



University of Rizal System - Pililla

The URSP Research Journal



UNIVERSITY OF RIZAL SYSTEM
Pililla, Rizal

The URSP Research Journal

ISSN: 2094-0556

Vol. 7, No. 1/ June 2021

The URSP Research Journal is the official professional research journal of the University of Rizal System-Pililla Campus. It is a refereed journal intended to publish the research undertakings of all the stakeholders of the campus which includes but is not limited to faculty members, undergraduate and graduate students with faculty collaboration, administrators, alumni, and partners. The journal accepts whether it is written in Filipino or English language.

The journal accepts papers on the following areas:

- a) Education
- b) Business
- c) Social Sciences
- d) History and Cultural Studies

ISSN: 2094-0556

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Published by: University of Rizal System, Pililla, Rizal

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Editorial Policy

I. AUTHOR GUIDELINES

1. Organize the paper following these major headings and sequence:

a. Title of the Study

b. Author(s)' name(s) First name, middle initial, and family name with the email address written below, followed by the department, name of institutional affiliation

c. Abstract. It can be written in any of the two methods:

i.) Long method, consists of 200-250 words which includes the manuscript's topic, methods, and findings;

ii) Short method, composed of three (3) to five (5) sentences that focus on the research main thesis.

d. Keywords. There should be at least three (3) keywords to assist in indexing the paper and identifying qualified reviewers

e. Introduction. It is the rationale behind the study, significance, limitation, setting, and other related literature and studies.

f. Theoretical Framework. This explains the theory where the research is anchored.

g. Methodology. This states the complete flow of the research emphasizing how the data were gathered as well as the methods of interpretation. Ethical consideration of the study should also be included to inform the readers of the precaution taken.

h. Body/Findings. This includes the discussion of the results of the study which depends on the type of research. Like, quantitative research should include all the necessary graphs and tables to further explain the result, while qualitative research should focus on the flows of arguments in supporting its claim.

i. Conclusions. It is the main thesis of the study which answers the questions posed at the beginning or in the introductory research.

j. Recommendations. Provide suggestions based on the findings as well as the limitations of the study.

k. References. This should follow the American Psychological Association (APA) format where the In-text citation should be (author, year).

2. Write the manuscript on the **Formatted Word Document** which will be sent by the Editor attached from these guidelines. Use Times New Roman with 11 font size.

3. The paper should have a minimum of eight (8) pages and a maximum of twenty pages (20). (Note: Extra consideration will be given to researchers with special needs).

4. Check your grammar using the application *Grammarly* or any similar application. Then submit your paper to a language expert in the University (URS) for further enhancement. Once the paper was already checked, secure a *Certificate of Consultation* with the experts' signature. (Reminder: Picture of the certificate should be attached to the submitted manuscript).

Note: Payment or any token to be given to the language expert should be shouldered by the researchers.

5. Submit your manuscript to the editor.

Email: ursprj@gmail.com

6. Wait for the initial response and recommendation of the editor.

II. REVIEW PROCESS

The journal will follow the double-blind review process to ensure the impartiality and quality of the paper. The process will flow this way:

1. The manuscript will be sent to two expert reviewers. They will be asked to comment and write their valuable insights regarding the paper.
2. Final recommendation will be asked to the experts with the following considerations:
 - a) Publish without revision
 - b) Publish with minor revisions
 - c) Publish with major revisions
 - d) Do not Publish
3. Feedback from the experts will be relayed to the researchers.
4. Immediate publication will be granted to the papers which earned the approval of the two experts without revision, while papers that earned the approval of the two experts with minor revisions will be sent back to the researchers for compliance. Once complied, the paper will be published without giving back to the experts.
5. Papers which demand major revisions will be sent to the researchers and upon compliance will be given back to the experts. For papers that were reviewed but with the remark “not publishable” will be encouraged to submit to other journals or revisit the study for possible correction and publication in the future.
6. In case the two experts have different recommendations, the Editor-in-chief and the Associate Editors will have the power to decide for the benefit of the paper.

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From the Editor

This issue is a landmark in the history of **The URSP Research Journal** because it is the first issue that will be released in print and online. The University then is taking a big leap forward in research and publication in this bold decision. This step signifies the intention of the administration to take more responsibility in the production of knowledge.

The research articles included in this issue came from different fields and parts of the country. The topics covered education, social science, and business. Two contributions came from other universities, ten from the Department of Education, and four from this University. The increasing number of contributions from the different institutions outside the University only shows the positive development inside which attracts collaborations and partnership. Sooner this partnership and collaboration will not only be limited within the country but also from other researchers abroad.

In the end, it is observable that **The URSP Research Journal** is developing because different contributions and help are coming. It is starting to rise, just like any colossal building. But for it to rise higher the foundation should also be deeper. The same with the journal, as it rises, the support of all the stakeholders within the University of Rizal System should go deeper. Otherwise, the development will be temporary and will become an illusion. It is because a building without a strong foundation will doom to collapse. Thus, this issue calls not for celebration but for further support from within the University, from the administrators, faculty, students, and community.

This journal in form of print and online is the window of the University to the world. It is both an honor and a responsibility shared by all its stakeholders.

Jerwin M. Mahaguay
Editor-in-Chief

Relationship of Moral Distress to Military Nurses' Demographics

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Abstract: Moral distress is a psychological disequilibrium resulting from knowing the ethical action to take but not taking it due to an inhibiting medical power structure or institutional policy. The phenomenon of moral distress is particularly significant in the field of nursing specifically in military nursing services wherein a critical care setting such as battle field or soldier camps can be considered as highly dynamic patient care environment. The study's main thrust is to determine the level of moral distress and its relationship to the variables of rank, years of service and area of assignment. A descriptive-correlational study among 120 randomly-selected military nurses from military hospitals in Manila was conducted. Informed consent was secured, and a moral-distress scale questionnaire by Dr. Mary Corley was utilized after pilot testing. Gathered data was analyzed using the regression analysis. This study showed that Years of Experience, Rank and Area of Assignment concurrently and simultaneously affects the level of moral distress among military nurses in the Philippine setting as evidenced by the results acquired using Multiple Linear Regression. Years of Experience, Rank and Area of Assignment concurrently affects the level of moral distress among military nurses in the Philippine setting.

Keywords: Moral Distress, Military Nursing, Competency

INTRODUCTION

Moral distress in nursing practice has been identified and discussed since 1980's. Jameton (1984) defined moral distress as a psychological disequilibrium resulting from knowing the ethical action to take but not taking it due to an inhibiting medical power structure or institutional policy. Jameton (1984) modified his stance and further surmised that two forms of moral distress ought to be distinguished: Initial moral distress, which involves 'the feelings of frustration, anger, and anxiety people experience when faced with institutional obstacles and conflict with others about values; and Reactive moral distress, which is 'the distress that people feel when they do not act upon their initial distress' (more

recently, this form of distress has been called moral residue, whereby it is hypothesized those who have experienced initial distress are then left with 'residue' or lingering distress). It is known to be prevalent among hospital nurses, critical care nurses, pediatric nurses and maternal and child nurses (Corley, 1995). They have the duty to accept deployment to different places locally and internationally. In fact, military forces of any country must be assured that their nurses maintain a high readiness capability and that they can perform at peak efficiency for long periods of time under certain conditions. Thus, any military force is concerned about the moral well-being of military nurses and anything, including moral distress, which can affect their ability to carry out their job effectively (Fry et al. 2002).

Nurses are bound to make ethical decisions in the grounds of their work. They are frequently in a position wherein a decision is to be made with regard to situations of birth, illness, ageing and death

of vulnerable patients. Nurses, as patient advocates, also see to evaluate the results of their decisions to be able to determine if those actions bring better outcomes to their patients. Their conflicting

loyalties and responsibilities to patients, families, and to other members of the health care team further increase the likelihood that nurses will experience moral distress (Wilkinson, 1988).

Military Nurses are morally sensitive to the patient's vulnerability. They also experience external factors preventing them from doing what is best for the patient and feel that they have no control over specific situations (Lutzen et al. 2003). In this study, the researchers measured the level of moral distress thru the frequency and intensity and correlated the relationship of these to the variables used including rank, area of assignment and years of service under military nursing. Through these areas of interest, the impact of moral distress on military nurses was known. Moral distress is called as 'frequently ignored problem in health care environments' and this statement by American Association of Critical-care Nurses (AACN), can already spark the arising need of digging deeper into the depths of moral distress and how it can affect the performance of a nurse not only in the hospital setting but also in the military setup. This study focused on moral distress and its level on military nurses in the Philippine setting.

Various studies were conducted to determine the presence and level of moral distress in specific nursing areas namely intensive care unit, oncology unit, mental health unit, pediatric unit, operating room and medical surgical wards. However, there is only a limited number of investigations which focuses on moral distress among military nurses which prompted this study.

THEORETICAL FRAMEWORK

Mary Corley's model of sequential events associated with moral distress.

Corley views nursing as a moral endeavor, and her theory of moral distress proposes a sequence of events when a nurse either is unable or feels unable to advocate for a patient. Moral distress is set in an external (work environment) and an internal (individual's response) contexts. Moral concepts relevant to the theory can be seen from the individual's perspective and that of the organization. The theory acknowledges institutional constraints as a major component and suggests that the context for justifying ethical choices should not exclude the context within which decisions are made. In this

study, the context includes the military nurses' area of assignment, years of experience and rank. The theory is based on two premises: (a) nursing is a moral profession and (b) nurses are moral agents. When a nurse cannot enact moral agency, he or she becomes vulnerable to moral distress. Corley proposes there are moral concepts that impact the development of moral competency that is necessary for moral action. The concepts of commitment, sensitivity, autonomy, sense-making, judgment, conflict, and certainty are interrelated with moral competency and moral distress. The development of moral competency will depend on how the nurse has incorporated the other concepts into his or her value system and lead to a decision to act (adherence to moral values) or to moral distress if the nurse chooses not to act or if he or she feels she or he cannot act due to institutional constraints.

METHODOLOGY

Research Design

Correlational research describes what exists at the moment (conditions, practices, processes, structures etc.) and, is therefore, classified as a type of descriptive method. Correlational research comprised collecting data to determine whether, and to what extent, a relationship exists between two or more quantifiable variables. It uses numerical data to explore relationships between two or more variables. The degree of relationship is expressed in terms of a coefficient of correlation. If the relationship exists between variables, it implies that scores on one variable are associated with or vary with the scores on another variable. In this study, the level of moral distress and the variables namely years of service, area of assignment, and rank provides insight into the nature of the variables themselves as well as an understanding of their relationships.

The exploration of relationship between variables provides insight into the nature of the variables themselves as well as an understanding of their relationships. If the relationships are substantial and consistent, they enable a researcher to make predictions about the variables. Correlational research is aimed at determining the nature, degree, and direction of relationships between variables or using these relationships to make predictions. Correlational studies typically investigate a number of variables expected to be related to a major, complex variable. Those variables which are not found to be related to this major, complex variables

are omitted from further analysis. The variables that were used in the study include rank, area of assignment and years of service.

Subjects and Setting

This study was conducted at three Philippine Army Camps in Metro Manila wherein military nurses are being housed at.

Respondents involved on active duty military nurses are those who at least have 1 year military service and were deployed to various areas of the country specifically Luzon, Visayas, and Mindanao for the purpose of rendering care to military personnel during war or peacetime. It was limited to the umbrellas of military services which are the police and navy. Considering the 95% desired reliability of the results of the study with a maximum error of 0.05, the number of respondents who participated in the study was 120. The total number of military nurses was 160. The 1st study site has a total population of 50, the 2nd has 70 and the 3rd has a total of 40 military nurses. The formula the researchers used to compute for the sample size is G Power and is lifted from the Table of Sample Size from Philippine Social Survey Council. The researchers used purposive sampling. Respondents must be a Registered Nurse who serves the military for at least a year (1) and have been deployed in the field and is residing in Metro, Manila.

Research Instruments and Tool

Data collection technique was through the use of survey, with a validated questionnaire that is suited for the respondents. A tool was adapted from Corley's Moral distress scale, which was developed for general health care providers. The researchers modified the tool to fit the nature of profession of military nurses; each question implies a specific situation that is assumed to be present in the field of military nursing, a 21-item questionnaire was produced. The content was then validated by experts in the military nursing field.

Moral Distress Scale-Revised (MDS-R)

The MDS-R has a unique scoring scheme, designed to give a measure of current level of moral distress. Conceptually, items that have never been experienced or are not seen as distressing do not contribute to an individual's level of moral distress. As noted, the Likert scales for each item

have been adjusted to 0-4 from Corley's original 1-7 scoring range. To generate a composite score, the frequency score and intensity (named "level of disturbance") score for each item should be multiplied; note that these results in eliminating items never experienced or are not distressing from the composite score. In addition, items rarely experienced or minimally distressing have low scores and items experienced frequently and as most distressing have higher scores. Each item product of frequency and intensity will range from 0 to 16. To obtain a composite score of moral distress, these individual item products should be added together. Using this scoring scheme allows all items marked as never experienced or not distressing to be eliminated from the score, giving a more accurate reflection of actual moral distress. The resulting score based on 21 items will have a range of 0 – 336. Higher scores will indicate high level of moral distress.

Data Collection Procedure

The researchers conducted the data gathering by visiting Armed Forces of the Philippines under Philippine Army Camps with military nurses as the respondents. Researchers submitted a letter of permission to conduct a study; administrators of the said camps agreed on conducting the study provided that they will be the one to distribute the questionnaires. Before handling the questionnaires to the admins, a full disclosure of the nature of the study was presented so as to give them the purpose and background of the study, then a written consent form was given with all the terms, conditions, and ethical considerations in place, researchers explained that signing and approval of the respondents is important before proceeding with the questionnaire; also it was explained that respondents have the right to refuse to write their names for anonymity. Two (2) weeks later, survey questionnaires were returned and were then analyzed, and interpreted; respondents will then be updated, through email or text message, of the results and interpretation of the study.

Data Analysis

The product of the frequency and intensity of the moral distress scale was computed in order to come up with the level of moral distress. A multiple linear regression analysis was utilized in order to identify the relationship of the moral distress to the variables indicated with 95% reliability and 5%

error. . Dummy coding was done to prevent bias for the area of assignment. Multivariate regression allowed the researchers to simultaneously examine the three (3) independent variables on the dependent variable, through this statistical treatment, researchers were able to identify the overall relationship of the independent variables and their individual significance to the dependent variable.

Ethical Considerations

The study was conducted to benefit the practice for caring during military nurses and other health care providers in war or peacetime. The study was reviewed by the Ethics Review Board for approval in order to make sure that the study will be responsibly conducted by the researchers in the light of moral and legal obligations.

The researchers assumed the fundamental responsibility of ensuring the understanding of the respondents of the nature of the study, its purpose, methods used, its duration and the implications of their participation. Therefore, an informed consent was provided by the researchers containing all the above- mentioned. Respondents of the study are granted the right to self-determination and were able to decide whether or not to participate in the study without fear and reprisal, no force of participation was imposed in any form.

The data gathered are the researcher’s responsibility and were protected accordingly. To observe anonymity, respondents were given the option whether or not to write their name in the questionnaire. In order to provide confidentiality, the researchers assured the respondents that the information gathered was viewed and used for research purposes only, people who are not involved in the study had no access to the information and data gathered. Dignity and welfare of the participants of the study was responsibly upheld by the researchers, providing the respondents their right to privacy. High scientific standards were maintained in the collection and analysis of data; impartial assessment and dissemination of findings were handled with utmost care regardless of the position or rank of the respondent; the principle of justice is applied, giving the respondents their right to fair treatment. Researchers’ relationship and commitment to the agencies and the respondents is cleared and balanced; this is comprised of a commitment to morality and to the law and to the maintenance of

standard commensurate with professional integrity. The researchers abide by the rules and regulations under the institution or camp that the study was held.

To address any possible psychological harm to the participants or any research-related risks, a licensed and experienced psychiatric nurse was present to conduct debriefing. The debriefing included a structured verbal conversation wherein an array of topics and concerns is addressed and discussed. During the debriefing, the participants will then be informed about the process and possible outcome of the research study. If the participants have any misconceptions about the research study, the researchers took reasonable steps to correct the misconceptions during the debriefing process.

RESULTS

Demographics of moral distress as to years of experience, rank, and area of assignment

variable	f	Percentage
Years of Experience		
1-5 yrs	25	20.83%
6-10 yrs	37	31.66%
11-15 yrs	20	16.66%
16-20 yrs	33	26.66%
21-25 yrs	5	4.19%
Rank		
2Lt	24	20.00%
1Lt	30	25.00%
Captain	32	26.70%
Major	5	4.20%
1st class Col.	22	18%
Lt. Col.	7	5.80%
Area of Assignment		
Luzon	34	28.30%
Visayas	42	35.00%
Mindanao	44	36.70%

Mean scores of moral distress as to:

variable	f	MD mean Score
Years of Experience		
1-5 yrs	25	271.36
6-10 yrs	37	249.81
11-15 yrs	20	207.4

16-20 yrs	33	154.06
21-25 yrs	5	72.8
Rank		
2Lt	24	270.21
1Lt	30	264.4
Captain	32	217.78
Major	5	197.6
1st class Col.	22	110.73
Lt. Col.	7	133
variable	f	MD mean Score
Area of Assignment		
Luzon	34	206.61
Visayas	42	202.21
Mindanao	44	231.84

*lowest possible score: 0, highest possible score: 336

Relationship of Years of Experience, Rank and Area of Assignment to Moral Distress

Variables	B	Sig.
Years	-5.093	.001*
Rank	-22.386	.000*
Area	10.603	.142

*p-value < level of significance 0.05

Overall Model Fit

F	Sig.	Multiple R
38.306	.000*	.705 ^a

*p-value < level of significance 0.05

^aMultiple linear regression

BODY/ FINDINGS

Years of Experience

25 respondents (21%) were comprised of the military nurses under service for 1-5 years, 37 (31%) of the respondents were already in the service for 6-10 years, 20 (17%) for 11-15 years, 33 (27%) for 16-20 years and 5 (4%) of respondents were under 21-25 years. Highest level of moral distress can be seen at the 1st 5 years in military nursing and the lowest level is evident at the 21st to 25th year of service. As the number of years of experience increases, the level of moral distress decreases. With regard to this, as military nurses' years of service increases, they experience less moral distress (Corley et al, 2005). Nurses lacking experience in addressing ethically

challenging situation may be at higher risk of experiencing moral distress (Meaney, 2002).

Years of service revealed a 0.001 probability value for its beta coefficient which is less than the significant p-value of 0.05, thus we reject Ho, and therefore we conclude that there is a significant relationship between the years of service and the Moral Distress among Military nurses. Also, the b coefficient associated with Years of service is negative (-5.093), indicating an inverse relationship, thus, there is lower level of Moral Distress among Military nurses with longer years in service. Perceptions of moral distress may develop from cumulative life experiences and prior experiences in similar or identical situations. (Burston & Tuckett, 2012). Thus, nurses lacking experience in addressing morally challenging situations may be at higher risk of experiencing moral distress as mentioned in the study of Meaney (2002). The longer someone is in service the lower the chances of experiencing moral distress, as in parallel with the study of Wilkinson (1987). This is evident with the results of this study that revealed a significant relationship between years of experience and moral distress.

Rank

24 (20%) of the 120 respondents are comprised of 2nd lieutenant, 30 (25%) are 1st lieutenants, 32 (26.7%) are captain officers, 5 (4.2%) are Majors, 22 (18.3%) are 1st class officers and 7 (5.8%) are lieutenant colonels. The ranks are arranged from lowest to highest respectively. The highest number of respondents when it comes to the rank came from the captains of military nursing. Captains are generally considered to be the highest rank a soldier can achieve while remaining in the field and can be further promoted after completion of years of duty in the field. After promotion of rank, the exposure to field work would be significantly decreased compared to novice years in military nursing (NATO, 2007). Highest level of moral distress was seen from the 2nd lieutenants which is the lowest rank and the lowest level of moral distress is observed at the 1st class colonel. The occurrence of moral distress is aggravated by institutional or agency rules, legal constraints or a more powerful person who does not allow nurses to carry out actions. Some people, especially the one in the lower position compared to the command officer, may feel powerless to change the situation (Fry et al. 2002).

According to Corley (1995), the concepts of commitment, sensitivity, autonomy, sense-making, judgment, conflict, and certainty are interrelated with moral distress, all of which are present in military nursing. Military nurses are most of the time faced with the choice of either overstepping the boundary or acting, (Torjuul & Sorlie, 2006) or also awaiting for the decisions made by the higher commander. Bureaucracy is strictly implemented in military nursing; acting without consent from higher ranking officer would mean insubordination. According to the study of Meaney (2002) & Pendry (2007), Responsibility with no authority is a contributing factor in developing moral distress which is likely to be exhibited by military nurses with lower rank, which in then may contrive to a nurse's feeling of powerlessness to act in some situations (Wilkinson, 1987). It has been presented in other studies that there is a significant relationship between the ranking and moral distress in military nurses, which is revealed in the study with a p value of 0.000 and negative b coefficient (-22,386) which indicates an inverse proportion, with a higher rank, the lower is the level of moral distress. Thus, rejecting Ho. hence, there is a significant relationship between moral distress and the rank of military nurses.

Area of Assignment

34 (28%) of the total respondents were deployed in Luzon, 42 (35%) were deployed in Visayas and 44 (37%) were deployed in Mindanao. Majority of the respondents comes from Mindanao. Parts of south-western Mindanao island group, particularly the provinces of Maguindanao, Basilan, Lanao del Sur, Sulu, and Tawi-Tawi (part of the Autonomous Region of Muslim Mindanao (ARMM)), are home to a sizeable Muslim population, making the island group, along with Palawan, the only area of the Philippines with a significant Muslim presence. Due to widespread poverty and religious differences, the island has seen a communist insurgency as well as armed Moro separatist movements (Calderon, 2013). The communist insurgency or the New People's Army (NPA) is the armed wing of the Communist Party of the Philippines. The NPA is designated as a Foreign Terrorist Organization by the U.S. State Department and as a terrorist group by the EU Common Foreign and Security Policy (Romero, 2015). The high risk on safety brought about by the terrorism of the NPA had predisposed the Philippine

Army to increase the number of designated military nurses in the Mindanao Area. highest level of moral distress can be seen in Mindanao Area and the least is at Visayas Area. According to Calderon (2013), due to widespread poverty and religious differences, the island has seen a communist insurgency as well as armed Moro separatist movements. The presence of terrorist in the Mindanao area exhibits a dangerous environment and atypical setting which increases the likelihood of moral distress

The statistical result of area of assignment revealed no significant relationship with moral distress, though through the review of other literatures, some studies mentioned that the influence of the environment is a factor in the nurse's ability to resolve or incur moral distress, which was discussed in the study of Penticuff & Walden (2000). Also, according to another study by Bianchi (1990), military nurses are being deployed from an urban setting to rural and secluded area that could be a cause of experiencing moral distress due to the demand to practice under difficult environmental situations. This is also supported by the study of Austin, Bergum & Goldberg (2003), which states the lack of control over the important aspects of the environment, can cause situations leading to moral distress. However, study of Garel et. al.(2007) acquired low levels of moral distress in relation to work environment, also in parallel with the result of this study which revealed a p- value of .143, thus accepting Ho. therefore, having no significant relationship with moral distress. According to Burston & Tuckett (2012), low levels of moral distress may be explained by the self-selection of staff that willingly chooses to work in a specialized area, these staff may then have prepared beforehand, in that way environmental deviations are expected hence the low moral distress.

Years of experience, Rank, Area of Assignment to Moral Distress

The overall regression model shows a strong correlation between the overall relationships of the independent variables (Years of experience, Rank and Area of Assignment) and the dependent variable (Level of Moral Distress).

Moral Distress is particularly significant in the field of military nursing services. Nurses in the military have the need to be responsive at a moment's notice to take action in critical settings and

other related military crisis. They have the duty to accept deployment to different places locally and internationally. Military forces of any country must be assured that its nurses maintain a high readiness capability and that they can perform at peak efficiency for long periods of time under certain conditions. The results obtained from the study revealed the high correlation between moral distress and the variables of rank, years of service and area of assignment. The duty to accept area designation even in unfamiliar places, the position or rank, and the number of years of service, when combined together results in the presence of moral distress in military nurses in the Philippine setting. This also is parallel with the study of Fry, et al. (2002) on military nursing experience of moral distress. Various conditions characterize nursing care in crisis military deployments in modern times and this include the unique setting or environment, rank or position that is interconnected with institutional policy and the ability to make decisions or military triaging based on experience characterized by years of service.

CONCLUSION

This study concludes that Years of experience, Rank and Area of Assignment concurrently affects the level of moral distress among military nurses in the Philippine setting as evidenced by the results acquired using Multiple Linear Regression.

RECOMMENDATIONS:

On the basis of the findings and conclusions from the study, the following recommendations are set for considerations:

1. Institutional constraints should be reviewed or revised accordingly in order to minimize the occurrence of moral distress brought by about powerlessness or lesser autonomy in relation to current military position.
2. Further training on personal and professional growth should be conducted that would help novice military nurses cope earlier or be oriented on what to expect in the military nursing field that may generate moral distress.
3. Since the occurrence of moral distress in military nurses is evident, the researchers hope that

the findings of the study will serve as a vital foundation for the development of interventions and effective implementation in order to alleviate the consequences brought about by moral distress.

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**Ang Krisis-Eksistensial sa Hari ng Kalsada:
Isang Penomenolohiya ng Identidad at Kultura ng Jeepney**

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Abstrak: Nais kong suriin sa akdang na ito ang kalagayan ng minsa’y tinaguriang “Hari ng Kalsada”--ang Jeepney. Tinatalakay dito ang kultural na pananaw at ang mga mabuting kaugaliang Pinoy na nakapaloob dito. Ngunit sa kabila ng mahahalagang ambag na ito, hindi kaila ang nalalapit na pagwawakas ng pagpasada ng nakagisnang nating Jeepney. Partikular na ang krisis na kinakaharap bunsod ng pagpapatupad ng *Public Utility Vehicle Modernization Program (PUVMP)* ng Kagawaran ng Transportasyon noong 2017. Sa simula ng mga “lockdown” noong Marso 2020, isa ang hanay ng pampublikong transportasyon sa pinakamalubhang tinamaan ng pandemya. Sa hanay na ito, 40% ay mga jeepney. Ayon pa sa kautusan, Marso 31, 2021, ang pagtatapos sa paggamit ng lahat ng tradisyonal na disenyo ng jeepney sa bansa. Gamit ang lente ng pilosopiya, partikular na ang eksistensyalismo, aking pagninilayan ang mga implikasyon sa industriya ng jeepney. Ito ay upang magbigay-pugay sa minsan ng naghatid karangalan sa ating pagka-Pilipino sa buong mundo sa harap ng krisis na kanilang kinakaharap sa panahong ito.

Mga susing salita: *existentialism, jeepney, modernisasyon, phase-out, Public Utility Vehicle Modernization Program (PUVMP)*

Panimula

Noong dekada ‘50, nagsimulang *i-recycle* ng mga Pilipino ang *Willys Type Jeep* na iniwan ng mga sundalong Amerikano noong panahon ng pananakop. Nauna na riyon si Leonardo Sarao sa paglikha at ng lumaon ay sinalamin ng disenyong ito ang pagkamaparaan ng mga Pinoy. Mula sa maikli ngunit gamit-pandigma na sasakyan, kanilang pinahaba ang likurang bahagi upang umangkop sa makabago at pang- araw-araw na gamit bilang pampublikong transportasyon. Sa kasalukuyan, mayroong humigit-kumulang na 180,000 pumapasadang jeepney sa buong bansa. Kung kaya’t, tinagurian din silang “Hari ng Kalsada”.

Sa loob ng jeepney, masasaksihan ang ibat’ ibang karanasan sumasalamin sa panlipunang ugnayan, pagpapahalaga sa pagpapakatao at mga aral na natatangi lamang sa transportasyong ito. Isa na dito ay ang interaksyong namamagitan sa mga pasahero at maging sa nagmamaneho. Ang mga hindi magkakakilala ay nangungusap ng “Pakisuyo ho?”, “Paki-abot lang po”, at kung madalas ay simpleng “Bayad po!”. Kagyat naman na mayroong kamay na nag-aabot sa driver ng iyong pamasahang kung ikaw man ay nasa dulong bahagi ng sasakyan. Paminsan-minsan ay naririnig din ang katagang “Salamat po!” o dili kaya’y simpleng ngiti kapalit nito. Totoo at maraming masasamang loob sa

lansangan, ngunit sa loob ng jeepney, tapat ang suklian, maliban na lang sa ‘di sinasadyang pagkakamali ng tsuper habang nagbibilang. Ang jeepney ay kayang lumulan ng mula pito hanggang sampung pasahero sa likuran, at dalawa sa unahan. Lahat ay may kamalayan sa presensya ng bawat isa. Sa mga pambihirang pagkakataon, ang driver at pasahero ay maaari rin magkatuluyan. Lalo na yaong madalas na umupo sa unahan.

Ang jeepney ay kadalasang pinalalamutian ng mga disenyong sumisimbolo sa pananaw, paniniwala o payak na pagpapahayag ng saloobin ng may ari nito. Ayon kay Herminia Mefiez ng California State University, ang mga disenyong ito ay palamuti sa loob at labas ng jeepney ay higit pa sa sining lamang, bagkus ay pagpapakita ng pang araw-araw na paraan ng pamumuhay, paniniwala, at mga mithiin ng driver ng jeepney o ang may-ari nito. (Mefiez, 1988: 38-47)

Magmula sa ipinintang mukha ng anak o asawa sa mga pintuan nito; iba’t ibang disenyong tulad ng larawan ng bandila ng Amerika, mga hayop, o *religious icon*; at sa loob naman ay mga paalala ng “barya lang po sa umaga”, “bawal sumabit pero pwede ang kabit”, at “God knows HUDAS not pay!”. Sa bahaging likod naman (mudguard) ay ang personal na kasaysayan ng jeepney. Nasilayan ang mga katagang “Katas ng 40%” na tumutukoy sa naipon ni mamang tsuper

mula sa ika-apatnapung bahagi ng arawang kita. O dili kaya'y "Katas ng Saudi III" na nangangahulugang ang jeepney na yaon ay ikatlo na galing sa pinaghirapang salapi mula sa miyembro ng pamilya na sa Gitnang Silangan. Maging ang espirituwal na disposisyon ng may-ari ay matutunghayan ang mga salitang "Christ is the Lord!" o kaya naman ay "Jesus is the way!" habang may maliliit na imahen o rosary sa harap ng manibela.

Sa pag-aaral nina Dominik Güss and Teresa Tuason, mga sikolohista ng University of North Florida, ang mga jeepney sa Maynila ay mas relihiyoso, at tutok sa identidad, at maka-Kanluranin ang mga palamuti. Samantalang sa Davao naman ay higit na politikal at sibiko ang tema ng mga aksesorya. (Güss, Tuason, 2008: 211) Ang dalawang siyudad ay ang may pinakamaraming pumapasadang jeepney. Ang mga jeepney ay isa sa pangunahing transportasyon sa bansa. Sa kabuuan, kumakatawan ito sa 40% na bahagi ng transportasyon sa kalakhang Maynila at karatig lugar. Maging sa ating karanasan, lubhang napakaliit lamang na bahagi ang nagsasabing hindi pa sila nakasakay sa jeepney sa kanilang talambuhay.

Identidad ng Jeepney Bilang Paraan ng Pamumuhay

Sa pagsusuri ng etnologo at pilosopo na si Florentino Hornedo, kanyang hinalimbawa ang jeepney bilang bunga ng tinatawag niyang "Filipinicity". Wika niya:

The Willys jeep came as a visitor some fifty years ago... Filipino got hold of this raw material and created something different.. as appropriation by extended possession—the metaphysical ground for the philosophy of squattersip... the logic of definition of Filipinicity transcends arithmetic of the subtrahend and the remainder. There is a minuend that refuses to be reduced by simple subtraction of the visitor from it in order to arrive at the identity of the remainder. (Hornedo, 1997: 109-111)

Ang "remainder" na tinutukoy ni Hornedo ay ang pagka-*Pilipino* ng isang Pilipino. Sa kabila

ng pagbawas o pagdaragdag sa orihinal na disenyo, mayroong nanatiling elemento sa Jeepney na natatangi. Ito ang identidad na pwedeng iugnay ngunit 'di maaaring ihalintulad sa kultura ng iba maging ito may ay ang pinagmulan ng ideya o teknolohiya. Samakatwid, ang "jeep" bagaman at hiram ay may isang natatanging pagkakakilanlang Pinoy nang ito ay naging "jeepney".

Sa paliwanag na ito, ang banyagang teknolohiya ay nagiging angking atin sa pamamagitan ng isang proseso ("Filipinicity"). Dito ang mga konsepto, kalinangan o kagamitan ay hinihiram ayon sa pagtugon sa ating kapaligiran at sa prosesong ito, sila ay nagiging bahagi natin. Ang hiram-na-naging-atin ay hindi masama sapagkat walang sino man ang mayroong monopolyo ng karunungan sa buong kasaysayan.

Ang interesanteng katanungan sa puntong ito ay: "ano ang konkretong kaparaanan kung bakit ang isang banyagang materyal ay naging angking atin?" Karaniwan sa ating mga Pinoy ang pagbubuhos ng lakas, oras at talento sa ating paggawa. Ito marahil ang dahilan kung bakit napakaraming bansa ang nagnanais sa kalidad ng paggawa ng mga Pilipino. Ito ay sapagkat ang ating paggawa ay hindi lamang pinagkukunan ng ikabubuhay, bagkus ito ay sadyang isinasabuhay; buo at may malasakit na higit pa sa inaasahan.

Sa jeepney makikita ang personal na karakter ng nagmamay-ari nito. Kung kaya't ganun na lamang ang pagkabalisa ng marami sa atin, nagmamaneho man o pasahero, ng i-anunsyo ng pamahalaan ang pagbabawal sa pagbiyahe ng mga jeepney sa panahon ng pandemya. Isang kadahilanang makikita ay nag-uugat sa kultura. Ang kultura ay dinamikong pagpapamalas ng buhay ng pangkat ng tao sa partikular na lugar at panahon. Nilinaw ni Hornedo ang dalawang uri ng kulturang karanasan ng kayang winika: "*The origin of the culture-as-expression is culture-as-being*". (Hornedo, 2002: 52) Ang unang bahagi ay tumutukoy sa obhetibong kaayusan ng mga bagay, samantala, ang huli ay ang subhetibong pagtanto sa kultura bilang paraang ng pamumuhay. Kung ilalapat sa jeepney, ito ay higit pa sa isang bakal na

naglululan lamang ng mga pasahero mula sa isang lokasyon patungo sa isa pang lugar, bagkus, ito ay kwento ng ating pakikipagsapalaran, tagumpay, at minsa’y pagkatalo sa buhay bilang isang Pinoy.

Ang Jeepney at Kapwa

Ang pananaw ni Hornedo na ang jeepney ay isang kultural na pagpapahayag ng buhay ay sinang-ayunan din ng isang pang tagapaghawan ng Pilosopiyang Filipino na si Leonardo Mercado sa kanyang ideya ng “sakop”. (Mercado, 1975: 97) Ito ang teorya na tumutukoy sa paraan ng pagtanaw, pakikitungo, o pag-iisip ng isang Pilipino sa kanyang kapwa, kapaligiran o maging sa Diyos. Halimbawa, madalas nating sabihin na ang pagkapanalo ni Pacquiao sa boxing ay panalo *natin* mga Pilipino. Madalas itinuturing rin natin ang kapaligiran bilang bahagi ng ating pagkatao. Kung kaya’t maraming magkakaanak ang hindi nagkakasundo sa mamanahing lupa. Ito ay sa kadahilanang ang lupa ay bahagi ng pagkatao ng sinumang nagmamay-ari. Isa pang halimbawa nito ay ang pagpapahalaga ng isang nakatira sa barung-barong. Ang pira-pirasong materyales ay handang ipaglaban ng nakatira rito sa anumang paraan kahit na ito abala at ilegal sa paningin ng iba.

Ang sakop ay naglalarawan sa jeepney bilang isang “microcosm” ng lipunan ating ginagalawan. Hinalmbawa ni Mercado ang konsepto ng tahanan na malapit sa karanasan ng bawat isa. Sa isang nagmamay-ari o drayber, ang jeepney ay isang tahanan. Ito ang dahilan kung bakit ito ay pinalalamutian ng kurtina, kinakabitan ng stereo para sa musika, sinusulatan ng pangalan at mga piling paalala sa gilid o dili kaya ay iginuguhit ang mga larawan ng kaanak. Ang jeepney ay karugtong ng tahanan (at minsa’y literal na tahanan) kung kaya’t ito ay personal na mahalaga at may kahulugan sa nagmamaneho at pasahero. Mababanaag ito sa paglalarawan ni Mercado sa isang eksena sa lansangan:

The jeepney often becomes an extension of the driver’s home. He may feel the need to make his passengers feel welcome in his

vehicle on the principle that he does not really consider them as strangers... In a vehicular accident, the driver tells the other party, ‘Bakit mo ako binangga?’ (Why did you bump me! Not why did you bump my jeepney?) The statement reveals that the jeepney and the driver are almost the same. Because the jeepney is an extension of the driver, to criticize the decoration is to criticize him. (Mercado, 1994: 175)

Ang jeepney bagama’t isang pribadong pag-aari, ay naglalarawan din ng komyunal na aspeto. Kung ang drayber ay nasiraan, makikitang hihinto ang kapwa jeepney drayber upang magpahiram ng kagamitan o magbahagi ng kanyang kaalaman sa pagkukumpuni. Masasaksihan din na sa isang kaway lamang ni Mamang Drayber ay hihinto ang isang pang jeepney upang lumipat ng masasakyan ang mga naantalang pasahero. Kung ang may-ari ng jeepney ay mayroong kapitbahay na may dagliang pangangailangan o kahit simpleng lakad lamang, ang jeepney ang pinaka madaling takbuhan. Mapa ito man ay pagdala sa ospital kay Misis na buntis, o ang kumpareng naglilipat-bahay kasama ng kanyang mga gamit. Maging sa paghatid at pagsundo sa airport ng isang OFW taglay ang langkay ng kaanak nito, o kaya naman ay sa simpleng pamimiyesta o “excursion” ng pamilya, ang jeepney ay siyang inaasahan. Kung sakali naman at ito ay inupahan, pansamantalang inililipat ng may-ari sa drayber ang pag-aalaga at pagmamay-ari nito. Ang mga ito ay ang sakop ayon kay Mercado. Ang mga ugnayang pakikipagkapwa na konkretong namamalas sa loob ng jeepney. (Mercado, 1994: 175).

Sa mga ugnayang ito, ilang pagpapahalagang Pinoy din ang masisilayan. Una na rito ang *utang-na-loob* sa pagitan ng tinutulungan at tumutulong. Sa pagkakataong ikaw naman ang masiraan o mangailangan, ang unang pinagkalooan ay ‘di magpapasubaliang tumulong rin. Ang pangalawa ay *katapatan* at *pananagutan*. Mga katangiang tumatatak sa magkaibigan na

mararamdaman kahit ang ugnayan ay temporaryo lamang sa pagitan ng may-ari at nanghiram ng jeepney. Ikatlo ay ang *pagkamaaruga* at pagiging *mapagbigay*. Matutunghayan sa bahagi ng may-ari, na bagama't kadalasan ay may pangangailangan din, siya ay nagpapaubaya sa pamamagitan ng kanyang jeepney. Ilan lamang ito sa marami pang mabubuting kaugalian na hindi naitala dito na matutunghayan kung sumasakay ng jeepney. Dahil dito, ang "jeep" na ang orihinal na gamit ay pandigma, ay nagiging *jeepney* sa oras na ito'y maging tulay ng mabuting pakikipagkapwa.

Krisis sa Pamamasada

Sa kabila ng mahalagang gampanin ng jeepney bilang tagapagtaguyod ng identidad at mga pagpapahalagang maka-Pilipino, marami sa mga sasakyang ito ay luma at hindi na epektibo dahil sa madalas na paggamit mga nito. Dahil dito ang minsan ng tinawag na "Hari ng Lansangan" ay naging simbolo ng trapiko, polusyon, kapabayaang, at madalas ay kawalan ng disiplina. Noong taong 2009 sa pagsusuri nina Jo Anne Balanay at Claudiu Lungu ng Birmingham University, ang mga tsuper ng jeepney na halos kalahating araw sa paghahanap-buhay ay nalalantad sa ilang *volatile organic compounds* na lubhang mapanganib sa kalusugan. Ang mga ito ay *benzene*, *toluene*, *ethylbenzene*, *m,p-xylene* at *o-xylene*. (Balanay at Lungu, 2009: 33) Minsan na rin binansagan ang EDSA bilang pinaka-delikadong lansangan sa mundo pagdating sa maruming hangin dulot ng mga sasakyan na karamihan ay jeepney.

Noong 2016, kasama ang Pilipinas sa mga bansang lumagda sa *United Nations Paris Climate Change Agreement*. Ito ay naglalayong mapababa ang pandaigdigang temperatura sa pamamagitan ng tuluyang pag-iwas sa paggamit ng carbon at ang malawakang pagtangkilik sa resiklong enerhiya. Bunga nito ay ang proyekto ng pamahalaan na tinawag na "Public Utility Vehicle Modernization Program of 2017". Ito'y naglalayong gawing makakalikahan ang pampublikong transportasyon. Sa kabila ng mabuting hangarin na ito, ay ang paggamit ng makabagong teknolohiya. Isa na dito ay ang hakbanging wakasan ang paggamit sa nakagisnang nating "jeepney" na may taning na petsa: Marso, 31, 2021.

Ayon sa *anakbayan.org*, tinatayang may higit-kumulang na 500,000 na mga drayber at

operator, o dalawang milyong pamilya ang maapektuhan sa hakbanging ito ng pamahalaan. Ang bawat yunit ng modernong jeepney ay nagkakahalaga ng 1.3 hanggang 2.4 milyong piso na ipapangalan sa mga korporasyong mangangasiwa ng mga ito (Fleet Management Program). Mababago na rin ang ilang disenyo ng jeepney. Mawawala na ang tradisyonal na paraan ng pagbabayad dahil ang bawat pasahero ay mangangailangang bumili ng "load" para sa kanyang "beep card" na gagamitin upang makasakay at makapagbayad sa jeepney. (*anakbayan.org*, 2021)

Dagdag pa rito ang mga *lockdown* na bahagi ng pagpigil sa paglaganap ng sakit dulot ng COVID 19. Lumabas sa isang programa sa telebisyon ang kaso ni Mang Mario Balmes na dalawampung taong na nagmamaneho. Siya at ang kanyang pamilya ay nanirahan sa jeepney dulot ng tigil-pasada mula noong Marso, 2020. Bagaman at maaari ng bumiyahang ang jeepney kung susundin ang mga "health protocol", hindi maisagawa ni Mario ang itinakdang disenyo sa kakapusan ng pera para dito. Dahil sa palipat-lipat ng lugar, hindi na rin sila kwalipikado sa ayuda mula sa pamahalaan dahil sa kawalan ng sertipikasyon ng permanenteng tahanan. Sa pamamagitan ng pakikiusap sa ibat' ibang gasolinahan kanilang pinaparadahan, kanilang natutugunan ang personal na pangangailangan tulad ng pagligo at palikuran. Ngunit sa oras na magsara ang mga ito, ay ganun na lamang ang awa ni Mang Mario sa sarili at pamilya. Gayundin, ang pag-aaral ng kanyang mga anak ay pansamantalang nahinto sa katulad na kadahilanan. Nang siya ay tanungin ng *host* kung hanggang kailan niya kakayanin ang kanyang sitwasyon, tugon niya: "Maaaring susuko ako, kung nakahiga na lamang ako. Hindi naman siguro habang panahon kami narito sa kalsada. May pagkakataon din siguro ako na makakapasok din ako sa pintuan ng bahay. (Pulido, 2020) Isa lamang si Mang Mario sa maraming Pilipino na umaasa sa pagmamaneho ng jeepney na napaalis sa inuupahang bahay dahil sa kakapusan sa panahon ng pandemya.

Eksistensial ng Pagmumuni

Ang eksistensyalismo ay isang kilusan sa pilosopiya na nagtatangi sa halaga ng tao at kanyang pakahulugan sa buhay. Ito ay isang reaksiyon sa mga uri ng pamimilosopiya bago ang ika-17 siglo sa Europa. Ang mga palaisip noong

panahon ng sinauna, midyibal at moderndo, ay higit na gumagamit ng isipan at nag-uuri sa tao bilang isang ganap na esensiya. Para sa eksistensyalismo, ang tao ay may kabuluhan kanyang kasalukuyang binubuo sa pamamagitan ng malayang pagpapasya sa araw-araw na pakikipagsapalaran buhay. Ang kanyang kalayaan ay hindi sa nakabase sa mga katotohanan o prinsipyong nasusulat sa mga aklat o idinidikta ng tradisyon o sinoman, bagkus ay nagmumula sa kongkretong karanasan ng indibidwal. Ang ilan sa mga tanyag na eksistensyalistang palaisip ay sina Soren Kierkegaard, Albert Camus, Martin Buber, Gabriel Marcel, Martin Heidegger, Jean-Paul Sartre at iba pa.

Kung pagmumuni-munihang mabuti, ang *PUVMP of 2017* ng pamahalaan sa lente ng eksistensyalismo ay lubhang nakababahala lalong higit sa panahon ng pandemya. Bukod sa pinansiyal na implikasyong aakuin ng pobrang drayber, tiyak ang pagwawakas sa ugnayang subheto nagaganap sa loob ng isang jeepney. Ito ang ugnayang binabanggit ni Mercado sa kanyang pilosopiya ng “sakop”. Sinasabing ang disenyo ng modernong jeepney ay nakaharap sa isang direksyon lamang taliwas sa dati na magkakaharap. Wala na ‘din ang upuan sa unahang bahagi, kung saan ang asawa ng driver ang siyang kadalasang katuwang at siyang nangongolekta o nagsusukli sa pagsapit ng hapon at gabi. Maging ang katagang “pakisuyo po” at “salamat po” ay mawawala na sapagkat ang bayad ay sa pamamagitan ng isang “preloaded beep card”.

Kung mamarapatin, ito ay ang tinutukoy ni Martin Buber na pagbabagong anyo ng “I-Thou” patungo sa pababang lebel ng “I-it”. (Buber, 1937: 47-51) Ang pagtatagpo o “encounter”, ayon sa kanya, ay esensyal sa ugnayang ito sapagkat dito sumisibol ang “Zwischen”, o “the between”. Ang “between” kung isasalin sa wikang atin ay nangangahulugang “sa pagitan”. Maaari ring gamitin ang salitang “gitna” sa pagtukoy nito. Sa gitna, ang isang subheto (tao) ay may kakayahang makipag-ugnayan (o lumayo) sa kapwa subheto. Dito ang indibidwal ay malayang makapagpapasya. Sa kaso ng makabagong jeepney - walang gitna. Walang pagpapasyang tumanaw o kumilala ng ibang kapwa sapagkat ang direksyon ay iisa lamang – patungo sa una. Dahil dito, walang pagkakataon ang isang pasahero na maki-ugnay sa kapwa pasahero. Ugnayang dapat sana ay sa tao lamang (aking babalikan ang puntong ito).

Maging si Gabriel Marcel ay tumutukoy sa pagiging “bukas sa kapwa” (“disponibilité”) ng isang indibidwal na nangangailangan. Maliwanag ito sa mga pagpapahalagang Pinoy tulad ng utang-na-loob, pagkamatulungin, at mapagbigay na nabanggit sa unang bahagi. Bagama’t barya lamang ang ating pinagninilayan sa jeepney, ito ay sumasalamin sa kongkretong karanasan na tinatawag ni Marcel na “creative fidelity” o ang dinamikong pagpili ng isang tao upang siya ay huwag mapasailalim sa dikta ng isang bagay lamang. (Marcel, 1970: 10) Bagkus, dapat na itrato ang tao, maliit man o may-kaya, ng may paggalang, sapagkat sila ay buhay. Tulad ni Buber, si Marcel ay alangan din sa maling pagpapaimbabaw ng pagpapahalagang dapat sana ay sa tao lamang at hindi sa mga bagay.

Binanggit ni Hornedo na ang kulturang nakapaloob sa jeepney ay buhay. Ito ang naglalagay sa tradisyonal na jeepney bilang bahagi ng identidad ng isang Pilipino. Sa loob ng lumang disenyo ng jeepney, ang bawat isa ay kumikilala sa karapatan at dignidad ng kapwa pasahero o nagmamaneho. Sa disenyo ng modernong jeepney, tanging kapitalista na namuhunan ng teknolohiya ang mananamasa at kumikita ng limpak. Sila na mga tao sa likod ang nagdidikta ng ikinikilos ng mga drayber at pasahero.

Ating balikan ang naudlot na talakayan kay Buber. Kaakibat na teknolohiyang ng makabagong jeepney ay ang pagkakaroon ng GPS *Global Positioning System* (G.P.S.) at *Closed Circuit Television* (C.C.T.V.) na kung saan tila may mga matang walang-kurap na nagmamatyag sa bawat kilos ng mga tao sa loob nito. Ang karanasang “pagtitig” sa isang tao, ayon kay Jean-Paul Sartre, ay nagbubunsod sa isang subheto na umaktong, “hindi siya” (*alienation*). (Sartre, 1993: 47-51, 252-302) Halimbawa, iba ang iyong magiging pagkilos kung alam mo na sa iyo ay may nag mamatyag. Iba rin ang iyong pagkilos kung alam mo na ikaw ay nag-iisa. Sa unang kondisyon ay limitado ang pagkilos at gawi, samantalang sa pangalawa ay malaya at walang pangamba. Pag-isipan natin: matitiim mo ba na may beinte-kwatro oras na nagmamasid sa iyo sa sariling pamamahay? Tila mas malaya ang diwa kung alam mo na walang obhetibong nag-uuri sa iyo. Ang kabaligtaran nito, ayon kay Sartre, ay ang pagiging ‘di-wagas ng isang ikaw. Ikaw na isang wagas na subheto. Ito ay mayroong personal na hatid sa iyong malayang saloobin, pagkilos at pag iisip. Ang malalang bunga

nito ay kadustaan ng sarili bunsod ng pagkawala ng kalayaang kinikitil ng “pagtitig” ng iba.

Sa kaso ng modernong jeepney, ito ay ang C.C.T.V. Dito ang isang tao, na may subhetong kalikasan ay napasailalim sa isang obhetibong ‘di man lamang niya tukoy kung sino o ano ang nasa likuran ng mga lente. Sa ilang mga bansa, *Artificial Intelligence* (A.I.) ang nagpapatakbo ng mga ito. At habang sila ay nakakubli, ikaw ay maaaring masilayan sa lahat ng dako ng mundo kung nanaisin ng may kontrol nito. Para kay Buber at Sartre, ang wagas na ugnayan sa pagitan ng kapwa subheto ay dapat sa tao lamang at hindi maaari sa bagay na walang buhay.

