sa mga mag-aaral, kabatirang pangnilalaman at bisa sa pagtataya; mga salik na nakapapaloob sa iskeyl ng TSES; kabuluhan ng istruktura sa mga alternatibong salik at antas ng relayabiliti at baliditi ng estruktura ng nobel na salik sa Iskeyl ng

Pansariling-Bisa ng mga guro at ang pagbuo ng panibagong *tool* sa iskeyl ng pagtatasa sa pansariling-bisa ng mga guro nitong panahon ng makabagong edukasyon ng bansa. Nais ding patotohanan ng pag-aaral ang ipinahayag ng dating Kalihim Leonor Briones ng Departamento ng Edukasyon na, “*ang wikang Filipino sa basic education curriculum ay walang pagbabago ni palitan dahil ang K to 12 program ay pinaigting lalo ang pagtuturo sa mga asignaturang Filipino...itong Filipino at Panitikan ay naging mas advance na sa Senior Hayskul (Montemayor, 2018)*. Sa ganang ganito, mabigyan ng angkop at agarang hakbangin sa lalo pang pagpapahusay ng mga guro sa pagtuturo ng Filipino at nang maitanim sa isipan at mayakap sa bawat puso ng mamamayan ang kahalagahan rin nila para sa pambansang kamalayan at pansariling pagkakakilanlan (*national awareness & self-identity*).

Layunin ng Pananaliksik - Tasahin ang pansariling-bisa ng mga guro ukol sa bisa ng kanilang estratehiyang pang-instruksiyonal, pangangasiwa sa klasrum, pakikipag-ugnayan sa mga mag-aaral, kabatiran ng nilalaman at bisa sa pagtataya gamit ang mga katangiang sikometrikal na pagsusuri upang mabuo ang isang iskeyl na pagtatasa para sa pansariling-bisa ng pagtuturo (Teacher’s Self-Efficacy Scale).

3. Metodolohiya

Disenyo ng Pananaliksik - obserbasyunal- kros-seksyunal – eksploratori na sarbey ang inilaang estratehiya sa paglusad ng pag-aaral. Dahil sa ito’y di –eksperimental, likas ng pag-aaral ang paggamit ng obserbasyunal at kros-seksyunal sa paglikom ng mga impormasyon ng mga antas sa pansariling bisa ng mga guro sa Filipino ng Senior High School ng buong rehiyon. Ginamit din ang eksploratori sarbey upang sisirin ang nakausling istruktura ng iba’t ibang salik ng pansariling bisa batay sa teorya at iskeyl ng Ohio State Teacher Efficacy Scale nina Moran at Hoy (2001). Kailangan ang sarbey komponent upang mailusad ang pangmalawakang iskeyl sa paglikom ng mga datos Sinukat nito ang antas ng pansariling bisa na halaw sa minomodipikang iskeyl nina Moran at Hoy (2001)—ang OSTES. Inaanalisa at pinoproseso nito ang mga datos gamit ang metodo ng “*psychometric factor analysis*”. Tiniyak nito na mailarawan at maievalweyt ang mga katangiang sikometrik ng iskeyl sa pansariling-bisa ng mga guro na nagtuturo ng Filipino. Hinugot ang iba’t ibang estruktura ng mga salik o mga modelong nangibabaw mula sa orihinal na Iskeyl sa Pansariling Bisa ng mga guro gamit ang *Principal Component Analysis*. Ang nakuhang estruktura ng salik ay sinuri ang pagkabalido nito sa pamamagitan ng *Confirmatory Factor Analysis*. Ang global iskeyl ng internal relayability ay ginamit para sa ebalwasyon ng relayability sa mga tiyak na salik na tinasa, basehan sa baliditi ng mga salik sa bawat aytem ng talatanungan ng sarbey.

Pinagmulan ng Datos - Ang respondent ay mga guro na nagturo ng Filipino sa Senior High School sa mga pampublikong paaralan na nabibilang sa buong Departamento ng Edukasyon ng Rehiyon 7: Dibisyon ng Probinsiya ng Cebu, Bohol, Negros Oriental at Siquijor. Isang *online survey* ang ginamit ng mananaliksik gamit ang *access* ng rehiyonal na *link* na binigyang pahintulot ng Direktor ng Departamento ng Edukasyon at superbisitor ng Filipino ng rehiyon. May kalayaang tumugon ang mga guro sa talatanungan ng sarbey na nahahati sa tatlong bahagi: *informed consent form, demographic profile* na talatanungan at minomodipikang *Ohio State Teacher Efficacy Scale* (OSTES).

Instrumentong Ginamit - Dalawang set ng talatanungan ang ginamit. Una, talatanungang gawa ng mananaliksik na naglalaman ng profayl ng mga guro sa Filipino ng Senior High School na sinaklawan ng kanilang karanasan sa pagtuturo ng Filipino, kuwalipikasyon at espesyalisasyon at kaligiran ng kanilang trabaho bago pa man ang pagtuturo at pangalawa, talatanungan ng Ohio State Teachers Efficacy Scale (OSTES) na isang istandardisadong *tool* nina Tschannen-Moran at Hoy (2001) at nasubok na sa iba’t ibang kultura ng edukasyon sa mga bansa (Youyan et.al.,2012). Ito’y binubuo lamang ng dalawampu’t apat (24) na aytem na nahahati sa tatlong salik: bisa sa istrategyang pang-instruksiyonal, bisa sa pangangasiwa sa klasrum at bisa sa pakikipag-ugnayan sa mga mag- aaral . Minomodipika ito ng mananaliksik sa pamamagitan ng pagdagdag ng dalawa pang salik na may labing-anim (16) na aytem: ang kabatirang pangnilalaman o *content knowledge* (8 aytem) at ang patataya o *evaluation* (8 aytem) na ang mga kompetensi ay batay sa Philippine Professional

Standard for Teachers (DepEd no.42, s.2017) Isinalang muna ito ng *content validation* ng mga pili at kuwalipikadong *validators* na mga edukador na eksperto sa Sikolohiya at larangan ng Filipino. Ang apatnapung (40) aytem ay sinukat sa pamamagitan ng *nine-point Likert scale* mula bilang isa (1), “talagang wala” hanggang siyam (9), “palagi”.

Pagsusuring Istatistikal - Ginamit ang iba't ibang teknik at mga estratehiyang istatistikal para sa sikometrikal na analisis. Una, itinakda ang istandard na hakbangin para sa pag-analisa ng mga aytem gamit ang mga iskeyl ng “Likert”. Tiniyak nito na makuha ang *mean at standard deviation* ng bawat aytem sa iskeyl na ipinakita. Mahalaga ang kaalaman dahil naitsek at naiwasto ang haka-haka o *assumption* bago pa man gawin ang mga metodo ng *inferential statistics*. Ginawa ito upang maiwasto at masuri kung may kabuluhan o walang kabuluhang sangkap ba o kaya’y nawawalang datos na nakakaapekto sa di balanse at kawalang timbang sa baliditi ng mga metodo sa analisis ng mga salik. Sa larangan ng nawawalang datos, isinama sa pagwawasto sa pamamaraang analisis kung ang kulang o nawawalang datos ay isa bang kaso ng tinatawag na *missing-completely-at-random* (MCAR) o kaya’y *missing-at-random* (MAR). Pangalawa, ang pagkakaroon ng analisis sa mga salik sa pamamagitan ng paggamit ng *Principal Component Analysis*. Narito ang mga tiyak na aytem para sa pag-aanalisa: Upang malalaman at makukuha ang bilang ng mga salik o ang mga prinsipal na komponent na kinuha mula sa isang iskeyl, ang pansamantalang *eigenvalues* ay tatasahin sa direktang paggamit ng *oblmin/oblique rotation*. Sa pagsasaalang-alang na isang makabuluhan ang prinsipal na komponent, nararapat na ekwal (=) o higit na mataas o malaki sa isa (< 1) ang pansamantalang *eigenvalue* na tinuringan.

Upang malaman kung ang metodo ng *rotation* ay nanatili, sinukat ang mga balyu ng komponent sa pamamagitan ng *correlation*. Kung sakaling matataas ang antas ng pagkakaugnay-ugnay ng mga prinsipal na komponent at mga salik, muling gawin at gagamitin ang *principal component analysis* at papalitan ang metodong *rotation* ng *promax rotation* na siyang kakailanganin para masukat ang “multi-linear” ng bawat varyabol. Kung walang makikitang ugnayan mula sa mga prinsipal na komponent at mga salik, ang direktang paggamit ng *oblmin/oblique rotation* ay manatili.

Upang malaman ang mga tiyak na aytem sa prinsipal komponent, gagawin ang analisis ng *component loadings*. Madalas ipinapakita ito sa pamamagitan ng *rotated component matrix*. Ito’y isang ilustrasyon kung alin sa mga aytem ng nasa iskeyl ang may malakas na timbang o madalas na mangingibabaw sa bawat salik. Ang may malakas na timbang o madalas na nangingibabaw na salik ay nangangailangan ng balyu na hindi bababa sa $< .60$ o higit pa at ang katanggap-tanggap na *factor loadings* ay nangangailangan ng balyu na hindi rin bababa sa pagitan ng $.30$ hanggang $.59$. Posible ring mangyayari dito ang tinatawag na *cross-factor loadings*.

Isang analisis ng internal relayabiliti ang gagawin sa bawat komponent na may katanggap-tanggap na Cronbach Alpha balyu na hindi bababa sa $.70$. Ang parehong gawain at proseso ay gagawin din sa kabuuang iskeyl. Sa hakbanging ito ay maaaring may mangyayaring pagtanggap o pag-alis ng aytem. Isasaalang-alang din ang mga matuklasang ulat ukol sa pagtaas ng internal relayabiliti kapag ang aytem ay matatanggal.

Ang kabuuang sampol ay mararapat na bawasan nang hanggang pitumpung porsiyento (70%) lamang at ang matitirang set ng *random data* maaaring gamitan ng *confirmatory factor analysis*. Sa pamamagitan nito, isang pagsubok ang gagawin upang analisahin ang baliditi ng mga iskeyl at ang kabigatan ng mga aytem. Upang makompirma ang baliditi, at upang matingnan ang modelong kasapatan at kaangkupan, imumungkahing gamitin ang panukat na *goodness-of-fit-statistics* tulad ng *Comparative Fit Index (CFI)*, *Goodness-of-Fit Index (GFI)*, *Adjusted Goodness-of-Fit Index (AGFI)*, *Normed Fit Index (NFI)*, at ang *Tucker Lewis Index (TLI)* na nangangailangan ng balyu na mas mataas kaysa $.9$. Ang *Root Mean Square Error of Approximation* (RMSEA) na siyang *badness-of-fit index* ay gagamitin din upang matingnan ang kabuluhan ng modelong salik na nangangailangan ng balyu na mababa sa $.05$, na may katanggap-tanggap na saklaw o *range* mula sa pagitan ng $.051$ hanggang $.08$.

Ang lahat ng ito ay magiging posible lamang kung ang mga tinitingnang haka-haka o *assumption* sa *principal component analysis* ay sapat at tumpak. Ang dalawang mahahalagang pagsubok ng *assumption* ay

kinakailangang makuha nang sa gayon ay buong maisakatuparan ang mga kakailanganin ng prinsipal komponent analisis: ang 1) kaangkupan ng sampol o *sampling adequacy* at 2) kabagayan sa pagtanggap ng datos o *suitability for data reduction*. Gagamitin ang mga metodong kikilatis sa kaangkupan ng sampol gaya ng *Kaiser-Olkin-Meyer Test* para sa kabuuang set ng datos at ang indibidwal na baryabol. Upang maabot at makuha ang kaangkupan, nararapat na ang balyu ng KOM ay nasa pagitan ng .80 at 1. Para maipakita ang kabagayan, ang paggamit ng *Bartlett's test of Sphericity* ay maaaring gamitin. Upang ang mga datos ay may kabagayan sa pagtanggap, ang pagsubok ay nararapat makakuha ng makabuluhang valyu ng $p < .01$. Ang lahat ng operasyong estatistikal na ginamit ay magiging posible sa pamamagitan ng paggamit nitong *JASP Statistical Software* na nasa bersyong 0.15.1, isang bukas na pinagkukunang proyektong *software* ng University of Amsterdam, *Department of Psychology and Psychological Methods Unit*.

4. Mga Natuklasan

4.1 Profayl ng mga Guro

Talahanayan 1.

Prekwensi at Porsiyento sa mga Taon ng Karanasan ng mga Guro sa Pagtuturo ng Filipino

Kategorya	Prekwensi (f)	Porsiyento(%)
0-6.99 taon	143	48.31
7-12.99 taon	84	28.38
13-18.99 taon	31	10.47
19-24.99 taon	24	8.11
25-30.99 taon	10	3.38
31-36.99 taon	3	1.01
37-42.99 taon	1	0.34
Total	296	100.00

Karamihan sa mga gurong nagtuturo ng Filipino sa Senior High School ay mga baguhan sa kanilang mga propesyon. Implikasyon ito na ang mga baguhan at nakakabatang mga edukador ay mga gurong dinamiko, may potensyal at inobatibo, dala ang mga makabago at sariwang mga ideya, kaalaman at mga makabagong dulog ng pagtuturo sa Filipino. Ayon kay Villanueva (2018), mahalaga sa panahon ngayon, ang isang guro ay may sapat na kahandaan sa pagharap ng klase sa paglikha ng isang makabayan, mapagpalaya at siyentipikong pagtuturo sa pamamagitan ng paggamit ng mga napapanahon at inobatibong pagtuturo; naglalantad ng malikhaing paraan sa pagpapaunawa sa mga mag-aaral, pinapabilis ang pagkatuto nito, may pagbabalak at pagpapalano ng mga aralin sa pagsasaalang-alang na ang pagtuturo-pagkatuto ay magiging masaya, mabunga at mahalaga sa bawat araw pagkatapos ng klase.

Talahanayan 2

Prekwensi at Porsiyento Para sa Kuwalipikasyon ng Espesyalisasyon

	Prekwensi (f)	Porsiyento(%)
Bachelor's Degree	94	31.76
Bachelor's Degree w/ Master Degree Units	142	47.97
Masters Degree	36	12.16
Master's Degree w/ Doctorate Degree Units	17	5.74
Doctorate Degree	6	2.03
Post-Doctorate	1	0.34
Total	296	100.00

Mula sa dalawang daan siyamnapu't anim (296) kabuuang respondent ay "0" ang prekwensi na hindi bachelor's degree gradweyt. May komitment ang mga guro sa Filipino ng Senior High School dahil inuuna at pinaangat nila ang kanilang mga akademikong kwalipikasyon na kitang-kita sa kabuluhang bilang na 142 ng mga respondent ang nagkaroon ng karagdagang *master's units* o masangat pa. Patunay lamang na

Construct validity ng panibagong tool ng pagtatasa sa self-efficacy ng mga guro sa dinamikong edukasyon

malakas ang kultura ng mga guro sa pagpapaunlad ng propesyon sa larangan ng pagtuturo. Sa pag-aaral ni Valeroso (2021), marami ang mga gurong nagtuturo ng Filipino na hindi man gradwado sa kursong ito ay talagang ipinagpatuloy ang pag-aaral sa masteral at doctoral sapagkat naniniwala ang mga guro na napakahalaga ito na hindi lamang upang makakuha ng mataas na posisyon at sahod ay upang maipapamalas nila ang kanilang kakayahan para sa kalidad ng edukasyon.

Talahanayan 3.

Mga Prekwensi at Porsiyento sa Kaligiran ng Trabaho Bago Nagturo ng Filipino sa Senior High School

	Prekwensi (f)	Porsiyento (%)
Nagtuturo sa Junior Hayskul	186	62.838
Nagtuturo sa Kolehiyo	25	8.446
Unang trabaho Ang pagtuturo sa Senyor Hayskul	63	21.284
Industriya at Pagawaan	19	6.419
Nagtuturo sa Elementarya	3	1.014
Total	296	100.000

Nag-umapaw ang karamihang nagtuturo sa Junior High School na may 186 na nasa 62.84% ganitong lebel mula sa kabuuang dalawang daan siyamnapu't anim (296) na respondent. Binigyang-diin na karamihan ng mga guro sa Filipino ay may pundasyon sa karanasan sa lebel ng Junior High School na maaaring makatutulong sa pagpapatuloy at paglalantad sa sarili ng pagtuturo sa ganitong antas. Gayon pa man, kahit na unang lebel ito sa pagsabak nila sa pagtuturo ay kinakailangan pa rin ang pagkakaroon ng mga programang magpapaunlad at magpapalinang sa kanilang propesyon lalo na ang walang karanasan sa pagtuturo. Sa katunayan, nananawagan na ang *National Educators Academy of the Philippines* (NEAP) na matulungan ang mga gurong kulang sa mga katangian ng isang makabagong guro sa kultura ng makabagong edukasyon mula sa natuklasang *assessment* ng Kagawaran ng Edukasyon, DepEd Matatag Agenda, ang *"Give support to teachers to teach better"*.

4.2 Pananaw ng Guro sa Level ng Pansariling-Bisa

Talahanayan 4

Istatistikong Paglalarawan sa Level ng Pansariling Bisa ng mga Guro sa Filipino sa Salik ng Istratehiyang Pang- Instruksiyonal

	Valid	Missing	Mean	Std. Deviation
1. Sa gaanong sukat mo nagagamit ang ICT- Information & Communication Technology Sa pagtuturo ng Filipino?	296	0	7.94	1.254
2. Sa gaanong sukat mo nabigyan ng alternatibong pagpapaliwanag o halimbawa ang mga mag-aaral na nalilito?	296	0	7.74	1.202
3. Sa gaanong sukat mo nahihimok ang mga mag-aaral na gumamit ng kolaboratibong pagkatuto?	296	0	7.77	1.031
4. Gaano mo kahusay naiimplementa ang mga alternatibong istrateliya sa iyong klasrum?	296	0	7.48	0.985
5. Gaano mo kahusay natutugunan ang mahihirap na tanong ng iyong mga mag-aaral?	296	0	7.55	1.079
6. Gaano mo nagawa na naiiangkap ang mga paksa ayon sa lebel o antas ng bawat mag-aaral?	296	0	7.59	1.076
7. Sa gaanong sukat mo nahihimok ang mga mag-aaral na gumamit ng malayang pagkatuto?	296	0	7.67	1.055
8. Gaano mo kahusay nabigyan ng angkop na hamon ang bawat mag-aaral na may kakayahan?	296	0	7.62	1.030

Malakas ang mga guro sa Filipino sa paggamit ng teknolohiya sa pagtuturo, pinalaganap nito ang kolaboratibong pagkatuto ng mga mag-aaral, gayundin ang pagbigay ng agarang tugon sa mga pangangailangan ng mga mag-aaral sa pamamagitan ng mga alternatibong pagpapaliwanag, kakikitaan din ng paggamit ng

makabago at angkop na dulog sa pagtuturo gayundin ang paggamit ng kolaboratibong teknik para sa malayang pagkatuto upang mahamon ang kakayahan ng mga mag-aaral sa pagkatuto. Tugon pa ni Belvez (2000) na masining at epektibo lamang ang pagtuturo ng guro sa panahon ng makabagong edukasyon kung gumagamit siya ng mgaistratehiya sa pagpapayaman sa mga kagamitang biswal, awdiyo-biswal at iba pang kasangkapang teknolohikal na angkop at lapat sa uri ng aralin, sa layunin at makabagong kaalaman na nais matamo at sa mga kasanayan at kakayahang ninanais na malilintang sa mga tinuturuang nasa henerasyon ng makabagong edukasyon lalo na nitong *digital era* ng pagtuturo-pagkatuto.

Talahanayan 5.

Istatistikong Paglalarawan sa Level ng Pansariling-Bisa ng mga Guro sa Salik ng Pangangasiwa sa Klasrum

	Valid	Missing	Mean	Std. Deviation
9. Gaano mo nagawa na makontrol ang mga di-kaiga-igayang pag-aasal sa loob ng klasrum?	296	0	7.82	1.056
10. Gaano mo nagawa na makuha ang mga mag-aaral sa pagsunod ng mga panuntunan sa klasrum?	296	0	7.89	0.994
11. Gaano mo nagawa na mapakalma ang isang mag-aaral na maingay o maggulo sa klase?	296	0	7.85	1.021
12. Gaano mo kahusay naitakda ang sistema ng pangklasrum na pangngasiwa sa bawat pangkat ng mga mag-aral?	296	0	7.73	0.971
13. Gaano mo kahusay napanatili ang iilang problemadong mag-aaral na nakalikha ng gulo sa buong talakayan?	296	0	7.46	1.137
14. Gaano mo kahusay natugunan ang mga matitigas na magaaral?	296	0	7.44	1.149
15. Sa gaanong sukat nabigyang- linaw ang iyong inaasahan ukol sa inaasal ng mag-aaral?	296	0	7.48	1.025
16. Gaano mo kahusay naitakda ang mga routine sa klase upang manatiling matiwasay ang pagpapatakbo ng mga aktibiti?	296	0	7.81	1.011

Malakas ang pansariling bisa na ipinamalas ng mga guro sa Filipino sa kanilang pangangasiwa sa klasrum lalo na ang pagtaguyod ng mga panuntunan, pagpanatili ng kaayusan at pamamahala ng mga hadlang sa bawat klase sa loob ng klasrum. Gayunpaman, maaaring malaking pakinabang ang mga inaasahang suporta, kalinawan at pangangasiwa nitong mga inaasahang pagkikilos, gawi't saloobin at mga propesyonal na pangkaunlaran nitong mga mapanghamong mag-aaral. Napaloob dito ang mga istratheyang may positibong inisyatibo sa pangangasiwa ng klasrum, pagpapadali ng mga teknik at paglalaan ng mga interbensyon sa bawat mag-aaral. Tugon pa nina O'Neil at Stephenson (2011) na ang pansariling-bisa ng mga guro sa salik ng pangangasiwa at pamamahala sa klase sa loob ng klasrum ay nasa katangian ng kakayahan ng mga guro ang pagpapanatili sa katiwasayan, disiplina at kontrol sa klase na siyang pinakasentrong larawan at pinakakailangang domeyn sa pagkaroon ng mabisang pagtuturo ng mga guro.

Talahanayan 6

Istatistikong Paglalarawan sa Level ng Sariling Bisa ng mga Guro sa Salik ng Pakikipag-ugnayan sa mga Mag-aaral

	Valid	Missing	Mean	Std. Deviation
17. Gaano mo nagawa na mapaniwala ang mga mag-aaral na kaya nilang gawin ang mga gawaing pampaaralan?	296	0	7.95	1.011
18. Gaano mo nagawa na matulungan ang mga mag-aaral na kaya nilang gawin ang mga gawaing pampaaralan?	296	0	7.89	1.001
19. Gaano mo nagawa na maganyak ang mga mag-aaral na may mababang interes sa pampaaralang gawain?	296	0	7.66	1.029
20. Gaano mo nagawa na maging katuwang sa pamilya na matulungan ang kanilang mga anak sa paggawa nang mabuti sa paaralan?	296	0	7.43	1.160

Construct validity ng panibagong tool ng pagtatasa sa self-efficacy ng mga guro sa dinamikong edukasyon

	Valid	Missing	Mean	Std. Deviation
21. Gaano mo nagawa na mapaunlad ang pag-unawa ng mga mag-aaral na mahihina?	296	0	7.51	0.995
22. Gaano mo nagawa na matulungan ang mga mag-aaral sa pagkakaroon ng mapanuring pag-iisip?	296	0	7.56	1.013
23. Gaano mo nagawa na malinang ang gawaing mag-aaral?	296	0	7.70	1.040
24. Gaano mo nagawa na maagapan ang pinakamahirap na pangasiwaan na mga mag-aaral?	296	0	7.38	1.061

Tanaw ng mga guro ang sarili na may kabisaan sa pakikitungo at interaksyon sa kanilang mga mag-aaral sa paglinang ng kumpiyansa sa sarili, pagbigay ng akademikong suporta, ang paglinang ng mabuting gawi sa pag-aaral ng kanilang mga leksyon. Napakahalaga ang paggamit ng mga makabagong istrategiya para magkaroon ng isang matibay na kolaborasyon sa pagitan ng tahanan at ng paaralan na isang malaking pakinabang na sinaklaw nito. Ayon pa ni Belvez (2000) ang pagbanggit niya sa kanyang aklat sa mga natuklasang pag-aaral nina Schumann, Moskowitz, Benevento at Foust, Moskowitz at Hayman na ang kaiga-igayang kaligirang sosyal sa loob ng klasrum ay mag-uudyok ng pakikilahok ng mga mag-aaral sa mga gawaing pagkatuto, tumutulong sa pagtatag ng mga positibong pagpapahalaga at magbubunga ng matagumpay at epektibong pagtuturo at pagkatuto.

Talahanayan 7.

Istatistikong Paglalarawan sa Level ng Pansariling Bisa ng mga Guro sa Salik ng Kabatiran sa Nilalaman

	Valid	Missing	Mean	Std. Deviation
25. Sa gaanong sukat mo nakukuha ang nilalaman ng paksa batay sa itinakdang panahon o oras?	296	0	7.39	1.066
26. Gaano mo kahusay ipinaliwanag ang nilalaman ng paksa na magiging kaaya-aya at madali ang pag-uunawa ng mga mag-aaral?	296	0	7.58	1.064
27. Sa gaanong sukat mo nailalapat ang paksa sa ibang larangan ng buhay ng mga mag-aaral maliban sa buhay-paaralan at akademya?	296	0	7.60	1.084
28. Gaano mo kahusay nailalahad ang mga paksa upang magamit ng mga mag-aaral ang isang mapanuri at malikhaing pag-iisip at iba pang matataas na kasanayan sa kaisipan?	296	0	7.50	1.077
29. Sa gaanong sukat mo sinasariwa ang nilalaman ng iyong paksa sa bawat markahan / semester o kwarter upang ang bagong impormasyon at kaalaman ay naisasama?	296	0	7.52	1.080
30. Gaano mo itinuturo ang aralin gamit ang mapanaliksik na kaalaman?	296	0	7.51	1.022
31. Gaano mo isinaalang-alang ang mga pangangailangan kalakasan at interes ng iyong mga mag-aaral sa pagtuturo ng nilalaman ng iyong asignatura?	296	0	7.59	1.044
32. Gaano mo pinagsusumikapang matulungan ang mga naiiwang mag-aaral dahil sa palagiang pagliban sa klase at sa iba pang kadahilan/sirkumstansya upang maagapan ang tinalakay na aralin?	296	0	7.55	1.088

Mataas ang lebel ng pansariling bisa ng mga guro sa kabatiran ng nilalaman na itinuturo. Lahat ng aytem ay nagpakita ng kalakasan sa kakayahan at kompetensi nila sa kanilang paksang itinuro at mga kasanayan sa pagtuturo. Ipinahiwatig sa iskor ng *mean*, may kumpiyansa ang mga guro sa kanilang abilidad na epektibong maiugnay ang nilalaman ng paksa sa paglinang ng pag-unawa at paglapat nito sa reyalidad ng buhay. Ayon pa ni Belvez (2000) na ang epektibong guro ay dapat may malawak na kabatiran sa paksang ituturo, kabatiran sa mga bagay-bagay sa kanyang pamayanan at kapaligiran, sa mga suliraning pangkabuhayan, panlipunan o pampolitika man sa loob at labas ng bansa. Hindi dapat mahiwalay sa sitwasyon at realidad ng buhay sa labas ng paaralan ang anumang araling itinuturo sa loob ng paaralan, wika pa niya.

Talahanayan 8.*Istatistikong Paglalarawan sa Level ng Pansariling Bisng mga Guro sa Salik ng Bisa sa Pagtataya*

	Valid	Missing	Mean	Std. Deviation
33. Gaano kadalas ang iyong pagmomonitor at pagtataya sa natatamong kalinangan at katagumpayan ng mga mag-aaral?	296	0	7.81	1.041
34. Gaano mo binigyang fidbak ang iyong mga mag-aaral ukol sa kanilang performans sa klase upang lalo pang malinang ang kanilang pagkatuto?	296	0	7.77	1.024
35. Gaano mo pinaglalaanan ng panahon at oras na makausap ang mga magulang at tagapagpangalaga (stakeholders) ukol sa mga pangangailangan, kalinangan at natatamong tagumpay ng kanilang mga anak?	296	0	7.20	1.297
36. Gaano mo nagagamit ang mga datos ng pagtatasa (e.g. class record, projects, assignments, etc.) upang mapaunlad ang mga kasanayan at programang pampagtuturo at pampagkatuto?	296	0	8.01	1.049
37. Gaano kahusay ang pagbuo mo ng magagandang tanong para sa iyong mga mag-aaral?	296	0	7.71	0.981
38. Gaano mo nasusukat ang pag-unawa ng mga mag-aaral mula sa iyong itinuturo?	296	0	7.74	0.925
39. Gaano kahusay ang pagbibigay mo ng mga organisadong istratehiya ng pagtatasa?	296	0	7.56	1.023
40. Gaano mo nagagamit ang mga istratehiya sa pagtatasa?	296	0	7.62	1.010

Ang lebel ng pansariling bisa ay nagpahiwatig ng pagkakaroon ng kalakasan ng kumpiyansa sa larangan ng mga aktibiti at pagtatasa sa pagtuturo dahil kapansin-pansin na lahat ng mga aytem ay nagpakita ng mataas na iskor ng *mean*, patunay lamang na mataas ang kakayahan ng mga guro sa pagmomonitor sa progreso ng pagkatuto ng mga mag-aaral, sa pagbigay ng fidbak at paggamit ng buo sa mga istratehiya sa pagpapahusay ng pagtuturo. Naniwala sina Heritage at Harrizon (2019) na ang pagtataya ay makapangyarihan sa pagpapalakas sa papel ng pagkatuto ng mga mag-aaral dahil hindi lamang ito tumutuon sa kakayahan ng mga guro pati na rin sa mga mag-aaral dahil pinasigla lalo ang aktibong partisipasyon nito at tiyak na masaya sila sa kanilang pagkatuto at mas may kontrol sa pagtamo ng kanilang edukasyon.

4.3 Ang 4 na Modelong Salik sa Iskeyl ng Ohio State Teacher Efficac Scale Gamit ang Principal Component Analysis

Talahanayan 9*Mga Katangian sa Komponent ng Ohio State Teacher Efficacy Scale*

	Unrotated solution			Rotated solution		
	<i>Eigen value</i>	<i>Proportion var.</i>	<i>Cumulative</i>	<i>SumSq. Loading</i>	<i>Proportion var.</i>	<i>Cumulative</i>
<i>Komponent 1</i>	24.264	0.592	0.592	12.458	0.304	0.304
<i>Komponent 2</i>	2.010	0.049	0.641	5.640	0.138	0.441
<i>Komponent 3</i>	1.403	0.034	0.675	5.236	0.128	0.569
<i>Komponent 4</i>	1.046	0.026	0.701	5.390	0.131	0.701

Kabuuan ng Kaiser-Meyer-Olkin (KMO) Test = 0.975, Bartlett's test, $\chi^2=12137.020$, $p<.001$ Bilang ng mga nakilalang Komponent batay sa eigenvalues na above 1 gamit ang oblique promax rotation at ang base

decomposition ng correlation matrix at component loadings >0.45 . Natuklasan ng *Principal Component Analysis*, ang pagkilala sa 4 na Komponent ng OSTES na sinasaklaw ang katatagan at kabisaan ng guro sa Filipino ng Senior High School. Ang mataas na balyu ng Kaiser-Meyer-Olkin (KMO Test=0.975) at ng estatistikong kabuluhan ng Bartlett's test ($\chi^2=12137.020$, $p<.001$) ay nagsasaad ng matibay na metodolohikal na suporta para sa relayabilidad at baliditi ng analisis. Naghahamon ito sa pagkakaroon ng isang balangkas na siyang pundasyon sa pag-iinterpreta sa kabisaan ng guro at sa mga dimensyon na magpapaunlad ng kakayahang teoritikal at praktikal na interbensyon na ang hangarin ay maiangat ang epektibong pagtuturo.

Talahanayan 10

Component Loadings ng Komponent 1- Kabatiran ng Nilalaman at Bisa sa Pagtataya

Mga Aytem ng Komponent 1	Component Loading	Lokasyong Orihinal ng Aytem
25. Sa gaanong sukat mo nakukuha ang nilalaman ng paksa batay sa itinakdang panahon o oras?	0.581	Salik 4. Kabatiran sa Nilalaman
26. Gaano mo kahusay ipinaliwanag ang nilalaman ng paksa na magiging kaaya-aya at madali ang pag-uunawa ng mga mag-aaral?	0.742	Salik 4. Kabatiran sa Nilalaman
27. Sa gaanong sukat mo nailalapat ang paksa sa ibang larangan ng buhay ng mga mag-aaral maliban sa buhay-paaralan at akademya?	0.716	Salik 4. Kabatiran sa Nilalaman
28. Gaano mo kahusay nailalahad ang mga paksa upang magamit ng mga mag-aaral ang isang mapanuri at malikhaing pag-iisip at iba pang matataas na kasanayan sa kaisipan?	0.717	Salaik 4. Kabatiran sa Nilalaman
29. Sa gaanong sukat mo sinasariwa ang nilalaman ng iyong paksa sa bawat markahan / semester o kwarter upang ang bagong impormasyon at kaalaman ay naisasama?	0.849	Salik 4. Kabatiran sa Nilalaman
30. Gaano mo itinuturo ang aralin gamit ang mapanaliksik na kaalaman?	0.750	Salik 4. Kabatiran sa Nilalaman
31. Gaano mo isinaalang-alang ang mga pangangailangan kalakasan at interes ng iyong mga mag-aaral sa pagtuturo ng nilalaman ng iyong asignatura?	0.743	Salik 4. Kabatiran sa Nilalaman
32. Gaano mo pinagsusumikapang matulungan ang mga naiiwang mag-aaral dahilan sa palagiang pagliban sa klase at sa iba pang kadahilan/sirkumstansya upang maagapan ang tinalakay na aralin?	0.776	Salik 4. Kabatiran sa Nilalaman
33. Gaano kadalas ang iyong pagmomonitor at pagtataya sa natatamong kalinangan at katagumpayan ng mga mag-aaral?	0.858	Salik 5. Bisa sa Pagtataya
34. Gaano mo binigyang fidbak ang iyong mga mag-aaral ukol sa kanilang performans sa klase upang lalo pang malinang ang kanilang pagkatuto?	0.839	Salik 5. Bisa sa Pagtataya
35. Gaano mo pinaglalaanan ng panahon at oras na makausap ang mga magulang at tagapagpangalaga (stakeholders) ukol sa mga pangangailangan, kalinangan at natatamong tagumpay ng kanilang mga anak?	0.692	Salik 5. Bisa sa Pagtataya
36. Gaano mo nagagamit ang mga datos ng pagtatasa (e.g class record, projects, assignments, etc.) upang mapaunlad ang mga kasanayan at programang pampagtuturo at pampagkatuto?	0.743	Salik 5. Bisa sa Pagtataya
37. Gaano kahusay ang pagbuo mo ng magagandang tanong para sa iyong mga mag-aaral?	0.821	Salik 5. Bisa sa Pagtataya
38. Gaano mo nasusukat ang pag-unawa ng mga mag-aaral mula sa iyong itinuturo?	0.902	Salik 5. Bisa sa Pagtataya
39. Gaano kahusay ang pagbibigay mo ng mga organisadong istratehiya ng pagtatasa?	0.872	Salik 5. Bisa sa Pagtataya
40. Gaano mo nagagamit ang mga istratehiya sa pagtatasa?	0.840	Salik 5. Bisa Sa Pagtataya

May matibay na integrasyon ng mga kompetensi ang kaugnayan ng kabatiran ng nilalaman at bisa sa pagtataya. Ang pagtaas ng loadings ng bawat aytem ay nagpahiwatig sa pagsasama at pamumuong teoryang pinagmulan ng konstrak. Ang mga aytem sa pakikipag-ugnayan ng mga stakeholder gaya ng mga magulang at mga tagapangalaga at tagapagbantay ng mga anak nila na may loadings na 0.692 ay lalong lumalawak ang saklaw ng komponent at tumitindi ang kahalagahan sa tungkulin ng kolaboratibong puwersa sa prosesong edukasyonal. Maraming emperikal na pag-aaral ang natuklasang hindi maaaring paghiwalayin ang pansariling-bisa ng guro sa kanyang kaalaman sa paksa at kakayahan niya sa pagtataya. Pinatunayan ito nina Wang et al. (2022) sa kanilang ginawang pag-aaral kung paano nakakaapekto ang assessment literacy ng guro sa kanyang pagtuturo. Natuklasan nilang malakas ang positibong korelasyon ng dalawa: kung mataas ang literasi ng guro sa pagtatasa ay mataas din ang kompetensi niya sa bisa ng kanyang pagtuturo.

Talahanayan 11*Component Loadings ng Komponent 2- Pakikipag-ugnayan Sa Mag-aaral*

Mga Aytem ng Komponent 2	Component Loading	Orihinal na Lokasyon ng Aytem
17. Gaano mo nagawa na mapaniwala ang mga mag-aaral na kaya nilang gawin ang mga gawaing pampaaralan?	0.774	Salik 3. Pakikipag-ugnayan sa Mag-aaral
18. Gaano mo nagawa na matulungan ang mga mag-aaral na kaya nilang gawin ang mga gawaing pampaaralan?	0.732	Salik 3. Pakikipag-ugnayan sa Mag-aaral
19. Gaano mo nagawa na maganyak ang mga mag-aaral na may mababang interes sa pampaaralang gawain?	0.730	Salik 3. Pakikipag-ugnayan sa Mag-aaral
20. Gaano mo nagawa na maging katuwang sa pamilya na matulungan ang kanilang mga anak sa paggawa nang mabuti sa paaralan?	0.929	Salik 3. Pakikipag-ugnayan sa Mag-aaral
21. Gaano mo nagawa na mapaunlad ang pag-unawa ng mga mag-aaral na mahihina?	0.642	Salik 3. Pakikipag-ugnayan sa Mag-aaral
22. Gaano mo nagawa na matulungan ang mga mag-aaral sa pagkakaroon ng mapanuring pag-iisip?	0.539	Salik 3. Pakikipag-ugnayan sa Mag-aaral
23. Gaano mo nagawa na malinang ang gawaing mag-aaral?	0.606	Salik 3. Pakikipag-ugnayan sa Mag-aaral

Pinatunayan ng mga guro ang kanilang kakayahan sa pagkaroon ng kumpiyansa sa sarili, mapangalagaan ang pakikipag-ugnayan sa mga mag-aaral at ang paglikha ng kapaligiran sa klasrum na nagsusuporta sa mga magkaiba-ibang pangangailangan ng mag-aaral. Ipinahayag ang mataas na *loadings* at ang pagkahanay ng mga aytem na hinugot mula sa OSTES ang mga kinailangang aspeto ng interaksyon sa pagitan ng mag-aaral at ng guro na siyang pangunahing salik sa konteksto ng asignaturang Filipino sa Senior High School. Binanggit nina Villafuerte at Bernales (2008) na sa pag-aaral nina Wayne at Youngs (2003) ay natuklasan nila na ang epektibong guro ay may kakayahang ipadama sa mga mag-aaral na sila ay kabilang sa klase; na ang kanilang guro ay kapamilya na tumatayong pangalawang magulang na umaakay sa kanilang pagkatuto; nangangamusta, nagtatanong at nagpapakita ng kasiyahan lalo na ang paghahanda ng mga aktibiting nakapagbubuo ng pagkakaisa at mabuting samahan sa pagitan ng guro at mga mag-aaral. Ayon pa nila, ang mahusay na guro ay mabilis makaisip ng mga paraan sa loob ng klase na maiiwasan ang hinanakitan ng mga mag-aaral.

