



RESEARCH IN EDUCATION COMPENDIUM 2021-2024

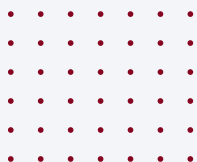
Education in the Post-Pandemic Era



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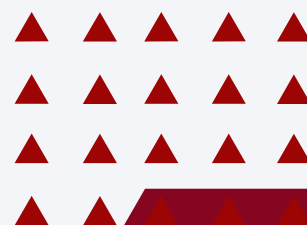
Education in the Post-Pandemic Era

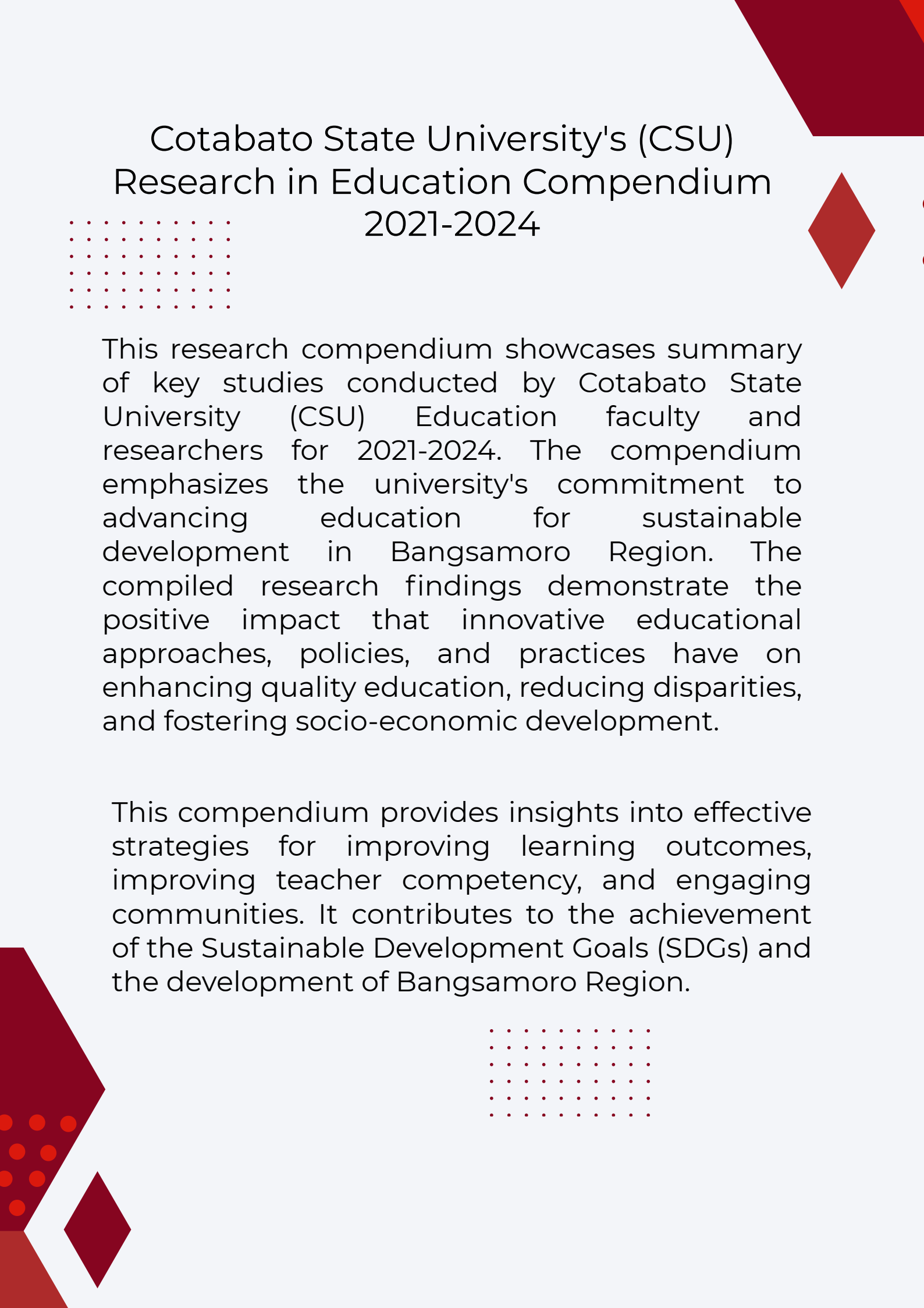


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Cotabato State University's (CSU) Research in Education Compendium 2021-2024



This research compendium showcases summary of key studies conducted by Cotabato State University (CSU) Education faculty and researchers for 2021-2024. The compendium emphasizes the university's commitment to advancing education for sustainable development in Bangsamoro Region. The compiled research findings demonstrate the positive impact that innovative educational approaches, policies, and practices have on enhancing quality education, reducing disparities, and fostering socio-economic development.

This compendium provides insights into effective strategies for improving learning outcomes, improving teacher competency, and engaging communities. It contributes to the achievement of the Sustainable Development Goals (SDGs) and the development of Bangsamoro Region.



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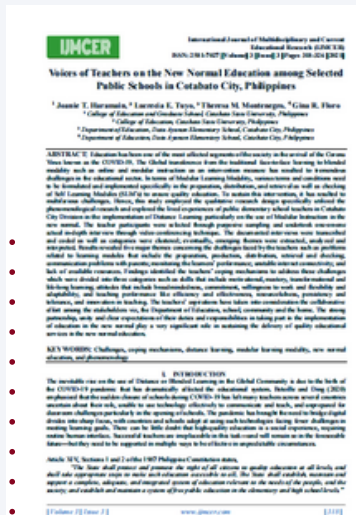
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Study 1

Voices of Teachers on the New Normal Education among Selected Public Schools in Cotabato City, Philippines | Joanie T. Haramain, Lucrecia E. Tuyo, Theresa M. Montenegro, Gina R. Floro



Study Design

The COVID-19 pandemic has significantly impacted the education sector, necessitating a global shift from traditional face-to-face learning to blended learning modalities, including online and modular instruction. The implementation of Modular Learning Modality has presented numerous challenges, particularly in the preparation, distribution, retrieval, and evaluation of Self-Learning Modules (SLMs).

Thus, the authors conducted this study utilizing a qualitative research design, specifically phenomenological research, and explore the lived experiences of public elementary school teachers in Cotabato City Division in the implementation of Distance Learning, in particular, the use of Modular Instruction in the new normal.

Using video conferencing technology, one-on-one interviews were conducted with the selected teachers through purposive sampling. Using transcription and clustering techniques, we were able to extract, analyze, and interpret emerging themes from the interviews.

Findings of the Study

Themes/Concepts	Challenges Encountered by the Teachers
1. Problems related to: ■ Preparation of Modules	■ Lack of materials in the preparation of modules and learning activity sheets (LAS)
■ Production of Modules	■ Lack of Laptop/Computer/Android Phone, bond paper, printer, ink, Xerox Machine
■ Distribution of Modules	■ Digital and Printed Modules are unavailable ■ Going home late and working even during week ends
■ Retrieval of Modules	■ Unanswered modules ■ Unfinished/Incomplete answers in modules ■ Late submission of modules
■ Checking of Modules	■ Evidence of dishonesty ■ Parents/Guardians answer the modules/ activity sheets ■ Copying the key answers ■ Voluminous papers

Three major categorical concepts have been identified in the coping mechanisms employed by the teachers. These are classified into three variables namely, (a) skills such as motivational, mastery, transformational and life-long learning; (b) attitudes such as broadmindedness, commitment, willingness to work and flexibility and adaptability; and (c) teaching performance which involves efficiency and effectiveness, resourcefulness, persistency and tolerance, and innovation in teaching.

Four variables have come into play based on the teachers' aspirations in the implementation of modular instruction in the new normal. Among these are: (a) Department of Education - the policy making body; (b) School - responsible in the implementation process; (c) community - the arm of the school; and (d) home - the recipient of education. All these variables are under the guidance of the spirit of collaboration and interdependence in order to sustain quality education even in the midst of the pandemic.

Recommendation

Though the core themes that have been identified are vital for surviving the challenges in the educational system brought about by the new normal, there are limitations of this study and some significant points may be considered for future studies, which are: (1) teachers may be required to conduct action research and continue improving their teaching skills and create innovations to meet the rapid changes and help improve the educational system; (2) the school heads may strengthen the merit system and encourage teachers to keep improving their teaching strategies suitable to the demands of the Age of Technology and Information; and (3) the parents and community may be motivated to perform their duties and responsibilities by constant communication and improving their extent of partnership or participation to school activities particularly in the new normal education.

Themes/Concepts	Challenges Encountered by the Teachers
2. Communication Problems with Parents	■ Parents/Guardians are busy ■ Lack of gadgets among parents in remote areas
3. Monitoring the Learners' Performance	■ Lack of facilities ■ No face-to-face
4. Unstable Internet Connectivity	■ Inefficiency in the implementation ■ Time Management
5. Lack of Available Resource	■ Relevant curriculum is affected ■ Quality education is at stake

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Study 2

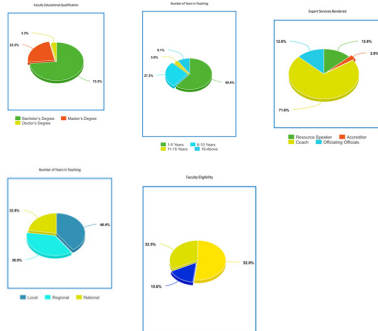
THE K-12 SENIOR HIGH SCHOOL PROGRAM: THE CASE OF LABORATORY HIGH SCHOOL, COTABATO CITY STATE POLYTECHNIC COLLEGE, SOUTH CENTRAL MINDANAO, PHILIPPINES | Tarhata S Guiamalon, Pembain G Hariraya

Study Design

This study assessed the Implementation of the K-12 Senior High School program at Laboratory High School (LHS) of Cotabato City State Polytechnic College (CCSPC). The assessment focused on resources, teachers' instructional practices, attainment of program objectives, and challenges encountered in the implementation. The study employed a descriptive-evaluative design, utilizing survey questionnaires to gather data from 202 respondents, comprising 169 randomly selected senior high school students and 33 purposively selected teachers and staff during the school year 2019-2020. By evaluating the program's implementation, the study aimed to provide insights into its strengths, weaknesses, and areas for improvement.

Findings of the Study

Faculty Profile



Challenges Encountered

The Laboratory High School (LHS) faces several challenges, including:

1. Lack of permanent faculty positions: LHS relies on tuition fees to pay faculty salaries, leading to high turnover rates as faculty seek more secure positions.
2. Limited faculty training and development: Faculty have limited opportunities to attend training and seminars due to funding constraints.
3. Insufficient facilities: LHS lacks essential facilities like speech laboratories, technology shops, and audio-visual rooms, hindering students' practical skills development.
4. Inadequate funding: LHS relies on club fees and student contributions to fund activities, leading to financial strain and complaints from parents.
5. Overcrowded classrooms: Large class sizes, exceeding the standard student-teacher ratio, result in overcrowding, classroom management challenges, and low school performance.

Faculty Instructional Practices Recommendations

Instructional Practices	Mean	Interpretation
Instructional Practices		
Teaching Strategies	3.31	Evident
Instructional Materials Development	3.31	Evident
Assessment of students Learning Performance	3.10	Evident
Total	3.24	Evident

Legend:
 3.50-4.50 Highly Evident
 2.50-3.49 Evident
 1.50-2.49 Less Evident
 1.00-1.49 Least Evident

1. Granting permanent status to Job Order faculty: To retain qualified faculty members and ensure continuity in teaching.
2. Providing professional development opportunities: To support faculty growth and enhance their teaching skills.
3. Establishing essential facilities: Providing Speech laboratory, Technology Livelihood Education shops, and Audio-Visual rooms to enhance students' knowledge, values, and skills.
4. Improving funding: To support school activities and reduce financial strain on students and faculty.
5. Reducing class size: To meet standard faculty-student ratios, enhance student learning, and improve academic performance.

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Study 3

THE IMPACT OF ALTERNATIVE LEARNING SYSTEM IN COTABATO DIVISION: A CASE STUDY | TARHATA S. GUIAMALON, DEDITH A. SANDIGAN, SEMA G. DILNA

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The Impact of Alternative Learning System in Cotabato Division: A Case Study

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Abstract

As a result of the world Declaration of Education for All (EFA) in 1990, the Philippines designed Alternative Learning System (ALS), a program that will provide non-formal education to out-of-school children (OSC), out-of-school youth (OSY), illiterate adults and marginalized Filipinos that will address literacy and promote continuing education. This research study used the qualitative research design involving the Cotabato Division in the province of North Cotabato implementing the ALS A&E program. The mobile teachers, District ALS program coordinators, ALS A&E passers, and the division ALS program supervisors were the respondents of this study. The studies were conducted in Cotabato Division particularly Central Elementary Schools. It was concluded that the ALS program was successful in providing basic learning needs to its beneficiaries and most of them pass the A&E test and were able to obtain an elementary or high school diploma and even college degree. The Alternative System Program of the Department of Education has great impact in Social and Economic Development of the North Cotabato Province.