Nilinaw ng Alemang palaisip na si Martin Heidegger sa kanyang “The Question Concerning Technology”, na ang teknolohiya ay tulay upang makamit ang layunin ng tao. (Heidegger, 1977: 4, 287) Siya ay nagbabala sa posibilidad na ang teknolohiya ay ang siyang humuhubog sa ating pagkatao, magdidikta kung saan tayo tutungo, at ano ang nararapat tupdin upang mabuhay ang isang tao. Ang modernisasyon ng jeepney, ay sa aking palagay, ang siyang pinupunto ni Heidegger patungkol sa teknolohiya halos kalahating siglo na ang nakakaraan. Ito ay ang pagpapalit sa tradisyonal na disenyo ng jeepney upang makasabay sa makabagong tuklas ng maunlad na mga bansa sa ngalan ng pandaigdigang pananaw sa enerhiya at teknolohiya.

Pangwakas

Panghuli at marahil ay pinakamalubhang krisis sa punto de vista ng eksistensyalismo, ay ang walang patumanggang paghahanap ng madaliang solusyon. Mga pamamaraang nauuso lamang at idinidikta ng nakakariwasa--mga bansang malalakas at higit na maimpluwensya kaysa sa atin. Ito ang sigaw ni Soren Kierkegaard, ang tinaguriang “Ama ng Eksistensyalismo”, sa mga kababayang niyang umaayon na lamang sa paniniwala ng walang pasubali sapagkat ito ang ipinatutupad ng sistema. (Kierkegaard, 1968: 168) Hindi masama ang mga pagbabagong kinakaharap ng mga mamang tsuper sa ating bansa, at totoo din naman ang realidad ng mga marumi at lumang mga jeepney, ngunit malinaw na sa modernisasyong ito ang pagbura sa napaka-halagang kasaysayan ng jeepney sa ating bansa.

Sa usapin ng kultura, ito ay ang identidad na nanganganib lumubog at mawasak ng dambuhalang alon ng modernisasyon. Hindi

hinahangad ng papel na ito na supilin ang kahalagahan ng malinis na kalikasan at ligtas na paglalakbay. Hiling lamang ng paglalahad na ito na huwag sana tuluyang maglaho ang mga natatanging disenyo ng mga naunang jeepney na nagbibigay dangal at indibidwalisasyon sa mga taong konektado dito: ang driver, ang operator, ang barker, ang konduktor at tayo na minsan ng nakasakay dito.

Sa adbiyento ng makabagong jeepney, nawa’y ‘di mawala nang tuluyan sa kamalayan ng mga nagmamaneho nito ang kanilang naging ambag sa pag-unlad ng bawat Pilipinong manlalakbay. Higit sa lahat, dapat maging mapagmatyag ang bawat isa upang masawata ang materyosong solusyon na iilan lamang ang makikinabang; habang ang indibidwal na tsuper, sampu ng kanyang pamilya, ay bumabaon sa kumunoy ng pagkakautang. Utang na kahit na sa kanyang pagtanda ay hindi mawawala.

Sa mga nalalabing panahon na sila ay nariyan, ating unawain, na sa loob ng jeepney ay mayroong mga mumunting detalye na may makabuluhan din. Ito ay magaganap kung atin lamang mataimtim silang susuriin. Kaya’t sa susunod na ating pagsakay ng jeepney, nawa’y ating totohanin ang mga salitang binibigkas natin:

“Mamang driver para po!”

“Sa tabi lamang po.”

“Salamat po.”

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**Addressing the Bussinessification of Prostitution in Olongapo City Through Empowerment Model:
A Preliminary Study**

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Abstract: This paper looks at the practice of prostitution in Olongapo city and how the sex workers are trapped in the business of prostitution because of poverty. The paper looks at the history and development of prostitution in Olongapo city and how it developed. Then, the paper will analyze the different attempts to combat prostitution in Olongapo. Finally, the paper argues that while legalization of prostitution and building a safer work condition would help the women of Olongapo, a better approach to address prostitution is to address the problem of poverty and gender inequality that is present in the Philippine society.

Keywords: Olongapo City, Prostitution, Women, Feminism, Poverty, Gender Inequality

Introduction

Rationale

Prostitution and sexual exploitation remain as one of the major problems in the Philippines. Despite being illegal with various laws passed to address the problem such as Republic Act No. 1036 which expands on Republic Act No. 9208 to address human trafficking and sexual exploitation and the Article 202 of the Revised Penal Code that prohibits prostitution, prostitution maintains a strong presence in the Philippines.

In 1993-1994, about 100,000 to 600,000 women were engaged in prostitution (International Labor Organization, 1998). In 2007, reports show that about 375,000 women are involved in prostitution mostly between 15-20 years old, but there are some instances where some start by age of 11(CBC News). By 2013, the number of sex workers in Philippines rises to about 500,000 (Dumlao). Moreover, the pandemic and the demand for electronic gadgets to attend online classes resulted in reports of students selling nude photos online as a means to purchase laptops and phones as well as for mobile data for internet (Hernando-Malipot, 2020).

Significance of the Study

While there are government attempts to combat prostitution, the numbers which shows the growing involvement in prostitution seems to prove that currently implemented laws remain ineffective in addressing the issue. The persistence of prostitution reveals that there is a need for a new approach on how to address prostitution in the Philippine society.

While actions against prostitution lie heavily on the government, the local governments in the Philippines play a significant role in the sex industry in the country. Instead of cracking down on the local sex industry, certain local government units in the Philippines turn a blind eye or even worse, protect prostitution dens. This is because prostitution creates revenues for the local government, especially from tourist destinations and military bases. A study in 2007 reveals that the sex industry in the Philippines is the fourth largest source of the gross national product (GNP) (Protection Project). Prostitution is treated by the local governments as a business rather than a criminal act.

In Olongapo, the “regulation” of prostitution wherein prostitution is banned and licenses are only given to “KTV bars” and “entertainers” allows the normalization of prostitution as a business. These establishments dodge the regulations and the laws through subverting the technicalities of the terms in the

law while the same practice remains because the sex industry creates a large revenue for the city.

One can argue that the “businessification” of prostitution in Olongapo benefits the sex workers. Even though it is illegal, women still receive some right. First, there is a strict implementation of the tests for sexually transmitted diseases (STD) especially in 2005 when Ordinance No. 37 of 2005 was implemented. Aside from this, women are given a sanitary notebook containing their personal information and their rights, including the right to choose an establishment and the right to leave an establishment (Bulawan, 2017). However, the “businessification” of prostitution does not solve prostitution. While it creates a friendlier condition for the women, it ignores poverty and gender inequality as part of the problem, businessification of prostitution runs the risk of justifying the exploitation of women because of the revenue that it produces for the locality.

This paper aims to argue that the solution for prostitution is not to make it a business but to address poverty and gender inequality which makes prostitution possible and “acceptable.” While the implementation of safer working condition and the decriminalization of prostitution helps in securing the safety of the sex workers, a better solution for prostitution, especially to workers who feel that they are “forced” to prostitution in order to meet daily needs is to address the social problems that drive them into this industry.

Scopes and Limitations

This paper will focus its discussion on prostitution and sexual trafficking in Olongapo. Moreover, the paper will focus on the pre-pandemic state of prostitution in Olongapo. The paper will also focus its discussion on the social analysis of the reality of prostitution in Olongapo and offer an alternative approach to how policymakers should address the issue.

Theoretical Framework

The paper follows Donna Maeda’s empowerment model as the basis for addressing prostitution (Maeda,

2011). Following this model, the discourse on prostitution escapes the binary of the abolitionist versus decriminalization debate which suffers from a problematic representation of women’s experience in prostitution.

While both sides could agree on certain points such as the condemnation of criminal sanctions against women who offer sex in exchange for money, the necessity of authentic consent for legitimate sex and the reality of failure to address the economic coercion and sexual violence against sex workers (Newman, White and Findlay, 2012), the framing of the abolitionist vs decriminalization debate misses a bigger picture in addressing prostitution. The problem with the abolitionist vs decriminalization perspective in prostitution is that both sides reduce the issue of prostitution to a debate, removing it from other social realities that affect the issue. What happens is that the discussion of prostitution is reduced to an issue of agency and choice.

In order to properly represent the experiences of women, Maeda (2011) argues to go beyond the Western liberal understanding of agency. Instead of looking at prostitution as a simple issue of agency and choice, it is important to adapt a more holistic and comprehensive approach on prostitution and sexual trafficking through seeing it as an amalgamation of various social issues. Concretely speaking, this equates to improving the quality of life of women through various forms of empowerment such as education, providing an alternative line of work, and addressing the cultural issues of gender inequality.

Methodology

The paper adopts a philosophical and phenomenological analysis of the issue. In order to understand the situation of the sex workers in Olongapo city, the researcher immersed himself in the realities of sex workers and sex industry in Olongapo through observations and, at the same time, partnership with BUKLOD, a group formed by former sex workers in Olongapo which aims to help current sex workers find alternative means of living.

The researcher then interpreted and analyzed the practice of prostitution and the realities of inequality that the women of Olongapo experience. These realities were placed under the ongoing feminist debate on prostitution. On the one hand, we have the

abolitionist perspective that argues that prostitution must completely be eradicated in society while on the other hand, we have the decriminalization perspective which argues for a safer and more secure workplace for sex workers. Finally, the paper will argue on the empowerment model that focuses on the complexities of prostitution and the need for social empowerment of women to address gender inequality and poverty.

Body/Findings

A Historical Perspective on Poverty, Gender Inequality and Prostitution in Olongapo City

To fully understand the complexity of the issue of prostitution in Olongapo City, let us look first at the historical accounts of how prostitution started and flourished in Olongapo. A brief historical review of prostitution could give us a better understanding of the multiplicities of the intersection of various issues that revolves around the prostitution in Olongapo.

The creation of military bases greatly contributes to the spread of prostitution in Olongapo. After World War II, the United States started building and certain military bases in the Philippines to expand its sphere of influence. In addition, these military bases served certain strategic value for the United States as a way to maintain influence in Asia-Pacific. It also helps the American supply lines during the Korean War and the Vietnam War.

The development of Olongapo City mimics the development of *Kijich'on* or *camp towns* in South Korea wherein the economy of the country is tied to the needs of the military bases (See, 2015). The high revenue which is obtained from offering services to the military personnel attracts the local community to dedicate their economy to the US military bases.

Thus, the economy shifts from the agricultural setup to a service-based economy, resulting in the creation of establishments that cater to American soldiers' needs, including rest and recreation (R&R) centers that offer sexual services. This means that the US military's entry not only increased the population of males in Olongapo, the military bases also bring with it the

demand for sexual services. As a matter of fact, 9000 registered hostesses and 8000 unregistered ones are servicing 8000 sailors daily with an annual spending power of 29,000,000 US dollars in Subic Bay by 1979 alone (Moselina, 1979).

Moreover, the military bases also bring the culture of a militarized masculinity in the Philippines (Ralston and Keeble, 2009). The international relationship between the Philippines and the United States is solidified through the private relationships between the citizens of these countries. This includes the relationship between the sex workers in the Philippines and the soldiers of the United States (Ralston and Keeble, 2009).

The strong relationship between the two countries was established at the expense of the women. This relation between the soldiers and the prostitute is rooted in the necessity of affirming the masculinity of the soldiers through sexualized rest and recreation before fighting for one's country (Ralston and Keeble, 2009). At this point, it is important to remember that the US soldiers are fighting in the Vietnam War. The soldiers are more likely to engage in sexualized rest and recreation as a preparation to fight and at the same time, the desire to enjoy life before entering the uncertainty of the war.

However, a militarized masculinity alone will not be sufficient to account for the sudden growth in prostitution. Looking at the data, from the 20 R&R centers in the entire Philippines in 1950's, it increases to 600 in the mid-1960's and up to 1,200 in 1990 (See, 2015). In Olongapo City, by mid-1960's there are about 20,000 women who are in the sex industry (See, 2015).

The sudden increase is due to the presence of the masculinized military and the pervasiveness of poverty in Olongapo. The women of Olongapo enter prostitution because of poverty and the lack of other possible means of income. Because of the shift from the agricultural to the service-based economy, the women's choice for income becomes limited. Among these choices of service-based work is prostitution, which has a very fast cash turn-out, which only

requires the women the skill to speak in English (See, 2015).

The demand for the US soldiers and the supply being given by the women of Olongapo creates a stable market for sex industry which will later evolve to sex tourism through the participation of the local government. Prostitution shows us that the presence of power relations between man and woman goes beyond the bedroom. Prostitution in Olongapo shows how the domination of man to woman as a way of affirming male sexuality enters the political machinations of the Philippine society.

American influence was reduced in 1991 after the Philippine Senate rejected the extension of the basing agreement between US and the Philippines with a 12-11 vote (Wallace, 1991). However, after a Chinese attempt to claim areas within the Spratly Islands, the Philippines signed the Visiting Forces Agreement (VFA) with the United States to establish the rules of deployment of American forces here in the Philippines. In 2014, the treaty was supplemented by the Enhanced Defense Cooperation Agreement (EDCA) to strengthen the ties with US in the face of the series of Chinese attempts to claim the Spratly Islands. These military agreements further strengthen the American presence in Olongapo and create an influx of male population in the city. As a result, this further strengthens the sexual industry in Olongapo City.

At this point, it is clear that the prostitution in Olongapo reveals how different societal issues overlap. While it can be said that the problem of prostitution involves gender inequality, it also includes the poverty, exploitations in capitalism, and post-colonial relationships. Prostitution in Olongapo is not a problem of a single societal issue but is the product of the synthesis of various social issues.

Limits of the Abolitionist Approach

With the growing sex industry in the Olongapo, the revenue that it creates for the city and the historical shift from having an agricultural economy to a service-

based economy, prostitution becomes central to the culture and identity of the city. The everyday practice of prostitution along with how it 'solves' the economic problem of the people leads to the normalization of prostitution as a form of work in the city despite the prohibition of the national law on prostitution and other forms of sexual work.

The national government promotes an abolitionist approach to prostitution. This could be seen in the laws passed down by the government to crackdown on prostitution. The abolitionist approach promotes that prostitution, in any form, should be stopped or abolished. In addition, they also reject any form of harm reduction approach in the sex industry as they see prostitution as an illegal practice. One problem with this approach in the Philippines is that it gets mixed up with the culture of gender inequality in the Philippines, and as such, sexual workers, who are usually seen as the victim, become criminalized because of engaging in a criminal act.

Despite the abolitionist approach of the government, failure in the implementation of the law combined with the failure to address the social problems that plague the women of Olongapo resulted in the normalization of prostitution in the city. While the population believes that prostitution is wrong – which sometimes leads to the discrimination of the sex workers in their community – the local government relaxes its crackdown on sex dens because of its revenues. In addition, the general population has been desensitized by the inherent gender inequality in the practice because prostitution has become an integral part of the city's culture.

However, despite the normalization of prostitution, the sex workers face discrimination in different forms, such as ostracization. Besides, whenever the local government would conduct raids, the sex workers are seen as criminals rather than victims. There have been cases where it is the sex workers that are fined or imprisoned by the local government over the customers. Moreover, sex workers are placed at great risk in terms of sexual violence and rape as the local

government downplays such instances by interpreting participation in the sex industry as equivalent to unlimited sexual consent.

The tests that the sex workers must undergo to prove that they do not carry sexually transmitted diseases are shouldered by the workers themselves and the industry being illegal means that the workers are not eligible for health insurance and other forms of social security services.

Limits of the Decriminalization Approach

With this failure of the abolitionist approach in Olongapo, let us now look at the decriminalization approach. The decriminalization approach argues that sexual work should be decriminalized. Moreover, this side also lobbies for the protection and safety of sexual work. This side sees sexual work on the same level as the sale of other forms of services and, as such, should not be looked down upon by society. To them, sexual work is empowering for women and as such, should be supported instead of being criminalized.

At this point, it is important to look on how the problem of prostitution is being addressed. One position is based on Allison Murray's approach to creating safer conditions for the sex industry. Donna Maeda explains that for Murray, "rather than focusing on "protection" that results in the repression of embodied labor, she advocates the creation of safer working conditions and the eradication of the inequalities and discriminations that lead to the harmful forms of sex work (Maeda, 2011)."

Murray (1998) believes that the abolitionists' position makes the image of the sex industry immoral, resulting in the criminalization of prostitutes. In the Philippines, this is reflected in the Article 202 of the Revised Penal Code which penalizes the prostitutes and the vagrants instead of the third parties, which coerce women into prostitution. Moreover, Murray (1998) believes that prostitution can be a legal job like other occupations given a better workplace and the protection of rights of the workers. Instead of criminalizing prostitution

which Murray holds as "the moral hypocrisy of global capitalism and sexual repression (Maeda, 2011)," society should legalize it and at the same time, pass laws which would protect the rights of the workers and promote a more humane condition for sexual industry. The repression of the sexual industry is the main cause of why exploitation happens in it. By legalizing it, Murray holds that the exploitation can be prevented through the enactment of laws that are favorable to the sexual worker (Maeda, 2011).

While Murray's argument is successful in pointing out that the criminalization of the sex workers is problematic and in certain cases, unjust, Murray's position tends to ignore the fact that while the women choose to enter prostitution, the choice comes from a very limited option. Going back to the earlier point on poverty in Olongapo, despite the demand from the militarized sexuality, it will never account for the spread of prostitution in the Philippines. Instead, poverty becomes essential in the spread of prostitution because it makes women more vulnerable to the exploitation of men.

Because women are denied the capacity to realize their capability and participate in society fully, they have to undergo the exploitation of society to survive. Stories from the women of BUKLOD Olongapo would affirm that given a better choice, they would never enter prostitution in the first place. Their involvement in the sex industry since they simply have to survive.

Moving beyond the discourse on the authenticity of choice, decriminalization of sex industry only makes sense when other dimensions of societal problems that affects the empowerment of women is addressed. In fact, the limitations of the decriminalization approach – as well as the abolitionist approach – points us to the direction of changing the discourse of prostitution from a purely legal issue defined by agency. Instead of this, we are demanded to understand and analyze prostitution as a social issue which is interconnected with other social issues. As such, we need to frame the discourse of prostitution not just as a legal issue but also a social, economical and a political one.

Solving Prostitution by Addressing Poverty and Gender Inequality

Ratna Kapur's notion of the sexual subaltern (2000) captures the perspective of how the members of BUKLOD Olongapo should see themselves. The sexual subaltern is composed of gays, lesbians, and sex workers whose presence and sexual activities challenge the traditional understanding and cultural norms of sex (Kapur, 200).

For Kapur (2000), the agent, in the act of prostitution, can cross between two worlds – the world of the agent and the world of the customer. This capacity of the agent allows her to challenge and question the perspective of the customer. The consent to prostitution does not happen as the consent of the free agent but as a partial consent, which is restricted by various social conditions and political arrangements (Maeda, 2011). Through this perspective, we can better understand how the women in the sex industry would look at themselves and their participation in it through this perspective.

Kapur's analysis also allows us to see the condition of the agent as non-ideal. Because consent in the sex industry is not free consent, we can see how certain conditions restrict the agent's capacity to realize herself fully. Because she has been disempowered, the agent can only achieve certain tasks which fall within her limited capacity. Given this, we should address prostitution beyond the agency-victimhood narrative and focus on conditions that prevents the subaltern agent from fully realizing their own capacity. This is because despite creating a safer space for sexual industry, it will never dissolve the stigma against it and, at the same time, the feeling of guilt of the women who enter prostitution. At best, legalizing prostitution might address the presence of gender inequality in prostitution but never fully solve other aspects of the problem.

Building from Kapur's analysis, we can look at how to solve the problem of prostitution. Going beyond the

victim-agency binary, prostitution should be addressed based on what the women who enter the situation need. Given that these women choose to enter prostitution because they are not empowered to participate in society fully, a new method of addressing prostitution should focus on giving these women the capacity to represent themselves in the social sphere. Because the problem is rooted in poverty and gender inequality, the solution must address the vulnerabilities being created by these two social issues.

We can look on how Coalition Against Trafficking in Women-Asia (CATW-Asia) and Katipunan ng Kababaihan Para sa Kalayaan (KALAYAAN) conference concluded with recommendations to UN to have a more active action against the violence against women in third world countries as well as to call for a coalition of different NGO in fighting violence against women through empowerment (Coalition Against Trafficking in Women-Asia and Katipunan ng Kababaihan Para sa Kalayaan, 1993).

The conference calls for solidarity among different NGOs and the support of different civil societies in empowering women, allowing them to represent themselves instead of relying upon others to represent them. The empowerment of women is important because it allows women to represent themselves in the social sphere. This allows for the realization of the agent's subjectivity, but it also discourages the agent from entering prostitution.

Going back to sexual inequality and poverty which are the roots of prostitution, empowerment can take place through providing support – financial, social, political, etc. – to the women. This allows for a more equal field of interaction between men and women. Also, poverty can be addressed through giving various opportunities and encouragement to women by different sectors of the society. This will allow the women to be self-sustaining and break away from the normal perception of women which is dependent.

An approach which takes into account the social condition of women allows for a more probable solution in solving prostitution. By addressing the

vulnerabilities that the women experience, society can address the problem of prostitution straight at its roots.

Conclusions

In this paper, we looked at prostitution in Olongapo City and how the empowerment model helps us address this issue holistically. We started our discussion by looking at the historical background of prostitution in Olongapo and how various historical events shaped Olongapo into a sexual service-based economy. The existence of the American military bases gave birth to the sex industry, and the small amount of ability required to earn money forced the city to abandon its agricultural setup. In addition, the historical analysis of prostitution in Olongapo allows us to see how the issue of prostitution is a result of various social issues that manifested themselves into sex tourism and prostitution.

Next, we took a look at the abolitionist perspective of addressing prostitution in Olongapo by the national government and why this approach failed to address the problem:

1. The abolitionist approach adopted by the government fails to give justice to the sex workers of Olongapo, treating them as criminals instead of victims.
2. The abolition perspective also doubles down on the discrimination that the sex workers of Olongapo.
3. The abolitionist approach of the government further exposes the sex workers in harm as this approach excludes them from protecting the law.

While the abolitionist perspective remains lackluster in addressing prostitution, the decriminalization approach did not fair that well either. While the decriminalization approach allows for harm reduction and addresses the discrimination experienced by the social workers, it only mitigates prostitution. Decriminalization fails to address situations wherein sexual workers choose to enter the sex industry not as a form of sexual liberation and women empowerment but because they have no other alternatives to earn a living. While decriminalization allows sex work to be a legitimate choice, it does not help those who feel 'trapped' by the limited choices they have.

As such, we now turn to the empowerment model which Maeda speaks of. First, there is a demand for framing the debate on prostitution beyond the debate on legality in the empowerment model. Instead, prostitution should tackle it as a social issue among and interconnected to other forms of social issues. It also moves the discussion of agency from being free or not into the concrete agency of the sex worker as a form of restricted agency that can be improved through empowerment. The empowerment model helps the sexual workers practice authentic consent and choice by empowering them to have increased choices that they could take. This model takes prostitution beyond the level of legal discourse and elevates it into a social issue with concrete manifestations.

Recommendations

As a preliminary study that focuses on the analysis of prostitution in Olongapo, the researcher recommends the following:

1. Formulate more concrete solutions that follow the empowerment model through coordination with the local government, the civil society, and the sex workers.
2. Create comparisons of the realities of prostitution in Olongapo with the realities or experiences of prostitution in other parts of the country or the world.
3. Give an analysis of prostitution in Olongapo that adapts to the new normal during the COVID-19 pandemic.

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ANGLO LITERATURE-BASED MOVIE WORKSHEETS FOR THE ENHANCEMENT OF VIEWING SKILLS

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Abstract: This study was designed to assess the level of performance of the Grade 9 students after utilizing the Anglo Literature-based Movie Worksheets through the use of one group pretest-posttest type of research design and to determine the level of acceptability of the said worksheets among the Teachers of English at Bayugo National High School, School Year 2017-2018. As to the findings of this study, it was found out that the developed Anglo literature-based worksheets with respect to Clarity of Explanation, Design Characteristics, Aid to Instructions and Learning Activities are Highly Acceptable. As to the level of performance of the Grade 9 students before and after exposure to developed materials in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating, the student-respondents showed a *Fairly Satisfactory* performance before exposing to Anglo Literature-based Movie Worksheets but after utilizing the developed materials the performance of the Grade 9 students became *Very Satisfactory*. With regard to appreciation, the student-respondents perceived that the activities in the worksheets helped them easily by getting the message and moral of both movies and understanding some parts of the movies and stories that they find unclear. Regarding the teacher-respondents' recommendation, it was recommended to add more challenging activities and add more graphic organizers. Consideration on the binding of the worksheets was also insisted.

Keywords: Anglo Literature, movie worksheets, enhancement, viewing skills

Introduction

There are four macro skills used in communication, namely speaking, listening, reading and writing. These are divided into two skills, the input skills in which reading and writing belong and the output skills wherein speaking and writing are part of.

As time changes, viewing as a skill is added for the experts proved that viewing must also be part of the said skills for learning some lessons took place easily through watching or viewing.

Barrot (2014) emphasized that the supremacy of visual media in the lives of people today has led to the inclusion of viewing in the macro skills. It pertains to perceiving, examining, interpreting, and meaning-making from visual images and it is also very crucial to boosting comprehension of print and non-print materials.

Among the five macro skills, viewing skill is less likely to have given much interest and consideration. In most of the learning materials provided by the Department of Education, there's a vast number of exercises allotted for reading, listening, speaking and writing but few for viewing skill. It is not that it is hard to teach viewing or viewing has less impact on learning but teachers are not giving much emphasis on it because there are no appropriate existing learning materials for it, it would be another burden for them if they will make

their own activity sheets for all the expected skills in viewing.

Mirvan (2013) asserted that employing video materials in a classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real-life.

Moreover, the study of Afolabi and Akerele (2012) revealed that when video is used in teaching, it enhances learners' positive attitude towards the course. Also, it affects their performances positively

Integration of films in teaching lessons in English can also provide reflections of what is really happening in reality, it's just like learning and mastering the competencies while understanding the different real life scenarios that could help them to be a better citizen of this nation.

As part of teaching the competencies in viewing stipulated in the curriculum guide, teachers expose their students to some of the movies or videos related to the lesson or topic. Still, sometimes the ending of the film viewed is also the ending of learning.

The study focused on the development and experimentation of Anglo Literature-based Movie Worksheets for the enhancement of viewing skills. It was conducted at Bayugo National High School, District of Jalajala of the Division of Rizal, school year 2017-2018.

For the acceptability, teachers at Bayugo National High School was used, and the subjects for the one-shot experiment were the 100 % total population of one section in Grade 9.

The primary objective of this study was to assess the level of performance of the Grade 9 students after utilizing the Anglo Literature-based Movie Worksheets and to determine the level of acceptability of the said worksheets among the Teachers of English at Bayugo National High School, School Year 2017-2018.

Specifically, it answered the following questions:

1. What is the level of acceptability of the developed Anglo literature-based worksheets with respect to Clarity of Explanation, Design Characteristics, Aids to Instruction and Learning Activities?
2. What is the level of performance of the Grade 9 students before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing, and Evaluating?
3. Is there a significant difference in the level of performance of the Grade 9 students before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing, and Evaluating?
4. How do the activities in the worksheets help the students comprehend and appreciate the viewed movies?
5. What are the recommendations for the enhancement of the developed Anglo Literature-based Movie Worksheets?

Theoretical Framework

This study was anchored on David Ausubel's Theory of Meaningful Reception, which refers to the learning of new knowledge relies on what is already known. The construction of knowledge starts with observation and recognition of events and objects.

Ausubel supports advancing organizers as a mechanism to help link the new learning material with the existing related ideas. The advance organizers are divided into two, the comparative organizer in which the main goal of comparative organizers is to activate existing schemas and used as reminders to bring into the working memory of what you may not realize is relevant and the second one is the expository organizer wherein

its goal is to provide new knowledge that students will need to understand the upcoming information.

It is also related to Cognitive Theory of Multimedia by Mayer (2001) which states that people can learn more deeply from words and pictures than from words alone". Cognitive theory of multimedia also conveys on three cognitive science principles of learning, firstly, the human information processing system includes dual-channels for visual/pictorial and auditory/verbal processing, secondly, each channel has limited capacity for processing and thirdly, active learning involves carrying out a coordinated set of cognitive processes during the acquisition of knowledge.

These theories have a great connection to the study for the researcher used movies to broaden the understanding of the students towards the lesson and by providing them worksheets with different graphic organizers that could help them comprehend well the literature tackled and develop their viewing skills such as recognizing, inferring, interpreting, predicting, analyzing, and evaluating.

The researcher also believed through the exposure of the students in viewing, they can easily activate their schema and they will also be given a big picture and a clear representation of what a certain story all about. With the help of the developed worksheets, the comprehension will be more thorough, and retention will be highly evident.

Methodology

The study used a One-Group Pretest-Posttest design to determine the level of performance of Grade 9 students. This type of research was classified as pre-experimental design because there was little or no control of extraneous variables.

To assess the acceptability of the worksheets, seven (7) or 100% total population of Teachers of English at Bayugo National High School was used. And the respondents for the one-shot experiment were the 43 or 100 % total population of one section in Grade 9 at Bayugo National High School, School year 2017-2018.

Since the lessons Beowulf and King Arthur were already taught during First Grading period, the researcher administered a test to other section in Grade 9 to check the level of understanding and comprehension of the students but the results showed that even though the teacher already discussed the lessons and activities were provided still there was less mastery in the content and with that the researcher decided to develop worksheets to enhance the learning of the students particularly in viewing skills

The researcher prepared an 80-item teacher-made test that was validated by the experts and administered to the Grade 10 students. This was also subjected to item analysis and was trimmed down to a 60-item test used for the pretest and posttest. A questionnaire checklist was also adapted and modified to determine the level of acceptability of the worksheets by the seven (7) or 100% total population of the English teachers.

The researcher used the fishbowl technique to identify the group of respondents to be used. Then a test was given to the selected group before exposing them to movies and developed worksheets. After answering, the respondents watched the movies and at the same time used the worksheets because some parts of the worksheets were meant to be answered before and while viewing.

Then after watching the movies, the group continued answering the worksheets specifically in the After-Viewing Stage. A test was given to the group after utilizing and accomplishing the worksheets. A Focus Group Discussion (FGD) was done to know the appreciation and reflection of the Grade 9 students after watching movies and utilization of the worksheets.

Body/Findings-

Level of acceptability of the developed Anglo literature-based worksheets with respect to Clarity of Explanation, Design Characteristics, Aids to Instructions, and Learning Activities.

Table 1

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Clarity of Explanation

Clarity of Explanation	Mean	VI
1. The tasks to be accomplished are accurate.	4.57	HA
2. The context, tasks, and output connections are clearly shown.	4.71	HA
3. The language used is clear in terms of vocabulary and technical terminologies.	4.71	HA
4. All instructions are clear and easy to understand	4.71	HA
Average	4.68	HA

It can be noticed from the table that in terms of Clarity of Explanation, most of the respondents assess that the accuracy of the tasks to be accomplished, the

connections of contexts, tasks, and outputs, the clearness in the language use and instructions are *Highly Acceptable*. This only implies that the teacher-respondents' acceptance toward the clarity of explanation in the worksheets is evident.

Table 2

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Design Characteristics

Design Characteristics	Mean	VI
1. Visual elements have been successfully integrated into the learning sequence	4.86	HA
2. The set of steps in accomplishing the tasks is orderly indicating accuracy and organization.	4.86	HA
3. The content and tasks outputs make the material fulfilling.	4.71	HA
4. The appeal or interest is sustained throughout the end of each material	4.71	HA
Average	4.79	HA

As shown from the table, majority of the respondents assessed the design characteristics of the developed Anglo Literature-based Movie Worksheets as *Highly Acceptable* since the visual elements have been successfully integrated into the learning sequence, the set of steps in accomplishing the tasks is orderly indicating accuracy and organization, the content and tasks outputs make the material fulfilling and the appeal or interest is sustained throughout the end of each material.

This only means that the design characteristics of the worksheets are indeed applicable to the material and really helped the presentation of the activities.

Table 3

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Aids to Instruction

Aids to Instruction	Mean	VI
1. All aspects of the worksheet are well integrated giving a high probability that it will be a successful learning resource.	4.86	HA

2. The questions are relevant to understand the selection/movies.	5.00	HA
3. All the aspects of the material are sufficient to assist the students to relate to the context and accomplish the tasks	4.71	HA
4. The worksheets supplement the need for appropriate materials in viewing comprehension	4.86	HA
Average	4.86	HA

As reflected from the table, the teacher respondents assessed the Aids to Instruction as *Highly Acceptable* since all aspects of the worksheets are well integrated giving a high probability that it will be a successful learning resource, the questions are relevant to understand the movies. All aspects are sufficient to assist the students to relate to the context and accomplish the tasks and worksheets supplement the need for appropriate materials in viewing comprehension. This means that based from the perspective of the respondents, the worksheets really helped the fulfilment of the learning and instruction.

Table 4

Computed Mean on the Level of acceptability of the developed Anglo literature-based worksheets with respect to Learning Activities

Learning Activities	Mean	VI
1. Continuity of learning has been ensured.	5.00	HA
2. The activities are appropriate for their contents and objectives	4.83	HA
3. Each activity is clearly defined	4.67	HA
4. All learning activities help enrich the target skills	4.83	HA
Average	4.83	HA

It can be gleaned from the table that the respondents assessed the learning activity as Highly Acceptable since the continuity of learning has been ensured. The objectives are appropriate for their contents and objectives. Each activity is clearly defined, and all learning activities help enrich the target skills. It implies that the activities are suitable and applicable as great skills enhancement.

Table 5

Composite Mean on the Level of acceptability of the developed Anglo literature-based worksheets

Aspects	Mean	VI
Clarity of Explanation	4.68	Highly Acceptable
Design Characteristics	4.79	Highly Acceptable
Aids to Instruction	4.86	Highly Acceptable
Learning Activities	4.83	Highly Acceptable
Average	4.78	Highly Acceptable

The Table shows that Clarity of Instructions, Design Characteristics, Aids to Instruction and Learning Activities of the developed Anglo Literature-based Movie Worksheets were *Highly Acceptable*. It implies that all features of the worksheets are suitable and adequate to the level of learners as perceived by the teacher-respondents.

As what Seven and Engin (2007) said, It has been known well that the usage of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes.

Level of performance of Grade 9 Students Before and After exposure to Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing, and Evaluating

Table 6

Computed Mean and Standard Deviation on the Level of performance of Grade 9 Students Beowulf Before and After exposure to Anglo Literature-based Movie Worksheets

Viewing Skills	Before			After		
BEOWULF	\bar{x}	SD	VI	\bar{x}	SD	VI
Recognizing	1.91	1.09	FS	4.26	0.90	O
Inferring	1.98	0.99	FS	2.88	1.38	S
Interpreting	1.84	1.15	FS	3.07	0.99	VS
Predicting	1.77	1.11	FS	3.14	1.04	VS
Analyzing	1.30	1.19	FS	2.88	1.30	S
Evaluating	1.88	1.25	FS	3.09	0.92	VS
Total	10.63	3.44	FS	19.33	4.49	VS

As shown from the table, in terms of Recognizing in Beowulf, the Grade 9 students obtained a mean of 1.9, verbally interpreted as *Fairly Satisfactory* performance before exposing to developed worksheets but after using the materials the Grade 9 students performed better with a mean of 4.26 verbally interpreted as *Outstanding* performance.

In terms of Inferring, the Grade 9 students got a mean of 1.98 with a verbal interpretation of *Fairly Satisfactory* performance before using the worksheets and after utilizing the developed materials, the Grade 9 students obtained a mean of 2.88 verbally interpreted as *Satisfactory* performance.

In terms of Interpreting, the Grade 9 students obtained a mean of 1.84 with verbal interpretation of *Fairly Satisfactory* performance before exposure and obtained a mean of 3.07 with verbal interpretation of *Very Satisfactory* performance after utilizing the materials.

In terms of Predicting, the Grade 9 students obtained a mean of 1.77 verbally interpreted as *Fairly Satisfactory* performance but after the exposure to worksheets, the students got 3.14 mean and verbally interpreted as *Very Satisfactory* performance.

In terms of Analyzing, the Grade 9 students obtained a mean of 1.30 with verbal interpretation of *Fairly Satisfactory* performance before exposure but after exposure, the Grade 9 students obtained a mean of 2.88 verbally interpreted as *Satisfactory* performance.

In terms of Evaluating, the Grade 9 students got a mean of 1.88 verbally interpreted as *Fairly Satisfactory* performance before exposure and after utilizing the material the Grade 9 students got a mean of 3.09 with verbal interpretation of *Very Satisfactory* performance.

In total, the Grade 9 students obtained a weighted mean of 10.63 with verbal interpretation of *Fairly Satisfactory* before exposure to materials but the students obtained a weighted mean of 19.33 after utilizing the Anglo Literature-based Movie Worksheets with verbal interpretation of *Very Satisfactory*.

The findings is supported by Ezekoka (2008), which revealed that developed instructional materials served as important components in the teaching and learning delivery modalities that carry all important messages, data and information from a transmitting source(teachers)to the receiver (learner). It only implies that the Anglo Literature worksheets helped the respondents performed better in most of the viewing skills in Beowulf. Students got a satisfactory rating in Inferring skill and Analyzing skill even after utilizing the worksheets, this happens because these skills are part of

the higher order thinking skills that students need to develop.

Table 7
Computed Mean and Standard Deviation on the Level of performance of Grade 9 Students in King Arthur Before and After exposure to Anglo Literature-based Movie Worksheets

KING ARTHUR	\bar{x}	SD	VI	\bar{x}	SD	VI
Recognizing	.95	0.79	DNM	3.56	1.30	VS
Inferring	1.42	0.91	FS	2.88	1.12	S
Interpreting	1.53	0.86	FS	3.37	1.35	VS
Predicting	1.91	1.19	FS	3.14	1.41	VS
Analyzing	1.51	1.08	FS	3.47	1.03	VS
Evaluating	1.53	1.12	FS	2.91	1.31	S
Total	8.86	2.47	FS	19.33	5.40	VS

As shown from the table, in terms of Recognizing in King Arthur, the Grade 9 students obtained a mean of 0.95, verbally interpreted as *Did Not Meet* before exposing to developed worksheets but after using the materials the Grade 9 students performed better with a mean of 3.56 verbally interpreted as *Satisfactory* performance.

In terms of Inferring, the Grade 9 students got a mean of 1.42 with a verbal interpretation of *Fairly Satisfactory* performance before using the worksheets and after utilizing the developed materials, the Grade 9 students obtained a mean of 2.88 verbally interpreted as *Satisfactory* performance.

In terms of Interpreting, the Grade 9 students obtained a mean of 1.53 with verbal interpretation of *Fairly Satisfactory* performance before exposure and obtained a mean of 3.37 with a verbal interpretation of *Very Satisfactory* performance after utilizing the materials.

In terms of Predicting, the Grade 9 students obtained a mean of 1.91 verbally interpreted as *Fairly Satisfactory* performance but after the exposure to worksheets, the students got 3.14 mean and verbally interpreted as *Very Satisfactory* performance.

In terms of Analyzing, the Grade 9 students obtained a mean of 1.51 with verbal interpretation of *Fairly Satisfactory* performance before exposure but after exposure, the Grade 9 students obtained a mean of 3.47 verbally interpreted as *Very Satisfactory* performance.

In terms of Evaluating, the Grade 9 students got a mean of 1.53 verbally interpreted as *Fairly Satisfactory*

performance before exposure and after utilizing the material the Grade 9 students got a mean of 2.91 with verbal interpretation of *Satisfactory* performance.

The Grade 9 students obtained a weighted mean of 8.86 with a verbal interpretation of *Fairly Satisfactory* before exposure to materials but the students obtained a weighted mean of 19.33 after utilizing the Anglo Literature-based Movie Worksheets with a verbal interpretation of *Very Satisfactory*.

This implies that the worksheets may further enhance their comprehension of the subject matter if chosen and used appropriately. It only means that the developed worksheets were really effective as enhancement of the target viewing skills in King Arthur.

It can also be seen on the table that Inferring Skill and Evaluating Skill both have a satisfactory rating which implies that students find it hard to deal with these two skills basically because they need higher-order thinking skills to practice the said skills effectively. As mentioned by Marzano (2010), inference is a foundation skill-a prerequisite for higher-order thinking and 21st-century skills. Dealing with these skills, students are expected to have critical thinking and understanding of the concepts. Brookhart (2010) defines higher-order thinking skills in three categories; those that define it as in terms of transfer; those that define it in terms of critical thinking, and those that define it in terms of problem-solving.

Significant Difference on the level of performance of Grade 9 Students in Beowulf Before and After exposure to Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating.

Table 8

Computed t-values on the level of performance of Grade 9 Students in Beowulf before and after exposure to Anglo Literature-based Movie Worksheets

Skills	t	df	Sig	H	VI
BEOWULF					
Recognizing	11.32	42	.000	R	S
Inferring	3.29	42	.002	R	S
Interpreting	5.66	42	.000	R	S
Predicting	6.01	42	.000	R	S
Analyzing	6.51	42	.000	R	S
Evaluating	5.05	42	.000	R	S
Total	10.97	42	.000	R	S

It can be noticed from the table that it was statistically found out that there is significant difference

on the level of performance of the Grade 9 students in Beowulf before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating since the obtained p-values of 0.000 and 0.002 are all less than 0.05 level of significance, therefore the null hypothesis is rejected.

The results can be supported by Dahar (2011), who investigated the effect of the availability of instructional materials on the academic performance of the students in Punjab (Pakistan). He mentioned that instructional materials play a very important role in the teaching-learning process.

Table 9

Computed t-values on the level of performance of Grade 9 Students in King Arthur before and after exposure to Anglo Literature-based Movie Worksheets

KING ARTHUR	t	df	Sig	H	VI
Recognizing	11.17	42	.000	R	S
Inferring	6.27	42	.000	R	S
Interpreting	7.38	42	.000	R	S
Predicting	4.79	42	.000	R	S
Analyzing	8.66	42	.000	R	S
Evaluating	5.24	42	.000	R	S
Total	10.88	42	.000	R	S

The table indicates that there is enough evidence to claim that there is a significant difference in the level of performance of the Grade 9 students in King Arthur before and after exposure to the developed Anglo Literature-based Movie Worksheets in terms of Recognizing, Inferring, Interpreting, Predicting, Analyzing and Evaluating since the obtained p-values of 0.000 are all less than 0.05 level of significance, therefore the null hypothesis is rejected.

Relative to the result of the study of Woottipong (2014), it can be implied that video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. Video-based instruction can be used to develop students' listening and speaking skills. Activities associated with video-based instruction such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills. Thus the developed viewing worksheets are indeed tools for comprehension and appreciation.

Students' appreciation and comprehension in Anglo Literature-based movie worksheets

Table 4

Frequency and Percentage on the Students' appreciation and comprehension in Anglo Literature-based movie worksheets

<i>Items/Statements</i>	<i>Frequency</i>	<i>Percentage</i>
1	12	27.90 %
2	38	88.40 %
3	24	55.80 %
4	18	41.90 %
5	20	46.50 %
6	27	62.80 %
7	17	39.50 %
8	20	46.50 %
9	13	30.20 %
10	26	60.50 %

Descriptions for each items:

1. *The activities in the worksheets help me see myself in the characters of the movies.*
2. *The activities in the worksheets help me easily get the message and moral of both movies.*
3. *The activities in the worksheets help me see and understand the connection of the movies to the society*
4. *The activities in the worksheets help me understand the flow of the stories in the movies smoothly.*
5. *The activities in the worksheets help me appreciate the good characterization and portrayal of the characters in both movies.*
6. *The activities in the worksheets help me understand some parts of the movies that are unclear to me.*
7. *The activities in the worksheets help me interpret some lines of the characters that are hard to understand.*
8. *The activities in the worksheets help me visualize some scenes from the written story more clearly when viewed.*
9. *The activities in the worksheets help me understand some unfamiliar words I heard in the movies.*
10. *The activities in the worksheets help me realize and appreciate the beauty and quality of the story.*

The table showed the results of the structured interview on the appreciation and comprehension of the students wherein statement number 2 was chosen by most of the respondents with 38 or 88.40 % of the

respondents perceived that the activities in the worksheets help them easily get the message and moral of both movies. Statement number 6 got a frequency of 27 or 62.80 % which means that the respondents perceived that the activities in the worksheets help them understand some parts of the movies that are unclear to them.

It also revealed that statement number 10 obtained a frequency of 26 or 60.50 % which shows that respondents thought that the activities in the worksheets help them realize and appreciate the beauty and quality of the story. Statement number 3 got a frequency of 24 or 55.80 % which means that the respondents believed that the activities in the worksheets help them see and understand the connection of the movies to the society. Statement 5 and 8 both obtained a frequency of 20 or 46.50 % which shows that the respondents considered the activities in the worksheets as a help for them to appreciate the good characterization and portrayal of the characters in both movies and as well to visualize some scenes from the written story more clearly when viewed.

Statement 4 obtained a frequency of 18 or 41.90 % which means that the respondents thought that the activities in the worksheets help them understand smoothly the flow of the stories in the movies. While Statement 7 got a frequency of 17 which means that 39.50 % of the respondents perceived that the activities in the worksheets help them interpret some lines of the characters that are hard to understand. Statement 9 got a frequency of 13 which shows that 30.20 % of the respondents felt that the activities in the worksheets help them understand some unfamiliar words they heard in the movies. And Statement 1 got a frequency of 12 which shows that 27.90% of the respondents perceived that the activities in the worksheets help them see themselves in the characters of the movies.

The student-respondents were also asked what other aspects of the movies and the activities do they really appreciate and their perception after the using the materials through Focus Group Discussion (FGD), and the following are the interpreted responses of the students: The message of the story is clearly manifested in the movie and activities help them understand it. (*Ang mga magandang aral sa kwento ay nakikita ng maayos sa movie at yung mga activities ay tumulong sa kinapapaligiran ng mga bata*); The students understood the parts that they cannot easily understand through the help of the movies and the worksheets. (*Mas naunawaan ko po yung mga bahagi na hindi ko gaanong naintidihan sa kwento kasi napanuod ko sa palabas at nagsagot sa mga activity.*) The students learned how to help people who

are in need without something in return. (*Natuto akong tumulong sa kapwa nang walang hinihinging kapalit.*)

Recommendations of the Teacher-respondents for the enhancement of the developed Anglo Literature-based Movie Worksheets

As perceived by the 7 or 100% total English teachers at Bayugo NHS, the researcher was encouraged to add more challenging activities and use additional graphic organizers.

They also suggested that the worksheets could also be bound for a much better appearance and compilation. Even though the students use the worksheets for enrichment, they must still be guided by the teachers in accomplishing the tasks.

The teacher-respondents also advised the researcher to add more spaces for the students' responses since there might be a tendency to have a long answer, and the layout must be reviewed to avoid overlapping of text. It was also proposed that the researcher include "About the Author" in his worksheets to recognize the writer's effort.

The teachers found the worksheets as innovative, motivating, and very millennial in nature, and their visual characteristics are effective to the young minds of the students.

Conclusions

Based on the findings of the study, it can be concluded that the Anglo Literature-based Movie worksheets are acceptable as instructional materials in enriching the viewing skills of the Grade 9 students and enhancing their learning for the target lessons. The Anglo Literature-based Movie Worksheets helped the students to perform better and easily comprehend the written stories. The integration of movies and utilization of the developed worksheets made the learning process easier on the part of the students. They really find the materials helpful and effective in enhancing their viewing skills.

The researcher must consider all the recommendations of the teacher-respondents to improve and enhance the appearance, content, and usefulness of the Anglo Literature-based Movie Worksheets.

Recommendations

Based on the result of the study, it was recommended that the teachers should make sure the movie is audible enough for the students and can be

viewed by all of the students. Teachers should ensure that each stage of the worksheets was done for the specific time required, as such, activities in the Pre-Viewing Stage must be accomplished before watching movies. School administrators are encouraged to put up an Audio-Visual room to help the teachers and students deal with Viewing Skills. High school teachers are encouraged to utilize and modify the developed worksheets in English. Further studies should explore more effective integration and utilization of the developed Anglo Literature-based Movie Worksheets.

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Teaching Non-Major Subjects: A Challenged to Senior High School Teachers

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Abstract: The study aimed to determine the real-life experiences of selective senior high school teachers of Morong National High School who are teaching outside the area of their specialization. The feelings while teaching unfamiliar subjects, the support they got upon teaching, the challenges their encountered and, the coping solutions they applied.

The study employed a descriptive- narrative method of research. Respondents of the study were the selected eight (8) senior high school teachers of Morong National High School in the district of Morong province of Rizal. Intending to get the most appropriate result of the study, subjects of the study were the teachers who are currently teaching non-major subjects for the first quarter of S.Y. 2019 – 2020.

Furthermore, the result of the study shows that challenges are part of the development and changes that happened. Through challenges, different problems and difficulties arises were overcome. It enhances the capabilities and skills in every aspect once it was surpassed. Through this, the teacher must be equipped with different strategies and techniques to address the problem that arises in the field of teaching.

Keywords: *Teaching Non-major Subject, Senior High School Teacher, Challenges, Support, Coping Solution*

Introduction – Teaching is a profession that requires love, passion and, dedication. It is considered the noblest profession of all. Teachers should exhibit a jack of all trade attitudes to perform their duties and responsibilities. Different methods and strategies were applied to attain the learning and cope with the educational system. The implementation of the K to 12 Program of the Department of Education (DepEd) opens lots of opportunities for educators and learners as well. Despite it, different problems and challenges arise to devise the program. Few of it is the out-of-field teaching and teaching non-major subjects.

Under Section 2 of the Republic Act no. 10533 also known as An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for basic education, appropriating funds therefor and other purpose states;

The state shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country, and society-at-large.

a.) Allow every student to receive a quality education that is globally competitive based on a pedagogically sound curriculum that is at par with international standards;

b.) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports, and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and

c.) Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, circumstances, and diversity of learners, schools, and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

In Morong National High School, there are unequal numbers of teachers to the number of subjects taught and students, wherein some teachers were assigned to teach a subject outside the area of their expertise. In the end, the study sought to determine the feelings, challenges, support, and coping solutions dealt with by the teachers.

This reveals that teachers played a big part in the academic achievements of the students. The experiences of teachers while teaching non-major subjects is one of contributing factors to be considered in the achievement ranking of the schools. Questioning the efficiency and effectiveness of the impart knowledge and skills of

teachers while teaching outside the area of their specialization gave stress to the said teachers.

As included in Section 16 of the Education Act of 1982, every teacher shall;

1.) Perform his duties to the school by discharging his responsibilities following the philosophy, goals, and objectives of the school.