Talahanayan 12.*Component Loadings ng Komponent 3-Pangangasiwa sa Klasrum*

Mga Aytem ng Komponent 3	Component Loading	Orihinal na Lokasyon ng Aytem
9. Gaano mo nagawa na makontrol ang mga di- kaiga-igayang pag-aasal sa loob ng klasrum?	0.819	Salik 2. Pangangasiwa sa Klasrum
10. Gaano mo nagawa na makuha ang mga mag-aaral sa pagsunod ng mga panuntunan sa klasrum?	0.674	Salik 2. Pangangasiwa sa Klasrum
11. Gaano mo nagawa na mapakalma ang isang mag-aaral na maiingay o maggulo sa klase?	0.928	Salik2. Pangangasiwa sa Klasrum
12. Gaano mo kahusay naitakda ang sistema ng pang klasrum na pangngasiwa sa bawat pangkat ng mga mag-aral?	0.656	Salik 2. Pangangasiwa sa Klasrum
13. Gaano mo kahusay napanatili ang iilang problemadong mag-aaral na nakalikha ng gulo sa buong talakayan?	0.819	Salik2. Pangangasiwa sa Klasrum
14. Gaano mo kahusay natugunan ang mga matitigas na magaaral?	0.799	Salik 2. Pangangasiwa sa Klasrum
15. Sa gaanong sukat nabigyang- linaw ang iyong inaasahan ukol sa inaasal ng mag-aaral?	0.578	Salik 2. Pangangasiwa sa Klasrum

Masaklaw ang likas ng mabisang pangangasiwa ng klasrum ng mga guro. Sinaklawan nito ang kakayahan sa pagbibigay tugon sa mga nakakagimbalang pag-uugali ng mga mag-aaral sa klase, pag-iimplementa nang maayos na mga sistema at pangangalaga sa isang disiplinadong kapaligiran ng pagkatuto sa klasrum. Ang mga aksyon at reaksyon ng guro tungo sa mga mag-aaral ay nagsisilbing sosyal na konteksto sa pagiging epektibo niya sa pangangasiwa sa klasrum. Ang pagkakaroon ng episyenteng galaw at mga gawain sa loob ng klasrum ay magbubunga ng mga pag-unawa at kapaki-pakinabang na karanasan sa pagkatuto ng mga tinuturuan. Ayon pa ni Belvez (2000), nalilintang ang kaligirang sosyal ng mga mag-aaral kung aktibo ang pamamahala ng guro sa kanyang klase at naipapamalas din niya ang aktibong partisipasyon, pakikihalubilo at pakikilahok ng kapwa mga

mag-aaral.

Talahanayan 13.

Component Loadings ng Komponent 4- Istratehiyang Pang-Instruksiyonal

Mga Aytem ng Komponent 4	Component Loading	Orihinal na Lokasyon ng Aytem
1. Sa gaanong sukat mo nagagamit ang ICT- Information & Communication Technology Sa pagtuturo ng Filipino?	0.557	Salik 1. Estratehiyang Pang-instruksiyonal
2. Sa gaanong sukat mo nabigyan ng alternatibong pagpapaliwanag o halimbawa ang mga mag-aaral na nalilito?	0.740	Salik 1. Estratehiyang Pang-instruksiyonal
3. Sa gaanong sukat mo nahihimok ang mga mag-aaral na gumamit ng kolaboratibong pagkatuto?	0.780	Salik 1. Estratehiyang Pang-instruksiyonal
4. Gaano mo kahusay naiimplementa ang mga alternatibong istratehiya sa iyong klasrum?	0.856	Salik 1. Estratehiyang Pang-instruksiyonal
5. Gaano mo kahusay natutugunan ang mahihirap na tanong ng iyong mga mag-aaral?	0.664	Salik 1. Estratehiyang Pang-instruksiyonal
6. Gaano mo nagawa na naiiangkop ang mga paksa ayon sa lebel o antas ng bawat mag-aaral?	0.725	Salik 1. Estratehiyang Pang-instruksiyonal
7. Sa gaanong sukat mo nahihimok ang mga mag-aaral na gumamit ng malayang pagkatuto?	0.635	Salik 1. Estratehiyang Pang-instruksiyonal
8. Gaano mo kahusay nabigyan ng angkop na hamon ang bawat mag-aaral na may kakayahan?	0.532	Salik 1. Estratehiyang Pang-instruksiyonal

Likas na masaklaw rin ang instruksiyonal na istratehiya ng mga guro. Isang kritikal na tungkulin ito sa pagpapamalas ng isang inklusibo at nakakaganyak na kalikasan sa pagkatuto at pagbibigay ng mga mahahalagang kaalaman sa mga programang pampropesyonal na kaunlaran sa layuning maiangat ang kabisaan ng pagtuturo. Ang kultural at kontekstwal na integrasyon sa makabuluhang pagsasanay ay potensyal na magagamit sa edukasyonal na arena ng bansa. Sa pagpapalano ng aralin, nararapat may pagsasaalang-alang ng mga estratehiyang gagamitin na babagay sa aralin upang maiwasan ang pagkabagot na talakayan. Naniniwala sina Villafuerte at Bernales (2008) na laging nakakapit ang sining sa pagtuturo kung inobatibo at may mga katangiang tangan ang angkop na kompetensi ng isang makabagong guro para sa makabagong edukasyon at nararapat ding may sapat na kahandaan siya sa pagharap sa klase sa paglikha ng isang makabayan, mapagpalaya at siyentifikong pagtuturo gamit ang napapanahon at inobatibong pagtuturo at nailantad niya ang isang malikhaing paraan sa pagpapaunawa ng mga mag-aaral upang ang pagtuturo at pagkatuto ay magiging masaya, mabunga at mahalaga (Villanueva, 2018).

Talahanayan 14

Ang Pagkakaugnay-ugnay ng mga Komponent

	Komponent 1	Komponent 2	Komponent 3	Komponent 4
Kabatiran sa Nilalaman at Bisa sa Pagtataya (1)	-do-	-do-	-do-	-do-
Pakikipag-ugnayan sa Mag-aaral (2)	0.764	-do-	-do-	-do-
Pangangasiwa sa Klasrum (3)	0.682	0.719	-do-	-do-
Estratehiyang Pang-Instruksiyonal (4)	0.700	0.691	0.648	-do-

Ang ugnayan ng mga komponent ay nagpapakita ng malakas at positibong relasyon, ang binabantayang *construct* ay malayang nagtutulungan. May pagkakaugnay-ugnay ang mga komponent na ipinapahayag. Inilalatag

nito ang pinagsamang balangkas sa kabisaan ng guro sa larangan ng Kabatiran sa Nilalaman at Bisa sa Pagtataya, Pakikipag-ugnayan sa mga Mag-aaral, Pangangasiwa sa Klasrum at mga Istratehiyang Pang- Instruksiyonal. Ang mga ito ay mga magkakabit na dimensyon at magkasamang nakapag-ambag sa epektibong pagtuturo ng mga guro sa Filipino sa kultura ng edukasyon ng Pilipinas. Tulad ng pag-aaral nina Brodesky at Zweig (n.d) na *moderately correlated* ang 3 magkaugnay na salik---ang bisa sa pakikipag-ugnayan sa mag-aaral, bisa sa mga instruksiyonal at estratehiya at bisa sa pangangasiwa sa klasrum. Ang pag-aaral nila at sa mananaliksik ay kapwa gumamit ng sikometrikang katangian ng istatistiko sa iskeyl ng *self-efficacy* ng guro sa propesyong pangguro.

4.4 Ang Kabuluhan ng Estruktura sa Alternatibong Salik

Talahanayan 15.

Ang Second-Order sa mga Loading ng Salik

(Tala: nanatili ang mga terminong estatistikang Ingles para sa katatagan ng pagpapakahulugan ng talahanayan)

Salik	Indikektor	Pagtantiya	Std. Error	z-value	p	95% Confidence Interval	
						Mas Mababa	Itaas
SecondOrder	Factor 1.	2.181	0.188	11.606	< .001	1.813	2.550
	Factor 2	3.226	0.427	7.557	< .001	2.390	4.063
	Factor 3	1.968	0.185	10.616	< .001	1.605	2.332
	Factor 4	2.342	0.246	9.507	< .001	1.859	2.825

Ang maikling *confidence interval* ng lahat ng mga salik ay nagpakita ng katumpakan sa mga pagtatantiya. Binigyang punto nito ang katatagan ng kaugnayan sa pagitan ng *construct* na nasa *second-order* at ang mga salik na nasa *first-order*. Natuklasang balido ang kaantasan ng estruktura ng OSTES at kinumpirma nito na ang kabisaan ng guro bilang *construct* sa *second-order* ay masaklaw at naiimpluwensiyahan ng mga dimensyong makritikal kasama na ang pangangasiwa sa klasrum, mga estratehiyang pang-instruksiyonal, pakikipag-ugnayan sa mga mag-aaral at ang kolaborasyon sa mga pamilya ng mga mag-aaral. Binigyang-diin nito ang kahalagahan sa paggamit ng minomodipikang OSTES sa paglalaan ng isang matatag na pondasyon sa paggamit nito sa larangan ng pananaliksik at paglalapat.

Talahanayan 16

Mga Parametrong Pagtatantiya ng mga Aytem Patungo sa Bagong Lokasyon ng Salik

Salik	Indikektor	Pagtantiya	Std. Error	z-value	p	95% Confidence Interval		
						Mas Mababa	Taas	
Salik 1								
	25. Sa gaanong sukat mo nakukuha ang nilalaman ng paksa batay sa itinakdang panahon o oras?		0.338	0.027	12.425	< .001	0.285	0.391
	26. Gaano mo kahusay ipinaliwanag ang nilalaman ng paksa na magiging kaaya-aya at madali ang pag-uunawa ng mga mag-aaral?		0.370	0.028	13.427	< .001	0.316	0.424
	27. Sa gaanong sukat mo nailalapat ang paksa sa ibang larangan ng buhay ng mga mag-aaral maliban sa buhay-paaralan at akademya?		0.372	0.028	13.285	< .001	0.317	0.427
	28. Gaano mo kahusay nailalahad ang mga paksa upang magamit ng mga mag-aaral ang isang mapanuri at malikhaing pag-iisip at iba pang matataas na kasanayan sa kaisipan?		0.387	0.028	13.839	< .001	0.332	0.442
	29. Sa gaanong sukat mo sinasariwa ang nilalaman ng iyong paksa sa bawat markahan / semester o kwarter upang ang bagong impormasyon at kaalaman ay naisasama?		0.368	0.028	13.143	< .001	0.313	0.423
	30. Gaano mo itinuturo ang aralin gamit ang mapanaliksik na kaalaman?		0.351	0.026	13.278	< .001	0.299	0.403
	31. Gaano mo isinaalang-alang ang mga pangangailangan kalakasan at interes ng iyong mga mag-aaral sa pagtuturo ng nilalaman ng iyong asignatura?		0.372	0.027	13.713	< .001	0.319	0.425
	32. Gaano mo pinagsusumikapang matulungan ang mga naiiwang		0.364	0.028	12.990	< .001	0.309	0.419

Construct validity ng panibagong tool ng pagtatasa sa self-efficacy ng mga guro sa dinamikong edukasyon

mag-aaral dahilan sa palagiang pagliban sa klase at sa iba pang kadahilan/sirkumstansya upang maagapan ang tinalakay na aralin?						
33. Gaano kadalas ang iyong pagmomonitor at pagtataya sa natatamong kalinangan at katagumpayan ng mga mag-aaral?	0.365	0.027	13.475	< .001	0.312	0.418
34. Gaano mo binigyang fidbak ang iyong mga mag-aaral ukol sa kanilang performans sa klase upang lalo pang malinang ang kanilang pagkatuto?	0.346	0.027	13.060	< .001	0.294	0.398
35. Gaano mo pinaglalaanan ng panahon at oras na makausap ang mga magulang at tagapagpangalaga (stakeholders) ukol sa mga pangangailangan, kalinangan at natatamong tagumpay ng kanilang mga anak?	0.346	0.033	10.565	< .001	0.282	0.410
36. Gaano mo nagagamit ang mga datos ng pagtatasa (e.g class record, projects, assignments, etc.) upang mapaunlad ang mga kasanayan at programang pampagtuturo at pampagkatuto?	0.315	0.027	11.744	< .001	0.262	0.367
37. Gaano kahusay ang pagbuo mo ng magagandang tanong para sa iyong mga mag-aaral?	0.353	0.026	13.787	< .001	0.303	0.403
38. Gaano mo nasusukat ang pag-unawa ng mga mag-aaral mula sa iyong itinuturo?	0.323	0.024	13.383	< .001	0.275	0.370
39. Gaano kahusay ang pagbibigay mo ng mga organisadong istrategiya ng pagtatasa?	0.372	0.027	13.911	< .001	0.320	0.425
40. Gaano mo nagagamit ang mga istrategiya sa pagtatasa?	0.361	0.026	13.696	< .001	0.309	0.412
Salik 2						
17. Gaano mo nagawa na mapaniwala ang mga mag-aaral na kaya nilang gawin ang mga gawaing pampaaralan?	0.238	0.032	7.465	< .001	0.175	0.300
18. Gaano mo nagawa na matulungan ang mga mag-aaral na kaya nilang gawin ang mga gawaing pampaaralan?	0.239	0.032	7.503	< .001	0.176	0.301
19. Gaano mo nagawa na maganyak ang mga mag-aaral na may mababang interes sa pampaaralang gawain?	0.242	0.032	7.505	< .001	0.179	0.305
20. Gaano mo nagawa na maging katuwang sa pamilya na matulungan ang kanilang mga anak sa paggawa nang mabuti sa paaralan?	0.228	0.032	7.042	< .001	0.165	0.291
21. Gaano mo nagawa na mapaunlad ang pag-unawa ng mga mag-aaral na mahihina?	0.238	0.031	7.562	< .001	0.176	0.300
22. Gaano mo nagawa na matulungan ang mga mag-aaral sa pagkakaroon ng mapanuring pag-iisip?	0.240	0.032	7.591	< .001	0.178	0.301
23. Gaano mo nagawa na malinang ang gawaing mag-aaral?	0.256	0.033	7.649	< .001	0.190	0.321
Salik 3						
10. Gaano mo nagawa na makuha ang mga mag-aaral sa pagsunod ng mga panuntunan sa klasrum?	0.408	0.029	13.873	< .001	0.351	0.466
11. Gaano mo nagawa na mapakalma ang isang mag-aaral na maiingay o maggulo sa klase?	0.405	0.031	13.105	< .001	0.344	0.465
12. Gaano mo kahusay naitakda ang sistema ng pang klasrum na panggasiwa sa bawat pangkat ng mga mag-aaral?	0.383	0.029	13.353	< .001	0.326	0.439
13. Gaano mo kahusay napanatili ang iilang problemadong mag-aaral na nakalikha ng gulo sa buong talakayan?	0.444	0.034	13.072	< .001	0.377	0.510
14. Gaano mo kahusay natugunan ang mga matitigas na mag-aaral?	0.433	0.034	12.684	< .001	0.366	0.499
15. Sa gaanong sukat nabigyang- linaw ang iyong inaasahan ukol sa inaasal ng mag-aaral?	0.411	0.030	13.765	< .001	0.352	0.469
9. Gaano mo nagawa na makontrol ang mga di- kaiga-igayang pag-aasal sa loob ng klasrum?	0.414	0.032	13.068	< .001	0.352	0.476
Salik 4						
1. Sa gaanong sukat mo nagagamit ang ICT- Information & Communication Technology Sa pagtuturo ng Filipino?	0.234	0.034	6.875	< .001	0.167	0.301
2. Sa gaanong sukat mo nabigyan ng alternatibong pagpapaliwanag o halimbawa ang mga mag-aaral na nalilito?	0.360	0.035	10.369	< .001	0.292	0.428
3. Sa gaanong sukat mo nahihimok ang mga mag-aaral na gumamit ng kolaboratibong pagkatuto?	0.325	0.030	10.751	< .001	0.266	0.384
4. Gaano mo kahusay naiimplementa ang mga alternatibong istrategiya sa iyong klasrum?	0.339	0.030	11.380	< .001	0.281	0.398
5. Gaano mo kahusay natutugunan ang mahihirap na tanong ng iyong mga mag-aaral?	0.379	0.032	11.766	< .001	0.316	0.443
6. Gaano mo nagawa na naiiangkop ang mga paksa ayon sa lebel o antas ng bawat mag-aaral?	0.388	0.033	11.907	< .001	0.324	0.452
7. Sa gaanong sukat mo nahihimok ang mga mag-aaral na gumamit ng malayang pagkatuto?	0.372	0.032	11.802	< .001	0.310	0.434
8. Gaano mo kahusay nabigyan ng angkop na hamon ang bawat mag-aaral na may kakayahan?	0.373	0.031	12.180	< .001	0.313	0.433

Kinompirma ng mga resulta ang estruktura ng mga nakatagong *construct* na ang lahat ng aytem ay

makabuluhang ay nag-ambagan sa kani-kanilang mga salik. Ang Kabatiran sa Nilalaman at Bisa sa Pagtataya (Salik1) at ang Pangangasiwa sa Klasrum (Salik 3) ay nagpapakita ng tiyak na katatagan ng aytem-salik na ugnayan at relasyon o tinatawag na *item-factor relationships*. Binigyang diin nito ang mga kakayahan at kompetensi na nakatuon at may pokus sa pedagogikal at pamamahala sa klasrum sa edukasyonal na pagbabalangkas. Ang Pakikipag-ugnayan sa Mag-aaral (Salik 2) at ang Estratehiyang Pang-Instruksiyonal (Salik 4) sa pagiging makabuluhan nito ay ipinahayag pa rin ang mga larangang nagpalinang sa mga istratehiyang motibasyonal at teknolohikal. Lalong pinagtittibay ang kalikasan ng multi-dimensyonal ng epektibong kasanayan sa pagtuturo na balido sa pamamagitan ng mahigpit at malupit na paggamit ng *confirmatory factor analysis*. Patunay lamang na malakas at matibay ang estruktura ng mga salik ng pansariling-bisa ng mga guro para sa pagbuo ng panibagong iskeyl nitong makabagong edukasyon ng bansa.

4.5 Antas ng Relayability at Validity ng Estruktura ng Nobel na Salik

Talahanayan 17.

Mga indeks ng Validity at Relayability

(Tala: nanatili ang mga terminong istatistikang Ingles para sa katatagan ng pagpapakahulugan ng talahanayan)

	Reference Values	Computed Value	Remarks
<i>Absolute Fit Measures</i>			
Root Mean Squared Error of Approximation (RMSEA)	0.00-0.08	0.066	Acceptable Fit
Standardized Root Mean Square Residual (SRMR)	0.00-0.08	0.036	Acceptable Fit
<i>Incremental Fit Index</i>			
Comparative Fit Index (CFI)	≥0.90	0.919	Acceptable Fit
Tucker-Lewis Index (TLI)	≥0.90	0.914	Acceptable Fit
Normed Fit Index (NFI)	≥0.90	0.866	Below Acceptable Fit
<i>Parsimony Fit Index</i>			
Goodness of Fit Index (GFI)	≥0.90	0.961	Parsimonious
Parsimony Normed Fit Index (PNFI)	≥0.50	0.866	Parsimonious
<i>Reliability Index</i>			
Over all McDonald's ω	≥0.70	0.985	Highly Reliable
Komponent 1	≥0.70	0.973	Highly Reliable
Komponent 2	≥0.70	0.933	Highly Reliable
Komponent 3	≥0.70	0.934	Highly Reliable
Komponent 4	≥0.70	0.899	Highly Reliable
Second Order	≥0.70	0.928	Highly Reliable

Ang mga resulta ng *Comparative Fit Index* (CFI) ay nagbigay ng mapanghimok na ebidensya para sa baliditi at relayability ng OSTES mula sa mga guro sa Filipino na nagtuturo sa Senior High School. Ang mga katanggap-tanggap na mga sinusukat ng *absolute fit*, ang matitibay na mga indeks ng ingkremental at parsimonyang *fit* at ang pambihirang taas ng relayability ng mga indeks na ito kung pinagsama-sama ay nagpahiwatig na ang iskeyl ay relayabol at angkop na instrumento at kasangkapan sa pagtatasa sa pansariling-bisa ng guro.

5. Konklusyon at Rekomendasyon

Ang nabuong makabagong metriks ng pagtatasa na tumutuon sa pansariling-bisa ng guro ay naglalaman ng mga salik ng OSTES at mga aytem na batay sa domeyn at kompetensi mula sa mga layunin at tunguhin ng PPST sa kasalukuyang estado ng edukasyon ng bansa. Mataas ang kabisaan nito sa pagtatasa ng pansariling-bisa sa panggurong propesyon dahil pinapatunayan ng metodong *Principal Component Analysis at ng Confirmatory Factor Analysis*, pati na ang resulta ng *Comparative Fit Index* (CFI) na nagbigay ng mapanghimok na ebidensya para sa baliditi at relayability ng OSTES at mga idinagdag na mga salik ng instrumento na pinagbatayan naman ang PPST. Ang mga katanggap-tanggap na sinusukat ng *absolute fit*, ang matitibay na mga indeks ng ingkremental at parsimonyang *fit* at ang pambihirang taas ng relayability ng mga indeks na pinagsama-sama ay nagpapahiwatig na ang panibagong iskeyl ng pagtatasa ng pag-aaral ay may mataas na *construct validity* na napakaangkop gamiting instrumento sa pagtatasa sa pansariling-bisa ng mga gurong nagtuturo ng Filipino sa

Senior High School ng bansa ay malakas na inirekomenda ng mananaliksik.

Pagkilala – Isang karangalan ng mananaliksik na gamitin ang instrumentong Ohio State Teacher Efficacy Scale (OSTES) nina Moran at Hoy (2001) na bunga ng kanilang pag-aaral na siyang teorya at kasangkapang gabay para ipagpatuloy tuklasin ang kabisaan ng iskeyl sa pansariling-bisa ng guro ayon na rin sa rekomendasyon nila na tinugunan naman ng mananaliksik.

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Mula tao patungong aswang: Ang paglalakbay ng pangkatauhang transpormasyon sa pelikulang “Corazon: Ang unang aswang”

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Abstract

Ang paniniwala sa mga aswang ay bahagi ng malalim na tradisyong oral ng mga Pilipino na naipasa mula sa iba't ibang henerasyon. Ito ay nagkaroon ng malaking impluwensiya sa kultura at moral na paghubog ng mga Pilipino lalong lalo na ang mga bata, gayundin sa malikhaing pagpapahayag sa panitikan at pelikula. Bagaman maraming pag-aaral ang tumalakay sa mitolohiyang Pilipino at ang epekto nito sa paniniwala ng tao, limitado pa rin ang pananaliksik sa sikolohikal na aspekto ng mga karakter na may temang aswang sa pelikula. Ang pag-aaral na ito ay tumuon sa pelikulang Corazon: Ang Unang Aswang ni Richard Somes upang suriin ang pangkatauhang transpormasyon ng pangunahing tauhan at ang kaugnayan nito sa sikolohikal na tunggalian. Ginamit ang kwalitatibong pamamaraan, partikular ang pagsusuri ng nilalaman, upang masusing pag-aralan kung paano ipinakita ng pelikula ang unti-unting pagbabago ng katauhan ng tauhan at ang kaniyang panloob na pagdurusa. Sa pamamagitan ng dulog sikolohikal, natuklasan sa pananaliksik na ang metamorphosis ng tauhan ay hindi lamang simpleng pagpapalit ng anyo kundi isang masalimuot na proseso ng emosyonal at mental na pagbabago. Ang pag-aaral na ito ay naglalayong palawakin ang kaalaman sa panitikang pampelikula at maunawaan ang mas malalim na kahulugan ng tauhan sa konteksto ng panlipunan at sikolohikal na reyalidad.

Keywords: aswang, pelikula, Corazon: Ang Unang Aswang, sikolohikal

Mula tao patungong aswang: Ang paglalakbay ng pangkatauhang transpormasyon sa pelikulang “Corazon: Ang unang aswang”

1. Introduksyon

Ang mga Pilipino ay isa sa mga tao sa buong mundo na likas na may maraming pinaniniwalaan na hindi matutumbasan ng kahit na ano pang mga paniniwala sa buong mundo. Ang mga oral na tradisyong ito ay ang humuhubog sa katauhan at katangiang moral ng isang bata. Ang mga ito ang siyang nagsisilbing tulay upang maipasa at maitago ang mga tradisyong ito hanggang sa susunod pa na mga henerasyon. Isa sa mga paniniwala ng mga Pilipino ay ang mga tao na hindi nakikita hunit nakatira dito sa mundong ibabaw. Naniniwala rin ang mga Pilipino sa mga taong makapangyarihan at mga taong kumakain ng isang buhay na nagmumula lamang sa mga tinatawag na mga kwentong-bayan. Sa kadahilanang ito, dito pumasok ang paniniwala sa mga aswang.

Ang mga aswang ay sumusimbulo sa kasamaan. Ito ay kilala ng mga Pilipino na masamang espiritu na nag-aanyong tao kapag umaga at nagiging isang halimaw na sumisipsip at kumakain ng mga lamang-loob ng mga tao pagdating ng gabi. Sa madaling sabi, sila ay kilala na nagpapalit ng mga anyo. Maaring hayop man o tao. Pinaniniwalaan na kadalasang biktima nila ang matatanda at mga bata. Ayon sa mga paniniwala, namumuhay sila bilang isang normal na tao sa umaga at inilalayo nila ang kanilang sarili sa mga tao sa ng paninirahan sa mga liblib na lugar. Ang paniniwalang ito ay naipasa na sa maraming henerasyon hanggang sa modernong panahon ng teknolohiya at seyensya. Naging panakoot ito sa mga tao lalong lalo na sa mga bata kapag sasapit na ang kadiliman. Naging daan din ito ng mga kuwentuhan at katatakutan ng mga bata upang mapagkunan ito ng mga magagandang aral. Ang pelikula ay isang uri ng dula na kung saan ginagamitan ng mga makabagong teknolohiya katulad ng kamera dahil hindi ito itinatanghal sa entablado, bagkus ito av naka-rekord. Ito rin ay tinatawaa na dulang pampelikula dahil ito ay isang dula nsa pormang pelikula na nakikita sa “screen” ng mga telebisyon lamang. Ito ay isang mukha ng panitikan na ginagamit bilang instrumento sa pagbibigay ng mga mahahalagang aral na sumasalamin din sa lipunan na kinabibilangan.

Sa kabila ng matagal nang paniniwala ng mga Pilipino sa mga aswang at ang malalim na epekto nito sa kulturang bayan, kaunti lamang ang mga pag-aaral na tumutuon sa sikolohikal na aspeto ng kanilang representasyon sa modernong pelikula. Bagaman maraming pananaliksik ang tumalakay sa mitolohiyang Pilipino at ang epekto nito sa takot at paniniwala ng mga tao, limitado pa rin ang pagsusuri sa pangkatauhang transpormasyon ng isang tauhan sa isang pelikulang may temang aswang, lalo na sa konteksto ng sikolohikal na tunggalian. Ang pelikulang Corazon: Ang Unang Aswang ay isang halimbawa ng paggamit ng modernong sinema upang ipakita ang metamorphosis ng isang karakter at ang kanyang panloob na tunggalian. Gayunpaman, may kakulangan ng pananaliksik na sumusuri kung paano ito nagpapakita ng sikolohikal na aspekto ng tauhan, partikular sa ugnayan ng pangkatauhang transpormasyon at sikolohikal na tunggalian. Kaya naman, ang pananaliksik na ito ay naglalayong punan ang nasabing kakulangan sa larangan ng panitikang pampelikula at pag-aaral sa sikolohiya ng tauhan. Dahil dito, ang pananaiksik na ito ay naglalayong suriin ang pagkatauhang transpormasyon na nagbibigat dulot sa sikolohiyang tunggalian sa pelikulang “Corazon: Ang Unang Asawang ni Richard Some”.

2. Metodolohiya

Ang pananaliksik na ito ay gumagamit ng kwalitatibong pamamaraan, partikular ang pagsusuri ng nilalaman (content analysis), bilang bahagi ng isang pagsisiyasat na nakabatay sa dulong sikolohikal na masusuri sa loob ng pelikula. Nilalayan nitong siyasatin ang pangkaatauhang transpormasyon ng mga tauhan na nag-ugat sa mga sikolohikal na tunggaliang inilalarawan sa pelikula. Ang pangunahing batis ng datos sa pag-aaral na ito ay ang pelikulang Corazon: Ang Unang Aswang, na isinulat at direksyon ni Richard Some, na unang ipinalabas noong 2012. Ang pelikulang ito ay muling nabigyang-pansin sa mga institusyong pang-akademiko at pang-edukasyon

bilang isang mahalagang lunsaran sa pagsusuri ng mitolohiyang Pilipino, relihiyon, at sikolohiya, at bilang repleksiyon ng proseso ng paghubog ng kamalayang sikolohikal ng mga Pilipino. Isinagawa ang masusing transkripsiyon ng pelikula upang magsilbing pangunahing batayan sa analisis at interpretasyon ng mga piling eksena at dayalogo. Gayundin, humingi at tumanggap ang mananaliksik ng pahintulot mula sa direktor at manunulat na si Richard Somes para sa paggamit ng pelikula bilang akademikong sanggunian sa pagpapalawak ng kaalaman sa panitikan, pelikula, at kulturang Pilipino.

3. Resulta at Pagtalakay

3.1 Ang Katauhang Transpormasyon

Sa pagtuturo ng kahit na anumang akdang pampanitikan, maging ito man ay tula, maikling kuwento, sanaysay, dula, o pelikula, ay hindi mabubuo nang walang mga pangunahing tauhan (Medina, T. J. K., & Del Mundo Jr, C. A., 2014). Isa sa pangunahing layunin ng isang manunulat ay bigyang-buhay at paggalawin ang mga tauhan sa kanilang mga likha (Porlas, A. A., 2024). Sa pelikula, ang pangkatauhang transpormasyon ng isang tauhan ay may mahalagang papel sa pagbuo ng kwento at sa paghubog ng emosyonal at sikolohikal na tunggalian. Ang mga pagbabagong ito ay madalas inaabangan at sinusuri upang maunawaan kung paano nito naaapektuhan ang kabuuang naratibo at ang pag-unlad ng tauhan. Kaugnay nito, mahalagang pag-aralan kung paano inilalarawan ng pelikula ang pangkatauhang transpormasyon at ang kaugnayan nito sa sikolohikal na tunggalian, tulad ng makikita sa *Corazon: Ang Unang Aswang*.

Talahanayan 1

Ang Pangkatauhang Transpormasyon ni Corazon

Panimulang Katauhan ni Corazon	Pagbabagong Katauhan ni Corazon
Matatag na babae na may pananalig sa Panginoon	Kawalan ng katatagan at paniniwala
Matakutin sa Diyos	Pagkawala ng takot sa Diyos
Mapagparaya sa mga mapanghusga	Marahas
Mapagpatawad	Mapaghighanti

Ang pagkakaroon ng isang anak ay isa sa mga bagay na hindi maikakalilang kinakailangan upang matawag na buo ang isang pamilya. Ang pag-asa na magkakaroon ng isang anak ay isang ugali na ikinakaiba ng mga Pilipino sa iba pang mga kanluraning tao.

3.1.1 Panimulang Katauhan ni Corazon

Si Corazon (na binigyan buhay ni Erich Gonzales) ay ang pangunahing tauhan sa pelikula na puno ng pag-asa ang kaniyang puso na kahit maglilimang taon na siyang kasal sa kaniyang asawa na si Daniel (na binigyan buhaty ni Derick Ramset) ay hindi pa rin sila biniyayaan ng Puong Maykapal. Sa isang hindi inaasahang pagkakataon, pumanaw ang ama ni Corazon—isa sa pinakamahalagang tao sa kaniyang buhay—na may matinding hangaring masilayan ang kaniyang apo – na nagpadagdag ng “pressure” mula sa lipunang kaniyang kinabibilangan na sanhi sa kaniyang determinasyon.

Sa kabila ng matinding dalamhati, naging mas matatag si Corazon sa kaniyang hangaring magkaanak. Pinanghawakan niya ang kaniyang pananampalataya at patuloy na nanalangin, umaasa sa kaganapan ng mga plano ng Panginoon para sa kaniya. Dito ipinapakita na ang kagustuhan ng isang tao na manganak ay hindi lamang sa internal na kagustuhan bagkus pati na rin sa eksternal na kagustuhan ng ibang tao. Sa kulturang Pilipino, ang kakayahang magkaanak ay madalas na nagiging batayan ng pagiging ganap na babae (Torralba, J. E. C., 2010). Itinuturing itong sukatan ng tagumpay ng isang maybahay, na nagdidikta sa tingin ng lipunan kung siya ay isang mabuting asawa o hindi. Sa nasabing pelikula, malinaw na ipinapakita kung paano itinuturing si Corazon bilang isang "bigong" maybahay dahil sa kanyang kawalan ng anak.

Tulad ng maraming kababaihan na nakararanas ng katulad na hamon, dumaan ang mga ito sa mahaba at masalimuot na proseso upang maibigay ang inaasahan sa kanya ng lipunan (Camba, A., & ng Pilipinas, P.

U.,2015). Katulad niya, maraming kababaihan ang lumalapit sa mga doktor, nagpapagamot sa mga tradisyunal na manggagamot, o nagdarasal nang taimtim at nagiging deboto upang mapakinggan ang kanilang mga panalangin. Ipinapakita nito kung paano ang pagkakaroon ng anak ay hindi lamang isang personal na hangarin kundi isang panlipunang tungkulin na nagpapataw ng matinding emosyonal at sikolohikal na epekto sa mga kababaihan na makikita pa rin hanggang sa kasalukuyan.

Karaniwan nang makikita sa Pilipinas na ang mga kababaihang deboto na dumudulog sa simbahan (Javier Jr, R. E.,2017) at taimtim na nananalangin upang magkaroon ng anak. Kapag nagdalang-tao na, muling mag-aalay ng panata ang mga ina upang maging ligtas ang kanilang pagbubuntis at panganganak. Matapos maisilang ang sanggol, hindi pa rin natatapos ang kanilang debosyon—patuloy silang nananalangin upang maprotektahan ang kanilang anak mula sa anumang kapahamakan habang ito’y lumalaki. Ang ganitong kaugalian ay malalim na nakaugat sa kulturang Pilipino, sumasalamin sa matibay na pananampalataya ng mga kababaihan at sa kanilang paniniwalang ang pananalig sa Diyos ay makatutulong sa pagdadala ng isang bagong buhay sa mundo.

Sa kabila ng matinding panlipunang “pressure” na nararanasan ng maraming mga babae, nanatili pa rin itong mapagparaya at mapagpatawad. Tulad ng maraming kababaihang Pilipino, kilala si Corazon sa pagiging matiisin at mapagparaya sa kabila ng panghuhusga sa kanyang kakayahang maging isang ina. Ang kakayahan ng isang babae na magpatawad ay hindi lamang nagpapakita ng kanyang lakas at pag-unawa, kundi pati na rin ng kanyang dedikasyon sa pagpapanatili ng mga mahalagang relasyon sa kanyang buhay. Gayunpaman, mahalaga ring tandaan na ang pagpatawad ay isang personal na desisyon at dapat isaalang-alang ang kapakanan ng sarili at ang kalusugan ng relasyon (Valledor-Lukey, V. V. ,2012) (Maturan, P. L., Bonifacio, M. A., & Lubuguin, R. A., 2020). Bagaman hindi maikakailang may epekto ito sa kanyang emosyonal at mental na kalagayan, patuloy siyang nagpakita ng tibay ng loob at pananampalataya.

3.1.2 Pagbabagong Katauhan ni Corazon

Ang paglampas sa pagsubok sa kaniyang debosyon na sinasabi ni Corazon ang nagbigay sa kaniya ng kongklusyon na tutuparin ng Panginoon ang kaniyang tanging daing. Naniniwala at umaasa si Corazon na ibibigay ng Panginoon ang kaniyang hiling ngunit sa kasamaang palad hindi nagbunga ang lahat ng kaniyang mga sakripisyo. Ipinapakita ng pelikula na kapag ang isang tao ay umasa nang labis sa relihiyon bilang solusyon sa kanyang problema, maaaring magkaroon ng krisis sa pananampalataya kapag hindi natupad ang mga panalangin nito. Ito ay nagpapahiwatig ng pangangailangang balansehin ang pananampalataya at pagharap sa reyalidad. Ipinapakita ng pelikula ang malalim na epekto ng relihiyosong debosyon sa mental at emosyonal na kalagayan ng isang indibidwal – lalong lalo na ng mga kababaihan. Sa madaling sabi, ang kultura ng pananampalataya, kaakibat ng matinding panlipunang “pressure”, ay may malaking papel sa nararanasang pagdurusang ng mga kababaihang nakararanas ng kabiguan sa kanilang mithiin—partikular sa pagbuo ng isang masaya at kompletong pamilya. Ang kwento ni Corazon ay sumasalamin sa reyalidad ng maraming kababaihan na dumaranas ng panghuhusga at hindi pagkakaunawa mula sa lipunan na dapat sana ay kanilang sandigan.

Sa isang banda, ang pagkawala ng isang anak na tanging panalangin ng isang babae ay may matinding emosyonal na epekto sa buhay ng isang ina. Ipinapakita ng pelikula na ang ganitong pangyayari ay maaaring humantong sa depresyon, paranoia, at pagkawala ng tiwala sa iba dahil sa hindi matanggap ang mga pangyayari at patuloy na pagdadalamhati sa mga pangyayari sa kaniyang buhay. Dito, ipinapakita ng pelikula na ang isang babae ay nangangailangan ng mahusay na suporta lalong lalo na ang sitwasyon ng pagkawala katulad ng *grief* at *trauma* mula sa mga pangyayari sa kaniyang buhay.

3.2 Ang Epektong Sikolohikal

Ang pelikula bilang isang sining (Tugano, A. C., 2023) at paglalahad ay hindi lamang nagbibigay-buhay sa mga kuwento kundi naglalarawan din ng malalim na sikolohikal na epekto sa lipunan. Ang pag-unawa sa mga ganitong konsepto ng pagpapahalaga at paglabag sa mga ito ay mahalaga upang masuri kung paano inilalarawan

ng pelikula ang mga sikolohikal na epekto ng mga paglabag na ito sa mga relasyon at sa lipunan sa kabuuan (Yacat, J. A., 2017). Sa pamamagitan ng pag-aaral sa mga karakter, mga linya, at mga tema ng pelikula, maaaring unawain ang mga kabuluhan at pagbabago sa pananaw ng mga manonood, na naglalarawan ng malawakang impluwensiya nito sa kulturang kinabibilangan.

Pagkatapos masuri ang pelikula, makikita ang anim (5) na epektong pansikolohikal sa pelikulang, “Corazon: Ang Unang Aswang”. Ang mga epektong sikolohikal ay ang (1) pangamba; (2) pagkawala ng tiwala; (3) ang paniniwala; (4) takot at pagdududa; at (5) trauma sa digmaan (6) existential crisis at spiritual crisis.