Keywords—Education for All, Impact, Alternative Learning System, Case Study, Out-of-school youth

1. Introduction

In the Philippines, Alternative Learning System (ALS) is a program designed to provide non-formal education to out-of-school children (OSC), out-of-school youth (OSY), illiterate adults and marginalized Filipinos that will address literacy and promote continuing education. The Department of Education (DepEd) particularly the Bureau of Alternative Learning System (BALS) is in-charge to oversee the program. Both the elementary and secondary levels of education are provided free by the Department of Education. To guarantee the right to education of all Filipino citizens, the Republic Act 6655 or "Free Secondary Education Act" and Republic Act 9155 or "Governance of Basic Education Act of 2001" serves as blueprints of the DepEd. As stated in the act, this education is intended to be a realistic alternative to current formal education instruction, integrating both non-formal and informal sources of knowledge for out-of-school youth and adults (Principal's Handbook, 2005).

As a result of the world Declaration of Education for All (EFA) in 1990, ALS is responsible for providing demand-driven learning options. In 2001, the country adopted Millennium Development Goals (MDG) and in 2003 it adopted the Decade for Literacy. Despite this educational goal, the country still continues to suffer from high dropout rates. 62% of the population or 11,000,000 students drop out each year (United Nations International Children's Emergency Fund, 2010).

In Pinca's 2015 report, the ALS has been identified as a Community-Based Learning Service in which students' intellectual capacity is developed along their chosen career path along with the development of their sense of social responsibility and the opportunity to serve their local community. To achieve meaningful learning outcomes with such a diverse group of students, ALS teachers have to do their best (Galima, 2012). In an effort to address these challenges due to the changing world and knowledge economy, different options have been proposed and implemented by countries all around the globe to help individuals receive education through non-formal and informal education (Colardyn & Bjornavold, 2004), which is particularly important for countries like the Philippines (Nath, Sylvia, & Grimes, 1999). Moreover, ALS

Tarhata S. Guiamalon, IJSRM Volume 10 Issue 04 April 2022 [www.ijssrm.in]

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Study Design

This study highlights the success stories of Alternative Learning System (ALS) beneficiaries, outlining the program's pre-implementation, implementation, and post-implementation processes, as well as its benefits to participants.

This study employed a descriptive approach to investigate the implementation status of the Alternative Learning System (ALS) program in Cotabato Division, North Cotabato, for the school year 2016-2017. The research focused on five central elementary schools implementing the ALS A&E program and involved mobile teachers, district ALS coordinators, ALS A&E passers, and division ALS supervisors as respondents. By using a qualitative research design, the study aimed to provide an in-depth description of the program's implementation status and its impact on beneficiaries.

Findings of the Study

Attainment of ALS Objectives

The Alternative Learning System (ALS) showed positive results in achieving its objectives, as evident from the increasing enrollment numbers over three years (2013-2015). Key findings include:

- **Basic Literacy Program:** Enrollment peaked in 2014 with 242 students (87 males, 155 females).
- **A&E Elementary:** Consistent increase in enrollment from 73 students in 2013 to 249 students in 2015.
- **A&E Secondary:** Significant growth in enrollment from 159 students in 2013 to 516 students in 2015.

Pre-Implementation Process

The Basic Literacy Program's pre-implementation process involved several key steps, including identifying potential learners, selecting service providers, conducting community literacy mapping, and house-to-house surveys. Additionally, the program entailed contract signing with qualified providers, learner screening, Functional Literacy Testing (FLT), and preparation of Individual Learning Agreements (ILAs). This thorough process ensured that learners underwent proper screening and assessment before being chosen for the program.

Implementation Process

During the implementation of the Alternative Learning System (ALS) program, several key processes were undertaken, including:

1. Maintaining individual learner's assessment and progress records
2. Developing localized learning materials and modules
3. Utilizing andragogy and tracking learner's progress
4. Using Learner's Portfolios and conducting summative evaluations

Observations revealed that teachers regularly evaluated students' progress, and remediation classes were conducted to ensure learners' understanding. Additional processes included:

1. Adoption of ALS
2. Tracking module completion
3. Flexible scheduling
4. Use of Learner's Progress Charts
5. Recording and reporting

Post-Implementation Process

During the post-implementation phase of the Basic Literacy program, the following processes were undertaken:

1. Assessment of Literacy Gained: Evaluating the learners' progress and literacy skills acquired.
2. Reporting: Allowing learners to report on specific topics, with guidance from teachers.

Impact of ALS Program

The Alternative Learning System (ALS) program has made a significant impact on the lives of its beneficiaries. Here are some key results:

Positive Outcomes:...

1. Improved access to education for out-of-school youth and adults (OSYA) and persons with disabilities (PWDs).
2. Increased enrollment and completion rates in elementary, secondary, and tertiary education.
3. Successful graduates have pursued higher education, skills training, and employment.
4. ALS has reached marginalized communities, including inmates, indigenous peoples, and those in remote areas.

Personal Transformations:...

1. Enhanced self-esteem and confidence.
2. Renewed hope and motivation for a better life.
3. Empowerment to make informed decisions about their lives.
4. Ability to contribute to their families and communities.

Program Effectiveness:...

1. Well-planned and implemented programs.
2. Effective management and utilization of resources.
3. Strong support from DepEd officials, teachers, and stakeholders.
4. ALS has bridged the educational gap for those who cannot attend traditional schools.

Recommendations

- Curriculum enhancement and evaluation on a regular basis to ensure that students' learning experiences are enhancing their knowledge.
- ALS teachers capacity building in order to improve their teaching skills.
- Students supports might be considered as a motivator for out-of-school youth to attend school and avoid dropping out.

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Study 4

TEACHERS' ADAPTATION AND PRACTICES AMIDST PANDEMIC

ARMIA K. DILNA, TARHATA S. GUIAMALON, SEMA G. DILNA

Study Design

This study investigated how teachers in Datu Odin Sinsuat South District adapted to new learning modalities, resources, delivery methods, and teaching practices during the pandemic. Specifically, it examined module distribution and retrieval, monitoring, and learning assessment, as well as the relationship between teachers' adaptations and their teaching practices.

This study employed a descriptive correlational design and was conducted in four public elementary schools in Datu Odin Sinsuat South District, Maguindanao Division. The schools included Dalican Pilot Elementary School, Datu Butocan Elementary School, Datu Pinguaman Elementary School, and Bugawas Elementary School. A total of 71 regular teachers participated in the study, who implemented Modular Distance Learning during the pandemic and reported to school on a skeletal schedule three times a week.

Findings of the Study

Teachers Adaptation on Learning Modality Teachers Adaptation on Learning Resources

INDICATORS	MEAN	INTERPRETATION
Teachers were prepared to provide distance learning education during the pandemic.	3.49	Adaptive
Uses printed modules as a tool for at-home learning.	3.67	Highly Adaptive
Monitors and addresses the learner's achievement of the tasks outlined in the SLMs.	3.53	Highly Adaptive
Attends capacity building on distance learning education management for teachers.	3.37	Adaptive
Receives appropriate training in the use of technology required for learning dissemination	3.49	Adaptive
The school has established regulations and policies for the use of modular learning.	3.61	Highly Adaptive
The school has provided supplemental materials for modular learning.	3.65	Highly Adaptive
Teachers are well-organized when it comes to delivering modules.	3.69	Highly Adaptive
The school has designated a skeletal workforce for the COVID-19 Pandemic.	3.69	Highly Adaptive
Virtual communication is used	3.63	Highly Adaptive
OVERALL MEAN	3.58	Highly Adaptive

Legend:
3.50 – 4.00 Highly Adaptive
2.50 – 3.49 Adaptive
1.50 – 2.49 Less Adaptive
1.00 – 1.49 Least Adaptive

INDICATORS	MEAN	INTERPRETATION
The school is technologically prepared for a modular learning mode	3.43	Adaptive
Every teacher has access to a laptop or computer.	3.27	Adaptive
Modules are provided by the Ministry of Basic, Higher, and Technical Education.	3.67	Highly Adaptive
Modules are available for download.	3.57	Highly Adaptive
Teachers understand how to use computers.	3.41	Adaptive
The school's geographic location is regarded as a hotspot for obtaining a strong internet connection.	3.41	Adaptive
Internet access is also available at school at all times.	3.33	Adaptive
All classrooms have electricity.	3.45	Adaptive
The school maintains a record of parents' contact information.	3.59	Highly Adaptive
Printers and photocopiers are available at school.	3.65	Highly Adaptive
Grand Total MEAN	3.478	Adaptive

Legend:
3.50 – 4.00 Highly Adaptive
2.50 – 3.49 Adaptive
1.50 – 2.49 Less Adaptive
1.00 – 1.49 Least Adaptive

Teachers Adaptation on Learning Delivery

INDICATORS	MEAN	INTERPRETATION
All modules are available for distribution.	3.55	Highly Adaptive
The school has sufficient printing equipment to allow for the rapid reproduction of SLMs.	3.49	Adaptive
The school has sufficient supplies to release SLMs on time.	3.55	Highly Adaptive
The cost of reproduction is not a barrier because schools have sufficient funds.	3.47	Adaptive
There is no extra copy of SLMs because it is available to all parents.	3.37	Adaptive
There are no inconsistencies in the contents of Self-Learning Modules.	3.31	Adaptive
SLM key concepts are not limited and are being developed.	3.39	Adaptive
The use of language and the degree of difficulty for different types of learners were examined.	3.43	Adaptive
The activities and exercises are appropriate for learners' various abilities.	3.49	Adaptive
SLM assessment tools are sensitive to abilities, interests, developmental readiness, and available resources at home.	3.61	Highly Adaptive
Grand Total MEAN	3.467	Adaptive

Legend:
3.50 – 4.00 Highly Adaptive
2.50 – 3.49 Adaptive
1.50 – 2.49 Less Adaptive
1.00 – 1.49 Least Adaptive

Distribution and Retrieval of Module

INDICATOR	MEAN	INTERPRETATION
There is a defined process for the distribution and retrieval of SLM	3.49	Practice
There is a schedule for the distribution and retrieval of SLMs.	3.55	Highly Practice
School provides enough time to get and return the SLMs.	3.63	Highly Practice
The school provides a station for every barangay, especially far-flung areas.	3.45	Practice
The school initiates easy access to the SLMs.	3.51	Highly Practice
The teachers call or message, when the schedule has been altered	3.61	Highly Practice
The school ensures the safety of the students implementation throughout distribution and retrieval of SLM.	3.83	Highly Practice
Teachers do home-visitation for those who skip the dissemination and retrieval of SLMs.	3.49	Practice
Teacher emboldens parent to get and return SLMs on time	3.85	Highly Practice
Teachers have constant monitoring instrument for distribution and retrieval of SLMs	3.53	Highly Practice
Grand MEAN	3.55	Highly Practice

Legend:
3.50 – 4.00 Highly Practice
2.50 – 3.49 Practice
1.50 – 2.49 Less Practice
1.00 – 1.49 Least Practice

Teachers Monitoring

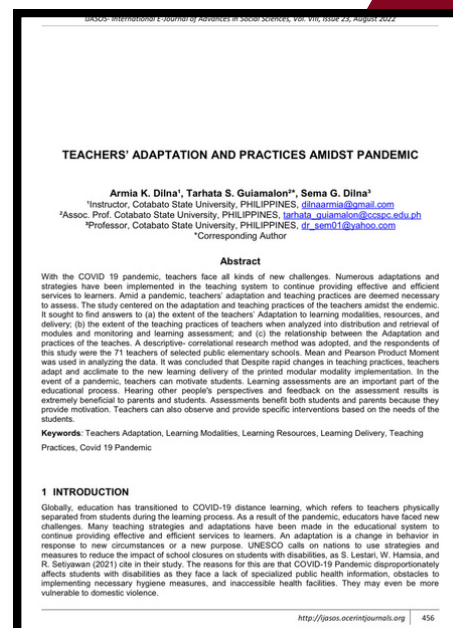
INDICATORS	MEAN	INTERPRETATION
Learners may focus on learning even if there are many temptations like gadgets.	3.45	Practiced
Learners can concentrate on learning even if there's much disturbance like household chores	3.47	Practiced
Highly interested because of the communication with the teachers.	3.39	Practiced
Learners develop a sense of responsibility in performing the task provided in the module	3.39	Practiced
Updates feedbacking due to communication.	3.45	Practiced
Learners listen to their parents since they always like learning	3.63	Highly Practiced
Learners can learn with their parents assisting them at home.	3.65	Highly Practiced
Deadlines of submission for SLMs are not a pressure on the learners	3.47	Practiced
Ensuring learners learn from the modules is easy.	3.47	Practiced
Learners are capable of learning independently from the modules.	3.47	Practiced
Grand MEAN	3.48	Practiced

