

1ST S4SES INTERNATIONAL CONFERENCE 2022



**1st International Conference of
the Society for Strategic Education Studies, Inc.**
(Virtual via Zoom)

Hosted by
The College of Education, Silliman University
24-25 August 2022

Education in Crisis: Dispositions and Problem-Solving Strategies Amid the COVID-19 Pandemic

Strands

Administrative Concerns

Pedagogical Approaches

Technological Affordances

Student Engagement

Parental Involvement

AUGUST 24-25, 2022

Hosted by Silliman University College of Education

IN COOPERATION WITH THE
NATIONAL COMMISSION FOR CULTURE AND THE ARTS





MESSAGE

3 Distinguished lectures
15 papers on administrative concerns
46 papers on Pedagogical Approaches
17 papers on Technological Affordances
32 papers on Student Engagement and Parental involvement
1 pandemic

Such is the story unfolding before us. It is a story of contradictions, empowerment, resilience, silence, and agency amid an education crisis spawned by a pandemic. Ours is a story woven from various voices and interwoven by our common desire to share our narratives around an online campfire, knowing that when we leave this space, our voices shall have taken flight, or at least resisted being still or stilled.

COVID-19 may have been the pandemic that shut down the world. It may have locked down "1.6 billion schoolchildren globally... compounding the learning crisis poorer countries were already facing" (World Bank, 2020). It may have caused a learning loss so colossal that it may consequently lead to the loss of expected lifetime earnings of up to \$3.2 trillion, or more more than one-eighth of developing Asia's GDP prior to the pandemic (ADB, 2021). However, at the heart of this pandemic are stories that need to be told, conversations that need to be heard, if only for us to engage in rhizomatic articulations of our narratives, and hopefully contribute to the humanizing of a potentially dehumanizing experience. We hope that the personal and collective conversations in and through this conference would contribute toward to this end, and co-create or recreate a new beginning.

Gina Fontejon Bonior, PhD, LPT

Conference Co-convenor

Dean, College of Education

Silliman University

Board Member, Society of Strategic Education Studies (S4SES)

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S4SES

Executive Board 2021-2022

STAFF

S4SES – SU IC 2022 IC Committee Heads

BACKGROUND



S4SES

About the Society for Strategic Education Studies (S4SES)

S4SES was officially registered with the Philippine Securities and Exchange Commission on 6 July 2017, and the organization has been actively pursuing its vision for transformative education in the last five years.

Its history dates back to 8 July 2013, when its founders launched its working group called Educational Anthropology Network (EdAnthroNet), comprised of academics and students aligned with the Anthropological Association of the Philippines to uphold and strengthen the place of foundations of education in teacher preparation in the country. In celebration of Anthropology Day, EdAnthroNet held a one-day workshop on “Conversations on Culture and Education” at the UP College of Education. Its next step aimed to broaden and deepen social awareness of anthropology for the public interest. Thus, during the Philippine Anthropology Week in September 2013, the group launched an exhibit on Isabelo de los Reyes as an educational anthropologist-at-large at the UP College of Education. In July 2014, we collaborated with the UP College of Music in conducting “Sama-Samang Paglikha: Improbisasyon,” a workshop for high school students of the Old Balara Christian Community School in Quezon City. In July 2015, we ran a workshop entitled “Teachers as Action Researchers: A training Seminar-Workshop” for the Tarlac Agricultural University. In April 2016, the S4SES gave a workshop titled “Introduction to Research in Music Education” at the Philippine Normal University collaborated with the Philippine Society for Music Education. Last 2019, the organization gave a seminar on gender sensitivity in research among the Tarlac Agricultural University faculty of colleges of arts and sciences, teacher education, veterinary medicine, business, tourism, engineering, and agriculture/forestry.

Since the COVID-19 pandemic in 2020, the organization has been active in providing fora called Saysay-Serye streamed on the S4SES YouTube channel. Discussions on contextualization policy enactments in music, big books, and enterprise education, as well as teacher emotional agency, have been presented.

As its contribution to the increasing knowledge production on issues in teaching and learning, the Society for Strategic Education Studies (S4SES) enjoins its membership and the general academic community to submit individual as well as panel proposals towards the fleshing out of the theme, Dispositions and Problem-Solving Strategies amid the COVID-19 Pandemic.

The COVID-19 pandemic has heightened the educational crises faced by teachers, administrators, students, parents, families, colleagues, and other stakeholders in education in the Philippines and other settings. On the other hand, the pandemic also created spaces for initiatives and creative solutions to address the crises such as administrative concerns, pedagogical approaches, technological affordances, student engagement, and parental involvement. Such challenges have generated dispositions as forms of strategic responses, otherwise known as agency, from the aforementioned stakeholders. Mediated by historical, personal, social, political, and economic conditions, agency is the capacity of actors to critically and creatively respond to problematic situations.

This conference creates a platform where various stakeholders in education in various contexts could engage in a conversation about their experiences and observations on the educational crises spawned by the pandemic. The conference strands fall under the theme “Dispositions and Problem-Solving Strategies amid the COVID-19 Pandemic.”

The strands include, but are not limited to, the following:

Administrative concerns (e.g. dropout rate of students; educational leadership; teacher recruitment, attrition, and burn-out; teaching internship/student-teacher deployment in practicum; educational policies in flexible teaching-learning modalities; quality assurance; public/private partnership; assessment of learning loss)

Pedagogical Approaches (e.g. quality of learning; cheating; redefinition of teaching; issues of individual/personal learning; teaching-learning and assessment practices; Alternative Learning System (ALS); challenges of the current flexible teaching-learning modalities, e.g., modular, online, blended, (a)synchronous, subject-area issues and challenges in the new normal; shadow education such as tutorials, and review services)

Technological Affordances (e.g. technology/facilities in learning; inequality in education/better access to good technology in learning; learning management systems; digital competence and digital literacy)

Student Engagement (e.g. uncertainty and apprehension going back to the new normal; mental health of learners; discipline, motivation, and time management; disability and the flexible teaching-learning modalities)

Parental Involvement (e.g. teacher-parent dynamics; school-home relationship; homeschooling; unschooling; affordability/ accessibility of education; gendered roles and stereotypes; overparenting; parental surveillance; parental (dis)engagement)

This conference creates a platform where various stakeholders in education in various contexts could converse about their experiences and observations on the educational crises spawned by the pandemic. The Conference hopes to generate multi-stranded, personal narratives that enrich our explorations of context-sensitive dispositions and agencies.