Talahanayan 2

Epektong Pansikolohikal

<i>Mga Pahayag</i>	<i>Epektong Pansikolohikal</i>
Ina ni Nene: Sinira na ng mga dayo ‘tong bayan natin.	Pangamba
Kapitbahay na babae 3: Kaya dapat lalong hindi tayo magtitiwala sa mga hindi taga-rito dahil gulo lamang ang idudulot niyan.	Pagkawala ng Tiwala
Tatay: May paniniwala kasi, noong giyeraw daw.	Paniniwala
Ginagamit ng mga girelya yong ulo ng baboy-ramo na panakot sa mga hapon. Para ba magmula silang halimaw.	Paniniwala
Daniel: Corazon, mag-iingat ka sa kaniya. Ang sabi nila isa raw siya sa unang tao dito sa hacienda. Sumali sila sa kilusan laban sa mga hapon. Ang kuwento kinakain daw nila ang yong patay nilang mga kalaban para makuha yong lakas nila. Isang araw, napatay ang asawa ni Melinda. Siya, nahuli siya. Mahirap ‘yong buhay niya pero kung alam mo kung ano ang pinakamasakit? Sabi nila pinatay nila yong anak niya sa harapan niya. Nakatakas si Melinda. Nagtago.	Takot at Pagdududa
Bumalik na lang siya pagkatapos ng giyera. Pagbalik niya ay ganoon na siya. Sabi nga ng mga tao, bumalik siya at naging demonyo.	Takot at Pagdududa
Herminia: Kinakain talaga ng mga aso ang patay nilang anak. Marahil. Gusto nila itong ibalik sa kanilang katawan upang buhayin muli. Minsan naman nawawala ang mga ito sa katinuan lalo’t ‘pag nalaman nilang patay na kay kinakain na lang nila.	Paniniwala
Matandang lalaki: Si Melinda ang bunga ng digmaan. Kung totoo man ang lahat ang kuwento tungkol sa kaniya. Di natin malaman ang dahilan. Dahil ginugulo ng giyera ang ating isip at puso. Kaya gumagawa tayo ng halimaw sa ating mga sarili.	Trauma sa Digmaan
Corazon: Pinatay ng Diyos nyo ang anak ko. Huwag nyo na akong pakialaman pa. Wala na akong Diyos!	Eksistensyal na Krisis at Espiritwal na Pagkabalisa

3.2.1 Pangamba

Ang digmaan ay may sikolohikal na epekto sa bawat indibidwal katulad na lamang ng panggamba at pag-aalala (Gori, A., Topino, E., & Musetti, A., 2023). Ang pelikula ay itinakda sa panahon ng pagkatapos ng Ikalawang Digmaang Pandaigdig. Isang yugto kung saan ang Pilipinas ay humaharap sa matinding pagsubok. Sa panahong ito, nananatili ang takot at pangamba sa isipan ng mga tauhan sa kuwento, na baka muling bumalik ang kaguluhan at karahasang kanilang naranasan. Ang digmaan ay nag-iiwan ng malalim na sugat hindi lamang sa pisikal na anyo kundi pati na rin sa kaisipan at damdamin ng mga indibidwal. Sa pelikula, ang barangay Magdalena ay binalot ng matinding pangamba, lalo na tuwing may dumarating na bagong tao sa kanilang komunidad katulad ng pagdala ni Daniel kay Corazon sa kaniyang lugar. Ang dating tiwala ng mga taga-Magdalena ay napalitan ng takot, isang pangambang lumalim pa dahil sa bangungot ng digmaan. Ang anino

ng nakaraan ay patuloy na bumabalot sa kanilang isipan, kaya't ang sinumang bagong salta ay itinuturing nilang banta sa kanilang seguridad. Nakatanim sa kanilang kamalayan ang pangambang maaaring maulit ang madugong sigalot na minsang sumira sa kanilang bayan. Para sa kanila, si Corazon ay isang paalala ng hindi tiyak na hinaharap—isang dayuhang maaaring maghatid ng panibagong trahedyang sa kanilang buhay.

3.2.2 Pagkawala ng Tiwala

Ang konsepto ng tiwala ay may malaking epekto sa sikolohikal na estado ng mga indibidwal. Kapag ang tiwala sa isang sistema o institusyon, tulad ng agham o sikolohiya, ay nabawasan, maaaring magdulot ito ng pag-aalinlangan, kawalan ng katiyakan, at pagbawas ng pakikilahok o suporta mula sa publiko. Ang pagkawala ng tiwala ay may direktang epekto sa sikolohikal na kalagayan ng mga tao. Maaaring magdulot ito ng stress, pagkabalisa, at kawalan ng seguridad. Sa kabaligtaran, ang pagkakaroon ng mataas na tiwala ay nagtataguyod ng positibong emosyon, katiyakan, at pakiramdam ng seguridad (Wingen, T., Berkessel, J. B., & Englich, B., 2020). Mula sa perspektibong sikolohikal, ang kakulangan ng tiwala ay maaaring magdulot ng matinding epekto sa isang indibidwal. Ang patuloy na pagkadama ng pagiging kahina-hinala o hindi tinatanggap ay maaaring humantong sa *stress, anxiety, at social withdrawal*. Ang isang taong paulit-ulit na hindi pinagkakatiwalaan, sa kabila ng kanyang pagsisikap, ay maaaring makaranas ng pagbaba ng kumpiyansa sa sarili at *self-doubt*. Samantala, ang mga taong hirap magbigay ng tiwala ay maaaring makaranas ng emotional detachment, o pag-iwas sa malalalim na relasyon dahil sa takot na masaktan o malinlang.

Ang kakulangan ng tiwala ay maaaring magdulot ng pagkakawatak-watak, takot, at kawalan ng pakiramdam ng seguridad. Kapag ang isang grupo o komunidad ay nababalot ng pag-aalinlangan sa isa't isa, maaaring lumaganap ang negatibong pananaw, diskriminasyon, at pag-iwas sa pakikisalamuha. Dahil dito, nagiging mas mahirap para sa isang indibidwal na mapabilang at maranasan ang suporta ng kanyang kapaligiran, na maaaring humantong sa mas malalim pang sikolohikal na suliranin tulad ng depresyon at isolation. Samakatuwid, ang tiwala ay hindi lamang isang simpleng emosyon o desisyon—ito ay may malalim na sikolohikal na epekto na nakaaapekto sa ating mga relasyon, pag-uugali, at pangkalahatang kalusugang pangkaisipan.

3.2.3 Ang Paniniwala

Makikita ito sa mga pahayag nina Herminia at ng ama ni Corazon sa pelikula, kung saan ipinapakita na ang tiwala ay hindi basta-bastang ibinigay, lalo na sa mga hindi pa lubos na kilala o mga bagong dating sa isang lugar. Ang paniniwala ay may malakas na epekto sa ating isipan at kilos, lalo na kung ito ay nakaugat sa matagal nang paniniwala o trauma. Ang *belief system* o sistema ng paniniwala ng isang tao ay may kakayahang bumuo o magwasak ng kanyang pagkatao. Ang paniniwala ni Corazon na siya ay isang halimaw ay hindi lamang isang simpleng imahenasyon, kundi isang mekanismo ng kanyang isipan upang bigyang-katwiran ang kanyang paghihiganti. Ang paggamit niya ng ulo ng baboy-ramo bilang maskara ay sumasalamin sa konsepto ng *self-fulfilling prophecy*—kapag ang isang indibidwal ay naniniwala sa isang ideya nang sapat na lalim, maaaring ang kanyang mga kilos at desisyon ay aayon sa paniniwalang iyon, kaya nagkakatotoo ito sa kanyang reyalidad.

Ang takot ng mga tao kay Corazon ay nagpapakita rin ng kolektibong paniniwala sa isang lipunan. Kahit pa ipaliwanag na walang tunay na halimaw, ang paniniwala sa mga nilalang na may anyong hayop at nananakit ay nananatiling buhay sa kamalayan ng tao. Sa ganitong paraan, ang *stigmatization* at *fear conditioning* ay lumilikha ng epekto sa paraan ng pagtrato ng lipunan sa isang tao—lalo na sa mga itinuturing na naiiba o hindi pangkaraniwan. Ang ganitong paniniwala ay maaaring magdulot ng *social alienation* o pagkakahiwalay sa lipunan, kung saan ang isang indibidwal ay hindi lamang nagiging biktima ng panghuhusga kundi maaaring tanggapin na rin niya ang imahe ng sarili na ipinalalagay ng iba sa kanya. Sa madaling sabi, ipinapakita ng kwento ni Corazon na ang paniniwala, lalo na kapag nakaugat sa trauma, takot, o paghihiganti, ay may kapangyarihang baguhin hindi lamang ang ating pananaw sa mundo kundi pati na rin ang ating pagkakakilanlan at pagkilos.

3.2.4 Takot at Pagdududa

Ang takot at pagdududa ay may malalim na epekto sa sikolohikal na estado ng isang tao at sa kolektibong kamalayan ng isang komunidad. Sa kaso ng mga taga-Magdalena, ang kanilang pangamba ay nagbunga ng mga kwentong nagsasabing si Melinda ay isang demonyo. Ito ay isang malinaw na halimbawa ng psychological projection, isang mekanismo ng pagtatanggol kung saan inililipat ng isang grupo o indibidwal ang kanilang sariling takot, pagkakasala, o trauma sa ibang tao upang bigyang-katwiran ang kanilang mga kilos at paniniwala.

Ang babala ni Daniel kay Corazon na huwag lalapit kay Melinda ay hindi nakabatay sa personal na karanasan kundi sa paniniwala ng buong bayan. Ang simpleng ideya na si Melinda ay maaaring isang halimaw ay naging bahagi ng kolektibong memorya ng mga taga-Magdalena, hanggang sa ito ay naging *isang self-perpetuating belief*—isang paniniwalang patuloy na pinagtitibay ng takot at hindi pinagdududahan kahit walang ebidensya. Dahil dito, naging makapangyarihan ang epekto ng *fear conditioning*, kung saan ang takot ay nagiging gabay sa kanilang pag-iisip at kilos. Ngunit kung titingnan ang nakaraan ni Melinda, siya ay hindi isang halimaw kundi isang biktima ng digmaan. Ang kanyang kasaysayan ay isang manipestasyon ng trauma, na nagdulot sa kanya ng paghahanap sa kanyang anak na nawala noong Ikalawang Digmaang Pandaigdig. Sa ganitong konteksto, ang takot ng mga tao sa kanya ay sumasalamin sa isang mas malalim na collective trauma—*isang hindi pa nalulutas na sakit mula sa nakaraan na bumabalik sa anyo ng pangamba at pagdududa.*

Ang paniniwala ng mga taga-Magdalena kay Melinda bilang isang halimaw ay isang halimbawa rin ng *groupthink*, kung saan ang mga tao ay sumusunod sa opinyon ng nakararami nang hindi na sinusuri ang katotohanan. Dahil dito, hindi na nila nakikita ang tunay na kalagayan ni Melinda—na siya ay isang ina na naghahanap lamang ng kanyang anak. Sa halip, ang kanilang takot ay nagdikta sa kanilang kilos, pinapalakas ng paniniwala na ang mga dayo o hindi nila lubos na kilala ay maaaring magdulot ng panganib. Ipinapakita ng kwento ni Melinda kung paano ang takot at pagdududa ay maaaring gamitin bilang isang anyo ng kontrol—hindi lamang sa isang indibidwal kundi sa isang buong komunidad. Ang mga paniniwala na walang sapat na batayan ngunit inuukit sa isipan ng marami ay may kakayahang baguhin ang pananaw ng isang lipunan, at sa kasong ito, naging sanhi ito ng diskriminasyon at pag-aalipusta sa isang inosenteng nilalang.

3.2.5 Trauma sa Digmaan

Ang trauma dulot ng digmaan ay hindi lamang nag-iiwan ng pisikal na pinsala kundi nagkakaroon din ito ng malalim na sikolohikal na epekto sa mga indibidwal at komunidad. Isa sa mga epekto nito ay ang *collective paranoia*—isang kondisyon kung saan ang takot at kawalan ng kapanatagan ay lumilikha ng mga haka-haka, maling paniniwala, at panghuhusga nang walang sapat na batayan. Isinasaad ng matandang lalaki sa kanilang pagpupulong matapos mapatay at mailibing si Melinda na siya ay isang bunga ng digmaan. Ang pahayag na ito ay nagpapakita na ang *war trauma* ay maaaring magdulot ng hindi lamang personal na pagdurusa kundi pati na rin ng *mass hysteria*, kung saan ang isang komunidad ay nagiging biktima ng kanilang sariling takot at maling paniniwala. Ayon sa kanya, ang takot at digmaan ay nagsisimula sa isipan ng tao—*isang pahayag na may malalim na sikolohikal na katotohanan.* Ang mga taga-Magdalena ay nagkaroon ng *distorted perception of reality*; dahil sa kanilang nakaraan sa gitna ng kaguluhan, naging madali para sa kanila na maghanap ng isang *scapegoat* o pinagbubuntunan ng kanilang takot at trauma. Sa kasong ito, si Melinda ang naging sagisag ng kanilang pinagdadaanan—*isang tao na hindi nila lubos na nauunawaan ngunit agad na hinusgahan bilang isang halimaw.*

Ang giyera ay hindi lamang isang labanan ng mga armas kundi isang digmaan din sa loob ng isipan ng mga nakaranas nito. Ang trauma ay nag-iiwan ng mga *psychological scars* na maaaring magdulot ng *hypervigilance*—isang estado kung saan ang isang tao o grupo ay palaging naghahanap ng banta, kahit wala naman talaga. Sa ganitong kondisyon, ang ordinaryong bagay ay maaaring magmukhang delikado, at ang isang walang muwang na tao ay maaaring gawing isang halimaw. Makikita ito sa mga taga-Magdalena, kung saan ang kanilang takot ay naging gabay sa kanilang mga kilos. Hindi nila inalam ang buong kwento ni Melinda, ngunit dahil sa kanilang nakaraang karanasan sa digmaan, hinubog sila ng trauma upang maniwala sa kathang-isip na

banta. Ang maling kolektibong paniniwala na ito ang naging dahilan upang husgahan at patayin ang isang inosenteng tao.

Ang ganitong sikolohikal na epekto ay hindi limitado sa isang bayan o isang panahon lamang. Maging sa kasalukuyang lipunan, may mga pagkakataon kung saan ang trauma at takot ay nag-uudyok sa mga tao na gumawa ng mga maling akusasyon, bumuo ng mga haka-haka, at sirain ang reputasyon ng iba. Ipinapakita nito na ang mga halimaw na kinatatakutan natin ay maaaring hindi umiiral sa labas—sila ay maaaring produkto lamang ng ating sariling trauma, takot, at hindi natapos na sugat mula sa nakaraan.

3.2.6 Existential Crisis at Spiritual Crisis

Ang *existential crisis at spiritual crisis* ay dalawang sikolohikal na epekto na nagmumula sa matinding trahedya, kawalan, o pangyayaring hindi matanggap ng isang indibidwal. Sa kaso ni Corazon, ang pagkamatay ng kanyang anak ay nagdulot ng isang malalim na pagkalugmok sa kanyang pananampalataya at pananaw sa buhay. Ang kanyang matibay na paniniwala sa Diyos—na siyang kanyang pinanghahawakan habang ipinagbubuntis ang anak—ay biglang gumuho nang mawala ang sanggol na pinangarap at ipinanalangin niya. Ang pagkawala ng kanyang anak ay hindi lamang isang emosyonal na sugat kundi isang pagkawasak ng kanyang personal na kahulugan sa buhay. Ito ang nagtulak sa kanya sa isang existential crisis, kung saan nagsimula siyang magtanong kung may kabuluhan pa ba ang lahat ng kanyang paniniwala at paghihirap. Sa kanyang pananaw, tila pinaglalaruan lamang siya ng Diyos—isang madalas na tugon ng tao sa gitna ng matinding kawalan. Ito ay isang manipstasyon ng existential despair, isang damdamin ng kawalang-katiyakan kung may halaga pa ang buhay kung ang lahat ng inaasam ay nauwi lamang sa sakit at trahedya.

Bukod sa *existential crisis*, naranasan din ni Corazon ang isang *spiritual crisis*, kung saan nagkaroon siya ng matinding pagdududa sa Diyos at sa kanyang pananampalataya. Sa ganitong krisis, ang isang indibidwal ay maaaring makaramdam ng galit sa Diyos, pagkawala ng tiwala sa relihiyon, at isang pakiramdam ng pagiging inabandona ng isang mas mataas na kapangyarihan. Sa kanyang kaso, ang kanyang dating debosyonal na pananampalataya ay napalitan ng galit at pagsisisi, dahil naniniwala siyang hindi siya pinakinggan at ang kanyang dasal ay binalewala. Ang kanyang kwento ay sumasalamin sa isang unibersal na karanasan—ang pagkadismaya ng tao kapag hindi natutupad ang kanilang inaasahan mula sa isang mas mataas na puwersa. Maraming tao ang nagkakaroon ng parehong karanasan kapag dumadaan sa matinding pagsubok; may mga bumabalik sa kanilang pananampalataya nang mas matibay, ngunit may iba rin na tuluyang nawawalan ng paniniwala. Sa ganitong mga pagkakataon, nagiging sukatan ang pananampalataya—kung mananatili ito o kung magbabago ang pagtingin ng isang tao sa Diyos, sa buhay, at sa kanyang sariling layunin.

Sa huling bahagi ng pelikula, ang naratibo ni Renaldo tungkol sa pagkawala nina Corazon at Daniel ay nagpapakita ng hindi natatapos na epekto ng trauma sa komunidad. Sa kabila ng hindi nila alam kung buhay pa ang mag-asawa o hindi, ang takot sa hindi maipaliwanag ay nananatili sa kanilang isipan. Kapag may naririnig silang ingay o gumagalaw sa dilim, bumabalik ang takot—isang simbolismo ng hindi natatapos na siklo ng pag-aalinlangan at pangamba na dulot ng trauma at paniniwala sa isang bagay na hindi nila ganap na nauunawaan. Ipinapakita ng pelikula na ang existential at spiritual crisis ay bahagi ng malalim na sikolohikal na epekto ng trahedya at trauma na dulot na rin ng digmaan. Ang pagkawala at pagdurusa ay may kakayahang baguhin ang pananaw ng tao sa buhay at sa relihiyon, at ang paraan ng kanilang pagtugon sa mga krisis na ito ay maaaring magtakda ng kanilang landas—kung sila ba ay babangon, magbabago, o tuluyang mawawalan ng direksyon sa kanilang buhay.

4. Kongklusyon at Rekomendasyon

Ang metamorphosis ng tauhan ay hindi lamang simpleng pagpapalit ng anyo kundi isang masalimuot na proseso ng emosyonal at mental na pagbabago sa pelikulang Corazon: Ang Unang Aswang. Kaya inirekomenda na ipatingin sa mga mag-aaral ang pelikula at ipapalarawan ang iba't ibang katauhang transpormasyon ng iba pang mga tauhan sa pelikula at ipasuri ang epektong panlipunan nito.

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NiLayag: A socio-emotional learning based pedagogy for Araling Panlipunan junior high school teachers

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Abstract

Socio-emotional learning has been a trend in the 21st century with the aim of improving the intrapersonal and interpersonal skills of students. This research answers to the demand of the changing times by implementing a SEL-based pedagogy called NiLayag pedagogy which utilized four SEL strategies namely (1) collaborative activities; (2) stories; (3) games; and (4) routines. The study aims to investigate the effectiveness of SEL integration and strategies as intervention to enhance the social and emotional well-being of students. The research design utilized included a mixed-methods approach. Question and reflective prompts were used in the survey for the qualitative data while a 4-point Likert scale was employed to get the level of agreement of the participants regarding the effectiveness of the NiLayag pedagogy. The researchers used thematic analysis and measured the central tendency of the data gathered. The findings of this research showed that the participants have little to no knowledge about what SEL is. Through the intervention, the participants were able to be more aware of the SEL strategies and its effects. Most of the participants enjoyed collaborative activities and games which developed their social awareness and relationship skills. Motivational chips were also one of the highlights of the results since it posed a great increase in student motivation and participation. Further research is recommended to implement the NiLayag pedagogy in other grade levels and incorporate other SEL-based strategies.

Keywords: socio-emotional learning, pedagogy, collaborative activities, stories, games, routine activities

NiLayag: A socio-emotional learning based pedagogy for Araling Panlipunan junior high school teachers

1. Introduction

The 21st century education was shaped by various factors which reflect the demands and opportunities of the time. Some of its issues and trends were global citizenship, technological advancements, and mental health awareness. To respond to these issues and trends, educational institutions put efforts into honing the students both in academic and non-academic fields. However, most of the studies in education revolved around cognitive sectors like student achievement and intellectual development (Ventura, 1994, as cited by Rungduin & Reyes, 2015). The need for more studies regarding psychosocial skills or noncognitive skills has been advocated by papers from developmental psychology and neuroscience (Farrington et al., 2012, as mentioned by Holbein, 2017).

One of the most prominent noncognitive skills is called socio-emotional learning (SEL). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) (1994), SEL is the process of acquiring and applying the knowledge, skills, and attitudes to have good intrapersonal and interpersonal development. Research confirms that SEL supports academic achievement (Durlak et al., 2022), improves student well-being (Cipriano et al., 2023), and builds skills for future readiness (Jones et al., 2015). CASEL advocates for the integration of SEL and academic instruction which the proponents of this research also aimed to do. The integration of SEL and academics has three components and this research intends to delve deeper into the usage of instructional practices and strategy to promote SEL.

The contemporary educational landscape necessitates a more direct and systematic integration of Social-Emotional Learning (SEL) into curricula. The global pandemic precipitated prolonged periods of domestic isolation, which exerted a profound influence on the socio-emotional development of the student population. Findings from Save the Children (2020) indicated that children experienced significant loneliness and psychological distress during this period; the resulting lack of peer-to-peer engagement subsequently impaired their social skills and interpersonal awareness. These findings are echoed by UNICEF (2020), which reported an escalation in isolation and anxiety among youth.

When regular face-to-face classes returned, it became clear that the pandemic caused lasting problems in how students behaved and talked to one another. Some students had emotional outbursts, while others lacked self-confidence. Because of this, the researchers designed a SEL-based pedagogy to seamlessly integrate SEL in teaching and learning Araling Panlipunan. NiLayag is wordplay between Nilay (Reflect) and Layag (Sail) which is a pedagogy rooted in SEL components and can be translated directly as reflective exploration. NiLayag consists of four SEL integration strategies namely (1) collaborative activities; (2) stories; (3) games; and (4) routine activities which will be presented through an inventory table. The proponents will categorize the learning competencies and content of the junior high school curriculum guide and provide activities where the four strategies can be utilized. The activities will also be classified according to the five key components of SEL which are (1) self-awareness; (2) self-management; (3) social awareness; (4) relationship skills; and (5) responsible decision-making. The main purpose of this study is to support the claim that SEL must be integrated into instructional practices and structures as it serves as an important foundation in promoting supportive relationships and emotionally safe environments.

Research Questions - This study aims to answer the following questions:

- What are the perceptions of the participants about socio-emotional learning?
- What are the SEL-related strategies that were used in the NiLayag pedagogy?

- What are the effects of integrating SEL strategies in teaching and learning Araling Panlipunan in terms of student motivation and learning experience?
- What is the level of agreement among the participants regarding the effectiveness of NiLayag pedagogy in terms of classroom environment and integration of SEL and instruction?

2. Methodology

Research Design - Accurately measuring and understanding students' social and mental competencies are crucial in generating effective interventions. In order to cover the complexity of SEL, the researchers decided to use a mixed method approach wherein qualitative and quantitative methods will be combined to generate a concrete conclusion. Qualitative techniques like observation provide insight into students' experiences, while quantitative methods such as surveys gauge the impact of socio-emotional learning interventions on learning experiences.

Sampling - The researchers employed a purposive sampling technique, wherein the researchers will select their participants based on a specific characteristic or criteria that a section must manifest from their assigned or preferred junior high school as their deployment location. As stated by Vijayamohan (2023), the purposive sampling technique involves selecting samples based on the researchers' judgment or specific purpose. Choosing variables that align with the specific characteristics needed for the research is a key component of this sampling technique. The researchers also chose two sections that were not always affected by unforeseen suspension of classes. The number of the participants from the two classes were 50 students.

Data Gathering Tools - To gather the necessary data in order to test if the implementation of NiLayag Pedagogy is effective to enhance the learning experience of Junior High School Araling Panlipunan students, the researchers used the following tools:

Questionnaire/Survey - The researchers used questionnaires or surveys that will be the vessel of Likert scale to measure if there is an improvement towards learners' learning experience numerically. The researchers used two questionnaires; The first one is the needs assessment to identify the prior knowledge of the students regarding SEL and their preferred SEL based strategies to be implemented. The second one is the post-assessment survey wherein it will calibrate the effects of implementation of Nilayag Pedagogy as it will be answered by the students after the implementation phase.

Validation of Data Gathering Tools - The researchers formulated questions for the survey questionnaire under the supervision of a professor in the Faculty of Behavioral and Social Sciences (FBEES) who has expertise in SEL. The most essential criteria in choosing the experts are, they should have an array of knowledge about the five components of socio-emotional learning and have an experience in making questionnaires. This will ensure the validity of content and construction of the questionnaire.

Data Gathering Procedure

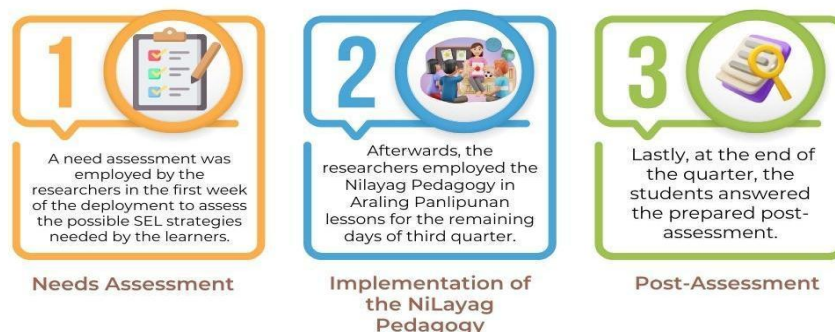


Figure 1. Data Gathering Procedure

The researchers conducted the data gathering for the whole 3rd Quarter in their chosen school. The needs assessment was employed by the researchers in the first week of the deployment to assess the possible SEL strategies needed by the learners in the implementation of the data gathering. Afterwards, the researchers utilized and employed the Nilayag Pedagogy in Araling Panlipunan lessons for the remaining days of third quarter. Lastly, at the end of the quarter, the students answered the prepared post-assessment.

Data Analysis - The researchers analyzed the data gathered from the respondents in two ways. The first way is through thematic analysis. Initially, the group familiarized themselves with the dataset then set out on initial coding. Then, the researchers group similar codes to form potential themes. After developing themes, the group reviewed and refined it and wrote an interpretation for each. The second way was through measuring the central tendency of the quantitative data. The mean and mode of the results were computed and presented through graphs. Lastly, the group interpreted the results and corroborated it with the needs assessment to see the changes and effectiveness of the intervention.

Research Process

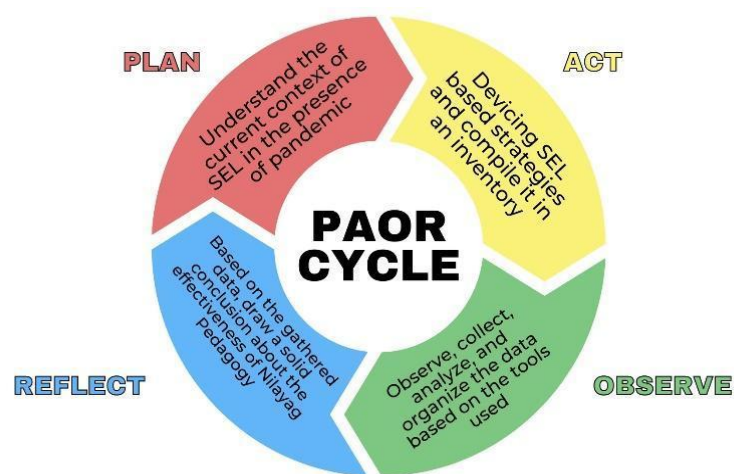


Figure 2. PAOR Cycle research process

Upon designing this classroom-based action research about NiLayag pedagogy and how it will help towards students` cognitive and affective development, the researchers follow the PAOR cycle. According to AgResearch 2024, when doing action research, the observation and reflection phase are often missed. Observation and Reflection phases are important in order to monitor and evaluate the progress towards problem solving. The first thing that the researchers did was to understand the current content of Socio-Emotional development of the learners in the presence of pandemic. It is an important first step in order for the researchers to generate a plan on addressing the issue. The next thing that the researchers did was to apply the NiLayag Pedagogy as an intervention on aiding the research gap through collaborative activities, stories, games, and routines. In the next phase, the researchers observed the effects of different SEL based strategies that the researchers implemented through Likert scale on the survey questionnaire. Lastly, reflecting the gathered data helped the researchers to draw a solid conclusion regarding the effectiveness of the NiLayag pedagogy in enhancing students` cognitive and affective development. Refer to the illustration for the step-by-step process done by the researchers.

Ethical Considerations - Ethical principles are vital for researchers to adhere to. Thus, the data and personal information gathered from the target participants of this study, which are high school students, was treated with strict confidentiality under the 2018 PNU Code of Research Ethics and Republic Act 10173 or the Data Privacy Act of 2012. The researchers strictly considered the ethical implications in gathering data and personal information such as informed consent, anonymity and confidentiality, and respect for intellectual property rights.

Informed Consent of the Participants - The participants were briefed on the purpose of the study and the potential risks, and they provided informed consent before answering the reflective prompts and questionnaire.

Anonymity and Confidentiality - The researchers made sure that all personal information and private data are kept with utmost confidentiality and anonymity to protect the security and identity of the participants.

Respect for Intellectual Property Rights - The researchers made sure that all resources and information culled from related literature review and study are all references and cited using American Psychological Association (APA) 7th edition to avoid plagiarism and other intellectual property infringement.

3. Results and Discussion

The following presented the key findings of the study and **discussed** their implications.

Table 1
Perceptions of the Participants about SEL

Research Question	Theme	Sample Response
		"None" – R21
What are the perceptions of the participants about socio-emotional learning?	Perceptions on SEL	"Pagkilala sa sariling emosyon at kaalaman." R17

The table delineates the perceptions of the participants regarding socio-emotional learning. It shows that the participants have little to no knowledge about socio-emotional learning. Most of the participants have answered that they have no knowledge about socio-emotional learning, predominantly indicating "none" as their response." Meanwhile, only some of the students are able to define socio-emotional learning. Most of the participants predominantly expressed their lack of knowledge regarding SEL before implementing the NiLayag pedagogy. Cook (2022) found out that in implementing a social emotional learning curriculum called character strong, students have a lack of knowledge with regards to the SEL intervention that prevented them to cultivate all the social and emotional needs.

Table 2
SEL-based Strategies utilized in NiLayag Pedagogy

Research Question	Theme	SEL Strategy	Frequency of Response
		Group Activity	41
	Socio-Emotional Strategies Experienced by the Students	Story	40
		Games	36
		Routine	36
		SEL Strategy	Sample Response
		Group Activity	"Pangkatang gawain dahil nadadagdagan n gaming kaalaman at nasasanay mag-report." – R28
	Most Favorite SEL-based Strategies	Games	"Ang paggamit ng laro sapagkat nabubuhayan ang mag studyante na makinig at nagkakaroon ng saya ang isang gawain." – R7
What are the SEL-related strategies that were used in the NiLayag Pedagogy?	Least Favorite SEL-based Strategies	Group Activity	"Pangkatang gawain dahil karamihan sa aking kagroup ay hindi nakipag-kooperasyon." – R1
		Routine	"Routine, dahil hindi ko naman ito nagagawa." – R29
		Positive Effects Appreciation	Sample Response
	Positive Effects of Explicit SEL Activity in Preliminaries		"Yung pagtatanong sa amin ni Ma'am Kea kung paano namin ituring o i-describe yung kaibigan namin." – R2
		Motivation	"Opo, dahil mas ginaganahan kami matuto sa paksang itatalakay sa amin ng aming guro." – R4

Participative

“Opo, dahil sa pamamagitan nito ako ay nakakapagbahagi ng aking mga saloobin.” – R21

The table presents the socio-emotional learning-based strategies utilized in NiLayag Pedagogy. Based on the thematic analysis, the participants have observed all four SEL based strategies namely; group activities, stories, games, and routines. Some participants are favored more on group activities and games since they are able to enjoy and do activities at the same time. However, some participants also least favor group activities and routines since some participants do not cooperate with their activity. Lastly, these strategies have various positive effects that greatly reinforce the student’s motivation to participate in the preliminaries since they are appreciated.

The participants are becoming more aware of SEL strategies and its effects. The participants favored the strategies since they are now able to maximize their learning through the implementation of NiLayag pedagogy which is aligned with the study of Mahoney, Durlak, & Weissberg (2018), which discusses employing SEL pedagogy leads to a long-term positive effect on students’ academic performance and learning experience. Although most of the participants are in favor of groupings and games because collaborative activities in the classroom makes students work in shared tasks which allows them to develop collaboration and social awareness which is one of the key competencies of SEL. However, it also has shortcomings since some students do not cooperate with the others which causes unharmonious relationships.

Table 3
Effects of Motivational Chips to the Student’s Learning

Research Question	Theme	Positive Effects	Sample Response
What are the effects of integrating SEL strategies in teaching and learning Araling Panlipunan in terms of: student motivation and learning experience?	Effects of Motivational Chips to the Student’s Learning	Competitiveness	<i>“Nagiging competitive po at nagiging active.” – R46</i>
		Motivational	<i>“Ang paggamit ng aming guro sa chips na may motivational message ay nakakatuwa dahil may magaganda ito mensahe kaya mas lalo nakakagana mag-aral at makinig.” – R4</i>
		Participative	<i>“Ano kapag meron po sya pinapagawa laging po kami active sa kanya lagi po kami nagtataas ng kamay para mabigyan ng chips.” – R26</i>
		Student’s Satisfaction	<i>“Mas nagustuhan ko na mag-aral pa nang mabuti para mas dumami pa ang chips ko.” – R6</i>

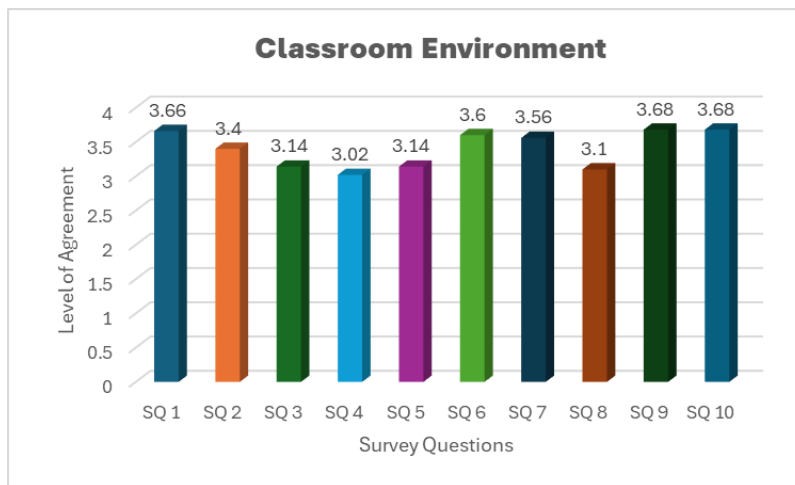
The table illustrates the effects of motivational chips on students’ learning within the framework of a Social and Emotional Learning (SEL)-based strategy. Through thematic analysis, it was discerned that these motivational chips serve to instigate a positive sense of competitiveness among the participants, compelling them to actively engage in recitation with the anticipation of more chips. The chips also have motivational messages that positively reinforces their recitations that improve their motivation. There is also an increase in participation of the students during the activities where chips are given. Lastly, participants became satisfied in their performance in the class that influenced their overall learning experience.

About the effects of motivational chips as integrating SEL strategies in teaching and learning Araling Panlipunan in terms of student motivation and learning experience, during the NiLayag pedagogy, the teacher

established a SEL strategy in the form of routine which is giving students chips during recitation with motivational quotes which result in positive outcomes. This strategy directs students to become competitive, motivated, participative, and satisfied with their own academic performance. The established routine regulates students' learning which is aligned with the study of Corso (2007) which explored the effectiveness of applying classroom routine as teaching strategy. Bracket & Rivers (2014) lamented that applying SEL strategies in classroom-based instruction improves student's motivation and self-satisfaction that cultivates healthy emotional well-being. Lastly, students became competitive and participative after the NiLayag pedagogy which prompted them to be active in the discussion and learning activities, in which Mahoney, Durlak, & Weissberg (2018) asserted that it can lead to student's academic growth.

Figure 1

Level of Agreement Regarding the Effectiveness of Nilayag Pedagogy in Classroom Environment



The graph above shows the level of agreement of the participants regarding the effectiveness of Nilayag pedagogy in terms of classroom environment. Survey questions numbers 1, 6, 8, and 10 measure the self-awareness of the students and got a total mean score of 3.51. Meanwhile, question numbers 2, 4, and 9 measured the relationship skills of the students and got a total mean score of 3.37. Lastly, question numbers 3, 5, and 7 measure the social awareness of the students and got a total mean of 3.28. This shows that the 50 participants were agreeing that Nilayag pedagogy enhanced their self-awareness, relationship skills, and social awareness that it gets 3.4 total mean score. This is equivalent between strongly agree to agree in the Likert scale.

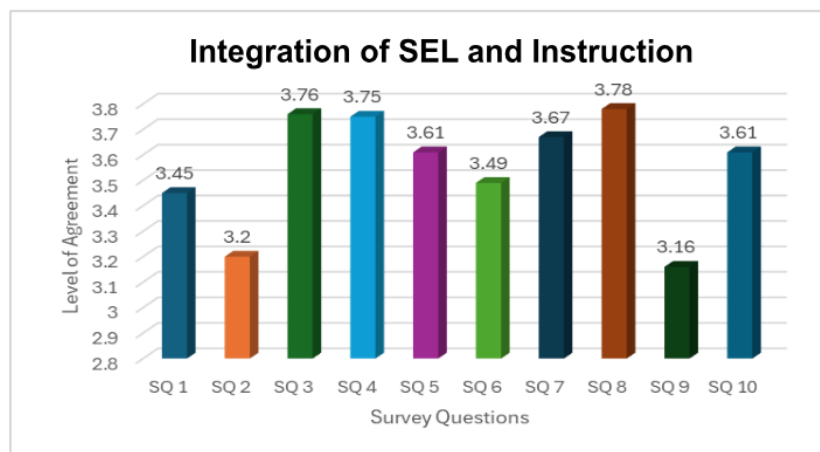
According to the results, most of the participants expressed that through the use of NiLayag pedagogy in the classroom environment, their perceptions towards their environment improved as they now see it as a safe space for them allowing them to express their opinions freely. In another positive note, most of the students also professed that they are also able to recognize the importance of their fellow students as well as respect their individual differences. Moreover, most of them also asserted that their relationship with their teacher and interest for the subject itself increased considerably. This supports CASEL (2020) statement that knowledge, skills and attitudes may be acquired through enhancing interpersonal relationships and collective values.

The graph above indicates the level of agreement of the participants regarding the effectiveness of NiLayag Pedagogy in terms of integrating it to the lesson through groupings, stories, routines, and games. The survey questions 1, 6, 7, and 10 measure the effectiveness of NiLayag pedagogy through integrating it with routines and got a total mean score of 3.55. While survey question 2 measured the effectiveness of NiLayag pedagogy through integrating in group activities and got a mean score of 3.2. Questions 3, 4, and 5 measure the effectiveness of NiLayag pedagogy through integrating it in stories and got a total mean score of 3.71. Lastly, question numbers 8 and 9 measure the effectiveness of NiLayag pedagogy through integrating on games and got a total mean score of 3.47. The 50 participants strongly agree that the said SEL strategy is effective by getting a

solid 3.5 total mean score. This is equivalent between strongly agree to agree in our Likert scale.

Figure 2

Level of Agreement Regarding the Effectiveness of NiLayag Pedagogy Through Integration of SEL and Instruction



The results show the effectiveness of NiLayag pedagogy in terms of integration in daily lessons. According to the data, most of the participants find stories that are contextualized in their lessons helpful in understanding the topic. Citing some of the best practices that can be applied in integrating SEL, Heath, Smith, & Young (2017) mentioned the use of stories as another strategy in teaching was considered as a functional way for students to develop their social and emotional capacities.

Another SEL strategy cited is the use of games to increase students' collaborative skills (Boghian & Cojocariu, 2023). Following this suggestion, the researchers found out that most of the participants viewed group activities as a way to connect with their classmates especially if they are in the same group. As what participants explained, they are becoming more competitive and motivated at the same time.

4. Conclusion and Recommendation

In conclusion, the findings of study suggest that integrating socio-emotional learning-based strategy can enhance teaching and learning Araling Panlipunan, particularly through the implementation of the NiLayag pedagogy. The lack of knowledge regarding the concept of SEL did not stop the students from developing a positive reception when the SEL-based strategies were utilized. Additionally, the students became more aware of the SEL strategies and how it can help them to understand themselves, others, and the lesson in a deeper way. The results of this research showed that using SEL-based strategies lead to enhanced motivation, participation, and better academic performance of the respondents. The incorporation of motivation chips as part of the routine also imposed a great effect on student motivation and emotional well-being. In terms of classroom environment, this research suggested that the incorporation of SEL strategies makes the classroom a safe space for students. Furthermore, the introduction of the four strategies made Araling Panlipunan a fun and relatable subject for the respondents.