Legend:
3.50 – 4.00 Highly Practiced
2.50 – 3.49 Practiced
1.50 – 2.49 Less Practiced
1.00 – 1.49 Least Practiced

Teachers Monitoring

INDICATOR	MEAN	INTERPRETATION
Appropriate mechanism is established to ensure effective learning.	3.31	Practiced
Teacher uses a formative/summative assessment.	3.51	Highly Practiced
Teacher uses the scores from activating to measure the strength and weaknesses.	3.63	Highly Practiced
Clearly defined rubrics for assessing student performance.	3.75	Highly Practiced
Provides activities, both written and performance, aside from the given SLMs or LAS.	3.61	Highly Practiced
Monitors performance toward achieving goals through the feedback of parents.	3.63	Highly Practiced
Analyzes feedback of parents to provide an assessment to the students	3.57	Highly Practiced
Provides report cards quarterly to encourage parents and students.	3.59	Highly Practiced
Provides reflections and feedback on the results of the assessment.	3.61	Highly Practiced
Utilizes the e-class record in determining achievement.	3.61	Highly Practiced
Grand MEAN	3.60	Highly Practiced

Legend:
3.50 – 4.00 Highly Practiced
2.50 – 3.49 Practiced
1.50 – 2.49 Less Practiced



Correlation Matrix Between Teaching Adaptation and Teaching Practices

Teachers' Adaptation	Teaching Practices	Interpretation
Learning Modalities	.551** .000	Highly Significant
Learning Resources	.686** .000	Highly Significant
Learning Delivery	.599** .000	Highly Significant

* correlation is significant at the 0.01 level (2-tailed)

Recommendations

- To implement printed modular distant learning, the Department of Education may need to continue developing the curriculum and other DepEd programs and policies. They should also make a comprehensive set of educational materials available so classes can be held.
- Training and seminars for printed module distribution.
- Small school categorization should be prioritized because it is one of the most important criteria for
- To improve their skills, teachers should be encouraged to attend various workshops and seminars.
- Provision of technical assistance to increase the Adaptation of teaching practices regarding lesson planning and appropriate learning resources.
- Teachers should conduct home visit to underperforming students who show little or no interest in modular learning.

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Study 5

UNIVERSITY STATUS ASSESSMENT: A BASELINE STUDY

TARHATA S. GUIAMALON, SUSA A. ELIAS, ARBAYA H. BOQUIA

Study Design

To meet societal demands, higher education institutions must adapt to rapid changes and challenges. Universities' primary goal is to produce graduates who meet industry and government agency needs. To achieve this, institutions must consider their essential criteria and educational demands. This study aims to enhance the university's processes and services by providing insights into Cotabato State University's profiles, including:

- Curricular offerings
- Demographic profiles of students, faculty, and staff
- Faculty education qualifications
- Physical facilities and location characteristics

This study utilized a descriptive design, primarily relying on documentary review for data collection. The documents analyzed included system-generated student data, faculty data from the Human Resource Management Office (HRMO), planning office records, and inventories. Frequency and percentage analysis were used to interpret the data. The findings informed the formulation of the University Land Use Development and Infrastructure Plan (LUDIP).

Findings of the Study

Curricular Offerings

Cotabato State University offers a diverse range of academic programs, including 3 Doctorate, 19 Master's, 35 Baccalaureate, and 1 Associate degree program. The university also has a Laboratory High School for junior and senior high school students. Notably, the institution has achieved significant accreditation milestones, with 13 programs accredited in 2016, 2 additional programs accredited in 2017 and 2018, 2 more in 2019, and 4 more in 2020, totaling 21 accredited programs.

The university is committed to its mission of producing science and technology professionals, peace and development advocates, and promoting research, extension, and innovation. To achieve this, Cotabato State University actively participates in local, national, and international events and conferences, showcasing its expertise and generating resources. The institution aims to expand its program offerings, enhance academic excellence, and provide progressive leadership in its fields of specialization.

Student Population

The student population declined from 10,485 in 2015 to 6,096 in 2019, largely due to the K-to-12 transition. However, a 14% increase was observed in 2020. The colleges with the highest enrollment were:

- College of Business and Public Administration (CBPA)
- College of Arts and Sciences (CAS)
- College of Engineering Technology and Computing (CETC)
- College of Teacher Education (CTED)

Faculty Educational Qualification

The university prioritizes hiring qualified faculty members, with a notable increase in doctoral degree holders from 21.15% (2016) to 34.25% (2020). This growth is attributed to administrative support, supervisor motivation, and self-determination. Conversely, the number of faculty members with master's and baccalaureate degrees has fluctuated downward, potentially due to economic, personal, or health reasons. The university's faculty development programs have enhanced faculty competence and expertise.

Non-Teaching Personnel

The university's non-teaching staff consists of 71 employees, with 43 males and 28 females. While males dominate the workforce, the university adheres to Gender and Development (GAD) programs, ensuring hiring policies comply with equal opportunity mandates.

Teaching and Non-Teaching Employees

Cotabato State University's workforce from 2018 to 2020 comprised teaching and non-teaching employees with permanent and non-permanent statuses. The employee count increased by nearly 10% from 2018 (332) to 2019 (359) and further to 374 in 2020. The breakdown is as follows:

- 2018: 221 teaching, 111 non-teaching; 214 permanent, 118 non-permanent
- 2019: 236 teaching, 123 non-teaching; 226 permanent, 133 non-permanent
- 2020: 249 teaching, 125 non-teaching; 241 permanent, 133 non-permanent

Additionally, 75 employees are under Job Order/Contract of Service, with 37 males and 38 females in various roles. These employees are hired for short-term tasks and must reapply for renewal based on performance and Civil Service rules.

Physical Plant and Locational Characteristics

Cotabato State University (CSU) has several field laboratories for agriculture, fisheries, and forestry programs:

- Agriculture Field Laboratory (Barangay Rebuken, Sultan Kudarat):
 - 8 hectares, 14 km from campus
 - Features: farm animals, nursery, goat house, vermiculture, barnyard, agricultural products, and fishponds
 - Managed by a farm manager and two caretakers
- Integrated Nursery (Barangay Solon, Sultan Mastura):
 - 1000 sqm, 18 km from campus
 - Used for seedling production by Agriculture and Forestry students
 - Donated land
- Fisheries Field Laboratory (Barangay Magsaysay):
 - 5 hectares, 22 km from campus
 - Features: mangrove-protected area, fishponds, coconut trees, and kalamansi
 - Used for hatchery, fingerlings, and growing

These field laboratories provide hands-on experience for students under the guidance of professors and staff.

RECOMMENDATIONS

The following recommendations are proposed to improve the university's services:

- Construct additional academic buildings to accommodate growing student enrollment.
- Prioritize permanent status for Job Order faculty to retain qualified personnel.
- Strengthen sustainable programs for faculty professional growth and school plant development.
- Intensify linkages with stakeholders to enhance university programs and projects.

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Study 6

TEACHERS' TEACHING CAPABILITY IN URBAN AND RURAL AREAS: A COMPARATIVE STUDY | SITTIE M. KUSIN

Study Design

This study aimed to compare the teaching capabilities of teachers in urban and rural areas, focusing on:

- Teaching strategies and classroom management
- Identifying significant differences in teaching capabilities between urban and rural teachers.

This study employed a descriptive-comparative research design, combining quantitative and qualitative methods. The research:

- Determined the teaching capabilities of urban and rural teachers in terms of teaching strategies and classroom management.
- Identified significant differences in teaching capabilities between urban and rural teachers.

Conducted in 8 selected central schools (4 urban, 4 rural) with 56 teacher respondents, the study used:

- Self-made survey questionnaire
- Random interviews for validation
- Observations

Statistical analysis included:

- Mean to describe teaching capabilities
- T-test for independent means to determine differences between urban and rural teachers.



Findings of the Study

Implementation of Teachers' Teaching Strategies under Urban Area

Table 1. Means Rating of the Implementation of Teachers' Teaching Strategies under Urban Area in four Schools of Cotabato City Division

No.	Teaching Strategies	Mean	Description
1.	Presents lesson as planned	3.93	Very Satisfactory
2.	Conveys ideas clearly	3.79	Very Satisfactory
3.	Relates lesson to real-life situation	3.89	Very Satisfactory
4.	Uses varied teaching techniques	3.82	Very Satisfactory
5.	Adopts participative approach	3.86	Very Satisfactory
6.	Motivate pupils to participate in class activities	4.00	Very Satisfactory
7.	Utilizes and uses the art of questioning using cognitive & affective	3.86	Very Satisfactory
8.	Organize remedial classes for improvement	3.86	Very Satisfactory
9.	Promotes a spirit of cooperation	3.89	Very Satisfactory
10.	Uses varied tools in evaluating pupils	3.79	Very Satisfactory
Grand Mean		3.86	Very Satisfactory

Implementation of Teachers' Teaching Strategies under Urban Area

Table 2. Mean Rating of the Implementation of Teachers' Classroom Management under Urban Area in four Schools of Cotabato City Division

No.	Classroom Management	Mean	Description
1.	Ensures well-structured classroom	3.75	Very Satisfactory
2.	Uses motivation techniques to enhance	3.86	Very Satisfactory
3.	Establishes classroom policy	3.79	Very Satisfactory
4.	Assigns classroom cleaners	3.75	Very Satisfactory
5.	Allows pupils to participate in classroom discussion	3.93	Very Satisfactory
6.	Provides learning activities that meet individual differences	3.79	Very Satisfactory
7.	Keeps the classroom clean and order	3.86	Very Satisfactory
8.	Emphasizes pupil performance	3.75	Very Satisfactory
9.	Evaluates pupil performance	3.96	Very Satisfactory
10.	Designs classroom activities and the assignment that promotes cooperation	3.86	Very Satisfactory
Grand Mean		3.82	Very Satisfactory

Implementation of Teachers' Teaching Strategies under Rural Area

Table 3. Means Rating of the Implementation of Teachers' Teaching Strategies under Rural Area in Mamasapano South District Maguindanao 1 Division

No.	Teaching Strategies	Mean	Description
1.	Presents lesson as planned	3.43	Satisfactory
2.	Conveys ideas clearly	3.21	Satisfactory
3.	Relates lesson to real-life situation	3.61	Very Satisfactory
4.	Uses varied teaching techniques	3.46	Satisfactory
5.	Adopts participative approach	3.39	Satisfactory
6.	Motivate pupils to participate in class activities	3.54	Very Satisfactory
7.	Utilizes and uses the art of questioning using cognitive & affective	3.46	Satisfactory
8.	Organize remedial classes for improvement	3.21	Satisfactory
9.	Promotes a spirit of cooperation	3.29	Satisfactory
10.	Uses varied tools in evaluating pupils	3.25	Satisfactory
Grand Mean		3.38	Satisfactory

Implementation of Teachers' Classroom Management under Rural Area

Table 4. Mean Rating of the Implementation of Teachers' Classroom Management under Rural Area in Mamasapano South District Maguindanao 1 Division

No.	Classroom Management	Mean	Description
1.	Ensures well-structured classroom	3.21	Satisfactory
2.	Uses motivation techniques to enhance	3.14	Satisfactory
3.	Establishes classroom policy	3.43	Satisfactory
4.	Assigns classroom cleaners	3.68	Very Satisfactory
5.	Allows pupils to participate in classroom discussion	3.61	Very Satisfactory
6.	Provides learning activities that meet individual differences	3.46	Satisfactory
7.	Keeps the classroom clean and order	3.71	Very Satisfactory
8.	Emphasizes pupil performance	3.36	Satisfactory
9.	Evaluates pupil performance	3.50	Very Satisfactory
10.	Designs classroom activities and the assignment that promotes cooperation	3.32	Satisfactory
Grand Mean		3.46	Satisfactory

Difference of Teaching capabilities of Teachers in Urban and Rural areas

Table 5. The difference between the Teaching capabilities of Teachers in Urban and Rural areas

	Mean	t	df	Significant	Description
Urban	3.84				
Rural	3.41	1.49	27	.246	Not Significant
Difference	.43				

Conclusion

The study concludes that:

- Teachers in both urban and rural areas perform well, with slight differences in task implementation.
- Teachers in both areas should improve their teaching capabilities to produce competent students.