DISTINGUISHED SPEAKERS



DAY 1

Wednesday, August 24, 9:00 – 11:30 am



CARMELA C. ORACION, PHD

Director

Ateneo Center for Educational Development (ACED)



FIDEL R. NEMENZO, DSC

Chancellor

University of the Philippines Diliman

DAY 2

Thursday, August 25, 8:30 – 9:30 am



HOPE ANTONE, EDD

Director

Faculty Development United Board for Christian Higher Education in Asia (UBCHEA), Hongkong

CONFERENCE PROGRAM OVERVIEW



DAY 1

(August 24) AM Philippine Standard Time (GMT+8)

8:30 – 9:00 AM OPENING PROGRAM

Lupang Hinirang
Silliman Song
Silliman Presents
Welcome Remarks

Betty Cernol McCann, PhD
President, Silliman University

Opening Remarks

Eufracio C. Abaya, PhD
Conference Co-Convenor
President, Society for Strategic
Education Studies (S4SES)
University of the Philippines Diliman;
Ateneo de Manila University

9:00 – 10:00 Distinguished Lecture 1

Open Forum
Awarding of Certificate
Moderator: Maria Mercedes Arzadon, PhD
University of the Philippines – Diliman

Carmela C. Oracion, PhD
Director, Ateneo Center for Educational
Development (ACED)

10:00 – 10:15 Break

10:15 – 11:15 Distinguished Lecture 2

Open Forum
Awarding of Certificate
Moderator: Warlito Caturay, PhD
Silliman University

Fidel R. Nemenzo, DSc
Chancellor, University of the Philippines
Diliman (UPD)

11:15 – 11:30 Announcements & Instructions

11:30AM – 1:00 NOON BREAK

CONFERENCE PROGRAM OVERVIEW



DAY 1

(August 24) PM Philippine Standard Time (GMT+8)

1:00 – 1:30 PM

About S4SES and Silliman University College of Education

1:30 – 2:30 PM

Parallel Session
Panels

1a,1b,1c,1d,1e,1f

Administrative Concerns Strand

(e.g. dropout rate of students; educational leadership; teacher recruitment, attrition, and burn-out; teaching internship / student-teacher deployment in practicum; educational policies in flexible teaching/learning modalities; quality assurance; public/private partnership; assessment of learning loss)

2:30 – 3:30 PM

Parallel Session
Panels

2a,2b,2c,2d,
2e, 2f,2g,2h

Pedagogical Approaches A Strand

(e.g. quality of learning; cheating; redefinition of teaching; issues of individual/personal learning; teaching-learning and assessment practices; Alternative Learning System (ALS); challenges of the current flexible teaching-learning modalities, e.g., modular, online, blended, (a)synchronous, subject-area issues and challenges in the new normal; shadow education such as tutorials, and review services)

3:30 – 4:30 PM

Parallel Session
Panels

2i,2j,2k, 2l,2m,
2n,2o,2p

Pedagogical Approaches B Strand

CONFERENCE PROGRAM OVERVIEW



DAY 2

(August 25) AM Philippine Standard Time (GMT+8)

8:30 – 8:45 AM Greetings
Synthesis

Edwin F. Linesses, PhD

De La Salle University – Dasmarias

8:45–9:30AM Distinguished Lecture 3

Hope Antone, EdD

Director, Faculty Development

United Board for Christian Higher Education in
Asia (UBCHEA), Hongkong

Open Forum

Awarding of Certificate

Moderator: Jocelyn Timbol-Guadalupe, PhD

University of the Philippines

09:30 – 10:30 AM

Technological Affordances Strand

Parallel Session Panels

3a,3b,3c,3d,3e, 3f

(e.g. technology/facilities in learning; inequality in education/better access to good technology in learning; learning management systems; digital competence and digital literacy)

10:30 – 11:30 AM

Student Engagement / Parental Involvement Strands

Parallel Session Panels

4a,4b,4c,4d,4e,4f,

4g,4h,4i,4j,4

(e.g. uncertainty and apprehension going back to the new normal; mental health of learners; discipline, motivation, and time management; disability and the flexible teaching-learning modalities) (e.g. teacher-parent dynamics; school-home relationship; homeschooling; unschooling; affordability/accessibility of education; gendered roles and stereotypes; overparenting)

11:30AM – 12PM CLOSING PROGRAM

Presentation of Awards and Certificates

Closing Remarks

Earl Jude Paul L. Cleope, PhD

Vice-President for Academic Affairs

Silliman University

Acknowledgments

Gina Fontejon Bonior, PhD

Conference Co-convenor

S4SES Board Member

Dean, College of Education, Silliman University

Evaluation

Asst. Prof. Joshua Soldivillo, Silliman University

Master of Ceremony

Administrative Concerns			
1:30-2:30	Panel 1a	Panel 1b	Panel 1c
	1:30-1:45	1:30-1:45	1:30-1:45
1:30 - 1:45	Challenges in a Remote Virtual Accreditation of a Philippine Private Higher Educational Institution: Perspectives from Delegative Leaders Jay R San Pedro, Maria Eliza Cruz iACADEMY	A comparison of employee expectations from reality regarding the role of the HR department of Silliman University, before and during COVID-19 Lily Ann D. Bautista, Silliman University	Academic, Personal, and Administrative Support in an Online Learning of State Universities and Colleges in Camarines Sur, Philippines, Maria Wendy M. Solomo, Partido State University
	1:45-2:00	1:45-2:00	1:45-2:00
1:45 - 2:00	Please Don't Stop the Music: Measuring Impact as Quality Assurance in Music Teacher Education Anna Patricia Rodriguez-Carranza, University of the Philippines	Job Satisfaction of Newly-Hired English Teachers in a Public School during the Pandemic: A Bio-Ecological Case Study Khristian Ross P. Pimentel, Ferlinda A. Gatchalian, Christine Tica, Mika Ella Perez, and Lizamarie Campoamor-Olegario, University of the Philippines Diliman	School Principal Administrative-Supervisory Leadership During a Pandemic: A Phenomenological Qualitative Study John Michael Sasan, Osias Kit Kilag, and Francisca T. Uy, PAU Excellencia Global Academy Foundation, Inc.
	2:00-2:15	2:00-2:15	2:00-2:15
2:00 - 2:15	Addressing Teacher Workload Adversities for Better Teaching Performance: A Case Study of a Private School in Cavite, Philippines Christian L. Banal, University of the Philippines Los Baños	Occupational Burnout, Job Satisfaction, and COVID-19 Impact on Quality of Life of Selected College Teachers Therese Erika A. Gomez, Eric C. Las, Jr. and Plaridel D. Tison, Jr., Colegio San Agustin-Bacolod	School Heads' Extent of Curriculum Implementation Challenges in the New Normal and their Leadership Performance Teofan C. Gallosa, Silliman University
Moderator	Anna Patricia Rodriguez-Carranza	Khristian Ross P. Pimentel	Jasper Eric Catan
Tech. Assistant	Alfie Arcelo	Jan Cynth Palama	Steve Binarao

Administrative Concerns			
1:30-2:30	Panel 1d	Panel 1e	Panel 1f
	1:30-1:45	1:30-1:45	1:30-1:45
1:30 - 1:45	COVID-19 Impact on Quality of Life, Mental Health, and Coping Strategies of Basic Education Teachers in a Catholic Private Institution, Margaux Amiel S. Salavante, Tash Erika Morin, and Plaridel D. Tison, Jr., Colegio San Agustin-Bacolod	The Pre-Service Teachers' Uphill Climb in the New Normal: Stories to Tell Ana Marie Siagpo, Cebu Technological University, Moalboal Campus	Mapping the Professional Advancement Practice of Antipolo HHS Teachers: Basis for Developmental Coaching Josephine C. Reynoso, Divina S. Victorino, and Khristian Ross P. Pimentel, Antipolo National High School
	1:45-2:00	1:45-2:00	1:45-2:00
1:45 - 2:00	"My Work Never Ends": Understanding TeacherMoms' Multiple Role Experiences Evalyn C. Adan-Garcia, Isabela State University	Quality of Life During the COVID-19 Pandemic and Psychological Well-Being of Teachers in Selected Schools in Cadiz City, Negros Occidental Lyn Rae M. Vallejo, Iriz Mitchelle V. Villarosa, and Plaridel D. Tison, Jr. Colegio San Agustin-Bacolod	Research-Practice Partnership in Advancing the Research Mandate of Higher and Basic Education in the Philippines Eric Joyce DC Grande and Margorie A. Lomioan, University of the Philippines Los Baños and Department of Education-Kalinga
	2:00-2:15	2:00-2:15	2:00-2:15
2:00 - 2:15			Research-Practice Partnership in Advancing the Research Mandate of Higher and Basic Education in the Philippines Eric Joyce DC Grande and Margorie A. Lomioan, University of the Philippines Los Baños and Department of Education-Kalinga
Moderator	Marlon Espedillon	Lana Narciso	Rolando Jr. Villamero
Tech. Assistant	Aurielle Lisa Maypa	Jade Montemayor	Janice Antoniette Forster