Based on the results of this study, it is recommended that teachers consider using the NiLayag pedagogy as an initiative to integrate SEL in their teaching practices. Teachers may adopt and use the NiLayag inventory table provided by the researchers as a reference for incorporating SEL into Araling Panlipunan lessons, as well as into other learning areas. The inventory provided by the researchers can be modified based on the content that the teachers aim to teach. To address the challenges brought by uncooperative behavior in some collaborative activities, teachers could design and utilize other SEL strategies to promote positive collaboration among

students besides group reporting. On the other hand, the future researchers who plan to also contribute to SEL studies in the Philippines can make inventory tables for other grade levels since this research focused only on Grade 10 level. Other SEL-based activities aside from the four strategies used in this research can be used to address the differentiated learning needs and styles of students.

Furthermore, the education administration can provide professional development for teachers to be more knowledgeable about SEL and how to integrate it in their lesson plans. The school is also an influential part in enhancing the implementation and sustainability of SEL initiatives in the classroom, thus, school culture must be cultivated in line with SEL competencies. The school administration can conduct seminars and team building sessions to equip teachers in integrating SEL-based strategies in their lessons. Overall, this research serves as a call to action for every stakeholder to take part in promoting SEL for better student well-being as well as holistic development of the students.

AI declaration: Grammarly and Google Gemini, February 2026 – used to revise text and ChatGPT, February 2026 was used in fact checking, citation checks

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Affective versus static pedagogical agents: Which are more effective in optimizing multimedia instruction?

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Abstract

The advancement of information and communication technologies (ICTs) is progressively redefining the educational landscape. The effective infusion of ICTs to support teaching-learning process has paved the way for innovative teaching methods to engage students in meaningful learning experiences. Utilizing ICTs in education, also known as Technology Enhanced Learning (TEL) or simply educational technology (EdTech) has revealed a pedagogical shift from teacher-led instruction to student-centered learning. The embedment of pedagogical agents (PAs) into digital learning environments are popular EdTech to scaffold learning. Previous studies found that PAs had shown a positive impact on student learning outcomes. In current study, two interactive multimedia modules (IMMs) for teaching an Introductory Psychology course to non-majors were developed, comprising two different designs of PAs— affective PAs (APA) with animated and emotive responses and static PAs (SPA). The study aimed to examine the effectiveness of APA and SPA on students' learning achievement in an Introductory Psychology course through a two-group post-test only experimental design. 32 university students from a Malaysian university who studied a communication program were recruited via purposive sampling, and equally allocated to APA and SPA groups. The research findings corroborate with the hypothesis that the APA embedded in IMM module is more effective in promoting students' learning compared to SPA during the acquisition of Introductory Psychology knowledge. Research findings also reveal that the combination of animated visuals (APA) and narration with recorded human voice play a pivotal role in enhancing comprehension and knowledge retention compared to static with text-only presentations through SPA.

Keywords: affective pedagogical agents, static pedagogical agents, multimedia instruction, introductory psychology course, learning achievement

Affective versus static pedagogical agents: Which are more effective in optimizing multimedia instruction?

1. Introduction

In the era of 21st century, rapid technological advancement has undeniably transformed all facets of our lives, and the education sector is no exception. The Covid-19 global pandemic acted as a massive catalyst for rapid digital transformation, leading to substantial changes in education systems worldwide. This global crisis has spurred significant innovation in educational technology (EdTech), and has further revolutionised instructional methods, causing a rapid shift from traditional in-person instruction in brick-and-mortar classrooms to "bricks-to-click" models, including remote learning (distance-based), online learning (fully digital), and blended learning (hybrid mix).

EdTech has evolved from computer-assisted instruction (CAI) programmes, to the current cutting-edge technologies such as Artificial Intelligence (AI)-driven tools, has profound impact on the teaching and learning practices at all levels. The proliferation of EdTech is reshaping classrooms by moving away from the conventional "one-size-fits-all" model towards more innovative, personalised, and interactive learning experiences, significantly enhancing student engagement and learning outcomes. Embedding pedagogical agents (PAs)—virtual characters that guide learners in digital learning environments are well-known EdTech to guide the learning process and support instruction.

The advent of PAs has ushered in a novel paradigm for digital interactive learning. The evolution of PAs can be traced back to the 1970s with the emergence of early Intelligent Tutoring Systems (ITSs) that featured text-based interfaces, relying on natural language through Socratic dialogue (i.e., a form of question-and-answer discussion) in educational settings (Apoki, et al., 2022; Gulz et al., 2011; Lane, 2016). The disembodied conversational agents built into those basic ITSs laid the groundwork for modern embodied agents. The development of PAs closely aligned with advancements in computer animation, image processing technology, artificial intelligence (AI), and immersive technologies such as virtual reality (VR) and augmented reality (AR). Over the decades, the PAs in ITSs and computer-assisted instruction (CAI) systems evolved from text-based to the simple cartoon-like two-dimensional (2D) and characters in the 1990s, then progressed to more sophisticated, emotive, and lifelike AI-powered three-dimensional (3D) characters in recent years.

Over the past decades, numerous studies (e.g., Grivokostopoulou et al., 2020; Li et al., 2019; Schneider et al., 2022; Wang et al., 2022) found that PAs could arouse online learners' interest of learning by providing instant feedback which led to enhancing their learning experiences and performance. Previous studies (e.g., Arguedas et al., 2025; Lang et al., 2022; Tang, et al., 2025; Wang et al., 2023) also discovered that PAs could create emotionally supportive learning environments to increase student motivation and engagement.

The remainder of this paper is structured as follows: Section 2 describes the design of affective and static pedagogical agents in the interactive multimedia modules. Section 3 presents the Introductory Psychology as instructional content in the interactive multimedia modules. Section 4 discusses the findings on the effectiveness of affective and static pedagogical agents for Introductory Psychology instruction, and finally, Section 5 wraps up the discussion and propose directions for future research.

2. The design of affective and static pedagogical agents in the interactive multimedia modules

A pedagogical agent (PA) is also referred to as an embodiment, teachable, and conversational agent (Mohammad Yusoff et al., 2024). PA is not a newcomer to teaching and learning; it is an interdisciplinary concept that emerged from the integration of knowledge-based learning environments (originated from early

Intelligent Tutoring Systems—ITSs in the 1970s) and animated agents (which had started from the 1990s) that has been a subject of research and implementation for over 30 years (AL-KAÏSÌ et al., 2019; Mohammad Yusoff et al., 2024).

Throughout the years, instructional designers have developed different forms of vivid onscreen PAs with different roles in multimedia learning environments using a wide array of technologies (Dai et al, 2022; Wang et al., 2022). Schroeder et al. (2025) defined PAs as “virtual characters that instructional designers include in learning environments to help students learn” (p. 2127). Zhang and Mo (2025) explained PAs as “digital characters designed to support instruction in online or blended learning environments” (p. 37). According to Clarebout and Heidig (2012 as cited in Dai et al., 2022), PAs are “lifelike characters that guide users in multimedia learning environments”. Citing numerous past studies, Wang et al. (2022) revealed that PA is “a character that is presented on a screen to deliver instruction through verbal and non-verbal communication”.

Based on a systematic review of literature, Martha and Santoso (2019) concluded that the design of PAs encompasses various forms, including text-based, voice, 2D characters, 3D characters, and human. With the relentless acceleration of technological advancement, particularly in artificial intelligence (AI), virtual reality (VR), and other emerging technologies, the PAs appear in both 2D and 3D forms, and the degree of anthropomorphism is increasingly improving and becoming more sophisticated (Tao et al., 2022; Wang et al., 2022). Dai et al. (2022) affirmed that the design of PAs differs from 2D cartoonish talking heads to 3D humanoid embodied agents capable of exhibiting vast set of facial expressions and body gestures. According to Yusuf et al. (2025), the agents in pedagogical settings vary widely, spanning embodied (virtual/ physical avatars) and disembodied (text-based/ voice) forms, offering personalised support through emotional intelligence and sensory input. Li et al. (2025) pointed out that the appearance of PAs can be classified into three types, namely cartoon, anthropomorphic, and real.

Tao et al. (2022) highlighted that PAs support students in online learning by providing personalised learning experiences since it is difficult for instructors to provide in-person instruction. Although many past studies have proved the benefits of PAs in facilitating learning and promote student learning, however, poorly designed PAs would exacerbate learners’ extraneous cognitive load, and have a negative impact on learning experience and performance (Mohammad Yusoff et al., 2024; Schroeder, 2017; Tao et al., 2022). Thus, PAs should be carefully designed in ways that add pedagogical value to the digital learning environments, rather than simply acting as an aesthetic "add-on" feature.

Over the years, PAs have evolved from simply being the directive information-conveying tools (act as guiding agents) into social learning companions that facilitate, motivate, and scaffold the learners (Kim & Baylor, 2016 as cited in Sikström et al. 2022). Scholars and researchers have identified diverse roles of PAs in which they served distinct instructional purposes, for examples teaching assistants/ tutors, mentors, experts, learning companion/ peer learners, and motivators that were presented on a screen to deliver instruction online through verbal and non-verbal communication (Li et al., 2025; Mohammad Yusoff et al., 2024; Ralegaonkar et al., 2019; Tao et al., 2022; Zhang & Mo, 2025). PAs can simulate teacher-like guidance, mentorship, and tutoring, as well as to encourage and support online learners, regardless of their specific assigned roles (Zhang & Mo, 2025). Through a series of literature reviews, it is evidence that PAs span a wide design spectrum, from static and minimalist representations to highly anthropomorphic avatars design (Sikström et al. 2022; Tao et al., 2022; Tatli & Karoğlu, 2025; Wang et al., 2022; Zhang & Mo, 2025):


- **Static and minimalist design** – These PAs are often simple 2D images (humanoid agents or non-humanoid agents such as animals) that appear on the screen, which have a less "rich" or distracting interface to provide cues or feedback without movement or complex expressions.
- **Anthropomorphic/Avatar design** – These PAs are 2D or 3D characters, sometimes designed as cartoonish, or "human-like" avatars that capable of lifelike behaviours such as gestures, gaze, facial expressions, and movements, as well as auditory cues through narration or speech.

This study focused on two different types of simple 2D cartoon-like PAs designs—Affective and Static, embedded in two interactive multimedia modules (IMMs) to deliver an Introductory Psychology (IP) course content for non-majors who studied a communication programme at a Malaysian university. 2D agents are generally found to be more effective at minimising cognitive load compared to 3D counterparts with increased visual complexity (Li et al., 2025; Tao et al., 2022). Mayer et al. (2008 as cited in Dai et al., 2022) also suggested that the PAs should be designed in accordance with “less is more” principle, coupled with necessary functions that are related to instructional content to reduce extraneous cognitive load and provide focused guidance.

This paper describes two PAs called Karen (female PA) and Joe (male PA) that were designed as learning companion to the targeted users, i.e., second-year university students to work with multimedia-based instructional materials for an IP course. Both PAs in the IMMs represented their typical peers’ characteristics. Karen plays the character of a high academic-achiever who generally show traits like self-discipline and a strong sense of responsibility, while Joe is portrayed as otherwise. However, both Karen and Joe shared the same roles as learning companion in guiding learners to understand the IP lessons (see Table 3) integrated in two interactive multimedia modules (IMMs). Karen and Joe implemented key pedagogical functions: Presentation of IP course content as well as probing questions, hints, and explanations. Adobe Animate CC was used to design and develop these two IMMs with two different types of PAs as depicted in Table 1 and Table 2.

Table 1


Features of affective PAs in an IMM for the instruction of lessons in an Introductory Psychology course

Type of PAs	Description
<p>Affective PAs (APAs) with animated and emotive responses</p>  <p>Joe and I are discussing exam materials.</p> <p>Text flow is provided as subtitle at the bottom of the panel</p>	<p>Karen (female PA) and Joe (male PA) with an animated persona and emotive responses were built into the first IMM to guide the learning and support instruction. Affective PAs were designed to provoke affective experiences in learners through multiple modalities such as facial expressions eye gaze, body gestures, human-like movements, and voice. Schneider et al. (2022) discovered that a PA who exhibited gestures and facial expressions led to better knowledge retention.</p> <p>Karen and Joe were designed to equip with recorded human voices to deliver dialogues while conveying instructional content. Atkinson et al. (2005 as cited in Dai et al., 2022) asserted that PAs with a human voice were performed significantly better than PAs with a synthesized/ machine voice in retention.</p> <p>Subtitles that transcribed spoken dialogue into written text on the screen, enhancing clarity and accessibility during the conversations flows. Subtitles assist learners to better understand audio while they consume the multimedia content.</p>

Apart from the differences of PA designs between the two IMMs (i.e., IMMAPA and IMMSPA), both IMMs present IP lessons with identical content while incorporating same interactive elements, ensuring consistent learning objectives are met while catering to diverse PAs. Both IMMs serve as primary research instruments in the study, mainly to evaluate how the IMMs with different PAs could enhance students’ achievement in learning the fundamental of psychology.

Table 2

Features of static PAs in an IMM for the instruction of lessons in an Introductory Psychology course

Type of PAs	Description
<p>Static PAs (SPA)</p> <p>Display the dialogue between PAs about a lesson in a transparent dialogue box</p> 	<p>Karen[♀] (female PA) and Joe (male PA) were designed and embedded in the second IMM in the form of static characters with minimal/ low embodiment. When delivering lessons, they constantly facing users all the time, showing limited facial expressions and body gestures without speech.</p> <p>They deliver text-based instructional content without audio. A series of text flow adhering to the lessons are presented on top of the panel in a transparent dialogue box, rather than conversation between the two PAs.</p>

3. Introductory psychology as instructional content in the interactive multimedia modules

The Introductory Psychology (IP) course (often referred to as Psychology 101) has appeal to a broad variety of programmes across the college or university curriculum due to its nature of study. IP is an interdisciplinary course that explores the concepts and principles from both the social sciences (e.g., personality, society) and natural sciences (e.g., brain function, human mind and behaviour) perspectives (King, 2023; Warne et al., 2018). Thus, the IP course is one of the most common taught courses in higher education for students of the psychology majors, and the vast majority of non-majors (Bernstein & Frantz; Gurung et al., 2016; Lewis, 2024; Warne et al., 2018) such as medicine, education, communications, business, com science, engineering, computer science, law and so forth.

According to Sparkman et al. (2023), the IP course provides students opportunity to connect concepts and findings from psychology with social problems such as climate change, educate students regarding ways to address social issues, prepare students for the real-world problems and challenges, as well as empowers them to become critical thinkers and problem solvers. Totton and Sanderson (2026) pointed out that the IP course provides a foundation in psychological theories, core psychological principles, and research, equipping students with the critical skills for success in the future workplace that prepare them for a wide range of career pathways. As such, Gurung et al. (2016) and Norcross et al. (2016) asserted that the IP course has been a general education requirement for many undergraduate programmes of study. Spencer et al. (2020) also stated that the psychology course offers a chance for students in majors and non-majors to learn psychological concepts and skills, and apply them in real-world settings. Totton and Sanderson (2026) proclaimed that one of the significant challenges instructors facing is to select the most relevant content to cover in the IP course for both psychology majors and non-majors, as well as aptly incorporate strategies that could boost student learning, and encourage them to make effective connections between course topics and relate course content to everyday life.

Citing past research work, Gurung and Hackathorn (2018) noted that the IP course is taught face-to-face, online, and in a hybrid or blended mode. In current attempt, blended learning was used in the teaching of IP course among non-major students who studying a communication programme at a Malaysian university. To enhance student engagement in learning, and ensure that complex psychological concepts are clearly understood, instructors integrate interactive multimedia content as well as provide instant feedback and virtual discussions to

create a dynamic learning environment. Instructors also use digital tools to support teaching-learning process, and foster interaction for effective learning.

This study aimed to design and develop two interactive multimedia modules (IMMs) with identical instructional content but two different types of PAs— affective and static, guiding students in learning 14 topics of IP as revealed in Table 3.

Table 3
14 topics of Introductory Psychology integrated in both IMMs

1.	Definition, and Etymology of Psychology
2.	Branches (Types) of Psychology
3.	Developmental Psychology (Term and Definition)
4.	Clinical Psychology (Term and Definition)
5.	Mental Illness (Definition)
6.	Abnormal Psychology
7.	Nature and Nurture in Psychology
8.	Hereditary and Psychology
9.	Psychologist versus Psychiatrist
10.	Psycho-Analysis – Hypnotherapy
11.	Introversion and Extraversion
12.	Ambiversion
13.	Anti-Social Behaviour
14.	Darwin's Theory of Evolution and Hereditary

4. The effectiveness of affective and static pedagogical agents for introductory psychology instruction

This study also aimed to examine the effectiveness of different types of PAs by comparing the learning achievement of students after using IMMs with APAs and SPAs in learning an IP course.

Research design - A two-group post-test only experimental design was conducted to evaluate the effectiveness of using IMMs with different types of PAs—Affective (APA) versus Static (SPA) in the teaching and learning of an IP course. There was no pre-test given to either APA or SPA group to avoid testing effects bias. By removing the pre-test entirely eliminates the possibility of the pre-test priming the participants, which mitigates testing effects and pre-exposure effects (Mitschke & Slater, 2020). A participant taking a similar test for the second time may be more prepared to the type of questions asked (Choueiry, 2022). Choueiry added, with the absence of pre-test before the intervention isolates the effect of pre-test results. The participants' post-test scores or learning outcomes reflect the true impact of an intervention. The post-test scores obtained from both APA and SPA groups were then being compared to determine if there was a statistically significant difference in students' learning achievement to examine the effectiveness of affective and static PAs in multimedia lessons.

Research instruments - The research instruments in this study encompassed: 1) two IMMs with different types of PAs (i.e. IMMAPA and IMMSPA) for the teaching and learning of an IP course as have been discussed in section 2; and 2) a 20-question achievement test for measuring student knowledge in the IP course. Cizek (2004) defined the achievement test as "A procedure designed to measure an examinee's attainment of knowledge or skills" (p. 41). In this study, a set of achievement test consisting of 20 multiple-choice items was developed. The test covered selected topics in the IP course as depicted in Table 3, which was modified from several past year quiz questions that were created by experienced psychology lecturers (i.e., lecturers with teaching experience in psychology for more than 5 years). The test attempted to measure student learning at the end of the instruction. Numerous past studies (Hakim & Irhamsyah, 2020; Kinyua & Okunya, 2014; Sugianto, 2017) revealed that teacher-made tests were generally acceptable and valid. The findings of Kinyua and Okunya (2014) also indicated a positive correlation exists between the experiences of teachers with the validity of the tests they constructed. The participants' scores obtained from the achievement tests were used to evaluate the effectiveness of two different types of PAs—Affective versus Static on students' learning achievement in the IP course.

Research participants - All the research participants were the second-year university students from a

Malaysian university. 32 participants were recruited via purposive sampling from a class of a communication programme who have not taken any psychology courses previously. A comparative study was conducted to examine the effects of different types of PAs (i.e., APAs and SPAs) on students' learning achievement in the IP course. Participants were then equally allocated into the following two groups:

- 1) **APA group** – 16 students participated in APA group learned the IP course with the guidance of two affective with animated and emotive responses characters, which equipped with multiple modalities such as facial expressions, eye gaze, body gestures, human-like movements, as well as recorded human voice features, and
- 2) **SPA group** – 16 students participated in SPA group learned the IP course with an aid of two static characters, which equipped with minimal/ low embodiment, and text-based instructional content where audio feature was absent.

Scholars (Creswell & Guetterman, 2019; Fraenkelet al., 2018) recommended that carrying out experimental studies with at least 30 participants in a group is necessary, otherwise there will be low statistical power, which may cause unreliable research findings. However, Basavarajaiah and Narasimha (2020) indicated that “The more heterogeneous a population is, the larger the sample size required to obtain a given level of precision. The less variable (more homogeneous) a population is, smaller the sample size is.” (p. 241). This means that if the population that is to be sampled is homogeneous (i.e. the relevant characteristics are evenly distributed), a smaller sample can be relied on if the population is less highly variable.

Due to the small sample size in this study (i.e., 16 in each group), all the participants All participants from both the APA and SPA groups were selected on similar traits basis to keep the homogeneity of variance, which included: 1) they were second-year university students who studied a communication programme, and 2) they have never taken an IP course. Since these requirements are easily met, it is possible to show that sample characteristics such as age, learning experience are fairly homogeneous in any sample of students. Hence, a small number of participants are assumed to be adequate.

Data analysis and research findings - Total score of each student in the achievement test were calculated by summing up the score for each correct answer to measure students' achievement in the knowledge acquisition and retention of IP after the intervention (i.e. learning the IP course using IMMs with different types of PAs). The IMM group with higher score was assumed to successfully retain the instructional content more effectively in this study. The evaluation of the effects of IMMs with two different types of PAs on students' learning achievement in the IP course was measured through hypothesis testing. The data were then analysed using SPSS (Statistical Package for Social Science). Independent-samples t-test was used to test the following null hypothesis:

H₀: There is no significant difference between the learning of Introductory Psychology using IMMAPA and IMMSPA on students' learning achievement.

An independent-samples t-test was used to determine whether there is a statistically significant difference between the means in two unrelated samples (Usman, 2016). Even though this study involved a small sample size (i.e., N=16 for each group), the parametric test (independent t-test) was used instead of performing a non-parametric test since the sample characteristics such as age and learning experience are fairly homogeneous in any sample of students. Usman (2016) pointed out that the non-parametric tests are usually less powerful. de Winter (2013) had also affirmed that some prior studies found that applying the t-test on small samples is feasible. The independent samples t-test was conducted to determine whether there was a significant difference between the mean scores of students' achievements under two different conditions (i.e., learning IP using IMMAPA and IMMSPA) among respondents. The results are shown in Table 4.

Table 4*Comparison of APA and SPA groups on post-test*

Group	N	M	SD	t-value	p
APA (Learning through the use of IMMSPA)	16	18.06	1.61	3.19	0.003**
SPA (Learning through the use of IMMSPA)	16	916.13	1.82		

** Significant at 0.01 level (2-tailed)

As can be perceived through Table 4, the p-value was 0.003 ($p < 0.01$) indicating that the data provides enough evidence to reject H_0 at a 0.01 significance level ($t=3.19$, $p=0.003$). The results explain that there is a significant difference between the achievements of the APA and SPA groups on post-test. The results also corroborate the assumption that “there is a significant difference between the learning of IP using IMMSPA and IMMSPA on students’ learning achievement” with a significant difference in mean scores between the two groups ($M_{IMMSPA}=18.06$, $SD_{IMMSPA}=1.61$; $M_{IMMSPA}=16.13$, $SD_{IMMSPA}=1.82$) as shown in Table 4. The difference between the learning achievements of both APA and SPA groups in the post-test is clearly shown in Figure 1.

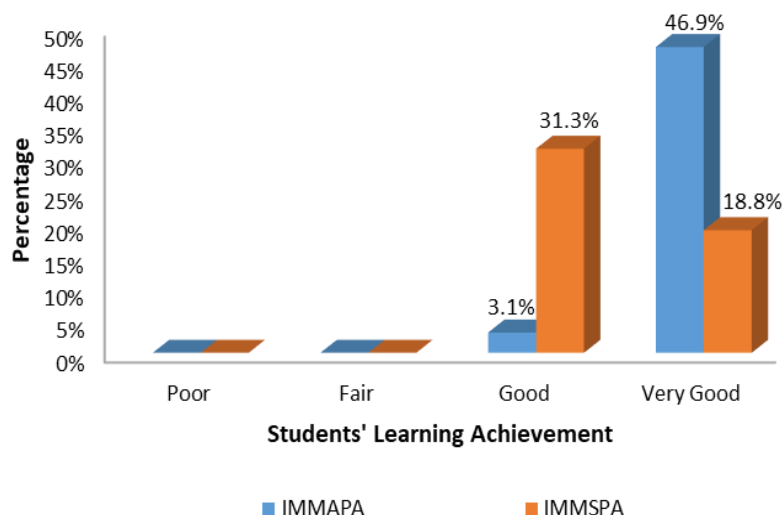


Figure 1. Students’ learning achievement on achievement test to measure their knowledge in Introductory Psychology

The research findings proved that the IMMs with PAs had a positive impact on students’ learning achievement, in which both IMMSPA and IMMSPA groups scored well, i.e. 11 points and above in the total score of the achievement test. Figure 1 shows that none of the respondents in either group fell into “Poor” and “Fair” categories, i.e., scored less than 11 points in the total score of the achievement test.

Figure 1 also shows that students who learned IP course using IMMSPA had better performance compared to students who learned the course using IMMSPA with the following results:

- **“Very Good” (scored 16-20 points in total in the achievement test)** – The percentage of students in the IMMSPA group was higher (46.9%) than the students in IMMSPA group (18.8%), and
- **“Good” (scored 11-15 points in total in the achievement test)** – 31.3% of students in the IMMSPA group’s rating fell in this category whereas the students in the IMMSPA group was only 3.1%.

The research findings proved that different types of PAs in the IMMs had a significant effect on students’ performance in the learning of IP course. The study found that students performed better in the achievement test

when the high embodied PAs showed gesturing, facial expressions, eye gaze, and human-like movements in multimedia instruction compared with a low embodied PAs. The findings from the present study coincide with the past studies, for instances Li et al. (2021), Li et al. (2019), Park (2015) and Wang et al. (2022). These studies share a common finding where affective PAs gesturing in multimedia instruction resulted in more effective learning as well as significantly enhance the learning outcomes and retention compared to static PAs.

5. Conclusion

The research findings reveal that students who learned using IMMAPA embedded with human-like affective PAs that leverages human-like gestures, facial expressions, and human voice resulting in better learning outcomes compared to students who learned using IMMAPA embedded with static PAs and text-based delivery of content without audio feature. The findings of this small-scale research also found that affective PAs combining different multimedia elements (text, graphics, animation, and audio) significantly optimise the instruction of IP course by leveraging multiple senses, fostering deeper understanding, and increasing retention rates, compared to static PAs with text-only instruction. Large-scale of studies are needed in future to establish broad and generalizable findings. While these findings lay the groundwork for future research, further studies are needed to fully identify the factors enhancing human-like PA communication.

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Exploring the impact of intergenerational communication in managing the learning environment

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Abstract

In today's classroom, where education has been shaped by technology, Generation Alpha meets its Millennial teacher. These two generations communicate differently, which can affect how they interact and connect inside the classroom. This study explores the impact of intergenerational communication on managing the learning environment. Using a qualitative exploratory design, the study was conducted in two phases: classroom observation at a university in Manila, recognized as a Center for Teaching and Learning, and interviews with Millennial teachers and Generation Alpha students from two different schools in Manila and Cavite. The study revealed that positive communication fosters a safe and motivating learning space. However, barriers persist due to generational differences in language, digital habits, and sense of humor. These findings emphasize the need for teachers to adopt flexible communication strategies to bridge the gap and build stronger relationships with students across generational differences.

Keywords: intergenerational communication, generation Alpha, generational differences; millennials, learning environment

Exploring the impact of intergenerational communication in managing the learning environment

1. Introduction

The generation gap is an important topic to discuss, as teachers and students often belong to different generations, each with their own experiences, values, and communication styles. Teachers from generations of Millennials are now teaching students from Generation Alpha, leading to a potential generation gap that can affect learning environments. The communication barrier includes differences in languages, phrases, or the use of words that are not comprehended by the participants, such as differences in concepts of meaning (Wibisino et al., 2025). In Brazil, teachers implement various models and strategies for each teaching model in the classroom, which can create a conducive learning environment that fosters different generations that leads to learners' engagement (Suharsono et al., 2024). While in cross-generation, the teaching requires adjusting the teaching models; it includes the learning environment and teaching structure to meet the needs of the student generation (Lase and Daeli, 2020). In the context of Generation Alpha in Brazil, the learning environment is shaped by a social system of internal and external collaborators. Internal collaboration occurs between students and teachers, rather than students-students, due to Generation Alpha tendencies of limited student interaction and informational sharing (Suharsono et al., 2024).

While in the Philippines, those who were born in different years can be distinguished by their unique traits. "Generation" means persons who are born in the same year and location. Two or three generations were existing inside the classroom, and one of those was Generation Alpha. The slang terms were used by the students in social media, inside the classroom, and in communication. The learners actively utilize slang words, while teachers encounter difficulties in understanding the terminology (Madrideo, 2025). To support the study, as stated by Cuncic (2024), asking questions with the students not only shows interest but also strengthens the connection with the learners, and this can help in preventing miscommunication.

As the world changes, people find ways on how to communicate, especially with the influence of technology. In the new normal, individuals became dependent on digital platforms, and their language is often shaped by the trends they encounter online. Many students learn slang and colloquial terms from the internet, which they use in how they communicate with other people. This creates a communication barrier in the classroom, as teachers from older generations, who may not be as familiar with these trends or slang terms, struggle to keep up with the changing language. On the other hand, students face similar challenges when trying to understand their teachers, who tend to use more formal or complex academic language. This is evident especially when the Filipino language is used, as students find it difficult to comprehend some terms that are not aligned with their generation's terminology. They often have to search online to understand the meaning of the words that they have.

This research study is important for different groups of people. First, it aims to help know the communication gap between teachers and students from different generations. This can lead to better classroom management and stronger teacher-student relationships. When students feel understood and supported, they are more likely to join class discussions, improve their communication, think more critically, and do better in school. Teachers can also benefit from this study. It gives them ideas on how to connect and communicate better with students, especially those from Generation Alpha. This can help them manage their classes more effectively and create fun and engaging lessons that students enjoy. Lastly, future researchers can use the results of this study as a guide for their work. It can help them come up with new ways to improve how teachers and students interact. It can also be useful in creating policies or training programs that help teachers communicate better with their students, leading to better teaching and learning in the long run.

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

- How do generational differences in communication styles between Araling Panlipunan teachers and students affect the teaching and learning of societal concepts?
- What are the key challenges posed by the intergenerational gap in managing the learning environment?
- To what extent do effective classroom management practices, incorporating intergenerational communication strategies, impact learners' academic performance in Araling Panlipunan?
- Based on the findings, what specific classroom management strategies can be recommended to enhance intergenerational communication and foster a more effective teaching and learning environment in Araling Panlipunan?

2. Methodology

Research Design - Qualitative research was the methodology utilized to explore individuals' insights through the examination of human experience and perspective. Data were collected through qualitative methods, such as observations and interviews (Larson, 2025). This study employed a qualitative research approach to gather in-depth information and formulate potential assumptions (USC Libraries, 2025). To ensure a structured approach, the researchers chose an exploratory research design, which allowed them to gain a deeper understanding of the identified problem (Saka et al., 2023). In this study, data were collected through one-on-one interviews with participants. This method helped explore their classroom experiences and gathered insights into their thoughts, challenges, and communication practices. These interviews also allowed for follow-up questions, leading to clearer and more detailed responses that aided in understanding the participants' viewpoints (Saha, 2024).

Sampling and Participants - The study utilized a purposive sampling method, which allowed the researchers to select participants with characteristics relevant to the research goals (Palinkas et al., 2015). This method was selected because the study specifically focused on Millennial teachers and Generation Alpha students. This approach also permitted the deliberate selection of participants who could provide relevant and meaningful insights through the generational lens of the study, aligning with the context of the modern educational setting. Participants were identified and selected based on their direct involvement in classroom interactions where intergenerational dynamics could be observed. In the first phase of data collection, participants consisted of Grade 5 students and their teacher from the Philippine Normal University – Center for Teaching and Learning. In the second phase, the participants included Millennial teachers and Generation Alpha students from Gov. D.M. Camerino Integrated School and Manuel Roxas National High School.

The number of participants was limited to five Millennial teachers and 15 Generation Alpha students due to the small population of Millennial teachers available in the selected schools. Additionally, only 15 students were selected to ensure manageable and focused data collection. This sample size aligned with qualitative research guidelines, which suggested that 20 to 30 interviewees were sufficient to reach data saturation and provide meaningful insights (Creswell, 1998). Despite the limited number, these participants were considered sufficient to provide in-depth insights into the intergenerational challenges experienced in classroom settings. The purposive sampling approach was connected to the study as it ensured that only participants who belonged to the target generations were involved. This alignment supported the research focus on exploring generational differences, communication gaps, and their implications for classroom management in the evolving educational setting of the time.

Target Participants	Number of Participants	Criteria
Millennial AP Teachers	5	Age 29-44, teaching Grade 7
Generation Alpha Students	15	Age 15 below, Grade 7

Instrumentation - The researchers utilized two distinct instruments: Observation and Key Informant Interviews. In Phase 1, an observation was conducted with Grade 5 students to identify and record their behaviors within the classroom. In Phase 2, Key Informant Interviews were employed, involving qualitative sessions with individuals who possessed a deeper understanding of the specific dynamics being studied, as discussed by Muellmann (2021). The instruments used were developed by the researchers and validated by professionals in the field of Araling Panlipunan.

Data Gathering Procedure - This study explored the impact of intergenerational communication on managing the learning environment by utilizing a qualitative-exploratory research design, which was conducted in two phases: observation and interviews. In the first phase, classroom observation was conducted at the Philippine Normal University – Center for Teaching and Learning. The researchers observed the teacher-student interactions that occurred within the classroom. Notes were taken during the observation, which served as the initial data for the study. The second phase involved key informant interviews with selected participants from two public secondary schools: Gov. D.M. Camerino Integrated School and Manuel Roxas National High School. The participants included five (5) Millennial teachers and fifteen (15) Generation Alpha students. Participants were purposively chosen based on their respective generations to align with the study’s focus on intergenerational communication within the learning environment. The interview instrument was validated by professionals in the field of Araling Panlipunan to ensure content validity and reliability. Prior to data collection, informed consent forms were distributed to both students and teachers. These forms outlined the purpose of the study, emphasized confidentiality, and informed participants that their involvement was entirely voluntary. The interviews were audio-recorded with the participants’ permission and transcribed for data analysis. The collected data were securely stored and remained accessible only to the researchers.

Ethical Consideration - The researchers placed great importance on obtaining consent from participants and their guardians, emphasizing voluntary participation and the right to withdraw at any time without negative consequences. To reduce potential risks, participants and their guardians were provided with clear information regarding the study’s purpose, procedures, and rights. All data were anonymized and securely stored, with access limited to the researchers to protect the confidentiality of participants’ views and responses. Academic integrity was maintained through proper citation and acknowledgment of all contributions. The rights and well-being of participants were prioritized by strictly following ethical guidelines throughout the data collection process. Measures were also taken to ensure the accuracy and honesty of the data, avoiding any fabrication or falsification. The study offered a balanced analysis, addressed both positive and negative effects, and included recommendations to reduce any harmful outcomes. Research findings were shared in accessible formats to support fair and inclusive participation and benefit.

3. Results and Discussion

3.1 Teacher Results

In-Vivo Statements	Code	Theme
Mahalaga sa akin ang two-way communication. Hindi lang ako ang nagsasalita—gusto ko active din ang participation ng mga estudyante.		
<i>“Two-way communication is essential to me. I’m not the only one talking; I also want my students to participate actively.”</i>		
Gumagamit din ako ng humor o memes para mas relatable sa kanila.		
<i>“I also use humor or memes to make it more relatable to them.”</i>		
hindi lang basta definitions ang binibigay ko. Tinutulungan ko silang i-connect ito sa		

real life , tanungin ko sila kung paano nakakaapekto ang klima sa daily life nila.

"I don't just give definitions. I help them connect it to real life. For example, I will ask them how the climate affects their daily lives."

Way of
Communication

Ang communication ko sa kanila ay kombinasyon ng storytelling, visuals, at simpleng tanungan. Para kaming nagkukwentuhan.

"My communication with them combines storytelling, visuals, and simple questions. It's like we're having a conversation."

Minsan may mga wikang Filipino na hindi masyadong familiar ang mga bata kaya ,sinasalin ko naman ito sa wikang Ingles.

"Sometimes, there are Filipino words that the children are not familiar with, so I translate them into English."

Communication
Experience

Yung mga estudyante noon ay tahimik, mas pasensyoso, at mas bihasa sa pakikinig. Ngayon, iba na talaga si Generation Alpha—mas maingay, mas assertive, at mas exposed sa technology. Kailangan na ngayon ng interactive strategies.

"Students back then were quiet, patient, and better at listening. Generation Alpha is entirely different today—louder, more assertive, and more exposed to technology. Interactive strategies are now needed."

Generation
communication gap

Sobrang malaki ang pagkakaiba ng henerasyon noon sa generation Alpha ngayon kung kaya,dapat bilang guro dapat nalalaman mo din ang mga bagong salitang ginagamit nila nang sa gayon makasabay ka ,nakakatulong ito para mas maunawaan mo sila.

"The difference between the previous generation and the current Alpha generation is that as a teacher, you should also be aware of the new words they use so that you can keep up with them; it helps you understand them better."

"Gen Z students are more independent learners than Gen Alpha. Though Gen Alpha is more technologically dependent, they have difficulties in communication."

Halimbawa, may mga terms silang ginagamit na bago sa akin—like "rizz" o "iyyk"—na hindi ko agad naiintindihan. Kaya tinatanong ko sila o minsan nagre-research din ako. Mahalaga kasi na nauunawaan ko rin ang lengguwahe nila para mas epektibo ang communication.

"For example, they use unfamiliar terms—like "rizz" or "iyyk"—that I don't immediately understand. So I ask them questions or sometimes do some research. It's essential that I understand their language so that communication is more effective."

Isa sa mga hamon ay ang pagiging tech-dependent ng mga bata ngayon. Madali silang ma-distract sa gadgets. May mga pagkakataon din na nahihirapan silang sumunod sa routine kasi sanay sila sa multitasking. Kailangan ng consistent na classroom management at malinaw na expectations.

Teachers challenges
in the classroom

"One of the challenge is that Generation Alpha is tech-dependent. They are easily distracted by gadgets and have difficulty following a routine because they used to multitask. Consistent classroom management and clear expectations are needed."

Karamihan sa Grade 7 ngayon ay short ang attention span, at mabilis ma-distract—lalo na kung may gadget. Minsan kahit nasa gitna ng discussion about Kabihasnang Indus, may biglang tatayo o magsisigaw ng walang dahilan.

"Most of the Grade 7 students today have short attention spans and are easily distracted, especially if they have gadgets. Sometimes, even in the middle of a discussion about Kabihasnang Indus, someone will suddenly stand up or shout for no reason."

"Kids are very sensitive. Sometimes our way of reprimanding them made them feel offended so you always choose the right words to say."

Unang hamon na nakikita ako sa kasalukuyang mga mag-aaral ay ang impluwensya ng paggamit ng social media, online games at applications.

“The first challenge I see among current students is the influence of using social media, online games, and applications.”

“Dinidisciplina ko sila sa paraang positive reinforcement. Kapag may good behavior, binibigyan ko ng reward or recognition. Kapag may kailangan i-correct, ginagawa ko through private conversation para hindi sila ma-embarrass. Sa tingin ko effective ito kasi mas responsive sila sa approach na may empathy.”

Teachers discipline student behavior

Managing the learning environment and learner behavior

“I discipline them through positive reinforcement. When they behave well, I give them a reward or recognition. When I need to correct something, I do it through private conversation so they don't get embarrassed. I think this is effective because they are more responsive to an approach with empathy.”

Likas sa generation Alpha ang pagiging malambing, kung kaya ako bilang guro bawat katagang binibitawan ko ay ginagamitan ko rin ng lambing at pagmamahal.

“Generation Alpha is naturally affectionate, so as a teacher, every word I utter is filled with affection and love.”

pamamagitan ng pagbibigay ng mas malinaw at epektibong routinary activities sa klase.

“by providing clearer and more effective routine activities in class.”

firm sa classroom rules upang mapanatili ang kaayusan at disiplina sa klase. Naniniwala ako na walang pagkatuto kapag hindi disiplinado at out of focus ang mag-aaral.

“firm in classroom rules to maintain order and discipline in the class. I believe that there is no learning when students are undisciplined and out of focus.”

ang paggamit ko ng "check-in questions" bago magsimula ng klase ay epektibo.