2.) Be accountable for the efficient and effective attainment of specified learning objectives in the pursuance of national development goals within the limits of available school resources.

In this regard, teachers as the giver of learning to the students should be competitive in every task assigned to them. Enhance the performance of the learners in different areas and aspects of life. With the following factors to be considered teachers who teach non-major or out-of-field find ways or solutions to the difficulties that might be encountered or arises.

LITERATURE REVIEW

In education, teaching is one of the pillars to the learning of the student, not only in academics but also in moral, spiritual, and psychological aspects of self. It is one of the aspects of education that is a very humanistic profession and professional activity constructed by qualifications, standards, and accountability in the utmost feeling of understanding.

Also, teachers are responsible for their students' learning. They need to fill out what students need to know. However, some of them teach a subject that is outside the area of their expertise/ mastery. In the present situation, some of the teachers are handling a subject that is not their specialization. This phenomenon considered as out-of-field teaching, where teachers are placed in teaching positions in which they have to teach subjects outside their field of qualification or expertise, appears in public schools as well as independent schools. This happens either because of the managerial decision by the principal and the school management team or because of governmental recruitment and placement procedures as stated by Du Plessis (2015).

Further studies by Caldis (2017), teaching out-of-field is a situation many teachers experienced throughout their career; particularly those entering the

profession. Not only does teaching out-of-field disrupt the integrity of a subject, it inevitably results in heightened levels of student disengagement, lower than anticipated achievement of student learning outcomes, and an increasing lack of confidence amongst teachers about their ability to teach effectively.

Viewing student achievement as evidence of learning, and linking students learning to the effective or successful teacher, is one way of defining quality education. This approach differs from that which identifies the quality teacher with the so-called "good teacher"- one who upholds the standards and norms of the profession. Good teaching means that the content taught accords with disciplinary standards of adequacy and completeness and the methods employed are age-appropriate, morally defensible, and undertaken to enhance the learner's competence concerning content. (Zuzovsky 2009).

RESEARCH QUESTIONS:

1. What are the real-life experiences of teachers in teaching the non-major subjects in terms of;
 - 1.1 feelings
 - 1.2 support
 - 1.3 challenges and;
 - 1.4 coping solutions?
2. What are the advantages and disadvantages of teaching a non-major subject?
3. What are the strength and weaknesses of teaching the non-major subject as perceived by the respondents?

METHODOLOGY

A. Research Design/ Method

The study employed a Descriptive- narrative method of research. This design describes the lives of individuals, the collection of individual stories of their experiences, and a discussion of the meaning of those experiences.

B. Participants and Sampling

The respondents of the study were the selected eight (8) senior high school teachers of Morong National High School in the district of Morong province of Rizal For School Year 2019-2020. Each respondent was

chosen using random sampling techniques among the teachers who were teaching non-major subjects. The subjects of the study were teachers who were teaching different subjects beyond their expertise and specialization.

The study administered a 15-30 minutes interview with the concerned teachers. The common theme of the responses was collected, interpreted, and discussed through narratives. In the end, lived experiences, challenges encountered, coping solutions, as well as the advantages and disadvantages of teaching non-major subjects, were revealed.

C. Data Collection and Tools

To collect data on the above-mentioned details, qualitative interviews were conducted. Open-ended questions were formulated and used to ensure the smooth flow of the study. The data during the interview were recorded and analyzed, looking for repeated themes using the constant comparison method and conceptual categories derived from the discussion. The results of the focus group discussion were used to support the findings of the study and to draw a conclusion from it.

D. Data Analysis

For the analysis and interpretation of the lived experiences of teachers teaching Non-major, a challenge encountered by the senior high school teachers, revealed the advantages and disadvantages of the said educational practice as well as the strength and weaknesses of the said practice, the qualitative discussion was administered.

RESULTS, DISCUSSION, AND IMPLICATION

1. Real-life Experiences of the Teacher Respondents on;

A. Feelings of Teachers Teaching Non-major

Different feelings were felt by the respondents when they are teaching non-major subjects. Some felt bad and sad, while the others are disappointed and nervous yet some felt excited.

According to Teacher B, *"I'm excited at first, knowing that they give me a major subject and I feel that the administration trust me that much."* A positive

response on the practice of teaching non-major gives a sense of excitement to some teachers. Killion, J., & Harrison, C. (2007) said that system leaders may use taking leads to advocate a teaching program focused on school. Giving personal support and team planning will help co-teachers to build an effective learning agreement.

On the contrary, many respondents' responded negatively upon giving teaching loadout from their specialization.

Teacher D, *"Hesitant and sad, but it's part of the job so I need to take the risk."*

Teacher F, *"Sad and a little bit of disappointment, because the subject is too far from my major."*

Teacher G, *"I felt sad upon receiving my teaching load, only to find out that I need to teach other subjects."*

It implies from the responses of the respondents that their feeling toward the practice of teaching non-major created different emotions on what they felt.

B. Support/ Assistance get by the Teachers Teaching Non-major

It reveals that teachers are given personal-emotional support by their co-teachers. The respondents also said that receiving this kind of support helps them in reducing their stress and worries about teaching what they do not have enough knowledge of.

Teacher A, *"Our key teacher in the department always provide me PowerPoint presentations, DLLs is already prepared and we never I find the topic difficult they are willing to assist me."*

Teacher F, *"Key teachers assist me in my lesson and they provide me ready-made quizzes and activities."*

Sympathy is not only good in it, but also motivates us to comfort those who suffer, then, and another person sympathizes, it is good for all the parties involved. It shows that the support provided to them is acceptable and a helpful way of building confidence in doing tasks.

Willis, J., & Willis, D. (2013) said that giving task support to the new teachers help them to have enough confidence in doing their lesson plans, assignments, etc. one of the reasons why this kind of support is important because it surely assists the teachers

o what to do when encountering such problems and difficulties in doing tasks.

C. Challenges Encountered by the Respondents while Teaching Non-major Subject(s)

It is said that challenges are part of the development and changes that happened. Through challenges, different problems and difficulties arises were overcome. It enhances the capabilities and skills in every aspect once it was surpassed.

According to Teacher A, “The greatest challenges that I encountered when teaching non-major subjects are those times that I am not familiar with the topic or content of the lesson, especially when the learners asked me some questioned and I doubt myself if I gave the precise answer. I approached my department chairman and asked for assistance.”

As revealed in the data of Schools and Staffing Surveys (SASS), indicate that out-of-field teaching in core subjects is common in both public and private high schools in the United States. But out-of-field teaching is not due to a lack of basic training on the part of the teachers.

It shows that teachers should be equipped with different strategies and techniques in teaching. Teachers should portray as facilitators of learning in every aspect.

Teacher B, “Honestly, I was challenged and sometimes questioned my teaching methodologies if I delivered my lessons effectively and efficiently. One of the hardest parts for me is when almost 75% of my students failed on our first quiz. Is it negligence on my teaching strategies applied or is the deliberation of the teacher of the lesson itself?”

With the increased demands for accountability in line with performance standards and with the growing demand for evidence-based policymaking, students' achievements are considered an accurate measure of effectiveness and have become a basis for a value-added teacher assessment system (Braun, 2005).

Teacher E, “being ready or prepared for your lesson is not enough, sometimes I still feel lost and numb

if I gave my 100% on the lesson proper, I feel challenged and anxious at the same time.”

Several studies show a positive relationship between teachers' preparation in the subject matter they later teach and student achievement, while others have less unequivocal results (Darling- Hammond, 2000). It insinuates that preparation on the part of the teacher was a contributing factor in delivering the lesson.

D. Coping Solution Established by the Teacher Respondents

The teacher provides a platform for every learner to acquire the required knowledge and skills. Teachers should know the various needs of students and their educational institutions. Through this, the teacher must be equipped with different strategies and techniques to address the problem that arises in the field of teaching.

According to Teacher A, “I plan ahead of time and I make sure that I studied the lessons or topic a week before. I also used new technologies to assist me and help me while delivering the lessons.”

The educational process experiences a tremendous impact due to the proliferation of technology. Through this teaching, non-major find its partner in assisting the needs and demands of the teachers.

On the other hand, the assistant coming from the co-teacher is one of the coping solutions that best help the respondents. Good relationships and communication were established among the parties. As Teacher G mentioned, “Well I asked for the help of my co-teachers and I study the lesson ahead of time.” Also, Teacher C, “I used lots of references for imparting and expressing the lesson easier. I also asked for the assistance of the co-teachers.”

Based on the journal article published by Arkansas State University (2017), research suggests that today's teachers and school administrators are more interested in teacher collaboration than the previous generation. The proponents of teacher collaboration believed that teachers working together have a positive impact on each other and contribute naturally to school improvement.

2. The Advantages and Disadvantages of Teaching Non-major Subject

Teaching Non-major has lots of advantages and disadvantages. According to Linda Hobbs (2015), despite no consistent relationship between student achievement and teacher qualification, research has shown that highly effective teachers have a deep

understanding of the subject they teach. They value both the subject and students engaging with the subject at a deep level. out-of-field teachers can be concerned about the negative impact their teaching might have on student learning, such as lower achievement scores. They have also shown concern that they are unable to demonstrate content is relevant to everyday life.

Table 1
The Advantages and Disadvantages of Teaching Non-major Subject as Perceived By the Respondents

Respondents	Advantages	Disadvantages
Teacher A	One of the advantages that I see, maybe it helps us to grow and learn more.	Maybe the difficulties on the part of teachers especially teaching which is too far from our specialization.
Teacher B	Additional learning and experiences can help me grow professionally.	You need to exert extra efforts and be creative and prepared at all times
Teacher C	The advantage of teaching non-major subject is helping us to grow more as a teacher.	One of the disadvantages of this practice is, maybe the insufficient learning materials from the department itself.
Teacher D	Maybe learning new ideas and knowledge.	Maybe the academic performance of the students might be affected.
Teacher E	Learning new things and go beyond your comfort zone.	I aged faster than usual because of stress and expectations.
Teacher F	Teaching non-major is enjoyable if you just look for its positive side.	Time-consuming, and extra effort to achieve the target lessons.
Teacher G	It helps me to grow as a teacher	So many to mention, but if it is the stress that it brought to me.
Teacher H	I think it helps us grow and explore our capabilities as a teacher.	Time-consuming, especially during the preparation of the lessons.

It can gleam on the table the different responses of the respondents in the disadvantages and disadvantages of teaching the non-major subject. It includes their perception based on the personal experiences of the respondents while doing the practice.

On the statement given by one of the school principals in San Fernando, Pampanga Fe Rosalinda R. Caylao (2015), “as a public secondary principal for almost five years, it pains me to see that teachers are being hired to teach not their subject of specialization.”

Besides “while it is true that principals are supposed to be instructional leaders, we cannot deny the fact that we

have to exert double effort time in teaching our teachers the content, competencies, innovative teaching strategies, assessment, and everything there is to learn in a particular subject especially for out-of-field teachers.

3. The Strength and Weaknesses of Teaching Non-major Subject as Perceived by the Respondents

Every teacher has their strength and weaknesses to consider even in teaching their specialized subject or not. From every weakness that arises strength should be double, though the teaching capabilities were tested. One of the great strengths of a teacher was a good manager of skills and learning in the classroom. While weaknesses

of a teacher vary in the behavior of the students and their ability to imply the knowledge.

Table 2
The Strength and Weaknesses of Teaching Non-major Subject as Perceived by the Respondents

Respondents	Strengths	Weaknesses
Teacher A	Teachers gain more experiences and knowledge that might help them to grow professionally.	Maybe it developed trauma on the part of teachers especially if you are teaching different subjects every semester.
Teacher B	One of the strengths of teaching non-major subjects it opens new opportunities to learn and improve yourself.	I lost my focus and neglected to give my best in teaching.
Teacher C	It broadens our capabilities and skill as we grow professionally.	Not enough learning resources and teaching force for specific areas especially in Filipino Department.
Teacher D	It opens opportunities for educators to try new things.	It requires time and effort in preparing the lessons, and I found it as one of the burdens on the part of the teachers.
Teacher E	Unlocked difficulties and helps to grow professionally.	It takes lots of time and effort especially in mastering the lessons and topic.
Teacher F	Broaden the skills and develop our capabilities to teach more subjects.	Teachers were afraid to take new challenges for it requires more time and effort than usual.
Teacher G	It helps us to grow professionally.	Time-consuming.
Teacher H	It helps us to be decisive and creative.	Time-consuming also.

The table revealed the different perceptions of the respondents on the strength and weaknesses that they experienced in teaching the non-major subject. Through their experiences, and identified weaknesses the respondent find their ways to address their weaknesses and convert them into their strength. Those challenges and trials help them to become a better teacher.

Ingersoll (2000) implies in his article in ERIC Digest that the phenomenon of out-of-field teaching – teachers teaching subjects for which have little education or training – has long been a crucial but relatively unrecognized problem in schools. It is a crucial issue because highly qualified teachers may in actuality become highly unqualified if they are assigned to teach subjects for which they have little training or education.

Fulgado (2020) in her paper reiterates that there are problems encountered by the non-specialists in delivering their lessons and they make adjustments to

cope with the challenge in teaching the subjects that are not their area of specialization, thus they are flexible in teaching the mismatched subjects.

It implies that even a teacher is qualified to teach but the subject is not suited to its specialty, problems might arise and can affect teachers, mentally, physically, and emotionally.

CONCLUSION

From the data gathered the following conclusion was drawn;

1. Teaching a Non-major subject is one of the unaddressed problems in the educational system. It needs support and assistance from the school administration and other faculty members to adjust to the teaching situation they encountered. It challenged the capabilities, skills, and determination of the teacher to perform their

duties and responsibilities. The role of modern technologies plays a vital part in the coping solution of the teachers to address certain problems that arise upon teaching outside their specialization.

2. Teaching Non-major subject opens opportunities to grow professionally as one of its advantages, and exert more time and effort to deliver the lesson based on the needs of the learners indicated in the curriculum as its disadvantages.

3. Teacher broaden their capabilities and exposed to new skills in the teaching profession as one of the strengths of teaching Non-major, while it affects the physical, mental and emotional aspect of a teacher teaching the non-major subject as its weaknesses.

RECOMMENDATION

The following recommendations were identified for the future purposes and development of the study.

1. Educators need to strengthen their identities as professionals. Provide quality instructions and prepared teachers in different aspects as integral to teaching quality and student learning

2. Empowered teachers through seminars and training for out-of-field teachers on the content and pedagogy to broaden skills and capabilities.

3. Clear policies and guidelines for professional development opportunities that promote collaboration in both public and private schools.

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Vocabulary Skills in English of The Grade 12 Humanities and Social Sciences Students: An Input to Vocabulary Enhancement Program in the New Normal

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Abstract: The study aims to determine the status of the vocabulary skills of the Grade 12 Humanities and Social Sciences students in understanding word meaning, spelling, pronunciation, and appropriateness of usage to develop a program that will help enhance student's vocabulary skills. The research was conducted during the academic year 2020-2021 at Vicente Madrigal Integrated School. Descriptive Developmental research was employed in the study since its purpose is to determine the status of vocabulary skills of the respondents as well as to develop a program that will cater to student's vocabulary enhancement. The participants of the study are 60 students, meanwhile, the questionnaire checklist was the main instrument in gathering data. The data were treated through percentage and rank distribution and weighted mean. The study revealed that students are aware of the different strategies on how to understand word meaning like using dictionary and understanding context clues.

Meanwhile, in terms of spelling students found it easy to spell simple words as well as identifying words in incorrect spelling nonetheless they found it difficult to spell complex spelling. With regard to pronunciation, the respondents are not fully aware of reading transcription symbols in the dictionary and found it difficult to pronounce complex words. Moreover, when it comes to appropriate usage, students tend to use the newly learned words in their daily lives and used them in n appropriate situations. The following recommendations were offered: Students must be taught in understanding the meaning of the word through the use of word parts or morphology such as various affixes, suffixes, and prefixes; a lesson in reading transcription symbol or basic speech symbols must be given to students; spelling quiz should be incorporated in the lesson to stimulate skills in spelling complex words; understanding how parts of speech function must be given priority to ensure the correctness of developed sentences. Lastly, an enhancement program for vocabulary development must be proposed especially in this new normal.

Keywords: vocabulary skills, HUMSS, student

Introduction

A great German philosopher and linguist named Ludwig Wittgenstein once said that "The limit of your language is the limit of your world." He is then reiterating that the world is not the immediate suspect in the hardship and the struggle of man, rather it is man's attitude on how he sees the world and deal with it through language. He is then pointing towards the incompetence of man in the use of language to his advantage.

Let us put it this way, students failed in different examinations not because they are not capable to answer the questions or the exam is hard, the common reason is that most of the time they failed to understand the question due to some vocabulary which is alien to them. Here, the simple limitation of vocabulary will bring series of problems like, from the misunderstanding of the question going to the failure to the examination.

This paper will bridge the senior high school students' limitations in vocabulary. In a bigger perspective, this small way of adding vocabulary to their reservoir will help in facing their other problems such as in making reports in the immersion program (Mahaguay, K. C. P., Mahaguay, J. M., 2020) and developing critical thinking (Mahaguay, 2018; Mahaguay, 2020).

Based on the result of the 2018 Program for International Student Assessment or (PISA) in which among 79 participating countries and economies, the Philippines scored the lowest in reading comprehension. Both boys' and girls' performances in reading ranked lowest among PISA-participating countries. Reading comprehension is crucial for inclusive diversity of human activities starting from the following instruction from a manual, finding out the detail of information of an event, in communicating with others for a specific purpose and the like. With this thought, one vital factor

of the low reading comprehension can be attributed to the limited vocabulary of Filipino learners.

Further, Marzano & Pickering (2005) stated that one of the key indicators of students' success in school and life, in general, is contributed to the stored vocabulary they have. One may not easily understand something if there are a lot of alien words to them, thus making things harder to comprehend. Further, vocabulary strengthens students' ability to understand ideas and think logically. It also allows students to express their minds freely and confidently, giving them the power to communicate well both oral and written communication.

In this line of thought, the researcher wished to strengthen students' vocabulary which is one by designing a program for vocabulary enhancement even in this trying times of the Covid-19 pandemic. Though the program may not be the panacea for all students' academic struggle, still it is important to point out one of the fortresses in increasing their communication and comprehension skills to help students to be more equipped in facing the ever-challenging life after school.

This paper sought to answer the following research questions.

1. What is the profile of the respondents in terms of
 - 1.1. age;
 - 1.2. sex;
 - 1.3. section?
2. What is the status of the vocabulary skills in English of the respondents with respect to:
 - 2.1. meaning of the word;
 - 2.2. spelling;
 - 2.3. pronunciation
 - 2.4. appropriate usage?
3. What program can be proposed to help students develop their vocabulary skills in English?

Review of Related Literature

To further enhance the study the researchers' made some readings on books, journals, and theses. These readings vary from foreign to local sources. Learning vocabulary can serve as the backbone of comprehension which includes reading, listening, writing, and speaking. One cannot understand a specific text if he/she does not understand the words written in it thus, having wide vocabularies can improve students' academic performance. This is supported by Miller (1993) stating that vocabulary is critical to a child's achievement for the following reasons: vocabulary growth has a direct relationship to school achievement,

the size of a child's vocabulary in kindergarten predicts the ability to learn to read, it helps children to think and learn about the world and it provides unlimited access to new information.

Further, Alexander (2020) claimed that words are the currency of communication, a vigorous vocabulary overestimates the importance of communication which includes listening, speaking, reading, and writing hence can build the self-confidence and self-esteem of students. Also, according to Perfetti & Hart (2002) reading comprehension rest on having knowledge of words and their orthographic, phonological, and semantic elements. Hence, reading skill progresses when the reader has more high-quality vocabulary and can draw synchronously upon an understanding of their form and meaning (Perfetti, 2007). Indeed, the importance of widening vocabulary will benefit learners however, difficulties in learning it is all around the corner. *According to the study conducted by Rohmatillah (2014), various kinds of difficulties were faced by the students in learning vocabulary are pronouncing words, spelling, grammatical form, choosing the appropriate meaning of words, idiomatic expressions.*

Understanding a particular text or material can be hard when words are alien to the readers, the limitation of vocabulary is very crucial for comprehension, thus, in deciphering the meaning of a word, students need to acquire various strategies to make learning new words easy and fun. One of the famous strategies is finding the meaning through context clues. Dictory.com defines *context clues* as hints that an author gives to help define a difficult or unusual word within a book. The clue may appear within the same sentence as the word to which it refers or it may follow in the next sentence. When trying to decode the meaning of a specific word, looking at the words that surround it may be useful, the words that surround the word to be decoded can provide the readers is called context clues. Context clues served as a guide to know the meaning and structure of the word, as well as on how to apply it in written and oral communication. Another way of understanding word meaning is the knowledge of synonyms, homonyms, and antonyms. Understanding how these works can build one's vocabulary. Learning the same meaning with multiple words can be used to replace a word that is used most of the time. It can provide more ways of saying the same thing. Moreover, this can also provide an opportunity to learn multiple meanings of a word.

Fathira (2017) suggests that students should practice more in antonyms vocabularies to get the highest ability in advanced difficulties level. The students need to be familiar with vocabularies of higher or advanced level. In this case, the students need to have some extensive reading of academic papers. Furthermore, a way of understanding word meaning is through word parts or morphology. Based on the dictionary meaning Morphemes is defined as a word or part of a word that has a meaning and that contains no smaller part that has a meaning." It includes understanding the *base* words and *roots, prefixes, and suffixes*. These can be joined together in different ways and form a new word in order to fill its specific grammatical role. Anglin, Miller et. Al. (1993), lexical development can be characterized in terms of increasing morphological complexity. Complex words were unlocked by the children by analyzing the morphological structure of the word.

Vocabulary and spelling are intertwined, once someone knew that word, one should know its spelling as well since the problem in spelling may contribute to a lack of confidence and poor performance in school. One single incorrect spelling in public would mean humiliation thus, many refused to write on public boards. The problem in spelling is not only for children but also for some adults. According to Terry (2020), auditory processing affects spelling difficulties, it includes auditory discrimination, auditory-visual integration, and auditory closure.

Auditory discrimination refers to the ability to tell the differences between individual sounds and words that are slightly different whereas, auditory-visual integration means the ability to accurately relate an auditory sound with a visual symbol. Further, auditory closure is the ability to combine sounds that are presented orally to make words.

Meanwhile, Treiman (2004) stated that learning to spell requires much diligence and attentiveness but little linguistic skill or creativity. Further, Venezky as cited by Treiman, pointed out, one can forecast which form will occur based on the position of the letter or phoneme in the word and the word's morphological structure. Moreover, Treiman (2000) revealed that continued experience with print allows children to learn about more complex orthographic and morphological conventions of the language. Research and practice must take into account the complexities of phonological, orthographic, and morphological knowledge as they relate to spelling development.

Pronunciation has a significant role in effective communication. Knowledge in pronouncing words

correctly can even contribute to the self-confidence of the learners hence, pronouncing words in English correctly became a must since it can help them to compete globally. However, it is a fact that it is not easy to pronounce words easily for a second language speaker. According to Pachina, (2019) Filipino speakers have what we call "Filipino Accent", which can be difficult to comprehend by native English speakers. One of the most prominent mistakes that Filipino students make is the mix-up of several consonants and vowels like /p/ and /f/, /v/ and /b/, /i/ and /e/, and the sounds that are close together. Similarly, the study conducted by Hassan, (2007) revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð /, /s/ and / θ/, /b/ and /p/, /ʃ/ and /tʃ/. Thus, the study concluded that factors such as interference, the differences in the sound system in the two languages, the inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

Meanwhile, in the study of Wei & Youfu, et.al (2002), Thai students found pronunciation problems with consonants and vowels and the causes of these problems and the solutions suggested were include the following: provide pronunciation training courses to language teachers, have teachers lecture in English, and provide students with articulatory descriptions of the mother tongue and target language. Indeed, pronunciation is significant and problematic concern that non-native English speakers have to look into in studying English since inappropriate pronunciation can lead to undesirable impressions, confusion, and ineffective communication.

Using appropriate words matters a lot both in speaking and writing. One incorrect use of a word can give a bad impression and deliver an incorrect message.

Theoretical Framework

This study was anchored on the principle of Mathew Effect by Richard Merton and his wife, Harriet Zuckerman (1968). Later, Keith Stanovich, a psychologist done extensive research on reading and language disabilities, and applied it to education, particularly in reading. In the educational setting, "Matthew Effect" refers to the idea that the rich get richer and the poor get poorer.

This hypothesis is consistent with Stanovich's (1986) proposal that the volume of the reading experience is the key mediating variable between reading skill and vocabulary, with collective advantages gained due to "the effect of reading" the vocabulary growth also increases.

When a child was not exposed to reading at an early stage, he/she will begin to dislike reading and as a consequence, he/she will not gain vocabulary, background knowledge, and information. However, in the other way around, when a child was exposed to reading at the very beginning, he/she will like reading and gain more vocabulary. In short, the word-rich get richer and the word-poor gets poorer. This applies the idea of the "Mathew Effect"

Methodology

This research is descriptive since its purpose is to determine the status of the vocabulary of Grade 12 Humanities and Social Sciences Strand. The study also dealt with the developmental method of research since it focused on the development of a program that will help students improve their vocabulary skills. Questionnaire-checklist was developed focusing on two parts. The first part covered the profile of the respondents consist of the age, sex, and section they belong to. On the other hand, the second part focused on the status of the vocabulary skills in English by the respondents with the following variables: understanding word meaning, spelling, pronunciation, and appropriateness of usage.

First, the researcher sought a permit to the office of the principal to conduct and distribute a questionnaire checklist to the target respondents. The developed questionnaire checklist was validated by five (5) experts to ensure its validity. Moreover, in order to analyze and interpret the data, the following statistical treatment was utilized: percentage and rank distribution as well as weighted mean.

Findings

The following are the results gathered from the analysis of the data through the questionnaire checklist administered to the respondents. It specifically shows the interpretation and analysis from the application of various statistical treatments.

Table 1. Frequency, Percentage, and Rank Distribution of the

Variables	Frequency	Percentage	Rank
Age			
17-18	48	80%	1
19-20	10	16.67%	2
20-21	2	3.33%	3
Sex			
Male	27	45%	2
Female	33	55%	1
Section			
Mt. Pulag	13	21.67%	4
Mt. Sierra Madre	17	28.33%	1
Mt. Mariveles	16	26.67%	2
Mt. Labo	14	23.33%	3

Table 1 shows that the ages of respondents are 17-18 years old which got the frequency of 48 or 80%, 19-20 years old got 10 or 16.67% and 20-21 years old got 2 or 3.33%. In terms of sex, out of 60 respondents, 27 or 45% were male and 33 or 55% were female. With regard to the respondents' section, 13 or 21.67% came from Mt. Pulag, 17 or 28.33% from Mt. Sierra Madre, 16 or 26.67% from Mt. Mariveles, and 14 or 23.33% were from Mt. Labo.

This means that majority of the respondents belonged to the age bracket of 17 to 18 years old, while the mainstream of the respondents was female and belonged to section Mt. Sierra Madre.

The Status of the Vocabulary Skills in English of the Grade 12-Humanities and Social Sciences Students

Table 2. Computed Mean on the Status of Vocabulary Skills in English by the respondents with Respect to Word Meaning

Understanding Word Meaning	Mean	SD	VI	R
1. Understanding the meaning of word with the use of context clues	3.57	1.14	High	2
2. Understanding the meaning of unfamiliar words in the reading text/material	3.28	1.10	Moderately High	4
3. Finding unfamiliar words using dictionary	3.77	1.00	High	1
4. Understanding the meaning of word through the use of word parts or morphology (the meaning of various affixes, suffixes, and prefixes)	3.23	1.25	Moderately High	5
5. Learning new words by understanding synonyms, antonyms and homonyms	3.50	1.14	High	3
Weighted Mean	3.47		High	

This implies that students knew various strategies in understanding word meaning such as utilizing dictionary, context clues, and synonyms, antonyms, and homonyms. These skills helped them in unlocking word meaning and understanding unfamiliar words found in reading material/text. Fathira (2017) suggests that students should practice more in antonyms vocabularies to get the highest ability in advanced difficulties level. The students need to be familiar with vocabularies of higher or advanced level.

However, skills in morphological awareness should be given attention since this is one of the best ways in deciphering the meaning of a word. According to Anglin, Miller et. Al. (1993), lexical development can be characterized in terms of increasing morphological complexity. Complex words were unlocked by the children by analyzing the morphological structure of a word.

Table 3. Computed Mean on the Status of Vocabulary Skills in English by the respondents with Respect to Spelling

Spelling	Mean	SD	VI	R
1. recognizing incorrect spelling.	3.57	1.25	High	2
2. spelling out simple word correctly.	3.83	1.05	High	1
3. spelling out difficult word correctly.	3.02	1.14	Moderately High	4.5
4. distinguishing the spelling of homonyms. (blue-blew)	3.02	1.20	Moderately High	4.5
5. listening to teacher in order to spell out word correctly.	3.45	1.18	High	3
Weighted Mean	3.38		Moderately High	

It can be seen from the table that skills in spelling obtained a weighted mean of 3.38 with a verbal interpretation of Moderately High. The table showed that item 2 “Spelling out the simple word correctly” obtained the highest computed mean of 3.83, followed by item 1 “recognizing incorrect spelling, with a computed mean of 3.57 both verbally interpreted as High. The lowest in rank are items 3 “spelling out the difficult word correctly” and 4 “distinguishing the spelling of homonyms” with a computed mean of 3.02 verbally interpreted as Moderately High.

It only suggests that the respondents could spell out simple words correctly. Simple words are words that are commonly used. Since these are common,

familiarization may contribute to remembering the spelling of a word. Treiman (2000) revealed that continued experience with print allows children to learn about more complex orthographic and morphological conventions of the language.

On the other hand, difficult words are words that are rarely used as well as it requires a complex combination of letters regardless of its sounds. Thus, research and practice must consider and focus on the intricacies of phonological, orthographic, and morphological knowledge as they are related to spelling development.

Table 4. Computed Mean on the Status of Vocabulary Skills in English by the respondents with Respect to Pronunciation.

Pronunciation	Mean	SD	VI	R
1. distinguishing short vowel sound from long vowel sound.	3.38	1.22	Moderately High	2
2. reading transcription symbol.	2.60	1.10	Slightly Low	5
3. pronouncing simple words correctly.	4.63	1.10	Very High	1
4. pronouncing complex/difficult words correctly.	2.93	1.14	Moderately High	4
5. distinguishing /v/ from /b/ and /p/ from /f/ while pronouncing.	2.95	1.18	Moderately High	3
Weighted Mean	3.18	1.15	Moderately High	

It can be garnered from the table that the computed weighted mean of the vocabulary skills in English by the respondents obtained 3.18 with a verbal interpretation of Moderately High. The table showcased that item 3 “pronouncing simple words correctly” ranked first with a computed mean of 4.63 verbally interpreted as Very High. It was followed by item 2 “distinguishing short vowel sound from long vowel sound” with a computed mean of 3.38 with a verbal interpretation of Moderately High. On the other hand, item 2 “reading transcription symbol” obtained was least in rank with a computed mean of 2.60 verbally interpreted as *Slightly High*.

This only implies that the students are aware of how to pronounce simple words as well as distinguishing short and long vowel sounds. However, the respondents lack knowledge in reading transcription symbols and found difficulty in pronouncing close sounds like /v/ and /b/, and /p/ and /f/. This may be due to less exposure to how to read symbols of sounds. There is no formal

subject that focuses on the discussion of transcription symbols.

Pachina, (2019) Filipino speakers have what we call “Filipino Accent”, which can be difficult to comprehend by native English speakers. One of the most prominent mistakes that Filipino students make is the mix-up of several consonants and vowels like /p/ and /f/, /v/ and /b/, /i/ and /e/, and the sounds that are close together.

Table 5. Computed Mean on the Status of Vocabulary Skills in English by the respondents with Respect to Appropriate Usage

Appropriate Usage	Mean	SD	VI	R
1. recognizing parts of speech.	3.35	1.00	Moderately High	4.5
2. constructing sentences using specific word with its part of speech correctly.	3.47	1.20	High	3
3. using new learned word in a sentence.	3.55	1.10	High	1
4. finding error in the usage of word in a sentence	3.35	1.24	Moderately High	4.5
5. choosing the appropriate word in specific context/situation	3.52	1.20	High	2
Weighted Mean	3.45		High	

It can be seen from the table that the vocabulary skills in English of the respondents with respect to appropriate usage obtained a computed weighted mean of 3.45 with a verbal interpretation as High. The table revealed that item 3 “using the newly learned word in a sentence” has a computed mean of 3.55, followed by item 5 “choosing the appropriate word in specific context/situation” with a computed mean of 3.52 both are verbally interpreted as High. Whereas, items 1 “recognizing parts of speech” and item 4 “finding error in the usage of the word” obtained a weighted mean of 3.35 with a verbal interpretation of Moderately High.

This suggests that the respondents are aware and knowledgeable when it comes to how the words will be applied in a conversation as well as how the word functions based on its part of speech. The skills in recognizing parts of speech of a certain word can imply that they can also use the word in a sentence correctly. Moreover, their ability in finding errors in the usage of the word in a sentence needs more practice.

Table 6. Composite Table on the Extent of Difficulties Encountered by the TVL-ICT Computer Programming students in Work Immersion with Respect to the Different Aspects

Status of Vocabulary Skills in...	Mean	Verbal Interpretation
A. Understanding the Meaning of Word	3.47	High
B. Spelling	3.38	Moderately High
C. Pronunciation	3.18	Moderately High
D. Appropriate Usage	3.45	High
Average Mean	3.37	Moderately High

It can be viewed from the table that the status of vocabulary skills in English by the respondents with the different aspects obtained a computed average mean of 3.37 verbally interpreted as Moderately High.

Specifically, understanding the meaning of the word and appropriate Usage obtained a computed mean of 3.47 and 3.45 respectively. Both with the verbal interpretation of High. Whereas, spelling and pronunciation got a computed mean of 3.38 and 3.18 verbally interpreted as Moderately High.

This only implies that students’ skills in English vocabulary when it comes to the understanding meaning of words using different strategies such as using dictionaries, context clues, morphology, and synonyms are good. These strategies helped students in understanding reading materials. They also understand how to use and apply the newly learned words in a specific context.

On the other hand, students’ skills in English vocabulary in it comes to spelling and pronunciation require more practice and enhancement.

This further strengthened the idea of *Rohmatillah (2014)*, when he explained that the various kinds of difficulties were faced by the students in learning vocabulary are pronouncing words, spelling, grammatical form, choosing the appropriate meaning of words, expressions that are idiomatic.

Proposed Program

Based on the result of the study, a program entitled “PROJECT W.O.R.D (Widening Of the Reservoir of Diction) in the New Normal will be proposed. This will be through the development of a Facebook Page where new words will be posted in a form of a video. This will be done starting January 4, 2021. In order to reinforce the activity, teachers of English will be requested to encourage their handled section to visit and like to FB Page of the program. They will require their students to listen and write down the words for the week in the students’ activity sheets. To address issues concerning internet connectivity, the words for the week will be sent to the students' respective group chats in a

form of text. This is ungraded however, through this, while students are writing the words, they can familiarize themselves with the meaning, spelling, and usage of the word.

Conclusions

Based on the results of the study, the following conclusions were drawn:

1. Students are aware of the different strategies on how to understand word meaning like using dictionary and understanding context clues.
2. Meanwhile, in terms of spelling students found it easy to spell simple words as well as identifying words in incorrect spelling nonetheless they found it difficult to spell complex spelling.
3. With regard to pronunciation, the respondents are not fully aware of reading transcription symbols in the dictionary and found it difficult to pronounce complex words.
4. Students are aware of appropriate how the word functions based on its part of speech; students tend to use the newly learned words in their daily lives and used them in an appropriate situation.

Recommendations

Based on the above-mentioned conclusions, the following recommendations were offered:

1. Students must be taught in understanding the meaning of a word through the use of word parts or morphology such as various affixes, suffixes, and prefixes.
2. A lesson in reading transcription symbol or basic speech symbols must be given to students
3. A spelling quiz should be incorporated in the lesson to stimulate skills in spelling complex words.
4. Understanding how parts of speech function must be given priority to ensure the correctness of developed sentences.
5. An enhancement program for vocabulary development must be proposed especially in this new normal.

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**LIT MODULE: A STRATEGIC REMEDIAL TEACHING TOOL IN ADDRESSING
STUDENT'S MOTIVATION AND ACADEMIC PERFORMANCE IN THE
21st CENTURY READING AND LITERATURE**

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Abstract: The study aimed to develop and validate a module in teaching literature to be used in remedial classes for Senior High School (SHS) which will serve as an effective material in improving their skills and performance in understanding literary pieces concerning different skills in reading such as getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

The researcher utilized the descriptive – evaluative method and the experimental method of research. The respondents were the two sections from Morong National High School enrolled S.Y. 2018-2019. The instruments in the study were the 50-item teacher-made test which focused on the different reading skills.

On the level of performance of the experimental group and control, it was statistically found out that the experimental group performed better than the control group as revealed by the pretest and the posttest. The result showed that the level of performance of the experimental group improved with the aid of the developed and validated module.

On the acceptability of the developed module perceived by the teacher- respondents the objective, content, organization and presentation, usefulness, language, and style are marked strongly accepted.

It was concluded that the level of performance of the experimental and control group signifies a difference in the results of the pretest and posttest. It was then realized that the developed module can further enhance the level of performance of the students. Therefore, the module should be used by English teachers to improve student's performance in comprehending literary pieces in Literature classes.

Keywords: *module, literature, student's motivation, academic performance, senior high school*

Introduction

Literature in its wider meaning is everything that has been expressed through the written or printed page. It can be creative or imaginative that records human experiences and imitates life. It is like a burning flame, which exudes light and renders significance to civilization.

The teaching of literature in school has become a subject of great concern to education in all areas of the world in both developed and developing countries. Effective reading is basic to progress in learning other subjects and in life.

In an interview of Joey Concepcion with Dr. Yolanda Quijano, head of the DepEd's Bureau of Elementary Education, she attributed "reading problems as the main culprit for the poor performance of some students in the National Achievement Test (NAT)." (Philippine Star, 2007)

In present times we cannot deny the fact that students find reading as a boring or a weird thing to

do, especially literature which embedded the novel, short story, poem, etc.

Based on the article of Lumsden (2013), children who read often are exposed to more complex language structures and vocabulary, than they are exposed to in oral situations alone. Strong reading ability will enable children to absorb and understand new information and affect their attainment in all subjects.

The article emphasized that children should be encouraged to read and offer them a range of reading which begins with understanding the difficulties. Reading difficulty represents a breakdown somewhere in the process of learning to read.

The study showed that many high school students have difficulty when it comes to reading comprehension. While educators prepare students with reading comprehension lessons in primary

school, it is not always a skill that students learn successfully by the time they reach high school.

Based on the study of Petitjean (2011), the study identifies several shortcomings in terms of promoting reading and providing support for the learning process. It means that the promotion of reading too often addresses general audiences and not necessarily those more likely to experience reading difficulties. It notes that it provides reading specialists at schools to support teachers and pupils. The length of procedures for organizing additional support can also become a barrier, according to the study.

Bustos (2011), in the Theory of Reading, the brain is an absolute miracle of lazy efficiency and opportunism. It does the least work it can do get by, and keep going. In reading, that means the eyes will dip into a word as few or as many times as is required for the brain to be satisfied and that meaning is established.

Nowadays, teachers, as well as the students, are familiar with Bloom's Taxonomy, as well as the application to questioning in the classroom. Right now, all empirical evidence points to a very low level of questioning in the literature classroom.

The two main teaching methods literature teachers use in the classroom: the lecture and the question-and-answer or recitation method--- are the main factors in the decline of literary literacy in the Philippines. Our inflexibility when it comes to teaching strategies, methods and techniques is our greatest weakness.

The teacher must work on this weakness before they can take advantage of a great opportunity for literature in the classroom. The main opportunity that now presents itself to literature teachers is the BEC, where literature has become a major learning area.

It was supported by the Assembly Bill No. 1719, chapter 636, an act to add and repeal Sections 60605.87 and 60605.88 of the Education Code, relating to instructional materials and making an appropriation therefor declared:

“Existing law requires the State Board of Education to adopt basic instructional materials and authorizes the state board to

establish criteria for that purpose. Existing law requires the state board in reviewing and adopting instructional material to use specified criteria and ensure that, in its judgment, the submitted instructional materials meet all of the specified criteria.”

Based on National Achievement Test (NAT) administered to public schools, paint a picture that may threaten that competitiveness. The DepEd reports that among English topics comprehending literature is the hardest wherein the Mean Percentage Scores (MPS) of the skills in reading were very low based on the National Achievement Test (NAT) Result School Year 2013-2014, making inferences 34.24, getting the main idea 44.58, recognizing details 51.44 and identifying facts and opinion 52.76 The percentage gains were in all subject areas and point to a steady improvement in the primary education of the country's public school system.

The same problem was perceived in selected schools in the Division of Rizal, Cluster BCAMT particularly in Morong National High School where the present study was conducted. Based on the results of the SAT administered on the students, it was then realized that the mean percentage of English was very low.

In teaching literature, it is important to realize that the main goal is to teach others to read efficiently. To read efficiently it is necessary to read intelligibly. A balance between maximum effort is key. It can be difficult to teach literature because every student is at a different reading level.

To address this concern at its very core, students must be trained at the earliest age to read well. This means access to a wide variety of quality books at their schools and a program that encourages reading for pleasure – because the surefire way to develop good reading comprehension especially in literature is by making reading a habit. It supports I Sec. 86 of the Service Manual which mandates:

“Modern teaching requires the abundant teaching aids, real objects, modules, pictures, charts and flashcards that are important for clear and vivid presentation of the subject matter.”

The cited mandate only implies that the utilization of instructional materials is very important in the field of teaching. It is for the teacher to choose the most appropriate materials that are suitable to the capability of the learners.

Using effective instructional materials will help the learners develop critical thinking as well as reading efficiency.

The study reveals the importance of reinforcement activities whether this can develop the students' comprehension skills. But the development has only happened if the teacher performed and executes well the lesson.

Nowadays, most students encounter difficulties in literature, specifically incomprehension. This situation was experienced also by the researcher during his teaching process.

Thus, it encouraged him to develop a module that made understanding different literary pieces of the learners an easier one.

The researcher wants to verify that with the utilization of this module, the level of performance of the students in the different skills in reading will improve.

Theoretical Framework

This study was anchored on Goodman's Psycholinguistic Theory.

This caters that efficient reading of literary pieces is possible because the fluent reader does not read word for word but in meaningful units. It implies that a reader can predict the meaning of a large part of the text by looking at a sample based on his or her sampling and prior knowledge of the subject. He or she then looks at another part of the text to confirm his or her prediction. A fluent reader is the one who can give a large meaning with minimal text sampling.

It shows that an emergent reader started from syllable to word phrase and clause reading which eventually, by constant practice, developed into sentence reading. With the eagerness to learn, the child can read the text with comprehension as he predicts the association of the experiences he had, the meaning of the whole text.

This study also made use of Edward Thorndike's Law of Exercise. As given by Sherry

Lee Gonda, this states that repetition of an exercise increases the probability of a correct response, it also describes the condition adage "practice makes perfect".

According to this law, drill or repetition is a great value.

The researcher chose this theory for the elaboration and to have a link from what process he needs to do, since, its aim, is to develop and to validate module in teaching literature.

Methodology

The study developed and validated module in teaching literature which is to be used in remediation. It utilized the reading skills getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

The subjects of the study were the Grade 11 students of Morong National High School. The respondents of the study are from two (2) sections which are directly handled by the researcher. From the actual number of students from the two sections, 20 students (control group) and 20 students (experimental group) from different section were chosen using the simple random sampling technique. They were classified based on their academic performance during the second quarter. Based on the grade during the second quarter, the researcher categorized them as to low (75-79), average (80-85) or high (86-90) in academic performance. Most of the students were under the average range so it is the pool where the students' respondents were selected. In case that the number of students in the average pool is less than twenty (20), that was the time that some respondents were taken from high range. Some modifications and adjustments were made in choosing the students respondents from the class with a high academic performance and with the class with low academic performance.

The experiment lasted for a grading period from November 2018 to January 2019. The purpose of conducting the study was discussed to the respondents during orientation and was agreed by parents, teachers and students.

The study is on the development and validation of module in teaching Literature for remedial instruction and it is based on the Lists of Learning Competencies given by the Department of Education in the Division of Rizal. The researcher determined the level of

performance of the control and experimental group using the teacher – made test as the first instrument used in this study.

To gather reliable data needed in the conduct of the experiment, the teacher prepared a test based on Table of Specification consisting of eighty (80) items of an objective type of test covering the third grading lessons in English. The test was contents -validated by experts in test preparation for the administration of the test. The suggestions provided by the experts were considered.

In connection to this, tryouts were given to twenty (20) former Senior High School students in Morong National High School to determine the test validity. The test results were item analyzed to identify which items are to be rejected, needed revision, or retained. After the item analysis was done, some items were deleted and revised and came up with fifty (50) item test from the different lessons in third grading period developed by the researcher in the purpose of determining the level of performance of the respondents.

The items were based on the results of item analysis conducted by the researcher. This activity brought the finalization of the exact number of items included in the conduct of pretest and posttest.

In the same vein, mean scores of the respondents on the pretests and posttests were interpreted verbally using the scale below. The verbal interpretations were based on the grading system of K + 12 curriculum.

Additionally, another was used by the researcher in validating the module; the questionnaire – checklist consists of five variables such as objectives, content, organization and presentation, language and styles and usefulness. The content was validated by the ten experts knowledgeable in the field of research and English. Each variable was described using the verbal interpretation with specific range and points.

Through different reference materials such as literature books, English books, teaching guide for SHS Literature, learning competencies in Senior High School and using computer – aided instruction considering the objectives of the selected topics in reading skills in literature, each topic has 12-14 items; hence the pretest and posttest contained a total of 50 items.

12 pts	14 pts	
9.61 - 12.00	11.21 - 14.00	Advanced (A)
7.21 - 9.60	8.41 - 11.20	Proficient (P)
4.81 - 7.20	5.61 - 8.40	Approaching Proficiency (AP)
2.41 - 4.80	2.81 - 5.60	Developing (D)
0 - 2.40	0 - 2.80	Beginning (B)

The items were based on the results of item analysis conducted by the researcher. This activity brought the finalization of the exact number of items included in the conduct of pretest and posttest.

Moreover, module for remediation in understanding literary pieces like riddles, worksheets, games, puzzles, graphic organizers were developed and used in experimental group after the teaching process. It was validated by ten teachers of English and experts from different secondary public schools within Morong and Tanay. They served as the evaluators of the module because they are experts in the field of the study.

With the use of Likert scale shown below, interpretation and testing acceptability of the developed module in teaching literature in different for Senior High School was done.

SCALE	RANGE	VERBAL INTERPRETATION
5	4.20 – 5.00	Very Much Accepted (VMA)
4	3.40 – 4.19	Much Accepted (MA)
3	2.60 – 3.29	Accepted (A)
2	1.80 – 2.59	Slightly Accepted (SA)
1	1.00 – 1.79	Not Accepted (NA)

Findings

This presents the statistical treatment of the data gathered, the analysis and interpretation of results on the development and validation of module in teaching literature with regards to the different reading skills: getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

Level of Performance of the Students Before and After Exposure to the Developed Module in Teaching Literature.

Table 1 presents the mean and standard deviation on the performance of the control group and experimental group before and after exposure to the developed module in teaching literature as revealed by

the pretest and post test results with respect to the different skills in reading.

Table 1

Mean and standard deviation on the level of performance of the students before and after exposure to the developed module in teaching literature

Module	Experimental						Control					
	Pretest			Posttest			Pretest			Posttest		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
Lesson 1	4.80	0.89	D	10.65	1.18	A	5.40	0.94	A P	7.00	0.79	A P
Lesson 2	5.50	1.05	D	11.75	1.74	A	5.75	0.85	A P	7.00	0.73	A P
Lesson 3	5.00	1.12	AP	10.40	0.99	A	5.30	1.34	A P	6.85	0.93	A P
Lesson 4	5.85	0.99	AP	10.95	1.15	A	5.80	1.77	A P	6.80	1.40	A P

Legend: (AP)- Approaching Proficient

It can be seen on the table that on the pretest, the experimental group obtained D or Developing on the following lessons: lesson 1- getting the main idea and lesson 2- recognizing details with the mean scores of 4.80 and 5.50 respectively while lesson 3- making inferences and lesson 4 obtained AP or Approaching Proficiency with the mean scores of 5.00 and 5.85, respectively. On the other hand, control group obtained AP or Approaching Proficiency on the different lessons- getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion with the mean scores of 5.40, 5.75, 5.30 and 5.80, respectively.

It can be gleaned from the table that the pretest mean scores of the experimental and control group in all lessons are lower compared to the posttest mean scores. In the same vein, it was reflected that both groups do not have necessary knowledge and skills in understanding literary pieces and they are in the same level of mastery with regards on understanding literature.

It also shows the level of performance of the experimental and control in literature as revealed by the pretest and posttest results with respect to the different reading skills such as getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion.

The table also shows that with the posttest administered, the experimental group obtained a mean score of 10.65, 11.75, 10.40 and 10.95 respectively on the different skills in reading such as getting the main idea, recognizing details, making inferences, and distinguishing fact and opinion and were verbally interpreted as A or Advanced.

On the other hand, the control group obtained a verbal interpretation of AP or Approaching Proficiency was revealed on the different reading skills: getting the main idea, recognizing details, making inferences, and

distinguishing fact and opinion with the mean scores of 7.00, 7.00, 6.85 and 6.80 respectively.

It appears that the experimental group performed better than the control group. The findings proved that the developed module is helpful and effective in uplifting the level of performance of the students.

This supports the study of Agabin (2014) that students when exposed to developed instructional materials which include aid to progress the level of academic performance evident in the increase in posttest results.

Significant Difference on the Level of Performance of the Experimental Group Before and After Exposure to the Module.

Table 2 shows the result of the pretest and the posttest of the experimental group before and after exposure to the module in teaching literature with respect to the different skills in reading.

Table 2

Significant Difference on the Level of Performance of the Experimental Group Before and After Exposure to the Module.

		Mean	Sd	t	df	Sig	H ₀	VI
Lesson 1	Pretest	4.80	0.89	19.401	19	.000	R	S
	Posttest	10.65	1.18					
Lesson 2	Pretest	5.50	1.05	13.313	19	.000	R	S
	Posttest	11.75	1.74					
Lesson 3	Pretest	5.00	1.12	23.081	19	.000	R	S
	Posttest	10.40	0.99					
Lesson 4	Pretest	5.85	0.99	16.170	19	.000	R	S
	Posttest	10.95	1.15					

The table shows the result of the pretest and posttest of the controlled group before and after the exposure to the different lesson in literature with respect to the different reading skills.