Pedagogical Approaches A

2:30-3:30	Panel 2a	Panel 2b	Panel 2c	Panel 2d
	2:30-2:45	2:30-2:45	2:30-2:45	2:30-2:45
2:30-2:45	Offering Transformational Leadership Modules in Leadership Courses: Importance of Inspirational Content during the Pandemic Aliza Racelis, Virata School of Business, University of the Philippines Diliman	Experiences of Physical Education Teachers on Students' Performance Assessment in Times of COVID-19 Pandemic Ariel F. Banting, Bataan Peninsula State University	SLICE in Basic Medical Education: An Ateneo de Manila University, School of Medicine and Public Health Experience in Hybrid Teaching Ariel Jose U. Ampil, Ateneo de Manila University, School of Medicine and Public Health	Modular Distance Learning: Student Encountered Problem Alhisan Jemsy, Mindanao State University Tawi-Tawi College of Technology and Oceanography
	2:45-3:00	2:45-3:00	2:45-3:00	2:45-3:00
2:45-3:00	Transforming Education in an Age of Disruption: An Autoethnography on Learning Autonomy Leoncio Olobia, Leyte Normal University	Assessment of key critical thinking dispositions in Kenya's secondary schools education: Towards a self-directed learner in transition to remote post-COVID-19 education Cosmas Masega Ongesa, University of Nairobi	Different Learning Scenarios Impacting the Scale of Learning Loss in College Students of West Bengal, India During COVID19 Pandemic Aniruddha Chatterjee Varbi Roy, and Dr. Samrat Bhattacharjee, Scottish Church College, 1 and 3 Urquhart Square, Kolkata, West Bengal, India	Parents' Perceptions of Modular Learning: Understanding the Transition to Distance Learning Gerralyn B. Manabat, Don Honorio Ventura State University
	3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15
3:00-3:15	Transformative Learning Videos in the Context of Vlogging: A Participatory Action Research Amidst the COVID-19 Pandemic Sherwin P. Batilantes, Malay National High School	Learning Assessment in Modular Distance Learning Class: Challenges Encountered by Faculty Members Alhisan Jemsy, Mindanao State University Tawi-Tawi College of Technology and Oceanography	Quality Education: Challenges, Effects and Lessons of the COVID-19 Pandemic among selected College Students in UPVTC Mickyle Jeob Mangada, University of the Philippines Visayas Tacloban College	Narrative Inquiry on the Use of Teacher-Made Module in Oral Communication in Context Clarice Joy P. Palencia, ISCOF-San Enrique Campus
Moderator	Anna Patricia Rodriguez-Carranza	Khristian Ross P. Pimentel	Lana Narciso	Dominique Maquiran
Tech. Assistant	Alfie Arcelo	Jan Cynth Palama	Steve Binarao	Aurielle Lisa Maypa

Pedagogical Approaches A				
2:30-3:30	Panel 2e	Panel 2f	Panel 2g	Panel 2h
	2:30-2:45	2:30-2:45	2:30-2:45	2:30-2:45
2:30-2:45	Synchronous and Asynchronous Teaching in Science and the Performance of the BSSED Sciences Students Fatima Amira D. Abdurajak, Mindanao State University Tawi-Tawi College of Technology and Oceanography	Gamification in Education: The Motivation-Exploration –Implementation Theory Cyril A. Cabello, Cebu Technological University – Moalboal Campus	Exploring Teachers’ Perceptions on Pupils’ Social Skills in Blended Learning Approach in Day Care Centers Remcci Joyce C. Alingastre, Don Honorio Ventura State University	Experiences in Teaching Mathematics in an Inclusive Classroom Environment During Pandemic Desiree L. Diagro, Rizal Technological University
	2:45-3:00	2:45-3:00	2:45-3:00	2:45-3:00
2:45-3:00	EDMODO: Its Effectiveness as a Platform for Blended Learning Among Pre-Service Teachers Roulette Cordevilla, Normina Batucan, Vincent Banot, Louis Edmond Maravilla, & Jonah Mavel Velez, Negros Oriental State University	Differentiated Instruction as Strategy in Teaching Lifestyle and Weight Management: A Quasi-Experimental Study Jingoy D. Taneo Cebu Normal University	Learning without Learning in the New Normal: College Education Students Lived Experiences in Blended Learning Modality Kristy N. Ando Cebu Technological University-Moalboal Campus	COVID-19 and the Micro Teaching Experience in Physical Education among Teacher Trainees, University of Nairobi, Kenya Ruth Mugo Kahiga University of Nairobi
	3:00-3:15	3:00-3:15	3:00-3:15	3:00-3:15
3:00-3:15	Mentoring Junior High School English Teachers in Increasing Student Motivation in Online Classes Rolando C. delos Reyes II University of the Philippines Diliman	Improving Students’ Mastery in Solving Like and Unlike Signed Fractions with the Use of Music and Video Tutorials: An Action Research Mirasol Sabandal, Cebu Technological University – Moalboal Campus	The Lived Experiences Aged Instructors in Online Classes: Their Struggles and Coping Mechanisms Kaila Kristine Z. Quiñanola Cebu Technological University – Moalboal Campus	The English Classroom Learners in Silent Mode: Understanding the Roots Flordelice G. Pedrera, UM-Tagum College
Moderator	Elve Nasvik	Lady Flor Partosa	Warlito Jr. Caturay	John Rubio
Tech. Assistant	Jade Montemayor	Janice Antoniette Forster	Neil Anthony Milijan	Junmar P. Buling