Classroom management in students learning

“The use of “check-in questions” before starting class is effective.”

Ginagawa kong two-way ang discussion. Halimbawa, sa lesson sa Kabihasnang Tsino, tatanungin ko sila kung anong similarities nito sa family structure nila ngayon.

“I make the discussion two-way. For example, in a Kabihasnang Tsino lesson, I will ask them what similarities it has to their family structure today.”

ang positibong komunikasyon kung saan may naibibigay nila ang kanilang opinion, saloobin, may paggalang at napakahalaga din na sa bawat sagot nila ng tama ay bigyan sila ng compliment.

“Positive communication, where they share their opinions and thoughts and respect, is also essential. It is also very important to give them a compliment for every correct answer.”

“I am creative story teller, I love changing the dynamics of my voice when telling a story. It's a good and creative approach.”

Ang pagkakatuto sa Araling Panlipunan ay hindi lamang sa pagsasaulo ng mga detalye bagkus nararapat lamang mapag-usapan ng guro at mag-aaral ang kanilang natutunan mula sa aralin, iugnay kung paano nila ito magagamit sa pang-araw-araw na pamumuhay.

“Learning Araling Panlipunan is not just about memorizing details. Instead, the teacher and students should be able to discuss what they learned from the lesson and connect it to how they can use it in daily life.”

continuous learning. Pinag-aaralan ko ang trends at interest nila. Pangalawa, paggamit ng visuals at storytelling. Pangatlo, openness—pinaparamdam ko na safe space ang classroom para magtanong o mag-share sila. Panghuli, digital tools na interactive tulad

Strategies to address communication gaps

ng Canva, Padlet, at Quizziz—nakakatulong ito sa bridging ng gap.

“continuous learning. I study their trends and interests. Second, using visuals and storytelling. Third, openness—I make the classroom feel like a safe space for them to ask questions or share. Finally, interactive digital tools like Canva, Padlet, and Quizziz—help bridge the gap.”

sinubukan kong matutunan ang language nila. Sa simpleng paggamit ng memes, inside jokes ng Gen Alpha, at pag-refer sa mga popular content—mas nakaka-connect ako

“I tried to learn their language. By simply using memes, Gen Alpha inside jokes, and referencing popular content—I was able to connect more.”

“Allow them to express themselves and let them feel heard. Understand where they are all coming from and be an active listener.”

Ang guro ay dapat magkaroon ng kamalayan sa pagbabago na komunikasyon sa iba't ibang henerasyon upang maging epektibo ang pagtuturo.

“The teacher must be aware of the changes in communication among different generations for effective teaching.”

Strategies and
Advices

Be flexible and stay curious. Hindi sapat ang kaalaman lang sa subject matter—kailangan din ng empathy, patience, at creativity. Ipakita nating mahalaga ang boses ng mga bata. Maging handa tayong matuto mula sa kanila habang tinuturuan natin sila.

Advice to the future
teachers

“Be flexible and stay curious. Knowledge of the subject matter is not enough—empathy, patience, and creativity are also needed. Let's show that children's voices matter. Let's be willing to learn from them as we teach them.”

Huwag matakot mag-adjust. Second, be present and authentic. Kapag nakita nilang totoo kang nagmamalasakit, susunod at makikinig sila. Lastly, teach beyond the textbook. mahalaga ring turuan sila ng values, empathy, at paano makitungo sa iba.

“Don't be afraid to adjust. Second, be present and authentic. When they see that you truly care, they will follow and listen. Lastly, teach beyond the textbook. It's also important to teach them values, empathy, and how to deal with others.”

ipagpatuloy ang pagtuturo na may kaakibat na PAGMAMAHAL at MALASAKIT sa bawat mag-aaral. Iba iba ang pangangailangan at sitwasyon ng mga mag-aaral kaya laging tatandaan na tayo bilang guro ang kanilang SAFE SPACE.

“continue teaching with LOVE and CARE for each student. Students have different needs and situations, we as teachers will always be their SAFE SPACE.”

Mahirap maging guro pero kailangan nating matutunang iadjust yung sarili natin para sa kakayahan or level ng students natin without compromising the standards. No curriculum or perfect formula to be an effective teacher.

“It's hard to be a teacher but we have to learn to adjust ourselves to the ability or level of our students without compromising the standards. No curriculum or perfect formula to be an effective teacher.”

Kilalanin ng guro ang kapasidad, pag-uugali at background ng mag-aaral upang maibigay ang nararapat ng gawain na higit silang matututo.

“The teacher should identify the student's capacity, behavior, and background in order to provide appropriate work that will help them learn the most.”

Theme 1: Communication Experience

The researchers have found that most teachers' strategies to communicate with Generation Alpha are through trends and humor. This can help students enjoy and relate to the discussion and their teacher. This can prove the claim from the study of Huss (2023), which tells the importance of humor in teaching. This can help with the

interactions with the students and help in teaching presence, how the teachers create a positive atmosphere, and how students connect. Meanwhile, two (2) of the teacher participants employed different strategies. The teacher participants shared that they wanted to make their teaching more engaging. They use a storytelling tone, especially in Araling Panlipunan, where lessons are rich in information and history. By varying their voice, students become more interactive and involved in the discussion. According to Toma (2021), storytelling is another form of teaching that provides a meaningful and fun tool to transfer knowledge to the students. Furthermore, five (5) of the teacher's participants stated they are student-centered and want students to participate during the discussion. One of the strategies the researcher found is that the lessons should be connected to their daily lives to be more interesting.

However, all of the teacher participants say there are generational differences, especially with the language used by Generation Alpha, supported in the study by Katz and Sophia (2021), stated that the new generation communicates in new forms of slang that leads to a communication barrier between the teacher and the students. It also shows considerable differences in handling students in each generation. One of the teachers stated that Generation Z is more independent learners while Generation Alpha is more technologically dependent and has communication difficulties. This can be linked to the study of McCrindle and Fell (2020), who stated that Generation Alpha students are more dependent on technology and are more engaged and comfortable with digital learning resources. The teacher adjusted their approaches to meet the needs of Generation Alpha. According to one of the teachers who handled students' generation before, her approach was formal and traditional. In contrast, in handling Generation Alpha, the teachers utilized different strategies that the students used, such as visual aids, video, and group activities, to be more interactive with the students. This can also be linked with the study of Mulyawati et al. (2022). In understanding student needs and their generation, the teachers create and develop strategies to unlock and enhance students' potential in learning.

Theme 2: Managing the learning environment and learner behavior

The participants also stated what communication was effective with the Generation Alpha students; the teacher indicated that check-in questions before the class started could help build rapport among the students and activate their interest during the discussion. It also stated that the way of discussing was conversational to help students easily connect with the discussion. Which can be aligned with the claims of Suharsono et. al. (2024) that teacher-student interaction was vital and effective to the learning of the students. In addition, positive communication, where the students had their own opinions and ideas in discussion, also needed to be validated by giving compliments to motivate them more. According to Gan Z et. al. (2021) the teacher feedback promotes students' motivations in participating in discussion that links students learning and academic improvements.

Establishing clear classroom routines and rules emerged as an effective strategy for maintaining discipline and managing the learning environment among Generation Alpha students. According to two (2) of the respondents said that she employs positive reinforcement; when the students show good behavior, the teacher gives a reward or recognition, but if it needs to be corrected, the teacher communicates through private conversation to avoid embarrassment. These results were connected to the study of Hasanah et. al (2024) through positive reinforcement, rules, and classroom routines the teacher can establish authority inside the classroom this can help students to be more aware and respect the teacher-students' boundaries. One teacher stated that the law of proximity is one of her best classroom management practices highlighting that maintaining eye contact and moving around the classroom fosters a sense of connection and interaction among students.

Despite these strategies, the respondents acknowledged that managing the behavior of Generation Alpha learners presents significant challenges faced by the respondents, the Generation Alpha students, with a high level of dependence on technology, which often leads to being easily distracted by gadgets and difficulty in following instructions. The influence of social media, online games, and mobile applications affects the disciplining of learners. The researcher also found out that students are very sensitive. Teachers need to be more careful in words when communicating because they can possibly trigger student emotional well-being.

The participants also stated what communication was effective with the Generation Alpha students; the teacher indicated that check-in questions before the class started could help build rapport among the students and activate their interest during the discussion. It also stated that the way of discussing was conversational to help students easily connect with the discussion. Furthermore, fostering positive communication by validating students' ideas and opinions through compliments was seen as a way to boost motivation and reinforce active participation in discussions.

Theme 3: Strategies and Advices

The third theme focused on strategies to bridge the communication gap between teachers and Generation Alpha learners. It also included insights, suggestions, and advice for future teachers who would be dealing with this generation. According to the teacher participants, one key approach to addressing the communication gap was continuous professional growth. This included staying updated with current trends and adapting to students' evolving interests. Respondents emphasized the importance of utilizing visual aids and storytelling techniques to make lessons more engaging. In support of these results, the study by Saena and Misra (2021) found that Generation Alpha learners, as digital natives, were more interested in gamification to enhance their learning. Creating a safe and supportive classroom environment was also highlighted, where students felt valued and respected. Additionally, interactive applications such as Canva, Padlet, and Quizizz were identified as tools that helped bridge the gap between students.

The teacher participants also noted that these strategies allowed students to express themselves and become active listeners, helping teachers understand their students' backgrounds. Such efforts contributed to stronger student-teacher relationships and more meaningful learning experiences. Furthermore, the participants offered suggestions for future educators; to communicate effectively, they noted that future teachers needed to be flexible and stay curious. In the context of teaching Araling Panlipunan, they suggested that educators should not only focus on content but also employ empathy, patience, and creativity. Teaching aimed to focus on fostering values, interpersonal communication, and mutual respect. This aligned with the study by Hasanah et al. (2024), which discussed numerous strategies teachers could utilize to provide effective behavioral and values management systems. Teachers were encouraged to recognize that education was a two-way process, where students offered insights that contributed to the teachers' professional growth. Furthermore, the findings revealed that understanding each learner's capacity, attitude, and background was essential in designing appropriate and meaningful learning activities. Teachers had to be willing to adjust to their learners and meet the diverse needs of Generation Alpha to ensure both academic and personal development. This correlated with the research of Munna et al. (2021), which stated that teachers should utilize various teaching strategies to cater to students' specific learning needs.

3.2 Students Results

In-Vivo Statements	Code	Theme
<p>Super approachable tapos pag may hindi po ako naiintindihan sa mga tinuturo niya ay tinatanong ko naman po tapos ginuguide niya po ako sa mga hindi ko po kayang gawin tapos nagamit po sila ng "Po" at "Opo".</p>		
<p><i>"She is super approachable. If I don't understand her discussion, I ask her questions, and Ma'am guides me through things I can't do. Then, she used "Po" and "Opo."</i></p>		
<p>Karaniwan, maayos naman silang makipag-usap. Malinaw silang magpaliwanag pero minsan may mga terms silang ginagamit na medyo mahirap intindihin agad.</p>		
<p><i>"They usually communicate well and explain things clearly, but sometimes, they use terms that are a little difficult to understand right away."</i></p>		
<p>Parang soft yung pakikipag-usap, tapos tuwing may lesson ma'am sinasabi po agad kung may magaganap na mga quizzes and something like that.</p>	<p>Teachers' communication towards students</p>	

“My teacher's voice was soft, but every time there was a lesson, she immediately asked me if there would be quizzes or something similar.”

sobrang ganda mag turo ni Ma'am kasi minemake sure niya po ang kaniyang students na matawag para alam niya po kung maiintindihan po namin o hindi.

“The teaching of my teacher is excellent because she makes sure her students are called so she knows if we understand or not”

More friendly yung pakikitungo po sa amin ni Ma'am madaling malapitan kapag may problema pokami sa subject na AP

“Our teachers are more friendly and approachable when we have a problem with the AP subject.”

Communication Experience

Very understanding and considerate po si Ma'am. Para po walang ma-pressure. Tropa na mother figure

Learning gaps between students and their teacher

“Ma'am is very understanding and considerate, so no one feels pressured. Our teacher also serves as our friend and mother.”

Kapag serious po yung lesson, nagpapatawa po siya para walang antukin

“When the lesson is serious, he makes it funny so no one gets sleepy.”

Meron po kaso po yung matatandang teacher hindi po sila nakakasunod sa humor naming Gen Alpha lalo na po pag nag jojoke kami tapos ang dating ay parang disrespectful po sa kanila.

“There's a problem with older teachers. They can't keep up with our Gen Alpha humor, especially when we joke with our teachers; they think we disrespect them.”

Meron po pero kapag may hindi naman po ako naiintindihan sinasabi niya naman po agad para mas maintindihan po namin

Language utilization

“Yes, but when we don't understand a particular word, she immediately explains to us so we can better understand the discussion.”

Minsan po nahhirapan po akong sundan ang lesson ng teacher kasi po mabilis siyang magsalita at madalas po siyang gumamit ng terminolohiya na mahirap na hindi ko po maintindihan kasi malalim.

“Sometimes, I have difficulty following the teacher's lesson because our teacher talks so fast and often uses deep terminology that is difficult for me to understand.”

Yes po, mas namomotivate po ako makinig sa mga klase dahil po sa pakikipag usap nila ng maayos at energetic

Way of communication

“Yes, I am more motivated to listen to the discussion because they communicate well and energetic”

Mas inspired po ako pag approachable yung teacher kasi pag may di ka naiintindihan madali lang po syang tanungan at malapitan, pero yung masungit po nakakatakot lapitan

“I am more inspired when the teacher is approachable because if you don't understand something, it's easy to ask them questions and approach them, but when they are rude, it's scary to approach them.”

If galit po yung nagtuturo o yung teacher parang serious po, mejo hindi na po ako nakikinig, kasi po wala na po ako maintindihan

“If the teacher is angry or seems serious in discussion, I kinda stop listening because I can no longer understand what's our teacher being said”

Effects on learning and behavior

Mas naiinspire ako maam kapag yung teacher namin parang tinuturing lang po kami tropa tas anak. Kasi parang mas mag eenjoy ka po kausap yung teacher niyo kapag nagbibiro siya ganon, pero yung biro ay may kasamang aral pa rin

“I’m more inspired, ma’am when our teacher treats us like troops and kids. Because you seem to enjoy talking to your teacher more when she’s joking, but the joke still has a lesson in it.”

kinakausap niya yung mga students na hindi nakikinig. tinatanong niya kung ano yung reason kung bakit sila nag iingay at kung naiintindihan po ba nila yung lesson

Students’ behavior

Feeling ko talaga nakaka-cause ng misbehavior ang poor communication. Like kapag di malinaw ang instructions o kapag feeling ng estudyante na di sila pinapakinggan, nagkakaroon ng frustration at minsan nauwi sa pasaway na behavior.

Yung ibang students po they have a hard time adjusting with some lesson’s kaya parang nawawalan po sila ng gana makinig and matuto

Casual po kasi normal talkings lang po. Casual na may pagka-strict po or serious. Mas gusto ko po kasi face-to-face yung competitive po talaga yung taas kamay.

Students’ preference in learning

Casual and formal at the same time calm and funny. Mas maganda kasi malakas yung boses tapos may pagka-strict ma’am para lahat ng estudyante ay nakikinig sa tinuturo ng teacher.

Mas madali po akong matuto pag po may visuals! Yung po mga videos, pictures, memes, effective po ‘yun. Mas engaging po din yung mga digital resources.

Students’ preference and suggestions

Sumabay po sila sa mga teens po ngayon like yung mga jokes ng mga gen alpha kasi po mas nagiging fun po yung mga lessons, may kasabay na jokes at sarcasm ganon tapos yung mga games po maam, yung makikipagunahan sumagot, yung pagiging competitive po.

Students’ suggestions to Teachers

By games na natuto yung mga students, fun activities and learning.

Mas effective po kung gagamit sila ng simple at relatable na salita. Iwasan po sana ang sobrang pormal at matutong makinig rin sa perspective ng estudyante.

Theme 1: Communication Experience

The first theme showed the communication experiences of students with their teachers inside the classroom. Many students described their teachers as approachable and friendly; they felt comfortable asking questions when they did not understand a concept, and their teachers were willing to guide them. This experience built a safe learning space and encouraged the students’ active participation. This result supported the study of Jalongo (2021), which emphasized that a supportive and approachable teacher-student relationship fosters student engagement and reduces classroom anxiety. The students also appreciated it when their teachers maintained a soft and kind tone. When their teachers provided clear explanations, it helped them understand the lessons better, although there were instances when teachers utilized difficult terms that students could not immediately comprehend.

These findings suggested that while communication was generally effective, there was still a need for teachers to be mindful of their vocabulary, especially when dealing with Generation Alpha learners. This aligned with the findings of Ghorbani et al. (2021), who emphasized that the clarity of teacher communication affected comprehension, particularly among digital-native learners. Furthermore, humor and empathy played a significant role in classroom interactions. Students enjoyed it when teachers incorporated jokes during discussions, as this helped them stay alert and engaged. However, some students noted that their teachers sometimes struggled to relate to the humor of Generation Alpha. Consequently, jokes made by students were sometimes misinterpreted as “disrespect,” which led to misunderstandings. This highlighted a gap in intergenerational communication styles

that required further attention.

Theme 2: Effects on learning and behavior

The second theme revealed how communication experiences affected student learning and behavior in the classroom. Based on the students' responses, three major aspects emerged: language utilization, methods of communication, and student behavior.

In terms of language utilization, some students shared that when teachers used complex and sophisticated vocabulary, it became difficult for them to follow the lessons. In some cases, teachers spoke too fast or used unfamiliar terminology, which caused confusion. This demonstrated that the choice of words and the delivery of explanations could either facilitate or hinder student learning. According to Alsubaie and Alshammari (2022), the complexity of a teacher's language could serve as a barrier to comprehension and engagement in the classroom. Additionally, the methods of teacher communication proved to be a significant factor in student behavior. Students stated that they felt more motivated and inspired when their teachers were approachable, energetic, and kind. A soft and friendly tone made them feel safe to ask questions and participate in discussions (Hassan et al., 2020). On the other hand, students found it difficult to learn when teachers appeared angry when questioned or when they were excessively serious during discussions. In such cases, students tended to stop listening or lose interest. One student shared that they enjoyed learning when the teacher incorporated humor, especially when the jokes remained connected to the lesson. This highlighted how positive communication and student engagement led to a superior learning experience.

Finally, maintaining strong communication was essential, particularly when students became distracted. Teachers addressed distracted students calmly to understand the reasons for their behavior, which aided in managing classroom discipline. This was crucial because it allowed teachers to identify the underlying factors influencing student conduct rather than merely addressing the surface-level distraction.

Theme 3: Student's preference and suggestions

The third theme centered on student preferences in their learning experiences and the suggestions they offered for teachers to improve communication and engagement. The data showed that students valued a balance between professional teacher conduct and a sense of relatability, particularly in how lessons were delivered and how teachers interacted with them (Balakrishnan & Gan, 2021).

Students expressed a preference for a mix of casual and formal communication. They appreciated when teachers were calm and friendly but also knew when to be serious and firm. One student noted that a style that was "casual yet somewhat strict or serious" helped maintain order while still making the class feel light and enjoyable. A strong, clear voice and a degree of discipline were also mentioned as useful tools for helping students stay focused. This result was consistent with the study of Ahmad and Rao (2022), which demonstrated that a balanced communication style boosted classroom management and student engagement. Visual aids—such as videos, pictures, and the incorporation of trends and memes—were highlighted as effective tools for making lessons more engaging and relatable for Generation Alpha, given their daily exposure to digital content. The findings indicated that these students learned better when material was presented in an interactive and modern way.

Furthermore, students shared practical suggestions for their teachers. A common recommendation was for teachers to attempt to relate to students by learning current trends and understanding their humor and interests. According to the participants, when lessons were infused with jokes and games, learning became more enjoyable and engaging. Another suggestion involved the use of simple and relatable language, as complex vocabulary had been identified in previous themes as a hindrance to classroom communication. Additionally, students suggested that teachers should be open to listening to their opinions and perspectives, making the classroom environment more engaging and personalized to their specific needs.

4. Conclusion and Recommendation

Based on the results of the study, the following conclusions were drawn. In line with the foregoing findings, the following conclusions were drawn:

- Positive communication creates a psychologically safe learning environment where students feel motivated to learn.
- Communication barriers persist due to differences in generational language, digital immersion and humor interpretation. As noted by Katz & Sophia (2021), Generation Alpha's evolving slang and digital communication style create misunderstandings between traditional trained teachers. These were evident when teachers interpret student humor as disrespectful or when they struggle to follow the trends that can be related to student interest.

In view of the conclusions, the following recommendations are offered:

- To help teachers overcome the communication gap, they can expand their information on Generation Alpha by updating social media. They can continuously learn and adapt to the generation's trends and humor. By adapting to Generation Alpha, teachers can help students connect with them and engage during the discussion.
- The study revealed that Generation Alpha is more knowledgeable about advancing technology and applications. To resolve this, the teacher can implement more creative activities, such as gamification and creative applications, that can be utilized by the students in discussion.
- The researcher found that Generation Alpha was sensitive. To cater to the learners, one recommendation for the teacher was to listen to the students and provide a safe and positive environment to motivate them to learn.
- The researcher recommends that institutions provide a teacher seminar and intervention focused on learning and discipline strategies tailored to the needs of the new generation. This would improve intergenerational communication among teachers and students, fostering stronger connections and more effective learning interactions inside and outside the classroom.
- Future researchers should investigate other factors that influence the communication styles of students, such as the cultural background and socioeconomic status of the student. These aspects can significantly shape the communication of Generation Alpha and should be explored beyond the influence of social media.

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Home-school instruction in the new normal: Assessing parent-teacher collaboration and kindergarten learner progress

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Abstract

This study investigated the relationship between parental involvement and the academic achievement of kindergarten learners under a modular instruction framework in the Cebu City Division. Utilizing a descriptive-correlational research design, data were gathered from 400 parents and 34 kindergarten teachers across selected public elementary schools. Statistical analysis—including frequency counts, weighted means, Pearson's r , and t -tests—revealed that while parents were "Highly Involved" in module utilization, this logistical engagement did not significantly correlate with student learning achievement. Conversely, a significant positive relationship was identified between academic performance and parental involvement in lesson tutorials and school task assistance. Furthermore, the study found a significant discrepancy in the perception of collaboration levels between parents and teachers, suggesting a "perception gap" in the home-school partnership. These findings indicate that for modular instruction to be effective, educational policy must transition from the mere provision of materials to the enhancement of parental pedagogical capacity. Based on these results, a Home-School Instruction Development Plan is proposed to optimize early childhood development and strengthen reciprocal educational relationships in the post-pandemic landscape.

Keywords: descriptive-correlational design, early childhood education, home-school instruction, learning achievement, modular approach, parental involvement

Home-school instruction in the new normal: Assessing parent-teacher collaboration and kindergarten learner progress

1. Introduction

Learning was significantly impacted during the COVID-19 pandemic. Daily routines and led to the global closure of schools. Communities worldwide had to find innovative ways to continue education when in-person interaction was no longer possible. Virtual platforms helped reduce transmission risk, but learners without internet access faced challenges. Academicians had to creatively deliver lessons remotely, which raised concerns among both teachers and learners. Teachers transitioned to the new normal and embraced asynchronous instruction. Students struggled with their tasks. Teachers, too, had to produce instant learning materials, usually delivered face-to-face. Although remote education is now widespread, countries are gradually reopening schools as herd immunity improves. Globally, while kindergarten classes have long since resumed in-person operations, the instructional gaps created by the pandemic continue to influence early elementary outcomes.

In the Philippines, modular learning is the most popular type of distance learning. The Department of Education (DepEd) conducted a survey of parents and teachers. Due to internet problems in most remote areas, printed and digital modules have become favored, and public schools now use them. Alternative delivery systems, such as TV, radio, blended learning, and online self-learning modules, are all maximized to provide access to quality education. As evidenced by improved test scores, better grades, and positive behavior, parental involvement can positively impact a student's academic achievement. DepEd identifies three functions:

- **Module-ator:** Parents must collect and submit printed modules every week.
- **Bundy-clock:** They must manage their child's schedule to avoid cramming and delays.
- **Home Innovator:** They must provide a learning environment conducive to the child. It must be a well-lighted and well-ventilated area in the house, with minimal distraction (Dangle & Sumaoang, 2020).

The researcher observed several issues in the study locale, including poor internet connectivity, financial difficulties, delayed module submissions, and limited parental capacity due to work commitments or a lack of teaching skills. Work-from-home parents often prioritized earning a living over the above functions. Schools must raise awareness about the benefits of parental involvement and foster collaboration between parents and teachers. A strong collaboration ensures learners' progress with proper guidance and support. While schools have transitioned back to in-person classes, the 'Modular Approach' has left a lasting footprint on Philippine pedagogy. Recent studies emphasize that the roles of 'Module-ator' and 'Home Innovator' are no longer emergency measures but have become integrated into the expected competencies of the Filipino family. Understanding how these roles impacted the foundational year of Kindergarten is essential for long-term educational policy.

This study examined parental involvement and collaboration with teachers in kindergarten instruction, aiming to improve current practices and foster respectful and reciprocal relationships. In response to identified situations, the researcher crafted a home-school instruction plan to enhance children's early learning and holistic development.

2. Literature review

The family is the basic unit of society, shaping a child's values and practices. Parents were the first teachers, responsible for educating their children through everyday chores and practical skills. Before schools existed, parents played the central role in teaching. Homeschooling emerged from this tradition, followed by formal

school settings (Akhmedov, 2021). During the first five years, the brain's synaptic networks were still forming, making children highly receptive to human contact. Learning began at birth and progressed rapidly (Kolb, 2020). Parental interaction in cognitive, social, and emotional activities during these years shaped the child's future.

Development is a gradual process that occurs across various domains (Crowley, 2017). In the Philippines, the Revised Philippine Early Childhood Care and Development (ECCD) Checklist identifies domains such as gross motor, fine motor, self-help, receptive and expressive language, cognitive, and socio-emotional development. These can be nurtured through storytelling, which is a vital practice in early education. Reading is also essential for learning (DepEd Order No. 47 s. 2016). Storytelling, especially bedtime stories, helps build vocabulary and strengthens the bond between parent and child. It promotes early literacy and supports reading development (Brockman, 2019). Including storytelling in the curriculum is important (Gnjatovic, 2015).

Kindergarten education in many areas of the Philippines followed a modular instruction approach, as directed by DepEd guidelines (Quinones, 2020; Flip Science, 2020). Education continued during the pandemic by focusing on the most essential learning competencies. These competencies also serve as the foundation for the indicators used in this study (DepEd Order No. 12 s. 2020). In Pakistan, parents adapted to home learning during school closures, continuing education despite global challenges (Bhamani et al., 2020). Families are influential educators and role models. They teach values like responsibility and hard work, and children reflect what they learn at home (Young, 2018). Home-based family involvement is associated with improved academic achievement (Tarraga et al., 2017). It helps children manage stress and continue learning with the guidance of their parents.

Parental involvement varies. It includes time spent on education at home, in school, and in the community (Bartolome et al., 2017). Parents often assume the role of mentors and provide support for their children's learning (Ntekane, 2018), thereby building strong relationships through effective communication. Parental involvement encompasses attending school events, assisting with homework, and participating in community activities such as library visits. It extends beyond the classroom. Parents should maintain communication with teachers and support their children's learning at home (Schueler, 2017). As children enter school, they face increasing challenges. Their ability to manage these depends on parental guidance and the strength of their relationship with their parents (Garbacz et al., 2017; Huang, Lin & Zhang, 2019). Parental involvement has been shown to improve social skills, reduce behavioral issues, and enhance academic performance. When parents actively support and monitor their children's schoolwork, they feel more confident and motivated to learn. A child who senses genuine concern from a parent is more likely to value school and excel.

Naite (2021) emphasized that academic achievement is linked to parental supervision, high expectations, communication about school, and support in developing reading habits. Whitaker (2018) noted that parental influence continues throughout all levels of education. A strong home-school relationship in the early years carries into adulthood, helping children become focused and goal-driven. The partnership between home and school plays a crucial role in fostering long-term success. Parental involvement encompasses various forms of engagement, including communicating with teachers, supporting learning at home, and participating in school activities. Open communication ensures parents understand and meet their child's needs. Grace & Gerdes (2018) defined it as diverse participation in education and school events. Bartolome (2017) described it as the time parents dedicate to their child's schooling and life. While schools may offer opportunities for involvement, it is ultimately the parents' decision to engage. Encouragement, appreciation, and communication with teachers play a significant role in student performance.

Collaboration between parents and teachers is also essential. Broadstone & Schilder (2019) defined collaboration as working together toward shared goals. Adams (2016) added that collaboration fosters reflection, information exchange, and innovation in curriculum development. Flottman et al. (n.d.) stated that education occurs within relationships between families and professionals, and collaboration creates environments where all children can succeed. Teachers face challenges in meeting student needs and must show empathy to strengthen

relationships (Manty et al., 2022). Early childhood programs rely on mutual understanding between parents and teachers (Fung & Yong, 2022). Keyes (2016) emphasized that educators must prioritize the child’s best interests, and a strong partnership between parents and teachers is crucial. Quinn (2020) highlighted that successful collaboration occurs when teachers view parents as partners and friends, recognizing the child as shaped by both home and school experiences.

Despite its benefits, parental involvement has declined. Barriers include time constraints, lack of resources, limited encouragement from teachers, and past negative school experiences. Language differences, low educational attainment, and other responsibilities also hinder participation (Reinhardt, 2016). Durisic & Bunijevac (2017) found that parental involvement enriches the curriculum, improves the quality of education, and enhances student success and satisfaction. Parents’ perceptions are shaped by their experiences and expectations. Addressing barriers through a clear plan can strengthen home–school–community collaboration. The National Education Association (NEA, 2018) affirmed that raising a child involves the whole community. Parents share responsibility with others in shaping children’s growth. The broader environment plays a key role in ensuring quality education for all learners.

3. Method

This section outlines the methods the researcher used to achieve the study's objectives. It covered the study’s design, its sequence, the instrument used, the approach to data collection, the statistical techniques applied for data analysis, and the scoring method. This study employed a quantitative research design to examine the relationship between the implementation of the modular approach and the learning achievement of kindergarten learners. It also assessed the degree of collaboration between parents and teachers in supporting home-school instruction. The findings played a crucial role in shaping the final research output. The Input-Process-Output (IPO) Approach was applied to organize the study. More specifically,

- **Input:** The data included basic information about parent respondents, such as age, gender, educational attainment, the number of elementary-aged children, and family income. Teacher data included age, gender, teaching experience, educational attainment, and length of service. Additional queries focused on the relationship between parent involvement and kindergarten achievement, as well as the comparison of parent-teacher collaboration in home-school instruction.
- **Process:** The collected data were classified, tabulated, computed, and statistically analyzed according to the study's objectives. Interpretation and analysis followed.
- **Output:** The results served as a basis for creating a Home-School Instruction Development Plan to address current needs in kindergarten education and support early learning and holistic development.

The researcher conducted the study in three (3) public elementary schools in Cebu City: Guadalupe Elementary School, Mabolo Elementary School, and San Nicolas Elementary School. The respondents of this study were kindergarten teachers and parents from these schools. The researcher used a purposive random sampling technique to select individuals who could provide relevant and varied insights. As noted by Johnson and Christensen (2008), sampling involves selecting participants from a population, with purposive sampling being most effective for this study’s goals. Patton (1987, 1990) emphasized that purposeful sampling identifies individuals who can best address the research purpose. Table 1 shows the distribution of respondents.

Table 1
Distribution of Respondents

Schools	Teachers (n)	Parents (n)	Total	Percentage (%)
Guadalupe Elementary School	15	137	152	35.02
Mabolo Elementary School	11	194	205	47.22
San Nicolas Elementary School	8	69	77	17.75
Total	34	400	434	100

The instruments used consisted of four (4) parts. Part I gathered basic information from kindergarten teachers and parents. Part II focused on parent involvement in modular learning, including the use of modules, other resources, assistance with tasks, and tutorials. Part III collected data on the achievement of kindergarten learners. Part IV addressed parent-teacher collaboration in modular instruction. Indicators for Part II were based on DepEd Order No. 12, s. 2020. Learner achievement was evaluated in accordance with the Omnibus Policy on Kindergarten Education, utilizing a checklist and tabular summary for standard scoring. Indicators for Parts I, III, and IV were developed by the researcher from unpublished studies. The instrument was pilot tested prior to data collection. Reliability scores were high, with module use (0.879), other resources (0.883), assistance with tasks (0.908), tutorials (0.899), parent collaboration (0.880), and teacher collaboration (0.895) all achieving high scores.

Prior to the study, the researcher submitted a formal request to the Office of the Division Superintendent of Cebu City Division. The researcher sought permission from school heads to administer the questionnaire. Respondents were clearly informed about the details of the questionnaire before its distribution. Due to pandemic-related constraints, administration was conducted both face-to-face and online, with assistance from teachers in the selected schools. Safety protocols were observed throughout. They were provided with informed consent, ensuring confidentiality in line with the Data Privacy Law. Completed questionnaires were collected, consolidated, and statistically analyzed.

Data was treated statistically. Frequency count and percentage analysis were used to categorize respondent profiles by age, gender, educational attainment, length of service, and number of children at the elementary level. Frequencies indicated response counts per item, while percentages were calculated based on the total number of respondents. The Weighted Mean (WM) was used to describe levels of parental involvement and the extent of parent-teacher collaboration. Pearson's r was used to test the relationships between learner achievement and both parental involvement and collaboration with teachers. Lastly, the t -test was used to assess significant differences between parent and teacher collaboration.

Parent involvement, learner achievement, and teacher-parent collaboration were assessed using the Revised ECCD Checklist and a Four-Point Likert Scale from the Parent Involvement and Teacher-Parent Research Questionnaire. Parental involvement scores ranged from 1.00 to 1.74 ("not involved") to 3.25 to 4.00 ("highly involved"), based on monitoring and facilitation by parents. Collaboration was assessed using the same score range, labeled from "very low" to "high," indicating levels of trust and shared decision-making. Learner achievement was classified from "significant delay" (≤ 69) to "highly advanced" (≥ 130).

4. Results and discussion

This section presents the data gathered from the study's respondents, along with its analysis and interpretation. The participants consisted of two groups: 400 parents and 34 teachers, totaling 434 respondents from selected elementary schools under the Cebu City Division. Secondary information about the respondent groups' profiles was used to validate and complement the data necessary for fulfilling the research objectives. These details are presented in Tables 2 to 8. For parent-respondents, the profile includes age, gender, highest educational attainment, number of children in elementary, and combined family monthly income. For teacher-respondents, the profile includes age, gender, highest educational attainment, and length of service. The study's results revealed that most parent-respondents were female, aged 30 to 41, with the majority being high school graduates, having three to four children in elementary school, and a combined family income of P10,000 or less. Teacher-respondents were mainly females aged 30 to 39, with 18 holding master's degree units and 19 having served in their schools for six to ten years.

Table 2
Age and Gender of the Parent-Respondents

Age (in years)	Female		Male		Total	
	f (n)	%	f (n)	%	f (n)	%
66 and above	1	0.25	1	0.25	2	0.50
54-55	40	10.00	6	1.50	46	11.50
42-53	45	11.25	6	1.50	51	12.75
30-41	161	40.25	16	4.00	177	44.25
18-29	111	27.75	13	3.25	124	31.00
Total	358	89.50	42	10.50	400	100

Table 3
Highest Educational Attainment of the Parent-Respondents

Educational Attainment	f (n)	%
Master's Graduate	10	2.50
Master's Level	11	2.75
College Graduate	94	23.50
College level	103	25.75
High School Graduate	113	28.25
High School Level	40	10.00
Elementary Graduate	8	2.00
Elementary Level	21	5.25
Total	400	100.00

Table 4
Parent-Respondents' Number of Children in Elementary

Number of Children in Elementary	f (n)	%
7-8	2	0.50
5-6	5	1.25
3-4	54	13.50
0-2	339	84.75
Total	400	100.00

Table 5
Parent-respondents' Combined Family Monthly Income

Monthly Income (Pesos)	f (n)	%
Above 30,000	36	9.00
25,001-30,000	14	3.50
20,001-25,000	24	6.00
15,001-20,000	36	9.00
10,001-15,000	67	16.75
10,000 and below	223	55.75
Total	400	100.00

Table 6
Age and Gender of the Teacher-Respondents

Age (years)	Female		Male		Total	
	f (n)	%	f (n)	f	%	f
50-59	3	8.82	1	2.94	4	11.76
40-49	8	23.53	0	0.00	8	23.53
30-39	13	38.24	1	2.94	14	21.18
20-29	6	17.65	2	5.88	8	23.53
TOTAL	30	88.24	4	11.76	34	100.00

Table 7
Teacher-Respondents' Highest Educational Attainment

Educational Attainment	f (n)	%
With Doctorate Units	3	8.82
Master's Graduate	3	8.82
With Master's Units	18	52.94
Bachelor's Degree	10	29.41
Total	34	100.00

Table 8
Length of Service of Teacher-Respondents

Length of service (in years)	f (n)	%
16 and above	1	2.94
11-15	3	8.82
6-10	19	55.88
1-5	11	32.35
Total	34	100.00

The tables show the level of parental involvement in kindergarten instruction across four areas: utilization of modules, other learning resources, assistance with school tasks, and lesson tutorials. Table 9 shows high involvement in module use, with a highest weighted mean of 3.48 and a lowest of 3.16, resulting in an overall mean of 3.33. Table 10 reflects moderate involvement in other learning resources, with a high of 3.38 and a low of 2.87, and an overall mean of 3.18, which is influenced by limited access to technology and financial challenges. Table 11 shows high involvement in assisting with school tasks, with a top score of 3.42 and a low of 3.23, and an overall mean of 3.33, highlighting the parents' role in supporting learning at home. Table 12 indicates moderate involvement in lesson tutorials, with a high of 3.41 and a low of 3.18, and an overall mean of 3.24, showing the need for more guidance. Table 13 summarizes that parents are most involved in module use and task assistance, with lower involvement in tutorials and learning materials.