As gleaned from the table, it was statistically found out that there is a significant difference on the result of the experimental group on their pretest and posttest results in the different skills in reading, Lesson 1- getting the main idea, Lesson 2- recognizing details, Lesson 3- making inferences and Lesson 4- distinguishing fact and opinion since the probability values of .000 in all lessons do not exceed the 0.05 alpha level of significance, therefore the null hypothesis which states that there is no significant difference level of performance of the experimental group before and after exposure to the module is rejected and found to be significant.

This implies that the level of performance of the experimental group before and after the exposure to the developed reinforcement materials improved.

The comparison between the pretest and the posttest confirms a significant difference. More likely, after the exposure of the students to the developed and validated module in teaching literature, a remarkable increase in their academic is noted as seen in the posttest by proving that indeed using the developed and validated module in teaching is an effective means of enhancing the academic performance of the students.

It conforms in the study of Fulgado (2020), The strength of character of teachers is the backbone of the educational system. It is the teacher who influences the students. With their role, any effort aimed at maintaining and raising the standards and quality of education must start with the advancement of the quality of the teacher to ensure successful teaching and right learning.

Significant Difference on the Level of Performance of the Control Group Before and After Exposure to the Different Lessons in Literature with respect to the different Reading Skills.

Table 3 shows the result of the pretest and the posttest of the control group before and after exposure to the different lessons in literature with respect to the different skills in reading.

Table 4
Significant Difference on the Level of Performance of the Experimental Group as Revealed by the Posttest Result

		Mean	Sd	T	Df	Sig	H _o	VI
Lesson 1	Experimental	10.65	1.18	11.460	33.262	.000	R	S
	Control	7.00	0.79					
Lesson 2	Experimental	11.75	1.74	11.249	25.389	.000	R	S
	Control	7.00	0.73					
Lesson 3	Experimental	10.40	0.99	11.639	38	.000	R	S
	Control	6.85	0.93					
Lesson 4	Experimental	10.95	1.15	10.262	38	.000	R	S
	Control	6.80	1.40					

The table shows the result of the pretest and posttest of the controlled group before and after the exposure to the different lesson in literature with respect to the different reading skills.

As depicted from the table, it is statistically found out that there is a significant difference on the pretest and posttest scores in the different skills in reading, Lesson 1- getting the main idea, Lesson 2- recognizing details, Lesson 3- making inferences and Lesson 4- distinguishing fact and opinion since the obtained probability values of .000 in all lessons do not exceed at 0.05 alpha level of significance. The performance of the control group increased as revealed by their posttest results.

This implies that the level of performance of the controlled group before and after the exposure to the developed reinforcement materials also improved. The

results refuted that Socratic method of teaching is also effective in improving the level of performance of the students in understanding different lessons in literature.

As stated in the study of Gonzales, et al (2012), modern instructional device will serve as a medium in the learning and teaching style of the students and instructors, respectively. This is based on the research findings of the group that, applicability, and workability of the device that the researcher developed was accepted and evaluated as revealed by the computed mean of an average of 4. 78.

Significant Difference on the Level of Performance of the Experimental Group and Experimental Group as Revealed by the Posttest Result.

Table 4 shows the significant difference on the performance of the students in the posttest and after the exposure to the developed and validated module in teaching literature.

Table 3
Significant Difference on the Level of Performance of the Control Group Before and After Exposure to the Different Lessons in Literature

		Mean	Sd	T	Df	Sig	H _o	VI
Lesson 1	Pretest	5.40	0.94	8.718	19	.000	R	S
	Posttest	7.00	0.79					
Lesson 2	Pretest	5.75	0.85	5.784	19	.000	R	S
	Posttest	7.00	0.73					
Lesson3	Pretest	5.30	1.34	7.815	19	.000	R	S
	Posttest	6.85	0.93					
Lesson4	Pretest	5.80	1.77	4.595	19	.000	R	S
	Posttest	6.80	1.40					

The table shows the significant difference on the performance of the students in the posttest before and after the exposure to the developed and validated module.

It can be gleaned from the table that the performance of the control and experimental improved. The performance of the experimental group in all lessons is better than the level of performance of the control group as revealed by the posttest results.

The finding refutes that there is a significant difference on the performance of the experimental group as revealed by the pretest and posttest results in terms of the different skills in reading since the obtained probability values of 0.000 in all skills do not exceed at 0.05 level of significance which resulted to the rejection of the null hypothesis.

In lesson 1, the experimental group got a mean of 10.65 and standard deviation of 1.18 while the controlled group got a mean of 7.00 and standard deviation of 0.79. It reveals on the null hypothesis that there is no significant difference on the level of

performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

In lesson 2, the experimental group got a mean of 11.75 and standard deviation of 1.74 while the controlled group got a mean of 7.00 and standard deviation of 0.73. It reveals on the null hypothesis that there is no significant difference on the level of performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

In lesson 3, the experimental group got a mean of 10.40 and standard deviation of 0.99 while the controlled group got a mean of 6.85 and standard deviation of 0.93. It reveals on the null hypothesis that there is no significant difference on the level of performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

In lesson 4, the experimental group got a mean of 10.95 and standard deviation of 1.15 while the controlled group got a mean of 6.80 and standard deviation of 1.40. It reveals on the null hypothesis that there is no significant difference on the level of performance of the experimental as revealed by the posttest results with respect to the different topics in literature is therefore rejected.

Thus, the result shows that using the developed and validated module in teaching literature really helps the students to learn more than only listening to the traditional lecture discussion method. It means that the module significantly improved the performance of the students.

The results also affirm the suggestion of Bautista (2014) that supplementary materials and activities in teaching the subject ensured mastery on the part of the students.

This is supported by the study of Magnayon (2015) which revealed that the students who were exposed to enhancement activities in Optics performed better than the students did not utilize the material.

Mean and Standard Deviation on the Level of Acceptability of the Developed Module as Perceived by the Teachers with respect to Objectives, Content, Organization and Presentation, Usefulness and Language and Style

Table 5 shows the level of acceptability of the developed and validated module in teaching literature with respect to objectives.

Table 5

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Objective

Objectives	Mean	Sd	VI
• The objectives of the module in teaching literature aimed to address the needs of the students to new instructional materials.	5.00	-	SA
• The objectives were specifically and chronologically arranged according to student's capabilities.	5.00	-	SA
• Develop and engage the students to learn through the theory and self-activity.	4.50	0.53	SA
• Provides varies learning activity to develop the knowledge, skills and activities essential for student's development.	4.70	0.48	SA
• Help students apply knowledge, skills and activities in real life situation.	4.60	0.52	SA
Average	4.76	0.28	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of objective the average mean of the teacher respondents is 4.76 and standard deviation of 0.28 and interpreted as SA or Strongly Accepted.

It implies that the developed module in teaching literature has presented objectives specifically with the learning activities suited to the students.

The findings are in line with the stuffy of Sanidad (2014), that the teachers' main thrusts are to aid in formulating objectives that is expected to change overtime. Education aids to meet new people objectives so that the students will learn the most recent knowledge in the class.

Table 6 shows the level of acceptability of the developed and validated module in teaching literature with respect to objectives.

Table 6

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Content

Content	Mean	Sd	VI
• The content is simple and comprehensive.	5.00	-	SA
• The content aims to develop desired skills, highly substantive.	4.90	0.32	SA
• The questions are arranged from easy to difficult.	5.00	-	SA
• The content is clear and easy to understand.	4.80	0.42	SA
• The technical terminologies are adapted to the level of students' comprehension.	4.70	0.48	SA
Average	4.88	0.21	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of content the average mean of the teacher respondents is 4.88 and standard deviation of 0.21 and interpreted as SA or Strongly Accepted.

The result shows that contents of the module in teaching literature are relevant to the needs of the teachers and students who are focused to the enhancement of learning. The content provides actual experience to develop the desired skill and abilities of the students.

This implies that the module is well-organized and facilitates understanding to literary pieces.

The finding is supported by Padsayan (2011) that it is very important for the students to use the modules aligned with the evaluation of the teacher and school administrators both rendering their approval on the statement about the material.

Table 7 shows the level of acceptability of the developed and validated module in teaching literature with respect to organization and presentation.

Table 7

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Organization and Presentation

Organization and presentation	Mean	Sd	VI
• The topic headings are clear and well presented	4.90	0.32	SA
• Directions are clearly stated that encourage the student to solve	4.70	0.48	SA
• The sequence of the topics is properly arranged.	4.70	0.48	SA
• The varied exercises are sufficient enough into realize the objectives.	4.90	0.32	SA
• The varied presentation of exercises effectively reinforce the student's to solve problems	4.80	0.42	SA
• Illustrations and figures are well-presented	4.80	0.42	SA
Average	4.80	0.15	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of organization and presentation the average mean of the teacher respondents is 5.00 and standard deviation of 0.21 and interpreted as SA or Strongly Accepted.

The table indicates the results that teacher respondents approved the organization of lesson presented in the module.

This is supported by the conclusion of Mangubat (2011) that modules are effective enough to motivate students to learn through proper organization and well-presented topics and were considered more accessible.

Table 8 shows the level of acceptability of the developed and validated module in teaching literature with respect to usefulness.

Table 8

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Usefulness

Usefulness	Mean	Sd	VI
• The module is useful in understanding the different literary pieces with respect to different reading skills.	4.90	0.32	SA
• The module magnifies learning interest of the students.	5.00	-	SA
• The module provides competitive learning task and prepares the students in actual application.	4.90	0.32	SA
• The module is useful supplement to reinforce the transfer of learning	4.70	0.48	SA
• Reinforcement material encourages one to work efficiently at his pace.	4.60	0.52	SA
• The module answers the students' need to comprehend literary pieces.	4.80	0.42	SA
Average	4.82	0.09	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of usefulness the average mean of the teacher respondents is 4.82 and standard

deviation of 0.09 and interpreted as SA or Strongly Accepted.

The table indicates the results that teacher respondents found the developed module as useful in developing the skills of the students in understanding different literary pieces.

Thus, the study of Abarro (2014) connects with the recent study in sense of usefulness as evaluated the respondents which connotes that lessons and activities are highly contributory to the growth and development of teacher and students.

Table 9 shows the level of acceptability of the developed and validated module in teaching literature with respect to language and style.

Computed weighted mean on the level of acceptability of the developed Module as perceived by the teachers with respect to Language and Style

Language and Style	Mean	Sd	VI
• The directions give clear information about the topic.	4.90	0.32	SA
• Language used is basic and simple and easy to comprehend.	4.90	0.32	SA
• Language structure used void misinterpretations.	5.00	-	SA
• Third person used gives emphasis on the command of directions.	4.70	0.48	SA
• There are provisions for learning new meanings.	4.60	0.52	SA
• Language used is suitable to the ability of the students.	4.90	0.32	SA
Average	4.83	0.19	SA

Legend: (SA)- Strongly Accepted

It reveals that in terms of language and style the average mean of the teacher respondents is 4.83 and standard deviation of 0.19 and interpreted as SA or Strongly Accepted.

The table indicates the results that teacher respondents agree the that the language used in the module is suited to the needs and level of the students in the secondary level.

These findings support the statement of Tonido (2011), that in his developed training package that learners can easily follow the system of instruction because the language and style are effective, thus increased the performance of the students.

Composite Table on the Level of Acceptability of the Developed Module as perceived by the Teachers.

Table 10

Composite table on the level of acceptability of the developed module as perceived by the teachers

Criteria	Mean	Sd	VI
Objectives	4.76	0.28	SA
Content	4.88	0.21	SA
Organization and presentation	4.80	0.15	SA
Usefulness	4.82	0.09	SA
Language and Style	4.83	0.19	SA
Overall	4.82	0.12	SA

Legend: (SA)- Strongly Accepted

Table 10 shows the level of acceptability of the developed and validated module in teaching literature.

The table shows the composite table on the level of acceptability of the developed module in teaching literature with respect to the different skills in reading as perceived by the teachers.

Level of Effectiveness/ Percentage Increase on the Developed Module in Teaching Literature as revealed by the Post Test Results

Table 11 shows the level of effectiveness of the developed and validated module in teaching literature.

Table 11

Level of effectiveness/ percentage increase on the developed module in teaching literature as revealed by posttest results

Lessons	Experimental	Control	% Increase	VI
Getting the main idea	10.65	7.00	52.14	Effective
Recognizing details	11.75	7.00	67.86	Effective
Making inferences	10.40	6.85	51.82	Effective
Distinguishing fact and opinion	10.95	6.80	61.03	Effective

As can be gleaned from the table, Lesson 1 got 52.14% increase as revealed from results of the pretest to posttest and verbally interpreted as effective. Lesson 2 got 67.86% increase as revealed from results of the pretest to posttest and verbally interpreted as effective. Lesson 3 got 51.82% increase as revealed from results of the pretest to posttest and verbally interpreted as effective. Lastly, Lesson 4 got 61.03% increase as revealed from results of the pretest to posttest and verbally interpreted as effective.

It depicts the developed module increase the level of performance of the students as revealed by their pretest and posttest results.

It affirms that the developed module could be used as supplementary material for learning.

These findings are supported by Marino (2010) that the enhancement activities can magnify or support the teacher's instruction that can help the students have better understanding of the lesson. Moreover, this also supports the concepts of Estrella (2020), that instructional leaders and supervisors may continuously encourage teachers to apply computer aided instruction in their daily teaching and learning episodes.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The module is an effective tool that could enhance the level of performance of the students in literature.
2. The module allows self-learning.
3. Performance of the experimental group after exposure to the developed and validated module in teaching literature is improved.
4. The developed and validated module in teaching literature is contributory to the academic performance of the students.
5. As perceived by the teachers, in terms of objective, content, organization and presentation, language and style, and usefulness with respect to the developed and validated module in teaching literature is very highly strongly accepted.

Recommendations

Based on the results of the study, the following recommendations were hereby proposed:

1. The developed and validated module in teaching literature should be used by English teachers to improve student's performance in comprehending literary pieces in Literature classes.
2. Revised the developed module in the future to suit the skills and needs of the students.
3. Various strategies to enrich student's interest must be employed.
4. A parallel study on the effectiveness of the developed module may be conducted for the improvement of the module.

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Self-Esteem and Academic Performance of Senior High School Students: Basis for the Development of Self-Enhancement Activities

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Abstract: This action research discovers how the self-esteem and academic performance of a senior high school student can be enhanced considering the factors behind each respondent. This study was conducted in Morong National High School - Senior High School, Morong, Rizal to Grade 11 students. They were described in terms of age, sex, parents' occupation, and type of family. A researcher-made questionnaire checklist was utilized to determine the self-esteem of the respondents.

After the data gathering and analysis, it is found out that regardless of age and occupation of their parents, the respondents can be moderately calm when confronted with a problem and rely on self-coping abilities to solve it and that self-esteem has an impact on students' academic performance. Moreover, students with low self-esteem may be handled and guided by the guidance counselor individually and or in group for them to learn how to boost their self-esteem.

Teachers may help develop open communications with the students who are manifesting low self-esteem and make them cope and develop their social-being, and trust with their relatives/guardians. However, teachers may inform the relatives / guardians about the manifestation of low self-esteem of the students and inform them of their academic performance. The proposed self-enhancement activities prepared by the researchers may be considered for utilization. Parallel studies may be initiated to identify the extent of the effects of self-esteem using other variables.

Keywords: self-esteem, academic performance, self-enhancement activities

Introduction – Education is universally recognized as the answer to socio- economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. It is said to be an institution responsible for the development of children holistically, has been a great value and acknowledgment all over the world, and it is regarded as a pillar of all national growth and development. A child's progress should not only be visible on the traditional academic milestones of intellect, but rather it should also be evident in different aspects of life such as physical, emotional, and psychological (Mahaguay 2020, Sullano et al. 2020). These aspects are emphasized in school where students are engaged in different learning activities that would lead to holistic development, and all these aspects are also influenced by self-esteem.

Self-esteem is the totality of a person's view of himself or herself which can also be referred to as self-worth or self-image (Santrock, 2011). It is how we think and feel about ourselves. It refers to how we reflect on our appearances, abilities, relationships with others, and our aspirations for the future.

As stated on DepEd, Order No. 40, s. 2012 also known as Child Protection Policy (CPP) was created and being implemented in all schools in the Philippines.

The policy aims to protect all school children from all forms of abuse or violence that may be inflicted by adults and their peers. All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted, or harassed. No one should underestimate the impact that all forms of abuse have on a person's life. It can cause high levels of distress, affecting young people's well-being, behavior, academic, and social development right through into adulthood.

The enclosed guidelines are hereby issued to serve as the primary and guiding parameters in the implementation of Child Protection Policy, in consonance with the previous DepEd Order 45 s. 2009 wherein PSL or Personal Safety Lessons in all schools in the country are implemented to protect the child. These PSL helps students uplift their Self Esteem through Personal Safety lessons.

Personal safety covers many aspects of a growing individual. It is guarding him/her against physical abuse, emotional disturbance, and even social discrimination. All these aspects are emphasized in school where students are engaged in different learning activities that would lead to holistic development. These aspects are also influenced by self-esteem, which is explained as an individual's feeling about himself and how much he/she likes himself. It is believed that having healthy self-esteem has many positive effects and benefits, especially among students. Students who feel positive about themselves have fewer sleepless nights, succumb less easily to pressures of conformity by peers, and are most likely to perform better academically.

In schools nowadays, teachers have so many observations regarding students' personality and academic performance. Yes, there are numbers of students who received awards and were recognized as honors, yet there are still a big number of students who cannot even perform better because of less self-confidence.

Having this observation, the proponent comes up with a study having believed that this study will bring enlightenment to everyone concerning the real needs of students and how these needs will be satisfied. This research will also be of big help to students as it will serve as a preparation for them since they will be in college soon.

Specifically, this paper seeks to determine the self-esteem of the respondents as perceived by the different aspects and to know the relationship that exists between the self-esteem and the level of academic performance of the respondents.

Theoretical Framework

This study was banked on the theory which is related to self-esteem and performance of Senior High School students. The researcher's reference is the Theory of Hierarchy of Needs by Abraham Maslow (2019-Kindle Edition). According to Maslow, self-esteem needs are 4th in the hierarchy. Maslow divided it into self-respect and respect for others. The satisfaction of self-esteem needs generates feelings and attitudes of self-confidence, self-worth, capacity, and the feeling of being useful and necessary in the world. The frustration of these needs leads to feelings and attitudes of inferiority, ineptness, weakness, passivity, and dependency. These negative self-perceptions give rise to basic discouragements, a sense of futility and hopelessness in dealing with life's demands, and low evaluation of self vis-à-vis others. This condition is most likely able to lead

to poor performance due to lack of drive as learners tend to fear their abilities.

This theory emphasizes that each level is characterized by specific needs that must be satisfied before attaining the next level. Being able to satisfy the different stages will result in self-actualization. Among these needs is self-esteem. Maslow explains that the need for self-esteem is preceded by the satisfaction of the physiological needs, safety, and security, love and belongingness.

Methodology

The participants of this study were the Senior High School students of Morong National High School. The 568 Grade 11 students from 20 different sections under the different strands were randomly chosen by the researcher from Academic and Technical-Vocational and Livelihood Track. These participants were chosen through a simple random sampling technique and were asked to answer the questionnaire checklist through google docs.

In order to ascertain the self-esteem and academic performance of the respondents, a descriptive survey was used. According to Calmorin (2017), it is concerned with the prevailing or existing status of an event or problem. Descriptive survey research is the most appropriate for the study since the aim of the investigation is to know the self-esteem and academic performance of senior high school students of Morong National High School. Documentary analysis was likewise used since the average grades of the students for the first semester of the school year 2019-2020 were used to determine the academic performance.

This action research was conducted during the Second Semester, Quarter 1 of the school year 2019-2020. For this action study to be successful, permission from the different authorities was acquired from the immediate coordinators and school head. The data that were acquired from the respondents was used for and only for this action research with the utmost confidentiality.

After the conduct of the study, results were reported immediately to the school administration including the respondents to establish transparency and to collaborate on a possible plan of action.

For analysis and interpretation of data, statistical tools were considered. To determine the profile of the students, frequency, percentage, and rank distribution was used. To determine the self-esteem of the respondents as perceived by themselves with respect to the different aspects, a weighted mean was utilized. To determine the level of academic performance of respondents as revealed in their average grades, the mean and standard deviation was used. To determine the

significant relationship between the extent of self-esteem and the level of academic performance of the respondents, Pearson-r correlation was utilized.

Body/Findings-

1. Profile of the Respondents in Terms of Age, Sex, Sibling Position, Monthly Family Income, Parents' Educational Attainment, Parents' Occupation, and Type of Family

Table 1
Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables

Age	f		%	
15 yrs old	5		0.90	
16 yrs old	125		22.01	
17 yrs old	343		60.39	
18 yrs old and above	95		16.73	
Total	568		100	
Sex	F		%	
Male	201		35.39	
Female	367		64.61	
Total	568		100	
Parent's Occupation	Father		Mother	
	F	%	f	%
Government Employee	49	8.63	45	7.92
Private Employee	47	8.27	75	13.20
Self-Employed	59	10.39	124	21.83
Construction Worker	98	17.25	0	0
Educator	6	1.06	22	3.90
Driver	134	23.59	0	0
Medical Field	0	0	7	1.23
Housewife	0	0	233	41.02
Unemployed	14	2.46	0	0
Others	161	28.35	62	10.92
Total	568	100	568	100
Type of Family	f		%	
Nuclear family	340		59.86	
Extended family	122		21.48	
Single Parent	85		14.96	
Blended family	18		3.17	
Others	3		0.53	
Total	568		100	

It can be gleaned from the table that most of the respondents are females whose ages are mostly 17 years old. In terms of their parent's occupation majority of the father of the respondents are with "other" occupations, followed by fathers who are drivers with 134 or 23.59 percent while only 14 or 2.46 are unemployed. As to the mother's occupation, most of them are housewives with 233 or 41.02 percent while only a few are in the medical field with 7 or 1.23 percent.

The finding shows that no significant difference was found in self-esteem between males and females. The results suggest that high self-esteem is an important factor and strengthen the prediction of academic achievement in students.

2. Extent of Self-Esteem of the Respondents as Perceived by the Respondents in Terms of Personal

Ability, Family, Social Interaction, and Emotional Stability?

Table 2.1

The Extent of Self-Esteem of the Respondents with respect to Personal Ability

PERSONAL ABILITY I...	$W^{\bar{x}}$	VI	Rank
1. feel confident about my abilities.	3.74	Often	5
2. feel that I will be successful.	4.32	Often	1
3. feel satisfied with the way my body looks right now.	3.49	Sometimes	8
4. feel proud about my performance.	3.81	Often	3
5. feel I can understand things.	3.88	Often	2
6. feel that others respect and admire me.	3.47	Sometimes	9
7. feel sensitive with others.	3.60	Often	6.5
8. know how to express my ideas and opinions.	3.77	Often	4
9. feel superior at times.	3.08	Sometimes	10
10. am not worried about what other people think of me.	3.60	Often	6.5
Overall $W^{\bar{x}}$	3.68	Often	

The table shows that in terms of personal ability, the overall weighted mean obtained is 3.68 verbally interpreted Often. The table displays that among the items, item number 2 “I feel that I will be successful.” ranked first with a weighted mean of 4.32 verbally interpreted Often while last in rank is item number 9, “I am not worried about what other people think of me.” with a weighted mean of 3.08 and verbally interpreted Sometimes.

The results indicate that the respondents are often confident with their abilities. This shows that they are proud of what they are doing and can express their ideas and opinions.

This implies that the respondents have habitual manifestations of their personal abilities, thus, indicating that being confident of what they acquire, how they perform, how they understand others, and how they showcase sensitivity with others is a key to success, hence all these are just parcels of self-esteem.

This finding is congruent with the statement of Daska (2017) that there are some ways to develop self-esteem: Master a new skill when one becomes skilled in something that corresponds with your talents and interests, you increase your sense of competency; list accomplishments; think about all the things being accomplished, then write them down. Make a list of everything done that one becomes proud of; do something creative because creative tasks are a great way to put the flow back into one’s life. Creativity stimulates the brain, so the more uses it, the greater the benefits; get clear on values. One needs to determine what his/her values are and examine life

The similarity between the two studies is obvious since both reflect how personal abilities influence and become ways to the development of self-esteem.

Table 2.2

The Extent of Self-Esteem of the Respondents with respect to Family

FAMILY My.../I...	$W^{\bar{x}}$	VI	Rank
1. parents are proud of the kind of person I am.	4.08	Often	6
2. parents try to understand me.	3.99	Often	7
3. am an important person to my family.	4.19	Often	4
4. parents believe that I will be successful in the future.	4.45	Often	1
5. family are always proud of my accomplishments.	4.21	Often	3
6. family knows my problems and helps me solve it.	3.23	Sometimes	9
7. family supports me all the time.	4.09	Often	5
8. family always have conversation at home about our daily life.	3.79	Often	8
9. parents always talk to me when I feel sad and lonely.	2.97	Sometimes	10
10. family encourages me to reach my goals in life.	4.28	Often	2
Overall $W^{\bar{x}}$	3.93	Often	

The table shows that in terms of family, the overall weighted mean obtained is 3.93 verbally interpreted Often. The table displays that among the items, item number 4 “My parents believe that I will be successful in the future.” is ranked first with a weighted mean of 4.45 verbally interpreted Often while last in rank is item number 9, “My parents always talk to me when I feel sad and lonely.” with a weighted mean of 2.97 and verbally interpreted Sometimes.

Findings revealed that the self-esteem of the respondents is often affected by family. This connotes that the family serves as an inspiration to uplift the spirit of the respondents.

This implies that the family plays an important role in boosting one’s self-esteem. This means that with the family as their support they can adjust and can help them improve their self-worth.

The statement of Schimits (2018) is aligned with this finding since he emphasized that when parents tell their children they love them, the children accept this message and feel pleased with themselves. A child’s behavior will then reflect his or her level of self-esteem. Children who hear negative messages over and over behave negatively.

Congruence is noted considering that in both studies the parents’ role in rearing children, specifically in using words like how much they love their children may boost the children’s feeling of happiness and contentment.

Table 2.3

The Extent of Self-Esteem of the Respondents with respect to Social Interaction

SOCIAL INTERACTION	$W\bar{x}$	VI	Rank
1. easily get along with other people.	3.77	Often	5
2. can adjust to the environment I am into.	3.93	Often	1
3. can work well with different people at different levels.	3.79	Often	3.5
4. can start conversation with others.	3.70	Often	8.5
5. enjoy working with different group of people.	3.79	Often	3.5
6. can easily communicate with others.	3.76	Often	6
7. can interact and lead the group.	3.42	Sometimes	10
8. can express my opinion to others.	3.74	Often	7
9. am comfortable interacting with others.	3.70	Often	8.5
10. can build relationship with other people.	3.89	Often	2
Overall $W\bar{x}$	3.75	Often	

The table shows that in terms of social interaction, the overall weighted mean obtained is 3.75 verbally interpreted Often. The table displays that among the items, item number 2 “I can adjust to the environment I am into.” ranked first with a weighted mean of 3.93 verbally interpreted as Often while last in rank is item number 7, “I can interact and lead the group.” with a weighted mean of 3.42 and verbally interpreted as Sometimes.

This connotes that respondents usually adjust to the environment he is into. This implies that the respondents can build a relationship and can work with different people. Likewise, getting along with other people can be easily attained.

This implies that social interaction and being accepted by a circle of friends and even people around the respondents enhance self-esteem considering that the trust given to the respondents by the people around them, enable them to develop courage and self-confidence that are both contributory to self-esteem.

This finding is in consonance with the discussion of Olanweraju and Joseph (2014) that the only way to find self-esteem is to surround oneself with supportive positive people who admire you and value you. He may also care about your appearance. That is, one needs to look his best by dressing like someone who has confidence and let your self-assurance come through in how you look and lastly is to welcome failure as part of growth.

The noted similarity lies in the idea that both consider social interaction as one of the aspects in developing self-esteem, therefore it is indicated in both studies that people with who the respondents intermingle may either help them develop or sustain self-esteem or vice versa.

Table 2.4

The Extent of Self-Esteem of the Respondents with respect to Emotional Stability

Emotional Stability	$W\bar{x}$	VI	Rank
1. am always happy.	3.73	Often	8
2. can control my emotions.	3.77	Often	6
3. am aware about my mood.	4.08	Often	1
4. am sensitive with others' emotions.	3.90	Often	5
5. can sympathize with others.	3.73	Often	8
6. can recognize others' emotions/mood.	3.96	Often	4
7. can manage my behavior in different situation.	4.01	Often	2
8. can make myself relax and calm.	4.00	Often	3
9. can handle stress.	3.67	Often	10
10. manage emotions in others.	3.73	Often	8
Overall $W\bar{x}$	3.86	Often	

The table shows that in terms of emotional stability, the overall weighted mean obtained is 3.86 verbally interpreted Often and all the items have a verbal interpretation of Often. The table displays that among the items, item number 3 “I am aware of my mood.” is ranked first with a weighted mean of 4.08 verbally interpreted Often while last in rank is item number 9, “I can handle stress.” with a weighted mean of 3.67 and verbally interpreted Often.

The results indicate that emotional stability often affects self-esteem. This shows that managing emotions can really influence one’s confidence. Uplifting one’s self-confidence can expand one’s self-worth.

This leads to an implication that stability or constancy of emotion may lead to solid self-esteem, thus elucidating that the respondents who have stable emotional management are not easily affected by negative thoughts and actions, they are not easily angered nor scared, they handle things normally as they are because their self-esteem is high.

This is truly parallel with the statement of Winch (2016), who emphasized that everyone is in favor of high self-esteem — but cultivating it can be surprisingly tough. He further said that many recognize the value of improving feelings of self-worth. When self-esteem is higher, a man not only feels better about himself, he is more resilient as well. Brain scan studies demonstrate that when self-esteem is higher, an individual is likely to experience common emotional wounds such as rejection and failure as less painful, and bounce back from them more quickly. When self-esteem is higher, an individual also is less vulnerable to anxiety.

The focus on high self-esteem which is observed when one handles emotion in different situations makes the two studies parallel.

Table 2.5
Summary on the Extent of Self-Esteem of the Respondents

Aspects	WX	VI	Rank
Personal Ability	3.68	Often	4
Family	3.93	Often	1
Social Interaction	3.75	Often	3
Emotional Stability	3.86	Often	2
Composite WX	3.81	Often	

The summary shows that the family is regarded as one of the factors that influence self-esteem. This means that the family can really help uplift the self-worth of a person. This only implies that regular manifestations of self-esteem are practiced by the respondents because there is positive influence from their environment, thus their personal management, family, and other people around them contribute to their progressing self-esteem.

Indeed, this finding is analogous with the findings of Baumeister et al.,(2013), who found out that self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this review. Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes.

The similarity lies in the idea that all the aspects from self, to family, teachers, and other aspects have roles to play in the progressing self-esteem of the learners.

3. Level of Academic Performance of the Respondents as Revealed by Their Average Grade

Table 3
Level of Academic Performance of Pupil-Respondents as Revealed by Their Average Grade

Average Grade	Verbal Interpretation	Frequency	Percentage
76-80	Fairly Satisfactory	46	8.10
81-85	Satisfactory	165	29.05
86-90	Very Satisfactory	288	50.70
91-95	Outstanding	69	12.15
Total		568	100
Mean	Very Satisfactory		86.75
Std. Deviation			3.64

It is noted in the table that among the 568 respondents, the highest frequency of 288 or 50.70 percent fall in the grade range of 86-90, they are followed by the 165 or 29.05 percent who obtain the grades of 81-85, followed by 69 or 12.15 percent who obtain the grades of 91-95 and the remaining 46 or 8.10 percent for 76-80.

The mean of 86.75 percent is also obtained, and a standard deviation of 3.64 suggests that the grade distribution gaps among the learners are far. This explains that the pupils are performing very satisfactorily in school.

It can be inferred that the respondents' academic performance is influenced by their self-esteem. Indeed, parents play a vital role in molding the holistic well-being of the students. It can also be implied that there are pupils who persevere and got a very satisfactory performance. Furthermore, findings imply that they get their desire to study from other sources like their teachers, classmates, or other family members.

This is associated with the findings of Dullas (2012) that the result of the study implied that self-esteem was a predictor of better performance of science high students in both English and Math subjects. In line with the results, it is recommended that teachers and parents may help students improve their esteem and not only the learning gained on the theoretical and practical applications of Math and English subjects.

The use of the academic performance of the students was one of the reasons for the similarity between the two cited studies.

4. Significant Relationship Between The Academic Performance and the Extent of Self-Esteem of the Respondents

Table 4
Computed r-value on the Relationship between the Academic Performance and Extent of Self-Esteem of the Respondents

Extent of the Factors	r-values	p-value	Ho	VI
Personal Ability	0.025	0.551	Accepted	Not Significant
Family	0.010	0.809	Accepted	Not Significant
Social Interaction	0.061	0.150	Accepted	Not Significant
Emotional Stability	0.045	0.285	Accepted	Not Significant

As depicted in the table, the null hypotheses was tested and it was found out that the hypothesis is accepted with respect to personal ability, family, social interaction, and emotional stability with p-values higher than 0.05. It was also found out that there is no significant relationship between the extent of self-esteem and their level of academic performance as revealed by their average grades.

The results shows that self-esteem is an individual trait and that high self-esteem promotes learning, therefore emphasizing that higher self—esteem will give promising results for children since self-esteem helps uplift one’s self, enhancing it will lead to better self-esteem and also reduce the risks of suffering from anxiety.

This supports the findings of Bankston & Min (2012), the modest correlations between self-esteem and

school performance do not indicate that high self-esteem leads to good performance. Boosting self-esteem may not lead to an improvement in academic performance. People with high self-esteem claim to be likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem. High self-esteem makes people more willing to assert their opinions. Given high self-esteem, indiscriminate praise might just as easily promote narcissism, which is undesirable.

Since both studies focus on self-esteem and academic performance, they are similar yet as to actual findings they are contradicting since the previous study revealed a significant relationship while the current finding shows no significant relationship existing.

5. Self-Enhancement Activities to Enhance the Self-Esteem and Academic Performance of the Senior High School Students

Based on the findings, the researcher crafted self-enhancement activities to enhance the self-esteem and academic performance of Senior High School students.

Activity	Objectives	Persons Involved	Timeline	Budget/Fund	Success Indicator
The 3S of Life -An E- Learning seminar on Self-love, self-care and self-worth-	-To improve students' well-being, increase confidence and motivation, deepening and improving relationship with others. -To develop positive attitudes toward school and toward lifelong learning. -To develop awareness of and sensitivity to issues of cultural and gender equity.	•Senior High School Students •Teachers •Designated Guidance	December 2020 – March 2021	P 10,000 / Student Development Fund / MOOE	At least 90% of the students participated in the e-learning seminars
The Wrinkled Heart (Self-esteem Card Making)	-To promote educational success, including high school graduation. -To express positive feelings about themselves and others. -To appreciate positive traits in others. -To practice appropriate use of social media and mobile tech tools.	•Senior High School Students •Teachers •Designated Guidance	February 2021	P 3,000 / Student Development Fund / MOOE	At least 90% of the students participated in the card making activity
Family Feud (Online family competition of talents and skills)	- To exhibit pride in their own unique families -To showcase talents and skills of students with his/her family -To promote camaraderie and bonding within the family members	•Senior High School Students •Family Members •Teachers •Designated Guidance	March 2021	P 10,000 / Student Development Fund / MOOE	At least 75% of the students participated in the card making activity
Self-Esteem Check-up Administration of Self-Esteem	-To determine what aspect of life does a student needs assistance.	•Senior High School Students •Teachers •Designated Guidance	November to March 2021	P 3,000 / Student Development Fund / MOOE	100% of students

Conclusions- In light of the findings of the study, the foregoing conclusions are formulated:

1. Self-esteem does not rely on age, sex, occupation of parents of the respondents alone. Respondents were able to be moderately calm when confronted with a problem and relies on self-coping abilities to solve it.
2. Having a healthy self-esteem can increase confidence of students, but academic performance does not rely on their self-esteem manifestations in coping with day-to-day experiences.

Recommendations- Based on the cited conclusions, the following recommendations are offered:

1. Students with low self-esteem may be handled and guided by the guidance counselor individually and or in groups for them to learn how to boost their self-esteem.
2. Teachers may establish open communications with the student who are manifesting low self-esteem to help them cope and develop their social-being as well as trust with their relatives/guardians.
3. The teachers may inform the relatives/guardians about the manifestation of low self-esteem of the students and inform them of their academic performance.
4. The proposed action plan prepared by the researcher may be considered for utilization.
5. Parallel studies may be initiated to identify the extent of effects of self-esteem using other variables.

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Spartan's Localized Alternative Delivery Mode: An Evaluation

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Abstract: This study evaluated the Spartan's Localized Alternative Delivery Mode of Tanay Senior High School during 2019-2020. Due to the absence of ADMs in senior high school, the school initiated SLADM which serves as an academic assistance to students who are struggling in taking the subjects due to various reasons like irregular, repeaters, balik-aral, transferees. Two groups of respondents were utilized in the study considering the 35 senior high school students who have undergone the program and were selected through purposive sampling and the whole population of 23 teachers. A qualitative descriptive research was used in the study to determine the evaluation of the abovementioned program. The study utilized a researcher-made questionnaire which included questions dealing with the evaluation of the program. The findings revealed that SLADM brought positive results as perceived by the two groups of respondents. All the student-respondents found the program beneficial since the subjects that need to take for the last semester in senior high school were given in different modes. Likewise, teachers saw it as a great help to address the needs of the students. There are teachers who found the program beneficial to the students and school but an additional workload or task to the teachers. The study hereby recommends the modification of the program particularly on the implementing rules and regulations for the improvement of the program and a separate program addressing the students who are returning, transferred in or have failed subjects shall be created. With the results of the study, considering the results may help for the improvement of the program. The results may help some of the performance indicators of the school such as graduation and promotion rate. Further, the initiated program addresses the current situation of the school with a high number of transferred in, irregular, balik-aral students, and struggled learners.

Keywords: ADM, senior high school, alternative delivery mode, scheduling, program

Introduction

In 2016, the full implementation of K to 12 happened as the Senior High School Program had started in the entire country. Its implementation was the great solution into country's deteriorating quality of education yet played a great challenge as how it would be the set theories would be put into actions.

Moreover, since senior high school program is only on its fourth year of implementation, there are still programs and projects which are needed in addressing the needs of the students.

In connection to this, there is a diverse set of students who tend to enroll in the senior high school program who needs to be addressed to help the students who are at risk on dropping or failing the subjects.

The Localized Alternative Delivery Mode Project of Tanay Senior High School aims to widen the access of marginalized and disadvantage learners to quality basic education, the Department of Education (DepEd) implemented the Alternative Delivery Modes (ADM) in

the formal education system in both elementary and secondary levels. The ADMs primarily aim to address the problem on classroom congestion and other situations and circumstances, which prevent children from going to and staying in school. And thus, in support to the ADMs goals, the local initiated Project Spartan's LADM was conceptualized primarily to extend the assistance to those students who have the possibility to drop out or to leave schooling and to help students with difficulties in regular reporting in class and with irregular schedule due to different reasons.

The Department of Education is tasked to provide quality basic education that is equitably accessible to all and lay the foundation for lifelong learning and service for the common good for the K to 12 Programs covers Kindergarten and 12 years of basic education (six years of primary education, four years of junior High School, two years of Senior High School [SHS]) to provide sufficient time for mastery of concept and skills, develop lifelong learners, and prepare graduates for tertiary

education, middle-level skills development, employment, and entrepreneurship.

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interest, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. SHS subjects fall under either the core Curriculum or specific track.

According to the Pursuant to Section 16 of Rep. Act No.10533, entitled “An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, appropriating Funds Therefor and for Other Purpose,” otherwise known as the “Enhanced Basic Education Act of 2013,” approved on May 15, 2013, and which took effect on June 8, 2013, the Department of Education (DepEd), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA), hereby issue the following rules and regulations to implement the provisions of the Act.

The Department of Education is tasked to provide quality basic education that is equitably accessible to all and lay the foundation for lifelong learning and service for the common good. And aside from formal education DepEd offers alternative delivery mode of interventions to meet the needs of young people in different communities. The importance of ADMs in formal basic education are implemented to improve certain performance indicators in order to achieve the 2015 targets of Education For All (EFA) and the Millennium Development Goal (MDG) on achieving the universal primary Education. And to address the learning needs of the marginalized pupils and those learners at risk of dropping out to help them overcome social and economic constraints in their schooling (San Juan, 2016).

Students with difficulties in taking the subjects tend not to continue their studies and schools are making different programs and projects that anchored to DepEd’s Alternative Delivery Modes to address and assist students who have difficulties in taking the subjects.

According to Dilagan (2020), In the utilization of senior high school’s Unified Subject Offerings in the Division of Rizal, students who transferred from different school divisions, private schools, returning students from the previous school years, working students, students with personal reasons experienced difficulties in attending the classes regularly resulting not to take the expected subjects.

Moreover, the implementation of Work Immersion in the local setting also affected the subjects to be taken by the students. Work Immersion happened in November to December while the regular Grade 11 subjects were given in Second Semester resulting not to take the subject on a regular mode.

The implementation of the Spartan’s Localized Alternative Delivery Mode which started in 2018 aimed to decrease Students with failed subjects, dropped out students, extend the assistance to those students who have the possibility to drop out or to leave schooling and to help students with difficulties in regular reporting in class and with irregular schedule due to various situations.

Evaluating the stated programs helps the institution to provide enhancement possibilities for the improvement of the program. The researcher believed that through getting the evaluation of the program as perceived by the clients and teachers, the improvement of the program would be possible.

Theoretical Framework

This study is mainly anchored to the Students with Constructivism Theory by Lev Vygotsky (1896-1934).

Based on his theory, he believed that when a students is in Zone of Proximal Development for a particular task, providing the appropriate assistance will give the student enough for a “boost” to achieve the task, and much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance and it is the one that helps to students with ADMs.

This theory of Lev Vygotsky was related to the study because the Spartan’s Localized Delivery Mode of the students in Tanay SHS was the main issue that the researchers want to understand. Teachers often pay attention to Students who have ADMs based on her/his recognition and the help of the qualities that belong to teacher. All in all, there is a relation between the theory and the Spartan’s LADM that each teacher in TSHS will provide that will help to really understand their stand of students with ADM.

Methodology

This study aimed to evaluate Spartan’s Localized Alternative Delivery Mode of Tanay Senior

High School. Moreover, it attempted to find answers to the following questions:

1. What is the profile of the respondents in terms of:
 - a. Students:
 - a.1. Grade, Sections and Track and Strand;
 - a.2. Subjects in ADM and ADM Teacher;
 - a.3. Mode of Instruction;
 - a.4. Cause of ADM?
 - b. Teachers:
 - b.1. Position;
 - b.2. Subjects in ADM and Number of students;
 - b.3. Mode of Instruction?
2. What is the perception of the respondents in school's-initiated Spartan's Localized Alternative Delivery Mode?
3. What are the difficulties encountered by the respondents in the implementation of school's-initiated Spartan's Localized Alternative Delivery Mode?
4. What are the possible recommendations of the respondents for the improvement of school's-initiated Spartan's Localized Alternative Delivery Mode?

The results of the study can be used to improve the school's-initiated program since it aims to help the students to cope with the different situations that hinder their academics. The revised implementing rules and regulations surely benefit not only the school's system on delivering quality education and access to the students who have diverse situations but also the personnel who will be assigned to handle ADM subjects for diverse students next school year. Students will also benefit for convenience and adjustment in their subjects.

The study aimed to evaluate the Spartan's Localized Alternative Delivery Mode of Tanay Senior High School which is one of the programs that support quality and access aspects during SY 2019-2020. The researcher utilized a qualitative-descriptive type of research with the use of a researcher-made questionnaire to gather relevant answers for the evaluation of the program.

The study utilized descriptive and qualitative research design. Qualitative Research is primarily exploratory research. It is used to uncover trends in thought and opinion also it is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insight into the problem or helps

to develop ideas or hypothesis for potential qualitative research. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus group (group discussion), individual interviews, and participation/observation. The sample size is typically small, and respondents are selected to fulfill a given quota (Anderson, 2005).

This research design was suited to the study because it will give kind of output that the researchers need. In addition, it is best suited to the ADMs students in Tanay Senior High School that the researchers were looking for.

Based on the research qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology. There are many sources that a study must done. In these the researchers used primary and secondary sources.

As the primary source of data, the researcher-made questionnaire for the interpretation of the statement if the problem. The questionnaire is divided into two parts; the first part provides the personal information of the respondents and the second part provides the questions regarding the study.

As for the respondents, two groups of respondents were utilized in the study considering the 35 Grade 12 students who were selected through purposive sampling, and 23 teachers of Tanay Senior High School using total enumeration. The respondents were considered in this study since the abovementioned respondents were capable to provide significant contributions for the improvement of the program.

The study utilized a researcher-made questionnaire which was validated by the Experts who are Senior High School coordinators. It is composed of two areas; the first part contains the profile of the respondents such as name, grade and section or position, subjects taken/taught through ADM, ADM Teacher and the number of ADM students. The second part contains the questions adhering to the evaluation of the program. The instrument was validated by the Master Teachers.

The respondents have answered the questionnaire after the utilization of the program during SY 2019-2020.

For Data Analysis, to determine the profile of the respondents in terms of the given aspects, frequency and percentage were used, to evaluate the school's-initiated Localized Alternative Delivery Mode, qualitative discussion was used.

Body/Findings

On the Profile of the Student-Respondents

Table 1

The Profile of the Student-Respondents in Terms of their Grade and Section Track and Strand

Grade and Section	Track and Strand	f	%
G12 - Athena	Acad - HUMSS	6	17.14
G12 - Hermes	Acad – ABM	4	11.43
G12 - Artemis	Acad – GAS	2	5.71
G12 - Demeter	TVL – Cookery	8	22.86
G12 - Zeus	TVL – Automotive	7	20.00
G12 - Ares	TVL - ICT	8	22.86
Total		35	100

It can be seen on Table 1 that almost all of the sections have students who are taking the subjects through Spartan's Localized Alternative Delivery Mode. Cookery and ICT students obtained the highest number of students who have subjects in SLADM with a frequency of 8 or 22.86 of the total number of students who are taking the subjects in SLADM.

The findings support the result of the study of Catolos, et.al (2020) that the results of ANOVA showed that females outperform males in reading speed and writing whereas Tanay Senior High School caters different strands and among the strands, Tourism and Caregiving don't have students who have subjects taken through SLADM since these sections have the same enrolment since Grade 11.

Table 2 presents the profile of the student-respondents in terms of subjects taken in SLADM and the subject teacher.

Table 2

The Profile of the Student-Respondents in Terms of Subjects in SLADM and the Subject Teachers

Subjects in SLADM	Subject Teacher	f	%
21 st Century Literature	1	1	2.86
Automotive Servicing	1	4	11.43

Discipline and Ideas in the Applied Social S	1	4	11.43
Empowerment Tech	1	2	5.71
Entrepreneurship	1	10	28.57
Filipino sa Piling	1	8	22.86
Fundamentals ABM 1	1	1	2.86
General Mathematics	1	4	11.43
Marketing	1	1	2.86
Creative Nonfiction	1	2	5.71
Pagbasa at Pagsusuri	1	4	20.00
	1	3	
Personal Development	1	5	14.29
Philosophy	1	1	2.86
Physical Science	1	20	62.86
	1	2	
Philippine Politics	1	1	2.86
Reading and Writing	1	2	5.71
World Religions	1	3	8.57
Practical Research	1	4	11.43
Statistics	1	1	20.00
	1	3	
	1	3	
TOTAL	14	89	100.00

It can be gleaned on the table that among the subjects offered through SLADM, subjects Physical Science, Entrepreneurship and Filipino sa Piling Larang obtained the highest number of students with 22 or 62.86%, 10 or 28.5% and 8 or 22.86% respectively.

It implies that the Physical Science subject has the most numbered of students who have failed the subject in the previous school year and failed to attend Summer Remedial Classes.

As an avenue of the school to help the students to take the subject, SLADM was used as a way to retake the subject. Moreover, there were also students who were transferred in and have not taken the subjects due to not aligned subject offerings given to the previous schools.

In addition, Entrepreneurship and Filipino sa Piling Larang obtained high number of students in SLADM since these are the subjects which were removed in the regular offering to attain the 7:00 – 3:00 pm scheme of Grade 11 classes. There were students who have missed to take the subject due to reasons such as Transferred in and Balik-Araal.

Other subjects taken through SLADM with only few numbers of students were considered to assist the students who have failed the subject during the previous school year and failed to take the summer class. It is an initiative of the school to extend assistance to the

students who have failed subjects and not taken the subjects due to transferred in, shifting, and returning status.

Some of the students also took the subject in SLADM due to their schedule irregularity due to the scheme of the Work Immersion in the school. Work Immersion was conducted I November to December, the first two months of Second Semester where it was also the start of regular classes of the Grade 11 students. SLADM Grade 12 students have taken the subject in SLADM through modular while they were in their Work Immersion Venues.

It only means that the subjects offered in SLADM have undergone careful understanding and have various reasons why the school initiated an extended assistance for the students to cope with the subjects to be taken for the last semester of their senior high school.

Table 3 presents the profile of the student-respondents in terms of the Mode of Delivery in Spartan’s Localized Alternative Delivery Mode.

Table 3
The Profile of the Student-Respondents in terms of Mode of Delivery

Mode of Delivery	f	%
Attending in Regular Class	17	17.14
Using Module/Activities given by the teachers	26	31.43
Using Module/Activities during Work Immersion and attending regular classes after WI	46	51.43
TOTAL	89	100.00

It can be seen on the table there are three modes of delivery: attending in regular class, using module/activities given by the teachers, using module/activities during Work Immersion and attending regular classes after WI. It shows that among the modes of SLADM, the third mode obtained the highest number of clients with 46 or 51.43% of the total number of students with subjects taken through ADM.

It implies that the irregularity of the schedule due to the scheme of the Work Immersion in the school contributed significantly with the number of students with subjects taken through SALDM. Work Immersion was conducted I November to December, the first two months of Second Semester where it was also the start of regular classes of the Grade 11 students. SLADM Grade 12 students have taken the subject in SLADM through modular while they were in their Work Immersion Venues. Students took the subjects in regular classes right after their Work Immersion.

Moreover, the second mode of the SLADM obtained 26 number of students or 31.43% due to various reasons such as the subject is not offered in that semester and students have difficulties in their schedule due to their irregular status and transferred in students. The subjects Filipino sa Piling Larang and Entrepreneurship could also be the reason since these two subjects were not offered during the school year and the number of students who need to take the subject has increased.

Table 4 presents the profile of the student-respondents in terms of reason in taking subjects through SLADM.