Pedagogical Approaches B

3:30-4:30	Panel 2i	Panel 2j	Panel 2k	Panel 2l
	2:30-2:45	2:30-2:45	2:30-2:45	3:30-3:45
3:30-3:45	Readiness and Competency towards Interactive Remote Teaching among Private Secondary School Language Teachers in the District of Trece Martires City during the Pandemic Donna F. Alenain, Shiela Mae C. Apilan, Alana Marees G. Doloso, Mark Kyle S. Garcia, Rizza Mae E. Gravamen, Trece Martires City College	Science High School Students' Perceptions of Alternative Assessments in Online Implementation of Civic Engagement and Leadership Course Sarah Alviar-Eisma and Maria Cecilia M. Bartolay, Philippine Science High School Main Campus	Teaching Reading Skills Using the Marungko Approach through Online Distance Learning in Grade 1 at Juan Sumulong Campus Vilma E. Sajulga, Arellano University, Manila	Harmonizing General Education Courses through a Guided Online Autonomous Learning (GOAL) Integrated Output in a Philippine Private Higher Education Institution Jay R. San Pedro, Abram Andrew Lumbang, iACADEMY
	2:45-3:00	2:45-3:00	2:45-3:00	3:45-4:00
3:45-4:00	The Tasks of Transformative Education in a Post-Pandemic World: An Appropriation of Paul Ricoeur's Capable Human Person Niño Randy C. Flores, Saint Louis College (La Union)	Writing about Thinking and Creating: The Learning Log as an Assessment Method in Art History Courses May Lyn L. Cruz, University of the Philippines	Designing Reading Materials for English 9 Online Classes Khristin Ross P. Pimentel and Persis S. Balog, University of the Philippines Diliman/Antipolo NHS	From Reading to Role, Audience, Format, Topic, (RAFT) Infusing Project-based Learning in Performance Tasks in English Online Class Persis S. Balog and Khristian Ross P. Pimentel, Antipolo NHS / Marikina Polytechnic College / University of the Philippines Diliman
	3:00-3:15	3:00-3:15	3:00-3:15	4:00-4:15
4:00-4:15	Online Teaching in Mathematics Charina G. Bardoquillo, Cebu Technological University Tuburan Campus	Implementation of Writing Modules as Supplementary for the Modular Approach in the New Normal: An Assessment Kendrick M. Kitane, Siaton National High School		Flexible Learning: A Panacea in the Time of COVID-19 Crisis Patricia Joy L. Relatos, Jayson C. Palma, ISCOF-San Enrique Campus
Moderator	Ronelaine Picardal	Jin Genove	Mark Genove	Anna Patricia Rodriguez-Carranza
Tech. Assistant	Sydney L. Tan	Kristianna Marie P. Bato	Grace Apao/ Dave Marcial	Alfie Arcelo

Pedagogical Approaches B

3:30-4:30	Panel 2m	Panel 2n	Panel 2o	Panel 2p
	3:30-3:45	3:30-3:45	3:30-3:45	3:30-3:45
3:30-3:45	Department of Community Development (Dcd) - Modified Field Instruction Program, An Adaptive Initiative to Social Solidarity and Partnership in the Time of the Pandemic Paul Edward Muego, Department of Community Development, College of Social Work and Community Development, UP Diliman	Music as Communication: An Autoethnography on Rhetoric in Composition and Performance Leoncio P. Olobia Leyte Normal University	Effects of Offline Videos as Supplementary Learning Materials to Modules in Increasing the Grade 11 ABM Students' Learning Performance and Quality of Experiences Reynante B. Diodos Imelda National High School	Developing COVID-19 Learning Guides for Filipino Learners at the Primary Level Maria Hazelle Preclaro-Ongtengco, Phoebe Almazan, Nerissa Zara UP College of Education
	3:45-4:00	3:45-4:00	3:45-4:00	3:45-4:00
3:45-4:00	Teaching, learning, and assessment practices during the COVID 19 Pandemic: A Case Study from India Maya M, Suparna Majumdar Kar, and Vinay M., CHRIST(Deemed to be University), Bangalore, India	Developing Music and Mother-Tongue Literacies through Integrated and Culturally Responsive Mother-Tongue Based Music Lessons: An Online Class-Based Research Project Jeshier Edrei Perez, Emmanuel Fundamental Baptist Learning Center	TikTok Videos in Purposive Communication: The Acceptability and Experiences of Teachers and Students Shannine Ashbey C. Pacaco, ISCOF-San Enrique Campus	Pagsipat sa mga Dulog sa pagtuturo ng Filipino sa Sekondarya Bilang Tugon sa Krisis na Dulot ng COVID-19: Penomenolohikal na Pag-aaral Arvin B. Englisia, Alene V. Zacate, Christine Joy P. Eduardo, and Henry C. Ligan University of Mindanao Tagum College
	4:00-4:15	4:00-4:15	4:00-4:15	4:00-4:15
4:00-4:15	The Technology and Livelihood Education Teachers in Modular Instruction: A Qualitative Inquiry Nelvin Mangubat, Cebu Technological University-Moalboal Campus	Pedagogical Processes in Teaching Philippine Games Online Jo-ann G. Grecia University of the East	The Utilization of Strategic Intervention Material (SIM) in Teaching Statistics: A Quasi-Experimental Research Alexandria E. Amazon Cebu Technological University - Moalboal Campus	
Moderator	<i>Khristian Ross P. Pimentel</i>	<i>Alvyn Mana-ay</i>	<i>Maria Mercedes Arzadon</i>	<i>Myla June Patron</i>
Tech. Assistant	<i>Jan Cynth Palama</i>	<i>Steve Binarao</i>	<i>Aurielle Lisa Maypa</i>	<i>Jade Montemayor</i>

Technological Affordances			
9:30-10:30	Panel 3a	Panel 3b	Panel 3c
	9:30-9:45	9:30-9:45	9:30-9:45
9:30-9:45	Technology in Basic Medical Education: An Ateneo de Manila University School of Medicine and Public Health Experience Ariel Jose U. Ampil, Ateneo de Manila University, School of Medicine and Public Health	Are Teachers Trainable in a Virtual Environment? Online Training Motivation, Aptitude, and Satisfaction Dave E. Marcial, Silliman University	The Development and Evaluation of a Digital Review Material Utilizing Mobile Application Samuel Arellano Balbin, Rizal Technological University
	9:45-10:00	9:45-10:00	9:45-10:00
9:45-10:00	Positive Use of Technology of Master Teachers in Schools Division Office - Antipolo Using SAMR Model Input for Capability Building Mara Angel V. Bañares and Khristian Ross P. Pimentel, University of Rizal System/University of the Philippines Diliman/Antipolo NHS	An Analysis of the Pros and Cons of Webinars and Online Research Conferences at the UP College of Architecture: A Proposed Action Plan to Optimize Learning among Participants Christian Marie Lim Magpile, University of the Philippines Diliman	Assessing the Digital Literacy and Technology Integration Competence of the Pre-service Teachers Jocelyn G. Dalusung, Maribeth DG. Morelos, and Almira Y. Pangan, and J.M. Santos Bulacan State University
	10:00-10:15	10:00-10:15	10:00-10:15
10:00-10:15	Keeping Connections That Matter: Effectiveness of Facebook Group as Supplementary Learning Platform Marilyn M. Colandog, Katherine A. Ortiz, and Khristian Ross P. Pimentel Antipolo NHS/University of Rizal System/National Teachers' College/UP Diliman	Online delivery of student services: An explanatory sequential design Arnel Mabingnay, Samar State University-Paranas Campus	Online Assessment of Literacy Skills During the COVID-19 Pandemic Kathrina Lorraine Lucasan University of the Philippines Center for Integrative and Development Studies-Education Research Program
Moderator	Anna Patricia Rodriguez-Carranza	Khristian Ross P. Pimentel	Myla June Patron
Tech. Assistant	Alfie Arcelo	Jan Cynth Palama	Steve Binarao