Table 9
Level of Parents' Involvement in Kindergarten Instruction as to Utilization of Modules

S/N	Indicators	WM	Standard Deviation, SD	Interpretation
1	I participated during the school orientation on the use of the modules	3.26	0.867	Highly involved
2	I attend when the teacher orients on the different topics in the module before I introduce it to my children	3.16	0.860	Involved
3	I take care of the module while it is in our home.	3.48	0.769	Highly involved
4	I get the module on time	3.24	0.814	Involved
5	I return the module on time	3.19	0.801	Involved
6	I explain the module to my child the best way I can	3.45	0.751	Highly involved
7	I see to it that my child follows the schedule given by the module	3.24	0.792	Involved
8	I refer to the module when I guide my child to answer the given activities	3.38	0.775	Highly involved
9	I use the module to give tutorial lessons to my child	3.42	0.768	Highly involved
10	I see to it that my child follows the instructions provided in the module	3.45	0.751	Highly involved
	Aggregate mean	3.33		Highly involved
	Aggregate SD		0.795	

Legend: 3.25–4.00 = Highly Involved; 2.50–3.24 = Involved; 1.75–2.49 = Less Involved; 1.00–1.74 = Not Involved

Table 10
Level of Parents' Involvement in Kindergarten Instruction as to the Utilization of Other Learning Resources

S/N	Indicators	WM	SD	Interpretation
1	I utilize the other learning materials as a guide for my child in answering the modules	3.38	0.746	Highly involved
2	I get the other learning materials on time.	3.22	0.766	Involved
3	return the learning materials on time.	3.15	0.810	Involved
4	I take care of other learning resources while it is at home	3.32	0.784	Highly Involved
5	I ask for clarifications from the teacher when I do not understand the materials	3.19	0.819	Involved
6	I look for other materials if I see that my child cannot understand the lesson	3.32	0.754	Highly involved
7	I make additional study aids for my child to better understand the lesson	3.33	0.763	Highly Involved
8	Study materials such as a dictionary, textbook, or encyclopedia for a better understanding	3.13	0.809	Involved
9	I ask for help from other parents if I do not understand the learning materials	2.88	0.909	Involved

10	I ask help from other parents in case I cannot access the learning materials	2.87	0.882	Involved
	Aggregate mean	3.18		Involved
	Aggregate SD		0.804	

Table 11

Level of Parents' Involvement in Kindergarten Instruction as to Assistance with Child's School Tasks

S/N	Indicators	WM	SD	Interpretation
1	I let my child make his/her own outputs without my assistance	2.97	0.861	Involved
2	I make sure the child understands how to make the outputs	3.35	0.754	Highly Involved
3	I let my child seek assistance from me	3.39	0.762	Highly Involved
4	I assist my child in making outputs	3.41	0.741	Highly Involved
5	I give time and attention to my child when answering the tasks given	3.40	0.738	Highly Involved
6	I check the work of my child and explain why answers are wrong	3.41	0.766	Highly Involved
7	I make sure my child has enough time to answer the given tasks	3.33	0.744	Highly Involved
8	I provide a conducive place to promote learning for my child	3.40	0.747	Highly Involved
9	I monitor my child while working on the outputs	3.40	0.742	Highly Involved
10	I submit the complete outputs of my child on time	3.23	0.800	Involved
	Aggregate mean	3.33		Highly Involved
	Aggregate SD		0.804	

Table 12

Level of Parents' Involvement in Kindergarten Instruction as to Lesson Tutorial

S/N	Indicators	WM	SD	Interpretation
1	I set a time for my child's tutorial using modules and other learning materials.	3.30	0.777	Highly Involved
2	I give my child time to answer the questions	3.37	0.747	Highly Involved
3	I give time to review my child's answer clearly	3.34	0.732	Highly Involved
4	I check my child's answers	3.41	0.740	Highly Involved
5	I explain the assigned task to be answered	3.39	0.734	Highly Involved
6	I ask someone to tutor my child to answer	2.43	1.026	Less Involved
7	I prepare additional exercises for my child about the lesson	3.18	0.775	Involved
8	I allow my child to verbalize his feelings/opinions	3.27	0.776	Highly Involved
9	I allow my child to ask questions for a better understanding	3.37	0.744	Highly Involved
10	I show my child how to make the output then I let him continue doing it	3.31	0.742	Highly Involved
	Aggregate mean	3.24		Involved
	Aggregate SD		0.780	

Table 13

Summary of the Level of Parents' Involvement in Kindergarten Instruction

Components	WM	SD	Interpretation
Utilization of Modules	3.33	0.795	Highly Involved
Utilization of Other Learning Resources	3.18	0.804	Involved
Assistance to Child's School Tasks	3.33	0.765	Highly Involved
Lesson Tutorial	3.24	0.780	Involved
Overall Aggregate mean	3.27		
Overall SD		0.786	Highly Involved

The finding that module utilization alone does not significantly affect learning achievement suggests a shift in the nature of home-based education. As noted by Escol and Alcopra (2024), parental involvement in the post-pandemic era has moved beyond mere compliance with school requirements. This study confirms their assertion that the 'quality of interaction'—specifically in lesson tutorials—is the true driver of achievement, rather than the physical presence of learning materials.

Table 14 shows that parental collaboration with teachers in home-school instruction is moderate, with the

highest weighted mean of 3.38 for parents picking up modules from school and the lowest of 2.95 for attending counseling sessions, resulting in an overall mean of 3.18. This moderate involvement may be due to health concerns, work schedules, or a lack of interest in collaboration. In contrast, the extent of teachers' collaboration with parents, based on 12 indicators, is high, as shown in the table, with the highest mean of 3.85 for constant communication through text messages and the lowest mean of 2.97 for conducting counseling sessions, resulting in an overall mean of 3.57. This suggests that teachers and parents have established a strong bond and mutual trust, which supports the learner's education. Table 16 presents the learning achievement of kindergarten learners, showing average overall development, with learners often demonstrating expected competencies and participating in activities with minimal supervision. The mean score is 109.1 and the standard deviation is 8.42, indicating steady progress.

Table 14

Extent of Parents' Collaboration with Teachers towards Kindergarten Home-School Instruction

S/N	Indicators	WM	SD	Interpretation
1	I coordinate with the teacher when the teacher conducts home visits to monitor my child's progress	3.07	0.839	Moderate
2	I utilize social media such as Facebook or Messenger to communicate with the teacher	3.36	0.792	High
3	I pick up modules in school that the teacher distributes to us.	3.38	0.798	High
4	I communicate constantly with the teacher through text messages on school-related matters	3.31	0.778	High
5	I participate in capacity-building activities conducted by the teacher to empower us.	3.12	0.799	Moderate
6	I attend counseling sessions, facilitated by teachers, with the help of the guidance office	2.95	0.857	Moderate
7	I discuss with the teacher about how to answer modules for my better understanding.	3.11	0.790	Moderate
8	I coordinate with the teacher when the gadgets for learning such as cell phones and computers are not available so that I can find alternative ways of my child's learning.	3.14	0.783	Moderate
9	I utilize the additional learning resources provided by the teacher so that I can better explain lessons to my child	3.27	0.711	High
10	I discuss with the teacher what I would like to do to help in teaching my child at home	3.10	0.780	Moderate
11	I ask guidance from the teacher in assessing my child's work	3.18	0.780	Moderate
12	I participate in conference calls conducted by teachers, to help me in delivering instruction to my child, as well as address other concerns	3.20	0.764	Moderate
	Aggregate mean	3.18		Moderate
	Aggregate SD		0.789	

Legend: 3.25–4.00 = High; 2.50–3.24 = Moderate; 1.75–2.49 = Low; 1.00–1.74 = Very Low

Table 15

Extent of Teachers' Collaboration with Parents Towards Kindergarten Home-school Instruction

S/N	Indicators	WM	SD	Interpretation
1	I coordinate with the teacher when the teacher conducts home visits to monitor my child's progress	3.68	0.475	High
2	I utilize social media such as Facebook or Messenger to communicate with the teacher	3.76	0.431	High
3	I distribute the modules in school regularly.	3.79	0.592	High
4	I communicate constantly with the parents through text messages on school-related matters	3.85	0.359	High
5	I conduct capacity-building activities to empower the parents.	3.12	0.686	Moderate
6	I conduct counseling sessions with the parents with the help of the guidance office	2.97	0.797	Moderate
7	I explain to the parents how to answer the module for a better understanding	3.79	0.410	High
8	I facilitate finding alternative ways for children who do not have gadgets for learning such as cell phones and	3.62	0.604	High

	computers so that the children can still access learning			
9	I provide additional learning resources so that the parents can better explain lessons to their children	3.68	0.475	High
10	I discuss with the parents what they would do to help in teaching children at home	3.71	0.462	High
11	I provide guidance to parents in assessing their child's work	3.50	0.508	High
12	I conduct conference calls to help the parents in delivering instruction to their children, as well as address other concerns	3.41	0.557	High
	Aggregate mean	3.57		High
	Aggregate SD		0.530	

The significant difference in the extent of collaboration reported by parents (WM=3.18) and teachers (WM=3.57) highlights a persistent perception gap. This aligns with recent research by Alipio and Torres (2025), which found that while teachers believe they are providing sufficient outreach via digital platforms, parents often feel overwhelmed by the instructional burden. This 'collaboration fatigue' suggests that the 'New Educational Landscape' requires more streamlined communication to ensure both parties are aligned on the learner's needs.

Table 16 presents the learning achievement of kindergarten learners, showing average overall development, with learners often demonstrating expected competencies and participating in activities with minimal supervision. The mean score is 109.1 and the standard deviation is 8.42, indicating steady progress.

Table 16
Level of Learning Achievement of the Learners

Level	Numerical range	f	%
Highly Advanced Development	130 and above	0	0.00
Slightly Advanced Development	120-129	0	0.00
Average Overall Development	80-119	400	100.00
Slight Delay In Overall Development	70-79	0	0.00
Significant Delay In Overall Development	69 and below	0	0.00
Total		400	100.00
Mean		109.1	
SD		8.42	

Table 17 shows no significant relationship between parents' involvement in the utilization of modules and other learning resources and the learning achievement of kindergarten learners, so the Ho is accepted. However, there is a significant relationship between parental involvement in assisting with school tasks and lesson tutorials and learning achievement, so the Ho is rejected. Table 18 indicates that parent-teacher collaboration does not significantly affect learning achievement, as the Ho is accepted. This limited impact is attributed to the transitional nature of collaboration during the pandemic and the early developmental stage of kindergarten learners. Table 19 reveals a significant difference in the extent of collaboration between parents and teachers toward home-school instruction, with parents showing lower involvement than teachers, leading to the rejection of the Ho.

Table 17
Test of Significant Relationship between Parents' Involvement and the Learning Achievement of the Learners

Variables	r-value	Strength of Correlation	p-value	Decision	Result
Utilization of Modules and Learning Achievement	0.095	Negligible Positive	0.058	Accept Ho	Not Significant
Utilization of Other Learning Resources and Learning Achievement	0.097	Negligible Positive	0.053	Accept Ho	Not Significant
Assistance to Child's School Tasks and Learning Achievement	0.113*	Negligible Positive	0.024	Reject Ho	Significant
Lesson Tutorial and Learning Achievement	0.099*	Negligible Positive	0.048	Reject Ho	Significant

*significant at $p < 0.05$ (two-tailed)

Table 18*Test of Significant Relationship between Parents' Collaboration and the Learning Achievement of the Learners*

Variables	r-value	Strength of Correlation	p-value	Decision	Result
Parents' Collaboration and the Learning Achievement	0.061	Negligible Positive	0.221	Accept Ho	Not Significant

Table 19*Test of Significant Difference on the Extent of Collaboration between the Parents and Teachers Towards the Home-School Instruction*

Source of Difference	Mean	Standard Deviation	Mean Difference	Computed t-value	p-value	Decision	Result
Parents Teachers	38.18 42.88	7.60 3.63	4.70	-6.439*	0.000	Reject Ho	Significant

*significant at $p < 0.05$

5. Conclusion

After getting the results, this research determined that the level of parental involvement in kindergarten instruction indicated that parents are highly involved. They constantly monitor the learner's needs and assume the responsibility of facilitating learning at home. The study further revealed that the extent of collaboration between parents and teachers needs to be strengthened to result in a better learning experience for the learner. On the other hand, the extent of teachers' collaboration with parents yielded a high score, indicating that teachers have established a strong bond with parents and trust each other's decisions in educating the learner. Furthermore, the learning achievement of kindergarten learners during home-school instruction is not affected by the use of modules or other learning resources. Learning achievement is affected by parents' assistance with the child's school tasks as well as lesson tutorials. Finally, teachers and parents differ in their perception of collaboration. Based on this, the researcher recommends that the Home-School Development Plan, as shown in Figure 1, be adapted to strengthen parent-teacher collaboration and enhance instructional support at home.

Recommendation - Based on the findings and conclusion, it is recommended that the formulated Home-School Development Plan be adapted.

Home-School Instruction Development Plan

Area of Concern	Objective	Strategy	Expected Outcome
Parental Pedagogical Support	To enhance parents' capacity to act as "Home Innovators.	Conduct "Micro-Teaching" video workshops focusing on ECCD domains.	Parents demonstrate increased confidence in conducting lesson tutorials.
Communication Alignment	To bridge the perception gap in teacher-parent collaboration.	Establish "Two-Way Feedback Loops" via streamlined digital consultations.	Mutual agreement between parents and teachers on the extent of support provided.
Instructional Quality	To prioritize tutorial-based learning over mere module completion.	Shift school focus from module "distribution" to "instructional guidance" sessions.	Significant improvement in learners' performance in cognitive and language domains.

Instructional Quality	To reduce "instructional burden" on working parents.	Implement "Flexible Tutorial Schedules" and simplified task guides.	High rate of on-time, high-quality output submission without parental burnout.
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Mapagpaginhawang pamumuno: Isang pagbasa sa Nehemias 5 sa Diwa ng Mabathalang Pag-aaral

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Abstract

We are accustomed to a unidirectional flow of biblical preaching, wherein we derive principles from the text and then apply them to the Filipino context. In this article, we attempt to reverse this flow by following the “mutual relationship of two springs” in Jose de Mesa’s “Mabathalang Pag-aaral.” A sample discourse between the Bible and Filipino culture is constructed by focusing on Nehemiah 5, particularly on leadership. Among Hans Georg Wunch’s approaches to Nehemiah, we follow the method of deriving leadership principles from contemporary social sciences and then applying these to Nehemiah. To accomplish this, the article utilizes the anthropological concept of “ginhawa” borrowed from de Mesa, who gave it theological content as a dynamic translation of “salvation.” It is then linked to leadership through Zeus Salazar’s writings, which discuss the preservation of “ginhawa” as the primary responsibility of leaders in ancient Filipino society. The outcome is the concept of “mapagpaginhawang pamumuno” (leadership that brings total well-being), which is then applied to Nehemiah 5. The analysis shows that the socio-economic reform in chapter 5 is intended for the “ginhawa ng katawan” (physical well-being). However, this reform initiated by Nehemiah is not merely physical but is clearly rooted in Judaism. It is further argued that Nehemiah 5 must be read alongside Nehemiah 13, where religious reform is enacted for the sake of the “ginhawa ng kalooban” (spiritual well-being). This mirror reading presents leadership that brings total well-being as a holistic feature of an ideal leader for contemporary times.

Keywords: ginhawa, mabathalang pag-aaral, mapagpaginhawang pamumuno, Nehemias, pamumuno, teolohiyang Pilipino

Mapagpaginhawang pamumuno: Isang pagbasa sa Nehemias 5 sa Diwa ng Mabathalang Pag-aaral

1. Introduction

Sa tipikal na pag-aaral ng Biblia sa mga simbahang Pilipino (mapa-sermon man, “bible study,” o ebanghelismo), kadalasang isahang daloy lamang ang itinuturing na normatibong paraan sa biblikal na interpretasyon: ang unibersal na aral at katuruan ng Biblia ay kailangan lamang ilapat sa kasalukuyang konteksto. Sa ganitong pananaw, ang kulturang Pilipino ay walang ibang gampanin sa prosesong hermeneutikal kundi tagatanggap lamang ng aplikasyon. Sa prosesong ito, ang kailangan lamang gawin ay aralin ang kaligirang pangkasaysayan at pampanitikan ng napiling talata ng Biblia, bigyang-interpretasyon ang teksto, hugutin ang mga unibersal na aral at prinsipyo, at tumingin sa mga aspekto ng buhay ng mga tagapakinig kung saan maaaring ilapat ang mga aral. Ngunit mayroong isang alternatibong paraan ng pag-aaral ng Biblia sa kontekstong Pilipino, kung saan ang gampanin ng kultura ay mas masalimuot at mas makabuluhan. Masusumpungan ang alternatibong ito sa tinatawag na “Mabathalang Pag-aaral.”

Ang Mabathalang Pag-aaral ay isang eskwela ng kaisipan sa disiplina ng teolohiya sa Pilipinas. Pinasimulan ito ni Jose M. de Mesa, na maituturing marahil na pinakaorihinal na teologong nailuwal ng Pilipinas. Alternatibong salin sa Filipino ng Kanluraning *theology* (*theos*=Diyos at *logos*=*study*) ang “mabathalang pag-aaral.” “Pag-aaral” ang ginamit dahil mas malawak ito kaysa Griyegong *logos* na may implisitong haka na ang tanging epektibong paraan ng pag-aaral sa Diyos ay sa pamamagitan ng lohika. Ang “mabathala” naman na ginamit ay hinugot kay “Bathala,” ang katawagan ng mga sinaunang Pilipino sa Diyos, bilang pagkilala sa katotohanang aktibo nang kumikilos ang Diyos sa Pilipinas bago pa man ang pagdating ng mga mananakop (De Mesa, 2016a). Ngunit hindi lamang sa pangalan naiiba ang Mabathalang Pag-aaral sa Kanluraning *theology*/teolohiya, bagkus ay pati sa nilalaman. Inilunsad ni de Mesa ang eskwelang ito bilang “hangarin at pagpupunyaging... magkaroon ng sariling paraan at anyo ng pagteteolohiya” sa Pilipinas (De Mesa, 2016a, p. 294).

Sa pinakapuso ng Mabathalang Pag-aaral ay ang metodong tinawag ni de Mesa na “talaban ng dalawang bukal/haligi” (“*mutual interaction of two springs/poles*”). Ang tinutukoy niyang dalawang haligi ay ang 1. Tradisyon/Pamanang Hudyo-Kristiyano, at 2. Kulturang Pilipino (De Mesa, 2016a). Nabanggit na natin na kadalasang isahang daloy lamang ang nakagisnang pag-aaral ng Biblia sa Pilipinas. Sa kontekstong ito, ang Pamanang Hudyo-Kristiyano na kinakatawan ng Biblia ay itinuturing na “batis” (*source*) na pinakabatayan ng pagteteolohiya, habang ang kulturang Pilipino ay itinuturing lamang na “puntirya” (*target*) kung saan ilalapat ang mga nainterpretang aral (De Mesa, 2016b). Taliwas sa ganitong nakasanayan, para sa Mabathalang Pag-aaral, parehong maaaring maging batis at puntirya ng pagteteolohiya kapwa ang Pamanang Hudyo-Kristiyano at Kulturang Pilipino. Para kay de Mesa, marapat na pahalagahan nang patas ang dalawa dahil pareho namang nagmula sa Diyos ang mga ito. Naniniwala si de Mesa na ang nakagisnang isahang daloy (na tumitingin sa kulturang Pilipino bilang puntirya lamang) ay bunga ng kolonyalismo, na may tendensyang maliitin ang potensyal ng kulturang Pilipino. Dagdag pa niya, ang magalang at patas na talaban sa pagitan ng dalawa ay mahalaga dahil maaari itong humantong sa higit na pag-unawa sa pareho. Tinawag niya itong “talaban” o *mutual interaction* dahil may talab ang dalawa sa isa’t isa. Taliwas sa nakagisnang isahang daloy, sa ganitong talaban, may talab o epekto hindi lamang ang Biblia sa kultura, kundi pati ang kultura sa Biblia. Ibig sabihin nito, sa pamamagitan ng kulturang Pilipino ay mas mauunawaan ng mga Kristiyano ang Biblia, at sa pamamagitan ng Biblia ay mas mauunawaan din ng mga Pilipino ang ating kultura (De Mesa, 2003).

Sa artikulong ito, susubukan na isagawa ang “talaban ng dalawang bukal” sa pagbasa sa Nehemias kabanata 5. Sa pagbasang ito, babaliktarin natin ang nakagisnan. Kung sa nakasanayang Araling Biblikal ay kailangan lamang humanap ng aral mula sa Nehemias 5 na ilalapat sa kontekstong Pilipino, ang gagawin ko ay humanap

ng isang konsepto mula sa kulturang Pilipino na maaaring ilapat sa interpretasyon ng Nehemias 5. Ang ilalapat sa Nehemias ay ang Pilipinong konsepto ng “ginhawa.” Ilalapat ito sa tema ng pamumuno na matatagpuan sa Nehemias 5. Ang lilitaw na aral o interpretasyon mula sa paglalapat na ito ng ginhawa sa pamumuno sa Nehemias 5 ay tataguriang “mapagpaginhawang pamumuno.” Pagkatapos ay huhugutin at ilalapat ang aral na ito ng mapagpaginhawang pamumuno pabalik sa kontekstong Pilipino, partikular sa Teolohiyang Pilipino. Sa ganang ito ay kapwa magiging “batis” at “puntirya” ng pagteteolohiya ang kulturang Pilipino at Biblia.

2. Pagtuon sa Pamumuno ni Nehemias

Si Nehemias ay isang Hudio na naglingkod bilang tagapamahala ng inumin ng hari (cupbearer o butler) (t.1:11). Mataas na katungkulan ang pagiging tagapamahala ng inumin ng hari. Ang pinipili sa ganitong posisyon ay yaong pinakapinagkakatiwalaan ng hari, dahil malaganap noon ang asasinasyon (kung hindi katiwa-tiwala ang kanyang tagapamahala ng inumin ay maaari itong magamit upang lasunin siya ng kalaban). Isang araw, narinig ni Nehemias na nagdurusa ang mga Hudio sa Jerusalem. Ang mga pader na nagpoprotekta sa Jerusalem ay nawasak at hindi na muling itinayo at dahil dito, nasa panganib ang Jerusalem. Nag-ayuno at nanalangin si Nehemias upang humingi ng tulong sa Panginoon.

Ang mataas na kapangyarihan ni Nehemias bilang tagapamahala ng inumin ay makikita sa t.2:1-7. Sa naturang talata, mabilis siyang pinagbigyan ng hari sa kanyang kahilingan na bumisita sa Yehud (ito ang tawag ng mga Persiano sa probinsya ng Judah) upang muling itayo ang mga pader nito. Binigyan din siya nito ng liham na maiaabot niya sa mga gobernador ng mga probinsyang madadaanan niya, upang payagan siyang makiraan. Liban pa rito, nag-utos din ang hari sa tagapamahala ng kagubatan na bigyan si Nehemias ng mga troso na magagamit sa konstruksyon ng mga pader ng Yehud. Opisyal din siyang ipinadala ni Artaxerxes I sa Yehud bilang bagong gobernador ng probinsya.

Malaki ang naitulong ng artikulong “Nehemiah – Leader in Times of Crisis” ni Hans- Georg Wunch, kung anong partikular na tema sa Nehemias ang mainam na pagtuunan ng pansin. Idinirekta niya ang atensyon ng mambabasa sa lumalagong literatura ng mga pag-aaral sa Nehemias, kung saan ang tuon ay mga prinsipyo ng pamumuno at katangian ng ideyal na pinuno. Sa naturang artikulo ni Wunch, ipinaliwanag niya na kapag binasa ang mga publikasyon ukol sa pagkapinuno ni Nehemias, tatlong magkakaibang paraan ng mga may-akda ang lilitaw sa paghalaw ng mga prinsipyo sa pamumuno: (Wünc, 2023)

1. Paghugot ng mga unibersal na prinsipyo ng pagiging pinuno mula sa Nehemias
2. Paghugot ng mga unibersal na prinsipyo ng pagiging pinuno mula sa ibang bahagi ng Biblia (hal. pagkapinuno ni Hesus sa Ebanghelyo), at paggamit kay Nehemias bilang ilustrasyon ng mga prinsipyong ito
3. Paghugot ng mga unibersal na prinsipyo ng pagiging pinuno mula sa mga sosyolohikal/agham panlipunang pag-aaral sa kasalukuyan, at paggamit kay Nehemias bilang ilustrasyon ng mga prinsipyong ito.

Karamihan ng mga sermon, *bible study*, at mga publikasyon sa Nehemias ay gumagamit ng unang nabanggit na pamamaraan sa pag-aaral ng Nehemias. May ilan din na nagsasagawa ng ikalawa. Ang ikatlong paraan ang hindi gaanong napagtutuunan ng pansin sa mga pag-aaral. Itong ikatlo ang gagamitin natin sa kasalukuyang pag-aaral, yamang ito ang angkop sa talaban ng dalawang bukal ng Mabathalang Pag-aaral. Huhugutin natin ang konsepto ng ginhawa mula sa mga antropolohikal na pag-aaral ng mga Pilipinong pantas, titingnan ang halaga nito sa pamumuno, at pagkatapos ay tsaka natin ito ilalapat sa Nehemias 5.

2.1 Ang Ginhawa sa Antropolohiya

Sa Tagalog, ang ginhawa ay kadalasang iniuugnay sa aspeto ng kabuhayan at kalusugan:

- Kabuhayan - Ang isang pamilyang nakaahon sa kahirapan ay sinasabing “guminha-ginhawa rin sa wakas ang pamumuhay.”

- Kalusugan - Ang isang taong kagagaling lamang mula sa isang karamdaman ay sinasabing “guminhawa na ang pakiramdam.”

Ngunit hindi lamang limitado rito ang kahulugan ng ginhawa. Sa katunayan, umiiral ang salitang ito at mga kogneyt nito sa maraming wika sa buong kapuluan. Sa disertasyon ni Carmen Peñalosa, tinalakay niya ang mga kogneyt na ito sa iba't ibang wika tulad ng *rinawa* (Ilongot), *gin'awa* (Ilokano), *linawa* (Pangasinense), *lennawa* (Batad Ifugaw), *isnaua* (Kapampangan), *ginhaoa* (Cebuano), at *nawa* (T'boli) (Peñalosa, 2014). Marami sa mga wikang ito, tulad ng Cebuano, ay mayroong pakahulugan sa ginhawa bilang “hininga/pagHINGA.” Malalim ang pagkakaugnay ng hininga at buhay para sa mga wika sa Pilipinas. Ang ekspresyong ginagamit natin para ilarawan ang isang taong namatay ay “nalagutan ng hininga.” Kaya naman sa kamalayang Pilipino, hindi lamang iniuugnay ang ginhawa sa kalidad ng buhay (kabuhatan at kalusugan) bagkus ay maging sa mismong buhay.

Paliwanag ng antropologo-historyador na si Zeus Salazar, naniniwala ang maraming pangkat etniko sa Pilipinas na ang buhay at pagkatao ng isang indibiduwal ay nakabatay sa dalawang mahalagang elemento sa katawan: kaluluwa sa ulo at ginhawa sa tiyan (Salazar, 1999). Marapat na manatiling magkakaugnay at magkarugtong ang dalawa dahil ito ang batayan ng kalusugan, buhay, at maging ang moralidad ng tao.

Hindi lamang pagkakasakit ang maaaring maging epekto ng pagkawala ng ugnayan ng kaluluwa at ginhawa. Maaari itong humantong sa mismong kamatayan. Isang pamilyar na ekspresyon sa marami sa atin ang “hala ka, lagot ka, patay ka!” Madalas itong ipinapanakot sa batang makukulit. Halimbawa, ang isang batang aksidenteng nakabasag ng pinggan ay sasabihan ng “susumbong kita kay mama, lagot ka, patay ka.” Nakaugnay pa rin ito sa ekspresyong “nalagutan ng hininga.” Ang pagkalagot ng hininga ay katumbas ng pagkalagot ng ginhawa, yamang sa maraming wika sa Pilipinas ay magkasingkahulugan ang ginhawa at hininga.

Hindi lamang ito, maaari ring humantong ang pagkawala ng ugnayang kaluluwa-ginhawa sa pagiging masama ng isang tao. Ang mga taong gumagawa ng kahindik-hindik na krimen (tulad ng pagpatay) ay inilalarawan sa ating wika bilang “halang ang kaluluwa” o “halang ang bituka.” Nabanggit na natin na sa ulo matatagpuan ang kaluluwa, habang ang ginhawa ay sa tiyan. Sa partikular, naniniwala ang maraming pangkat etniko na ang ginhawa ay nagmumula sa pagkain. Kapag kumain ang tao ng halaman o hayop, magkakaroon ng ginhawa ang tao. Mapapadpad ito sa kanyang tiyan, partikular sa bahaging atay at bituka (Salazar, 1983). Yamang nasa bituka ang ginhawa, kapag naging pahalang (*horizontal*) ang bituka o naging pahalang ang kaluluwa, hindi na magiging pantay ang patayo (*vertical*) na ugnayan ng dalawa. Kapag hindi pantay ang ugnayan ng kaluluwa at ginhawa, maaari itong makaapekto sa moralidad ng tao. Ito ang dahilan kung bakit natin tinatawag na “halang” ang bituka/kaluluwa ng isang masamang tao.

2.2 Ang Ginhawa sa Teolohiya

Sa larangan ng teolohiya, sa abot ng aming kaalaman, ang kauna-unahang gumamit ng konsepto ng ginhawa ay si Jose de Mesa, sa kanyang artikulong “The Ginhawa Which Jesus Brings” noong 1982 (De Mesa, 1982). Ginawang tungtungan ni de Mesa ang bunga ng mga antropolohikal na pag-aaral ukol sa ginhawa, at inilapat ito sa teolohiya. Bahagi ito ng kanyang hangarin sa Mabathalang Pag-aaral na bumuo ng “*dynamic equivalence*” o katumbas sa Filipino ng mga Kanluraning konseptong teolohikal. Sa agos ng kanyang kapantasan (*scholarship*), ilan sa mga nalikha niyang tumbasan ay pandaraya (*sin*), kagandahang-loob (*love/grace*), bakas (*sacraments*), paramdam-mukha-loob (*Trinity*), at iba pa. Sa kontekstong ito, ang ginhawa ay mungkahi niyang katumbas sa Filipino ng doktrina ng *salvation*.

Paliwanag niya, bawat teolohikal na konsepto ay hinubog ng kultura ng mga mananampalataya. Totoo rin ito sa kaso ng *salvation*. Walang iisang kulturang kumpleto at perpektong nakauunawa sa reyalidad na ito. Bawat isa sa kanila ay pagtatangkang maunawaan ang isang aspekto ng kabuuang reyalidad na ito. Nang maging Kristiyano ang mga Griyego, ang konseptong ginamit nila upang unawain ang reyalidad na ito ay “*soteria*.” Tumutukoy ito sa pagkawala sa lahat ng uri ng panganib, pang-indibiduwal man (karamdaman o inhustisya) o pangkomunidad (digmaan o taggutom). Nang maging sentro naman ng Kristiyanismo ang Roma, tinangkang

unawain ang *salvation* gamit ang Latin na terminong *salus*, na ang tuon ay nasa maayos na kalusugan. Nang maisalin ito sa Ingles bilang *salvation*, ang naging tuon ay ang pagkawala mula sa kasalanan sa buhay na ito, upang makamit ang kaligtasan sa kabilang buhay (De Mesa, 1982). Kaya naman, kung paanong inuunawa nila ang kabuuang reyalidad na ito gamit ang konseptong nagmumula sa kanya-kanya nilang kultura, mainam din umanong unawain nating mga Pilipino ang reyalidad na ito gamit ang sarili nating konsepto ng ginhawa.

Isa sa mga binigyang-diin ni de Mesa sa konsepto ng ginhawa ay ang pagiging holistiko nito: sinasaklaw nito kapwa ang aspektong pisikal at espirituwal. Aniya, para sa Pilipino, mahalagang maginhawa kapwa ang katawan (pisikal) at ang kalooban (espirituwal) (De Mesa, 1982). Nabanggit na natin na madalas na iniugnay sa kabuhayan at kalusugan ang ginhawa. Maginhawa ang isang tao kapag gumaling siya mula sa karamdaman, o umahon siya mula sa kahirapan. Pareho itong may kinalaman sa katawan. Ngunit hindi lamang puro panlabas ang pinapatungkulan ng ginhawa sa ating wika. Mayroon din tayong ekspresyong “maginhawa ang kalooban.” Halimbawa, sa isang taong puno ng galit, kadalasang ipinapayo ng Pinoy na “magpatawad ka upang guminhawa ang iyong kalooban.”

Ang ganitong paliwanag ni de Mesa sa pagiging holistiko ng teolohikal na konsepto ng ginhawa ay tumutugma rin sa mismong pag-unawa rito ng maraming pangkat etniko sa Pilipinas. Sa kasalukuyang modernong lipunan, madalas na pinaghihiwa-hiwalay natin ang iba’t ibang dimensyon ng kalusugan: pisikal, mental/emosyunal, at espirituwal. Mayroon tayong iba’t ibang dalubhasa para sa bawat dimensyong ito: doktor para sa pisikal, sikolohista para sa mental/emosyunal, at teologo/pari para sa espirituwal. Ngunit sa sinaunang pamayanang Pilipino, ang tatlong ito ay magkakasama sa iisang konsepto — ang ginhawa.

Babaylan ang maituturing na ninuno ng mga modernong duktor, dahil sila ang mga unang manggagamot ng katawan sa Pilipinas. Saad ng Ama ng Sikolohiyang Pilipino na si Virgilio Enriquez: “Ang mga babaylan ang mga unang sikolohistang Pilipino” (Enriquez, 1982). Babaylan ang responsable sa pagpapanatili ng ugnayan ng kaluluwa at ginhawa sa loob ng tao. Maaaring maapektuhan ang sikolohikal na kalagayan ng tao kapag nawala ang ugnayan ng dalawa (maaaring maging halang ang bituka/kaluluwa at samakatuwid ay maging masama). Bukod sa aspektong pisikal at sikolohikal, babaylan din ang ninuno ng mga kasalukuyang teologo at pari/pastor. Sila ang nakikipag-usap sa mga anito o kaluluwa ng mga ninuno. Sa madaling salita, babaylan ang responsable sa pisikal, mental/emosyunal, at espirituwal na panggagamot sa tao. Holistiko ang panggagamot dahil holistiko rin ang tingin sa kalusugan. Ang tingin ng Pilipino sa tao ay buo, magkakahalo at hindi mapagwawatak-watak ang kanyang mga dimensyon. Yamang hindi mapagwawatak-watak ang mga dimensyon, hindi rin maaaring magkakahiwalay ang panggagamot sa kanya.

Tumutugma ang lahat ng ito sa pagpapaliwanag ni de Mesa sa teolohikal na konsepto ng ginhawa. Gamit ang kategoryang katawan-kalooban ni de Mesa, hindi maituturing na tunay na maginhawa ang isang tao kung maginhawa nga ang kanyang katawan (pisikal), ngunit naghihirap naman ang kanyang kalooban (emosyunal/mental at espirituwal). Gayundin, hindi tunay na maginhawa ang isang tao kung maginhawa nga ang kanyang kalooban, ngunit naghihirap naman ang kanyang katawan. Ang ganitong holistikong anyo ng ginhawa ay saktong saktong rin umano sa ministeryo ni Hesus. Sa isang banda, pinaghahawa niya ang katawan ng mga tao sa pamamagitan ng pagpapagaling sa mga maysakit at pagpapakain sa mga nagugutom. Sa kabilang banda, pinaghahawa niya rin ang kalooban ng mga tao sa pamamagitan ng pag-aalok ng kapatawaran ng mga kasalanan. Kaya naman isinaad niya na si Hesus ang “Tagapagpaginhawa.” Ipinakita rin ni de Mesa ang kaisahan ng katawan-kalooban na ginhawa sa Mateo 25:31-46, kung saan inilalarawan ni Hesus ang huling paghuhukom. Makikita sa mga talatang nakapaloob dito na ang pagkakaroon ng ginhawa ng kalooban sa kabilang buhay (espirituwal) ay nakabatay sa kung paano natin pinaghahawa ang katawan ng ating kapwa (pisikal) sa buhay na ito (De Mesa, 1982).

Upang higit na iugat ang ginhawa sa Biblia, partikular sa Bagong Tipan, iniugnay ni de Mesa ang ginhawa sa dalawang Griyegong salita para sa terminong “buhay” — *bios* at *zoe*. Aniya, sa salin ng Bagong Tipan sa Ingles ay hindi nakukuha ang pagkakaiba ng dalawang ito dahil iisa lamang ang katumbas nito sa Ingles — *life*.

Sa tuwing tinutukoy ng Bagong Tipan ang buhay na mayroon ang lahat ng organismo, ang ginagamit nitong salita ay *bios*. Samantala, ginagamit naman ang *zoe* kapag ang nais tukuyin ay ang pagiging ganap at masaya ng buhay. Ang *bios* ay maitutumbas sa ginhawa ng katawan, habang ang *zoe* ay maitatapat sa ginhawa ng kalooban. Parehong mahalaga ang dalawa sa Bagong Tipan. Ang *zoe* bilang kalidad ng buhay ay hindi magiging posible kung wala ang *bios* bilang batayan ng buhay, dahil kung wala ang *bios* ay hindi iiral ang tao. Ngunit sa kabilang banda, kung may *bios* nga ang tao ngunit wala siyang *zoe*, hindi rin siya tunay na buhay. Katumbas lamang ito ng buhay na hungkag, walang kahulugan, walang direksyon. Paliwanag ni de Mesa, sa wika natin, ito ang pagkakaiba sa pagitan ng “humihinga pa” (*bios* na walang *zoe*) at “maginhawa” (*bios* na may *zoe*) (De Mesa, 1982). Ang *bios* na walang *zoe* ay mainam na nailarawan ni Jose Rizal sa El Filibusterismo nang sabihin ni Simoun kay Basilio na:

*Hindi ba ninyo alam na walang kabuluhan ang buhay na hindi iniuukol sa isang malaking layon?
Iya’y isang munting batong natapon sa kaparangan na hindi kasama sa pagkabuo ng isang
bahay (Rizal, 2014).*

Ito ring *zoe* ang inilalarawan ng “buhay na ganap at kasiya-siya” na binabanggit sa Juan 10:10 na iniaalok ni Hesus bilang mabuting pastol. Sa katunayan, ang salitang “*zoen*” (isa pang anyo ng *zoe*) ang mismong ginamit na salita sa naturang talata na isinasalin ng mga tagapagsalin bilang *life* sa Ingles o buhay sa Filipino. Sa Lucas 4:4 naman na “Hindi lamang sa tinapay nabubuhay ang tao,” ang orihinal na salitang isinalin sa Filipino bilang “nabubuhay” ay “*zesetai*.” Katumbas ito sa Ingles ng *will/shall live*. Tulad ng *zoen*, ang salitang ugat din ng *zesetai* ay *zoe*. Nang sabihin ni Hesus na hindi lamang sa tinapay nabubuhay ang tao, idiniin niya na hindi sapat ang *bios*. Hindi tunay na buhay o maginhawa ang tao kung ang tanging mayroon lamang siya ay tinapay (na simbolismo ng ginhawa ng katawan o batayan ng buhay). Sa kabilang banda, idiniin din ni de Mesa, na ang Lucas 4:4, bagaman nagpapahalaga sa *zoe*/ginhawa ng kalooban ay hindi naman tumututol sa halaga ng *bios*/ginhawa ng katawan. Aniya, pansinin na ang pagkakasabi ay “hindi lamang sa tinapay nabubuhay ang tao,” ibig sabihin, awtomatikong kasama ang tinapay sa buhay (De Mesa, 1982).

2.3 Mapagpaginhawang Pamumuno

Marahil wala pang mababasang eksplisitong gumagamit ng terminong “mapagpaginhawang pamumuno” sa anumang pag-aaral na may kinalaman sa pamumuno. Gayunman, ang prinsipyo sa likod ng mapagpaginhawang pamumuno ay implisito nang makikita sa mga sulatin ni Zeus Salazar. Sa panahon ng sinaunang pamayanan ng mga Pilipino bago ang kolonyalismo, apat na personahe ang tinukoy ni Salazar bilang mga pinuno: datu, bagani, panday, at babaylan. Bawat isa sa kanila ay namumuno sa magkakaibang aspekto ng sinaunang pamayanan: sosyo-pulitikal at ekonomiko (datu), militar (bagani), teknikal-teknolohikal (panday), at babaylan (espirituwal, sining, medisina, at agham) (Salazar, 1997).

Gaya ng nabanggit na natin, ang ginhawa ay nagmumula sa pagkain. Yamang ang pangunahing kinakain ng mga Pilipino ay kanin, ang pagpapalago ng palay ang pangunahing paraan ng pagpapanatili ng ginhawa ng bayan. Lahat ng apat na haligi/batayan ng sinaunang pamayanan ay mayroong tungkuling nakakabit sa pagpapalago ng palay. Datu ang namamahala sa mga lupain ng barangay na ginagamit sa pagsasaka. Siya ang naghahati-hati nito sa mga mamamayan upang kanilang linangin. Babaylan ang kinokonsulta kung kailan kailangang hawanin ang kagubatan, sunugin ito (kaingin), at tamnan. Nakabatay ito sa kadalubhasaan niya sa astronomiya, kung saan ibinabatay sa mga bituin ang panahon ng agrikultura (Salazar, 1999). Samantala, sinaunang mandirigma naman ang mga bagani. Ang panday naman ang responsable sa paggawa ng mga kasangkapan na kailangan ng mga bagani para sa pangangayaw tulad ng sandata at bangka. Kahit ang mga kasangkapan para sa pagsasaka ay ginagawa rin ng panday. Ibig sabihin, nakaugnay rin sa ginhawa ang gawain ng panday (Salazar, 1999).