Table 4
The Profile of the Student-Respondents in terms of Reason in Taking Subjects through SLADM

Reasons in taking SLADM	f	%
for Old Student – Failed Subject	38	43.82
for Old Student – Not Taken subject	10	11.24
for Transferred In – Failed Subject	5	5.62
Not Offered in Tanay SHS during SY 2019-2020	18	20.22
Not Offered/taken in previous school	20	22.47
Working Student	1	1.12
Personal	0	0.00
TOTAL number of subjects	89	100.00

It can be gleaned on the table that among the reasons in taking SLADM, old students with failed subject subjects obtained the highest frequency with 38 or 43.82% of the total number of students with subjects taken through SLADM. These were also the students who failed the subjects in the previous school year and did not take the subject during the summer class.

Moreover, students who were transferred in have not taken the subject contributed a number of cases in taking the subjects through SLADM. The SDO – Rizal suggested the utilization of the unified subject offerings across the senior high schools in the division. However, students who came from private schools and other divisions do not have the same subject offerings resulting to extend assistance to the students.

Subjects which were not offered in the school specifically Filipino sa Piling Larang and Entrepreneurship could also be the reason where 18 or 20.22% of the total number of students since these two subjects were not offered during the school year and the

number of students who need to take the subject has increased.

On the Profile of the Teacher-Respondents

Table 5 presents the profile of the teacher-respondents in terms of position.

Table 5
The Profile of the Teacher-Respondents in terms of Position

Position	f	%
Teacher I	2	8.70
Teacher II	6	26.09
Teacher III	3	13.04
Master Teacher I	7	30.43
Master Teacher II	5	21.74
Total	23	100.00

It can be seen on the table the profile of the teacher-respondents in terms position that more than half of the teachers are Master Teachers with 7 Master Teacher I position and 5 Master Teacher II. It implies that the school has great opportunities to utilize the profile of the teachers to spearhead activities that will enhance the teaching-learning process of the school.

The Spartan’s Localized Alternative Delivery Mode utilizing materials to be crafted by the master teachers would be a possible way to enhance the access of the students in taking the subjects in different modes.

Table 6 presents the profile of the teacher-respondents in terms of subjects taught and number of students through Spartan’s Localized Alternative Delivery Mode.

It can be gleaned on the table that among the 14 teachers who have students with SLADM, Teacher E as the highest number of students with 20 or 22.47% of the total number of students. Teacher E handled Physical Science which is the most numbered subject in SLADM.

Moreover, among the teachers who have SLADM students, Teachers H, I and K have the most numbered number of subjects handled through SLADM. Teacher H handled Entrepreneurship with 8 students, Filipino sa Piling Larang with 10 students and 1 student in Principles of Marketing. Entrepreneurship and Filipino sa Piling Larang are subjects under SLADM due to unavailability of the subject in regular offerings.

Table 6

The Profile of the Teacher-Respondents in terms of Subjects Taught and Number of Students through Alternative Delivery Mode

Teacher	Subjects Taught	Number of Students	%
Teacher A	Pagbasa	4	4.49
Teacher B	Statistics	1	1.12
Teacher C	Personal Development	5	5.62
Teacher D	Statistics	3	3.37
Teacher E	Physical Science	20	22.47
Teacher F	DIASS	4	4.49
	Reading Writing	2	2.25
Teacher G	Automotive	4	4.49
Teacher H	Entrepreneurship	8	8.99
	Filipino sa Piling	10	11.24
	Marketing	1	1.12
Teacher I	Fundamentals of ABM 1	1	1.12
	Gen.Mathematics	4	4.49
	Philosophy of the Human Person	1	1.12
Teacher J	Pagbasa	3	3.37
Teacher K	21 st Century Literature	1	1.12
	Empowerment	2	2.25
	Creative Nonfiction	2	2.25
	Practical Research	4	4.49
Teacher L	Philippine Politics and Governance	1	1.12
	Statistics	3	3.37
Teacher M	World Religions	3	3.37
Teacher N	Physical Science	2	2.25
Total		89	100.00

Teacher I handled 3 subjects, and these were subjects which were offered regularly last semester and failed by the students. The teacher utilized the modular/activity approach in giving the lessons.

Teacher K handled four subjects taken through SLADM namely 21st Century Literature, Empowerment Technologies, Creative Nonfiction and Practical Research. Most of the clients of Teacher K are transferred in and balik-aral students.

It can also be depicted on the table that teachers who handle subjects in SLADM have at least 1 to 5 students in each subject.

It implies that the teachers who have subjects in SLADM were considered according to different outlooks such as the specialization of the teacher, the previous teacher of the students and the teacher’s load for second semester.

Table 7 presents the profile of the teacher-respondents in terms of mode of delivery of the Spartan’s Localized Alternative Delivery Mode.

Table 7

The Profile of the Teacher-Respondents in terms of Mode of Delivery

Mode of Delivery	f	%
Attending in Regular Class	8	57.14
Using Module/Activities given by the teachers	4	28.57
Using Module/Activities during Work Immersion and attending regular classes after WI	14	100.00

It can be gleaned on the table that among the three modes of SLADM, 14 o 100% of the teachers considered the third mode, using module/activities during Work Immersion Period and attending regular classes after the Work Immersion Period, as the mode of delivering the subject to the students.

It implies that the irregularity of the schedule due to the scheme of the Work Immersion in the school, it contributed significantly with the number of students with subjects taken through SALDM. Work Immersion was conducted I November to December, the first two months of Second Semester where it was also the start of regular classes of the Grade 11 students. SLADM Grade 12 students have taken the subject in SLADM through modular while they were in their Work Immersion Venues. Students took the subjects in regular classes right after their Work Immersion.

Eight or 57.14% of the total number of teachers handling the subjects through SLADM considered Mode 1, Attending the subject through regular class. Students who have attended the classes in regular mode were those students who have undergone Work Immersion inside the school particularly in School Canteen for Home Economics students and at the library and Computer laboratory for ICT students.

There are only 4 out 14 teachers or 28.57% considered the mode on using the modular/activities approach in delivering the contents of the subjects. The teachers crafted their own materials and activities to give assistance to the students who are taking the subjects through SLADM.

It only means that the school continuously looks for possible avenues to address and assist the students who are in different cases in senior high school.

On the Perception of the Respondents in the School’s-Initiated Spartan’s Localized Alternative Delivery Mode

After conducting the study, the researcher has gathered responses of the two groups of respondents regarding their perception on the school’s-initiated Spartan’s Localized Alternative Delivery Mode.

All of the student-respondents found the program beneficial for them since the subjects that they need to take for the last semester in senior high school were given in different modes. Through SLADM, students most of the students were able to cope with the lessons. The responses of the student-respondents were categorized in four benefits; beneficial for returning students, transferred in, repeater in the subject and student with irregular schedule.

“Nakakatulong sa akin dahil kahit na nagtigil ako may paraan para makasabay sa mga ganitong subjects.” (Student O)

The response of Student O is connected with the responses of Students B, C, D, E, H, R and V. These are students who were classified as Returning students. Students who have stopped or experienced gap in senior high school encountered problems in subject offerings since the school has already followed the Unified Subject Offerings where subject offerings before were not the same offerings in the unified subject offering.

“It’s nice kasi kung hindi kami pinagbigyan ng chance para maipasa or matakde yung subject hindi kami makakatuntong sa graduation or balik sa G-11.” (Student S)

“Yes, it helps me a lot to take the subjects and it helps to teach students who have transfered/failed the subjects. The students catch-up the subjects that isn’t taken or failed.” (Student Y)

“Yes, nakakatulong samin sa mga SLADM, upang maturuan lahat ng mga ADM spartans na kaka transfer lamang galling sa ibang school, at muli nilang ipagpapatuloy ang mga naiwanang subjects sa dati nilang school.” (Student P)

The responses of Students SYP relate to the responses of Students A, G, K, M, N and X. It implies that the SLADM also helps the students who were transferred in to cope with the subjects which they have not taken. These students have not taken the subject since they came from private schools and public schools outside the SDO-Rizal.

“Yes, nakakatulong sakin, dahil upang balikan ang mga failed subject.” (Student L)

The response of Student L on the perception of SLADM relates to the responses of Students J and Q. The

school also gave chances and hopes to the students who have failed the subject when they were in Grade 11 and missed to take the subject through summer class since the minimum number of students to open a summer class in a subject is 10. It implies that the school also assisted students who would like to cope their failed subjects and retake it within the two-year period in senior high school.

“Yes, it helps me by attending those classes from the subjects that I need to take, I can say that it’s convenient for me what’s the schedule I have.” (Student Z)

The answer of Respondent Z signifies that the SLADM also brought positive impression to students who have difficulties in having regular schedule. There is a student who has been a client of SLADM since the first rollout of it. The student is a working student and has a working schedule which affects the regular classes. As an assistance to this student, the SLADM addresses the needs of the student by providing activities and discussions through a modular approach in teaching the subject. The student was able to cope with the subjects for the entire school year 2018-2019 and renewed his SLADM term in the present school year since the grades were determined that successfully passed the subjects.

One of the subjects that made the program challenging for the students is the Work immersion where it brought them challenges in their schedule and the assistance of the program to the students made positive for the students to finish the subjects together with Work Immersion.

The findings are relevant to the findings of Mahaguay and Mahaguay (2020) that in Work Immersion, students received financial and emotional support from the family; work immersion supervisors guided the students in accomplishing tasks. This enabled the students to be ready on four different exits after senior high school Trabaho, Kolehiyo, Negosyo and Middle Level Skills Development.

The responses of all the student-respondents imply that the Spartan’s Localized Alternative Delivery Mode assisted the students to finish their senior high school and helped them to acquire the necessary competencies same in taking the subject regularly.

On the other hand, on the responses of the teacher-respondents, it was found out that the responses of the teacher-respondents were classified into two responses.

4 out of 23 teacher-respondents perceived that the implementation of the SLADM brought burden to the teachers.

“NO, as a teacher it is an additional burden, the students are always absent and for-Deo-yes, for him to clearly understand the subject.” (Teacher G)

The response of Teacher G is synonymous with the responses of Teachers A, C and K. The teacher-respondents found the program as an additional work load to teachers especially to teachers who need to have another preparation since he is handling a different subject.

However, teachers who have the same preparation in his regular teaching loads may see that the SLADM is not a burden but just an additional student in his regular class.

The Work Immersion scheme may also be the reason why the teachers found the program not in favor since the regular class scheme was affected in November and December. Students were not able to attend the classes in Grade 11 due to their Work Immersion.

On the other hand, 19 out of 23 teachers found the program beneficial for the students and for the school. Most of the teachers still see that the teachers should do actions that may help the students to cope with their subjects. However, there are still things to be considered for the improvement of the program.

“It is just fine with me because I know I could help to some students who are encountering difficulties in taking the subjects but at least I can make or find strategies on how to manage it properly.” (Teacher J)

Moreover, according to Teacher H, “In all fairness it is actually a good effort of the school on addressing the problem, the problems encountered I still consider it as a good project.”

The responses of Teachers J and H are connected with the responses of Teachers B, D, F, I, L, N, O and P. Teachers saw the program implementation as a great help to address the needs of the students. It is a great movement of the school also to manage effectively the graduation and promotion rate of the school. Most of the teachers found the program beneficial to the students and to the school’s performances.

In addition, there are teachers who found the program beneficial to the students and school but an additional work load or task to the teachers.

“It can help to the students and get the teacher needs to provide modular activities, but somehow it is additional task for the teachers.” (Teacher E)

The response of Teacher E is connected with the response of Teacher M. The responses of these teachers imply that despite the positive perceptions on the implementation of the program, it can still be seen that the program gives additional task to the teachers. The

program proponent shall also consider the scheme of the program for its improvement.

On the Difficulties Encountered by the Respondents in the Implementation of School's-Initiated Spartan's Localized Alternative Delivery Mode

After conducting the study, the researcher has gathered responses of the two groups of respondents regarding the difficulties encountered by the respondents in the implementation of school's-initiated Spartan's Localized Alternative Delivery Mode.

26 out of 35 student-respondents answered that they don't have problems encountered in taking their additional subjects through Spartan's Localized Alternative Delivery Mode.

"We have no difficulties in taking subject now, because my subject is only exactly for me in any lessons and knowledge." (Student K)

It means that the students' SLADMs are convenient for them and they were complying with the requirements set by the teachers. Considering that there were three modes presented in the SLADM, students and teachers were able to decide what mode would be used in delivering the subjects.

Moreover, the schedule of the students was also considered in giving the additional subjects through SLADM. The SHS Coordinator arranged the schedule of every student based on their needs, availability and subjects together with the assigned SLADM subject teacher.

"Mabait naman si Ma'am Miranda, madaling kausap." (Student G)

"Medyo mabait naman si Mr. Custodio at nakakausap kahit papano." (Student N)

It can be gleaned on the responses of the student-respondents that they didn't encounter problems in subjects taken through SLADM since the teachers were cooperative and understanding for the students. The SLADM teachers considered the differences of the situations and cases of the students.

The teachers understood that there were students who have subjects taken through SLADM at the same time they were taking Work Immersion subject and during those days the students were at the immersion venue and the teachers had given activities to cope with the subjects through activities initiated by the teachers. Some students had also their Joint-Delivery Voucher Program Training for TESDA National Certificate Assessment leading them failed to attend their Grade 11 classes. The teachers and students had agreements on the mode of delivering the subjects while the students were taking the JDVP trainings.

On the other hand, 9 out of 35 student-respondents have encountered difficulties in taking their subjects through SLADM.

"Yes, minsan meron akong na-encountered na difficulties na subject sa aking ADM na subjects but pinipilit ko parin I-manage bawat oras sa sarili ko at sa aking subject." (Student P)

The response of the Student P is the same with the response of Students J and Y where it depicts that since the student is taking regular subjects in Grade 12, attending Work Immersion in December, undergoing JDVP Training in November and January and taking additional subjects through SLADM, managing his schedule would be challenging for him. However, it was stated by the respondent that he tried his best to manage his time effectively to take the subjects and other activities.

"Sa tingin ko yung schedule, mahirap habulin ang oras maging sa mga taong nakapalibot sa'kin marahil bagong tao ang makakasalamuha ko bukod sa "Regular Classmates". (Student Z)

It can be understood on the response of the respondent that aside from time management, dealing with other students from other class was also considered as difficulty in taking the subjects through SLADM.

It would be a common thing for students since through SLADM, the students would be able to attend classes not just in his regular section but also with other sections especially that the subjects taken through SLADM were offered in Grade 11 classes.

It implies that proper scheduling is always expected to help the students to cope with their difficulties in taking the subjects.

On the other hand, the teacher-respondents also have various difficulties encountered in implementing SLADM.

"The difficulty is that students somewhat missed to approach their teacher. As a teacher, you will be the one to remind to all students with ADM." (Teacher L)

The response of Teacher L is connected with the answers of Teachers I, N, O and P. It can be seen on the response that one of the difficulties encountered by the teachers is the student's commitment in taking the subjects. Moreover, the teachers were also the one to call the attention of the students to attend their classes.

Despite the initiative of the school and arrangement of the schedule, students were able to be neglectful to attend their classes. Clarity of the instructions on SLADM to the students and teachers could be one of the reasons why students became irresponsible in attending their classes in SLADM.

The responses of the teachers were different from the responses of the students in terms of the difficulties encountered. It implies that since the teachers did different ways in approaching and delivering the subjects to the students, it became difficulties to them since they still wanted to help their students to cope with the subjects while most students did not encounter difficulties aside from time management and dealing with other students since the teachers made all of their efforts in addressing the needs of the students.

“Yes, when the students are not attending the program regularly. I talk to the student adviser to inform their parents absent the academic strand of their children.” (Teacher M)

“Attendance, although students are aware of their schedule those who are in mode 2 they attend the subject for granted. They have this communication that if they are ADM, whatever they do, they will still pass the subject.” (Teacher H)

Based on the responses of Teachers M and H, it can be seen that still attendance hinders the success of the program. Students were not cooperating with their teachers to cope with the lessons in subjects.

The overlapping of the activities of the students could be the reason since they had to attend regular subjects in Grade 12, Work Immersion and some with JDVP and their SLADM subjects, students tend to miss their classes resulting to have impressions for teachers that students were taking the program for granted.

Moreover, the notion that students would be automatically pass the subject if it is in SLADM since the program helps them to cope the subjects which have failed or not taken during the previous school years. However, the notion mentioned was not the purpose of the program.

It implies that the students, teachers and parents were not that well-oriented in the stated program.

On the Possible Recommendations of the Respondents for the Improvement of School's-Initiated Spartan's Localized Alternative Delivery Mode

Based on the responses of the student-respondents on the possible recommendations for the improvement of the Spartan's Localized Alternative Delivery Mode, most of the students did not give additional recommendations for the improvement of the program. However, the mentioned responses were given for the improvement of the program.

“None, it's already good, the schedule is well organized when given to the students.” (Student D)

The success of the implementation of the program depends on different factors to be considered and one of those is preparing the schedule for the students. The SHS Coordinator, who is in-charge on the preparation of the class schedule of the students who have subjects taken through SLADM, considers different aspects such as the regular Grade 12 subjects, Work Immersion Scheme of the school, JDVP Training for TVL students, the not taken or failed subjects of the students to be taken in SLADM, the personal situations of the students, teachers availability, credentials of the students and availability of the subject to be offered.

The schedule was crafted based on the unique situations of the recipients. Different aspects shall be considered in preparing the class schedule.

“For me, SLADM must be taken in different modes; regular classes, with module or activities and paper works or combination, so that the students would not be left behind and can cope-up with the studies.” (Student F)

“Ituloy and SLADM para maipagpatuloy pa ang pag-offer ng tulong para sa mga students na nagtigil or di nakuhang subject sa kanilang dating school.” (Student P)

It can be seen on the responses of the students that the program helped them to cope with the subjects since the respondents were working students, transferred in, returning, students with failed subjects and students with personal reasons. The three modes of SLADM helped the students to acquire the subjects and abled to finish their studies.

On the perception of the teacher-respondents on the possible recommendations for the improvement of SLADM, there were different responses given by the teacher-respondents.

“I don't have any recommendations because it is the student's responsibility to appreciate the provision to them.” (Teacher I)

The response of Teacher I is same with the responses of Teachers L, O and P. Considering the objectives of the program, SLADM aims to assist students who have difficulties in taking the subjects due to different reasons. The students shall be responsible to attend their classes despite the difficulties that they experience due to time management and dealing with other students. Senior high school students are expected to be more responsible in their studies.

“I could suggest that if ever there were prepared activities to given the students taking ADM, so it can just be given to them.” (Teacher J)

The response of Teacher J connotes that the school shall utilize the master teachers to develop and craft materials that can be used in delivering the SLADM.

“Limit the program/subject offered to “core” subjects and regular meetings or follow-up should be conducted. Teachers, students and parents as well shall be oriented about the program. IRR must be strictly implemented for the improvement of the program.” (Teacher D)

Considering the recommendation of Teacher D, core subjects shall be prioritized in offering SLADM to the students unless there are cases that need to be considered. Crafting the Implementing Rules and Regulations of the program will strengthen the program and will be more effective for the implementation.

The idea of Teacher D on the orientation is same with the ideas of Teachers C, G and K. The program must be explained to the teachers, parents and students to attain more effective communication and success of the program.

“This must be included in teachers teaching load.” (Teacher A)

The response of Teacher A states that the school shall consider it to answer the difficulties of the teachers in terms that SLADM serves an additional load or burden to them especially if the subject in SLADM that they are handling is not the same in their regular teaching load.

The recommendations given by the teacher-respondents imply that the program still needs for strengthening its implementing strategies to ensure the attainment of the objectives and to create the program as beneficial for every stakeholder in the school.

Conclusions

Based on the findings of the study, the researchers concluded that the two groups of respondents see the program beneficial for the school, students, and teachers however there will be possible recommendations for the improvement of the program.

Recommendations

1. Continuous implementation of the original implementing rules and regulations for Spartan’s Localized Alternative Delivery Mode shall be done next school year.
2. Orientation and Roll-out of the Spartan’s Localized Alternative Delivery Mode to teachers, parents and students shall be done.
3. Continuous monitoring and evaluation shall be done for the improvement of the program.

4. A separate program addressing the students who are returning, transferred in or have failed subjects shall be created.

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KNOWLEDGE-BASED ACTIVITIES IN CHEMISTRY FOR SCIENTIFICALLY CHALLENGED LEARNERS OF GRADE 7

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Abstract: This study dealt with the development and validation of Knowledge-Based Activities in Chemistry for Scientifically Challenged Learners of Grade 7 in Lagundi-CCL National High School during the school year 2017-2018.

The developed knowledge-based activities in Chemistry consist of four (4) motivational activities such as priming and games, four (4) group task activities and fourteen (14) individualized task activities such as puzzles, picture interpretation, activity sheets and pocket-based activity sheets excluding applications that covers the lessons regarding solutions, substances and mixtures, periodic table, elements and compounds, acids and bases and properties of metals and non-metals.

The participants of the study were the identified twenty-one (21) scientifically challenged learners of Grade 7. They were given the validated test before and after exposure to the developed knowledge-based activities in Chemistry. Likewise, for the acceptability of the developed knowledge-based activities in Chemistry, ten (10) Chemistry teachers evaluated the material utilizing the adapted-questionnaire checklist.

Descriptive, developmental and experimental methods of research were used in the study. In order to determine the level of performance of the participants mean and standard deviation were used. Moreover, dependent t-test was used to determine the significant difference on the level of performance of the participants. Lastly, weighted mean was used to determine the level of acceptability of the developed knowledge-based activities as evaluated by the teacher-respondents.

On the level of performance of the participants in different lessons in Chemistry before and after exposure to the developed knowledge-based activities: they performed Fairly Satisfactory in the lessons, solutions, substances and mixtures, elements and compounds and acids and bases before exposure to the knowledge-based activities. However, after exposure to the material they performed Very Satisfactory. While on the lessons, properties of metals and non-metals, before exposure to the material they performed Fairly Satisfactory and after exposure, the participants' performance was Outstanding.

On the significant difference on the level of performance in Chemistry before and after exposure to the material with respect to the different lessons or topics, there was a significant difference on the level of performance of the learners.

On the level of acceptability of the developed knowledge-based activities in Chemistry with respect to the different criteria, the expert-respondents agreed that the material was Very Highly Acceptable.

The study concluded that the level of performance of the participants improved and increased after their exposure to the developed knowledge-based activities in Chemistry, level of performance of the participants significantly differed after exposure to the material and with the evaluation made by the experts, it was concluded that the material possessed the characteristics of a good instructional device.

Keywords: *knowledge-based activities, scientifically challenged learners, level of performance, level of acceptability.*

Introduction

Learning concepts in science subject requires effort through scientific, problem solving and investigative skills to unlock difficulties in learning scientific concepts and ideas. In simple word, it is a hands-on, minds-on method. Meaning, it is very important to show the interconnectedness of the lessons

to their everyday concerns and most especially to their daily lives.

Nowadays, many of the learners' perspective regarding Science subject is negative because the learners find the subject to be complicated and difficult one. Maybe one of the reasons is the inclusion of different complex, scientific, technical and mathematical terms as the learners browse in the learning module released and issued by the Department of Education.

Once the learners find the topic hard to understand, it is noticeable to them that the topic is uninteresting based on their actions inside the classroom. The result is, the learners are preferably doing their own business instead of listening to their teachers during discussion. This is commonly experienced by the teachers because aside from being professionals, teachers can also be psychologists. This might contribute to the low performance of learners in different types of examinations and to the entire performance of the school.

In the test result revealed such as quizzes and quarterly examination, most of the learners obtained low scores because of lack, limited and insufficient activities found in the module.

In the National Achievement Test conducted annually, Lagundi-CCL National High School for the three consecutive school years of 2012-2013, 2013-2014 and 2014-2015, Science subject got the mean percentage of 33.01, 32.76 and 32.46 respectively. The results show that there is a decrease or low percentage of scores on the performance of school in the National Standardized Test.

With this scenario, low scores obtained by the learners during the examinations would be one of the factors affecting the percentage in the National Achievement Test since all the coverage lessons during high school study may be included in the standardized test as measure of performance and it is really important also for them to learn first the basic concepts in Science.

In the survey of Third International Mathematics and Science Studies (2011) the Philippines ranked 41st in Science among 45 countries around the world and this is a sad fact for occupying the lower level in the world education this is a reality with which teachers have to reflect and think.

These significantly suggest that even the test results of small educational institution may affect the holistic performance of the country when it comes to educational system.

In connection to that problems/gaps, learners obtained or got a failing grades such as 74-below equivalent to the descriptive rating of did not meet expectations really affects not only their performance but also the holistic performance of the entire class that also contributes to the promotion rate of the school. The reason that the learners got the failing grades may be due to poor habits and lacking interests, or the learners really have difficulties in understanding the concept as observed by the teachers.

DepEd Order No. 8 s. 2015 or the Policy Guidelines on Classroom Assessment on the K to 12 Basic Education Program stated that:

“A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation and extra lessons from the teachers of that subject”.

It is good to have a learning module but it does not mean that the teachers and learners will be dependent on that certain module. Sometimes, learning module is not enough to learn the concept. There are learning module containing limited activities connected to the certain subject matter that leads the learners to the misconceptions due to lack of worksheets and activities.

This gives the researcher a hint to conduct the study by making and developing knowledge-based activities that will somehow help the learners to learn and better understand the concepts behind the particular topics to be discussed then suddenly apply such in their everyday lives.

The aforementioned problems/gaps are the reasons why the study is conducted because of the common problems encountered and evaluated by the teachers. As teacher of Science subject, the researcher came up to the idea of conducting a study regarding the remediation of scientifically challenged learners through developing knowledge-based activities that will help the struggling learners in learning Chemistry. The content followed the prescribed curriculum for Grade 7 learners in Chemistry subject.

This study was conducted with the aim of developing and validating Knowledge-Based Activities in Chemistry for Scientifically Challenged Learners of Grade 7. The developed knowledge-based activities focused only on the concepts and principles on the topics in Chemistry without performing any experiments. In addition, the study is based from the curriculum prescribed under the K-12 Curriculum Guide in Science for Grade 7 Learners.

Specifically, this study was conducted to determine: 1. the level of performance in Chemistry of Scientifically Challenged Grade 7 learners before and after exposure to the developed knowledge-based activities with respect to the different topics; 2. the significant difference on the level of performance in Chemistry of the Scientifically Challenged Grade 7 learners before and after exposure to the developed knowledge-based activities in Chemistry; and 3. the level of acceptability of the developed knowledge-based Activities in Chemistry with respect to objective, content and organization/presentation.

This was conducted at Lagundi-CCL National High School in the Division of Rizal, Department of Education during the school year 2017-2018. The participants of the study were the identified twenty-one (21) scientifically challenged learners through total enumeration from four sections of Grade 7 who are grouped heterogeneously.

The participants were identified based on their grades/ratings in Chemistry which fall under 74-below equivalent to descriptive rating of “did not meet expectations” in K-12 way of giving grades during first grading period. At first, they were given a set of pretest and after exposure to the developed knowledge-based activities, posttest was given to determine the level of increase in their performance.

The topics are solutions, substances and mixtures, periodic table, elements and compounds, acids and bases and properties of metals and non-metals with focused learning competencies. The first learning competency on the topic solutions, substances and mixtures, is to distinguish mixture from substances based on a set of properties. The second learning competency on the topic elements and compounds, is to recognize that substances are classified into elements and compounds. The third learning competency on the topic acids and bases, is to recognize and investigate the properties of acidic and basic mixtures. The fourth learning competency on the topic properties of metals and non-metals, is to describe some properties of metals and non-metals such as luster, malleability, ductility and conductivity. Each learning competency is composing of 15 items.

Experimental method was utilized to determine the level of performance of the participants before and after the exposure to the developed knowledge-based activities on different topics in Chemistry 7 as revealed in the pretest and posttest results.

Meanwhile, descriptive and developmental method are applied to determine the acceptability and validity of the developed knowledge-based activities using the adapted questionnaire-checklist.

The ten (10) experts who are Science teachers of Lagundi-CCL National High School and Morong National High School served as respondents who validated to test the acceptability of the developed knowledge-based activities in terms of objective, content, organization and presentation.

The following variables drawn out from the reading and researches were discussed further and conceptually defined for better understanding of the study.

Knowledge-Based Activities

One of the simple activities to implement in engaging learners to learn on their own is through knowledge-based activities focusing on the completion of particular task as a measure of success. Knowledge-based activities can be defined as set of learning activities and materials that will engage the learners to better understand the concepts.

According to Luistro, DepEd Secretary (DepEd Order 31, s. 2012) the learning/teaching resources that are modules shall be provided as the basic learning resources of the K to 12 Curriculum. These are self-instructional materials that lead themselves to independent and cooperative learning. For schools with connectivity, web-based resources and video materials are encouraged to be used where appropriate. Resources for teachers include teaching guides, prototype lesson plans and lesson exemplars, matrix of existing books, workbooks and modules.

Moreover, Enclosure to Department of Education Order No. 42 s. 2016, on its rationale, the Department of Education recognizes that instructional planning as essential to successful teaching and learning process. Instructional planning is the process of determining what learning opportunities learners in school will have by planning “the content of instruction, selecting teaching materials, designing the learning activities and grouping methods and deciding on the pacing and allocation of instructional time”.

According to Alano (2010), in the study entitled “Development and Validation of Modules in Agricultural Biology”, revealed that modules are useful supplementary materials that will increase learner’s performance in the subject. The lectures and activities provided in the modules were chosen and constructed to sharpen the knowledge and skills of students in Biology and Agriculture.

However, Armeth-Brothers (2007) conducted the design and development of modules for medical terminology electronic textbook. The design of the e-text conformed to establish web design recommendations including those for navigations, screen design, clarity and comprehension. It also followed instructional design principles, derived from adult learning theories and multimedia evaluations to organize content and to design learning activities. The result of the study is a prototype electronic textbook on compact disk consisting of medical terminology in anatomy and physiology content, games and drills, video scenarios, audio clips, and illustrations to be used by allied professionals.

Dela Cruz (2009), noted that enhancement activities can also serve as a motivator and promote learners' self-assessment and self-understanding. The developed enhancement activities contributed to the improvements in the performance of the learners in Biology subject.

Furthermore, Honey M., A. and Hilton, M., L. (2011) research on Hands on Activities enhance learning significantly at all levels of science education. These activities are usually the basis for a "laboratory" class or laboratory portion of a class. In a hands-on chemistry course, learners directly experience laboratory chemicals and their properties, chemical reactions, chemical laboratory apparatus, and chemical laboratory instruments. These activities are essential for learning chemistry.

Lobarbio (2016), in her study entitled "Effectiveness of Science Intervention Materials in the Implementation of Cooperative Learning Program for Grade 8" cited that Science Intervention Materials is inexpensive and easy to get to for they are made of bond paper and it could be brought anywhere, since the activities are based on the different strategies on cooperative learning, all activities should be done by group.

More so, McAlpine and Weston (2008) in the "The Attributes of Instructional Materials", describe a comprehensive list of attributes of instructional materials. The list is of particular value for two reasons. First, it is drawn from the instructional design literature and represents a consolidation of recommendations constructed by or attributed to experts for the evaluation and revision of any type of instructional material. Second, it has been validated and found reliable through a series of studies during the past five years. The study provides suggestions for how researchers and academics might use the attributes to advance knowledge in the field and how instructional designers, consultants and instructors might use the attributes to enhance their practice.

In addition to that, Jimenez (2008), in her study "Development and Validation of Laboratory Manual in General Chemistry" stated that all learners have different interests and abilities that determine what they attend to and learn. But what they learn also depends on the ability of the teachers to capture their attention and speaks their interest through the use of appropriate learning activities and media.

Figura (2016) believed that the instructional materials are the most effective way to catch the interest and understanding of the learners and help the teachers

to teach them better because it aids stimulate action among students. Instructional materials indeed, help the learners to improve their academic performance and stimulate their ability to learn more. Thus, it may also aid them to increase their knowledge and skills and understand some complicated perceptions and ideas. Specifically, instructional materials provide permanent learning and teaching will prove more interesting to learning.

Portillo (2009) conducted a study on "Development and Validation of Computer-Aided Intervention Materials in Teaching Biology for Different Abled Students". The findings in the study revealed that materials that feature graphics and images of selected lessons in Science are powerful tools for learning. It is through different simulation lessons, learners experience something closely related to real life.

Scientifically Challenged Learners

Scientifically Challenged Learners can be defined as the learners having difficulties in learning scientific concepts. Meaning to say, they are the learners who did not meet expectations to pass in their academic subject particularly in Science.

Cayabyab (2009), tested the enrichment activities as Science process in teaching of Grade VI pupils with the application of enrichment activities itself. Pupils' difficulties in Science processes were addressed. It was found out in the study that there was an improvement in the learners' performance as evidence by the learning gained.

Relative to this is the study conducted by Marinas, et. al. (2007) cited that enhancement activities contain learners' activities and learners' evaluation of the strengths and weaknesses of their works. In this way, the learners could improve their performance and can support the teachers' instruction that can help the learners to have a better understanding of the lesson.

Moreover, Hanson et. al (2011) investigated the level of understanding regarding Chemistry concepts of 450 learners who took Chemistry. The investigation circled around on the concepts in acid-bases, mixtures, substances, elements and physical and chemical changes.

The result of the study revealed that the respondents have difficulties with the different concepts in Chemistry. The study recommends preparatory studies which will serve as prerequisite course before the learners took the Chemistry course to ensure their well-preparedness in learning the subject.

Dahar (2011), designing instructional tools can make teaching Chemistry more effective especially if it

is strategically designed and aligned to the level of understanding of the learners. Supplying the needs of the learners in learning can be a factor whether teaching approaches fail or succeed. It is therefore, important that teachers have enough skills and knowledge in designing their own teaching materials.

Level of Performance

Level of performance refers to the academic performance of learners in different topics in Chemistry.

The study of Barker (2012) compared the traditional and modeling approach and it proved the positive effects of modeling instructions on the level of performance of learners in Chemistry. The analysis came out with the results that those learners who are exposed to modeling instruction approach performed better as determined by their achievement test result. It was also found out in the study that there was a deviation with respect to the attitude of the learners towards learning Chemistry.

Moreover, Soberano (2009), revealed in his study the difference in the mean score of the experimental and control groups after being exposed in Strategic Intervention Material (SIM) in Chemistry. Based on the findings, 33 learners or 100% from the experimental group had performed very satisfactory in the posttest. These data revealed that both groups had shown an increase in tests performance after they were exposed to different treatment.

According to Peñueco (2012), the level of performance is increased when learners are periodically informed of progress in their learning knowledge of successful results. A good performance or the need for certain improvement will contribute to continue motivation for learning.

Furthermore, Bautista (2016), stated that student's level of performance refers to the acquired skills after performing a certain activity. This student's learning performances reveal the learning output of the Integrated English-Filipino Learning Materials used in the enhancement of learners in a particular area.

In addition to that, Miranda (2012) revealed in her study that the scores of the learners in experimental group increased to mastered level and showed more consistent scores than the group who did not use the developed enhancement activity. It was also found out that there is a significant difference in the pretest and posttest results using the developed competency-based enhancement activities.

The study of Madrid (2014) reveals that when two groups were already established and the mean and

standard deviation of the pretest and posttest scores of both groups were compared in order to prove the difference in the performance between control and experimental group, it was verified that experimental group performed better than the control group.

Abucayon (2012) in her dissertation entitled "Development and Validation of Computer-Aided Enhancement Lessons in Science 4" concluded that pupils who are engaged to experiences that promote creativity are most likely to be creative in the future that is reflective to their performance. He also recommended that the pupils should be exposed to learning activities that will developed their creative skills and public school may develop computer-based program that will enhance the creativity of both teachers and pupils.

Level of Acceptability

Acceptability refers to the validity of the objective and content, reliability, efficiency and usefulness of the constructed materials which can help learners and teachers, instructors and professors to gain knowledge. It also refers to the degree in which the teachers and experts agree to the use of the developed and validated hands on activities. The level of acceptability of the knowledge-based activities is measured in terms of objectives, content and organization and presentation.

San Juan (2007) noted and revealed that the computer aided instruction materials in the form of modules was very acceptable as evaluated by teachers and learners in terms of objectives and contents of learning activities.

According to Andres (2008), in her study on the "Development, Validation and Acceptability of Special Modules in Chemistry for Remedial Program" presented and organized the topics systematically, contents are logical and coherent, the activities are appropriate and preparation is highly efficient and acceptable that help the learners to easily understand the lesson being presented.

In addition to that, Custodio (2015), in his study on the "Development and Validation of Task-Oriented Activities with Video Presentation in Teaching Chemistry" revealed that in general the developed task-oriented activities with video presentation are very much accepted.

In the study of Somera (2015), it revealed that the developed instructional materials in reading were evaluated by the experts and learners with respect to objectives, content, language and styles, usefulness, organization and presentation are very much acceptable

instructional materials. Since the developed instructional materials in reading are acceptable to the learners, he therefore recommends to utilize these materials by the freshmen college students as reference materials for their study and research.

Moreover, the findings of Caligua (2014), revealed that the computer-based lesson in Physics is very much acceptable and applicable to the different learning ability of the learners. The use of technology-based instructional materials to the learners with variety of learning styles and level of understanding is a characteristic of learning material that makes it useful and acceptable.

Furthermore, Orca (2014) in his study "Development and Validation of Task-Oriented Learning Activities in Physics", revealed that the developed task-oriented learning activities in Physics as evaluated by the experts were highly sufficient. Science experts agreed that the developed and validated task-oriented learning activities in Physics was accepted as an effective instructional tool in teaching the subject.

This study would be of great help to the students with difficulties since knowing that the teachers doing their best in the field of teaching. It is the fact that the students should pass all the components in Science in order to proceed in the next or higher level. Also, the teachers who are goal-directed will also benefit to this study. The variables used in the study can be the instrument in making improvement for teaching-learning process specifically by offering knowledge-based activities for scientifically challenged learners to fully understand and master the subject matter and the content of the lessons.

Through this study by means of a remediation class, scientifically challenged learners will be transformed into scientifically inclined learners who will love science specifically Chemistry because gone are the days they will realize the value and importance of Chemistry in peoples' lives.

Theoretical Framework

The study was anchored on three theories. First, is the Theory of Learning by Jerome Bruner that emphasized the role of structure of learning. He introduced the ideas of "readiness for learning" and spiral curriculum.

According to Bruner, it is believed that any subject could be taught at any stage of development in a way that fit the child's cognitive abilities. Spiral curriculum refers to the idea of revisiting basic ideas over

and over, building upon them and elaborating to the level of full understanding and mastery.

Learning instructions should be well-structured in such a way that will enable the learners to readily grasp the knowledge and information present in a content areas and standards. Meaning, structuring of knowledge should be followed starting from simple up to complex ideas as embedded to spiral curriculum and progression.

The second theory is Theory of Zone Proximal Development by Lev. Vygotsky. According to him, range of tasks that are too difficult for an individual to master alone, but can be mastered with the assistance or guidance of adult or more-skilled peers. Another part of this theory is scaffolding, which is giving the learner the right amount of assistance at the right time. If the learner can perform a task with some assistance, then he or she is closer to mastering it.

The third theory is the Taxonomy of Cognitive Domain pertaining to the new version revised by Anderson and Krathwohl (2001). The first level of cognitive domain emphasizes remembering, **recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information. The second level of cognitive domain emphasizes understanding and constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.**

The researcher used the above-mentioned theories as basis of conducting study on how every individual or learner specifically the scientifically challenged learners learn a certain lesson or topic starting with the lower level of cognitive domain such as remembering and understanding by means of learning first the simple context before proceeding to complex one with the assistance or guidance of the teacher and more knowledgeable person. It is said that experience is the best learning. The teacher should engage the learners to assess themselves on how certain activities will help them to gain knowledge and understanding about the concept considering the real-life scenario. Learning how to learn is always there at the end of the learning process.

Methodology

The following procedures were taken in gathering the data needed in the conduct of the study.

The Knowledge-Based Activities in Chemistry were designed based on the competencies of K to 12 Grade 7 Science Curriculum included topics in

Solutions, Substances and Mixtures, Elements and Compounds, Acids and Bases and Metals and Non-metals. They were content validated by Science teachers.

The construction of Knowledge-Based Activities in Chemistry was based on the needs of the learners wherein the researcher also conducted a simple interview and survey to the identified scientifically challenged learners about their preferred strategies may be employed or applied by the teachers specifically for the learners having difficulties in learning the concepts. Based on the simple survey, it was found out that aside from the experimentation as strategy in Science, the learners also want games and puzzles in learning the concepts.

The study used the identified twenty-one (21) Scientifically Challenged Grade 7 learners as participants of the study since the identified learners got a grade of 74 and below during the first quarter. It was identified and determined through total enumeration sampling. They were chosen based on DepEd Order no. 8 S. 2015 that requires intervention.

In constructing and determining the scope of the test, the researcher considered the topics and its objectives or competencies in Chemistry for Grade 7 using the table of specifications. The researcher constructed a 100-item total of multiple choice test. The One-hundred item researcher-made test composed of 25 items in each topic such as Solutions, Substances and Mixtures, Elements and Compounds, Acids and Bases and Properties of Metals and Non-metals were subjected for item analysis and testes its reliability. Forty (40) learners from Grade 8 grouped heterogeneously were used who already took the subject to test the validity and reliability of the test and in order to determine the items to be deleted, rejected, revised and retained through item analysis. The one-hundred teacher-made test was reduced to sixty (60) items with fifteen (15) items each topic after item analysis. Revisions based on the result of the item analysis and on the recommendations of the science teachers who validated the test were made. The retained items served as the pretest while the same concept items or parallel items and competencies served as posttest. The reliability of the test was also considered using Cronbach's Alpha to determine how reliable it is.

The researcher used a modified or adapted questionnaire-checklist to determine the level of acceptability of the developed knowledge-based activities in Chemistry for Scientifically Challenged Learners of Grade 7. This was content validated by teachers in the field Science. It was administered to the experts who served as respondents in the acceptability of

the developed knowledge-based activities in Chemistry for Scientifically Challenged Learners of Grade 7 using the components of acceptability with respect to objectives, contents and organization and presentation.

Prior to the exposure to the developed knowledge-based activities in Chemistry, pretest was administered to the participants. They used the developed knowledge-based activities under remediation or intervention class scheduled 11:00 am to 12:00 noon under the supervision of other Science teachers of Lagundi-CCL National High School. The remediation class is scheduled in the morning in order not to interrupt the regular time of Grade 7 learners as scheduled in the afternoon session. After exposure to the developed task-oriented activities in Chemistry, posttest was administered to the participants wherein the items have the same concept or congruent to the items in the pretest.

To determine the level of performance of the participants, the results revealed by their pretest and posttest were compared and analyzed.

All the data gathered by the researcher from testing the task-oriented activities, the pretest and posttest and questionnaire-checklist were tabulated, analyzed, interpreted and subjected to appropriate statistical tools done by the University Statistical Center for the final interpretation of the results.

Findings

This presents the results and discussion, presentation of data, analysis of data and interpretation of data gathered in order to answer specific problems.

Table 1 shows the level of performance in Chemistry of Scientifically Challenged Learners of Grade 7 before and after exposure to the developed knowledge-based activities in Chemistry with respect to the different lessons.

Table 1

Level of Performance in Chemistry of Grade 7 Learners Before and After Exposure to the Developed Knowledge-Based Activities in Chemistry with Respect to the Different Lessons

Lessons in Chemistry	Before			After		
	Mean	Sd	VI	Mean	Sd	VI
Solutions, Substances and Mixtures	4.38	2.09	FS	11.19	1.60	VS
Periodic Table, Elements and Compounds	3.95	1.99	FS	10.67	1.71	VS
Acids and Bases	4.10	2.39	FS	11.67	1.68	VS
Properties of Metals and Non-metals	4.29	1.71	FS	12.29	1.23	O
Total	16.71	4.63	FS	45.81	3.33	VS

Legend: FS- Fairly Satisfactory VS- Very Satisfactory O- Outstanding

It can be gleaned from the table that in lesson regarding Solutions, Substances and Mixtures that based on the test result before the exposure to the developed knowledge-based activities in Chemistry the learners got the average mean of 4.38 and standard deviation of 2.09 which is verbally interpreted as Fairly Satisfactory. The results after exposure to the developed knowledge-based activities in Chemistry reveal that the learners got the average mean of 11.19 and standard deviation of 1.60 which is verbally interpreted as Very Satisfactory.

As reflected in the lesson regarding Periodic Table, Elements and Compounds, the test results before exposure to the developed knowledge-based activities in Chemistry got the average mean of 3.95 and standard deviation of 1.99 which verbally interpreted as Fairly Satisfactory. The results after exposure to the developed knowledge-based activities in Chemistry show that the learners got the average mean of 10.67 and standard deviation of 1.71 which is verbally interpreted as Very Satisfactory.

As shown in the lesson regarding Acids and Bases, based on the test result before exposure to the developed knowledge-based activities in Chemistry the learners got the average mean of 4.10 and standard deviation of 2.39 which is verbally interpreted as Fairly Satisfactory. The results after exposure to the developed knowledge-based activities in Chemistry show that the learners got the average mean 11.67 and standard deviation of 1.68 which is verbally interpreted as Very Satisfactory.

As presented in lesson regarding Properties of Metals and Non-metals, the test result before exposure to the developed knowledge-based activities in Chemistry got the average mean 4.29 and standard deviation of 1.71 which is verbally interpreted as Fairly Satisfactory while after the exposure to the developed knowledge-based activities in Chemistry shows that the learners got the average mean 12.29 and standard deviation of 1.23 which is verbally interpreted as Outstanding.

Since the standard deviation decreased from the pretest result to posttest result in all the topics, it indicates that the scores obtained by the participants were good and homogeneous.

The table shows that in all lessons, the results before exposure to the developed knowledge-based activities in Chemistry are in the same interpretation which is Fairly Satisfactory. It means that the prior knowledge of the learners or participants are not enough to get higher scores in answering test without further learning from the said lessons. But after the exposure to the developed knowledge-based activities in Chemistry

the results show the increase on their mean scores and high interpretation.

The results may imply that the developed knowledge-based activities in Chemistry can enhance and improve the level of performance of the learners. The results also signify that the scientifically challenged learners really learn on the different topics with the use of knowledge-based activities. It only indicates that the learners can learn better when they are taught using different learning activities implying that the knowledge-based activities enhance the cognitive ability of the learners in Chemistry.

The present findings support the study of Dela Cruz (2009), which noted that enhancement activities can also serve as a motivator and promote learners' self-assessment and self-understanding. The developed enhancement activities contributed to the improvements in the performance of the learners in Biology as part of Science subject.

Table 2 illustrates the significant difference on the level of performance in Chemistry of Scientifically Challenged Learners of Grade 7 before and after exposure to the developed knowledge-based activities in Chemistry with respect to the different lessons.

Table 2

Significant Difference on the Level of Performance in Chemistry of Scientifically Challenged Learners of Grade 7 Before and After Exposure to the Developed Knowledge-Based Activities in Chemistry with Respect to the Different Lessons

Topics in Chemistry		Mean	Sd	Mean Diff.	t	df	Sig	H ₀	V _I
Solutions, Substances and Mixtures	Before	4.38	2.09	6.81	12.67	20	.00	R	S
	After	11.19	1.60						
Periodic Table, Elements and Compounds	Before	3.95	1.99	6.71	11.96	20	.00	R	S
	After	10.67	1.71						
Acids and Bases	Before	4.10	2.39	7.57	18.94	20	.00	R	S
	After	11.67	1.68						
Properties of Metals and Non-metals	Before	4.29	1.71	8.00	16.08	20	.00	R	S
	After	12.29	1.23						
Total	Before	16.71	4.63	29.1	24.85	240	.00	R	S
	After	45.81	3.33						

As shown in the table, on the significant difference on the performance in the lesson, solutions, substances and mixtures, periodic table, elements and compounds, acids and bases and properties of metals and non-metals the differences of the mean scores obtained

significant values of .000. Since the computed p-values are less than or did not exceed 0.05 level of significance, the null hypothesis states that there is no significant difference on the performance of the learners before and after exposure to the developed knowledge-based activities in Chemistry. In short, the results of significant values do not favor on the null hypothesis.

The findings show that there is a significant improvement on the test results of learners after the exposure to the developed knowledge-based activities in Chemistry.

It implies that the knowledge-based activities in Chemistry help learners further understand the lessons that are included in the activity in the form of motivational activities, group activities and individualized activities since the mean score of the respondents increase significantly over their mean score during pretest after they were exposed to the developed knowledge-based activities in Chemistry. This further proves that the developed knowledge-based activities in Chemistry became successful in improving the knowledge of learners in scientific concepts.

This supports the concept that with the utilization of different learning activities, the learners' performance improved and increased which showed more consistent scores. It was also found out that there is a significant difference in the pretest and posttest results using the developed competency-based enhancement activities, so with utilizing computer-aided instruction which both noted the impact of favorable result (Miranda 2012; Estrella 2020).

Table 3 discusses the level of acceptability of the developed knowledge-based activities in Chemistry as evaluated by the teacher-respondents or experts with respect to objective.

Table 3

Level of Acceptability of the Developed Knowledge-Based Activities in Chemistry with Respect to Objective

Objective	Mean	VI
1. The objectives of the lesson are explained clearly.	5.00	Very Highly Attainable
2. The objectives of the lessons are attainable.	4.80	Very Highly Attainable
3. The objectives are based on the learning abilities of the learners.	4.90	Very Highly Attainable
4. The objectives are measurable.	4.80	Very Highly Attainable
5. The objectives are properly budgeted according to degree of competencies.	4.60	Very Highly Attainable
Over-all	4.82	Very Highly Attainable

It reveals that in terms of objective the average mean is 4.82 which is verbally interpreted as Very Highly Attainable.

The table indicates the results that the teacher-respondents come up to the verbal interpretation of Very Highly Attainable because the objectives of the knowledge-based activities were primarily explained clearly, attainable, measurable, based on the learning abilities of the learners and properly budgeted. It implies that the constructions of the objectives in different topics included in the knowledge-based activities are specific, measurable, attainable, realistic and time-bound in order to meet the target.

The study of Tambongco (2015) is supported by the present findings since Tambongco's study reported that the developed enhancement activities for Grade 7 Science as perceived by the teacher-respondents were very much accepted as instructional materials with respect to clarity of instructions which is also referred to objectives.

Table 4 describes the level of acceptability of the developed knowledge-based activities in Chemistry as evaluated by the teacher-respondents or experts with respect to content.

Table 4

Level of Acceptability of the Developed Knowledge-Based Activities in Chemistry with Respect to Content

Content	Mean	VI
1. The contents are appropriate for the lessons.	5.00	Very Highly Sufficient
2. The contents provide a clearer understanding of learning objectives.	4.60	Very Highly Sufficient
3. The contents are well presented.	4.60	Very Highly Sufficient
4. The contents are logically arranged.	4.40	Very Highly Sufficient
5. The contents are clear, attainable, reliable and based on the learning skills of the learners.	4.90	Very Highly Sufficient
Over-all	4.70	Very Highly Sufficient

It reveals that in terms of content the average mean is 4.70 which is verbally interpreted as Very Highly Sufficient.