This suggests a need for ongoing professional development and support for teachers to enhance their skills and meet educational standards.

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Study 7

COPING WITH COVID-19: HOW PUBLIC SECONDARY SCHOOL PRINCIPALS ADAPT TO THE NEW NORMAL? I TARHATA S. GUIAMALON, HUSNA T. LUMAPENET, MOHAMAD S. KATOG, CANDIDATO L. KALIPA, SEMA G. DILNA

Study Design

This study explored the coping mechanisms and adaptations of public secondary school principals in the new normal education in Pikit, North Cotabato, Philippines. It sought to answer:

- How principals respond to cope with the new normal.
- How principals adapt to the new normal.

The study employed a phenomenological research design, using:

- Semi-structured interviews with 8 public secondary school principals.
- Recorded interviews for accurate data preservation.
- Thematic analysis to interpret narratives.

The study ensured data confidentiality, triangulation, and validation through respondent checking.

Findings of the Study

How the Public Secondary School Principals Respond in Order to Cope with the New Normal?

The study reveals that public secondary school principals in the new normal education employ various coping mechanisms, including:

- Flexibility and creativity (P3, P5, P6)
- Cooperation among teachers and giving feedback to learners (P1)
- Following DepEd orders and guidelines (P2, P7)
- Conducting meetings with PTA officials and staff
- SLAC sessions to address school needs
- Having linkages with stakeholders, including:
 - Home visits and conferences with parents
 - Sitio PTA meetings
 - Volunteerism
 - Maximizing online gadgets
 - Constant monitoring of student performance
 - Applying relevant strategies to suit student needs (P8, P4)

These strategies enable principals to effectively manage schools and address challenges in the new normal education.

How the Public Secondary School Principal Adopt the New Normal?

The study reveals that secondary school principals have mixed views on the effects of the COVID-19 pandemic on education. While some principals exhibit a positive outlook and adaptability, many express concerns about the negative impacts, including:

- Difficulty in ensuring learning outcomes due to limited teacher-learner interaction.
- Increased expenses for instructional materials.
- Ineffectiveness of distance learning for average and poor students.
- Concerns about the quality of learning and potential wasted time.
- Challenges in ensuring students' understanding and compliance with module contents.

Principals' sentiments range from finding it "relatively difficult" (P3) to calling it a "pestilence on educational system" (P7).

Discussion and Conclusions

The study concludes that public secondary school principals in Pikit, North Cotabato, Philippines, employ various coping mechanisms in response to the COVID-19 pandemic, including:

- Flexibility and creativity
- Cooperation among teachers
- Following DepEd orders
- Building community linkages

The study emphasizes the importance of school principals being adaptive leaders, prioritizing their own well-being, and fostering resilience to effectively manage challenges and ensure learning continuity. It also highlights the need for transformational and instructional leadership practices to drive school development during the pandemic.

The Department of Education's Basic Education Learning Continuity Plan is recognized as a crucial initiative to address pandemic-related education issues and gaps.



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Study 8

SOCIAL AND ECONOMIC DEVELOPMENT: STATE UNIVERSITIES AND COLLEGES' (SUC'S) CONTRIBUTION TO CREATIVITY SKILLS OF THE STUDENTS IN RECYCLING I TARHATA S. GUIAMALON

Study Design

This study investigates the effectiveness of State Universities and Colleges (SUCs) in Region XII, focusing on:

- Instruction and research functions
- Social and economic development of graduates
- Contribution of SUCs to graduates' development

The study tests two hypotheses:

- Ho1: Instruction function has no significant contribution to social and economic development.
- Ho2: Research function has no significant contribution to social and economic development.

The study aims to provide insights into the impact of SUCs on graduates' social and economic outcomes.

This study employed a descriptive-correlation research design to investigate the contribution of State Universities and Colleges (SUCs) in Region XII, Philippines, to social and economic development. The study:

- Selected 5 higher education institutions in the region.
- Surveyed 196 SUC alumni who were employed graduates.
- Utilized a validated and reliable questionnaire (reliability index of 0.94).
- Conducted informal random interviews and collected secondary data for validation.

Statistical analysis included:

- Descriptive statistics
- Pearson Product Moment Correlation Analysis
- Multiple Regression Analysis

The study aimed to determine the relationship between SUCs' instruction and research functions and graduates' social and economic development.

Findings of the Study

Instruction Function

The study evaluates the effectiveness of State Universities and Colleges (SUCs) in several areas:

- **Curricular Offerings:** SUCs implement CHED-compliant curricula (mean rating: 3.69), fostering analytical and critical thinking skills, as well as values like responsibility, patriotism, and honesty.
- **Supervision of Instruction:** Highly implemented (mean rating: 3.63), with faculty assessments including quizzes, projects, and performance tests, and program heads conducting classroom observations and evaluations.
- **Administrative Support for Instruction:** Rated highly (mean rating: 3.60), with provision of:
 - Conducive learning facilities (library, computer labs, internet)
 - Modern equipment (audio-visual)
 - Student services (medical, scholarships, financial assistance)
 - Prompt customer service

The findings suggest that SUCs provide a supportive learning environment, ensuring students' holistic development and employability.

Research Functions

The study evaluates the research capabilities of State Universities and Colleges (SUCs) in three areas:

- **Faculty Research Expertise:** Highly implemented (mean rating: 3.59), with faculty conducting research aligned with national development goals and needs of the service area.
- **Student Research Capabilities:** Highly implemented (mean rating: 3.58), with students trained and exposed to research activities, and required to conduct research related to their field of specialization.
- **Administrative Support for Research:** Highly implemented (mean rating: 3.59), with support including:
 - Allocation of funds for research activities
 - Establishment of links for funding support
 - Provision of facilities and equipment (internet, statistical software, ICT resources)
 - Opportunities for advanced studies and training for faculty
 - Conducive and well-equipped workplace

The findings suggest that SUCs provide a supportive research environment, equipping students with essential scientific experiences and skills, and preparing them for the workforce.

Social and Economic Development

The study reveals that SUC graduates exhibit a high level of:

- **Social Development** (mean rating: 3.60), demonstrated by:
 - Staying updated on national issues
 - Supporting government programs
 - Sharing resources with the less fortunate
 - Participating in community activities
- **Economic Development** (mean rating: 3.64), implied by their employment and contributions to the economy.

SUCs' Contribution to Social Development

- Strong correlation between instruction, research, and social development (R-value = 0.925).
- Instruction and research account for 84% of variance in social development.
- The model is significantly useful in explaining social development ($F = 32.11$, $p < 0.05$).

SUCs' Contribution to Economic Development

- Very strong correlation between instruction, research, and economic development (R-value = 0.997).
- Instruction and research account for 99.4% of variance in economic development.
- The model is significantly useful in explaining economic development ($F = 7277.78$, $p < 0.05$).

Recommendations

The study recommends that SUCs:

- Develop intensive programs focusing on job placement services.
- Address employment and career development concerns.
- Enhance graduates' social and economic development.

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Study 9

INTERNSHIP IN TIMES OF PANDEMIC: A QUALITATIVE PHENOMENOLOGICAL STUDY TARHATA S. GUIAMALON

Social Science Journal
INTERNSHIP IN TIMES OF PANDEMIC: A QUALITATIVE PHENOMENOLOGICAL STUDY

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Abstract

This study focuses on exploring the pre-service teachers' experiences in times of pandemic. Teaching in these limited times brought about feelings among pre-service teachers as they practiced and applied theories they had learned. New roles and responsibilities of pre-service teachers are rapidly evolving as a result of pedagogical adaptations from physical to virtual environments. They need to be creative and adapt their practices to keep students engaged, regardless of what struggles they are facing. Nurturing professional identities involves finding new ways of improving teaching skills through the use of technology. Practices in challenging when it comes to the internet connection. In fact, we all know that students who don't have access to internet at home still don't have learning for it. To cope with the struggles during internship in the new normal, pre-service teachers can take initiative. The ability to manage urgent situations immediately and avoid falling behind when unexpected events occur could be achieved through time management. Establishing good relationships with students and colleagues can lead to productive and effective work. Pre-service teachers may be exhausted, frustrated, and sad, but this is a temporary and uncertain situation. It is always gratifying to work with students from whom they wish to improve their studies in new ways. When we lack of how technology develops knowledge, competence and pedagogical skills, we see that it provides pre-service teachers with easy-to-access information, accelerated learning, and enjoyable opportunities to practice learned theories. They now have access to a broader range of knowledge thanks to technological advancements. Innovation-related experiences have been linked to learning progress. Innovation-related experiences have been linked to learning progress. Pre-service teachers should learn how to apply their knowledge and abilities by considering fundamental practice conditions, communication, teamwork, problem solving, and decision making. Pre-service teachers benefited from the interesting learning environment in the new normal. They learn to value their time and are motivated to continue to a lifelong learning process. Because learning a new skill is a great way to stay motivated. They learn to navigate themselves by determining the best time to push themselves beyond their comfort zone. They recognized the value of a growth-oriented mindset. Their self-directed learning plan is related to their primary learning objectives.

Keywords: Internship, Pre-service Teachers, Transition, Struggles.

1. Introduction

The Cebu State University (CSU) is a state-owned University located in Cebu City, Philippines that caters students from Central Mindanao. CSU is envisioned to be a

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world class development hub for sustainable, inclusive, and transformative peace and development in Southern Philippines. It is mandated to produce science and technology professionals and peace development advocates; promote and undertake research and economic, general research, and provide progressive leadership in the fields of specialization [1].

One of its academic units is the College of Teacher Education (CTE) with initial offering was Bachelor of Science in Industrial Education (BSIE) and Associate in Food Technology (AFT) offering of SY 1984-1985. However, the BS in Industrial Education curriculum was changed by virtue of BOST Resolution No. 111, s. 1999 to Bachelor in Secondary Education with major specialization of Technology Livelihood Education (TLE), Mathematics, English and Music, Arts, Physical Education and Health (MAPEH) effective first semester of SY 1999-2000. To enrich and refine the curricular offerings of the college, as required by the Commission on Higher Education (CHED) and guided by CHED 78, series of 2017, the college extended the BSIE major to TLE area Bachelor of Technology and Livelihood Education with two options, industrial arts and home economics effective SY 2018-2019. The first batch of the program undergoes its major requirements of pre-service teaching.

Throughout this program, the students will acquire knowledge, skills, and foundational education necessary for practicing as a teacher. Since acquire skills and knowledge in specialized training. Usually, students will understand how learning processes contribute to learning outcomes. Four, adopt a variety of teaching methods that will ensure effective learning in any environment. Fifth, maintain and apply ethical and professional standards. The final objective is to gain appropriate training in extension and research in order to engage in effective and workable programs related to community outreach.

In light of this, it is essential to explore how pre-service teachers experience their internships in the midst of COVID-19 pandemic. The result of this study will be used by the CTE, particularly the CTE and other stakeholders such as the supporting schools in enhancing instructional practices, creating learning environment and improve the programs and activities.

2. RELATED STUDIES

Pre-service teachers are college students who are looking to become teachers. In order to ensure success of the career development, a teacher needs not only solid training but also periodic training. Teacher education, however, is viewed as a continuous process with two phases: pre-service and in-service. Pre-service teachers are those who are studying to become teachers and practice that include psychology, educational philosophy, and sociology of education that are useful in teaching specific subjects. The second type of learning is experiential learning. In this type of learning, reflection is key to learning. In 1984, David Kolb developed the Experiential Learning Theory, which was influenced by other great theorists such as John Dewey and Kurt Lewin. According to him, participation and discovery are essential components of knowledge construction. He proposes a four-stage experiential learning theory: concrete learning, reflective doing, abstract conceptualization, and active participation.

People around the globe have returned to routines and activities after shelter-in-place orders were lifted. Technology has enabled people to stay in touch during this pandemic. In the Philippines, the "new normal" has brought about massive changes in the teaching process. *Res Militaris*, vol.12, n.6, Winter 2022

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Study Design

This study explores pre-service teachers' internship experiences during the COVID-19 pandemic using a phenomenological research design. The research aims to: Understand pre-service teachers' experiences and challenges during the pandemic, and Gather insights to enhance instructional practices, learning environments, and program development.

The study involves 22 pre-service teachers from the Bachelor of Technology Livelihood Education program. Ethical considerations include:

1. Obtaining voluntary consent from participants.
2. Ensuring confidentiality and anonymity.
3. Informing participants about the study's purpose, commitment, and right to withdraw.