Technological Affordances			
9:30-10:30	Panel 3d	Panel 3e	Panel 3f
	9:30-9:45	9:30-9:45	9:30-9:45
9:30-9:45	Educational Experiences in the Virtual Mathematics Classroom: A Basis for Developing Program Interventions Manuel C. Francisco, University of Perpetual Help System Laguna-Isabela Campus	Disruptive Impacts and Paradigm Shift in Undergraduate Physical Education: The Case of a State University Alvin John M. Carlos, Ariel F. Banting, Nomer N. Varua, John Kerby T. Amanonce Bataan Peninsula State University	The Cream of the Crop: The Dean's Listers' Struggles in the New Normal Evamie C. Temple, Cebu Technological University-Moalboal Campus
	9:45-10:00	9:45-10:00	9:45-10:00
9:45-10:00	Care, Compassion, and Community: The Story of the COVID-19 Dictionary for Filipino Children Marie Yvette C. Alcazar, Ana Maria Margarita S. Salvador, Maria Veronica T. Perez, University of the Philippines College of Education	EDUTOK: From the Voices of TeachTokerists in the Philippines Joseph B. Quinto Central Luzon State University Denver M. Cho-oy, Don Mariano Marcos Memorial State University	Uncovering Students' Challenges in Blended Learning: The Case of Universities in Rural Areas Donato O. Abaya, Ifugao State University
	10:00-10:15	10:00-10:15	10:00-10:15
10:00-10:15	Attitude and Competency towards Cloud-Based Learning Management System among Private Secondary School Language Teachers in the District of Trece Martires City during the Pandemic Grant Michael C. Sotelo, Emanuel T. Napoles, Bianca Edlene B. Mayo, Ma. Cielo M. Navarro, and Mica Umpad Trece Martires City College	Stronger than the Internet Connectivity: A Phenomenology Gracelyn C. Igot Cebu Technological University-Moalboal Campus	
Moderator	Maria Mercedes Arzadon	Elve Nasvik	Jasper Eric Catan
Tech. Assistant	Aurielle Lisa Maypa	Jade Montemayor	Janice Antoniette Forster

Student Engagement Parental Involvement			
10:30-11:30	Panel 4a	Panel 4b	Panel 4c
	10:30-10:45	10:30-10:45	10:30-10:45
10:30-10:45	Parental Involvement and Its Effects on the Psychological Well-Being of Social Work Students Amid Covid-19 Verone Allaine A. Abrigo, Don Honorio Ventura State University	A Phenomenological Study on Middle-Class College Dropout Students Amidst the COVID-19 Pandemic Jacob Renz Ambrocio, Sean Mikkail Capili, and Julianne Clarisse Jimenez, University of the Philippines - Diliman	Exploring Virtual and Blended Internship Programs of Medical Technology Students from a Certain University in Manila during the COVID-19 Pandemic Shanelle O. Sia, University of Santo Tomas - Manila
	10:45-11:00	10:45-11:00	10:45-11:00
10:45-11:00	Social Media Engagement, Facebook Intrusion, and Mental Well-being of Selected College Students Leanne B. Lastrado, Jim Christian B. Laurente, and Plaridel D. Tison, Jr., Colegio San Agustin-Bacolod	The Life of a Cooking Show With No Audience: A Phenomenological Inquiry of the Technology and Livelihood Teachers in the New Normal Marilou Celestial and Pinkie Niña Ortiz, Cebu Technological University - Moalboal Campus	Digital Literacy of Pre-service Teachers in the Time of Covid-19 Pandemic Alliah Mae M. Agostosa and Jessa A. Mendoza, Central Bicol State University of Agriculture
	11:00-11:15	11:00-11:15	11:00-11:15
11:00-11:15	The Deafening Silence of Students Developing Suicidal Ideation During the Pandemic: A Phenomenology Elisa C. Tapales, Cebu Technological University - Moalboal Campus	Distance Education amidst Pandemic: A Phenomenological Study on the Lived Experiences of Students in the New Normal Bernardo K. Gumarang Jr., Isabelita State University- Cabagan Campus	Engaging in Reflective Vlog-Making towards Understanding the Philippine Professional Standards for Teachers (PPST): Experience of Silliman University Pre-Service Teachers Jay Aimeen F. Divinagracia, Jundee C. Mabanag and Gina F. Bonior, Silliman University
Moderator	Anna Patricia Rodriguez-Carranza	Khristian Ross P. Pimentel	Rolando Jr. Villamero
Tech. Assistant	Alfie Arcelo	Jan Cynth Palama	Steve Binarao

Student Engagement Parental Involvement			
10:30-11:30	Panel 4d	Panel 4e	Panel 4f
	10:30-10:45	10:30-10:45	10:30-10:45
10:30-10:45	Policy Expectations on Parental Involvement Among Low-Income Families During the COVID 19 Pandemic Maria Mercedes Arzadon and Fernigil Colicol, Mindanao State University – Tawi-Tawi / University of the Philippines – Diliman	The Struggles and Coping Strategies of Teachers Who Are Also Parents of K-6 Learners amidst the Virtual Learning Setup within the Covid-19 Pandemic Anna Raphaela R. Banaag, Jana Mykah G. Diaz, and Kate Yvonne N. Espiritu, University of the Philippines Diliman	Ligtas na Balik Eskwela: Exploring the Lived Experiences of Learners and Parents in Pook Malinis on Remote Learning amidst COVID-19 Pandemic Jamilla Briñas, Isabel Esguerra, and Wency Lacsá, University of the Philippines – Diliman
	10:45-11:00	10:45-11:00	10:45-11:00
10:45-11:00	Parental Involvement and Learners' Language Learning Abilities: Their Relationship to English Performance in Modular Distance Learning Charmaine L. Panistante and Antoniette D. Cortez, West Visayas State University	Strengthening Parents and Teachers' Communication Through the Use of Facebook, Mobile Phone, Messenger and Printed Reminders: An Intervention to Increase Self-Efficacy of Parents in Assessing the Learning of their Child in the New Normal Education to Enhance Pupils' Performance Margarita V. Jaminal, Tagoloan Central School	WaH! "It's me and my Clean Hands": Effectiveness of Practicing WinS at Home among Pupils of Sta. Cruz Elementary School: Basis for Adaptation of Health Programs in the New Normal Anthonet Jimenez-Sunga, Department of Education
	11:00-11:15	11:00-11:15	11:00-11:15
11:00-11:15	From Zero to Hero: Global Learning Packets with Parental Involvement at Homes on the Non-Numerates' Numeracy Level Mark John A. Belleza, West Visayas State University-Pototan Campus	Going Back to Elementary Years: The Parents Lived Experiences in Modular Distance Learning Korena Mae M. Patiluna, Cebu Technological University – Moalboal Campus	Adapting to the New Normal under COVID-19 Circumstances: A Qualitative Analysis of Students' Perceptions, Experiences, and Coping Mechanisms Joy Mariette B. Cristo, Arlyne A. Beriña, and Khristian Ross P. Pimentel, Antipolo National High School
Moderator	Marlon Espedillon	Dubhe Estallo	Alvyn Mana-ay
Tech. Assistant	Aurielle Lisa Maypa	Jade Montemayor	Janice Antoniette Forster