It depicts that as evaluated by the teacher-respondents, the developed knowledge-based activities are Very Highly Sufficient. It was due to the fact that the content of the developed knowledge-based activities is appropriate to the lessons, clear, reliable, attainable and

well-presented. It implies that the content of knowledge-based activities supports the objectives of every lessons.

The study of David (2009) is supported by the present study. Because in David's study it was found out that the developed enhancement activities are highly sufficient with respect to content with regards to the present study, the developed knowledge-based activities are very highly sufficient.

Table 5 indicates the level of acceptability of the developed knowledge-based activities in Chemistry as evaluated by the teacher-respondents or experts with respect to organization and presentation.

Table 5

Level of Acceptability of the Developed Knowledge-Based Activities in Chemistry with Respect to Organization and Presentation

Organization and Presentation	Mean	VI
1. The teaching methods used were appropriate for the lessons.	4.90	Very Highly Organized
2. It arouses the learners' interest and motivates learners.	5.00	Very Highly Organized
3. The presentation reinforces the transfer of learning.	4.80	Very Highly Organized
4. Illustrations and figures are well presented.	4.50	Very Highly Organized
5. Presentation is very clear.	5.00	Very Highly Organized
Over-all	4.84	Very Highly Organized

It reveals that in terms of organization and presentation the average mean is 4.84 which is verbally interpreted as Very Highly Organized.

It implies that the experts' perceptions with respect to organization and presentation shows variation, maybe due to the fact that presentation of the content lesson in the knowledge-based activities as instructional materials are very clear and well-presented that motivates and arouses the interests of the learners.

The result of the present study is similar to the study conducted by Sta. Maria (2015), that the developed hands-on activity with respect to organization and presentation as one of the criteria is found to be Very Highly Organized.

Table 6

Composite Table on the Level of Acceptability of the Developed Knowledge-Based Activities in Chemistry

Aspect	Over-all	VI
Objective	4.82	Very Highly Attainable
Content	4.70	Very Highly Sufficient

Organization and Presentation	4.84	Very Highly Organized
Grand	4.79	Very Highly Acceptable

Table 6 presents the composite table on the level of acceptability of the developed knowledge-based activities in Chemistry as evaluated by the experts.

It can be gleaned on the table that the objectives got the mean of 4.82 which is verbally interpreted as Very Highly Attainable. Meanwhile, in terms of the content the average mean is 4.70 which is verbally interpreted as Very Highly Sufficient. Organization and Presentation obtained the average mean of 4.84 which is verbally interpreted as Very Highly Organized. The overall mean of the aspect is 4.79 which is verbally interpreted as Very Highly Acceptable.

It implies that the developed knowledge-based activities in Chemistry is Very Highly Acceptable since the objective, content and organization and presentation of the said activities fall under Very Highly Attainable, Very Highly Sufficient and Very Highly Organized respectively.

The present findings support the study of Lirio (2014), that the developed supplementary learning activities were perceived very much acceptable in its objectives, content, organization and presentation.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The level of performance of the participants improved and increased after exposure to the developed knowledge-based activities in Chemistry.
2. The level of performance of the participants significantly differed after exposure to the developed knowledge-based activities in Chemistry as the test results of learners have shown significant improvement.
3. With the evaluation made by the experts, it was concluded that the remediation material possessed the characteristics of a good instructional device since it is agreed by the experts that the developed knowledge-based activities in Chemistry is very highly acceptable based on the different criteria.

Recommendations

Based on the results of the study, the following recommendations were hereby proposed:

1. Additional intervention material as instructional materials in teaching Chemistry aside from the knowledge-based activities may be developed to further improve the performance of scientifically challenged learners.
2. Various strategies may be used in teaching Chemistry to enrich and enhance interests of the learners in learning different concepts.
3. Teachers may employ knowledge-based activities in teaching different topics in Chemistry intended for remediation.
4. The evaluation of the Developed Knowledge-Based Activities may be presented to the proper agency and experts for more sufficient evaluation.
5. Future researcher may conduct parallel study using higher contexts intended for improving the performance of the learners.

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TURO I-TEACH: INSTRUCTIONAL VIDEOS FOR GRADE 11 ORAL COMMUNICATION CLASS

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Abstract: This study focused on the development and assessment of the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class, School Year 2019-2020 through the use of mixed method of research. The developed and validated set of *Tutorials of Rhetorical Overviews Innovatively Through Electronic Avenue of Channeling Learning* (TURO I-TEACH) is a series of 12 instructional videos for the 12 topics in Oral Communication in Context following the format of objectives, motivation, process questions, presentation of the lesson, generalization, application, evaluation, and assignment. The instructional videos were developed primarily to serve as an alternative learning material for the whole class period in the absence of the teacher in the classroom. Based on the findings, the instructional videos were found very highly acceptable with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information by the teachers of Oral Communication in Context, and with respect to Graphics and Image, Audio, and Format by the IT Experts. Therefore, the developed TURO I-TEACH is a promising digital instructional material that can innovatively facilitate more efficient teaching-learning encounters. It also offers reliability and functions as efficient modern fillers in the absence of the teachers for the subject Oral Communication in Context. The Oral Communication teachers and IT experts are in agreement that the TURO I-TEACH meets the criteria in designing an instructional material; hence, minor tweaking in aid to instruction, graphics and image, and audio is needed for the enhancement of the material.

Keywords: TURO I-TEACH, instructional videos, grade 11, Oral Communication class

Introduction

In spite of the efforts of the teachers to uplift and upgrade their competencies in teaching, still they face a lot of distractions daily such as environment, natural and man-made disasters, calamities, health issues, neglecting attitude of students, absenteeism of students and even teacher factors. Hence, a teacher should always find the need to adapt the lessons with material that s/he feels is suitable for promoting meaningful learning for students whatever the situation is. A great teacher thinks ahead for the sake of her students so that even if stress is inevitable and necessary for learning, unnecessary stress is reduced to a minimum because the teacher is not remiss in her duty. S/he does not only transmit knowledge but also influence and transform students in ways no one can underestimate. (Koo, 2015).

To get beyond, a teacher often adapts or creates activities involving authentic materials or media. At the same time, such materials should be appropriate not only to the needs but also in line with the young generation's interests and preferences.

Several references are available online and offline and various paper-based instructional materials are commonly developed by the teachers such as module, worksheets, worktext, and textbook but not much has been heard about a screen-based instructional material where the one presenting the lesson is the subject teacher

himself/herself for the subject Oral Communication in Context.

A video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment rather than the more traditional printed materials. Using the sight and the sound, video is a perfect medium for students who are auditory learners or visual learners. It stimulates and engages students in creating interest and maintaining that interest for longer periods, and it provides an innovative and effective means for educators to address and deliver the required curriculum content. It provides a means of interactive instruction and is a very flexible medium. It can be paused, stopped, and restarted or resumed (Zane Education, 2015). Particularly, an instructional video is any video that demonstrates a process, transfers knowledge, explains a concept, or shows someone how to do something. There are different kinds of instructional videos depending on the purpose (TechSmith, n.d.).

With that kind of instructional material, it will be possible for the students to learn the lessons in Oral Communication in Context though the teacher or the students may not be around in the class. The teacher can teach the students the supposed knowledge and skills they need to acquire whatever the circumstance is. S/he

can provide straightforward instruction at the same time allowing the students to grow and expand at their own pace, practice, and use what they have learned.

Each instructional video is a prerecorded lecture or presentation of the subject teacher. It tends to be longer than a tutorial video and spans the length of the class or presentation so the material can serve as a “filler” for a whole class period when the teacher is not around in the class physically, but the stages of instruction are still followed instead of just providing them worksheets to answer or lectures to copy which may neglect them from acquiring the expected skill. This will also be appropriate for students who want to catch up with the lessons they missed due to sickness, extra-curricular activities, or suspended classes. They can bring their classroom and their teacher and learn anywhere. There is this human element compared to printed materials typically provided for them. There is a sense of bond between them that even if their teacher is not physically around, seeing him/her discussing in the instructional video makes a difference compared to watching other videos which the students are not familiar with or have a hard time understanding what is being said due to accent and other prosodic features.

Furthermore, this abides by the R.A. 10533 Sec. 5-h, “The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.”

Therefore, being first of its kind of instructional material for Oral Communication in Context in the District of Tanay, the instructional videos would not only solve the mentioned struggles but also they are aligned to what is stipulated in the existing curriculum—the competencies, lessons, activities, and approaches; moreover, it adheres to localization.

For videos to be more engaging instructional materials, it must be welcoming, can spark the interest of the audience and exciting for the audience (Bautista, 2019). Thus, Brame (2015) recommended that in making the presentation and lecture instructional video, the instructor should consider the audio and visual elements to convey appropriate parts of an explanation; make them complementary rather than redundant; use signaling to highlight important ideas or concepts; use a conversational, enthusiastic style to enhance engagement; and embed videos in a context of active learning by using guiding questions, interactive

elements, or associated homework assignments. Following the elements in producing an instructional video such as the contents, designs, and technicalities of an instructional video, the researcher strongly believed that the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class could be an effective material in teaching.

This study focused on the development and assessment of the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class, School Year 2019-2020.

The TURO I-TEACH is a series of 12 instructional videos for all the topics in Oral Communication in Context such as Nature and Elements of Communication, Communication Models, Communication Barriers, Intercultural Communication, Functions of Communication, Types of Speech Context, Types of Speech Style, Types of Speech Act, Types of Communicative Strategy, Types of Speeches, Principles in Speech Writing, and Principles of Speech Delivery.

The panelists, the teachers, and the experts validated the material through watching and scrutinizing samples from the 12 instructional videos while checking if they corresponded to what the instrument would measure. The researcher noted their comments and suggestions for the improvement of the material which became the general remarks and basis for the contents and features of all the instructional videos.

The respondents of this study are the 13 teachers of Oral Communication in Context from the two districts of Tanay and 10 IT experts who both rated the acceptability of the said materials.

The researcher used questionnaire-checklist which are divided into three parts. The first part dealt with the profile of the respondents, the second part is the questionnaire proper, wherein the checklist for teacher-respondents is about Content, Aid to Instruction, User-Friendliness, and Accuracy of Information while the checklist for IT experts includes Graphic and Image, Audio and Format, and the third part is the comments/recommendations of the respondents.

All the teacher-respondents and IT experts watched and analyzed lessons randomly, then skimmed/scanned on the remaining lessons. They paused the instructional video when they wanted to ask the researcher about the material, certain phase, approach, activity, or visual representation. The researcher answered and explained to them the features of the instructional videos while jotting down or audio recording the conversation to note their comments and suggestions for the enhancement of the material.

The objective of this study is the development and assessment of the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class, School Year 2019-2020.

Specifically, it sought answers to the following questions:

1. How was the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class developed?
2. What is the nature of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class?
3. What is the profile of the teachers of Oral Communication in Context in terms of:
 - 3.1 district,
 - 3.2 rank, and
 - 3.3 length of service?
4. What is the profile of the IT experts in terms of:
 - 4.1 sex, and
 - 4.2 current profession/job (teaching, non-teaching)?
5. What is the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the teachers of Oral Communication in Context with respect to:
 - 5.1 content,
 - 5.2 aid to instruction,
 - 5.3 user-friendliness, and
 - 5.4 accuracy of information?
6. What is the level of acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the IT experts with respect to:
 - 6.1 graphics and image,
 - 6.2 audio, and
 - 6.3 format?
7. Is there a significant difference on the level of acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the teachers of Oral Communication in Context with respect to content, aid to instruction, user-friendliness, and accuracy of information in terms of their profile?
8. Is there a significant difference on the level of acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as assessed by the IT experts with respect to graphics and image, audio, and format in terms of their profile?
9. What enhancements may be proposed to the developed TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class?

Theoretical Framework

The study is pertinent to the Theory of Communicative Competence by Dell Hymes (1966), Theory of Multiliteracies by New London Group (1994), and Direct Instruction Theory by Siegfried Engelmann (1960s).

The Theory of Communicative Competence refers to a language user's grammatical knowledge of syntax, morphology, phonology, and the like as well as social knowledge about how and when to use utterances appropriately. It means that a language user needs to use the language not only correctly (based on linguistic competence) but also appropriately (based on communicative competence). Of course, this approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic (knowledge of the language code); sociolinguistic (knowledge of sociocultural rules of use); discourse (how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively); and strategic competence (ability to recognize and repair communication breakdowns before, during, or after they occur) (Armostis, 2013).

On the other hand, the Theory of Multiliteracies developed by the New London Group states that literacy is not restricted to printed or written forms of language but instead, it involves multiple modes of representation, such as music, gestures, and pictures (Perry, 2012; New London Group, 1996). It promotes engagement with multiple literacy methods such as linguistic, visual, audio, gestural, spatial, and multimodal to learn and communicate effectively and appropriately. It has four segments such as situated practice (allows learning in authentic situation with practical applications); overt instruction (provides a scaffolding of learning and encourages a critical understanding by providing directions and sources); critical framing (analyses information in an unfamiliar context to link understanding; and transformed practice (engages in reflective practice derivative of personal goals and values) (Robertson, 2012).

Another is the Direct Instruction Theory by Siegfried Engelmann which states that the most effective way to teach is by explicit, guided instructions. It is a very common teaching strategy, relying on strict lesson

plans and lectures with little or no room for variation (Teachnology, n.d).

The cited theories are highly related to the study because these are the bases in developing the content of each instructional video in the TURO I-TEACH. The learners watching the instructional video can acquire the knowledge through the teacher who is discussing the lesson and the skills through various activities provided.

Methodology

The study used mixed methods research design, wherein as stated by Leech and Onwuegbuzie (2008), this represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon.

Creswell and Plano Clark (2007) added that its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

This type of research design is applicable for this study since it employed qualitative discussions of the development and nature of TURO I-TEACH as well as the quantitative approach to determine its level of acceptability.

Body/Findings

Development of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication

Tutorials of Rhetorical Overviews Innovatively Through Electronic Avenue of Channeling Learning (TURO I-TEACH) is a series of instructional videos for Grade 11 Oral Communication class intended primarily to be fillers/alternatives when the teacher is not around in the class physically for the whole subject period and secondarily as a set of online teaching tool needed at the present time. The material was named after the mode of learning which is through watching tutorials or instructional videos with or without internet connections in electronic gadgets such as television, laptops, desktops, tablets, and mobile phones.

The development of the TURO I-TEACH was inspired by the movie “The Ron Clark Story” in 2006, where there was a scene that the teacher was sick and had to be absent for days, but that did not stop him from imparting knowledge to his students. He recorded instructional videos for them to watch as if he was still in their class. This made the researcher believe that whatever the situation is, nothing can limit a teacher from educating students. Hence, through prerecorded

instructions, classes can go on even the teacher is not present in the class physically.

During the development of the TURO I-TEACH, the researcher considered several steps in producing each instructional video.

Step 1- Knowing the Learners. First, the researcher took into account her present learners and possible learners. Since the subject is Oral Communication in Context, the researcher considered the Grade 11 students’ needs and interests: how they will benefit from the instructional videos; what learning outcomes are expected to be attained, what topics are to be included; how she will present the lesson; how she will get their attention and hold it until the last part; what activities are to help them understand at the same time enjoy the lesson more; how she will establish interaction to them even though they are just watching it; and how she will gauge if the students understand the lesson.

Step 2- Planning the Lessons. After taking those considerations mentioned above, the researcher started her lesson planning. She referred to the K to 12 Curriculum Guide in Oral Communication in Context to determine all the standards, competencies, and lessons covered. She worked on the budgeting of work to determine the total lessons and instructional videos for the whole subject. Then, she worked on the detailed lesson plan for each lesson/instructional video following the 4A’s (Activity, Analysis, Application, and Assessment) using the Teacher’s Guide, Learner’s Material, and textbooks as references. She also prepared the materials (PowerPoint presentations) for the instruction.

Step 3- Writing the Scripts. A script is meant for the technical instructions including the lines, actions, and the visual diagrams of what the researcher planned to show as the speaker in the instructional video. With a script, it helped the researcher be efficient to what she delivered which saved her more time in the filming.

Step 4- Gathering the IT Support Team Members. The researcher gathered her IT support team for an initial collaborative brainstorm session. The team includes a videographer and video editors. The researcher discussed to her team what will be the contents, graphics, audio, and formats to be used and how will be the outline in the instructional videos. She also mentioned her considerations and principles for using such material or the effects to be utilized from the introduction up to the closing in which all in the team agreed as the features of the TURO I-TEACH.

Step 5- Recording of the Instructional Videos. The researcher and her team set the schedule for the

development of the first instructional video. After the first video was filmed and edited, the researcher presented it to her adviser for comments and suggestions for improvement. There were adjustments and enhancements made which became the guide as to how the remaining videos would be done. Then they proceeded to the development of the remaining videos.

Step 6- Validating the Instructional Videos. After the 12 instructional videos were developed, they were validated by the experts- four panel members, three teachers of Oral Communication in Context, and three IT experts with respect to content, aid to instruction, user-friendliness, accuracy of information, graphics and image, sound, and format. After the series of revisions and enhancements suggested by the validators, the TURO I-TEACH consisting of 12 instructional videos for Grade 11 Oral Communication class was finally polished.

The Nature of TURO I-TEACH for Grade 11 Oral Communication Class

Being first of its kind of instructional material for Oral Communication in Context in the District of Tanay, TURO I-TEACH is an innovative step in bringing digital pedagogy into normal classrooms. Each instructional video is designed primarily to serve as “fillers” for a whole class period. It makes a difference compared to watching other videos that the students are not familiar with or have a hard time understanding what is being said due to accent and other prosodic features. Apart from serving as fillers, TURO I-TEACH could serve as the actual lesson delivery for the day which could utterly promote the development of students’ literacy skills as embedded in the 21st Century skills. Moreover, these match today’s generation of learners who are digitally inclined. With the prevalence of advancements in technology, both teachers and learners can explore and benefit from it.

There are 12 developed instructional videos designed for the 12 topics in Oral Communication in Context which are all aligned in the Curriculum Guide.

Lesson 1	Nature and Elements of Communication
Lesson 2	Communication Models
Lesson 3	Communication Barriers
Lesson 4	Intercultural Communication
Lesson 5	Functions of Communication
Lesson 6	Types of Speech Context
Lesson 7	Types of Speech Style
Lesson 8	Types of Speech Act

Lesson 9	Types of Communicative Strategy
Lesson 10	Types of Speeches
Lesson 11	Principles in Speech Writing
Lesson 12	Principles of Speech Delivery

Since the type of instructional video used is presentation video, this means that each has an average of 11 - 20 minutes which is good as input/ filler throughout an entire class hour. Each video has an introduction that presents the name of the subject. At the beginning of the lesson, the objective/s for the lesson is/are posted so the learners will know what is/are expected of them to achieve after watching the instructional video. It is followed by an activity that serves as the motivation part of the lesson. It varies from individual to pair, and group activity depending on the lesson. Each pre-lesson activity has directions that are task-oriented and time-oriented. Students will be instructed to pause the video for certain minutes to give them time to do the activity/ task. After the allotted time for the activity, there will be questions to process the activity. This serves as the analysis part of the lesson. In answering the questions, there will also be instructions to pause for certain minutes to give them time to answer the questions. If the students will be watching the instructional video in their classroom with a facilitator, they may answer it spontaneously. If the students will be watching it in the classroom or anywhere independently, they may answer it by discussing it with their classmates or writing it on their notebooks.

In the presentation of the lesson, the researcher is the speaker discussing to the students the lesson. The researcher uses direct instruction in this part. She presents the concepts and its meaning then provides examples. She uses examples varying from foreign to local materials to support the intercultural and contextualization principles. She even uses her students from her school on most of the examples to make the discussions more relevant, more relatable, and more understandable for them, and this definitely infuses the principles of localization. After the presentation of the lesson, there is a part in the video where the teacher will ask the students what they have learned in the lesson. This serves as the generalization part. In answering the questions, there will also be instructions to pause for certain minutes to give them time to answer the questions. If the students will be watching the instructional video in their classroom with a facilitator, they may answer it spontaneously. If the learners will be watching it in the classroom or anywhere and without a

facilitator, they may answer it by discussing it with their classmates or writing it on their notebooks.

This is followed by another activity which serves as the application part. The students will be given activity which varies from individual to pair, and group activity. Again, each activity has directions which are task-oriented and time-oriented. Students will be instructed to pause the video for certain minutes to give them time to do the activity/ task. There is also a rubric presented so the students will have the idea of what is to be measured to them. Once more, if they will be watching in the classroom with a facilitator, s/he will be the one to give them their scores after their presentations or will be the one to collect the activity sheets. If there will be no facilitator and the activity is to be performed, the students will record through cellphones then show it to their teacher on the next meeting. However, if it is an activity sheet, it has to be submitted to their teacher after the class.

Next is the paper-and-pencil assessment which serves as the evaluation part. There will be 5 - 10 items to answer. Again, there will be instructions as to how long they should pause the video to answer. After the allotted time, they will resume the video to check their own paper. If there is a facilitator, s/he will record the score to determine the index of mastery. If there is no facilitator, the sheets of paper will be submitted to the teacher so s/he may be able to determine if s/he will proceed in the next lesson or have to reteach. Whatever the result is, it is imperative for the teacher to have a follow up on the next meeting for the students especially for the questions the students have for clarifications.

Then, there will be an assignment for the extension of the learning. Lastly, the closing part of the presentation. This includes the acknowledgment of the references used and the people behind the production of the instructional videos.

The series of instructional videos will be saved in a flash drive or any electronic storage device. Viewing the material will not require an internet connection, thus, enabling the teachers and students to have free, efficient, and unlimited access to the materials. In addition, these may be viewed/ watched on laptops, televisions, projectors, and even in mobile phones since they can be shared freely whether by Bluetooth, ShareIt, and even thru Gmail, Messenger, or any social media platform which may be used for academic purposes.

Profile of the Teachers of Oral Communication in Context in terms of District, Length of Service, and Rank

Table 1
Profile of the Teachers of Oral Communication in Context in terms of District, Length of Service, and Rank

District	f	%
Tanay I	8	31.5
Tanay II	5	61.5
Total	13	100.0
Length of Service		
5 years and below	2	15.4
6-10 years	9	69.2
11 years and above	2	15.4
Total	13	100.0
Rank		
Teacher I	2	15.4
Teacher II	5	38.5
Teacher III	3	23.1
Master Teacher II	3	23.1
Total	13	100.0

It can be noticed from the table that the majority of the teachers of Oral Communication in Context teachers are teaching in the central part of the town, experienced and well-equipped with the needed skills to teach the said subject.

Profile of the IT Experts in terms of Sex and Profession

Table 2
Profile of the IT Experts in terms of Sex and Profession

Sex	f	%
Male	7	70.0
Female	3	30.0
Total	10	100.0
Profession		
Teaching	4	40.0
Non-teaching	6	60.4
Total	10	100.0

The table shows that IT experts are mostly male and have employed themselves in different professions which means that their knowledge and skills in the field are of great help in enhancing the quality of the instructional materials.

Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to

Content, Aid to Instruction, User-friendliness and Accuracy of Information

Table 3

Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Content

Content	Mean	VI
5. The instructional videos contribute to the achievement of the competencies, domains, and standards in the Curriculum Guide of Oral Communication in Context.	5.00	VHA
6. The instructional videos contain topics covered in the curriculum guide and can be accomplished according to the schedule.	4.92	VHA
7. The instructional videos are presented in logical progression coupled with persuasive information from reliable sources.	4.85	VHA
8. The instructional videos provide meaningful information and productive activities that are even more enriched by instructional approaches and strategies.	4.85	VHA
9. The content is free from ideological, cultural, religious, racial and gender biases, and prejudices	4.92	VHA
Average	4.91	VHA

The table reflects that the contents are all *Very Highly Acceptable* with the highest placed on item 1 that the instructional videos contribute to the achievement of competencies. This means that the contents of the TURO I-TEACH are well crafted, planned, and aligned to the Curriculum guide prescribed by the DepEd so it has the potentials to develop the students Oral Communication competencies.

This result supports the study of Ocampo (2011) that the contents are the teacher’s instructional decisions in lesson planning. Contents are influenced by certain beliefs, namely belief in matching instruction with students’ needs, belief in guiding students to master content, belief in building and sustaining interest and belief in paving the way for self-expression. It was noted that in the content area, the teacher prioritizes student motivation and mastery of content in their teaching over the more important concerns of scaffolding.

Table 4

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Aid to Instruction

Aid to Instruction	Mean	VI
5. The instructional videos are useful in understanding fundamental concepts in Oral Communication in Context.	5.00	VHA
6. The instructional videos can be understood and studied by the learners even without the facilitator.	4.85	VHA
7. The instructional videos encourage contextual learning or contextualization.	4.92	VHA
8. The instructional videos provide interaction such as learners to learners, learners to teachers, and learners to videos.	4.92	VHA
9. The instructional videos are suitable for any size of learning group.	4.67	VHA
Average	4.87	VHA

It can be gleaned from the table that with respect to Aid to Instruction, all are *Very Highly Acceptable*. The usefulness in understanding the concept obtained the highest mean. This denotes that TURO I-TEACH can really aid to instruction and play a vital role in the development of students’ understanding through personable context and engaging activities that allow them to interact with the teacher and other students as it is in the class.

The results corroborate with Garton and Graves (2014) who stated that the teacher’s purpose is not to teach materials at all, the purpose is to teach the learners and the materials are there to serve that purpose.

The table 5 on the next page disclosed that with respect to user-friendliness, all got the *Very Highly Acceptable* verbal interpretation. The convenience, portability, and accessibility of the instructional videos received the highest mean. It directly implies that TURO I-TEACH is characterized by having hassle-free features for both teachers and students which allow the users to access the materials anywhere and anytime making them more involved and engaged in the learning which in turn can be an effective way of assisting knowledge and skills mastery.

Table 5

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to User-Friendliness

User- friendliness	Mean	VI
1. The instructional videos include instructions or directions for proper use.	4.92	VHA
2. The instructional videos are easy to use.	5.00	VHA
3. The instructional videos are portable.	5.00	VHA
4. The instructional videos can be used even without an internet connection.	5.00	VHA
5. The instructional videos can be operated in any gadget.	4.92	VHA
Average	4.97	VHA

The results are parallel to the studies of Meneses (2014) titled “Development and Validation of Computer-Aided Lessons in Geometry” that the developed computer-aided lessons are user-friendly and acceptable to both teacher and student-respondents with an average mean of 4.92 and verbally interpreted as Very Acceptable, and Fernandez (2010) that clear instructions provide a means of independent learning. Students can freely interact with each other and accomplish the task without worry on the part of the teacher.

On the other hand, it is portrayed in the Table 6 that all in the Accuracy of Information are verbally interpreted as Very Highly Acceptable in which items 2 and 5 got the highest mean that TURO I-TEACH presented information free from conceptual errors, and the speaker/teacher’s manner of speaking is encouraging to the students. This implies that the developed instructional videos contained accurate information and the presence and conversational delivery of the teacher can develop a sense of interpersonal interaction and connection that can lead to greater engagement, interest, and efforts for the students.

This is in congruence to the study of Julian (2010) that the language and style being used in instructional materials are a great deal appealing for students and teachers suggest ideas and convey learning to them. The improvement activities should offer an understandable, easy, and accurate language that is appropriate to the level of understanding of the students.

Table 6

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Accuracy of Information

Accuracy of Information	Mean	VI
1. The instructional videos present information that complements the prescribed materials.	4.92	VHA
2. The instructional videos contain information free from conceptual errors.	5.00	VHA
3. The instructional videos contain information free from grammatical and typographical errors.	4.77	VHA
4. The important points are emphasized or repeated to ensure that they are not overlooked.	4.62	VHA
5. The speaker/teacher in the instructional videos speaks in an encouraging manner and free from grammatical lapses to reinforce the viewers’ self- efficacy.	5.00	VHA
Average	4.86	VHA

Table 7

Composite Table on the Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context

Aspects	Mean	VI
Content	4.91	Very Highly Acceptable
Aid to Instruction	4.87	Very Highly Acceptable
User-friendliness	4.97	Very Highly Acceptable
Accuracy of Information	4.86	Very Highly Acceptable
Average	4.90	Very Highly Acceptable

It is evident from the table that all the aspects are *Very Highly Acceptable* which can be surmised that instructional videos are suitable and accurate to the level of the students and to the teachers who will use the videos in their teaching and learning situation. Among the aspects of TURO I-TEACH, user-friendliness got the highest mean and this signifies that the target and

potential users can easily navigate the materials, hence, an assurance that they can learn independently.

The result is aligned with Mayorca (2015) who stated that an instructional video is interactive with the learner. This can empower people with knowledge on many different subjects, and there’s a present trend on the internet of providing video instead of text to teach many things. Moreover, Marbas (2016) stressed that the importance of educational resources is to improve the student’s knowledge, abilities, and skills, to monitor their assimilation of information and to contribute to 96 their overall development and upbringing, it also clarifies the concept of to arouse, sustain student’s interest, give all students in a class opportunity to experience necessary for new learning, help make learning more permanent.

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image, Audio and Format

Table 8

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image

Graphics and Image	Mean	VI
1. The instructional videos have adequate lighting.	4.89	VHA
2. The focus is well framed and images are well composed.	4.80	VHA
3. The individual frames and visual sequences are free from distractions or diversions from the intended message.	4.60	VHA
4. The visual effects and graphics are used appropriately to enhance the instructional videos.	5.00	VHA
5. There is a harmonious blending and synchronization of all the visual aspects	4.90	VHA
Average	4.84	VHA

This reveals that with respect to graphics and image, all items received the *Very Highly Acceptable* interpretation in which the item for visual effects and graphics obtain the highest appraisal. This denotes that the instructional videos can be clearly viewed by the users and that such will facilitate thorough understanding of the lesson being presented.

The results adhere to Astodillo and Peralta (2013) who cited that it is important that the teacher uses visual, audio, and realia as additional materials 97 during discussion because it encourages students to participate and enhance their abilities and skills. Also, the visual information plays a vital role in communication. The visual perception is used to express ideas and emotions, drawings, pictures, and other computer animations improved the use of images especially in scientific and educational endeavors (Gracia, 2013).

Table 9

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Audio

Audio	Mean	VI
1. The audio is clear, comprehensible, and dynamically balanced.	4.80	VHA
2. The audio effectively assists in communicating the message.	4.90	VHA
3. The audio synchronizes with the on-screen items.	5.00	VHA
4. The music and/or sound effects complements the effectiveness of the presentations.	4.90	VHA
5. The audio in general aids in learning and retention.	4.90	VHA
Average	4.90	VHA

As displayed, it can be inferred that with respect to audio, the synchronization with on-screen items obtained the highest review. This indicates that when a material is audio-visually synchronized, it can be a great help in determining important points and improving the retention of the learning because it directs the students’ attention to the target element of the instructional video.

This affirms the findings of Baylon (2015) in his study titled “Performance Analysis in Mathematics Grade 8 Students” which reported that teachers who use audio-visual aids and devices to support and facilitate instruction can manage their classroom effectively. The students who are exposed to multimedia like videos, audios and pictures obtained higher score in posttest. This explains that the developed multimedia material helps the teacher and students during the instructions (De Real, 2016).

Table 10

Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Format

Format	Mean	VI
1. The font style and size are appropriate for the intended use.	4.80	VHA
2. The use of colors are appealing and helping to get message across the audience	4.90	VHA
3. . The frames in the instructional videos are in standard resolutions and consistent ratios.	5.00	VHA
4. The references and sources are acknowledged	5.00	VHA
5. The file format of the instructional videos is easy to upload, download, store and retrieve.	4.80	VHA
Average	4.90	VHA

As shown in the table, the highest mean was placed in the frames in standard resolutions and consistent ratios, and in the acknowledgment of the sources used. This suggests that the instructional videos fulfill the criteria of a good quality instructional videos ensuring that there are no warping or distorting and lacking of credibility issues when shared and played in any gadget.

This reinforces the study of Yousef et al. (2014) which conveyed that videos can help students through visualization of how something works and clearly shows information and concepts that cannot be explained by text and pictures. The videos must be visible that will attract student’s attention and will motivate engage then in tasks that will lead to better classroom performance.

Table 11

Composite Table on the Level of Acceptability of the TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts

Aspects	Mean	VI
Graphics and Image	4.84	Very Highly Acceptable
Aid to Instruction	4.90	Very Highly Acceptable
User-friendliness	4.90	Very Highly Acceptable
Average	4.88	Very Highly Acceptable

It is shown that among the technical aspects of TURO I-TEACH, audio and format obtained the highest consideration and this signifies that with the good and reliable quality of overall production of the instructional videos, the target users can easily absorb and process the information and make their learning memorable since the material is directly speaking to them conveying so much emotions contributing to their life-long learning.

The abovementioned results support the study of Akerele and Afolabi (2012) emphasizing that video plays vital role in teaching and learning. When the organization is effective, it stimulates interest among the pupils and induces longer retention of factual ideas as the children come into contact with what is being taught. Moreover, an intelligent use of audio-visual aids will help save time and stimulate students’ interest.

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication in Context with respect to Content, Aid to instruction, User-Friendliness, and Accuracy of information in terms of District, Rank and Length of Service

Table 12

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information in terms of District

Criteria	F	Sig.	HO	VI
Content	.565	.726	FR	NS
Aid To Instruction	.567	.725	FR	NS
User-friendliness	.969	.496	FR	NS
Accuracy of Information	1.759	.240	FR	NS

Based on the table, it can be noticed that there is no significant difference on the level of acceptability of instructional videos in Oral Communication in 101 Context as assessed by the Grade 11 teachers in terms of district with respect to content, aid to instruction, user-friendliness and accuracy of information since the obtained p-values of 0.726, 0.725, 0.496 and 0.240 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

This only implies that since all the teacher-respondents from different districts rated the developed

TURO I-TEACH as very highly acceptable, the scores they have given are in the same range and no significant difference at all; thus, their judgment is unanimous and close to one another.

The findings affirm the study of Woottipong (2014) which reported that video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. Video-based instruction can be used to develop students' listening and speaking skills. Activities associated with video-based instruction such as gap-filling, group discussion, and oral presentation, can also develop students' listening and speaking skills.

Table 13

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information in terms of Rank

Criteria	F	Sig.	HO	VI
Content	.250	.859	FR	NS
Aid To Instruction	.056	.982	FR	NS
User-friendliness	.462	.716	FR	NS
Accuracy of Information	1.913	.198	FR	NS

The table disclosed that there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the teachers of Oral Communication in Context in terms of rank with respect to Content, Aid to Instruction, User-Friendliness, and Accuracy of Information since the obtained p-values of 0.859, 0.982, 0.716 and 0.198 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

This means that regardless of the rank of the teachers, whether a teacher is from lower rank or higher rank, all of them have given very close scores and rating for the instructional videos. All of them rated the material as very highly acceptable to be utilized in instruction.

The results corroborate with that of Dahar (2011) who investigated the effect of availability of instructional materials on the academic performance of the students in Punjab, Pakistan. The study affirmed that instructional materials play a very important role in the teaching-learning process.

Table 14

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the Teachers of Oral Communication with respect to Content, Aid to Instruction, User-friendliness, and Accuracy of Information in terms of Length of Service

Criteria	F	Sig.	HO	VI
Content	3.300	.084	FR	NS
Aid To Instruction	.188	.832	FR	NS
User-friendliness	.500	.622	FR	NS
Accuracy of Information	10.500	.004	R	S

The table reveals that there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the teachers of Oral Communication in Context in terms of length of service with respect to content, aid to instruction, and user-friendliness since the obtained p-values of 0.084, 0.843 and 0.622 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

With respect to accuracy of information, since the obtained p-value of 0.004 is less than 0.05 level of significance, the null hypothesis is rejected which means that there is a significant difference on the level of acceptability of instructional videos. This denotes that those with few years in service have varying appreciation to those with many or longer years in teachings.

The findings of the study are aligned to that of Effiong and Igiri (2015) which revealed that instructional materials play a very important role in the teaching and learning process. It enhances the memory level of the students. At this time that education has spread wide and entirely, oral teaching cannot be the key to successful pedagogy; therefore the teacher has to use instructional materials to make teaching and learning process interesting.

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT experts with respect to Graphics and Image, Audio, and Format in terms of Sex and Profession

Table 15

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image, Audio, and Format in terms of Sex

Criteria	F	Sig.	HO	VI
Graphics and Image	.081	.898	FR	NS
Audio	.909	.832	FR	NS
Format	.114	.622	FR	NS

It is evident from the table that there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the IT experts in terms of sex with respect to graphics and image, audio and format since the obtained p-values of 0.783, 0.368 and 0.745 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

It can be inferred that all IT experts, regardless of sex, have accepted TURO I-TEACH and agreed that the instructional videos have met the standards of Information and Communication Technology. All of them rated the material as very highly acceptable that is why there is no significant difference on the assessment they have provided.

The abovementioned results are related to the article of Tan-Espinar and Ballado (2016) which stated that instructional materials provide ideas and practices which frame classroom activity via text and diagrammatic representations and help teachers in achieving goals.

Table 16

Significant Difference on the Level of Acceptability of TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class as Assessed by the IT Experts with respect to Graphics and Image, Audio, and Format in terms of Profession

Criteria	F	Sig.	HO	VI
Graphics and Image	.018	.084	FR	NS
Audio	.331	.581	FR	NS
Format	.412	.539	FR	NS

It shows there is no significant difference on the level of acceptability of TURO I-TEACH as assessed by the IT experts in terms of Profession with respect to Graphics and Image, Audio and Format since the obtained p-values of 0.898, 0.581 and 0.539 are all greater than 0.05 level of significance which means that the null hypothesis is accepted.

This surmises that regardless of profession whether the IT expert is teaching or non-teaching, both have agreed that the developed instructional videos in Oral Communication in Context contain quality

graphics, audio and format which are all suitable to the needs and levels of the students.

The results are in congruence to the study of Oud (2011) which revealed that it is vital that presentation of the instructions and demonstrations on the video clip are understandable and cleared. The sequence of the lessons and the instructions should be taught are also well cued. Noises in the background should be considered for it will draw the attention and concentration of the viewer.

Proposed Enhancements for the Developed TURO I-TEACH: Instructional Videos for Grade 11 Oral Communication Class

Though the TURO-I-TEACH gained highly positive acceptance from the respondents, the following enhancements were proposed by both teachers and IT experts for a more seamless teaching-learning experience.

With respect to aid to instruction, students' interaction and participation should develop their critical thinking at the same time help them acquire the competencies set for the lesson. Approaches, strategies and activities for different tracks and strands must be taken into consideration as well. Furthermore, a follow-up the next day when these videos will be used in the absence of a sub-teacher or facilitator may be included.

While with respect to the accuracy of information, all the data to be presented in the instructional videos must be thoroughly examined and proofread to ensure that no typographical and grammatical errors exist.

Also, with respect to graphics and image, the position of the speaker should not be where animations will be blocked and speaker's mannerisms/habit must be lessened to avoid the students from distractions. Moreover, additional time allotment in frames where the directions for each activity is flashed is needed so the users will have enough time to grasp what exactly are the instructions to them.

Moreover, although the instructional videos have adequate lighting, it is recommended that morning is the best time to film since it gives the natural light and shadowy-free effects which will help achieve the greenscreen effect used in the instructional videos.

Lastly, with respect to audio, there are few frames where the background music is louder than the voice of the speaker, so in prerecording another instructional videos, the use of condenser microphone is the best option to achieve greater quality of sound.

Conclusions

Based on the findings of the study it can be concluded that the developed TURO I-TEACH, comprising of competencies, lessons, and activities aligned with the Curriculum Guide, is a promising digital instructional material that can innovatively facilitate teaching-learning encounters. Teachers of Oral Communication in Context and IT experts are experienced and equipped with the necessary skills to assist in the enhancement of the technicalities of the instructional videos. The TURO I-TEACH being a digital learning material that is very highly accepted, offers independent learning and functions as modern fillers in the absence of the teacher for the subject Oral Communication in Context. The teachers of Oral Communication in Context and IT experts are in agreement that the TURO I-TEACH meets the criteria in designing an instructional material and suggestions for the enhancement of the TURO I-TEACH focus only on minor tweaking in aid to instruction, graphics and image, and audio.

Recommendations

Based on the results of the study, it is recommended that teachers of Oral Communication in Context are encouraged to utilize the developed TURO I-TEACH to promote independent learning and 21st century teaching pedagogies. Teachers of other subjects and grade levels are encouraged to develop teaching materials that could promote critical thinking and independent learning while considering the much-needed follow up for their students. The developed TURO I-TEACH may be enhanced to emphasize key ideas to make them more stimulating at the same time lessen the visual diversions or anything that may redirect the learners' attention. The developed TURO I-TEACH may be submitted to the concerned Division Supervisor of the Department of Education for endorsement. The study focused only on the development and acceptability of the instructional videos, hence, further studies in experimentation using the TURO I-TEACH may be conducted by future researchers to assess its pedagogical effects and implications.

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SCAFFOLDING STRATEGIES FOR GRADE 7 LEARNERS FOR HEIGHTENING THEIR ZONE OF PROXIMAL DEVELOPMENT

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Abstract: Scaffolding is the support given to a learner by a facilitator of learning throughout the learning process. This support is specifically tailored to each learner; this instructional approach tends learners to experience student-centered learning, which tends to facilitate more efficient learning than teacher-centered learning.

The study targeted to validate the effectiveness of scaffolding strategies in heightening the zone of proximal development of Grade 7 learners. The scaffolding strategies cover different competencies under the major reading text prescribed in the Learning Material provided by the Department of Education (DepEd) for Grade 7 in K TO 12. It was conducted at Morong National High School during 2018-2019.

The research study utilized purposive sampling to identify the participants under the Grade 7 learners in Morong National High School. The result of the pretest serves as the equating factor. There was an increase in the performance of the group in the pretest and posttest in terms of the different strategies in English. The group gained additional knowledge and skills in the different lessons after using the scaffolding strategies. There was a significant difference in the performance of Grade 7 learners concerning the pretest and posttest.

In conclusion, the scaffolding strategies contributed to the performance of the learners in the different learning competencies with an increase. It was found out that the performance of the group was found to be significantly different before and after the exposure to scaffolding strategies. Also, scaffolding strategies are useful learning material in facilitating, improving, and a teaching-learning process.

Keywords: Grade 7, Scaffolding Strategies, Different competencies, Zone of Proximal Development, Learning material

Introduction

In the process of learning, teaching strategy is a great tool for better understanding and comprehension. The individual differences of learners and the advent of core-standards are indeed a challenge both to the teacher and learner. It is said that educators must support the use of a second language that leads to comprehension and eventually to comprehension in literature text. This may tend to focus on supportive instruction may be on grammar, vocabulary, and text modification.

This study was based on the observation on the Pretest result of Grade 7 learners concerning reading, it was notable in the said result of the Philippine Reading Inventory the (PhilIri) that learners hardly understand literary text due to certain factors in reading and comprehension, which is also noticeable in the reflected grades in English subject. This was shown that there are learners who are diagnosed as frustration readers or struggling readers who experienced difficulty in reading. It is because of speech and language difficulties and specific learning difficulties. The learners who are categorized as frustration readers have relatively low self-esteem and failure in analyzing text structures.

The teacher is the facilitator of learning can contribute much to the success of the target performance level. To improve students' reading comprehension teachers should cater to cognitive strategies in teaching. It is remarkable also to note the learning disability in reading comprehension which likely involves difficulty with processing as well as visual reasoning.

According to some notable observation the teacher's scaffolding is widely considered to be an essential element of effective teaching, and all teachers should come up with effective and innovative ways, methods, strategies, and instructional materials to achieve meaningful and competent instruction. It helps the students to become independent learners and self-regulating learners.

It is noted in the recent survey conducted by Programme for International Student Assessment (PISA, 2019), administered every three years that is used to measure which countries are best preparing their students for the future. The Philippines has the largest percentage of low performers in reading among socio-economically

disadvantaged students, it is also showed low proficiency level respectively, in math, science, and reading text.

Concerning this, the Department of Education joined the Programme for International Student Assessment (PISA) 2018 as part of the Quality Basic Education Reform plan and move towards globalizing the Quality of Philippine Basic Education. The results manifest the degrading level of quality education in the country, hence the need for addressing issues and gaps in this situation must be quickly fixed but seemed that our educational system must recognize the urgency of addressing specific issues and gaps in attaining quality of basic education in the Philippines.

As a teacher of English, the researcher observes in almost all classes that learners have difficulty in reading as well as in comprehensions, such as language level, cultural background, and other issues in the contexts of the literature and its origin.

Those concerns in the literary appreciation challenge and motivate the researcher in making the learners appreciative of the literary texts they read. In this regard, the researcher aims to support the educational system with a learning material which can guide students in studying and understanding literary text independently.

The use of various forms of instructional scaffolding in teaching is a tool and often bridge learning gaps. It is an educational technique of delivering content gradually to support high-quality teaching and learning, these instructional techniques used to move students progressively toward stronger understanding and ultimately greater independence in the learning process, when learners are given the support they need while learning something new, they stand better a better chance of using that knowledge independently.

One of the main targets of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, and guidance.

These were the rationale behind the researcher's decision to conduct this study to contribute to the enhancement of the learning process of the students.

Theoretical Framework

This study was anchored from two theories. First theory related to Scaffolding strategy is Bruner's theory of scaffolding, this emerged around 1976 as a part of social constructivist theory, and it was particularly influenced by the work of a famous Russian psychologist Lev Vygotsky. According to him, people learn best in a

social environment, where they construct meaning through interaction.

Second is the Sociocultural theory. Scaffolding instruction as a teaching strategy in the educational system originates from Lev Vygotsky's sociocultural theory and his concept of the *zone of proximal development* (ZPD). "The zone of proximal development is known as the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Raymond, 2000, p.176).

Moreover, the study of Mahaguay (2020), findings of the study revealed that parents' contribution to their children's education has a consistent and positive effect on academic achievement and the self-concept.

The Zone of Proximal Development theory, it is where we can learn more in the presence of a knowledgeable another person, this became the template for Bruner's model. According to Bruner, he believed that when children start to learn new concepts and ideas, they need help from teachers and other adults in the form of active support and assistance. As they begin, they are dependent on their adult support, but as they become more independent in their thinking and acquire new skills and knowledge, by then the support can be gradually faded. In this form of structured, there was an impact interaction between the child and the adult is reminiscent of the scaffolding that supports the construction of a building. Teachers need to provide opportunities for the learner to constantly learn new things. Some of those may be highly complex and challenging and will require systematic support.

On the other hand, teachers need to be aware of the developmental state of each of the children in their care and should provide scaffolding that is appropriate to the learner.

The scaffolding teaching strategy caters individualized support based on learner's ZPD (Chang, Sung, & Chen, 2002).

According to sources, scaffolding instruction is a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. These scaffolds facilitate a student's ability to build on prior knowledge, process and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can achieve alone (Olson & Pratt, 2000). It is said that the more capable other provides the scaffolds so that the learner can accomplish (with assistance) the tasks that he or she could otherwise not complete, thus it is a vital task of a

teacher to help the learner through the ZPD (Bransford, Brown, & Cocking, 2000).

According to Vygotsky, he defined scaffolding instruction as the “role of teachers and others in supporting the learner’s development and providing support structures to move next stage or level” (Raymond, 2000, p. 176). It is an important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner’s abilities increase, the scaffolding provided by the more knowledgeable other is progressively withdrawn and eventually improved.

The present study was related to two (2) theories stated, since the researcher will use Scaffolding strategy as instructional material that could stimulate the mind of the learner to think, and teach them to organize ideas. And through Scaffolding Strategy learner could learn better about new knowledge and information.

Methodology

The study utilized descriptive-experimental using pretest and posttest experimentation in evaluating the level of performance of learners using Scaffolding Strategies.

The first part of the study utilized a descriptive method to evaluate scaffolding strategies. Kowalczyk (2015) explained that a descriptive method of research is used to gather the exact and current information of the respondents and variables

The study also made use of the descriptive-developmental method of research utilizing the questionnaire checklist and used to assess changes in a given period time. According to Zulueta (2006), the descriptive design is a method that involves the description, recording, analysis and interpretation of conditions that exists and includes comparison and contrast of the variables.

Moreover, Rodriguez (2014) the main aim of descriptive research is to attain the objectives of the study which are to develop and validate instructional materials. Such research is intended to provide thorough descriptions, with of view of providing material and generating assumptions and targets for subsequent research.

Experimental research is the only type of research that visualizes the influence of the particular variable and it is the only type that can test hypotheses causes and effect relationship. According to Odle and Mayer (2009), experimental research is generally recognized as the most appropriate method for drawing causal conclusions about instructional interventions.

The study targeted to develop, validate, and utilize a scaffolding strategy for Grade 7 learners in Heightening their Zone of Proximal Development.

The scaffolding strategy covers the prescribed in the Learning Material provided by the Department of Education (DepEd) for Grade 7 in K to 12. This study was based from the observation on the Pretest result of Grade 7 learners concerning to reading, it was notable in the result of the Philippine Reading Inventory the (PhilIri) that students hardly understand literary text due to certain factors in reading and comprehension, which is also noticeable in the reflected grades in English subject. It is shown that there are learners who are diagnosed as frustration readers or struggling readers who experienced difficulty in reading. It is because of speech and language problems and specific learning difficulties. The learners who are classified as frustration readers have relatively low self-esteem and failure in analyzing text structures.

The design of the study was used of a descriptive- qualitative, one set of respondent utilized with a total of 133 students. The 133 respondents came from Grade 7 learners. The selection of 63 respondents was based on the result of the pretest. However, to verify the standing of these 63 learners, the researcher has investigated their PHILIRI scores and their grades in English. The same set of learners was found out to be in the frustration category. To triangulate the initial findings, their grades in English were collected and discovered that they are the same students who earned low marks in English subject.

The Scaffolding teachers provide the learners with clear direction and confusion concerning the anticipated problems that students may encounter. Also, it develops step by step instructions and explains what a student must do to meet expectations. The teacher clarifies purpose which means it assists the students to realize the reason and the importance of doing a certain task.

The research study utilized purposive random technique to identify the group who shall be exposed to the Scaffolding strategies.

The developed Scaffolding strategies are based on the assigned lessons from the prescribed English module for Grade 7. It covered the period of the second and third quarter. Selected topics in the second and third quarter used scaffolding strategies and every strategy had its objectives and direction to serve as a guide to answer the Scaffolding strategy. Five (5) master teachers validated the acceptability of the developed Scaffolding strategy in English for Grade 7.