Opportunities Provided by the New Normal

Pre-service teachers identified several opportunities and benefits from their experience in the new normal:

Development of Skills

1. Pedagogical skills: They learned new techniques and strategies to develop their teaching skills.
2. Technological skills: They became more proficient in using educational technology, including digital resources and online platforms.
3. Time management and multitasking: They developed the ability to manage their time effectively and multitask, balancing school and household responsibilities.

Personal Growth

1. Independence: They learned to be self-sufficient and independent in their practice.
2. Self-initiative: They developed the ability to take initiative and seek out opportunities for growth and development.
3. Confidence: They gained confidence in their ability to teach and adapt to new situations.

Professional Development

1. Continuous learning: They recognized the importance of ongoing learning and professional development.
2. Mentorship: They benefited from the guidance and support of their mentors, who helped them develop their skills and confidence.
3. Flexibility and adaptability: They learned to be flexible and adapt to new situations, including the use of technology in teaching and learning.

Overall, the new normal presented pre-service teachers with opportunities to develop their skills, grow as professionals, and become more confident and independent educators.

Conclusion

The new normal has presented pre-service teachers with a mix of challenges and opportunities, ultimately yielding valuable experiences that foster growth and development.

As they navigate their practicum, technological literacy emerges as a crucial component in enhancing their ability to adapt to various practicum settings. By embracing technology and developing essential skills, pre-service teachers can bolster their self-worth and self-efficacy, ultimately becoming more effective and confident educators.

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Findings of the Study

Experiences of Pre-service Teachers in Times of Pandemic

The pre-service teachers shared their experiences and feelings about their internship during the pandemic:

1. Challenges: Difficulty adapting to educational technology, managing students, and coping with the new normal.
2. Emotions: Excitement, happiness, stress, and exhaustion.
3. Positive aspects: Opportunities to learn, gain experience, and develop skills despite challenges.

Some notable statements from pre-service teachers include:

- "Being a pre-service teacher in the new normal is not easy..."
- "I'm still learning and I know I'm close to the top of success..."
- "It provides me with the opportunity to experience how to manage students..."
- "Challenges are fun in spite of these issues..."

Changes of Roles and Responsibilities as Pre-Service Teachers

The pre-service teachers shared their experiences with the changes in roles and responsibilities:

1. New Responsibilities: Imparting knowledge, teaching concepts, and managing digital technologies.
2. Adjustments: Adapting to new schedules, roles, and responsibilities after a long break.
3. Growth: Taking ownership of work, being more determined, and developing time management skills.

Some notable statements from pre-service teachers include:

- "I am glad to be able to perform my responsibilities as a pre-service teacher. I enjoy teaching because I've experienced being one." (Pre-Service Teacher No. 1)
- "Because we haven't been to school in a long time, sometimes it's just a matter of getting used to roles and responsibilities. It's true that there are changes affecting our schedules, but I'm slowly adapting all the adjustments and changes that I have to comply with all the responsibilities I have." (Pre-Service Teacher No. 2)

Transition of the Virtual Class From Physical Classroom Environment

The pre-service teachers faced challenges in the virtual classroom, including:

1. Technical issues: Slow internet connections, difficulty reaching instructions, and lack of access to devices.
2. Communication barriers: Difficulty communicating with students and mentors, particularly when not all students are online or have access to cellphones.
3. Preference for physical environment: Many pre-service teachers prefer face-to-face interactions, finding it easier to manage and receive feedback.

Study 10

USING FLEXIBLE LEARNING DESIGN IN TEACHING ENGLISH: NARRATIVES OF FIRST-YEAR COLLEGE STUDENTS OF SOUTHERN PHILIPPINES AMIDST PANDEMIC | ARBAYA H. BOQUIA

Study Design

This study contributes to the limited research on students' experiences with flexible learning in English language instruction. The findings have implications for educators, policymakers, and stakeholders seeking to improve flexible learning programs and support students' needs.

This study used a qualitative approach, specifically phenomenology, to explore students' experiences. It analyzed responses from 10 freshmen students in Bachelor of Public Administration and Bachelor of Science in Community Development programs. The study used purposive sampling and one-on-one interviews to gather data. The interviews were recorded, transcribed, and analyzed for themes.

Findings of the Study

Experiences of Students in Using Flexible Learning Design

The study explores students' experiences with flexible learning design during the COVID-19 pandemic. Key findings include:

Positive experiences:

1. Independent learning: Students developed self-study skills using online resources.
2. Flexibility: Students appreciated balancing work, study, and family responsibilities.

Negative experiences:

1. Limited access to technology: Students faced challenges with internet connectivity and device accessibility.
2. Lack of interaction: Students missed face-to-face interactions struggling with online discussions and language practice.

Coping strategy:

1. Support system: Students relied on peers, friends, and family for assistance and emotional support.

Overall, students adapted to flexible learning, leveraging its benefits while navigating challenges.

Students' Favorable Experience in Teaching English Using Flexible Learning

Independent Learning

The study reveals that students developed independent learning skills during the pandemic's shift to flexible learning. Despite initial unpreparedness, students adapted and thrived in this environment. Key findings include:

- Students learned to study independently, utilizing online resources like Google.
- They developed self-motivation and productivity, managing their time effectively.
- Students improved their ICT skills, mastering online platforms and tools.
- They recognized the importance of reading and self-directed learning.

This independent learning approach enabled students to take ownership of their education, developing essential skills for lifelong learning. The study highlights the benefits of online education in promoting student autonomy and self-efficacy.

Flexibility

Flexibility played a significant role in the students' learning experience during the pandemic. Flexible learning allowed students to:

- Manage their time effectively, balancing classes, work, and family responsibilities.
- Attend classes while working or taking care of children.
- Work part-time jobs while pursuing their education.

The students appreciated the flexibility, citing benefits such as:

- Ability to attend classes despite having work or family commitments.
- Opportunity to pursue education that might not have been possible otherwise.
- Ability to care for children while attending online classes.

Limited Access to Technology

The study sheds light on the technological challenges students encounter in flexible learning, particularly limited access to devices and poor internet connectivity. Many students struggle to afford smartphones or laptops, while weak signals, frequent disconnections, and slow internet speeds further hinder their learning experience. This is evident in students' experiences, such as delayed task submissions, missed online classes, and reliance on borrowed devices or public Wi-Fi. These issues are not isolated to the Philippines, as similar challenges are faced by students in other Southeast Asian countries, highlighting the need for reliable internet and device access to prevent exacerbating existing inequalities in online learning.

Poor Peer Communication

The study highlights challenges in online language classes, including a lack of peer-to-peer interaction, limited engagement, and difficulty with group activities. Students miss spontaneous conversations and interactions with peers and teachers, and many are hesitant to participate or share ideas in online discussions. Some students also don't cooperate in group activities, leading to unequal workload distribution. These issues affect student satisfaction, participation, and achievement of learning outcomes. To address these challenges, teachers can design interactive, student-centered activities, encourage participation through regular reminders and prompts, and make online sessions dynamic and engaging. By adopting effective strategies, teachers can enhance student engagement and language learning outcomes in online classes.

Coping Strategies of the Students during the Covid-19 Pandemic

Students employed various coping strategies to overcome the challenges of flexible learning during the pandemic. The primary strategy was relying on a support system, which included:

1. Downloading lessons and materials from Google Classroom.
2. Using Google search to learn more about subjects.
3. Asking classmates, friends, and relatives for help.

Students also utilized Facebook group chats to discuss lessons and clarify doubts. Additionally, they would access pre-recorded videos and e-modules uploaded by teachers when internet connection permitted. These strategies enabled students to adapt to the flexible learning environment and mitigate challenges such as poor internet connectivity.

Implications

The COVID-19 pandemic prompted a sudden shift from face-to-face instruction to online learning, resulting in varied student experiences. While some struggled with poor internet connectivity, lack of devices, and limited peer interaction, others benefited from the flexibility, developing autonomous learning skills, improving reading abilities, and enhancing ICT skills. Despite its challenges, flexible learning proved convenient during the crisis. However, the study suggests that it may not fully replace traditional face-to-face instruction, particularly for students reliant on financial aid, like those at Cotabato State University.

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Study 11

ADMINISTRATIVE COMPETENCE OF SCHOOL HEADS OF THE MINISTRY OF BASIC, HIGHER AND TECHNICAL EDUCATION (MBHTE) IN BANGSAMORO AUTONOMOUS REGION IN MUSLIM MINDANAO (BARM) | AMIRA T. HASIM, TARHATA S. GUIAMALON, ARBAYA H. BOQUIA

Study Design

This study aimed to assess the administrative competence of school heads in the Ministry of Basic, Higher, and Technical Education (MBHTE). Specifically, it sought to determine the administrative competence of elementary school heads in terms of school leadership, parent involvement and community partnership, school management, professional development, and operations, personal attributes, and effectiveness.

The study employed a descriptive survey design, involving 174 teachers from selected public elementary schools in Maguindanao and Cotabato City. A total complete enumeration sampling technique was used, and the survey instrument was based on the National Competency-Based Standards for School Heads, adapted to fit the MBHTE context. Measures of central tendency (means) were used to describe the objectives.

The study also ensured ethical considerations were met, obtaining ethics approval prior to data collection. Participants were fully informed about the study's intent, commitment level, and their right to withdraw. Voluntary consent was obtained, and participants' identities were kept confidential.

Findings of the Study

The administrative competence of school heads in terms of school leadership.

The study assessed the administrative competence of school heads in terms of school leadership, with respondents rating them as "Highly Competent" overall (mean score of 3.64). The school heads excelled in:

1. Assisting teachers and students in understanding problems and identifying solutions (mean score of 3.78)
2. Ensuring proper allocation and utilization of resources (mean score of 3.74)
3. Demonstrating co-ownership of and personal responses to identified issues (mean score of 3.67)

Other areas of strength included:

1. Analyzing problems critically and objectively
2. Providing timely and specific feedback to teachers
3. Conducting instructional supervision
4. Aligning school activities with the school's vision and mission

The study suggests that school heads are effective leaders who support teachers' growth and development, empower them to handle challenges, and foster a positive school climate.

The administrative competence of school heads of parents' Involvement And Community Partnership.

The study evaluated the administrative competence of school heads in terms of Parent Involvement and Community Partnership. The respondents rated the school heads as "Highly Competent" overall (mean score of 3.60). The school heads excelled in:

1. Encouraging parents and community members to participate in improvement planning (mean score of 3.70)
2. Conducting dialogues and meetings with stakeholders (mean score of 3.66)
3. Organizing programs to promote learning (mean score of 3.63)

Other areas of strength included:

1. Discussing school progress and goals with the community
2. Establishing sustainable linkages with other sectors and agencies
3. Promoting the school's image
4. Conducting dialogues for teacher, learner, and parent training

The only area rated as "Competent" (mean score of 3.49) was establishing school and family partnerships to promote student performance. The study suggests that school heads are effective in building community partnerships and fostering inclusive school communities.

Administrative Competence of School Heads in terms of School Management and Operation.

The study evaluated the administrative competence of school heads in several areas:

School Management and Operation:

- School heads excelled in overseeing school operations, preparing financial reports, and managing resources.
- School heads excelled in observing the award system, communicating effectively, and demonstrating integrity.

The study suggests that school heads are effective leaders who support teachers' growth, foster a positive school climate, and promote community partnerships.

Conclusion

The elementary school heads of the Ministry of Basic, Higher, and Technical Education in the Bangsamoro Autonomous Region in Muslim Mindanao demonstrate high administrative competence, excelling in areas such as school leadership, parent and community involvement, school management, and personal and professional attributes.

Recommendations

1. To enhance school heads' leadership performance, prioritize administrative competence, particularly school leadership, through targeted programs, activities, seminars, and training.
2. Implement a capacity development program tailored to the MBHTE context for school heads in each school division.
3. Future Research Directions:
 - a. Investigate factors influencing school heads' leadership skills through correlational analysis.
 - b. Explore best practices of school heads in strengthening administrative competence to inform intervention programs.

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Study 12

GRADUATE STUDENTS' EXPERIENCES, ISSUES, AND CONCERNS DURING THE COVID-19 PANDEMIC | TARHATA S. GUIAMALON, ARBAYA H. BOQUIA

Study Design

This study explores the experiences of postgraduate students during disruptions, specifically the COVID-19 pandemic, and identifies their issues and concerns. The research focuses on the graduate students at Cotabato State University's Graduate School, aiming to investigate their experiences and understand how they cope with pandemic-related challenges.