Student Engagement Parental Involvement			
10:30–11:30	Panel 4g	Panel 4h	Panel 4i
	10:30–10:45	10:30–10:45	10:30–10:45
10:30–10:45	Adversity Quotient, Grit, and COVID-19 Related Psychological Distress of Student Scholars in a Catholic Private Institution Carl Anthony P. Declaro, Michelle Bernadette C. De Pedro, and Plaridel D. Tison, Jr., Colegio San Agustin-Bacolod	The Agency of Collaboration Face to Face with Issues of Inequality in Education Generated by Covid19 Alice Fe D. Lavina, Silliman University	Maximum Utilization of Google Sites (MUGS) in Teaching English for Academic and Professional Purposes Norelyn Data, Las Piñas City National Senior High School – CAA Campus
	10:45–11:00	10:45–11:00	10:45–11:00
10:45–11:00	Student Engagement as Influenced by Physical Activity and Student Motivation among College Students Jeric E. Suguis and Saramie Belleza, University of Mindanao Tagum College	Academic Resilience and Academic Motivation of Senior High School Students in a Catholic Private School Myrtin S. Gamboa, Paullene Diezie T. Escollar, & Plaridel D. Tison, Jr., Colegio San Agustin – Bacolod	Perceptions of Students on Taking Mathematics Courses Online Avelino G. Ignacio Jr., Bulacan State University
	11:00–11:15	11:00–11:15	11:00–11:15
11:00–11:15	The X and Whys of my Remote Teaching and How I Moved On: Using Time-tested Teaching & Learning Principles to Promote Cognitive and Psychological Engagement Rhodora F. Nicdao, Ateneo de Manila University	Contextualized Approaches for Reading Enhancement (CARE) in the New Normal: An Intervention to Struggling Readers in Schools Implementing Indigenous Peoples Education Gerum O. Salatan, Lanise Elementary School	The Life of the Laters: Students Procrastination in Accomplishing Academic Deadlines in Online Learning Andrew M. Lendio, Cebu Technological University-Moalboal Campus
Moderator	Mark Genove	Jin Genove	Warlito Caturay, Jr.
Tech. Assistant	Neil Anthony Milijan	Junmar P. Buling	Sydney L. Tan

Student Engagement Parental Involvement		
10:30–11:30	Panel 4j	Panel 4k
	10:30–10:45	10:30–10:45
10:30–10:45	Blog and Tag: Increasing Self-Motivation on Performative Tasks Among Grade 10 Students in the New Normal Learning Bryan T. Montaña, Colegio San Agustin-Bacolod	Validation of the COVID-19 Learning Guides for Filipino Learners at the Primary Level Maria Hazelle Preclaro-Ongtengco, Phoebe Beltran-Almazan, and Nerissa Zara, REGALE, UP College of Education
	10:45–11:00	10:45–11:00
10:45–11:00	Karanasan at Tulong sa mga Estudyanteng-Ina ng Bagacay sa Panahon ng Pandemya Ronalyn I. Torres, Central Bicol State University of Agriculture	Levels of Preparedness of in Blended Learning and Technological Proficiency of College Working Students Romel A. Bulawan & John Cedrix Tablate, Central Bicol State University of Agriculture
	11:00–11:15	
11:00–11:15	At the Crossroads: A Qualitative Exploration on Online Learning Experience of Filipino College Students in Times of Covid-19 Pandemic Daxjhed Louis V. Gumalin, Polytechnic University of the Philippines - Taguig	
Moderator	<i>Ronelaine Picardal</i>	<i>Kaye Halili</i>
Tech. Assistant	<i>Kristianna Marie P. Bato</i>	<i>Joy Dy</i>



ABSTRACTS



Challenges in a Remote Virtual Accreditation of a Philippine Private Higher Educational Institution: Perspectives from Delegative Leaders

Jay R San Pedro and Maria Eliza Cruz
iACADEMY

Philippine Higher Educational Institutions (HEIs) play a pivotal role in the growth and nation building through empowering individuals to catalyze change in the society. Consequently, HEIs need to ensure that quality educational services are designed and implemented accordingly. With this, HEIs voluntarily subject themselves to quality assurance agencies to be evaluated according to rigorous standards. Through this study, the challenges experienced by delegative academic leaders in the course of virtual remote accreditation from a Philippine Private Higher Educational Institution will be investigated through a qualitative approach. The researcher implored appropriate participant selection, focused group discussion, and thematic analysis approach to yield emerging challenges and insights in line with the remote virtual accreditation. Hence, it was established that psychological, soft skills, leadership style, and school culture are the emerging themes that embody the challenges experienced by the delegative leaders during the remote virtual accreditation. Moreover, it is worth noting that addressing the *technodependence* skills of the participants in preparation and actual remote virtual accreditation seem to be highly priority to be reconsidered. Lastly, the proponent gave a proposed content of the accreditation development plan for the institution.

Key Words: *Delegative Leaders, Remote Virtual Accreditation, Quality Assurance Agency, Pandemic COVID-19, Technodependence*



Please Don't Stop the Music: Measuring Societal Impact as Quality Assurance in Music Teacher Education During the Covid-19 Pandemic

Anna Patricia Rodriguez-Carranza
University of the Philippines College of Music

With just a "Decade of Action" (United Nations, 2022) left until the target date of 2030, the United Nations continues to call on various sectors of the society from all levels to join the efforts to "end poverty, protect the planet, and improve the lives and prospects of everyone, everywhere." Philippine Higher Education Institutions (HEIs) join other sectors in this effort by measuring their institution's contributions to "real world impact" (Ateneo De Manila, 2022), ensuring the quality of the institution transcends the boundaries of the classroom. This study aims to contribute to the discourse on quality assurance in higher education by finding out the societal impact of teacher education courses, specifically music education methods and practicum courses, from the point of view of pre-service music educators from the University of the Philippines College of Music. Data will be gathered from institutional documents on quality policy, course syllabi and student output for the identified music education courses; and voluntary answering of online questionnaires and follow-up interview¹ on lived experience and future directions as a music educator.

Keywords: *sustainable development, quality assurance, music education, teacher education, University of the Philippines*

Ateneo De Manila. (2022). 2022 THE Impact Rankings: Ateneo continues to lead PH universities in real world impact. <https://www.ateneo.edu/news/2022/04/28/2022-impact-rankings-ateneo-continues-lead-ph-universities-real-world-impact>

United Nations. (2022). The Sustainable Development Agenda. <https://www.un.org/sustainabledevelopment/development-agenda/>



Addressing Teacher Workload Adversities for Better Teaching Performance: A Case Study of a Private School in Cavite, Philippines

Christian L. Banal
University of the Philippines Los Baños

In a private school in Cavite province, the allocation of teaching loads still follows the traditional method, wherein teachers have six to eight teaching workloads every day. Teachers are not only facilitating learners but also doing non-teaching activities like paperwork, bulletin boards, and forms which cause stress to the teachers. Therefore, the researcher aimed to determine the workload of teacher-respondents in terms of teaching workload, teaching performance, and well-being. The researcher also evaluated the adversity quotient of the participants using the Adversity Response Profile (ARP) developed by Dr. Paul Stoltz, the proponent of Adversity Quotient. It showed that the mean of respondents' ARP is below average. The researcher also analyzed that there is a negative impact between the teaching workloads and teaching performance and well-being. In descriptive statistics, it is also evident that the majority of the teacher-respondents agreed that they have a heavy teaching workload, and they also find it challenging. The researcher proposed an action plan that can help the administrators of a charity school in Cavite: first, they should reduce teaching workloads through hiring teachers, second is to lessen the unnecessary non-teaching activities, third is to provide seminars and training related to Adversity Quotient through adding the three of them, the institution will have healthy teacher workload. Teachers are one of the vital pillars in education, so the education system should take care of them, thus performing well in front of the learners.