Body/Findings-

Based on the analysis and interpretation of data gathered, the findings are summarized as follows:

1. On the Identification of Scaffolding Strategies in Teaching English

Table 1 presents the composite table of frequency percentage in the selection of Scaffolding Strategies in teaching English

Table 1

Composite Table of Frequency Percentage in the Selection of Scaffolding Strategies

Basic Scaffolding Strategies	f	%	Verbal Interpretation
Modeling- Vocabulary	8	80%	Always
Bridging- Predicting Outcome	8	80%	Always
Contextualization- Drawing Inferences	8	80%	Always
Schema Building- Sequencing of Events	7	70%	Always
Text Presentation- Analyzing Details	7	70%	Always
Developing Metacognition – Getting the Main Idea	7	70%	Always
Average Frequency Percentage	7.5	75%	Always

The selection of scaffolding strategies based on the result of the survey using questionnaire-checklist shows that the frequency and percentage distributions were higher in Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Developing Metacognition. The selected scaffolding strategies were found applicable and useful.

2. On the Level of Performance of the Grade 7 Learners Before and After the Exposure to Scaffolding Strategies

Table 2

Level of Performance of the Grade 7 Learners Before and After the Exposure to Scaffolding Strategies

Competencies	Pretest			Posttest		
	Mean	Sd.	VI	Mean	Sd.	VI
Drawing inferences from the information that is implied or inferred	1.91	1.111	FS	4.62	1.457	S
Getting the main idea of a particular selection	2.09	1.164	FS	6.06	1.347	VS
Analyzing important details in a written text	3.44	1.397	FS	7.12	2.267	S
Predicting outcome based on the material read	1.82	1.167	FS	3.76	1.372	VS
Word recognition in determining meaning of unfamiliar words	1.53	1.212	FS	4.53	.861	VS
Sequencing series of events mentioned in the text	5.38	2.270	FS	14.32	2.332	VS
Total	16.18	3.537	FS	40.41	4.418	VS

Table 2 presents the level of performance of Grade 7 learners before and after the exposure of the scaffolding strategies as revealed by the pretest and posttest with respect to the different competencies.

There was an improvement on the performance of Grade 7 learners after the exposure to scaffolding strategies, from “Fairly Satisfactory in all competencies to “Satisfactory” in the two (2) competencies drawing inferences and analyzing details and Very Satisfactory in the four (4) competencies getting the main idea, predicting outcome, word recognition, and sequencing events.

3. On the Significant Difference on the Level of Performance of Grade 7 Learners Before and After the Exposure to Scaffolding Strategies

Table 3, on the following page shown the significant difference on the Level of Performance of Grade 7 Learners Before and After the Exposure to Scaffolding Strategies with respect to Drawing Inferences, Getting the Main Idea, Analyzing Details, Predicting Outcome, Word Recognition, and Sequencing Series of Events.

Table 3

Significant Difference on the Level of Performance of Grade 7 Learners Before and After the Exposure to Scaffolding Strategies

Competencies		Mean	Sd.	Mean Diff.	t	df	Sig.	H ₀	VI
Drawing inferences from the information that is implied or inferred	Before	1.91	1.111	2.706	8.524	33	.000	R	S
	After	4.62	1.457						
Getting the main idea of a particular selection	Before	2.09	1.164	3.971	13.944	33	.000	R	S
	After	6.06	1.347						
Analyzing important details in a written text	Before	3.44	1.397	3.676	8.095	33	.000	R	S
	After	7.12	2.267						
Predicting outcome based on the material read	Before	1.82	1.167	1.941	6.711	33	.000	R	S
	After	3.76	1.372						
Word recognition in determining meaning of unfamiliar words	Before	1.53	1.212	3.000	13.195	33	.000	R	S
	After	4.53	.861						
Sequencing series of events mentioned in the text	Before	5.38	2.270	8.941	17.124	33	.000	R	S
	After	14.32	2.332						
Total	Before	16.18	3.537	24.235	28.628	33	.000	R	S
	After	40.41	4.418						

There was a significant difference in the performance of Grade 7 learners with respect to the pretest and posttest since the p-values did not exceed the 0.05 level of significance. Thus the null hypothesis which stated that there is no significant difference in the

level of performance of Grade 7 learners before and after the exposure to scaffolding strategies, was rejected.

4. Teachers and Learners' Responses on How Scaffolding Strategies Facilitated Learning

Scaffolding teachers revealed that a scaffolding strategy is a tool in heightening the zone of proximal development of the learners as it provides support in the learning process. Despite the challenges in the learner's comprehension skills, the learning difficulty aided through the use of scaffolding strategies. These strategies can be improved for modification depending on the learner's need.

Most learners find strategies interesting and engaging. They mentioned that the material is a great help in their reading comprehension. Also, through the use of scaffolding strategies and reinforcement the level of their interest heighten and in the process their learning skills developed.

Conclusions- In light of the findings of the study, the foregoing conclusions are formulated:

1. The scaffolding strategies contributed to the performance of the learners in the different learning competencies with increase.

2. The performance of the group was found to be significantly different before and after the exposure to scaffolding strategies.

3. The scaffolding strategies are useful learning material in facilitating, improving, teaching-learning process

Recommendations- Based on the cited conclusions, the following recommendations are offered:

In light of the conclusions mentioned, the following were recommended:

1. Teacher of English may use Scaffolding Strategies to enhance students' performance in reading. Besides, scaffolding strategies can be further improved and revised.
2. Teachers of English may utilize Scaffolding Strategies as additional instructional materials in teaching English for Grade 7 learners.
3. The school administrators may provide support and motivate teachers to use different scaffolding strategies to promote effective and life-long teaching and learning

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Complementary Classroom Observation Tool (COT) of Morong National High School – Senior High School Teachers

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Abstract: The study aimed to develop a complementary classroom observation tool for Morong National High School – Senior High School Teachers.

The study utilized observation, documentary analysis, and focus group discussion to deduce the idea needed for the development of localized complementary classroom observation tool. Descriptive-quantitative method was used to determine the acceptability of the developed tool in terms of usefulness, user-friendliness, accuracy, and completeness. Purposive sampling was used for the selection of respondents. 15 Teachers I-III and 24 Master Teachers of Morong National High School – Senior High School were selected as respondents following the ethical standards on informed consent and confidentiality of identity.

The developed tool was validated by the experts while the google form for the acceptability of the tool was validated by the assistant principal and a master teacher.

The complementary classroom observation tool is composed of three major parts: two columns for lesson plan template; two columns for classroom indicator checkboxes; and one column for the descriptions of locally agreed and specified classroom indicators.

Findings showed that respondents strongly agreed that the tool is useful, user-friendly, accurate and complete. It was also found out that there is no significant difference between the ratings of the teachers and observers in terms of the aforementioned variables. This means that the developed tool can be used as complementary material in assessing the classroom teaching performance of the teachers.

Keywords: complementary, classroom observation tool, assessment

Introduction – Teachers are flag bearers in terms of the pursuit of quality, relevant, and inclusive education. On their hands lie a great but crucial responsibility of producing lifelong learners. In this regard, the teaching and learning process must be surrounded with standards to realize the commitment of the educational sector.

“The quality of education system cannot exceed the quality of its teachers” (McKinsey, 2007). And to ensure quality, assessment and evaluation of teacher’s performance and the processes involved are highly necessary. Teacher evaluation, according to Sawchuk (2018), refers to the formal process a school uses to review and rate teacher’s performance and effectiveness in the classroom

The Department of Education (DepEd) implemented the Performance Appraisal System for Teachers (PAST) which included several evaluation domains as basis for teacher’s performance in the profession. PAST was replaced by Result-Based Performance Management System (RPMS) which

was later enhanced by the development of Philippine Professional Standards for Teachers (PPST).

These set of assessment procedures come with a sturdy theoretical and conceptual foundations and framework, such as the National Competency-Based Teachers Standards (NCBTS). These standards had been the primary basis of the entire teaching and learning practices in the country. Without a doubt, these have been helpful for teachers in delivering services and achieving expected learning outcomes.

Though the mentioned tools in assessing performance are tested to effect positive results in the system, still some parameters need to be clarified and specified so oneness of interpretation and execution of the policy will be achieved. And in support to such goal, the researchers proposed a localized assessment tool yet grounded to the principles and mandate of the policy in effect.

Teaching is truly a tasky job, and the researchers would like to assist them by simplifying processes in the classroom observation they are required to perform.

The main purpose of this action research is to provide easy and simple format in accomplishing and attaining the targets and objectives of teachers in the delivery of a topic or lesson in the classroom. In the same way, the observers will have an easy approach in noting important observations.

Theoretical Framework

This study was mainly anchored on the Theory of Constructivism by Jean Piaget and Lev Vygotsky and the Framework for 21st Century Learning. It was further directed to the Philippine Professional Standards for Teachers as basis of the standards for teaching competence. The Teacher Performance Evaluation of the school was also used to examine the teaching performance of the teachers.

The Theory of Constructivism represents one of the big ideas in education (Bada, 2015). It is the leading theory in teaching and learning. It was the anchor of this study because its objective was not to set standards but to look into probable areas for the improvement of teachers based on the given standards aided by their learning (Philippine Social Science Journal Volume 1 Number 1 (July-December 2018) 69 experiences (Petalla & Madrigal, 2017).

Primarily, educational reforms aimed for all students to succeed (Bada, 2015). In the light of these reforms, the students must be the focus of teaching. Gilis, et al. (2008) pointed out that constructivism has shifted in pedagogy from teacher-focused to student-focused. This is the most important contribution of constructivism in education (Bada, 2015).

Moreover, a student-centered pedagogy implies a critical role of the teachers. In a constructivist classroom, the teacher is a facilitator and guide and is primarily responsible for creating and maintaining a collaborative problem-solving environment where students are allowed to construct their own knowledge (Bada, 2015).

In the process, learning approaches emerging from constructivism are designed to create a more successful classroom experience for students. Hence, this is the important role of the teachers. The teachers must focus on what learning outcomes to achieve, the design of the instruction, the activities of the students, and the related assessment strategies.

Consequently, Bada (2015) identified that teachers under constructivism need to reflect on their own practices and apply these ideas into their work. Furthermore, this is also anchored on the Framework

for 21st Century Learning. This framework describes the skills, knowledge and expertise students must master to succeed in work and life. It is a blend of content knowledge, specific skills, expertise and literacies.

Additionally, this enables the 21st century professional learning communities for teachers that model the kinds of classroom learning that best promote the 21st century skills and the role of teachers to teach the students (P21 Framework for 21st Century Learning, 2015). In addition, the study is further directed to the Philippine Professional Standards for Teachers (PPST). In the K to 12 programs of the Department of Education (DepED), this is the quality assurance instrument assessing the competence of teachers in line with the national educational standards. Through this instrument, the teacher will be able to cultivate his or her ability to identify students' particular learning styles, intelligences, strengths and weaknesses (P21 Framework for 21st Century Learning, 2015).

Finally, the study is linked to the teacher performance evaluation as an institutional instrument used to assess the performance of the teachers. The performance of teachers is vital toward the achievement of educational success, thus the need to keep the teachers abreast of the dynamic teaching standards arises.

In conclusion, the theory of constructivism and teacher quality assurance instruments must work together to complete the process of seeking improvements in the 21st century teaching and learning framework.

Therefore, the role of teachers becomes dynamic. And for teachers to maintain excellent professional performance under these conditions, they must assume a personal responsibility for their own performance, growth, and development (Hanif, Tariq & Nadeem, 2011).

Methodology-

Purposive sampling was used for the selection of respondents. 15 teachers I-III and 24 master teachers of Morong National High School – Senior High School were selected as respondents following the ethical standards on informed consent and confidentiality of identity.

The developed tool was validated by the above-mentioned respondents while the google form for

the acceptability of the tool was validated by the assistant principal and a master teacher.

Data Collection

After getting the permission from the assistant principal, the researchers reviewed their observation notes in their previous classroom observations to identify the gaps that need to be addressed. They also had consultations with school head and key teachers to complete the data needed for the development of the tool. Then they used the RPMS resource package modules to determine the correct descriptions of indicators that must be shown during the teaching demonstrations.

The researchers also made a questionnaire for the acceptability of the developed tool using google forms. The form was validated by the assistant principal and a master teacher from senior high school.

Ethics

The researchers ensured that they got the permission from the assistant principal before they started the research.

In the documentary analysis of observation notes, only the part of classroom observation notes was photocopied to ensure the confidentiality of the teachers.

No revision was made in the existing Classroom Observation Tools (COT) provided by the Department of Education. The tool was made following the RPMS package modules.

Informed consent was followed by explaining first the details on how to utilize the tool. The google form was also constructed with comprehensive instructions.

To ensure the confidentiality of the respondents, the inputting of names in the form was also made optional and the setting of the datasheet was kept private.

Data Analysis

To develop the localized complementary classroom observation tool, qualitative data analysis was used.

Using the design deduced from collected data, the researchers were able to develop the draft of the tool. Then they had focus group discussions for the finalization of tool that will be presented to the senior high school teachers. The final tool was based on the feedbacks of the teachers.

To determine the ratings of the teachers and the observers on acceptability of the developed tool in terms of usefulness, user-friendliness, accuracy and completeness, mean and standard deviation was used utilizing the google sheet formulas. The study used the following scales for verbal interpretation (VI).

3.26-4.0	-	Strongly agree (SA)
2.6-3.25	-	Agree(A)
1.76-2.5	-	Disagree(D)
1-1.75	-	Strongly disagree (SD)

To determine the significant difference between the ratings of the teachers and observers on acceptability of the developed complementary tool in terms of the aforementioned variables, independent t-test was utilized using the statistics calculator found at <https://www.socscistatistics.com/tests/studentttest/default.aspx>.

Body/Findings-

Figure 1

Developed Localized Complementary Classroom Observation Tool (COT)

DAILY LESSON LOG	SCHOOL	Morong National High School – SHS	GRADE LEVEL	12	
	TEACHER	EUGENE RAY F. SANTOS	LEARNING AREA	PRACTICAL RESEARCH 2	
	WEEK -TEACHING DATES	Week 7 – July 22, 2019	QUARTER	First Sem – 1 st Quarter	
FOR TEACHERS I, II, & III					
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of: 1. the criteria in selecting, citing, and synthesizing related literature 2. the ethical standards in writing related literature				
B. Performance Standards	The learner is able to: 1. select, cite, and synthesize judiciously related literature and use sources according to ethical standards				
C. Learning Competencies / Objectives	Selecting relevant literature CS_RS12-If-j-1				
II. CONTENT					
Related Literature and Studies					
III. REFERENCES & RESOURCES					
<i>References:</i> Department Of Education, Curriculum Guide in Practical Research, K To 12 Basic Education Curriculum Senior High School – Applied Track Subject Fulgoses, R. (2016) You and the Natural World: Quantitative Research. Phoenix Publishing House Inc., Quezon City, Philippines. <i>Materials:</i> Meta Cards / Hand-Outs / Activity Sheets / Reporting Materials / Scoring Rubrics					
IV. PROCEDURES					
Priming / Review		<i>(3 Minutes)</i>			
The teacher will ask the following questions: 1. What is your approved working topic? 2. How did you come-up with your working topic? 3. What made you sure/confident that your topic interest is a "doable" research topic?		<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 1 – Applies knowledge of content within and across curriculum teaching areas The teacher applies knowledge of content of the current subject area. The teacher applies knowledge of content from other subject areas.	
<i>(2 Minutes)</i> The teacher will ask learners about the activities/concepts about literature review they can recall in their Qualitative Research (PR1) Class last semester.		<input type="checkbox"/>	<input type="checkbox"/>		
A. Activity		<i>(10 Minutes)</i>			
DETECTIVE ME Like Sherlock Holmes, learners in dyads will investigate and solve problems/situations/cases and look for various sources of information they can use to solve the cases. 1. What sources of information are present in the situation that you got? 2. Will you please describe it? Please cite its features as a source of information. 3. How will the source of information help you solve the given situation/problem/case?		<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 2 – Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills. The teacher includes literacy skills improvement activities. The teacher includes numeracy skills improvement activities. INDICATOR 3 – Applies a range of teaching strategies to develop critical and creative thinking as well as other higher order thinking skills. The teacher asks HOTS questions.	
B. Analysis		<i>(10 Minutes)</i>			
In small groups of learners with common interest in a circular structure, learners will be given different samples of critical literature review and shall accomplish the table below on a reporting paper.		<input type="checkbox"/>	<input type="checkbox"/>	INDICATOR 4 – Manages classroom structure to engage learners individually or in groups in meaningful exploration discovery and hands on activities within a range of physical environments. The teacher sets seating arrangement appropriate for learning tasks. The teacher maintains clean, safe, and conducive learning environment. INDICATOR 5 – Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment.	
a. What is the general topic of the literature review? b. How many literature were reviewed by the researcher? c. What years were covered in the review? d. How are the class arranged/sequenced? e. Are the linkages related to the general topic of the paper? f. Which part of the review shall be deleted/omitted/removed?		<input type="checkbox"/>	<input type="checkbox"/>		
Other groups shall provide constructive feedback about the work of the reporting group.		<input type="checkbox"/>	<input type="checkbox"/>		
C. Abstraction		<i>(15 Minutes)</i>			
Learners shall do a Focus Group Discussion (FGD) and be able to accomplish the following tasks.		<input type="checkbox"/>	<input type="checkbox"/>		

clearly signify the classroom observation indicators which are prescribed in the Results Based Performance Management System (RMPS).

The next two columns of check boxes will be accomplished by the teacher based on his/her lesson plan. Then the observer will examine if the checked boxes match with the prepared lesson plan. The checked complementary tool will be reviewed by the subject group head and will be noted by the school principal.

Table 1

Computed Mean and Standard Deviation of the Ratings of the Teachers and the Observers on the Acceptability of the Developed Complementary Classroom Observation Tool (COT) in Terms of Usefulness, User-friendliness, Accuracy and Completeness

Variables	Teachers			Observers		
	Mean	Sd	VI	Mean	Sd	VI
Usefulness	3.73	0.47	SA	3.67	0.56	SA
User-friendliness	3.67	0.50	SA	3.50	0.59	SA
Accuracy	3.53	0.85	SA	3.67	0.48	SA
Completeness	3.73	0.43	SA	3.71	0.46	SA
Overall Average	3.67	0.56	SA	3.64	0.53	SA

After the lesson delivery of the teacher, the observer will check the second column of checkboxes to confirm the classroom indicators that he/she actually observed during the lesson. The checked boxes of the observer will serve as basis in giving the rating of the teacher. They will also serve as mode of verifications for the Individual Performance Commitment and Review Form (IPCRF).

It can be seen from the table that all variables got mean scores that fall under the “strongly agree” verbal interpretation. This signifies that both the teachers and observers strongly believed that the developed tool can be used to make classroom observation easier and better. They also strongly believe that the tool is quite easy to use and has complete contents that are aligned with the prescribed indicators of the Results Based Performance Management System (RMPS)

Table 2

T-test Results on the Ratings of the Teachers and the Observers on the Acceptability of the Developed Complementary Classroom Observation Tool (COT) in Terms of Usefulness, User-friendliness, Accuracy and Completeness

Variables	User	Mean	Sd	T	Df	Sig
Usefulness	Teacher	3.73	0.47	-0.38	37	0.702
	Observer	3.67	0.56			
User-friendliness	Teacher	3.67	0.50	-0.91	37	0.366
	Observer	3.50	0.59			
Accuracy	Teacher	3.53	0.85	-0.63	37	0.529
	Observer	3.67	0.48			
Completeness	Teacher	3.73	0.43	-0.16	37	0.870
	Observer	3.71	0.46			

The Table shows that there are no significant differences when grouped according to the ratings of the teachers and observers on the acceptability of the developed tool since all the Sig or P-values are greater than alpha level of 5% or 0.05. This implies that both users, teachers, and observers, strongly believed that the developed tool is useful, user-friendly, accurate and complete.

Conclusions-

The developed tool can be used as a complementary material for classroom observation since both teachers and observers strongly believed that it is useful, user-friendly, accurate and complete.

Recommendations-

The researchers recommended the following:

1. utilize the developed localized complementary classroom observation tool in the actual classroom observations.
2. share the tools to other schools; and
3. present the results of the study to research congresses.

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DEVELOPMENT AND ACCEPTABILITY OF INSTRUCTIONAL MODULE IN ARNIS IN PHYSICAL EDUCATION COLLEGE FACULTY IN THE UNIVERSITY OF RIZAL SYSTEM

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Abstract: This study primarily aimed to assess the development and acceptability of instructional module in arnis in physical education college faculty in the University of Rizal System. The respondents of this study were the twenty (20) physical education instructors of the University of Rizal System.

This study used the descriptive method of research. It involves the description, recording, analysis, and interpretation of the present nature, composition or process of phenomena.

This utilized an adopted modified research-made questionnaire and developed module, which was subjected to face and content validation. It consisted of two parts. Part I dealt with the profile of the respondents in terms of age, sex, campus, and length of service. Part II dealt with the sixteen- item questions with respect to objectives, content, clarity and usefulness.

The validity of the instrument was obtained by consulting an arnis licensed instructor, one (1) teacher and Martial Artist, one (1) instructor with proficiency in Secondary MAPEH and two (2) skilled faculty in University of Rizal System Pililla Campus.

Based on the findings of the study, the researchers generally concluded that: Majority of the respondents are age 31 years old to 40, males, mostly from University of Rizal System Morong Physical Education College Instructor and in service of 15 years and above.

The development and acceptability of instructional module in arnis in physical education in the University of Rizal in terms of age, sex, campus and length of service is well accepted with respect to objectives, contents, clarity and usefulness.

Keywords: Module, Arnis, Self-instructional, Teaching technique

Introduction

Modules generally begin with a research question to focus student thinking, such as “How?” Students then gain basic information through reading or videos followed by exploratory activities, such as laboratory experiments that help them learn the concepts involved. At the end of the module, students often

develop a project to illustrate what they have learned, such as creating a tornado chamber. Modules may involve the study of any topic, such as computer animation, engineering concepts, general electronics and global warming. Since the module uses active rather than passive learning experiences, students may be more engaged, understand real-world applications of the

concepts and further develop higher-order cognitive abilities as stated by a publisher and expert on health and wellness, (Kristy Sweet, 2018; Estrella M. 2020).

According to Prof. Sies (2011), curriculum design expert, teaching modules are usually conceptualized as self-contained “units “of content or technique. Modules can also teach techniques. Basically, teaching modules are offered as “models” which have to be adapted by any given instructor who uses them to meet the circumstances of a specific course. They acquire more knowledge before they try out the module.

The above statement implies the importance of the module in teaching field. It indicates all the teaching techniques to be used and can easily be adopted by the students.

According to Riasat Ali (2010), a researcher and author, a module is a specific type of learning resource. Modules are essentially self-contained, self-instructional packages, with learning paced by each student according to his/her individual needs and ability. He also stated that a module covers either a single element of subject matter content or a group of content elements forming a discrete unit of subject matter or area of skill.

Every student can learn even without the presence of a teacher through the use of an instructional module.

According to (Dr. Aguirre, 2013; Fulgado J. St. 2020), an author and researcher, teaching is the systematic presentation of facts, ideas, skills, and techniques to students. Although human beings have survived and evolved as a species because of their capacity to share knowledge, teaching as a profession did not emerge until relatively recently. Teachers always find ways to cater to their own needs as they deliver the lessons assigned to them.

The societies of the ancient world that made substantial advances in knowledge and government, however, we’re the ones in which specially designated people assumed responsibility for the education of the young. The success of this tasks, therefore, depends largely on the utilization of appropriate instructional materials: objects that serve as instruments in education and containing information which present systematically a programmed sequence of instruction to students.

The application of these teaching aids entails some inherent limitations such as their availability to the educational institution and the ability to use them by both teachers and students. With this consideration, the typical instructional material like books is still very much employed in teaching here in the Philippines.

There is now a growing trend in the use of modules as substitute to the traditional text’s books.

The above statement implies that instructional module contains specific objectives, content, post-test and pre-test, and activities for the learner to attain the learning skills and knowledge.

Instructional module, in other terms, is an assessment tool for critical thinking and psychomotor skills. Only the teacher can guide the learner to enhance their abilities to apply what they have learned.

According to (Hufana E. et al,2014; Sullano G.M. et al, 2020) a journal educational researcher, the use of modules is an alternative instructional design for the learning and satisfaction of the students. The students work on their own and the teacher’s role is to guide and monitor the progress of the students in doing their individual tasks.

With the use of modules, students work on various activities that are interesting and challenging enough to maintain focus and attention.

The use of modules also encourages independent study. It directs students to practice or rehearse information. To gain mastery of the concepts, exercises are given following the progression of activities from easy to difficult. The arrangement of the exercises as such formalizes the level of difficulty that the learners can perform.

It is really important to create or to develop a module with specific topic like module of Arnis because it does not only help learner to increase their retention skills but they can also apply their knowledge that they would gain from the module to real life situation for self-learning.

The Republic Act No. 9850 is an Act Declaring Arnis as The National Martial Art and Sport of the Philippines. The official adaptation of Arnis as the national martial art and sport shall be promulgated by inscribing the symbol of arnis in the official seal of the Philippines Sports Commission and by making it as the

first sports competition to be played by participating teams on the first day in the annual Palarong Pambansa.

Arnis was developed by the indigenous populations of the Philippines, who used an assorted range of weaponry for combat and self-defense.

In 1521, equipped with nothing more than bladed weapons and their fearsome arnis abilities, Filipino islanders defeated Ferdinand Magellan's armored, musket-bearing Spanish conquistador forces when they tried to invade.

Having been handed down from generation to generation for centuries, the discipline hones the skill, speed, accuracy, and agility of its practitioners.

Arnis is officially recognized by the Department of Education (2009) as a sport. The issued DECS Order No. 58 S. 1990 known as the guidelines and standards for the college of physical education included Arnis in the course individual/dual sports program of the service of physical education.

According to Empleo-Pacres JG. (2014), Asst. Professor in UP Cebu, Physical education instructors have shown deepening interest in learning-oriented and student-centered approach, which often fall under the umbrella concept of constructivism.

That learner's construct their own knowledge, organizing them and categorize information such a way that student search, manipulate, explore and investigate.

That is why in this study of developing a module the researchers intentionally give emphasis on both aspects; conceptually and technically.

The researchers took opportunity to conduct this study for several reasons. First, they want to provide a comprehensive module in teaching arnis Second, the researchers want to prove that having module is more convenient than enrolling in an expensive martial arts school to learn about Arnis. Third, to assess if module is effective for teachers and learning arnis. Lastly, to boost the interest of every individual through instructional module.

Scope and Limitations

This study was conducted in 2018 as undergraduate thesis, to determine the development and acceptability of instructional module in arnis in Physical

Education College Faculty in the University of Rizal System.

The respondents considered in the study are the Physical Education Professors.

The questionnaire-checklist was the instrument used to gather data and to determine the development and acceptability of Instructional Module in Arnis in Physical Education College faculty in the University of Rizal System.

Theoretical Framework

The study was anchored from Jerome Bruner's Constructivism Learning Theory, Discovery Learning Approach which states that the teachers plan, arranges activities in such a way that student search, manipulate, explore and investigate.

According to this theory, Bruner proposes that learner's construct their own knowledge and do this by organizing and categorizing information using a coding system. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told it by the teacher. The concept of discovery learning implies that students construct their own knowledge for themselves (also known as constructivist approach). The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. This means that a good teacher will design lessons that help students discover the relationship between bits of information. To do this, a teacher must give students the information they need, but without organizing for them. The use of the spiral curriculum can aid the process of discovery learning. The outcome of cognitive development is thinking. The intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions".

The study is relevant to discourse in developing instructional module that involves Jerome Bruner's Theory. This can also be integrated in the teaching of arnis for college students at the University of Rizal System. This includes the goals, objectives and activities that will help the students understand and solve problems.

Methodology

The researchers submitted their proposed title, planned, formulated, developed the problem of the study, gathered related literature, and developed Chapter 1. Identified the research design, the setting, subject, and procedure of the study and choose the statistical treatment. Next were revisions of Chapter 1 and 2.

The researchers underwent colloquium and defended the study before the panel sets. The suggestions given by the panelists were accepted for the development of the study.

The researchers created a questionnaire-checklist and identified the five experts to validate the questionnaire, before they administered the questionnaires among the physical education professors of the university.

In terms of objectives, (1) Objectives are clear and easy to understand. (2) Objectives are consistent with the learning content. (3) It is relevant and appropriate to the level of College students. (4) It is relevant and appropriate to the level of College students.

In terms of content, (1) The subject matter provides efficient activities and exercises to enhance understanding of content. (2) The illustrations are well presented. (3) The illustrations are relevant and attractive by the students (4) The learning content is suitable to the level of the students.

In terms of Clarity, (1) Directions are clear and easy to understand. (2) The content of the manual presented in simple language. (3) The information's are to the level of the students. (4) The objective is applicable the level of the students.

In terms of usefulness, (1) The instructional material significantly useful to the user. (2) The activities provided help students to develop knowledge and skills. (3) Concepts and principles can learn through the use of instructional materials. (4) Stimulate the curiosity of the in every activity.

Questionnaire-checklist was retrieved, and the data are tallied, analyzed and interpreted. They developed summary of findings, conclusion and recommendations and the manuscript was then ready for the final oral defense.

As part of the output, the researchers created a printed module for the dissemination of information

about arnis and also for the professors to have guides and “how-to” in doing the skills in arnis.

The module contains four lessons, the history of arnis, General warm up and stretching and cooldown exercises, fundamental skills, facilities and equipment, and benefits of practicing arnis. A pre-test and post-test with ten to fifteen multiple choices type of questions is used to assess the learners of the module is also part of it. Pictures and illustration of the skills is presented step by steps for the readers clear comprehension of its skill. The authors are the one shown in the photos used in the module to emphasize that authors are knowledgeable about the skill of arnis.

Body/Findings

Problem number 1. How is the instructional module in arnis developed?

In the development of Instructional module in arnis, the first thing that the searchers did was to identify the different elements that comprise a module. Next, they consider the CHED memo no. 80, series of 2017, in which the new curriculum of BPED is anchored, and looked for the specific topic that arnis is related to and that is combative sports and martial arts. It is indeed included in the syllabus of Physical Education that could develop students' competencies such as self-discipline, self- control, critical thinking, psychomotor skills and love for sports. They also searched different books like MAPEH for Grade 7, Physical Education Grade 7 Learner's Material (Units 1 & 2) and Arnis Fighting Technique-Detailed Guide as reference for the content of the module as well as information gathered from the internet were used.

Instructional module in arnis is the title decided by the researchers for the module that consist of five lessons. Every lesson, the researchers created activities that are aligned to the formulated objectives. The pre-test and post-test were made based from the content of every lesson. There are five validators with their respective specialization who were chosen to validate the developed module. Napoleon R. Dilidili III, a license instructor of modern arnis, Jackilyn Kate Mayorca MAT, physical education instructor, Aristotle G. Palero, Asst. Prof II and a martial arts practitioner, Elenita P. Patenia, Asst,

Professor III as language critique and Ma. Luisa A. Atis as expert professor in the field of teaching. Each validator has their corrections and suggestions to the developed module. After revising and following each suggestions and corrections the developed instructional module is finally done and the researchers started to conduct the study.

Problem number 2. What is the profile of the PE professors' respondents in terms of sex, age, length of service?

Table 2

Distribution of the Respondents in terms of Age

Age	f	%	Rank
30 – below	1	5	4
31 – 40	6	30	1
41 – 50	5	25	2
51 – 59	4	20	3.5
60 - above	4	20	3.5

Table 2 shows the frequency and percentage distribution of the respondents in terms of age.

As shown in the table, professors who were 31-40 years old has a frequency of 6 with a percentage of 30. The professors aged 41-50 years old has a frequency of 5 with a percentage of 25, the professors aged 41-50 years old has a frequency of 5 with a percentage of 25, the professors of aged 51-59 years and 60 above has a frequency of 4 with a percentage of 20, and the professors aged 30 below has a frequency of 1 with a percentage of 5.

This study implies that majority of the Physical Education faculty are aged 31-40.

Table 3

Distribution the Respondents in terms of Sex

Sex	f	%
Male	11	55
Female	9	45
TOTAL	20	100%

Table 3 presents the frequency and percentage distribution of the respondents in terms of sex.

As shown in the table, male physical education (P.E) college faculty has a frequency of 11 or 55 percent

while the female faculty have a frequency of 9 or 45 percent. It implies that there are more male than female professors.

This study implies that majority of faculty are male.

Table 4

Distribution the Respondents in terms of Campus

URS CAMPUSES	f	%	Rank
Angono	2	10	3.5
Antipolo	1	5	7.5
Binangonan	2	10	3.5
Cainta	1	5	7.5
Cardona	1	5	7.5
Morong	7	35	1
Pililla	1	5	7.5
Rodriguez	1	5	7.5
Tanay	3	15	2
Taytay	1	5	7.5
TOTAL	20	100	

Table 4 presents the frequency and percentage distribution of the respondents in terms of campus.

As shown in the table, URS Angono and URS Binangonan has a frequency of 2 or 10 percent, URS Antipolo, URS Cainta, URS Cardona, URS Pililla., URS Rodriguez and URS Taytay has a frequency of 1 or 5 percent, URS Morong has a frequency of 7 or 35 percent and URS Tanay has a frequency of 3 or 15 percent.

This study implies that most of the physical education (P.E) college faculty are from URS Morong with a frequency of 7 or 35 percent.

Table 5

Distribution the Respondents in terms of Length of Service

Length of Service	f	%	Rank
15 years and above	11	55	1
10-14 years	2	10	3.5
6-9 years	2	10	3.5
5 years and below	5	25	2
TOTAL	20	100.00	

Table 5 shows the profile of the respondents in terms of length of service.

The table revealed that 15 years and above has a frequency of 11 with a percentage of 55. In 10-14 years of service has frequency of 2 with a percentage of 10 also the 6-9 years of service has a frequency of 2 with a percentage of 10 and in 5 years and below has a frequency of 5 with a percentage of 25.

This study implies that 55 percent or 11 out of 20 faculty served 15 years above.

Problem Number 3. What is the level of the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System?

Table 6

Composite Table of the Computed Weighted Mean and Rank on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of Age

FACTORS	30 BELOW			31 - 40			41 - 50		
	\bar{W}_x	R	VI	\bar{W}_x	R	VI	\bar{W}_x	R	VI
OBJECTIVES	4.75	2	VMA	4.83	4	VMA	4.96	2	VMA
CONTENT	4.75	2	VMA	4.96	1.5	VMA	4.9	3.5	MA
CLARITY	4.75	2	VMA	4.96	1.5	VMA	4.9	3.5	MA
USEFULNESS	4.5	4	VMA	4.87	3	VMA	5	1	VMA
AVERAGE \bar{W}_x	4.68		VMA	4.91		VMA	4.94		VMA

FACTORS	51 - 59			60 ABOVE			AVERAGE		
	\bar{W}_x	R	VI	\bar{W}_x	R	VI	\bar{W}_x	R	VI
OBJECTIVES	4.65	4	VMA	4.75	4	VMA	4.79	4	VMA
CONTENT	4.75	2.5	VMA	4.92	1.5	VMA	4.86	1	VMA
CLARITY	4.8	1	MA	4.84	3	VMA	4.85	2	VMA
USEFULNESS	4.75	2.5	VMA	4.92	1.5	VMA	4.81	3	VMA
AVERAGE \bar{W}_x	4.74		VMA	4.86		VMA	4.83		VMA

Legend: VMA- Very Much Acceptable MA- Much Acceptable

Table 6 presents the composite table on the level of development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of age.

It can be interpreted that in terms of age, content ranked first which is the highest with an average weighted mean of 4.86 and is verbally interpreted as very much acceptable. And the lowest is the objectives with

an average weighted mean of 4.79 and are verbally interpreted as very much acceptable.

This study implies that the respondents in terms of age, objectives, content, clarity and usefulness are very much accepted.

Table7

Development and Acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of Sex

Factors	Male			Female			Average		
	W \bar{x}	R	VI	W \bar{x}	R	VI	W \bar{x}	R	W \bar{x}
Objectives	4.80	4	VMA	4.81	4	VMA	4.81	4	VMA
Content	4.91	1	VMA	4.84	3	VMA	4.88	1.5	VMA
Clarity	4.87	2.5	VMA	4.89	1	VMA	4.88	1.5	VMA
Usefulness	4.87	2.5	VMA	4.86	2	VMA	4.87	3	VMA
Average W \bar{x}	4.86		VMA	4.85		VMA	4.86		VMA

Legend: VMA- Very Much Acceptable MA- Much Acceptable

Table 7 presents the composite table on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of sex.

It can be interpreted that in terms of sex, content and clarity are ranked 1.5 with an average weighted mean of 4.88 which is the highest and is verbally interpreted as

very much acceptable. And the lowest is the objectives ranked fourth with an average weighted mean of 4.81 and are verbally interpreted as very much acceptable.

The result showed that in terms of sex, all of the factors are very much acceptable, among the factors the content and clarity ranked first.

Table 8

Composite Table of the Computed Weighted Mean and Rank on the level of acceptability of developed Instructional Module in Arnis in Physical Education College Faculty in terms of Campuses

FACTORS	W \bar{X}	R	VI	W \bar{X}	R	VI	W \bar{X}	R	VI	W \bar{X}	R	VI
	ANTIPOLO			ANGONO			MORONG			PILILLA		
OBJECTIVES	4.5	4	MA	4.88	2	VMA	4.64	4	VMA	5	2.5	VMA
CONTENT	4.75	2.5	VMA	4.88	2	VMA	4.78	2	VMA	5	2.5	VMA
CLARITY	4.75	2.5	VMA	4.88	2	VMA	4.79	2	VMA	5	2.5	VMA
USEFULNESS	5	1	VMA	4.75	4	VMA	4.79	2	VMA	5	2.5	VMA
AVERAGE	4.75		VMA	4.85		VMA	4.75		VMA	5		VMA
	RODRIGUEZ			BINANGONAN			CAINTA			CARDONA		
OBJECTIVES	5	2.5	VMA	5	2.5	VMA	4.5	4	MA	5	2.5	VMA
CONTENT	5	2.5	VMA	5	2.5	VMA	5	1.5	VMA	5	2.5	VMA
CLARITY	5	2.5	VMA	5	2.5	VMA	5	1.5	VMA	5	2.5	VMA
USEFULNESS	5	2.5	VMA	5	2.5	VMA	4.25	3	VMA	5	2.5	VMA
AVERAGE	5		VMA	5		VMA	4.69		VMA	5		VMA

FACTORS	W \bar{X}	R	VI	W \bar{X}	R	VI	W \bar{X}	R	VI
	TANAY			TAYTAY			AVERAGE		
OBJECTIVES	\dot{x} w	R	VI	\dot{x} w	R	VI	\dot{x} w	R	VI
CONTENT	4.92	2	VMA	5	2.5	VMA	4.84	4	VMA
CLARITY	4.83	3.5	VMA	5	2.5	VMA	4.92	2	VMA
USEFULNESS	4.83	3.5	VMA	5	2.5	VMA	4.93	1	VMA
AVERAGE	5	1	VMA	5	2.5	VMA	4.88	3	VMA

Legend: VMA – Very Much Acceptable MA- Much Acceptable

Table 8 shows the composite table on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of campuses.

It can be interpreted those in terms of campuses, both content and clarity ranked first with an average weighted mean of 4.93 which is the highest and are verbally interpreted as very much acceptable. And the

lowest is the objectives ranked fourth with an average weighted mean of 4.84 and are verbally interpreted as very much acceptable.

This study implies that the respondents in terms of campuses, objectives, content, clarity and usefulness are very much accepted. Among the factors content and clarity ranked first.

Table 9

Composite Table of the Computed Weighted Mean and Rank on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of Length of service

FACTORS	5 YEARS BELOW			6-9 YEARS			10-14 YEARS			15 YEARS AND ABOVE			AVERAGE		
	W \bar{x}	R	VI	W \bar{x}	R	VI	W \bar{x}	R	VI	W \bar{x}	R	VI	W \bar{x}	R	VI
OBJECTIVES	4.9	2.5	VMA	5	1.5	VMA	4.88	3	VMA	4.73	4	VMA	4.88	3	VMA
CONTENT	4.9	2.5	VMA	4.88	3.5	VMA	4.88	3	VMA	4.87	3	VMA	4.88	3	VMA
CLARITY	4.9	2.5	VMA	4.88	3.5	VMA	4.88	3	VMA	4.86	2	VMA	4.88	3	VMA
USEFULNESS	4.9	2.5	VMA	5	1.5	VMA	5	1	VMA	4.80	1	VMA	4.93	1	VMA
AVERAGE W \bar{x}	4.9		VMA	4.94		VMA	4.91		VMA	4.82		VMA	4.89		VMA

Legend: VMA – Very Much Acceptable MA- Much Acceptable

Table 9 presents the composite table on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of length of service.

It can be interpreted that in terms of length of service, usefulness ranked first with an average weighted mean of 4.93 and is verbally interpreted as very much acceptable. And the lowest are objectives, content, and clarity ranked third with an average weighted mean of 4.88 and is verbally interpreted as very much acceptable.

This study implies that the respondents in terms of age, objectives, content, clarity and usefulness are very much accepted.

Table 10

General Composite Table of the Computed Weighted Mean and Rank on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of Age, Sex, Campuses and Length of Service

FACTORS	AVERAGE		
	W \bar{x}	R	VI
OBJECTIVES	4.82	4	VMA
CONTENT	4.88	2	VMA
CLARITY	4.89	1	VMA
USEFULNESS	4.87	3	VMA
AVERAGE	4.87		VMA

Legend: VMA – Very Much Acceptable
MA- Much Acceptable

Table 10 shows the composite table on the development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System in terms of sex, age, length of service and campuses.

It can be interpreted that in terms of sex, age, length of service and campuses, clarity ranked first with an average weighted mean of 4.89 and verbally interpreted as very much acceptable. And the lowest is the objectives which ranked fourth with an average weighted mean of 4.82 and verbally interpreted as very much acceptable.

This study implies that the respondents in terms of sex, age, length of service and campuses, objectives, content, clarity and usefulness are very much accepted. Among the factor’s clarity ranked first.

Conclusions

Based on the findings of the study, it can be concluded that;

The development and acceptability of Instructional Module in Arnis in Physical Education College Faculty in the University of Rizal System is very

well accepted with respect to objectives, content, clarity, and usefulness.

Recommendations

Based on the finding and conclusion of the study, the following recommendations were hereby presented;

1. The University of Rizal System should encourage the faculty who are teaching PE courses to integrate the Bruner’s constructivism Learning theory in creating a module.

2. The University of Rizal System should reproduce the printed instructional module in arnis for URS college faculty members teaching PE courses.

3. The University of Rizal System should support and encourage faculty who teach PE courses to have further study, including the stake holders, in the same theme in the context of online class in the time of pandemic.

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Level Up Via (Luv) Reading: A Reading Intervention Program in English

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Abstract: This study aimed to determine the level of performance in reading of the selected Grade 6 students before and after the exposure in the researcher-initiated Level Up via Reading Intervention Program. The researchers utilized a quantitative-descriptive type of study with the use of a researcher-made intervention materials in reading. The study utilized the Grade 6 student of section Wisdom through purposive sampling during the school year 2019-2020. It was composed of 15 Grade 6-Wisdom students who were determined as readers under Non-Reader and Frustration levels of reading readiness. The researcher developed some intervention materials consisting of words with pictures, words, phrases with pictures, phrases, simple sentences and even videos of different basic words. The researcher also utilized the peer tutorial where students who are independent readers assisted the respondents. The study utilized the standard assessment tool used in the Philippine Informal Reading Inventory to determine the reading readiness of the students. The intervention was conducted every after class from 12:30 to 1:30pm. Parents of the respondents were advised regarding the program. The study ran during the second quarter of the school year from August 2019 to October 2019. The findings revealed that after the exposure of the student to the researcher-made intervention materials, it was found out that all the respondents were assessed on the Instructional Level of Reading Readiness. The study highly recommends the utilization of the LUV Reading in conducting reading intervention program in school. Additional materials shall also be prepared for the run of the program.

Keywords: Reading, Intervention, Program, English, Elementary

Introduction - Education is an essential aspect for everyone. It is the foundation to prosperity, progress, security, development, and freedom of the country. It may be along life's process, hierarchically structured, chronologically graded education system, or any organized educational activities outside the established formal system. Everything is rapidly changing; the setting of education is one of those things that changed.

As mentioned in the Department of Education's Education For All (EFA) that the learners from varied backgrounds and from all levels and designation in life and society. Its definition lies largely on the system called "teaching and learning" making education catering for all. This is legally justified in the 1987 Philippine Constitution, Article XIV Sec. 1:

"The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

It says that the state must provide ways and means to achieve quality education among the citizens to be productive and most importantly, to keep pace with the challenges of the society.

Reading is fundamental to function today. There are many students who cannot read well enough to understand the instructions given by the teachers. Even

following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger, and fear.

It is a complex cognitive process of decoding symbols to construct or derive meaning. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

In addition, reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. It is also how people discover new things. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read.

In the Philippine setting, the government has made different programs to appendage the needs of the people when it comes to education. Having those programs help the government to uplift the setting of education here in the Philippines. It has always been strongly predicted that education is a pillar of national development and a primary avenue for social and economic transformation.

One of the main considerations is reading where it is considered as fundamental to function today. There are many students who cannot read well enough to understand the instructions given by the teachers. Even following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger, and fear.

English is one of the useful and fascinating divisions of human intellect. It contributes directly to effective, intelligent, and enriched living. Competence with language relations is vital for every individual beginning in a very early age and continuing throughout life. Proficiency in English is one significant skill that student must enhance while in school. Lots of successful professional's attribute much of their success on their knowledge of the complexities of English and its wide application.

In connection with this, English is widely spoken in the Philippines. It is used as the business language as well as the medium of instruction in schools and universities. Ninety-three-point five percent of Filipinos can speak and understand English well.

In education, English has been directed for some intensive training and studies, not just to teach the language but to use and apply it in student's daily life. The researcher who directly taught the subject observed that the students exhibited low performance and lack of interest in the subject matter.

Proficiency in English is the ticket to have a success in life. English is the universal language, and it is very important to have knowledge with this language to be able to have a competitive life universally.

According to San Juan, et.al. (2007), English in the Philippines is the language aspired by the Filipinos. This is since it is the language to access the individual and family improvement in the socio-economic life. It is also the language of running people and the nation's affair.

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Proficiency in English is the ticket to have a success in life. English is the universal language, and it is very important to have knowledge with this language to be able to have a competitive life universally.

In connection with this, based on the school's Philippine Informal Reading Inventory (Phil IRI) Pre-test of SY 2019-2020, almost 40% of the population of Grade 6 students is under the Frustration Level or slow

readers. This result triggered the researcher to push the study and to help the students as well as the institutions to come up with a new and effective way in teaching the English subject particularly the reading aspect.

Moreover, English occupies an essential position in the education process. Some programs come and go but English remains to be included in the curriculum. It is because the demand of it is evident in every man's needs and activities. As stated in the Presidential Decree No. 6 – Section 5;

“One of the educational objectives is to design, utilize and improve instructional technology and to develop or produce textbook and other instructional materials leading to quality education.”

Lots of innovations in teaching methodologies were tried out to provide quality instruction for students. Teachers update themselves to achieve new instructional techniques to be used to be able to enrich and stimulate the interest in a particular subject.

Instructional material is important in the learning process. Through this, students will be able to learn meaningfully and attain better understanding to the subject presented by the teacher. The avenue of variety of instructional materials has been proven to produce more effective and efficient learning. These materials go by any of the terms like teaching devices, teaching aids, sensory aids, and instructional materials.

Bacud (2011) defined module as one of the materials that the teachers can use in making students become more independent in studying lessons. It is a self-learning kit that usually considers package learning activities that must be accomplished by the students.

According to Mararac et. al. (2009), the use of instructional materials in teaching is great factor to catch the interest and understanding of the students and teaching learning process is effective if the respondents are exposed to different instructional materials.

They are made for the students to work at their own pace and assume responsibilities for learning and a good source of alternative materials aside from relying on textbooks. Modules are exciting for pupils who find it interesting and they are given more time to work on it for it can be allowed to be brought at home. The use of module can be very helpful to the students because they can work independently at their own judgment based on the module. It can also benefit both fast and slow learners in the sense that when learners learned the topic fast, they would proceed to the next topic without waiting for slow learners. The slow learners can return to the topic which they find it difficult and learn without the pressure of going side by side with the fast learners.

The output of the study aims to contribute a lot to improve the level of performance of the students in English particularly in reading comprehension since some Grade 6 students particularly in Grade 6-Wisdom have poor comprehension and low reading readiness.

Instructional material is important in the learning process. Through this, students will be able to learn meaningfully and attain better understanding to the subject presented by the teacher. The avenue of variety of instructional materials has been proven to produce more effective and efficient learning. These materials go by any of the terms like teaching devices, teaching aids, sensory aids, and instructional materials.

Lots of innovations in teaching methodologies were tried out to provide quality instruction for students. Teachers update themselves to achieve new instructional techniques to be used to be able to enrich and stimulate the interest in a particular subject.

Level Up Via Reading or LUV Reading is a teacher-initiated intervention program which aims to assist the teacher in improving the reading readiness of the students through the researcher-developed intervention materials consisting of words with pictures, words, phrases with pictures, phrases, simple sentences and even videos of different basic words.

The intervention also utilized the peer tutorial where students who are independent readers assisted the respondents.

The intervention shall be done every after class from 12:30 to 1:30pm where parents of the respondents were advised regarding the program. The study shall run during the second quarter of the school year from August 2019 to October 2019.

Theoretical Framework - This study was anchored on Metacognitive Reading Theory by El-Koumy (2005).

Based on this theory, metacognition is one's knowledge about one's own cognition. The term cognition is used to describe the ways in which information is processed such the ways it is attended to, recognized, encoded, stored in memory for various lengths of time, retrieved from storage and used for one purpose or another. Metacognition refers to our knowledge about these operations and how they might best be used to achieve a learning goal.

In addition, to provide students with a concrete purpose for reading, Conner (2004) suggests that learners should employ the following strategies: (a) Anticipation Guides, (b) Developmental Reading Assessment (DRA), (c) Directed Reading Thinking Activity (DR-TA), (d) Know, Want-to-know, and Learned (KWL), (e)

Semantic-Feature Analysis, (f) survey, question, read, recite, and review (SQ3R), (g) Survey, Question, Read, Respond, Record, and Review (SQ4R), and (h) Think Along. It notes that expert learners construct mental representations of the task demands to determine how best to go about completing them. Conner further mentions that these representations include possible states through which the task will pass on its way to completion and the constraints under which the task is to be done.

In connection with the theory of metacognition, the directed reading-thinking activity (DR-TA) is an instructional method for integrating strategy instruction with reading comprehension instruction. This method engages students in thinking about what they read in two phases. In the first phase, students generate predictions about what they are going to read. In the second phase, they read to confirm or disconfirm their predictions and then evaluate their initial predictions using information from the text to support their responses. The major advantages of this method are: (a) engaging students in thinking about what they read, and (b) developing comprehension through reading strategies.