The study employed a qualitative approach, using in-depth interviews with open-ended questions to gather data from 35 Doctor of Philosophy in Educational Administration students. The participants consisted of 20 males and 15 females who were part of the program during the 2021-2022 academic year. Content analysis was used to analyze the data, which involved coding and theme identification.

The data collection process utilized an interview form with three open-ended questions: experiences in graduate school during the pandemic, issues or concerns about graduate studies, and coping mechanisms for challenges. The audio recordings were transcribed, coded, and analyzed for themes. Throughout the research process, the study adhered to research protocols and ethics.

Findings of the Study

Graduate School Students' Experiences

The data collected from the interviews were transcribed and analyzed to identify patterns and significant utterances, revealing three thematic clusters: time management, work-life balance, and stress management. A total of 22 codes were identified, with 10 codes under time management, 8 codes under work-life balance, and 4 codes under stress management. These themes provide insight into the students' experiences during the pandemic.

Themes	Number of Codes
Time Management	30
Work-life balance	25
Stress Management	10

Issues and Concerns Related to Time Management

The time management theme highlights graduate students' issues, including:

1. Excessive workload and school requirements (25 participants)
2. Insufficient time for assignments and requirements (20 participants)
3. Limited interaction due to poor internet connections (13 participants)
4. Limited time for research work and consultation (11 participants)

Student statements illustrate these challenges:

- Overwhelming school work and deadlines (S1, S2)
- Difficulty balancing work and academic responsibilities (S3)
- Internet access issues affecting online participation (S)

Issues and Concerns Related to Work-life Balance

The work-life balance theme highlights graduate students' struggles with balancing multiple responsibilities. Key concerns include:

1. Balancing work, school, and study time (30 participants)
2. Managing social obligations (25 participants)
3. Finding time for relaxation (10 participants)
4. Maintaining health (8 participants)
5. Fulfilling responsibilities (5 participants)

Student quotes illustrate these challenges:

- Difficulty balancing work and academic schedules (S5)
- Missing social events and family gatherings (S6)
- Lack of time for relaxation and self-care (S7)
- Physical and mental exhaustion (S8)
- Juggling multiple responsibilities for career advancement (S9)

Issues and Concerns Related to Stress Management

The study highlights graduate students' struggles with work-life balance, stress management, and multiple responsibilities. Despite challenges, students recognize the importance of completing their Ph.D.s for career advancement. Key findings:

1. Students juggle work, class, family, and personal responsibilities.
2. Stress management is crucial, especially during challenging times.
3. Students prioritize their Ph.D.s for competitiveness and career growth.

These struggles highlights in several studies and the importance of balance, self-care, and stress management for students' well-being and success.

Conclusion

The study concludes that despite challenges in time management, work-life balance, and stress management, graduate students' issues and concerns can be addressed through effective strategies. By implementing effective time scheduling, prioritizing tasks, setting boundaries, and establishing rules to stay on track, graduate students can better manage their responsibilities and improve their overall well-being.

Future research directions:

The pandemic's impact on education presents opportunities for growth and resilience. Future studies can build on this research, providing insights for a stronger education system.

1. Investigate learning gains and skill development.
2. Examine teachers' performance, leadership, and resource management.
3. Explore curriculum mapping, review, and auxiliary service improvements.

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Study 13

SCHOOL READING CLINIC: A READING INTERVENTION TO SUPPORT CARE FOR NON-READERS (CNR) PROGRAM | MARIA SOCORRO AGNES CEDEÑO, MARILYN G. BILLONES

Study Design

In the Midsayap school cluster, advisers identify non-readers and struggling readers across high school and senior high school levels. These students are referred to the Reading Clinic Teacher-Moderator for intervention. However, no study has assessed the status and implementation level of Reading Clinics in the Cotabato division. This study aimed to fill this gap using a mixed-methods approach, combining qualitative and quantitative descriptive survey methods. The study gathered feedback from selected public high schools in Midsayap, specifically Arizona High School, Kimagango High School, Salunayan National High School, and Villarica National High School. The researcher used complete enumeration to select respondents directly involved in Reading Clinic implementation. This study presents the assessment of the Reading Clinic's inventory status.

Findings of the Study Inventory Status of the Reading Clinic in Terms of Facility

The study reveals that medium-sized public high schools' Reading Clinics have facilities for reading intervention, but ICT facilities are inconsistent. Key findings:

1. Sufficient books and reading materials are available (mean=3.32).
2. Lighting facilities are evident (mean=3.20).
3. Ventilation facilities are available (mean=2.95).
4. ICT facilities are less evident (mean=2.68), indicating inconsistency across schools.

The study suggests that Reading Clinics are not fully responsive to changing educational needs, particularly in technology integration. This aligns with existing research emphasizing the importance of comfortable, safe, and technologically equipped learning environments (Lackney, 2020) and the need for reading clinics to adapt to digital advancements (Mckenna & Waipole, 2007).

Status of the Reading Clinic in Terms of Funding

The study reveals that funding for Reading Clinics is limited. Key findings:

1. Donations are a source of funding (mean = 2.91).
2. Allocation of funds from MOOE (Maintenance and Other Operating Expenses) is evident but limited (mean = 2.86).
3. Funding from NGOs (Non-Government Organizations) is less evident (mean = 2.00).
4. Funding from LGU (Local Government Units) is minimal (mean = 1.86).

The funding for Reading Clinics is a challenge, hindering the implementation of programs and facilities. This is crucial as students' and teachers' well-being depends on the quality of their physical environment (Pen State University, 2017).

Status of the Reading Clinic in Terms of Reading Resources Support

the availability of reading resources in Reading Clinics. Key findings:

1. Reading magazines (mean = 3.41) and displayed reading charts (mean = 3.14) are evident.
2. Multi-media reading materials (mean = 2.70) and Big Books (mean = 2.59) are somewhat available.
3. Mechanical and electronic gadgets (mean = 2.27) are less evident.

The results indicate that reading resources are scarce and not well-supported. This contradicts the DepEd's aim to establish Reading Centers, which currently only cater to elementary schools. The findings highlight the need for more resources, especially for secondary-level Reading Clinics.

Level of Attainment of the Reading Clinic Objectives

The Key Findings on the attainment of Reading Clinic objectives:

1. Developing literacy skills (mean = 3.34) and improving reading speed and comprehension (mean = 3.32) were attained.
2. Developing reading habits among students received the lowest mean (3.23), indicating that non-readers still lack the drive to read independently.

The results indicates that the Reading Clinic objectives were attained. However, the study reveals that non-readers, mostly high school students, didn't reach grade-level proficiency or develop a reading habit. The findings suggest that the Reading Clinic's effectiveness is limited by the students' existing reading gaps and habits.

Reading Strategies

The instructional strategies in Reading Clinics. Key findings:

1. Integrating reading across curriculum areas (mean = 3.27).
2. Designing reading lessons to meet readers' needs (mean = 3.20).
3. Lowest-rated strategy: Using ICT (mean = 2.84), consistent with the Scarcity of ICT facilities.

The results highlight the potential limitation of ICT integration in Reading Clinics due to resource constraints.

Assessment Techniques

Assessment techniques in Reading Clinics. Key findings:

1. Conducting inventory of reading ability (mean = 3.36).
2. Assessing progress using pencil-and-paper tests (mean = 3.30).
3. Lowest-rated practice: Maintaining a database reading profile (mean = 2.93), likely due to limited ICT facilities.

The results highlight the importance of assessment in identifying struggling readers and informing instruction, but also reveal challenges in maintaining digital records due to resource constraints.

Monitoring and Evaluation

The results of the implementation of monitoring and evaluation strategies in Reading Clinics include:

- Monitoring program progress (mean = 3.18).
- Discussing progress among teachers and parents (mean = 3.18).
- Providing timely feedback (mean = 3.18).
- Lowest-rated practice: Reporting analysis of evaluation results (mean = 3.09), suggesting inconsistent reporting among Teacher Moderators.

Recommendations

- The Department of Education should allocate funds for Reading Clinic implementation and hire full-time Teacher Moderators, enhance the CNR program, and provide computers and internet connectivity to middle-sized schools.
- School Administrators should establish partnerships with Local Government Units and Non-Government Organizations for potential funding.
- Teacher Moderators, language teachers, and parents should collaborate to support non-readers and ensure their participation in intervention sessions.
- The Parents and Teachers Association should prioritize building a separate room for the Reading Clinic in the School Improvement Plan.
- Teacher Moderators and parents should promote reading advocacy and encourage parents to support their children's reading habits.
- Future researchers should conduct similar studies in remote areas with a wider scope.

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GRADUATE EDUCATION PROGRAMS: ITS RELATION TO GRADUATES WORK COMPETENCIES IN THE WORKPLACE | TARHATA S. GUIAMALON

Study Design

This study examines the relevance of CCSPC Graduate College's education programs to graduates' workplace competencies. It specifically looks at the appropriateness of the graduate programs, the level of work competencies among graduates, and the relationship between the two. The study hypothesizes that there's no significant relationship between graduate education programs and workplace competencies. A descriptive research design with correlation analysis was used, surveying 73 graduates from 2015-2016 to 2019-2020. A self-constructed questionnaire with a 4-point Likert Scale assessed program appropriateness and work competencies while maintaining confidentiality and anonymity.

Findings of the Study

Appropriateness of Graduate Education Program

The study assess the appropriateness of a graduate education program. Respondents rated various aspects of the program highly, indicating that they found the curriculum relevant and applicable to their work. The program's approaches, dynamics, and instructions were deemed appropriate, and respondents felt well-prepared to tackle various challenges in their field. The study suggests that the program is effective in developing students' intellectual behavior and preparing them for their roles.

Graduates Work Competencies

The study assess the work competencies of graduates. Respondents rated themselves "highly competent" in various areas, including:

- Conceptual thinking
- Organizational awareness
- Technical expertise
- Decision-making
- Oral and written communication
- Personal planning and organizational skills
- Problem-solving
- Community awareness and engagement
- Facilitating collaborative relationships

The results suggest that graduates are applying practical skills and experiences in their workplaces, and can work effectively with others and address challenges. The study highlights the importance of collaboration between stakeholders, including students, schools, policymakers, and industry partners, in achieving employability.

Relationship of Graduate Education Programs to Graduates Work Competencies in the Work Place

The results reveal a significant correlation between graduate education courses and graduates' work competencies in the workplace. The correlation coefficient of 0.463 indicates a moderate positive relationship between the two variables. The significance probability of .000, which is significant at the 0.01 level, confirms that the relationship is statistically significant.

The rejection of the null hypothesis suggests that there is a significant relationship between the graduate education courses and the graduates' work competencies in the workplace. This implies that the appropriateness of graduate education courses has a direct impact on the competency of graduates in their workplace.

In practical terms, the findings suggest that if graduate education courses are highly appropriate, graduates tend to exhibit high levels of work competency. This underscores the importance of ensuring that graduate education programs are relevant, effective, and aligned with the needs of the workplace.

The implications of this study are significant for educators, policymakers, and employers. It highlights the need for graduate education programs to be designed and delivered in a way that equips graduates with the skills and competencies required in the workplace. By doing so, graduates can make a meaningful contribution to their organizations and achieve their full potential.

GRADUATE EDUCATION PROGRAMS: ITS RELATION TO GRADUATES WORK COMPETENCIES IN THE WORKPLACE

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Abstract

Improving the quality of graduate education is the Higher Education Institutions' (HEI's) main objective. One way of knowing the quality is determining the graduates' appropriateness and the graduates' work competencies in the workplace. It will help the higher education institutions to get feedback and to know their position in terms of efficiency in providing knowledge to students. It will be used for curriculum development and reform to determine the education curriculum appropriateness to enhance graduates' work performance. The graduates were identified as respondents of the study. These graduates were approached and asked to participate in the study. They were informed of the nature and purpose of the study. The findings revealed a significant relationship between graduate education courses and the graduates' work competencies in the workplace. This finding implies that if the graduate education courses offering were highly appropriate and its graduates' work competencies tended to be highly competent. It was concluded that the Graduate College of Cotabato City State Polytechnic College (CCSPC) pursued and implements its education programs with pre-requisites courses which were sequentially and logically arranged to meet the needs of its students so that students develop a better understanding of the requirements of the workplace concerning the development of work competencies.

Keywords: Graduate Education Program, Appropriateness, Work competencies

1 INTRODUCTION

A graduate's weakness and feedback can obtain by a tracer study. This may help the institution in improving its curriculum and instruction and other services for students. Kelodnon (2010) opined that conducting graduate tracer study helps the private higher education institutions in determining their status in terms of programs and services efficiency in providing relevant knowledge and skills to students. Zembere and Chinyama (1996) discussed that the main objectives of a tracer study is to investigate the transition process from higher education to the graduates' employment status. Schomburg (2003) opined graduate study to analyze the relationship between higher education and work and work competencies.