Keywords: *Adversity quotient, teaching performance, teaching workload, teacher well-being*



A comparison of employee expectations from reality regarding the role of the HR department of Silliman University, before and during COVID-19

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Silliman University

The role of the human resource department is significant in the achievement of the goals of the organization. They must be able to highlight and utilize their best assets, the employees. This must be in balance with the objectives of the administration. Creating harmony and agreement between all the stakeholders will promote greater efficiency, efficacy, and work productivity. This qualitative, phenomenological study aimed to determine employee expectations from the human resource department before and during the COVID-19 pandemic. It also aimed to determine if such expectations were met and if with a change in expectations between pre-pandemic and current times. Purposive sampling was used, and 12 participants who met the inclusion criteria completed the survey. Responses were gathered using an online questionnaire called Google Forms. Data collected were then analyzed and sorted based on keywords and ideas presented. These were recorded in Microsoft excel. In the past, employee expectations were focused on economic reasons, working conditions, employee-centered support and advocacy, learning opportunities, the immediacy of actions, and regular feedback and updates. Ninety two percent of the respondents reported either expectations are not met or only partially met. During the pandemic, the expectations centered mainly on the health and safety of individuals with a focus on having a comprehensive safety program (protocols guidelines, vaccination plan). The answers are mixed from not met to somewhat met; only one employee out of the 12 answered in the full affirmative. Comparing reported expectations pre and during the pandemic revealed that extrapolation could show differences in expectations between the two eras. There is a need for further research to get a broader scope of coverage. Assessment of the human resource perspective may also help determine the reasons why reported expectations are perceived as either mostly not met or partially met.

Keywords: *human resource, employee expectations, COVID-19*



Job Satisfaction of Newly-Hired English Teachers in a Public School during the Pandemic: A Bio-Ecological Case Study

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Mika Ella Perez, Lizamarie Campoamor-Olegario
University of the Philippines-Diliman

The investigation of English teachers' job satisfaction in public schools remains an area of interest among researchers especially during the pandemic. Based on studies, job satisfaction has an impact on the work and life of teachers in the public school system. To fully understand job satisfaction, it is important to determine the characteristics of teachers, their inspirations in entering the teaching profession and the public school system, their level of job, and the factors that affect job satisfaction and how the pandemic has affected it.

Using case study research design and the bioecological framework of Urie Bronfenbrenner, the researchers collected data from purposively selected 14 newly-hired English teachers (0-5 years teaching experience) in a public school in Antipolo during the second quarter of SY 2021-2022 through questionnaires, focus group discussion, and document analyses. Data were analyzed using descriptive statistics and thematic analyses.

Results indicate that the newly-hired English teachers are young in the teaching profession. The newly-hired teachers were satisfied with their job with an Overall Rating of 3.16. The factors where the teachers expressed the highest level of satisfaction were in Superior Support ($M=3.50$, $SD=0.77$) and Collaboration with co-teachers ($M=3.50$, $SD=0.77$). The outcome of the teachers' level of satisfaction in terms of physical environment, adequate resources, superior support, workload, collaboration with colleagues, opportunities for professional development, opportunities for promotion, gender equality and DepEd's mandate fulfillment were all highly satisfactory. On the other hand, the following factors received the lowest satisfaction levels: Pay and Benefits ($M=2.93$, $SD=0.82$), Work-family balance ($M=2.86$, $SD=0.87$) and Student's Performance ($M=2.71$, $SD=0.66$). The experiences of the participants from their previous schools and the impact of pandemic in their work set-up had the greatest contributions on their satisfaction levels.

The findings in this study pose significance on teacher training and teacher motivation in the New Normal. Higher education institutions and the Department of Education may consider the recommendations for increasing teachers' job satisfaction.

Keywords: *English teaching, job satisfaction, education during the pandemic, bioecological approach*



Occupational Burnout, Job Satisfaction, and COVID-19 Impact on Quality of Life of Selected College Teachers

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This quantitative study assessed the degree of occupational burnout, job satisfaction, and COVID-19 impact on quality of life of selected college teachers and compared their differences when respondents are grouped according to demographics. Additionally, the significant relationships between aforementioned research variables were also determined. This study employed a descriptive-comparative and correlational approaches and data were gathered utilizing Oldenburg Burnout Inventory, Job Satisfaction Scale for Different Sectors, and COVID-19 Impact on Quality of Life Scale which was administered to 73 college teachers selected through stratified random sampling. The results of the study revealed that the overall degree of occupational burnout was low, the job satisfaction was high, and low in terms of COVID-19 impact on quality of life. Further, there was no significant difference in the degree of occupational burnout and job satisfaction when respondents were categorized according to sex and employment status; however, there was a significant difference in terms of program. Also, there was no significant difference in the degree of COVID-19 impact on quality of life when respondents were categorized according to sex; however, there was a significant difference in terms of employment status and program. Moreover, a significant negative correlation was found between occupational burnout and job satisfaction as well as between job satisfaction and COVID-19 impact on quality of life. Meanwhile, a significant positive correlation was found between occupational burnout and COVID-19 impact on quality of life. The higher degree of occupational burnout and COVID-19 impact on quality of life fosters a lower degree of job satisfaction. This study further provided baseline information in designing a comprehensive and effective corporate wellness program.

Keywords: *occupational burnout, job satisfaction, COVID-19, quality of life, college teachers*



Academic, Personal, and Administrative Support in an Online Learning of State Universities and Colleges in Camarines Sur, Philippines

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Partido State University, Goa, Camarines Sur

The COVID-19 pandemic has prompted educational institutions to shift from traditional to online learning platforms which brought new challenges to learners. This study employed descriptive analysis to examine the learning barriers of "first-time online learners" and the extent of academic, administrative and personal learner support of selected state universities and colleges (SUCs) in Camarines Sur, Philippines. There were 285 students and four key informants who participated in the study. Emotional and mental distress, the intermittent internet connection and financial difficulties are the main learning barriers. Students' emotional and mental distress could be attributed to numerous obstacles that they experience, such as lack of social interaction, inconsiderate and hard-to-reach teachers, family concerns and poor time management. Based on the respondents' assessment, the support services provided by SUCs are implemented very extensively. However, not all SUCs assess the learner's willingness and readiness for online learning, provide financial aid, and offer tutorial centers.

Keywords: *online learning, learning barriers, COVID-19, academic, administrative, and personal support, descriptive design*



School Principal Administrative-Supervisory Leadership During a Pandemic: A Phenomenological Qualitative Study

Francisca T. Uy, Osias Kit Kilag, John Michael Sasan
PAU Excellencia Global Academy Foundation, Inc.