With this theory, the researcher believed that the use of Intervention Actions in Reading that would help to enhance the reading needs of the learners since the prior knowledge greatly affects the reading performance of the learners. This intervention made the said theory not just to enhance the reading abilities of the learners but also to support the principles of the metacognition theory that learning is also influenced by the reading ability of every individual.

Methodology- This study used the developmental-descriptive and experimental methods of research in improving some of the required skills in reading thru intervention activities.

The developmental method was used since the main purpose of the study is to develop an intervention material. According to Andres (2002), the purpose of developmental research is to investigate patterns and sequences of growth and/or change as a function of time.

Moreover, descriptive method was also used since this study includes a collection of data to test the hypothesis, gathering information to answer the questions concerned in the study and to validate the developed activities in reading.

Furthermore, experimental method was also used since the study considered how the intervention material helped improve the skills of the respondents. It is a type of evaluation that seeks to determine whether the

material or intervention had the intended causal effect on the groups of respondents. There are three key components of an experimental study design: (1) pre-posttest design, (2) a treatment group and a control group, and (3) random assignment of study participants. (Anderson, 2007)

The study utilized experimental since the researcher considered the two results before and after the exposure of the students to the reading intervention program.

The researcher believed that through intervention, the students and teachers would be provided by the information that contains some lessons in reading that can be used as an instructional material as intervention materials in supporting the students with difficulties in reading.

The researcher asked for a permission to conduct the study to the school head and spearheaded the orientation to the students and parents who were included in the intervention program. The parents and students were clearly aware with the purpose of the intervention which is to improve the reading readiness of the students. The parents signed the parental consent as a proof of their full participation and permission to be included in the study.

This study aimed to determine the level of performance in reading of the selected Grade 6 students before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program. Moreover, it attempted to find answers to the following questions:

1. What is the level of acceptability of the developed Level Up Via Reading Intervention Materials in terms of:
 - a. Objectives
 - b. Contents
 - c. Learning Activities
 - d. Format
 - e. Usefulness?
2. What is the profile of respondents in terms of:
 - a. sex;
 - b. reading readiness level?
3. What is the level of performance in reading of the respondents as determined on before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program?

The study was conducted at Baras Pinugay Elementary School – Phase 2 Annex. It is strategically

located at South Ville 9 Phase 2 Brgy. Pinugay Baras, Rizal.

The school continuously provides further improvement and growth through expansion, improvement and upgrading of the physical infrastructure, facilities, equipment, and technology system. The school follows the vision of the Department of Education which is “We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.”

The institution also ensures that the mission of the Department of Education which is “To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.”

The researcher also gathered information and necessary data through conducting an observation and gathering important figures and facts such as School Achievement Test (SAT), Division Achievement Test (DAT), National Achievement Test (NAT) results, Philippine Informal Reading Inventory (Phil IRI) Report to justify the problem in reading among the students. The use of the reference media such as encyclopedia and dictionary, books; browsed the International Network (internet) and visited different websites for the improvement of the enhancement activities and some published and unpublished thesis to have some idea regarding the topic.

As the primary source of data, the researcher used an adopted questionnaire checklist used by Angela S. Liwanagan in her thesis, “Development and Validation of Reading Comprehension Intervention Materials for Grade Four Pupils. The questionnaire checklist is divided into two parts: the first part provided the personal information of the expert, the second part provided the evaluation of the developed enhancement activities in reading that consists of five questions in every criterion.

The study utilized the Grade 6 student of section Wisdom through purposive sampling during the school year 2019-2020. It was composed of 15 Grade 6-Wisdom

students who were determined as readers under Non-Reader and Frustration levels of reading readiness.

As for the experts who validated the intervention materials, 5 Master Teachers with specialization in English validated the materials.

The researcher developed some intervention materials consisting of words with pictures, words, phrases with pictures, phrases, simple sentences and even videos of different basic words. The researcher also utilized the peer tutorial where students who are independent readers assisted the respondents. The study utilized the standard assessment tool used in the Philippine Informal Reading Inventory to determine the reading readiness of the students. The intervention was conducted every after class from 12:30 to 1:30pm. Parents of the respondents were advised regarding the program. The study ran during the second quarter of the school year from August 2019 to October 2019.

The respondents and their parents had their orientation to attain the full participation of the respondents and to provide consent to be included in the study. The orientation was done before the start of the intervention program which was properly documented.

To determine the profile of the respondents in terms of sex and reading readiness level, frequency and percentage were used, to determine level of performance in reading of the selected Grade 6 students before and after the exposure in the researcher-initiated Level Up via Reading Intervention Program, results of the Philippine Informal Reading Inventory (Phil IRI) was used.

There were four levels of reading readiness namely, Independent, Instructional, Frustration and Non-Reader. The four levels were used to determine the level of performance of the Grade 6 students before and after the exposure in the program.

Body/Findings

On the level of acceptability of the developed Level-Up Via Reading Intervention Materials in terms of objectives, contents, learning activities, format, and usefulness.

Table 1 shows the mean results on the level of acceptability of the developed enhancement activities in reading.

Table 1
Level of Acceptability of the Developed Enhancement Activities in Reading with Respect to Objectives, Contents, Learning Activities, Format and Applicability/Usefulness

Aspects	Overall Mean	Verbal Interpretation
A. Objectives	4.74	Very Much Acceptable
B. Contents	4.74	Very Much Acceptable
C. Learning Activities	4.8	Very Much Acceptable
D. Format	4.8	Very Much Acceptable
E. Usefulness	4.9	Very Much Acceptable
Grand Mean	4.8	Very Much Acceptable

In this table, the level of acceptability of the developed enhancement activities in reading with respect to all aspects are Very Much Acceptable with a grand mean of 4.8 and verbally interpreted as Very Much Acceptable.

The data gathered on the level of acceptability of the developed enhancement activities in reading showed that teacher respondents viewed the variables objectives, contents, learning activities, format and applicability/usefulness as very much acceptable. The results confirmed the conclusion of the study of Parales (2012), that the instructional materials facilitate the learning process of students which is the common goal of the teachers.

It implies that the developed enhancement activities in reading as seen by the teachers or experts can really be used as an instructional material that would enhance or improve the students' reading level.

On the Profile of the Respondents in terms of Sex and Reading Readiness Level

Table 2
The Profile of the Respondents in Terms of Sex

Respondents	f	%
Male	10	66.67%
Female	5	33.33%
Total	15	100%

Table 2 presents the profile of the respondents in terms of sex. It can be gleaned from the table that there

is a total of 15 students who were classified as students under the reading readiness level of Frustration and Non-Reader.

Most of the respondents were male with 10 or 66.67% of the total respondents while only 5 female students or 33.33% were classified under the stated reading readiness level.

It can be gleaned on the data that more than half of the respondents were male, and males find difficulties in reading English.

In the data of the researcher, in Grade 6 wisdom out of 68 students, there were 15 students with difficulties in reading who need reading intervention to improve their performance in reading.

The findings support the result of the study of Catolos, et.al (2020) that The results of ANOVA showed that females outperform males in reading speed and writing.

Table 3 presents the profile of the respondents in terms of reading readiness level.

Table 3

The Profile of the Respondents in Terms of Reading Readiness Level

Respondents	f	%
Frustration Level	8	53.33%
Non-Reader	7	46.67%
Total	15	100%

Table 2 presents the profile of the respondents in terms of reading readiness level. It can be gleaned from the table that there is a total of 15 students who were classified as students under the reading readiness level of Frustration and Non-Reader.

There were 8 students or 53.33% who were classified as Frustration during the Pre-assessment of the Philippine Informal Reading Inventory (Phil IRI) while 7 students or 46.67% were classified as Non-Reader based on the results of the Phil IRI Pre-assessment.

It can be gleaned on the data that it was alarming to determine that despite that the respondents were under Grade 6 level, reading readiness level was alarming to consider. Level Up via (LUV) Reading aimed to assist the students to improve their reading readiness level before they graduate in elementary level.

On the level of performance in reading of the respondents as determined on before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program

Table 4 presents the level of performance in reading of the respondents as determined on before and after the exposure in the researcher-initiated Level Up via (LUV) Reading Intervention Program.

The table shows that all the respondents in the posttest improved compared to the pretest of Phil IRI which implies that there was an increase in the performance of the respondents.

Table 4

Level of Performance in Reading of the Respondents as Determined on Before and After the Exposure in the Researcher-initiated Level Up via (LUV) Reading Intervention Program

Respondents	Before LUV Reading	After LUV Reading
Respondent A	Non Reader	Instructional Reader
Respondent B	Non Reader	Instructional Reader
Respondent C	Non Reader	Instructional Reader
Respondent D	Non Reader	Instructional Reader
Respondent E	Non Reader	Instructional Reader
Respondent F	Non Reader	Instructional Reader
Respondent G	Non Reader	Instructional Reader
Respondent H	Non Reader	Instructional Reader
Respondent I	Frustration Level Reader	Instructional Reader
Respondent J	Frustration Level Reader	Instructional Reader
Respondent K	Frustration Level Reader	Instructional Reader
Respondent L	Frustration Level Reader	Instructional Reader
Respondent M	Frustration Level Reader	Instructional Reader
Respondent N	Frustration Level Reader	Instructional Reader
Respondent O	Frustration Level Reader	Instructional Reader

It can be concluded therefore that the group was motivated with the used of the developed intervention activities in reading.

The findings imply that using the developed enhancement activities in reading helped in the development of skills intended for the year level.

The enhancement activities served as motivator and promoted students' self-assessment and self-

understanding. With the use of materials, the learner's abilities sharpened through the activities provided therein. The result is similar in the study of Menciano (2007), that the pupils who were exposed to modules in science improved their performance same with the students who used the traditional method.

Like the mentioned study above, the researcher's findings suggest that students' interest and reading techniques vary but through the use of the developed intervention activities, there will be an improved performance in some of the skills in reading.

The results revealed that the contents of the enhancement activities in reading are relevant to the needs of the teachers in improving the teaching-learning process. This confirms the findings of San Antonio (2007) which showed that the experts/teachers perceived that the developed work text in Physics was highly sufficient, thus teachers who are handling the subjects are the authority to tell the sufficiency or acceptability of the content of an instructional material.

The results support the findings of Fulgado (2020) that academic background is not enough to positively affect the academic performance of high school students but a thorough planned professional development such as training on the specialization in teaching a subject will be a lot of help which strongly established the idea that highly-qualified, trained and specialized teachers in the classroom results in better and higher level of academic performance of students.

The flexibility of the teachers in utilizing possible ways in assisting the students greatly help the academic performances of the students.

This implies that the instructional material developed by the researcher is very much acceptable when it comes to content. The contents are relevant to the needed competencies of the students.

Conclusions

The following conclusions were formulated based on the findings presented:

1. The developed Level Up Via (LUV) Reading Intervention Materials are contributory to the reading skills development of the students.
2. The performance of the group increased as revealed in their posttest result whereas, the respondents used the developed intervention activities.

Recommendations

Based on the summary of findings and conclusions drawn, the following recommendations are hereby offered:

1. Encourage other teachers to develop instructional materials in their respective discipline to continue the

effective teaching and learning process especially in remediation and intervention program in reading.

2. The developed material in English could be subjected to re-study using other variables for further enhancement.

3. The developed enhancement activities can be revised/reviewed considering the students' reading levels.

4. Parallel studies may be conducted to determine the strengths and weaknesses of the developed instructional materials.

5. Utilization of the Level Up via (LUV) Reading in conducting reading intervention program in school shall be implemented.

6. Looking for possible stakeholders to support the program shall be considered.

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THE HELPING FACEBOOK?: A STUDY ON THE PREVALENCE OF FACEBOOK AMONG GRADE 12 STUDENTS WITH HONORS

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Abstract: In this era when social media have become indispensable to human interaction, especially the students, the issue of using social media sites, specifically Facebook, has brought curiosity among the researchers to investigate this phenomenon. The purpose of this study is to explore and determine the prevalence of using Facebook among the students with honors of Taytay Senior High School (TSHS). The study is anchored on Davis' Technology Acceptance Model. Ultimately, this research aims to challenge pessimistic clichés about Facebook and highlight the uncharted beneficial influences of Facebook as an educational experience. Mixed methods was utilized in the study to supplement the strengths and weaknesses of qualitative and quantitative designs. The respondents are comprised of 95 Grade 12 students from TSHS S.Y. 2019-2020 with honors and high honors. This study is participated by students from Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM) and Technical-Vocational-Livelihood (TVL) strands in the aforementioned school. They were chosen through purposive sampling. Data were collected through semi-structured interview and survey questionnaire. Despite the high total in time spent (daily) in using Facebook, results expose the indecisiveness of the respondents in terms of the roles which Facebook play in their academic performance. The interview confirmed that Facebook has a rather significant role among the respondents, with reservation to some conditions. The study implicates that the Department of Education may consider a mechanism as to how Facebook can be utilized as an educational resource, knowing its prevalence and influence on the respondents.

Keywords: Facebook, prevalence, academic performance, Grade 12, students with honors

Introduction - The rise of technology in education has continued to raise debates as regards with its setbacks overpowering its gains (O'Dwyer, 2018). For instance, the use of authentic materials and experiences aided by technology such as posts from social media have proven to be beneficial in the teaching and learning process, but controversies such as data privacy, language appropriacy, etc., create complicated networks of guidelines and mechanisms to comply (Balalle, 2018; Rao, 2019). The interplay of these conflicting concepts in education has either resulted to minimizing or entirely shunning the use of a certain technology (Rao, 2018). A rather notable example is the prevalence of Facebook among students. It has a repertoire of authentic materials and a functionality of a para-classroom, but given its nature, educators hedge in utilizing it, thus, leading to the formation of negative stereotypes about it (Diaz & Martin, 2018). The most

common among these prejudices is the predetermined association of low grades with high time consumption using it.

Given the technical and scientific definitions of "prevalence" in the medicinal field, which might confuse the readers, in this study, it will be operationally-defined as the dominant presence of Facebook in the personal perception and academic experiences of the respondents. "Dominance" in this regard pertains to the time allotted by the respondents in using Facebook, as well as the extent as to how Facebook affects the academic performance of the students. In addition, prevalence also discusses the perceptions that the respondents have towards Facebook uses in their daily lives. Researches have specified that more than two hours of using social media is considered excessive. This premise is taken into consideration by including it as one of the areas of

concern in the survey-questionnaire. In the same manner, “academic performance” refers to the final grade average the respondents accumulated in the S.Y. 2019-2020. In relation to this, students with honors and high honors cover respondents whose final grade averages are 90 and above.

Studies have proven that academicians are now taking advantage of the use of the social media (O’Dwyer, 2018). Professors and teachers are using the social media as their partner in delivering knowledge to students. The rate of utilizing social media by faculty members is overwhelming, 90% of them are utilizing the social media in teaching their respective courses and careers outside their academic life (Moran, et.al, 2011). On the other hand, other exploratory studies (Canales et. al, 2009; Karpinski and Duberstein, 2009) also show that an extended presence of Facebook can have harmful effects on productivity and task performance. Long hours spent on Facebook seem to decrease student’s academic performance and thus their grades. Students spend an average of 30-38 minutes per day surfing Facebook (Schulten, 2009); students note that they actually spend only 3-4 minutes on each visit to check updates but make several visits a day. Others acknowledge spending up to 8 hours a day on the website. Even though they consider the website distracting and time-consuming, these students note that they cannot quit visiting it. Results revealed that respondents liked and used it to keep in contact with their friends and family, whether they encounter them every day or not (Facebook, 2011; Adan, 2011).

Studies have determined that the most affected population is the youth and Facebook’s influence in their education. Researches on the correlation of time consumption using Facebook and academic performance have proven harmful effects on productivity and task performance (Canales et. al, 2009; Karpinski & Duberstein, 2009), but did not focus on students with a general average of 90% and above. In relation to this, the researchers aim to broaden its scope by conducting a research on Facebook’s prevalence in the overall academic experience of students with honors and high honors in Taytay Senior High School.

Research Questions

On the premises of the stated objectives, three research questions were formed to guide this study:

1. What is the Level of the Prevalence of Facebook among the respondents in terms of:
 - a. allocation of time;
 - b. impression of impact; and
 - c. influence in study habits?
2. How does Facebook reveal the prevalence of Facebook among the participants?

Literature Review

In this review, the researchers referred to Semantic Scholar as its database for references.

Facebook Domination

Serafimovska and Markovik (2011) claims that 21st Century is the network era. They pointed that this is characterized by the domination of social media in people's lives, in which Facebook is a part of. The study acknowledged the role of Facebook by using it as a medium in analyzing the psychology and multiculturalism on social networks. By establishing the incident at Skopje's Kale Fortress as the issue, the study revealed that a culture on war on words exists in Facebook, which extends to websites dedicated to the opposing party of which the participants sided with. The researchers analyzed how one loses his/her good side when his/her view is challenged. The reasons behind these behaviors were also discussed. On the other hand, Aurylaitè (2017) declares that Facebook in modern society plays a crucial role in allowing people to participate in decisions concerning politics. It was highlighted that this decentralized how policies are created. This was called for attention as scientific approaches appeared to neglect this phenomenon. Vries at al. (2015) emphasizes that Facebook can be a mobilizing agent for solidarity. The study was set during the Gaza War in Jerusalem. By analyzing 253 posts, the researchers were able to create themes revolving the war: calling for solidarity, maintaining engagement, and calling for protest. This led to taking these viewpoints through meaningful discussions among the parties and making appropriate actions. In the field of Medicines, Eichstaedt et al (2018) proves that facebook posts can aid in identifying patients who will eventually undergo depression. The study listed signs such as posts including typical symptoms, including sadness, loneliness, hostility, rumination, and increased self-reference.

Facebook and Education

Awidi, Paynter, and Vujosevic (2019) posits that peer learning through Facebook is beneficial among students. The study succeeded in integrating Facebook groups in the course. It focused on the elements which would improve the academic experience of the students in using using Facebook as its platform. It concluded that a sense of community, thus belongingness, is important in making Facebook as a learning channel. It also revealed that being conversational during Facebook sessions was not indicative of a pleasant learning experience. On the other hand, Ghanem et al., (2018) asserts that a closed Facebook™ group can be an avenue for students to earn Continuing Medical Education (CME) credit. The study was able to elucidate misconceptions about engaging students through Facebook by concluding that respondents were significantly engaged in the livestream (in the closed group) than other posts containing the same content. In the study of Nazir and Brouwer (2019), it argues that Community of Inquiry through Facebook can empower the school and community to create 'meaningful' educational experiences. In addition, the study revealed that using Facebook had favorable effects among respondents when it is incorporated in the course design. Moreover, it was pointed that the presence of a moderator is critical during class meetings. Additionally, Thai, Sheeran, and Cummings (2018) contests that by having an official Facebook group for a certain course results to better connection among the teachers and students. It was also pointed that stress can be alleviated among faculty members through Facebook groups. This specific notion is based on the premise that some subjects did not create course-related Facebook groups which is found to create more stress among students, as well as to the teachers.

Synthesis

The aforementioned literatures had exposed the dominance of Facebook in the society (Serafimovska & Markovik (2011); Aurylaité (2017); Vries et al. (2015)). This also includes how it affects education in certain situations (Awidi, Paynter, & Vujosevic (2019); Ghanem et al., (2018); Nazir & Brouwer (2019); Thai, Sheeran, & Cummings (2018)). While most of the cited references approve the utilization of Facebook in different fields and disciplines, one cannot deny the fact that a research's reliability and validity is context-dependent. Thus, testing its applicability to new respondents with different backgrounds appear to be logical. Specifically, the former resources were unable to shed light in consideration of what Facebook is in one's education,

practice, and perception. Most specifically, no study is yet to be conducted on its role on the academic performance of students who are achieving academically.

Theoretical Framework - According to Davis (1989), Technology Acceptance Model (TAM) posits that a certain technology is 'accepted' when the user recognizes its perceived usefulness (PU) and perceived ease of use (PEOU). This model claims that a potential user of technology disregards it when these premises are not met. PU entails a degree when a technology user acknowledges that it (technology) will result to an increase in his/her productivity, he/she will 'accept' it. In the same manner, PEOU is a degree which relates with the low exertion of effort in using the technology/system in focus.

Methodology Design

The study utilized a mixed methods design. It is mainly characterized as the combination of both quantitative and qualitative research and methods. This allows the research to use the strengths of the two designs, while complementing each other's weaknesses. It acknowledges qualitative and quantitative designs in equal importance. Given this set-up, the phasing of the two designs is pivotal.

This study specifically referred to sequential explanatory mixed method design. This follows the protocol of interpreting quantitative data first, then using the results as springboard for a more focused and detailed follow-up in the qualitative phase.

Respondents

The participants of the study were the ninety-five (95) Grade 12 students with Honors (general average of 90%-94%) (86) and High Honors (general average of 95%-97%) (9) Taytay Senior High School of the School Year 2019-2020. The respondents were chosen using purposive sampling, with the general average as the main qualifier. They were gathered across the strands being offered in the said school (Accountancy, Business, and Management (ABM) (32); Humanities and Social Sciences (HUMSS) (26); Science, Technology, Engineering, and Mathematics (STEM) (12) and Technical-Vocational-Livelihood (TVL) (25).

Ethical considerations were followed in the study. It was ensured that the authors were able to secure informed consents among the respondents. This entailed that no respondents were forced to participate.

Confidentiality with the participants' information were also considered, as well as their anonymity. The researchers were also mindful of concepts on misrepresentation and exploitation.

Originally, the researchers aimed to target all the students with honors (129), but given the deadline set, only 95 respondents were able to comply.

Instruments

The study used a modified survey-questionnaire (Rupok, 2016) (see Appendix A). It is comprised of 26 questions (5 demographical, 21 research-questions-related). The 21 questions is divided among three categories: Allotment of Time (1), Impression of Impact (7), and Influence in Study Habits (13). Thirteen of the questions from the survey were from the researchers. The questionnaire was validated by the research panel from the concerned school (TSHS) in which this paper was initially presented. In addition, a semi-structured interview was conducted to supplement and clarify the results from the questionnaire. The questions from interview were taken from the study of Patton (2015) (see Appendix B). It is composed of 8 questions, which can elaborated given the type of the interview. The instruments are aligned in the study given that the questionnaire aids answer RQ 1, while the interview assists RQ 2.

Data Gathering

Given the sequential explanatory mixed methods design, the study was comprised of two phases in which it was able to gather quantitative (Phase I) and qualitative data (Phase II).

Phase I

The survey-questionnaire (via Google Forms) was sent to the respondents through Facebook. The researchers allotted a week for the respondents to answer the given instrument. The results of the data analysis in the quantitative phase allowed the researchers to modify a questionnaire for the qualitative phase.

Phase II

This phase is dedicated to respondents who graduated with High Honors, in compliance with the design that fewer respondents are needed for the follow-up phase for qualitative data. In addition, the researchers decided to choose this set given that it is the ideal number in one group, as well as, it represent the samples given the academic standings. The researchers asked the participants their available schedule for the conduct of the interview.

Data Analysis

For the quantitative phase, in descriptive statistics, weighted mean and percentage distribution were used to interpret the data as embedded on the 5-Likert scale. On the other hand, thematic analysis was utilized in forming patterns to make sense of the qualitative data from Phase II.

Body/Findings

Phase I

Table 1 *Mean and Standard Deviation on the Level of Prevalence of Facebook*

Questions		Mean	SD	VI
Allotment of Time				
1	How much time...	3.43	1.35	P
Impression of Impact				
2	Facebook has...	3.99	1.06	P
3	I lose track...	3.24	1.05	MP
4	Facebook is ...	3.13	1.10	MP
5	Sometimes I go...	2.82	1.13	MP
6	It is a...	3.83	0.99	P
7	Particularly, I...	4.15	0.91	P
8	I think I...	2.62	1.09	MP
Influence in Study Habits				
9	I use Facebook...	3.61	0.91	P
10	The time I...	2.98	1.01	MP
11	I would still...	3.19	1.15	MP
12	Facebook does...	2.91	1.15	MP
13	I would be...	3.17	1.05	MP
14	I am able...	3.82	0.93	P
15	I use Facebook...	4.14	1.02	P
16	I use Facebook...	4.16	1.02	P
17	I join ...	3.87	0.99	P
18	I watch...	3.80	0.89	P
19	Using Facebook...	3.66	0.97	P
20	I see the...	3.41	1.07	P
21	Facebook is not ...	2.68	1.05	MP

It can be gleaned from the table that in terms of Allotment of Time, it is revealed that the allocation of using Facebook among the participants was "Prevalent" (\bar{x} =3.43), as the verbal interpretation. This entails that the average time in using Facebook among the respondents ranges from 5-8 hours per day. Its SD is 1.35. In terms of the Impression of Impact, item number 7 has a weighted mean of 4.15 (VI=Prevalent; SD=0.91), which

encapsulated about the respondents' preference of using Facebook as a means of communication. On the other hand, item number 8, has a weighted mean of 2.62(VI=Moderately Prevalent; SD=1.09), which encompassed the perception of the respondents about Facebook addiction. In terms of the Influence on Study Habits, the table signifies that Facebook as a communication tool overpowers text-messaging (\bar{x} =4.16; VI=Prevalent; SD=1.02). In reference to Facebook as a dangerous technology, the results (\bar{x} =2.68) expose that it is "Moderately Prevalent" (VI). Its SD is 1.05.

Table 2 Percentage Distribution of the Responses per Question

	Questions	5	4	3	2	1
1	Allotment of Time	12.63	54.61	32.63	0.07	0.07
	Impression of Impact					
2	Facebook has ...	41.05	28.42	23.16	4.21	3.16
3	I lose track ...	11.58	28.42	33.68	23.2	3.16
4	Facebook is ...	10.53	27.37	31.58	23.2	7.37
5	Sometimes I go ...	5.26	28.42	23.16	30.5	12.6
6	It is a ...	25.26	41.05	27.37	2.11	4.41
7	Particularly, I ...	36.84	51.58	5.26	3.16	3.16
8	I think I ...	4.21	18.95	28.42	31.6	16.8
		19.25	32.02	24.66	16.8	7.3
	Influence in Study Habits					
9	I use ...	15.79	43.16	31.58	7.37	2.11
10	The time ...	8.42	20	36.84	30.5	4.21
11	I would ...	14.74	23.16	32.63	23.2	6.32
12	Facebook...	13.68	13.68	34.74	29.5	8.42
13	I would ...	11.58	24.21	36.84	23.2	4.21
14	I am ...	21.05	49.47	22.11	4.21	3.16
15	I use ...	45.26	34.74	10.53	7.37	2.11
16	I use ...	46.32	37.89	9.47	4.21	2.11
17	I join ...	31.58	35.79	23.16	8.42	1.05
18	I watch...	25.26	35.79	32.63	6.32	0
19	Using ...	20	40	28.42	9.47	2.11
20	I see ...	17.89	25.26	43.16	7.37	6.32
21	Facebook ...	4.21	15.79	40	24.2	15.8
		21.21	30.69	29.39	14.3	4.46

The results reveal that in terms of "Time", the respondents have excessive allocation (6 hours and above) in using Facebook (45.26%). In reference to "Use", data (51.27%) reveal that the respondents have acknowledged the role which Facebook plays in their daily lives. For "Study", data (54.56%) divulges that Facebook has a positive influence in the learning experience of the respondents.

In the statements reflecting "Highly Prevalent" (5), results shows that the respondents have acknowledged the presence of Facebook in their everyday activities (Q2) (41.05%), the preference of Facebook over email for communicating for school-related concerns (Q15) (45.26%) and text messaging (Q16) (46.32%). In reference to "Prevalent" (4), students regard Facebook as a good tool for meeting and making new friends (Q6) (41.05%), as a means for keeping in touch with friends (Q7) (51.58%), as a form of break from studying (Q9) (43.16%), as a controllable technology (Q14) (49.47%), as an educational platform via educational groups (Q17) (35.79%), as an avenue to watch educational videos (Q18) (35.79%), and as a relaxation activity (Q19) (40%). In a rather "Moderately Prevalent" (3) remark, students show uncertainty about them losing track of time when using Facebook (Q2) (33.68%), regarding Facebook as their most time-consuming hobby (Q4) (31.58%), considering Facebook as a hindrance for studying (Q10) (36.84%) and Q11 (32.63%), associating Facebook as a distraction (Q12) (34.74 %) and Q13 (36.84%), considering Facebook as an educational platform (Q20) (43.16%), and regarding Facebook as a dangerous app/website (Q21) (40%). Responses on "Less Prevalent" grade include students being 'addicted to Facebook (Q8) (31.58%). Lastly, responses showing contradicting results include students going online during class (Q5).

Despite these results and in accordance to the research design, the researchers opted to explore the reasons behind the uncertainties as reflected in the data for Neutral.

Phase II

Themes with their codes and extracts were formed from the qualitative data (see Appendix C for the table).

Facebook as an Interference

This pertains to as to how Facebook serves as an agent of distraction among students in doing their school works. The result shows polarized responses, even conditions, as to how Facebook affects or not one's learning. A participant's capability to practice concepts such as multitasking, time management, and priority, nevertheless, appear to relate to one's tolerance in using Facebook while faced with schoolworks to be accomplished.

In reference to Davis' TAM (1989), when a certain technology is recognized to be useful (PU), it is meant to interfere: be included in one's routine, in this case, academically. The extracts from the interview reveals that this interference has varying degrees, though, among the participants. For instance, some regarded the presence of Facebook with the schoolwork as tolerable (one of the codes under the aforementioned theme), while some devised mechanisms to accommodate Facebook. The data revealed that some can innately handle the use of Facebook while doing assignments ("*...despite the assignments, I still manage somehow...*"; "*...it (Facebook) doesn't affect that much even though I have school matters to do...*"). As a support to this, a participant mentioned that using Facebook was regarded a skill for them, in which one has to be 'good' ("*...One must be good as to how to use Facebook...*"). This remark may explain why students tend to handle the interfering force of Facebook. In this regard, Davis' PEOU (1989) may be interjected as one's ease of using the technology may be connected with the qualitative remark 'good'. The mechanisms the participants shared were multitasking, time-managing, scheduling, priorities-setting, and self-disciplining. A participant admitted though that at times, he/she was bothered by Facebook. This condition may be attributed when a participant suggested that Facebook must be used in moderation ("*...Using Facebook must be in moderation...*").

As reflected in the study of Kirschner and Karpinski (2010), time has no major effect to the academic performance of the students.

Facebook and Reasons of Use

This theme speaks of the variety of the forms as to how the participants use Facebook. It can be gleaned from the table that Facebook encapsulates the diverse nature as to how social media cover almost every aspect

of the human life. While the obvious reasons such as for communication, the findings open new angles as to how complicated Facebook is in terms of its scope. Perspective about freedom of expression, entertainment, information credibility, and platform expansion, to name some, can be taken as interesting topics from the responses. These miscellany though creates intricate interplay among controversial issues which might be tedious on the side of concerned individuals who will address such problems.

In relation to TAM, the participants regard Facebook as useful (PU) as a means of communication; as a source of information, entertainment; as a channel of expression; and as a multi-function site. It can also be deduced from the interview extracts that Facebook has an array of usefulness per area mentioned. As regards with Facebook as means of communication, the interviewees claims that they do not only use it for communication among friends, but also as an instrument for sending documents for projects, assignments, and lectures. In terms of it being a source of information, the participants echoed that Facebook helps them gather updated information on entertainment, news, environment, reality, facts, and research, and projects. In lieu of Facebook as a channel for self-expression, it was explicitly mentioned that these include related aspects such as feelings, thoughts, and opinions. In terms of the multitude of roles Facebook can play, the participants highlighted the variety of platforms (for information) in which it can lodge. This plethora of features and its culmination in Facebook relates to yet another aspect of TAM: PEOU. One's effort to use other means to have access to these media is eased through Facebook. One of the principles of TAM also emphasizes that one's PU influences his/her attitude and intention in using the certain technology.

Facebook and Student Opportunities

This theme covers the instances and perceptions in which students showed actions which can be improved in relation to the 'responsible' use of Facebook.

The analysis reflects that these opportunities stem from the manner as to how the participants use Facebook. In the study of Sharma (2011), she argues that Facebook could be a great tool to connect with friends and maintain relationships, there is a line that could be crossed in which adolescents utilize Facebook too much where they cross the limit from simply using the site to

devoting all of their time and energy to checking their news feeds.

- In relation to TAM, the opportunities identified may be attributed with the feedbacks from regarding Facebook as useful (PU) and easy to use (PEOU). These are concerns pertaining to misuse: time management and addiction. This misuse were specified by compromising one's study over the use of Facebook. Additionally, the participants demonstrated a preconceived notions about the negative and positive uses of Facebook. These negative actions on the use of Facebook were regarded as forms of misuse (excessive use of Facebook). Some participants have noted that a form of a responsible use of Facebook relates to a balanced time management and intention ("*...others who have the right time or the right use of Facebook.*").

On “Moderately” Prevalent Responses

It can be implied from the thematic analysis that students who showed uncertainty about them losing track of time when using Facebook (Q2) (33.68%), regarding Facebook as their most time-consuming hobby (Q3) (31.58%), considering Facebook as a hindrance for studying (Q9) (36.84%) and Q10 (32.63%), and regarding Facebook as a dangerous app/website (Q20) (40%), relate their uncertainties with regard to their Facebook's time management and misuse, which is under the theme “Facebook and Student Opportunities”. With Q2, Q3, and Q9 as additional references which can be associated as well with the theme “Facebook and Reasons of Use”. On the other hand, associating Facebook as a distraction (Q11) (34.74 %), may be explained in reference to theme “Facebook as an Interference”.

Conclusions

Results have shown that the prevalence of Facebook, as reflected in the perception of the students with Honors and High Honors, is existent. This is evident in the time spent and roles identified that Facebook plays among the academic experiences and respondents' lives in general. In reference to TAM (Davis, 1989), the prevalence of Facebook may be both beneficial and detrimental.

The results illustrate that students with honors regard using Facebook as a normalized daily activity. In addition, most of the students appeared to accept Facebook as a supplement for their academic endeavors with noted reservations as regards with being ‘responsible’ in using the platform. Moreover, the thematic analysis elucidated the diverse nature of Facebook which made the data complex in terms of the aspects Facebook associate itself with. While mostly of the responses show favorable practices and perception of using Facebook, as the data discovered, Facebook and its role becomes more intricate and complicated when integrated with a role in which it is not originally designed for. Thus, mechanisms as to its relevance to a certain context must be sophisticatedly analyzed.

The research can be considered as a preliminary study as to how the Department of Education may devise a mechanism using Facebook as an alternative distance learning modality. The results confirm that Facebook remains to be one of the most-visited websites among the population, thus, the proposition to maximize its usage may be logical. In social studies-related disciplines, the findings may help in ‘de-stigmatizing’ how social media, in general, are impertinent among academic endeavors.

Recommendations

Based on the results, the researchers recommend:

- replicating this study for other sets of students (those without honors, and/or other classifications that the school has);
- considering other factors which influence the use of Facebook (*e.g.* parents (Mahaguay, & Mahaguay, 2020)
- using another tool to measure the preparedness of future respondents in using Facebook as an alternative educational platform;
- making a case study given the complicated nature of the topic;
- involving the parents, teachers, and other stakeholders in identifying the stereotypes in association with Facebook and/or other social media and addressing these through seminars, symposia, and other related forms;
- devising a mechanism to incorporate Facebook as a supplementary measure for learning when cases like pandemic, flooding, etc. arise

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APPENDIX A

Interview Questions

1. What things do you usually do when you use Facebook?
2. For you, what is the purpose of Facebook?
3. Some claim that Facebook can be used as an educational tool, what's your opinion about it?
4. Narrate what usually happens when you have to finish a school-related matter to do like assignments, take home quiz, etc., and you like to go online to check your Facebook. For instance, what goes in your mind why you'll open Facebook?
5. Some go to Facebook to gather information, what's your take about it?
6. Did you ever have a realization that Facebook somehow affects your academic performance? Why? Why not?
7. What is your perspective on those individuals who considerably use (6 hours and above per day) Facebook but still maintain their grades?
8. What can you say about the relation between academic learning and using Facebook?
9. What are the instances/examples in which you consider Facebook as a dangerous app/website as a student?
10. What are the instances/examples in which you consider Facebook as a dangerous app/website personally?

APPENDIX B

Themes with their Codes and Extracts

THEMES	CODES	EXTRACTS
Facebook as an Interference	Schoolworks and Facebook	<ul style="list-style-type: none"> • “...despite the assignments, I still manage somehow...” • “...it (Facebook) doesn’t affect that much even though I have school matters to do...” • “...it (Facebook) does interfere but I multitask...” • “...it’s a matter of how you manage your time in using Facebook while doing your assignments...” • ...”it (on using Facebook while doing assignments) bothers me at times...” • ...there’s time for Facebook and I have time for studies. • ...it always requires discipline in using it. • “...prioritizing Facebook before my assignments...”
	Tolerance of Using Facebook	<ul style="list-style-type: none"> • “No, it does not affect me...” • “...Using Facebook must be in moderation...” • “...One must be good as to how to use Facebook...”
Facebook and Reasons of Use	Facebook as a means for communication	<ul style="list-style-type: none"> • “...to connect with friends...” • “...to communicate to other people...” • “...something even used to communicating others...” • “...then communication with people you do not see.” • “... for communication...” • “...for communicating...” • “...chatting with friends...”
	Facebook as a source of information (general)	<ul style="list-style-type: none"> • “...to gather some information...” • ...using Facebook for me is an eye-opener...” • “...I am able to see important news...” • “...To be updated. • “...gathering news...” • “...in the environment and reality...” • “...you’re getting information.” • “...helps to get the needed factual information...” • ...you can get topic for the research...”
	Facebook as a source of information (one’s learning)	<ul style="list-style-type: none"> • “On Facebook you’ll find ideas that will help to make the projects...”

		<ul style="list-style-type: none"> • <i>“...the documents were passed on to my groupmates.”</i> • <i>“...Facebook pages that promotes study habits or even school life hacks...”</i> • <i>“...sending assignments like lecture...”</i> • <i>“...when you have no load you can search....”</i>
	Facebook as a source of entertainment	<ul style="list-style-type: none"> • <i>“...it serves as past time, sometimes even entertainment...”</i> • <i>“...I use it for entertainment...”</i> • <i>“...It is ah, entertainment...”</i>
	Facebook as a channel for self-expression	<ul style="list-style-type: none"> • <i>“To express your feelings, to share...”</i> • <i>“... to communicate my thoughts, at times...”</i> • <i>“...I am comfortable in sharing my opinions...”</i>
	Facebook as a multi-function site	<ul style="list-style-type: none"> • <i>“...but also for information...”</i> • <i>“...but also for gathering information because you can read a lot of news articles and a lot more...”</i>
Facebook and Student Opportunities	Misuse of Facebook	<ul style="list-style-type: none"> • <i>“...other students they misuse the use of Facebook...”</i> • <i>“...neglect their studies because of Facebook...”</i> • <i>“...some use it in a negative way instead of the positive way...”</i>
	Facebook and Time Management	<ul style="list-style-type: none"> • <i>...others who have the right time or the right use of Facebook.”</i> • <i>“...if they have time management on Facebook at the same time they study...”</i>
	“Too Much” Facebook	<ul style="list-style-type: none"> • <i>“...there are students who excessively use Facebook...”</i> • <i>“...because of overusing the Facebook...”</i>

**AWARENESS, ACCEPTABILITY AND RELEVANCE
OF THE URS VISION, MISSION, AND GOALS
OF THE COLLEGE OF BUSINESS**

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Abstract

The survey-type of descriptive research design was utilized in investigating the awareness, acceptability and relevance of the URS vision, mission and goals of the College of Business (COB). It presents stakeholders' perception specifically students, faculty, parents and Local Government Unit (LGU) on the different activities and programs relative to the attainment of the institution's desired goals. On the level of awareness, the students and faculty respondents are very much aware of the URS vision, mission and goals of the College of Business, On the other hand, the parents and LGU are aware of it. Furthermore, the students and faculty evaluated and perceived the level of acceptability of the URS vision, mission and goals of the College of Business as very much acceptable, while acceptable on the part of the parents and LGU. Finally, on the degree of relevance as shown in the promotion of affordable quality program in business education by providing clientele relevant resource development in the community, the students evaluated and assessed the relevance of the URS vision, mission and goals of the College of Business as highly relevant. Parents, faculty and LGU considered it as relevant.

Keywords: awareness, acceptability, relevance of vision, mission and goals

Introduction

Planning is significant in every organization and will provide positive effect on their performance.

Organizational statements such as mission and vision will serve as the foundation for effective strategic planning. The leaders' role in developing meaningful and attainable goals should be aligned with the existing mission and vision. This will help them determine the possible resources that they have to produce to realize the mission and achieve their vision. Oftentimes, organization's failure to constantly review its vision-where they are going and what they want to achieve ended into negative results in achieving their goals.

The mission statement is the external message to describe the institution's reason for existence. Its stated purpose and values are articulated and serve as its representation to its stakeholder. A strong mission will enable the stakeholders to become committed in the organization. On the other hand, the vision statement describes an ideal future that is credible yet not readily attainable. It is a goal or a desired future state that the organization attempts to realize. These statements will

serve to determine strategic direction of the organization. Hence, the need to resonate it with all the members, making them proud, and take part in the organization's journey. (Daft, Harrison & St. John and Hitt)

Mission and vision statements are the most frequently used strategic planning tools, practiced and implemented in universities worldwide, (Cortés-Sánchez, 2017)

The need to constantly review the vision, mission, and goals and derive inputs from the stakeholders will provide them an opportunity to "own" the said statements, (Hinton, K., 2012). The study of Gurley, Peters and Collins (2015) shows that graduate students have limited ability to recall the content of key organizational statements.

According to the study of Kuzu, Gokbel and Gules (2013), mission statements have been redesigned with key elements such as strategy and sustainable development. The participation in the said redesigning will be functional if students, academic and administrative employees as internal stakeholders and

alumni, business, central and local governments and civil society organizations will be part of it.

This study is focused on the awareness, acceptability, and relevance of the URS vision, mission and goals of the College of Business–Pililla Campus. The said college has a large number of students. The survey-type of descriptive research design is used and presents stakeholders' perception specifically students, faculty, parents, and Local Government Unit on the different activities and programs relative to the attainment of the institution's desired goals. The study is anchored on the Stakeholder theory that involves identifying and prioritizing key stakeholders. The said analysis can contribute to the establishment of priorities given to each stakeholder.

The above literatures and researches contributed in the development of the study and the survey questionnaire checklist.

The results of this study will be beneficial to the administrators in the formulation of strategies and program implementation. The output will further contribute to the values desired to be acquired by the graduates of the program. Modification of strategies will further inspire and encourage stakeholders to take part in the accomplishment of the institution's desires.

Moreover, the study following the pertinent provisions of RA No. 7722 otherwise known as the "Higher Education Act of 1994, as cited in CHED Memorandum Order (CMO) No. 39, Series of 2006.

The objective of the BSBA program is not simply to impart basic business knowledge but to instill and nurture important qualities and skills to students that are essential for future business leadership and organizational success.

This study can be replicated using other variables, institutions as part of the stakeholders.

Objectives

This study aimed to determine the awareness, level of acceptability, and the degree of relevance of the URS Vision, Mission, and Goals of the College of Business.

Specifically, this study sought the answer to the following questions:

1. What is the extent of awareness of the URS vision, mission and goals of the College of Business as perceived by the four groups of respondents;
2. What is the level of acceptability of the URS vision, mission and goals of the College of Business as perceived by the four groups of respondents;

3. How do the respondents assess the degree of relevance of the URS vision, mission and goals of the College of Business?

This study is focused on the stakeholders' level of awareness, acceptability and degree of relevance of the URS vision, mission and goals of the College of Business.

This was done to narrow the study to manageable but very accurate and reliable level.

The location, accessibility and cooperation of the respondents were the primary consideration in the study. The respondents' profile as to municipality, sex, age, civil status, highest educational attainment, professional examination taken, monthly income and length of service (for LGU, parents, and faculty) were gathered but not used as grouping variables in the analysis of data.

Theoretical Framework

This study is mainly anchored on the Stakeholder Theory, an analysis that involves identifying and prioritizing key stakeholders, assessing their needs, collecting ideas from them, and integrating this knowledge into strategic management processes such as the establishment of strategic direction and the formulation and implementation of strategies. Organizations can use the information they collect to develop and modify their strategic direction, strategies and implementation plans. (Harrison and St. John, 2002).

Methodology

To analyze the Awareness, Acceptability and Relevance of the URS Vision, Mission and Goals of the College of Business the survey-type of descriptive research was used based on the problems presented, related literature and studies. It is focused on the different activities and programs relative to the attainment of the institution's vision and mission and desired goals of the college.

The organizational statements remain unchanged and the respondents are the stakeholders of the University of Rizal System specifically focused on the students, faculty, parents and Local Government Unit (LGU) for Academic Year 2014-2015. The LGU respondents are regular municipal employees and 50 parents of students. Total enumeration was utilized, in selecting the 15 faculty respondents. For student respondents, systematic sampling technique was used (i.e., every 4th, 8th, 12th student were chosen inside the classroom as respondents). The Slovin's formula was

utilized to compute the total number of 580 student respondents and used the 7% margin of error.

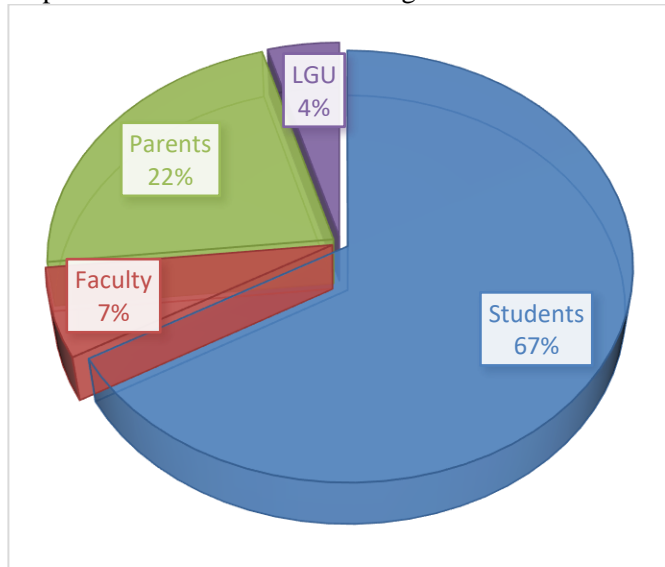


Figure 1. Distribution of the Four Groups of Respondents

The above figure shows LGU respondents with 10 or 4 percent, parents with 50 or 22 percent, faculty with 15 or 7 percent, and students with 150 or 67 percent. It implies that the majority of the respondents were student stakeholders.

The University-RDEP’s Notice to Proceed (NTP) was granted to the researchers. Furthermore, the researchers undertook the following detailed processes in the conduct of the study.

1. The instruments were prepared and content validated by chosen experts in the field of business and education.
2. Upon release of the NTP, researchers conducted and distributed the research instruments to randomly selected respondents.
3. Retrieval of the questionnaires was accomplished after one month.
4. Ensured consent and confidentiality of the participants
5. Results were tabulated, and interpreted, with the discussion of the results and justified implications.

Sources of Data

The researchers gathered primary data from the result of the survey and secondary data, from related literatures, relevant books, research journals and the internet.

Statistical Treatment of the Data

The following statistical tools were utilized to facilitate the analysis of data including their interpretation. After gathering all the completed questionnaires from the respondents, total responses for each item were obtained and tabulated.

Problem 1. To determine the profile of the respondents, this study utilized the frequency, percentage and rank distribution.

Problem 2 and 3. To determine the Awareness, Acceptability, and Relevance of the URS Vision, Mission and Goals of the College of Business, weighted mean, was utilized.

The questions were structured using the Likert format. Three (3) choices are provided for every question or statement. The choices represent the degree of agreement each respondent has on the given question. The scale was used to interpret using the following ranges.

Scale	Range	Level of Awareness	Level of Acceptability	Degree of Relevance
3	2.33–3.0	Very much aware	Very much acceptable	Highly relevant
2	1.67–2.32	Aware	Acceptable	Relevant
1	1.00–1.66	Not Aware	Not acceptable	Not Relevant

Findings

The findings show the presentation, analysis and interpretation of data gathered.

Table 1. General composite table on the level of Awareness, Acceptability and Degree of Relevance of the URS Vision, Mission and Goals of the College of Business

Respondent		Level of				Degree of	
		Awareness		Acceptability		Relevance	
		WX	VI	WX	VI	WX	VI
1.1	Students	2.5	Very Much Aware	2.39	Very much Acceptable	2.35	Highly Relevant
1.2	Parents	2.14	Aware	2.31	Acceptable	2.17	Relevant
1.3	Faculty	2.42	Very Much Aware	2.34	Very much Acceptable	2.29	Relevant
1.4	LGU	1.77	Aware	2.08	Acceptable	2.06	Relevant

The study on the awareness, acceptability and relevance of the URS vision, mission, and goals of the College of Business revealed consistent highest results from students' perception, while LGU showed the lowest results.

The awareness of the URS vision, mission, and goals of the College of Business revealed that the students are very much aware of the VMG as shown in item "orientation for freshmen students." while LGU are not aware as shown in item "information dissemination".

According to the study of Kuzu, Gokbel and Gules (2013), in the redesigning of the VMG, participation of students, academic and administrative employees as internal stakeholders and alumni, business, central and local governments and civil society organizations will be part of it.

The acceptability of the said organizational statements showed that it is very much acceptable to students, as shown in item "Stated in an inspirational and encouraging manner, while LGU respondents perceived it as acceptable. as revealed in item "Formulated to with the participation of the stakeholders."

The relevance of the URS vision, mission and goals of the College of Business showed that students perceived it as highly relevant, as shown in the "Promotion of an affordable quality program" while LGU perceived as relevant as shown in the "Institutionalized meaningful linkages".

This is similar to the study of Cortés-Sánchez, (2017) that mission and vision statements are the most frequently used strategic planning tools, practiced and implemented in universities worldwide,

It implies that the organizational statements are known and acceptable to the stakeholders of the institution. However, the results revealed that it was formulated without the needed participation from the said organizational constituencies.

Conclusions

The research study revealed that students and faculty respondents are very much aware of the URS vision, mission and goals of the College of Business are very much acceptable. The student respondents perceived the organizational statements as highly relevant as shown in the promotion of affordable quality program while the parents, faculty and LGU consider it as relevant.

Recommendations

Based on the results of the study, the following recommendations are given;

- The institution may consider a modification in the alignment of the program of activities with the revised URS vision, mission and goals of the College of Business towards quality education.
- Announcements of the revised URS vision, mission and goals of the College of Business through posting of signages and distribution of flyers.
- Continuous awareness of the organizational statements through the Parents and Students' annual orientation program and interviews with parents.
- Use of technology, websites, social media platforms aligned with the institution's standards, values and expectations
- This study may be replicated using other variables such as work experience (private/public) and businesses, civil society organizations and alumni, as respondents.

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