Heebu (2014) argued that evaluation studies provide useful guides that help make meaningful choices among alternatives and can help educational institutions strengthen and clear some doubts about education programs. On the other hand, Abimbola & Bada (2017) also opined that this evaluation involves situation analysis to help institutions determine the students' strengths and weaknesses in or adapt to in improving the student's performance. They further asserted that it would help curriculum planners identify challenging aspects of the curriculum and select future learning experiences.

Employability to Yorke (2006) defines it as a concept of a wider range than those of 'core' and 'key' skills. He further argued that employability is a collection of capacities or achievements, which constitute a necessary but not sufficient condition for gaining employment. In addition, Edigbonya & Oyadongha (2013) described employment as a group of important skills instilled in each individual to produce a productive workforce. Moreover, according to Robinson (2000) employability skills are the necessary skills needed for

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Conclusion

The CCSPC Graduate College effectively designed and implemented its education programs, ensuring a logical and sequential arrangement of courses that catered to students' needs. By doing so, students developed a comprehensive understanding of workplace requirements, enabling them to acquire the necessary work competencies. This approach allowed students to progress through their program in a cohesive and structured manner, ultimately preparing them for success in their chosen profession.

Recommendations

- The Graduate College should develop a program to enhance students' skills in research, practical planning, time management, analytical thinking, and reflective evaluation.
- Benchmarking against international universities' best practices in graduate college management should be conducted.
- Teachers' instructional processes, methodologies, and learning opportunities should be revisited to ensure quality instruction.
- A scheme should be designed to increase faculty involvement in research, presentation, and publication.
- Linkages with universities, NGOs, and government agencies should be strengthened to provide support and assistance to faculty, students, and the graduate college's operations.

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Study 15

EFFECTS OF INSTRUCTIONAL STRATEGY IN INTEGRATING LOCAL ACTIVITIES IN STUDENTS' PARTICIPATION IN MATHEMATICS SUBJECT IN SECONDARY SCHOOL

PEMBAIN H. SOLAIMAN, JOMAR U. UNGGAD

Study Design

The study explores the impact of instructional strategies incorporating local activities on secondary school students' participation and achievement in mathematics. It aims to investigate the relationship between these strategies and students' participation and achievement. The study addresses three key questions: the extent to which teachers use local activity-based instructional strategies, the level of student participation in math classes, and the correlation between instructional strategies and student participation. Using a descriptive-correlational research design, the study will examine the relationship between these variables among 100 public and private secondary school students and teachers in Cotabato City, implemented from August to November 2021.

Findings of the Study

Instructional Strategy in Integrating Local Activities in Mathematics Teaching.

The study's findings comprehensively highlight the effectiveness of teachers in integrating local activities into mathematics instruction. The results indicate that teachers predominantly employ strategies that "highly manifest" the incorporation of local contexts, with the most prominent approach being the use of questioning techniques to gauge students' understanding. Conversely, the study reveals that teachers could improve in terms of providing differentiated instruction to cater to students with varying learning abilities.

This comprehensive insight into teachers' practices underscores the importance of contextualizing mathematics education to enhance student engagement and learning outcomes. By integrating local activities, teachers can create a more relevant and meaningful learning experience for their students.

The study's findings also suggest that teachers are aware of the significance of making mathematics more accessible and applicable to real-life situations. This awareness is reflected in their efforts to incorporate local activities into their instructional practices.

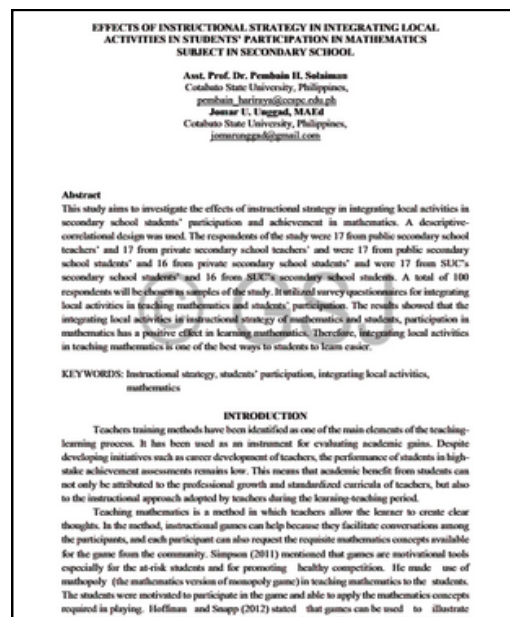
Overall, the study provides valuable insights into the ways in which teachers can effectively integrate local activities into mathematics instruction, highlighting both strengths and areas for improvement. These findings can inform professional development initiatives and educational policy, ultimately contributing to enhanced student learning outcomes in mathematics.

Students' Participation in Mathematics Subject.

The results reveal that students are actively participating in mathematics classes, with the majority of respondents indicating a high level of participation. The top-rated statement, "Tells their teacher what they have learned," suggests that students can articulate their understanding of the lesson material. This indicates that students are engaged and able to reflect on their learning.

Conversely, the lowest-rated statement, "Discovers procedures to solve complex problems," implies that students may not be encouraged to think critically or explore alternative solutions. Instead, they tend to rely on the procedures explained by their teachers. This highlights an area for improvement, as promoting problem-solving skills and encouraging students to explore different approaches can enhance their mathematical proficiency. The overall mean score of 3.689, described as "Highly Manifested," confirms that students are generally participative in mathematics classes. This finding is consistent with existing research, such as the studies cited by Hill, Rowan & Ball (2005), Quimbo (2003), and Suan (2014), which emphasize the importance of teacher quality, engagement, and student participation in achieving excellent mathematical results.

To further enhance student participation and learning outcomes, teachers could consider incorporating more open-ended and problem-solving activities that encourage students to think critically and explore different solutions. By doing so, teachers can create a more engaging and challenging learning environment that fosters students' mathematical development.



Relationship of Instructional Strategy to Students' Participation in Mathematics

- There is a significant positive relationship between instructional strategy and student participation, with a Pearson correlation coefficient of 0.352. This indicates a moderate positive correlation between the two variables.
- The significance level (p-value) of 0.000 is less than the critical value of 0.01, indicating that the correlation is statistically significant at the 0.01 level. This suggests that the relationship between instructional strategy and student participation is not due to chance.
- The results imply that effective instructional strategies are associated with increased student participation. As instructional strategies improve, student participation tends to increase. This finding highlights the importance of employing effective instructional strategies to promote student engagement and participation.

Conclusion

The study concludes that integrating local activities into instructional strategies significantly influences students' participation in mathematics. When teachers use effective, student-centered, and relevant activities, students are more likely to be motivated and participate actively in the subject.

Recommendation

- School administrators should support teachers' professional development through seminars, trainings, and workshops to enhance their confidence and instructional skills in teaching mathematics.
- Teachers should collaborate and share ideas on effective instructional strategies for teaching mathematics, promoting a supportive community that fosters student-centered learning.

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Study 16

TEACHERS' PRACTICES TOWARD CULTURAL REPRESENTATIONS IN AN EFL TEXTBOOK: PREPARING STUDENTS FOR A GLOBAL EXPERIENCE | DIAN NOVITA, MOH. YAMIN, WAHYU TAUFIQ, SEMA G. DILNA

Study Design

This study explores how Indonesian junior high school teachers respond to cultural representations in international EFL textbooks, specifically to prepare students for a global perspective. The research employs a qualitative case study design, involving seventh-grade English teachers at a private school in East Java, Indonesia. The teachers used both the national EFL textbook "Bahasa Inggris 'When English Rings a Bell'" (2017) and the international textbook "Global English Coursebook 7" (2014). Data collection involved observations and post-observation interviews to examine the teachers' practices regarding cultural representations in the textbooks.

Findings of the Study

Participants' Practices toward Cultural Representations in the International EFL Textbook

The study highlights two teachers' (T1 and T2) practices in incorporating cultural representations from an international EFL textbook into their classrooms. Key findings include:

- T1 and T2 encouraged students to connect their local culture with foreign cultures, promoting cross-cultural understanding.
- They used comparative approaches, such as discussing Eid al-Fitr and Lebaran Day, to facilitate student engagement.
- Teachers believed that relating new information to students' personal experiences and cultures enhanced their participation and understanding.
- By exploring diverse cultures, teachers aimed to foster students' appreciation and awareness of differences, promoting active engagement in English language learning.

These practices demonstrate the teachers' efforts to contextualize learning, increase student motivation, and develop cultural awareness.

Discussions

The discussion highlights teachers' efforts to integrate cultural elements into their EFL instruction, fostering students' cultural awareness and language skills. Key findings include:

- Teachers adapted local textbooks to incorporate international perspectives, promoting global understanding.
- Cultural integration enhanced students' engagement and language learning.
- Comparative approaches facilitated connections between foreign and local cultures.

The study supports existing research emphasizing the importance of cultural inclusion in language education. Recommendations for educators include:

- Incorporating diverse cultural content in instructional materials.
- Fostering students' cultural awareness and expression.
- Using comparative approaches to facilitate cross-cultural understanding.

By adopting these strategies, educators can create inclusive and engaging language learning environments.



Conclusion

The study's key findings highlight the effectiveness of teachers' practices in incorporating cultural representations from an international EFL textbook. By employing a comparative approach, teachers enhanced students' linguistic and cultural knowledge, promoting active participation and engagement. The study's results underscore the importance of cultural awareness and balanced cultural knowledge in language education.

- To build upon these findings, future research should prioritize:
- Larger, more representative sample sizes to increase generalizability.
- Exploring students' perspectives on cultural integration in ELT lessons.

Indonesian policymakers can apply these insights to develop cultural integration regulations in English teaching curricula, enhancing students' language skills and cultural awareness.

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Study 17

THE COOPERATIVE LEARNING USING WHITEBOARD ANIMATION FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE | WAHYU TAUFIQ, DIAN NOVITA, SEMA G. DILNA

Study Design

This qualitative case study explores the implementation of whiteboard animation with cooperative learning in EFL classrooms, involving a junior high school English teacher and ninth-grade students in East Java, Indonesia. The study aims to investigate the teacher's practices and students' experiences with this approach.

Key aspects of the study include:

- Qualitative research method with a case study design.
- Purposive sampling strategy.
- Data collection through observation and post-observation interviews.
- Focus on a single teacher with six years of experience and certification in whiteboard animation.

The study's findings can contribute to understanding effective teaching methods and technology integration in EFL education.

Findings of the Study

The classroom management

Pre-Teaching

The study highlights the teacher's effective implementation of cooperative learning with Whiteboard animation in an EFL classroom. Key aspects include:

- Pre-teaching preparation: selecting relevant lessons, creating lesson plans, and ensuring student engagement.
- Cooperative learning approach: student-centered, fostering collaboration between the teacher and students.
- Whiteboard animation: used to display animated EFL materials, enhance engagement, and facilitate learning.

The teacher's lesson plan included:

- Warm-up and ice-breaking activities
- Group discussions and practice
- Presentations and individual worksheets
- Reflection and conclusion

The study demonstrates the potential of cooperative learning with Whiteboard animation to enhance student engagement and language learning outcomes

During Teaching

The teacher effectively implemented cooperative learning with Whiteboard animation in the EFL classroom, following four stages:

- Material explanation: Teacher delivered material on "Asking for Repetition" using Whiteboard animation.
- Group learning: Students studied in groups, deepening their understanding of the material.
- Assessment: Group tests assessed each group's ability.
- Group recognition: Outstanding groups received recognition and awards, motivating them to excel.

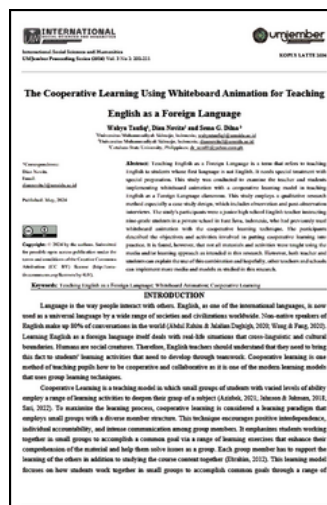
The teacher also used worksheets for individual assessment, helping students reinforce their understanding of vocabulary and writing skills. This approach promoted collaborative learning, student engagement, and motivation.

After Teaching

The teacher's reflection after teaching highlighted the importance of reflection in improving learning quality and promoting personal growth. Key aspects include:

- Student feedback: The teacher sought feedback from students, who expressed satisfaction with the lesson and appreciated the engaging exercises.
- Reflection for growth: The teacher aimed to help students develop self-awareness, recognizing their strengths, weaknesses, and values.
- Positive perception: Both the teacher and students had a favorable view of incorporating Cooperative Learning with Whiteboard animation in the EFL classroom.