Samakatuwid, lahat ng apat na haligi/batayan ng sinaunang pamayanan ay may kinalaman sa ginhawa. Mahihinuha mula rito na sa sinaunang pamayanan, ang pangunahing gampanin ng pamumuno ay pagpapanatili

ng ginhawa ng bayan. Ibig sabihin, bagaman hindi tuwirang nababanggit ang “mapagpaginhawang pamumuno” bilang termino, malinaw sa mga sulatin ni Salazar na ito ang pinahahalagahan ng mga sinaunang Pilipino na katangian ng isang ideyal na pinuno. Kapag pinagtagpo ang katangian ng pinuno bilang tagapagpanatili ng ginhawa sa sinaunang pamayanan ni Zeus Salazar sa isang banda, at ang teolohikal na konsepto ng holistikong ginhawa ni de Mesa sa kabilang banda, mabubuo ang mapagpaginhawang pamumuno bilang uri ng pamumunong nagpapahalaga sa ginhawa ng katawan at ginhawa ng kalooban ng kanyang nasasakupan.

Sa pagkakataong ito, maaari na nating simulang ilapat ang mapagpaginhawang pamumuno sa pagbasa sa Nehemias 5.

3. Mapagpaginhawang Pamumuno ni Nehemias

Nagkakasundo ang maraming biblikal na iskolar na ang Nehemias 5 ay naglalarawan ng sosyo-ekonomikong repormang ipinataw ni Nehemias sa Yehud bilang gobernadora (Lee, 2021). Ipinatupad ni Nehemias ang repormang ito bunga ng ekonomikong krisis na nadatnan niya sa Yehud. Malinaw na inilalarawan ng t.5:1-5 ang krisis na ito. Sa naturang halata, dumadaing ang mga mamamayan dahil sa kinakaharap nilang taggutom. Upang patuloy na mabuhay, ang ilan sa kanila ay nagsasangla ng sariling bukirin, ubasan, at bahay (t.5:3). Mas malala pa rito, mayroon sa kanilang ipinagbibili na pati ang kanilang mga anak na babae upang maging alipin (t.5:5). May mga komentariyang nagsasabi na hindi lamang basta alipin para sa paggawa o pagtatrabaho ang kinahihinatnan ng mga ipinagbibiling babae, bagkus ay ginagamit din sila sa pakikipagtalik (Petter at Petter, 2021). Isa pang idinadaing nila ay ang pagbubuwis. Anila, nangungutang na sila para lamang may maipambayad na buwis sa imperyong Persiano (t.5:4).

Kaya naman sa perspektibong Pilipino, wala nang iba pang mas angkop na paglalarawan sa kalagayan ng mga tao sa Nehemias 5 kundi labis na kahirapan. Ang labis na kahirapan ay nag-uugat sa kawalan ng makakain. Makailang ulit na nating nabanggit na sa kamalayan ng mga Pilipino, pagkain ang pinagmumulan ng ginhawa. Kung paanong pangunahing pagkain nating mga Pilipino ang kanin kaya mahalaga ang pagpapalago ng palay, pangunahin namang pagkain ng mga Hudyo ang tinapay na nagmumula sa trigo. Upang patuloy silang may makain at huwag lamang magutom, ang ginawa nila ay ipinagbili at/o isinangla ang kanilang bukirin. Ngunit sa agrikultural na lipunan gaya ng Yehud, ang tanging paraan lamang upang mapanatili ang produksyon ng trigo ay sa pamamagitan ng pagtatanim nito sa mga bukirin. Kaya mahalaga ang pagkakaroon ng bukirin ng bawat pamilya sa Yehud. Ngunit kahit ito ay kailangan nilang ipagbili/isangla para manatiling buhay. Ibig sabihin, ipinagbibili nila ang pangmatagalang ginhawa para sa agarang ginhawa, dahil wala na rin namang halaga ang pangmatagalang ginhawa sa mga susunod na araw kung mamamatay na sila dahil sa kawalan ng makakain o agarang ginhawa sa kasalukuyang araw.

3.1 Ginhawa ng Katawan: Sosyo-Ekonomikong Reporma ni Nehemias bilang Mapagpaginhawang Pinuno

Ang naging tugon ni Nehemias sa ganitong kawalan ng ginhawa ng mga tao ay labis na pagkagalit:

Labis akong nagalit nang marinig ko ang mga reklamang ito. Nagpasya akong harapin ang mga pinuno at mga hukom. Pinaratangan ko sila ng ganito: “Ano't nagawa ninyong magpautang nang may tubo sa inyong mga kababayan?” Kaya't tinipon ko ang mga tao sa isang pangkalahatang pulong. Sinabi ko, “Sinikap nating mapalaya ang ating kapwa-Judio na naipagbili sa ibang bansa. Ngayon nama'y kayo ang nanggigipit sa kanila upang ipagbili ang kanilang sarili sa inyo na mga kapwa nila Judio!” (t.5:6-8).

Ang ganitong pagkagalit sa harap ng labis na paghihirap ng kapwa dulot ng pangangamkam ng ginhawa ng iba ay maaari pa ring basahin sa lente ng Pilipinong konsepto ng ginhawa. Sa *Wika ng Himagsikan, Lengguwahe ng Rebolusyon*, ipinaliwanag ni Salazar na kapag nawawala ang ginhawa sa tiyan dulot ng pananamantala ng iba, napapalitan ito ng bagsik sa dibdib. Ang paghihimagsik ay akto ng paghahasik ng bagsik papalabas upang bumalik ang ginhawa sa loob. Ang pagsasama-sama ng mga taong pare-parehong may bagsik sa dibdib, at

kolektibong paghahasik nito sa labas ay tinatawag na “himagsikan” (yamang ginagawa nating maramihan ang isang salita sa pamamagitan ng pagdaragdag ng hulaping “-an”).

Bagaman malayo sa himagsikan ang ginawa ni Nehemias at mas mababa sa bagsik ang kanyang nararamdaman (nasa antas pa lamang ng galit), anyo rin ng katarsis ang ginawa niyang pagbululas ng galit sa harap ng mga elit. Ngunit hindi lamang ginhawa ng sariling kalooban ang dahilan kung bakit siya nagbululas ng galit, kundi para rin sa ginhawa ng katawan ng kanyang kapwa. Marahil ay maitatanong kung bakit siya ang nagalit at nagkatarsis gayong iba naman ang kinuhanan ng ginhawa at hindi siya. Mas mauunawaan marahil ito kung gagamitin ang isang halagahing Pilipino — ang malasakit.

Sa ating wika, ang panghihimasok sa sitwasyon ng iba ay maikakategorya sa anuman sa dalawang ito: pakikialam at pagmamalasakit. Magkaiba ito. Ang pakikialam ay tumutukoy sa panghihimasok nang wala sa lugar, kahit na wala naman tayong karapatan na makialam, at hindi naman kinakailangan ang ating panghihimasok. Negatibo ang pangngialam sa kulturang Pilipino. Pero malayo rito ang pagmamalasakit. Ang pagmamalasakit ay isang uri ng panghihimasok na ginagawa dahil nangangailangan ng tulong ang ating kapwa. Kapag nagmamalasakit tayo, sinusubukan nating damhin ang sakit na nadarama ng kapwa. Kadalasang isinasagawa ang pagmamalasakit kapag may pinagdaraanang trahedya o pagdurusa ang ating kapwa. Ginagawa ito sa pagnanasang makabawas kahit kaunti sa paghihirap ng kapwa, kahit pa wala mang tuwirang solusyong maibibigay sa suliranin (Tablan, 2021).

Ngunit bukod sa malasakit bilang pagdama sa sakit ng kapwa, may iba pang hibla ng kahulugan ang malasakit. Sa lumang Tagalog, ang “sakit” ay tumutukoy din sa trabaho o serbisyo. Sa diksyunaryo nina Blust at Trussel, at Calderon ay makikita ang konotasyon ng sakit bilang pagtatrabaho, ngunit hindi lamang basta pagtatrabaho kundi pagtatrabahong may pagsisikap at dedikasyon. Pero ano ang kaugnayan ng ganitong konotasyon ng sakit sa kontemporaryong konsepto ng malasakit? Ang malasakit ay pinagsamang salitang “mala-” at “sakit.” Ayon sa KWF Diksiyonaryo ng Wikang Filipino, ang “mala-” ay “unlaping nagpapahiwatig ng pagkahawig sa bagay na sinasabi ng salitang-ugat” (Komisyon sa Wikang Filipino, 2025). Ang malasakit ay gawaing ginagampanan nang lagpas sa iyong responsibilidad (Tiongson, 2022). Malasakit ang tawag dito dahil bagaman ito ay kahawig o “parang/tila” trabaho, hindi mo na ito responsibilidad at hindi mo na kailangang gawin. Sa kontekstong ito nag-uugat ang malalim na kahulugan ng Pilipinong halagahin na malasakit. Kapag nagmamalasakit tayo, gumagawa tayo ng mga bagay na hindi naman natin responsibilidad at hindi naman natin kailangang gawin.

Sa lente ng malasakit ay higit na mapahalagahan ang ginawang pagbululas ng galit ni Nehemias sa t.5:6-8. Hindi ito simpleng pangngialam, bagkus ay pagmamalasakit. Bagaman hindi siya ang kinuhanan ng ginhawa, nagalit pa rin si Nehemias sa mga humuhuthot sa mga taga-Yehud dahil pinagmamalasakitan niya ang mga ito bilang kanyang kapwa (kapwa tao at kapwa Hudyo). Ngunit hindi natapos sa pagbululas ng galit at pagkondena sa mapang-abusong pagpapautang ang pagmamalasakit ni Nehemias. Pagkatapos nito ay nagpataw siya ng konkreong repormang sosyo-ekonomiko upang malunasan ang krisis:

Ang mga kababayan nating nagigipit ay pinahiram ko na ng salapi at pagkain. Ganoon din ang ginawa ng aking mga kamag-anak at mga tauhan. Huwag na natin silang pagbayarin ng interes ng kanilang pagkakautang. Ngayon di'y ibalik ninyo ang mga bukirin at ubasan sa mga may utang sa inyo, pati ang kanilang mga taniman ng olibo, at tahanan. Ibalik din ninyo ang naging interes ng perang ipinahiram ninyo, gayundin ang mga trigo, alak at langis na ipinahiram ninyo sa kanila. “Ibalik namin ang lahat ng iyon sa kanila,” sagot nila. “Hindi na namin sila sisingilin. Tutuparin namin ang hinihingi mo.” Ipinatawag ko ang mga pari at pinanumpa sa harap nila ang mga pinuno upang tuparin ng mga ito ang kanilang pangako (t.5:10-12).

Upang maisakatuparan ang ganitong polisiya ng redistribusyon, si Gobernador Nehemias mismo ang nanguna sa pagpapahiram sa mga nangangailangan ng salapi at pagkain (t.5:10). Ngunit kaiba sa mga lokal na elit, hindi siya nagpataw sa kanila ng anumang interes. Malaking bagay ito, ang pagpapahiram ng ganitong salapi

at pagkain ay malaking bagay upang matugunan ang kinakailangan nilang agarang ginhawa.

Ngunit alam ni Nehemias na hindi sapat ang agarang ginhawang ito. Pansamantala lamang ito at 'di magtatagal ay maghihirap at magugutom na muli ang mga tao. Kaya naman ipinatupad niya ang sunod na hakbang: inatasan niya ang mga elit na ibalik sa mga mamamayan ang kanilang naisanglang bukirin, ubasan, taniman ng olibo, at tahanan (t.5:11). Sa pamamagitan nito ay masisigurado ang pangmatagalang ginhawa ng mga mamamayan. Magagamit na nila ang kanilang mga lupang taniman upang maging sustainable ang kanilang buhay sa mga susunod pang taon (kung saan mapapanatag sila na magpapatuloy ang produksyon ng ginhawa). Mahalaga ito sapagkat hindi sustainable, ni makatarungan man, na hayaan ang mga taong mabuhay lamang sa pamamagitan ng tulong. Sa pamamagitan ng pagpapahiram ng pagkain at salapi bilang tulong, pagbabalik ng bukirin at ubasan bilang kabuhayan, at pagbabalik ng interes ng utang bilang remisyon, naisakatuparan ni Nehemias ang sistematikong abolisyon ng mapang-abusong sistema ng pautang. Ang abolisyon na ito ay malaking hakbang tungo sa kanyang sosyo-ekonomikong polisiya ng redistribusyon.

Bukod sa ibinigay na niya ang mula sa bulsa niya (sa pamamagitan ng pagpapahiram sa mga tao), hindi rin niya kinuha ang mula sa bulsa ng mga tao sa pamamagitan ng hindi pagkain ng pagkaing para sa gobernador. Ito ay sa kabila ng katotohanan na "nauukol" ito sa kanya. Kung paanong may karapatan ang mga imperyo na kuhanan ng salapi ang kanilang mga nasakop na bayan, mayroon ding karapatan ang mga *satrap* at gobernador na pakinabangan ang ginhawang nagmumula sa kanilang nasasakupan. Tulad ng nabanggit na, isa sa mga uri ng buwis na sinisingil noong panahong iyon ay buwis para sa lokal na pamahalaan (na hiwalay pa sa buwis para sa imperyo). Sa katunayan, maging ang mga naunang gobernador ng Yehud ay tumatanggap hindi lamang ng pagkain kundi pati ng alak at salapi mula sa taumbayan. Karapatan ng mga gobernador na yumaman at maginhawaan mula sa pagpapagal ng kanilang nasasakupan. Nakasaad ito sa batas. Ngunit sa t.5:18, isinaad ni Nehemias ang dahilan kung bakit hindi niya kinuha ang ginhawang nauukol sa kanya:

"Sa kabila ng lahat ng ito, hindi ko pa rin kinuha ang pagkaing nauukol sa gobernador, sapagkat alam kong ang mga tao'y naghihirap" (akin ang diin).

Malinaw sa kamalayan ni Nehemias ang magkataliwas na kalagayan niya (ginhawa) kumpara sa kanyang mga mamamayan (hirap). Bagaman nauukol sa kanya ang ginhawang dulot ng pagkain, alam din niyang sobra na ito sa kanyang pangangailangan. Alam niyang kapag kinuha niya ang sobrang ito, magiging salat ang kanyang nasasakupan. Alam niyang kahit hindi niya ito kunin, maginhawa pa rin ang buhay niya, at ang hindi pagkuha nito ay makatutulong upang mabawasan ang hirap ng mga tao.

Ang mas kahawig ng pamumuno ng mga datu, babaylan, bagani, at panday ay ang mapagpaginhawang pamumuno ni Nehemias. Kinokondena niya ang mga "aswang" na humuhuthot ng ginhawa mula sa kanyang nasasakupan. Ang pagbubulalas na ito ng galit sa mga "aswang" ay nagbubukal sa kanyang malasakit sa mga kababayang puno ng hirap. Tanda rin ng pagiging mapagpaginhawang pamumuno ni Nehemias ang pagsigurado niya na patuloy na magkakaroon ng produksyon ng trigo ang kanyang nasasakupan, sa pamamagitan ng sistematikong pagpapanumbalik sa kanila ng mga naisanglang bukirin. Bukod sa lahat ng natalakay, may iba pang isinagawa si Nehemias upang makapag-ambag sa pagpapaginhawa ng kanyang bayan (t.5:16-18):

Ginawa ko ang lahat upang muling maitayo ang pader sa tulong ng aking mga tauhan. Hindi ako naghangad ng anumang ari-arian. Ako'y laging nagpapakain ng 150 panauhing Judio, gayundin ng aming mga pinuno bukod sa mga taong dumarating mula sa mga malalapit na bansa. Araw-araw ay nagpapakatay ako ng isang toro, anim na matatabang tupa, at maraming manok at tuwing ikasampung araw ay naglalabas ako ng maraming alak.

Bukod sa maraming reperensya sa pagkain (pagpapakain sa 150 panauhin, pagpapakatay ng toro, tupa, at manok, at pagpapainom ng alak) na esensyal para sa ginhawa, siyempre ay nariyan din ang kanyang malakihang proyektong pagpapatayo ng pader. Tulad ng mga bagani na nagtatanggol sa seguridad ng kanilang barangay, sinigurado ni Nehemias ang patuloy na pagpapanatili ng ginhawa ng Yehud sa pamamagitan ng pagtiyak sa

kanilang kaligtasang pisikal mula sa mga karatig-bayan.

3.2 *Ginhawa ng Kalooban: Repormang Pangrelihiyon ni Nehemias bilang Mapagpaginhawang Pinuno*

Hindi lamang nakatuon sa ginhawa ng katawan (pisikal) ang mapagpaginhawang pamumuno ni Nehemias. Makikitaan din ito ng tuon sa ginhawa ng kalooban (espirituwal). Kahit ang mismong repormang sosyo-ekonomiko ni Nehemias sa kabanata 5 ay nag-uugat din sa kontekstong pangrelihiyon. Sa t.5:8, binigyang-diin ni Nehemias ang pang-aapi ng mga elit sa mga kapwa Hudio:

Sinikap nating mapalaya ang ating kapwa-Judio na naipagbili sa ibang bansa. Ngayon nama'y kayo ang nanggigipit sa kanila upang ipagbili ang kanilang sarili sa inyo na mga kapwa nila Judio! (sa akin ang diin).

Ang ganitong diin ni Nehemias ay hindi lamang basta sintomas ng kanyang nasyonalismo o pagpapahalaga sa sariling etnisidad, nakaugat ito sa relihiyong Judaismo. Sa nasipi na nating Deuteronomio 15:1-2, nabanggit na tuwing ikapitong taon, kailangang patawarin ang mga kapwa-Hudio na may utang. Idinagdag ng t.15:3 na “Ang mga dayuhan lamang ang sisingilin ninyo, at hindi ang inyong mga kababayan.” Kalaunan, magiging bahagi rin ng katuruan ng mga rabbi ang pagsasaad na maaaring magpautang na may interes sa mga Hentil, ngunit hindi puwede sa mga kapwa-Hudio. Ang pagpapautang sa mga kapwa-Hudio na may interes ay itinutumbas nila sa hindi paniniwala sa Diyos at pagpatay ng tao (Yamauchi, 1990). Samakatuwid, nakaugat sa Torah o Kautusan ng mga Hudio ang ganitong patakaran ni Nehemias bilang gobernador.

Malinaw ring makikita ang relihiyosong tono ng kanyang sosyo-ekonomikong reporma sa makailang ulit niyang pagbanggit sa Diyos. Nang kondenahin niya ang mapang-abusong pautang ng mga elit, binanggit niya na “Dapat kayong matakot sa Diyos at gumawa nang mabuti upang hindi tayo hamakin ng mga pagano” (t.5:9). Matapos niyang panumpain sa harap ng mga pari ang mga elit upang ipangako ng mga ito na ibalik nila ang ubasan, bukirin, at interes ng mga may utang sa kanila, sinambit ni Nehemias ang mga salitang ito (t.5:13): “Ipinagpag ko ang aking kasuotan at sinabi ko, “Ganyan nawa ang gawin ng Diyos sa mga ari-arian ng mga taong hindi tumupad sa kanyang pangako. Ipagpag din sana silang tulad nito at maghirap.”

Ang pagpapahalaga sa ginhawa ng kalooban ay hindi lamang makikita sa pagkakaugat ng sosyo-ekonomikong reporma ni Nehemias sa Kautusan. Bukod sa sosyo-ekonomikong reporma sa Nehemias 5, may isa pa siyang hiwalay na repormang isinagawa — ang repormang pangrelihiyon na matatagpuan sa Nehemias 13. Tulad ng nabanggit natin sa talakayan ng kaligirang pangkasaysayan ng aklat ng Nehemias, ang kabanata 13 (partikular ang t.13:4-31) ay pinaniniwalaan din ng mga iskolar na bahagi ng orihinal na Talang-gunitang Nehemias. Kaya naman tulad ng Nehemias 5 ay hindi pinagdududahan ng maraming biblikal na iskolar ang historisidad nito. Bagaman lagpas na ang kabanata 13 sa pangunahin nating teksto na kabanata 5, mahalagang ikonsidera rin ito kahit mas mabilisan lamang. Ito’y sapagkat ang magkatapat na pagbasa sa kabanata 5 (ginhawa ng katawan/repormang sosyo-ekonomiko) at kabanata 13 (ginhawa ng kalooban/repormang pangrelihiyon) ay higit na nagpapamalas ng holistikong pamumuno ni Nehemias bilang mapagpaginhawang pinuno.

Ang ikalawang aspekto ng repormang pangrelihiyon ay nakatutok sa Sabbath o Araw ng Pamamahinga. Napagmasdan ni Nehemias na hindi na sinusunod ng mga Hudio ang kautusan ukol dito. May mga nagpipisa ng ubas, at nagbebenta ng mga produkto (gaya ng trigo, alak, ubas, at igos) sa Araw ng Pamamahinga (t.13:15). May mga banyagang mangangalakal din gaya ng mga taga-Tiro na nagdadala ng mga paninda tulad ng isda sa Jerusalem sa Araw ng Pamamahinga (t.13:16). Bilang tugon, ipinatawag ni Nehemias ang ilang pinuno at ibinulalas sa kanila (t.13:17-18).

Makikita rito ang malalim na kahulugang espirituwal ng Araw ng Pamamahinga para kay Nehemias. Mahalaga ring pansinin ang pag-uugnay ni Nehemias sa pagitan ng pagkawasak ng lunsod at paglapastangan sa Araw ng Pamamahinga. Nakaugat ito sa persepsyon ng maraming Hudio na ang naganap sa kanilang

pagkaeksilo (*exile*) o pagkakapatapon sa Babylonia ay dulot ng paglabag nila sa Kautusan. Para kay Nehemias at maraming kapwa niya Hudio, ang paglabag sa Kautusan (pagkawala ng ginhawa ng kalooban) ang mismong dahilan ng samu't saring hirap na naranasan nila matapos ang eksilo tulad ng pagkamatay, kagutuman, at pagkasira ng mga tahanan (pagkawala ng ginhawa ng katawan). Mahihinuha na para kay Nehemias, ang patuloy na paglabag sa Kautusan (ginhawa ng kalooban) ay magdadala ng higit pang hirap sa halip na ginhawa ng katawan sa hinaharap.

Ang ikatlong aspekto ng reporma ay may kinalaman sa pagpapakasal ng kalalaking Hudio sa mga babaeng hindi Hudio. Pinuna ni Nehemias ang pakikipag-asawa ng mga Hudio sa mga taga-Asdod, Ammon at Moab. Dahil sa pakikipag-asawang ito sa ibang etnisidad, ang mga nagiging anak nila ay hindi na marunong ng wikang Hebreo, at ang sinasalita na ay banyagang wika (t.13:24). May mga komentaristang naggigiit na ang pagbabawal ni Nehemias sa pagpapakasal sa ibang lahi ay may mas kinalaman sa isyu ng pangangalaga sa etnisidad ng mga Hudio, kaysa sa isyu ng relihiyon. At ito umano ang motibasyon ni Nehemias sa ipinatupad na polisiya ng pagbabawal sa pagpapakasal sa ibang etnisidad (Southwood, 2011).

Bagaman hindi maikakaila na mayroon talagang mahalagang papel na ginampanan ang banta ng etnisidad sa restriksyon sa pagpapakasal sa ibang lahi, hindi rin maaaring baliwalain ang malinaw na relihiyosong dimensyon nito sa motibasyon ni Nehemias. Ang restriksyon ni Nehemias ay nakabatay sa Deuteronomio 7:3-4:

Huwag kayong papayag na mapangasawa ng inyong mga anak ang kanilang mga anak sapagkat tiyak na ilalayo nila ang inyong mga anak kay Yahweh, at pasasambahin sa kanilang mga diyus-diyosan.

Kung gayon, ang motibasyon ni Nehemias sa restriksyon ay hindi lamang pangangalaga sa etnisidad ng mga Hudio, kundi pag-iingat din na manatili sila sa Judaismo at hindi lumipat sa ibang relihiyon. Higit na makikita ang ganitong motibasyon ni Nehemias sa pagsipi niya kay Solomon bilang halimbawa (t.13:26-27):

“Hindi ba iyan ang sanhi ng pagkakasala ni Solomon?” sinabi ko sa kanila. “Walang sinumang hari saanmang bansa na tulad niya. Mahal siya ng Diyos at ginawang hari sa buong Israel. Subalit nagkasala siya dahil sa mga babaing banyaga. Susundin ba namin ang inyong masamang halimbawa at susuway sa Diyos dahil sa pag-aasawa ng mga dayuhan?”

Ibig sabihin, natatakot lamang si Nehemias na magaya ang mga kapwa niya Hudio kay Solomon na dahil sa pag-aasawa ng mga dayuhan ay tuluyang nalayo sa Judaismo. Bagaman maaari ngang lumabis si Nehemias sa nakasaad sa Kautusan, maaari pa ring ipagpalagay na mainam ang kanyang motibasyon sa pagpapatupad nito: ang pagpapanatili ng pag-iral ng Judaismo matapos ang eksilo, na siyang batayan ng ginhawa ng kalooban ng Yehud. Anu't ano pa man, malinaw ang matinding pagsandig ni Nehemias sa Deuteronomio. Yamang ang Deuteronomio bilang bahagi ng Kautusan ay itinuturing ng mga Hudio na salita ng Diyos, makikita rito na ang buong panunungkulan ni Nehemias bilang gobernador ay malinaw na nakasandig sa relihiyon. Samakatuwid, hindi maipaghihiwalay sa isa't isa ang ginhawa ng katawan at ginhawa ng kalooban sa konteksto ng pamumuno ni Nehemias.

4. Paglalagom at Konklusyon

Sa artikulong ito, sinubukan nating magsagawa ng pagbasa sa Nehemias 5 sa diwa ng Mabathalang Pag-aaral ni Jose de Mesa. Sa halip na sundan ang pangkaraniwang isahang daloy sa Araling Biblikal (na tipikal sa maraming sermon, *bible study*, at publikasyon) kung saan itinuturing lamang ang kulturang Pilipino bilang pook na paglalapatan ng mga aral sa Biblia, ang tinangka natin ay pag-usapin ang Biblia at kultura bilang “talaban ng dalawang bukal.” Matapos talakayin ang kaligirang pangkasaysayan ng Nehemias at piliin ang Talang-gunitang Nehemias bilang pagtutuunang teksto (partikular ang kabanata 5), tinukoy natin ang pamumuno bilang pangunahing temang susuriin sa Nehemias. Sa listahan ni Georg Wunch ng tatlong dulong sa pag-aaral ng mga prinsipyo ng pamumuno sa Nehemias, pinili natin ang ikatlo: paghalaw ng mga prinsipyo ng pamumuno sa

kontemporaryong agham panlipunan, at aplikasyon nito sa Nehemias. Bilang pagtalima sa ikatlong dulong na ito, hinugot natin ang konsepto ng ginhawa mula sa kulturang Pilipino. Ipinaliwanag ang teoretisasyon dito sa antropolohiya, at ang paglalagay rito ni de Mesa ng teolohikal na nilalaman bilang dinamikong salin ng *salvation*, *soteria*, *salus*, o *liberacion*. Pagkatapos, gamit ang mga sulatin ni Zeus Salazar, pinalitaw natin ang mapagpaginhawang pamumuno bilang mahalagang gampanin ng mga pinuno ng sinaunang pamayanan (datu, babaylan, bagani, at panday).

Ang mapagpaginhawang pamumuno bilang bagong konseptong nabuo ay inilapat natin sa Nehemias 5. Natunghayan natin kung paanong ang krisis na nagpahirap sa mga taga-Yehud ay dahil sa mga “aswang” (imperyong Persiano, lokal na elit, at lokal na opisyal), na humuthot ng kanilang ginhawa. Tinugunan ito ng galit ni Nehemias bilang akto ng kanyang pagmamalasakit sa mga kababayan. Ang pagmamalasakit na ito ay humantong sa pagpapatupad niya ng polisiya ng redistribusyon — pagkuha ng sobrang ginhawa ng mga elit, at pagpapamudmod nito sa taumbayan na salat ang ginhawa, upang lahat ay magkaroon ng sapat alinsunod sa kanilang pangangailangan. Ang ganitong polisiya ay tuluyang nagbigay sa mga mamamayan ng ginhawa ng katawan. Ngunit alam ni Nehemias na hindi ito sapat, dahil mahalaga rin ang ginhawa ng kalooban. Kaya naman inilunsad niya sa kabanata 13 ang isang repormang pangrelihiyon, partikular ang aspekto ng templo, Araw ng Pamamahinga, at pag-aasawa. Ang mga ito ay paraan niya upang magkaroon ang mga Hudyo ng maayos na kaugnayan sa Diyos, na batayan ng ginhawa ng kanilang kalooban.

Sa pagkakataong ito, ang nalalabi na lamang sa ating tangkang “talaban ng Biblia at kulturang Pilipino” sa Nehemias 5 ay ang ibalik ang saysay nito sa kontekstong Pilipino. Matapos mapalinaw ang pagkaunawa natin sa Nehemias 5 gamit ang konsepto ng ginhawa ng kulturang Pilipino, ano naman ang mapakikinabangan ng kontekstong Pilipino (partikular ng Teolohiyang Pilipino) mula sa holistikong mapagpaginhawang pamumuno na nabuo buhat sa mabathalang pag-aaral ng Nehemias 5? Sapat na marahil na mabilisang magbanggit na lamang ng ilang erya ng aplikasyon.

Una, maaari itong magsilbi bilang pagpapatuloy ng panawagan para sa pagiging holistiko ng Teolohiyang Pilipino. Ang Teolohiyang Pilipino na nakatuon lamang sa ginhawa ng kalooban ay magiging walang saysay sa isang lipunan kung saan kaliwa’t kanan ang kahirapan at kasalatan sa ginhawa. Ang Teolohiyang Pilipinong puro lamang ginhawa ng kalooban ay tila isang taong nag-aalok ng grandioso at pangmatagalang plano sa isang taong nangangailangan ng agarang ginhawa dahil mamamatay na sa gutom. Sa kabilang banda, ang Teolohiyang Pilipino na nakatutok lamang sa ginhawa ng katawan ay walang magiging pagkakaiba sa mga humanista at materyalistang ideolohiyang panlipunan, na walang anumang espirituwal na nilalaman. Kung magiging ganito lamang din ang Teolohiyang Pilipino, hindi na kakailanganin pa ang pag-iral nito, dahil nariyan naman ang Marxismo at iba pang nakatuon sa katarungang panlipunan. Isang mahalagang paalala sa integrasyong ito ng ginhawa ng kalooban at katawan ang “Hindi lamang sa tinapay [ginhawa ng katawan] nabubuhay ang tao, kundi sa bawat salitang nagmumula sa bibig ng Diyos [ginhawa ng kalooban]” (Mateo 4:4). Hindi maaaring paghiwalayin ang dalawang uri ng ginhawa sa talatang ito. Sa isang banda, sinasabi nitong hindi lamang sa ginhawa ng katawan nabubuhay ang tao, kundi pati sa ginhawa ng kalooban. Sa kabilang banda, ang “hindi lamang” ay nagpapahayag na awtomatikong kasama sa pormulasyon ang ginhawa ng katawan, dahil hindi magiging posible ang ginhawa ng kalooban kung wala rin ang ginhawa ng katawan.

Ikalawa, hindi lamang sa Teolohiyang Pilipino *per se* ang saysay ng holistikong ginhawa, kundi sa mismong aplikasyon nito sa lipunang Pilipino. Bunga ng dualismong nasagap ng Kristiyanismong dumating sa Pilipinas. Naging magkahiwalay sa kamalayan ng maraming Kristiyanong Pilipino ang ginhawa ng katawan at ginhawa ng kalooban/kaluluwa. Dulot din ng sobrang espirituwal na *salvation* mula sa Kanluran, naikahon lamang ang tuon ng mga Kristiyanong Pilipino sa pag-aalala kung paano maililigtas ang kaluluwa sa kabilang buhay. Nawala ang atensyon ng simbahan sa reyalidad na maraming katawan ang naghihirap sa buhay na ito. Ang ganitong dikotomiya at sobrang espirituwal na *salvation* ay nakapag-ambag tungo sa pagiging apulitikal ng mga Pilipinong Kristiyano. Ang holistikong konsepto ng ginhawa ay makatutulong bilang lunas sa umiiral na suliraning ito.

Ikatlo, ang mapagpaginhawang pamumuno ni Nehemias ay maaaring maging modelo ng ideyal na pamumuno sa kasalukuyan. Makatutulong ito sa mga Pilipinong Kristiyano sa pagpapataas ng kanilang pamantayan sa pagpili ng pinuno, pinuno man sa loob ng simbahan (mga pinunong pangrelihiyon), o pinuno sa labas nito (mga pinunong pampulitika).

Ikaapat, makapag-aambag ito sa Araling Pampamumuno (*Leadership Studies*). Sa mga publikasyon ng Araling Pampamumuno, madalas na iniisa-isang talakayin ang mga katangiang tinitingnan bilang ideyal na magkaroon ang mga pinuno. Ang pinag-uusapan man ay mga pinunong Kristiyano o mga pinunong pampulitika, madalas na mabanggit ang mga katangian tulad ng may integridad, tapat, inuuna ang mga tagasunod bago ang sarili, pangmatagalan kung mag-isip, marunong umangkop, may malinaw na bisyon, at iba pa. Sa pamamagitan ng mabathalang pagbasa sa Nehemias 5, mayroon na tayong maaaring maidagdag sa listahang ito: “mapagpaginhawa.”

Ikalima, nagsisilbing dagdag na balidasyon ito sa saysay ng ginhawa bilang mungkahing salin ni de Mesa sa *salvation*. Ipinapakita ng pagbasa sa Nehemias 5 na sa punto-de-bistang Pilipino, napakadaling unawain ng biblikal na teksto kung gagamitin ang ginhawa, dahil mula mismo ito sa ating kultura. Ipinapakita nito na nagiging mas natural para sa mambabasa ang pagbasa sa teksto kung gagamitin ang mga nakagisnang nating bokabularyo. Nakatutulong din ang ganitong uri ng pagbasa upang mas ilapit sa kasalukuyang kalagayan natin ang sitwasyon na inilalarawan ng teksto. Dagdag pa rito ang maraming posibilidad na mapalilitaw sa teksto dahil sa mayamang nilalaman ng konsepto ng ginhawa.

Ikaanim, nagpapakita ito ng pagiging kapana-panabik ng Araling Biblikal sa Pilipinas gamit ang Mabathalang Pag-aaral. Sa halip na makulong sa pagiging *monotonous* ng Araling Biblikal sa pamamagitan ng pagtingin lamang sa kontekstong pangkasaysayan at pampanitikan ng teksto, nagbibigay ng pagkakataon ang Mabathalang Pag-aaral para sa mas malikhaing pagbasa ng teksto. Sa Mabathalang Pag-aaral, nagkakaroon ng mas mataas na kapangyarihan ang mambabasa bilang tagapag-interpretar, sa halip na maging gaya-gaya lamang sa nakagisnang mga interpretasyon na mula sa mga Kanluraning teologo. Hindi naman sa winawalang-halaga ang minanang mga tradisyong hermeneutikal mula sa Kanluran. Marami pa rin tayong mapakikinabangan mula sa mga ito. Ngunit hindi tayo makabubuo ng sarili nating hermeneutikal na tradisyon kung patuloy lamang tayong aasa sa pagbasa ng iba; kailangang basahin din natin ang teksto gamit ang sarili nating mga mata. Mahalaga lamang din sigurong idagdag bilang paglililaw na ang kapangyarihang ito ng mambabasa ay hindi rin naman absoluto. Hindi marapat na humantong ang Mabathalang Pag-aaral sa postmodernong pananaw, kung saan wala nang anumang hermeneutikal na kontrol na umiiral dahil lahat ng kahulugan ay posible na. Gayunman, ang posibilidad ng kamalian ay hindi dapat humadlang sa pagsubok na bumasa mula sa Pilipinong pananaw, yamang imposible ang anumang higit na pagkaunawa kung walang isasagawang anumang pagtatangka.

Nakaugnay sa huling nabanggit, pampito at panghuli, ang mismong pag-aaral na ito ay isang panawagan na lapatan din ng Mabathalang Pag-aaral ang iba't iba pang teksto ng Biblia, gamit ang samu't sari pang konseptong matatagpuan mula sa kulturang Pilipino. Napakarami nang iba pang konseptong nalinang ng mga Pilipinong pantas na magiging kagamit-gamit sa ganitong adhikain (tulad ng loob, kapwa, maganda, pandaraya, bakas, pananampalataya, atbp.). Tiyak na ang ganitong tunguhin ay lalo pang makapagpapalago ng diskursong teolohikal sa bansa.

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The impact of influencer marketing on the sustainable development of domestic green tourism intention in Vietnam

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Abstract

Vietnam's domestic tourism after the COVID-19 pandemic is facing the need for green and sustainable development, in which influencer marketing is considered a strategic tool to promote tourists' awareness and behavior. This article does not conduct an empirical survey but focuses on synthesizing the theoretical basis and existing research evidence to propose a new research model. Based on the Theory of Planned Behavior (TPB), Parasitic Relationship Theory and Uses and Gratifications Theory, the model considers five independent factors: credibility, perceived authenticity, content quality, social interaction, and green value congruence. These factors affect attitudes towards green tourism, thereby forming the intention to participate in green tourism of local Vietnamese people. In addition, the level of personal environmental concern is included as a moderating variable, clarifying the difference in the level of influence. The article contributes by identifying the research gap when the aspect of green values and environmental concern is still underexploited and, at the same time, giving suggestions for further quantitative research. The significance is that the model will guide management agencies and businesses to apply influencer marketing to promote sustainable tourism development in Vietnam.

Keywords: influencer marketing, domestic green tourism intention, sustainable development, environmental concern, Vietnam

The impact of influencer marketing on the sustainable development of domestic green tourism intention in Vietnam

1. Introduction

The effectiveness of communication has been established since early times, when Hovland and Weiss (1951) demonstrated that information source credibility plays a central role in persuading the public. Ajzen's (1991) Theory of Planned Behavior further extended the framework, showing that attitudes, social norms, and perceived behavioral control are direct predictors of behavioral intentions. In tourism research, Chen and Phou (2013) demonstrated that destination image, value conformity, and emotional connection significantly influence tourist satisfaction and loyalty.

After the COVID-19 pandemic, domestic tourism in Vietnam has not only become a driving force for recovery but also an opportunity for green and sustainable restructuring (Duong, 2022). Promotional campaigns such as "Hello Vietnam" have demonstrated the central role of influencers in tourism promotion (Vietnam National Administration of Tourism, 2024). Recently, Nguyen et al. (2023) pointed out that green messages in influencer content help raise green awareness and behavior among tourists.

From a global perspective, sustainable development is increasingly seen as a core principle of the tourism industry. The World Tourism Organization (UNWTO, 2018) emphasizes that sustainable development not only protects natural resources but also ensures social equity and community benefits. Vietnam also identifies green tourism as one of the pillars in the Tourism Development Strategy to 2030. In today's 4.0 society, in the domestic tourism market of Vietnam in general and in those well-developed cities in the country, such as Ho Chi Minh City, the application of influencer marketing to promote green tourism behavior has strategic significance, contributing to the formation of a green lifestyle for the community and increasing the competitiveness of domestic tourism destinations in the country for local tourists.

2. Theoretical basis and research overview

Green consumer behavior and sustainable tourism - According to the Theory of Planned Behavior, attitudes and social norms are considered key factors predicting behavioral intentions (Ajzen, 1991). In tourism research, destination image associated with value conformity and emotional connection has been shown to increase tourist satisfaction and loyalty (Chen & Phou, 2013). In Vietnam, recent studies have shown the growing impact of digital media on travel decisions. Nguyen et al. (2023) pointed out that digital media clearly shapes the behavior of young people. Tran (2020) asserted that social media has become the leading reference source in domestic travel decisions. Le (2021) emphasized that authentic travel vlogs, especially when associated with green experiences, have a direct impact on tour participation decisions. Huong (2025) demonstrated that Gen Z is particularly sensitive to content on TikTok when making travel choices. Vinh (2024) found that influencers have the ability to promote sustainable travel behavior. Most recently, Nguyen et al. (2024) showed that green messages from influencers not only raise awareness but also change travel behavior in a sustainable and long-term direction.