This approach fostered a supportive learning environment, encouraging student engagement and motivation.



The View Point of Teachers

The teacher's viewpoint highlights the benefits of using Whiteboard Animation in an EFL classroom:

- Ease of use: Whiteboard Animation provides engaging visuals, making it easy for the teacher to present subject matter.
- Enhanced student engagement: Combining Whiteboard Animation with cooperative learning encourages students to present, discuss, and work in groups.
- Access to resources: The internet offers abundant materials, saving the teacher time and effort.
- Improved student retention: The teacher believes that Whiteboard Animation helps students retain information better than traditional exercises.
- Effective presentation: The graphics presented through Whiteboard Animation aid students' understanding.

The teacher's experience with cooperative learning and Whiteboard Animation has streamlined the teaching process, allowing for more effective lesson planning and delivery.

The View Point of Students

The students' viewpoint highlights the benefits of Cooperative Learning with Whiteboard Animation in the EFL classroom:

- Improved understanding: Students found that Whiteboard Animation helped them understand the material, and they could repeat and discuss it with group members.
- Positive interdependence: Students recognized the importance of teamwork, individual accountability, and mutual support.
- Enhanced speaking skills: Group projects and presentations improved their speaking skills and confidence.
- Appreciation for visual aids: Students liked that Whiteboard Animation provided pictures related to the text, making it easier to understand.

The students seemed to appreciate the collaborative learning approach and the use of technology, which made the learning process more engaging and effective.

Conclusion

The study's findings emphasize the importance of effective teaching strategies and technology integration in enhancing student learning outcomes. By adopting cooperative learning approaches and utilizing multimedia tools like Whiteboard animation, educators can create engaging and interactive learning environments that promote student collaboration, motivation, and understanding. Furthermore, providing teachers with training and support to effectively integrate technology can significantly impact the success of these initiatives. Ultimately, fostering a collaborative and technology-rich learning environment can lead to improved student outcomes and a more enjoyable learning experience.

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Study 18

TEACHING ENGLISH IN BLENDED LEARNING MODALITIES: ITS RELATION TO THE STUDENTS' COMMUNICATIVE COMPETENCE | AL - JALIL U. BALAHIM, ARBAYA A. HARON

Study Design

This study explores the relationship between teaching English through blended learning modalities and students' communicative competence. Despite existing research on blended learning's benefits and challenges, there's a notable gap in understanding its impact on communicative competence, particularly in the Philippine context. The study aims to fill this gap by investigating the extent of teaching English through modular distance learning, online distance learning, and TV-based instruction, as well as students' oral and written communicative competence. It also examines the correlation between blended learning modalities and communicative competence, providing valuable insights for effective implementation in higher education. By shedding light on this relationship, the study contributes to the development of more effective language instruction methods.

Findings of the Study

Teaching English in the Blended Learning Modalities in terms of Modular Distance Learning, Online Distance Learning, and TV-Based Instruction

Modular Distance Learning

The study revealed that teaching English through modular distance learning is highly effective, with teachers demonstrating strong instructional design and delivery. Specifically, teachers create weekly home plans aligned with the Most Essential Learning Competencies (MELCs), check and retrieve learners' answer sheets, and prepare answer keys, all contributing to a high level of effectiveness. This approach allows students to learn at their own pace, promoting a student-centered learning environment. The modular distance learning is highly evident in effective teaching. However, challenges such as a lack of resources, student struggles with self-study, and parental guidance can impact the implementation of modular distance learning. Despite these potential challenges, the study suggests that modular distance learning can be an effective approach to teaching English, particularly when instructional content is well-designed and aligned with learning competencies.

Online Distance Learning

The study found that online distance learning is highly evident in teaching English, with an overall mean score of 4.52. Specifically, providing online learning materials has the highest mean score of 4.56, indicating that teachers frequently use online resources to make learning convenient and accessible. Monitoring student progress has a mean score of 4.48, showing that teachers regularly track students' advancement. These findings suggest that online distance learning enables teachers to deliver quality instruction, increase student accessibility, and promote independent learning. By leveraging technology, teachers can provide engaging and effective learning experiences, ultimately enhancing student outcomes.

A descriptive correlational design to investigate the relationship between teaching English through blended learning modalities and students' communicative competence. The respondents were 50 private English teachers from six secondary schools in Maguindanao, Philippines, selected based on their consistent use of blended learning modalities. The schools included Sultan Kudarat Islamic Academy, Ibn Taimiyah Foundation College, Illana Bay Integrated College, Notre Dame of Parang, The Easter Joy Inc., and Shariff Awliya Academy. A total population sampling method was used, where all English teachers from the selected schools were surveyed. The participants were distributed across the schools, with Sultan Kudarat Islamic Academy having the highest number of participants (20) and The Easter Joy Inc. having the lowest (3).

TV-Based Instruction

The study found that TV-based instruction is effective in teaching English, with an overall mean score of 4.35. Specifically, incorporating technology for reinforcement had the highest mean score of 4.40, indicating that educational TV programs can enhance student learning. Additionally, TV instruction accommodates different learning styles, such as visual, auditory, and kinesthetic learning, with a mean score of 4.26. These findings suggest that TV-based instruction can provide students with a broader range of learning experiences, exposing them to new topics and ideas beyond the classroom. By leveraging TV-based instruction, teachers can supplement traditional teaching methods and cater to diverse learning needs.

Students' Communicative Competence in terms of Oral Communicative Competence and Written Communicative Competence

Oral Communicative Competence

Blended learning has a positive impact on students' communication skills, with the highest mean score of 4.34 indicating enhanced communication abilities. Additionally, blended learning improves students' learning engagement, 2nd language communication (mean score of 4.28), and promotes collaborative learning (mean score of 4.22). Furthermore, blended learning also improves students' oral proficiency, with a mean score of 4.02. Overall, the results suggest that blended learning is an effective approach to developing students' communication skills, language proficiency, and collaborative abilities.

Written Communicative Competence

The study found that blended learning significantly enhances students' written communicative competence, with an overall mean score of 4.44. Specifically, blended learning improves written learning skills and promotes autonomy in writing, with the highest mean score of 4.54. Additionally, blended learning enables students to articulate thoughts clearly in written form (mean score of 4.38) and improves content, organization, vocabulary, and language use in writing (mean score of 4.38). Blended learning also promotes reflective learning, with a mean score of 4.38. These findings suggest that blended learning is an effective approach to developing students' writing skills and communicative competence.

Relationship Between Teaching English in Blended Learning Modalities and the Students' Communicative Competence

The study revealed a significant correlation between teaching English through blended learning modalities and students' communicative competence. Specifically, TV-based instruction showed strong correlations with both oral and written communicative competence, with Pearson correlation coefficient values of 0.744 and 0.734, respectively. The results also indicated that blended learning modalities, including modular distance learning and online distance learning, were significantly correlated with students' communicative competence. The null hypothesis, which stated no significant relationship between blended learning and communicative competence, was rejected. This implies that effective implementation of blended learning modalities can lead to improved communicative competence in students. Overall, the study highlights the potential of blended learning to enhance students' language skills and communicative abilities.

Conclusion

The study concludes that blended learning modalities have a positive impact on students' communicative competence by catering to different learning styles and needs. The combination of modular distance learning, online distance learning, and TV-based instruction provides students with opportunities to develop their language skills, including oral and written communication, through various instructional approaches. The study's findings suggest that blended learning promotes self-discipline, autonomy, and real-time feedback, which are essential for effective communication.

The study's limitations, such as the small sample size and specific context, are acknowledged, and future research directions are recommended. The study recommends that education officials and school administrators work to improve the delivery of blended learning modalities, sustain programs that support flexible learning, and encourage the use of blended learning to meet the needs of diverse learners. By implementing these recommendations, educators can better support students' language development and communicative competence in a variety of learning environments.

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Study 19

ADMINISTRATION OF ACADEMIC SUPPORT SYSTEM AND ACHIEVEMENT OF DESIRED OUTCOMES OF STUDENT AFFAIRS AND SERVICES IN HIGHER EDUCATION: A CORRELATIONAL INQUIRY | JOANIE T. HARAMAIN

Study Design

This study explores the relationship between learner-centered academic support systems and student outcomes in higher education institutions in the Philippines. It employed a quantitative research design, utilizing a self-made survey questionnaire to collect data from a random sample of 350 college students from Cotabato State University. The study aims to provide insights into the effectiveness of learner-centered academic support systems in achieving desired student outcomes.

Key aspects of the study include:

- Quantitative research design
- Random sampling of 350 college students
- Self-made survey questionnaire for data collection
- Focus on learner-centered academic support systems
- Exploration of the relationship between support systems and student outcomes

Findings of the Study

Relationship amidst proper balance between rights of educational institution and student rights and administration of academic support system

The study found a significant positive correlation between the administration of learner-centered academic support systems and the attainment of desired outcomes in student affairs and services. Specifically:

- Academic support system administration has a strong positive correlation (p-value = 0.901, significance level = 0.000) with achieving the desired outcome.
- Student development administration also has a significant positive correlation (p-value = 0.899, significance level = 0.000) with achieving the desired outcome.
- Institutional programs and services administration has the strongest positive correlation (p-value = 0.971, significance level = 0.000) with achieving the desired outcome.

These findings suggest that effective administration of learner-centered academic support systems, student development, and institutional programs and services is crucial for achieving desired outcomes in student affairs and services. The study's results can inform strategies for improving student outcomes in higher education institutions.

Relationship between improvement of the quality of student affairs and services and administration of academic support system

The study found significant positive correlations between the administration of academic support systems and the achievement of desired outcomes in student affairs and services. Specifically:

- Student welfare has a moderate positive correlation (p-value = 0.654) with achieving the desired outcome.
- Student development has a moderate positive correlation (p-value = 0.685) with achieving the desired outcome.
- Institutional programs and services have a strong positive correlation (p-value = 0.780) with achieving the desired outcome.

All correlations are statistically significant at the 0.01 level, indicating a strong relationship between the effective administration of academic support systems and the enhancement of student affairs and services.

Relationship between access to quality, relevant, efficient, and effective student affairs and services and administration of academic support system

The study found moderate positive correlations between the administration of academic support systems and the attainment of desired outcomes in student affairs and services, specifically:

- Student welfare (p-value = 0.583)
- Student development (p-value = 0.624)
- Student programs and services (p-value = 0.683)

All correlations are statistically significant at the 0.000 level, indicating a strong relationship between effective administration of academic support systems and promoting access to quality student affairs and services.

Relationship between reinforcement of student development and student welfare and administration of academic support system

The study found significant positive correlations between the administration of academic support services and the attainment of desired outcomes in student affairs and services, specifically:

- Academic support services (p-value = 0.631)
- Student development (p-value = 0.675)
- Institutional programs and services (p-value = 0.697)

All correlations are statistically significant at the 0.01 level, indicating a strong relationship between the effective administration of academic support services and the support of student development and welfare.

Relationship between provision of holistic approach for student affairs and services and compliance with the minimum requirements and administration of academic support system

The study found significant positive correlations between the administration of:

- Academic support services (p-value = 0.533)
- Student development (p-value = 0.578 (p-value = 0.000)
- Student programs and services (p-value = 0.608)

with the achievement of student affairs and services objectives, specifically ensuring a holistic approach and compliance with minimum requirements.

All correlations are statistically significant at the 0.01 level, indicating a moderate positive relationship between effective administration and achievement of objectives.

Relationship between the overall desired outcomes of student affairs and services and administration of academic support system

The study found a highly significant positive correlation between the overall attainment of desired outcomes in student affairs and services and the extent of management and administration of:

- Student welfare (Pearson Coefficient = 0.736, p-value = 0.000)
- Student development (Pearson Coefficient = 0.773, p-value = 0.000)
- Institutional programs and services (Pearson Coefficient = 0.835, p-value = 0.000)

These findings indicate a strong relationship between effective administration of student affairs and services and the attainment of desired outcomes, including:

- Balancing institutional and student rights
- Improving quality
- Promoting access
- Supporting student development and welfare
- Ensuring a holistic approach

The results suggest that effective management and administration of student affairs and services are crucial for achieving desired outcomes.

Conclusion

The study concludes that effective administration of academic support systems significantly influences desired outcomes in student affairs and services. Key findings highlight the importance of:

- Prioritizing student welfare and well-being
- Fostering collaboration between academic and student affairs
- Enhancing quality of student affairs and services
- Supporting student development and holistic growth
- Allocating resources for effective support services

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