Influencer marketing in the context of tourism in Vietnam - Early studies confirmed the role of information source credibility (Hovland & Weiss, 1951), which was later specified through a three-factor scale: expertise, trustworthiness, and attractiveness (Ohanian, 1990). In parallel, the Parasitic Relationship Theory explains how the public forms a one-way but intimate relationship with media personalities (Horton & Wohl, 1956). The Uses and Gratifications Theory adds that users seek content to satisfy their information and entertainment needs (Katz et al., 1973).

In the social media environment, authenticity becomes a core factor determining trust in influencers (Freberg et al., 2011). Lou and Yuan (2019) as well as Djafarova and Trofimenko (2019) point out that authenticity and natural style strengthen the persuasive effect. Mariani et al. (2021) add that informative and emotional content enhances travel intentions. Later, Tukachinsky and Stever (2019) and Iswanto et al. (2024) demonstrate that emotional engagement and social interaction help influencers inspire the public strongly.

In the context of Vietnam tourism, the “Hello Vietnam” campaign demonstrates the central role of influencers in promoting domestic tourism (Vietnam National Administration of Tourism, 2024). Nguyen & Tran (2022) point out that when influencers are associated with cultural values, heritage travel intentions increase significantly. Huong (2025) shows that TikTok content has a strong influence on Gen Z’s travel decisions. Further studies continue to confirm that influencers have the ability to promote sustainable behavior when embedding environmental messages (Vinh, 2024; Nguyen et al., 2024).

Research Gap and Contribution - Most studies have focused on traditional factors such as credibility and attractiveness (Hovland & Weiss, 1951; Ohanian, 1990; Freberg et al., 2011). These factors are considered fundamental in evaluating communication effectiveness, especially when explaining the extent to which the public trusts the information conveyed by influencers. However, in the context of sustainable tourism and green consumption trends that are becoming increasingly urgent, specific factors such as green value congruence or personal environmental concern are still underexplored in academic works. This absence suggests the need to add new variables that reflect social reality, where consumers are not only concerned with the quality of the destination or the entertainment value of the content but also consider the level of contribution to the environment and the community. This gap creates an opportunity to propose an integrated theoretical model, explaining the multidimensional impact mechanism of influencers on green travel attitudes and intentions, and expanding the application value of influencer marketing in the field of sustainable tourism (Nguyen & Tran, 2022; Vinh, 2024; Nguyen, Pham & Le, 2024).

The novelty of the study also lies in combining classic theoretical foundations (TPB, Parasitic Relationships, Uses and Satisfaction) with specific factors in the context of sustainable tourism in Vietnam (Hovland & Weiss, 1951; Horton & Wohl, 1956; Katz, Blumler & Gurevitch, 1973; Ajzen, 1991). Instead of focusing solely on general communication effectiveness, the study emphasizes “green value” as a key variable reflecting the trend of responsible consumption and sustainable lifestyle (Chen & Phou, 2013; Nguyen & Tran, 2022; Vinh, 2024). The inclusion of “personal environmental concern” in the model as a moderator is also a new contribution, as this variable has never been studied in depth in the relationship between influencers and green tourism behavior in Vietnam (Nguyen, Pham & Le, 2024). Thereby, the study not only expands the international theoretical basis but also has practical significance when directly linked to the goal of sustainable development of Vietnam’s tourism industry by 2030 (UNWTO, 2018; Vietnam National Administration of Tourism, 2024).

3. Research Model and Hypotheses

Proposed Research Model - The research model consists of five independent variables (Credibility, Perceived Authenticity, Content Quality, Social Engagement, Green Value Congruence), one mediating variable (Attitude towards Green Tourism), one dependent variable (Intention to Participate in Green Tourism), and one moderating variable (Personal Environmental Concern). Credibility is understood as the extent to which the public trusts the accuracy, transparency, and honesty of the message conveyed by the influencer. This is a fundamental element in communication, which has been identified very early in the study of source credibility (Hovland & Weiss, 1951; Ohanian, 1990). Perceived authenticity reflects the extent to which followers perceive the influencer as genuine, close, and consistent with their personal values. Authenticity is increasingly seen as a core element in building trust, as audiences prioritize authenticity over showiness (Freberg et al., 2011; Lou & Yuan, 2019; Djafarova & Trofimenko, 2019).

Content quality refers to the extent to which influencer content is complete, useful, informative, and

emotional. According to the Uses and Gratifications Theory, audiences seek content to satisfy their informational and entertainment needs (Katz, Blumler & Gurevitch, 1973). Subsequent studies have also shown that content quality has a direct impact on destination choice behavior (Mariani, Borghi & Cappa, 2021).

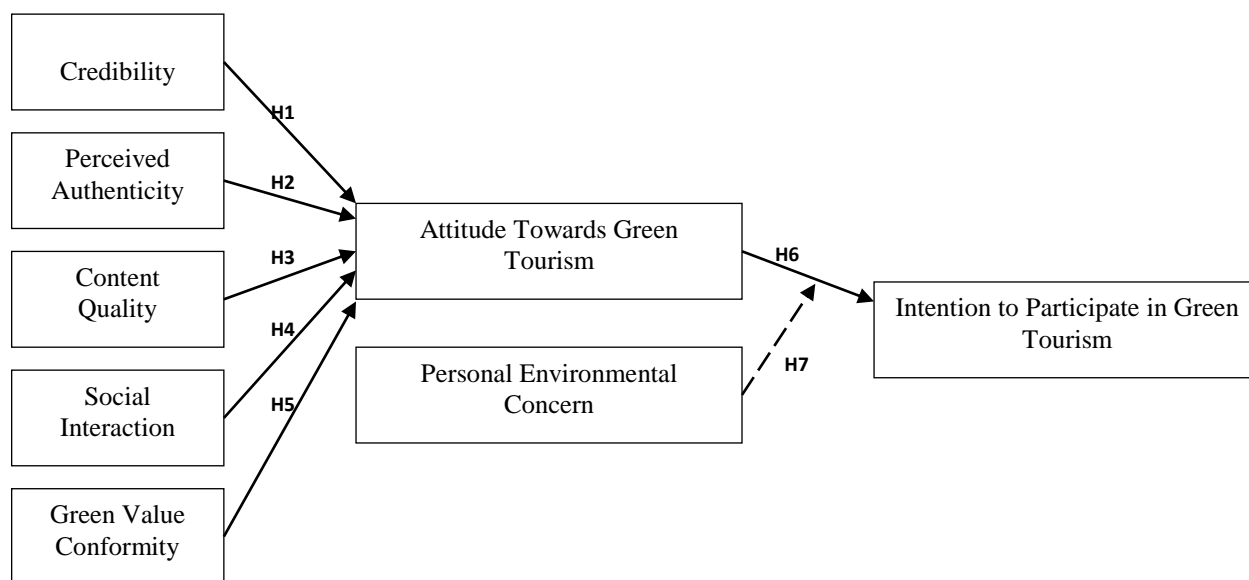
Social engagement is the level of communication, feedback, and engagement between influencers and audiences through the digital environment. This concept originated from the parasitic relationship theory (Horton & Wohl, 1956), and was later developed in the context of digital media to explain the emotional relationship between the public and media figures (Tukachinsky & Stever, 2019).

Green value congruence describes the degree of congruence between the sustainability values expressed by the influencer and the public's green beliefs. According to Ajzen (1991), value congruence is the foundation for attitude formation. In tourism, Chen & Phou's (2013) study confirmed that value congruence increases customer loyalty. Recent studies in Vietnam also indicate that when influencers are associated with cultural and environmental messages, the persuasive effect increases significantly (Nguyen & Tran, 2022; Vinh, 2024).

Attitude towards green tourism is defined as the tendency of an individual to evaluate positively or negatively environmental tourism behaviors. According to Ajzen (1991), attitude is one of the most direct predictors of behavioral intention. In the tourism field, Lam & Hsu (2006) and Sokolova & Kefi (2020) both emphasized the close relationship between positive attitude and destination choice intention.

Intention to participate in green tourism reflects the individual's willingness to choose and participate in environmentally friendly tourism activities. This is the central dependent variable of the model, which is often predicted by positive attitude and social norms (Ajzen, 1991; Lam & Hsu, 2006).

Personal environmental concern is the level of awareness, concern, and willingness of each individual to act to protect the environment. This variable plays a moderating role in the relationship between attitude and intention, because green messages are only most effective when the public has a high level of environmental concern (Katz, Blumler & Gurevitch, 1973; Chen & Phou, 2013; Nguyen, Pham & Le, 2024).



Source: Authors' elaboration

Figure 1: Proposed Research Model

Research Hypothesis

H1: Credibility of influencers has a positive impact on Attitude towards green tourism.

Credibility is considered a fundamental factor in communication (Hovland & Weiss, 1951; Ohanian, 1990). In tourism, trust in information directly affects destination evaluation (Chen & Phou, 2013). In Vietnam, the trust factor of online sources is identified as having a strong impact on tourism choice (Tran, 2020).

H2: Perceived Authenticity of influencer has a positive impact on Attitude towards green tourism.

Authenticity reflects the congruence between values and personal image (Freberg et al., 2011). Lou and Yuan (2019) emphasize that authenticity increases trust. Djafarova and Trofimenko (2019) add that natural style increases persuasion. In Vietnam, authentic vlogs clearly influence young people's travel behavior (Le, 2021).

H3: Content Quality of influencer has a positive impact on green tourism attitudes.

Content rich in informational value is often sought after by the public (Katz et al., 1973). Studies show that informational and emotional quality increases travel intentions (Mariani et al., 2021). Vietnamese youth often rely on detailed content when deciding to travel (Nguyen et al., 2023).

H4: Social Interaction of Influencer has a positive impact on green tourism attitudes.

Parasitic relationships describe a one-way but intimate attachment to a media personality (Horton & Wohl, 1956). In the digital environment, interaction strengthens this relationship (Tukachinsky & Stever, 2019). In Gen Z, high interaction from influencers promotes travel intentions (Iswanto et al., 2024). In Vietnam, TikTok shows particular effectiveness thanks to its high level of interaction (Huong, 2025).

H5: Green Value Conformity between influencers and the public has a positive impact on Attitude Towards Green Tourism.

According to Ajzen (1991), value congruence is the foundation for attitude formation. In tourism, value congruence increases loyalty (Chen & Phou, 2013). In Vietnam, influencers emphasizing cultural and environmental factors have been shown to increase sustainable tourism intentions (Nguyen & Tran, 2022; Vinh, 2024).

H6: Attitude Towards Green Tourism has a positive impact on Intention To Participate In Green Tourism.

Attitude is the most direct predictor of intention (Ajzen, 1991). In tourism, positive attitude leads to destination choice intention (Lam & Hsu, 2006). Green attitude can also be translated into actual consumption behavior (Sokolova & Kefi, 2020). In Vietnam, post-COVID-19, positive attitudes towards sustainability have contributed to increased domestic travel intentions (Duong, 2022).

H7: Personal Environmental Concern moderates the relationship between Attitude Towards Green Tourism and Intention To Participate In Green Tourism.

Personal environmental concern determines the level of acceptance and action on green messages (Katz et al., 1973). In tourism, this factor is the foundation for choosing sustainable destinations (Chen & Phou, 2013). New research shows that green messages are most effective when the public has a high level of environmental awareness (Nguyen et al., 2024).

4. Research Methodology

This study uses a qualitative approach to synthesize theories and build models. Documents are collected from the international and Vietnamese research system, including foundational works on the Theory of Planned Behavior (Ajzen, 1991), Parasitic Relationship Theory (Horton & Wohl, 1956), and Uses and Gratifications Theory (Katz et al., 1973), along with new studies on influencer marketing and sustainable tourism behavior in the context of Vietnam (Nguyen & Tran, 2022; Vinh, 2024; Nguyen et al., 2024).

The result of this study is a theoretical model consisting of five independent variables (Credibility, Perceived Authenticity, Content Quality, Social Interaction, Green Value Conformity), one mediating variable (Attitude Towards Green Tourism), one dependent variable (Intention To Participate In Green Tourism), and one moderating variable (Personal Environmental Concern). The study also proposes specific hypotheses for each relationship, which serve as a foundation for future quantitative research steps.

5. Conclusion

Influencer marketing is both a modern communication tool and an important bridge between economic development goals and environmental protection responsibilities. In the context of the world facing major challenges of climate change and resource depletion, applying influencer marketing to promote green tourism behavior is of particular strategic importance. If properly oriented and managed, influencers can become "green ambassadors," contributing to spreading positive messages about sustainable development. Through communication campaigns, they have the ability to encourage the community to choose environmentally friendly services, such as hotels using renewable energy, restaurants limiting single-use plastic, or eco-tours associated with nature conservation. This is as well as a change in communication approach, a transformation in shaping sustainable lifestyles and behaviors for the community.

In addition to the economic and environmental impacts, the study also emphasizes the social value that influencer marketing brings when applied to tourism. The cooperation between businesses and influencers is in addition to increasing sales or promoting destinations, a way to contribute to creating benefits for local communities. By telling real stories, such as local people's improved livelihoods thanks to sustainable tourism, influencers can build strong trust with the public. It is this emotional connection that motivates tourists to actively participate while also forming the awareness that choosing sustainable tourism both brings personal benefits and contributes to community development. This is a clear demonstration of the convergence of the three pillars of "People-Planet-Profit" of sustainable development, which is considered a long-term strategic orientation for the tourism industry.

The research results confirm that influencer marketing plays an important role in shaping the attitudes and intentions to participate in green tourism of Ho Chi Minh City residents. Practice also shows that, to achieve the goal of sustainable tourism development, it is impossible to focus only on the supply side, such as infrastructure or tourism services. The demand factor-specifically the awareness, attitude, and behavior of tourists-needs to be strongly and systematically impacted. It is here that influencers play an effective intermediary role, helping to turn abstract policy messages into specific and familiar behaviors in the daily life of the community. This shows that influencer marketing as well as affects the promotion of destination images, has the ability to promote the transformation of social behavior in a sustainable direction.

In the next phase, the research will be expanded to quantitative methods to verify the proposed theoretical model. Specifically, the survey will be implemented with at least 300 residents in Ho Chi Minh City - a group of subjects that plays an important role in the development of the domestic tourism market. A 5-point Likert scale will be applied to collect detailed data on attitudes, intentions, and relationships between research variables. This data will be analyzed using the SEM-PLS method (SmartPLS 4.0) to assess the reliability, convergent validity, and discriminant validity of the model (Lam & Hsu, 2006; Lou & Yuan, 2019). Conducting quantitative analysis as well as helps to verify the proposed hypotheses, provides valuable empirical evidence for management agencies, tourism businesses, and policy makers. This opens up a new direction in applying influencer marketing as a sustainable solution, serving both the goal of developing the tourism industry and protecting Vietnam's resources and environment.

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Evaluation of Maintenance and Other Operating Expenses (MOOE) Liquidation Report Tool (MLRT)

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Abstract

The Maintenance and Other Operating Expenses (MOOE) are government funds allocated to public elementary and secondary schools for essential activities and resources, supporting a safe learning environment and educational programs. MOOE covers school supplies, utilities, training, events, security, janitorial services, and minor repairs as outlined in the School and Annual Improvement Plans. This research evaluated the perceptions of Baybay City Division disbursing officers regarding the MOOE Liquidation Report Tool (MLRT), designed to streamline liquidation report preparation. The study used the following indicators: functionality, usability, efficiency, and reliability. Findings revealed that the existing system had limitations, prompting the development of the MLRT. Respondents rated the MLRT positively across all indicators, reflecting agreement and satisfaction. They found the tool functional, usable, efficient, and reliable, expressing greater satisfaction with the MLRT than the previous system. No significant issues were encountered while using the MLRT. The study suggests further improvement by making the tool web-based or accessible online to enhance data dissemination and transparency. Overall, the MLRT received favorable feedback and is recommended for wider adoption.

Keywords: efficiency, functionality, overall satisfaction, reliability, usability of maintenance and other operations

Evaluation of Maintenance and Other Operating Expenses (MOOE) Liquidation Report Tool (MLRT)

1. Introduction

The Philippine Government is adjusting School-Based Management (SBM) that empowers schools with greater financial autonomy as part of Fiscal Management (Gimeno, 2022). The Maintenance and Other Operating Expenses (MOOE) are funds allocated to elementary and secondary schools that can be used for essential activities and resources to create a safe learning environment and support various educational programs (DepEd, 2020). This government-provided budget for public schools covers school supplies, utilities, communication, training, graduation events, security, janitorial services, and minor repairs, as outlined in the School Improvement Plan (SIP) and the Annual Improvement Plan (AIP) (Ochada et al., 2018).

MOOE is crucial for schools, with recent evidence showing that their SBM performance has improved notably in the last three years from "Good" to "Better" (Ecija, 2021). A study by Principe (2024) found that MOOE enhances school personnel productivity, with significant correlations between MOOE fund-use practices and staff output. Moreover, well-maintained school utilities and infrastructure positively affect teacher performance, motivating them to enhance their teaching methods, thereby meeting essential learning outcomes and improving overall performance (Balagosa et al., 2023).

Manual data entry practices, particularly common in the management of Maintenance and Other Operating Expenses using spreadsheet-based systems such as Microsoft Excel, often lead to inefficiencies and a higher likelihood of human error (Mindara et al., 2023). unbalanced reports. Thus, accurate data entry is essential to avoid errors in liquidation reports. Additionally, some principals struggle with reporting on MOOE funds and the complexities of procurement processes, and many schools find it difficult to use the funds they receive due to excessive reporting requirements (Ochada et al., 2018).

As a consequence, some discretionary funds remain unused. Monthly liquidation processes can be laborious, requiring extensive time for copying and pasting data into various Excel files. Schlegel (2000) noted that resource constraints affect decision-making among administrators and teachers, with insufficient funding posing challenges for school heads and ultimately affecting students. Despite addressing these issues These challenges, which encompass issues with data integrity, limited real-time access, and difficulties producing detailed reports, impede proper resource allocation and financial management (Ayochok & Pérez, 2024). Consequently, these conventional methods may cause considerable delays in financial reporting and hinder strategic decision-making in educational institutions (Longaquit, 2024). Therefore, disbursing officers must create a liquidation report to ensure effective outcomes, as indicated by earlier research.

Mistakes in entering and processing MOOE data can result in considerable financial discrepancies, improper fund allocation, and obstruct the effectiveness of annual improvement plans aimed at improving educational outcomes (Longaquit, 2024). These inaccuracies also erode accountability and transparency, making it difficult for stakeholders to accurately evaluate financial performance and comply with regulatory standards (Gipaya, 2023). Additionally, such errors can lead to either underestimating or overestimating essential resource requirements, which directly affects the development of students and teachers, as well as the maintenance of vital facilities (Gipaya, 2023). The manual handling of these tasks often results in mistakes, inefficiencies, and delays, wasting valuable time and resources that could be better spent (Deep et al., 2024). This underscores the urgent need for an automated system to streamline data management, reduce human error, and deliver real-time, accurate financial reporting for MOOE (Bagacay et al., 2024).

The school head approves fund allocations after the disbursing officers compile the liquidation report, which

includes three key documents: Job/Purchase Request, Disbursement Voucher, and Inspection and Acceptance Report, each in a separate Excel file. However, issues may arise when updating information, as disbursing officers may overlook necessary changes across documents and fields, resulting in inconsistencies and clerical errors leading to no published studies have examined innovations in liquidation reporting tools in Baybay City, prompting the development of the MOOE Liquidation Report Tool (MLRT).

The MOOE Liquidation Report Tool was designed to assist disbursing officers in generating monthly liquidation reports quickly and accurately with just one click. The MLRT allows data storage in a centralized database rather than in multiple individual files. Its effectiveness was assessed based on disbursing officers' perceptions, using four indicators derived from Gimeno's (2022) study on developing an automated liquidation reporting tool. These indicators include functionality, which assesses how well the tool serves its intended purpose; usability, which refers to its practicality; efficiency, which measures the ability to achieve results with minimal effort; and reliability, which pertains to the tool's consistent performance. Using this tool, the school will find it easier to prepare and produce an accurate liquidation report, facilitating faster disbursements of funds to different learning programs and supporting a conducive learning environment. This will promote the teaching and learning process more productively and motivationally.

The MOOE Liquidation Report Tool (MLRT) was created using Microsoft Access, Visual Basic for Applications (VBA), and Structured Query Language (SQL), both specific to Microsoft Access. Access serves as an ideal solution that bridges the gap between Excel spreadsheets and more advanced database systems, earning a reputation as the “best of breed.” It is widely recognized as the most prevalent database worldwide because it effectively serves this niche (Chung, 2012). The tool links pertinent reports through a Relational Database Management System and offers features such as automating report generation and printing, automatically updating records—particularly pricing—and exporting disbursement voucher data to Excel for additional processing. This aligns with Gimeno's (2022) research, which suggests that the existing process for preparing liquidation reports could be enhanced. Given that the staff responsible for the liquidation report is already proficient in MS Excel, it would be advantageous to develop a new system built on this application.

By entering a single input, it can produce four reports for the supply office: purchase orders, Job-Order requests, Disbursing Vouchers, and Inspection and Acceptance Reports (IAR). Leveraging database-driven dynamic content provides various management advantages (Davidson, 2001). However, this tool is limited to offline operation and is designed solely for disbursing officers without the capability to summarize data for the entire division. It is compatible only with computers or laptops that have Microsoft Access 2013 or later installed. Version 1.6 allows for customization for different schools, enabling changes to the logo, school name, address, and other specifics.

This study aims to evaluate the utilization of the MOOE Liquidation Report Tool by various disbursing officers in the Baybay City Division to expedite the preparation of liquidation reports. Hence, this study aimed to answer the following specific questions:

- What are the different problems encountered among the disbursing officers of Baybay City Division in using the current system in preparation for the liquidation report?
- What is the mode of perception regarding the use of the MOOE Liquidation Report Tool (MLRT) by disbursing officers of Baybay City Division, among the following indicators? a. Functionality, b. Usability; c. Efficiency; d. Reliability
- What is the overall satisfaction mode on the use of the MOOE Liquidation Report Tool (MLRT) utilized by the disbursing officers of Baybay City Senior High School among the following indicators? a. Functionality, b. Usability; c. Efficiency; d. Reliability
- What are the different problems encountered in the use of MLRT?

- What are the features/things to be improved in MLRT?

2. Related Literature

Effective management of Maintenance and Other Operating Expenses (MOOE) is essential for creating a supportive learning environment and reaching educational goals, especially in government-funded public schools (Gaspar et al., 2022). Various studies have quantitatively analyzed MOOE usage to evaluate its impact on different facets of school operations, such as student and teacher development, facility upkeep, and the provision of necessary supplies (Gipaya, 2023). For example, research has examined how MOOE utilization correlates with School-Based Management performance in public secondary schools, offering important insights into resource distribution and its influence on school effectiveness (Ecija, 2020). Additionally, studies have examined the difficulties school leaders face in managing these funds, particularly in senior high schools without fiscal autonomy, raising questions about budget allocation and the achievement of Annual Improvement Plans (Abellon et al., 2020).

Collectively, these studies highlight the complex relationship between the strategic distribution of MOOE funds and the overall effectiveness of educational programs (Longaquit, 2024). Proper resource management requires careful consideration of MOOE fund allocation and usage to enhance annual improvement strategies aimed at boosting student performance and academic endeavors (Longaquit, 2024). MOOE is also crucial for obtaining educational resources, as it serves as the primary funding source for both IPED and Non-IPED schools, underscoring a significant reliance on these funds for essential educational materials (Rivamonte, 2023). The consistent alignment of MOOE spending with Annual Improvement Plan guidelines indicates a strong commitment to strategic resource management, often showing a positive link between MOOE expenditure and overall school budget (Longaquit, 2024). This encompasses high costs for utilities, repairs, and travel, particularly in larger schools with more facilities and staff, although unexpected miscellaneous expenses may require budget adjustments (Gipaya, 2023).

Challenges in managing MOOE funds often stem from delays in disbursement, financial constraints, and insufficient engagement from teachers and stakeholders (Psychology and Education: A Multidisciplinary Journal, 2025). Delays in disbursement are often rooted in insufficient technical skills, poor data systems, and complexity in large schools. Insufficient technical skills mean that personnel often lack skills for digital financial reporting, leading to slow data retrieval and time-consuming manual double-checking of Excel records to ensure accuracy. Many schools still rely on outdated or manual record-keeping. Moreover, larger schools face more complex data entry requirements, which can overwhelm staff and lead to errors that stall the liquidation process. These issues can be exacerbated by varying levels of capability among school administrators, which directly affects the successful implementation of financial management strategies and the attraction of sufficient student enrollments for higher MOOE allocations (Alvarado et al., 2019; Bantilan et al., 2023). Additionally, perceived shortcomings in accountability and transparency regarding MOOE spending can hinder community support and external funding opportunities (NDI, 2025). Nevertheless, proactive measures such as upgrading data systems, infrastructure, acquiring resources, and optimizing educational materials can help address these issues, promote a culture of learning (Belina et al., 2025).

Thus, effective resource management is crucial in ensuring the appropriate allocation and use of educational resources to improve learning outcomes and foster institutional success (Gonio et al., 2024). Such initiatives typically involve considerable investments in classroom enhancements, sanitation improvements, and the procurement of essential educational supplies, such as chemicals and computers, which are vital for creating a conducive learning space (Belina et al., 2025). Moreover, the adequacy of textbooks and other educational materials is a critical factor in determining educational quality, with imbalances in student-to-textbook ratios highlighting the pressing need for targeted resource interventions (Belina et al., 2025).

Despite many schools having libraries and ICT rooms, access to updated reference books and functional

computers varies widely, with many schools lacking modern technology and internet connectivity (Belina et al., 2025). This digital divide further exacerbates educational disparities, particularly in economically challenged regions, where schools struggle to provide technology-integrated learning (Gonio et al., 2024) (Acido and Kilongkilong, 2022). A comprehensive strategy to upgrade digital infrastructure and ensure equal access to contemporary educational technologies across all institutions is therefore necessary (Belina et al., 2025). Consequently, effective resource management, characterized by strategic financial planning and transparent allocation, is vital for addressing these gaps and ensuring equitable access to quality education for all students (Acido and Kilongkilong, 2022). Furthermore, community engagement and internal resources are essential for supplementing MOOE, improving classroom maintenance, and addressing needs such as teacher and textbook shortages (Belina et al., 2025).

The involvement of parent-teacher-student associations in budget discussions and resource allocation illustrates the community's important role in school operations and financial oversight (Belina et al., 2025). This collaborative approach ensures that financial practices align with school priorities, thereby promoting transparency and accountability in the use of funds (Belina et al., 2025). Furthermore, the effective use of educational resources, especially infrastructure and materials, coupled with strong community involvement, has been shown to significantly enhance student success rates (Belina et al., 2025). Adequate school facilities, such as well-maintained classrooms, modern laboratories, and resource-rich libraries, are closely linked to improved learning environments and academic performance (Akudo, 2020; Belina et al., 2025). Therefore, strategically managing Maintenance and Other Operating Expenses is crucial for establishing and maintaining these essential infrastructural and material foundations, which directly affect teaching effectiveness and student success (Belina et al., 2025). This requires a holistic approach to financial management that combines strategic planning with operational spending to promote sustainable educational progress. Effective resource utilization and community involvement are significant predictors of academic achievement, contributing significantly to variations in student performance (Belina et al., 2025).

Resource optimization theory emphasizes that making efficient use of resources—whether financial, infrastructural, or human capital—is essential to improving educational outcomes and addressing current gaps (Belina et al., 2025). For instance, active community participation, such as developing school-owned farmland and building additional classrooms, can provide crucial support to government funding and help meet urgent infrastructure needs, thereby enhancing overall school quality and student learning environments (Belina et al., 2025). This integrated strategy, combining internal financial oversight with external community support, establishes a resilient foundation for educational institutions to navigate budget challenges and foster an environment conducive to academic excellence (Belina et al., 2025).

Consequently, sound financial practices, characterized by realistic budgeting and needs-based allocation, greatly improve the quality of educational offerings and student results (Belina et al., 2025). These practices are not purely administrative; they are fundamentally tied to teaching effectiveness, impacting everything from the availability of updated teaching materials to educators' ongoing professional development. Proper management of resources ensures that schools can effectively meet diverse needs, from infrastructure upgrades to the continuous professional development of teaching staff, directly affecting student academic success (Belina et al., 2025). Thus, financial management involves not only the careful assignment of funds but also the active oversight of spending plans to ensure compliance and optimal resource utilization for educational improvement (Gonio et al., 2024). Such a comprehensive approach to financial stewardship is essential for nurturing an educational environment that can adapt to changing pedagogical needs and technological progress (Gonio et al., 2024), hence, the creation of the Maintenance and other Operating Expenses (MOOE) Liquidation report tool (MLRT) plays a vital role in the overall fund processing to ensure fast learning delivery.

3. Research Methodology

The participants in this research were disbursing officers from various schools in Baybay City Division,

chosen through voluntary sampling. They were given questionnaires through Google Forms and hard copies to gather their views on MLRT and name writing, with confidentiality and ethical guidelines strictly followed. The focus was on disbursing officers' perceptions of MLRT's functionality, usability, efficiency, and reliability in district schools in Baybay City. A sample of 29 officers was intended, but only 15 responded between March and October 2023. Limitations included availability and potential refusals from some respondents.

This research study was conducted after the proposal was approved by the School Division Superintendent of Baybay City Division. The researcher sent a letter to the different districts to conduct the study. The researchers conducted an orientation to the respondents on how to operate the MLRT, and 26 attended the said activity. After the orientation, the respondents were instructed to use the tool for 3 months before the questionnaire was administered. This study utilized a standardized tool, the MLRT by Gimeno (2022), to evaluate the MLRT at Bulan National High School, Sorsogon. The respondents answered a survey consisting of questions about problems encountered with the current system (10 statements), evaluation of the MLRT and its functionality (5), usability (5), efficiency (5), and reliability (5). A total of 30 statements towards the perception of the said tool. The tool is answered on a Likert scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree. The survey was administered at a time convenient for the respondents and collected 3 days later.

This study employed a descriptive research design. Unlike in experimental research, the researcher does not control or manipulate any variables; instead, they observe and measure them (McCombes, 2020). This study measured disbursing officers' perceptions of the use of the MOOE Liquidation Report Tool (MLRT) by surveying each school. After gathering the data, it was analyzed using descriptive statistics, including frequency counts, percentages, modes, and ranks.

4. Results and Discussion

After the study was conducted, the following results were obtained.

Table 1
Problems encountered using the current system.

Problems Met	%	Rank
1. It takes not only one sitting in the preparation of liquidation report to be accomplished.	55	1
2. The current system cannot produce automatic and accurate computation.	27	10
3. The current system yields not accurate data across all forms on the first encoding.	36	7
4. Errors committed increases over time using the current system.	36	7
5. The current system is not simple and not easy to use.	36	7
6. The current system needs long period of time to complete a report.	36	7
7. The forms and sheets are not well-organized.	55	1
8. The current system did not address all your system needs in liquidation report preparation.	55	1
9. You are not satisfied in using the current system.	36	7
10. The current system utilized in the preparation of Liquidation Report is created using MS Excel Application is not automated.	45	4

Table 1 indicates that the system currently used by respondents has encountered various problems. The issues include the need for multiple sittings to complete a liquidation report (55%), disorganized forms and sheets, insufficient attention to all system needs for report preparation, and a lack of automation in the MS Excel application used to create the report (45%). This indicates that the current system has gaps, and the lack of an automated report-generation process hinders respondents' productivity, underscoring the need for improvement. This aligns with Staaby et al.'s (2021) research, suggesting that involving personnel with process knowledge can open new avenues for organizations to advance their automation efforts and promote rewarding work. This suggests the importance of creating a system that meets the requirements of staff involved in preparing liquidation reports.

Table 2a

Evaluation of the MLRT along with Functionality.

Indicator	Mode	Interpretation
1. It is easy to find the information I need by using the tool.	4.00	Agree
2. The tool functions in accordance with my expectations.	5.00	Strongly Agree
3. I find the various functions in the tool was integrated.	4.00	Agree
4. The tool provided adequate functions to accomplish a liquidation.	4.00	Agree
5. I am overall satisfied with the processes involved in the liquidation report preparation utilizing the newly developed tool.	5.00	Strongly Agree

Note: 1.0 -Strongly Disagree; 2.0-Disagree; 3.0-Neutral; 4.0-Agree; 5.0-Strongly Agree

Functionality is the quality of a tool that serves its purpose well (Pahiruray & Algara, 2021). Table 2a showed that the MOOE Liquidation Report Tool (MLRT) provides adequate functions to accomplish a liquidation report. This tool met respondents' expectations regarding its function and satisfied them with the processes involved in the liquidation report. As shown above, a mode of 4.00 indicates agreement or functionality with overall statements under functionality, indicating that the new system passed the functionality assessment of the respondents involved in the report preparation.

Table 2b

Evaluation of MLRT along with Usability.

Indicator	Mode	Interpretation
1. MLRT is simple and easy to use.	4.00	Agree
2. MLRT has user-friendly interface.	5.00	Strongly Agree
3. I feel comfortable utilizing MLRT.	4.00	Agree
4. MLRT is portable and can be used to others.	5.00	Strongly Agree
5. My prior skill is sufficient and applicable in utilizing the new MOOE Liquidation Report Tool (MLRT)	5.00	Strongly Agree

Note: 1.0 -Strongly Disagree; 2.0-Disagree; 3.0-Neutral; 4.0-Agree; 5.0-Strongly Agree

Table 2b indicated that the respondents found the MOOE Liquidation Report Tool (MLRT) to be highly usable. Usability indicates the application is easy to operate, pleasing & satisfying for the user (Pahiruray & Algara, 2021). The new system is easy to use, requiring only basic skills for effective operation. With a rating of 5.00, indicating a strong agreement on usability, this shows that MLRT is user-friendly and aligns well with the personnel's skill set.

Table 2c

Evaluation of the MLRT along with Efficiency.

Indicator	Mode	Interpretation
1. MLRT is compatible with most hardware specifications.	4.00	Agree
2. MLRT is cost-effective.	4.00	Agree
3. Required information input is significantly reduced.	4.00	Agree
4. I can accomplish the report quickly using MLRT.	4.00	Agree
5. I believe that utilizing MLRT would improve my working productivity.	4.00	Agree

Note: 1.00 -Strongly Disagree; 2.00-Disagree; 3.00-Neutral; 4.00-Agree; 5.00-Strongly Agree

Efficiency is the ability to achieve an end goal with little to no waste of effort or energy, and to be responsive in real time (Pahiruray & Algara, 2021). Table 2c showed that the respondents perceived the newly developed system as efficient, with a mode of 4.00, indicating strong agreement. The system is compatible with most hardware specifications, cost-effective, and MLRT improved their working productivity.

Table 2d

Evaluation of the MLRT along with Reliability.

Indicator	Mode	Interpretation
1. MLRT yields automatic computations.	5.00	Strongly Agree
2. MLRT produces accurate computations.	4.00	Agree
3. Identified encoding errors are easily detected.	4.00	Agree
4. Identified encoding errors are easily corrected.	5.00	Strongly Agree
5. MLRT significantly produces error-free reports	5.00	Strongly Agree

Note: 1.00 -Strongly Disagree; 2.00-Disagree; 3.00-Neutral; 4.00-Agree; 5.00-Strongly Agree

Reliability means the quality of the tool or performing consistently well (Pahiruray & Algara, 2021). Table 2d showed that the respondents agreed that the MLRT is reliable in preparing liquidation reports. The MLRT significantly produces error-free reports as the respondents agreed on with 4.00, interpreted as reliable.

Table 3
Satisfaction Level between the Current System and MLRT.

Indicator	Current System	Interpretation	MLRT	Interpretation
Functionality	4.0	Satisfied	5.0	Very Satisfied
Usability	4.0	Satisfied	5.0	Very Satisfied
Efficiency	4.0	Satisfied	5.0	Very Satisfied
Reliability	4.0	Satisfied	5.0	Very Satisfied
Overall Satisfaction	4.0	Satisfied	5.0	Very Satisfied

Note: 1.0-Very Dissatisfied; 2.0-Dissatisfied; 3.0-Neutral; 4.0-Satisfied; 5.0-Very Satisfied

Table 3 showed that both the current and new systems satisfy respondents in terms of functionality, usability, efficiency, and reliability. Overall, the respondents evaluated the current system as satisfactory, whereas MLRT was very satisfied. It is evident that the MOOE Liquidation Tool (MLRT) gained more satisfaction than the current system. The MLRT passed the assessment as perceived by the respondents, with considerably high means. According to Chung and Leite (2009), it is crucial to establish clear system requirements during software development. Defining the functions the software will execute is essential. These non-functional requirements act as benchmarks for user expectations regarding the software's performance. Communicating these requirements between users and developers ensures that the final product meets the expected standards.

The participants did not report any difficulties with the MLRT. However, one individual noted that smaller schools with limited budgets might not see the need for this tool, as they can manage their finances adequately with their existing systems and incur fewer expenses. This implies that larger institutions might gain more from using the MLRT. It underscores the need for adaptability to new methods and proficiency in various systems. Furthermore, there is a recommendation for additional training and oversight to maximize the effective use of the MLRT. The research by Mañale et al. (2024) indicates a need for enhancements and support to help administrative assistants perform effectively. Ongoing training, technical support, and professional development opportunities are crucial for administrative assistants involved in procurement, accounting, and financial planning.

Further research and improvements will be implemented to shift the MLRT from offline to online/web-based platforms, with a focus on security to enhance data access and transparency. This transition will contribute to a more centralized and organized Filipino education system, facilitating better information dissemination and data management. The use of web-based architectures and powerful database management systems across administrative tools provides notable improvements in data integrity and accessibility compared to traditional spreadsheet approaches (Hayagan, 2022). These sophisticated systems often include automated data validation, role-based access control, and detailed audit trails, which are essential to ensuring financial transparency and accountability in the management of MOOE (Pagay-Cierva et al., 2025).

Overall, respondents expressed satisfaction with the current system but showed strong enthusiasm for the MLRT, which received more commendations than the existing setup. Users reported a positive experience with the MLRT and encountered no problems, suggesting it could significantly streamline the creation of liquidation reports in educational environments. Maintaining an open attitude toward adopting new tools is essential to ensuring a smooth, efficient workflow among staff. Moreover, affective commitment is positively correlated with performance. Research conducted by various experts indicates that affective commitment plays a crucial role in helping organizations reach their goals (Izati et al., 2015).

Recommendations were put forward to improve the tool by potentially transitioning it to a web-based format to enhance data sharing and transparency in the future. This aligns with the study by Ochada et al. (2028), which suggests that fostering trust within the school environment may lead to better performance from both teachers

and students. Additionally, increased transparency could enhance teachers' engagement and dedication to school improvement. Ultimately, transparency, accountability, and harmonious relationships are fundamental to fostering collaboration and teamwork for the benefit of the school and its learners, as noted by Abellion et al. (2020).

5. Conclusion

The system currently employed by respondents has faced several issues. These problems include the necessity of multiple sessions to finalize a liquidation report, disorganized forms and sheets, inadequate attention to all system requirements for report preparation, and a lack of automation in the MS Excel application used for report creation. This indicates that the existing system has shortcomings, and the lack of automated processes in report preparation hampers respondents' productivity, underscoring the need for improvement.

In contrast, the new tool met the respondents' expectations regarding functionality and satisfaction with the processes involved in the liquidation report. The system is user-friendly and only requires basic skills for effective operation. Moreover, it is compatible with most hardware specifications, cost-effective, and has enhanced working productivity for the respondents. The MLRT produces highly error-free reports, indicating its reliability. Overall, the respondents expressed satisfaction with the current system; they were very satisfied with the MLRT. It is clear that the MOOE Liquidation Tool (MLRT) provided greater satisfaction than the existing system, and participants reported no challenges while using it. Users have shared favorable feedback about the MLRT, indicating no issues, suggesting its potential to significantly enhance the creation of liquidation reports in educational settings. It is crucial to adopt a receptive mindset towards new tools to facilitate a smooth and effective workflow for staff. Additionally, there is a positive relationship between emotional commitment and performance.

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