This is a phenomenological study that seeks to explore the administrative and supervisory leadership of the school principal of the Toledo City Division in the Philippines during the pandemic. This paper articulated the principals' perspectives on their lived experiences and challenges during these trying times. 15 purposefully selected principals participated in this study, 5 from elementary education, 5 from secondary education, and 5 from private schools. Face-to-face semi-structured interviews, observation notes, and documentation were employed to collect data. Thematic analysis was used in conjunction with a phenomenological approach in the study. The researchers were guided by a semi-structured interview with 11 open-ended questions derived from three themes: the challenges faced by the principals during this pandemic period; the factors impeding their ability to carry out their administrative-supervisory duties and functions; and the actions taken and virtues enhanced during the pandemic. A review of related literature led to the development of these three themes. Based on the findings, school principals faced numerous challenges during the pandemic, with a lack of financial support being one of the issues inhibiting their effectiveness as leaders and managers. They also underlined that ensuring the quality of the teaching-learning process is one of the most pressing concerns for both teachers and students, as well as with the school head.



School Heads' Extent of Curriculum Implementation Challenges in the New Normal and their Leadership Performance

Teofan C. Gallosa
Silliman University

The new normal educational set-up has posed so many challenges to the educational landscape most importantly on its curriculum. Thus, this study is aimed at identifying the extent of curriculum implementation challenges that school heads have undergone in the advent of the pandemic as there are various changes in terms of curriculum management, learning resources, learning delivery and assessment during the inception of COVID-19. They are the prime movers of any curriculum change as they are instructional leaders before anything else. In addition, there is also an intent to determine the relationship of the extent of curriculum implementation challenges and their leadership performance. The respondents of the study were school heads of the Third Congressional District of the Division of Negros Oriental. This research is identified using descriptive design. The main source of data is survey-questionnaire. The colleagues of the researcher were considered as external experts to see the validity and reliability of the said survey-questionnaire. Suggestions and other comments were incorporated for the betterment of the survey. The results of the study revealed that the School Heads have a high extent of curriculum implementation challenge in terms of curriculum management and assessment, while a moderate extent of challenge on learning delivery and learning resources. Despite the challenges in the implementation of the new normal curriculum, the school heads have "Very Satisfactory" leadership performance. Meanwhile, the extent of curriculum implementation challenge in terms of curriculum management have a moderate relationship with the leadership performance of the school head while, learning delivery, resources and assessment do not have any significant relationship to the performance of the school heads. In general, the school heads' extent of curriculum implementation challenge and their leadership performance have no significant relationship.

Keywords: *Curriculum Implementation Challenges, Leadership Performance*



COVID-19 Impact on Quality of Life, Mental Health, and Coping Strategies of Basic Education Teachers in a Catholic Private Institution

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Colegio San Agustin-Bacolod

This quantitative study assessed the degree of COVID-19 impact on quality of life, the level of mental health, and the predominant coping strategy of selected basic education teachers. The differences in the degree of COVID-19 impact on quality of life and the level of mental health of respondents when grouped according to demographics were also compared. Additionally, the significant relationship between COVID-19 impact on quality of life and different coping strategies were also determined. This study employed a descriptive-comparative and correlational approaches and data were gathered utilizing COVID-19 Impact on Quality of Life Scale, Mental Health Continuum Short Form (MHC-SF), and Filipino Coping Strategies Scale which was administered to 71 basic education teachers selected through stratified random sampling. The results of the study revealed that the overall degree of COVID-19 impact on quality of life was moderate, and flourishing in terms of mental health, whereas religiosity as predominant coping strategy. Further, there was no significant difference in the degree of COVID-19 impact on quality of life when respondents were categorized according to age, sex, income and employment status; however, there was a significant difference in terms of area of assignment. Also, there was no significant difference in the level of mental health when respondents were categorized according to age, area of assignment, and employment status; however, there was a significant difference in terms of sex and income. Meanwhile, a significant negative correlation was found between COVID-19 impact on quality of life and cognitive appraisal, problem solving, and religiosity; whereas there is a significant positive correlation was found between COVID-19 impact on quality of life and overactivity. This study further provided baseline information in designing a comprehensive and effective corporate wellness program.

Keywords: *COVID-19 impact on the quality of life, mental health, coping strategies, basic education teachers*



"My Work Never Ends": Understanding TeacherMoms' Multiple Role Experiences

Evalyn C. Adan-Garcia
Isabela State University

In the Philippines, *teachermoms* are among the growing number of Filipino married women having multiple roles. They have to perform the different roles of a mother, wife, teacher, and community servant. The everyday challenge to these women is to fully fulfill each role without neglecting their other roles. The purpose of this study is to describe the lived productive, reproductive, and community managing experiences of selected married women public elementary teachers from the municipality of Tumauini, Isabela. It also aims to identify the challenges encountered by the teachermoms in managing their multiple roles and the coping strategies they use to adapt themselves to these roles. A qualitative descriptive methodology that employs content analysis in describing and understanding the lived experiences of eight (8) teachermoms involved in this study was used. An understanding of the experiences of the teachermoms indicates that their multiple roles in the reproductive, productive, and community spheres interfere with each other and are interconnected; hence, they are challenged to manage these roles because of the nature of their responsibilities and due to time constraints. However, despite the challenges, they feel fulfilled and still find positive results from taking these roles in their everyday lives by employing adaptive coping strategies. Indeed, the complexities of their multiple roles remain a challenge that can be appreciated, critically thought out, and hurdled. From this study, future interventions can be derived to help the *teachermoms* who are significantly contributing to family, community, and the country. These include sharing of burden among family members, institutionalizing social support, providing women-friendly and work-balance policies, reviewing workload policies and processes of submission, and accomplishing school forms.

Keywords: *Teachermoms, Multiple Roles, Productive Role, Reproductive Role, Community Managing Roles*

ADMINISTRATIVE CONCERNS STRAND 1E

The Pre-Service Teachers' Uphill Climb in the New Normal: Stories to Tell



Arnie Joy G. Emia, Reneath C. Lamusao, Renelyn C. Ramusao, Anna Marie A. Silagpo
Jennizelle F. Cantilla, Charina F. Albite, Anna Marie I. Tagalog, Ailyn J. Daquiado, Jingoy D. Taneo
Cyril A. Cabelo, Antonieta V. Minyamin
Cebu Technological University, Moalboal Campus

In the new normal of education, the pre-service teachers' struggles and stories are overlooked by the majority of institutions in the country. Their performance in multiple schools is evaluated quantitatively in several studies of literature but no research yet concentrated on the pre-service teachers' narratives and stories in the new normal in both limited face-to-face classes and offline teacher's instruction. This inspired the researchers to conduct this study in order to provide attention to the pre-service teachers' uphill climb and encounters in the new normal mode of teaching practicum. This study is anchored at Kolb's Experiential Learning Theory. Heideggerian Phenomenology design and Interpretative Phenomenological Analysis (IPA) of Van Manen popularized by Moustakas with a 7-step analysis were used in this study. This study utilized Purposive Sampling Technique to refrain researchers' subjectivity. Interviews with semi-structured interview guide through the use of online platforms were conducted to ten (10) participants from Cebu Technological University - Moalboal Campus. There were four themes that emerged: (1) The Encounters, (2) The Uphill Climb, (3) The Stepping Stone and The Stumbling Block, and (4) The Coping Strategies. These themes showcased the stories and survival of the participants in the new normal. It is recommended to create a management plan and interventions, professional support and guidance to give the upcoming pre-service teachers better opportunities to excel in their life-long teaching career experience.

Keywords: *pre-service teachers, phenomenology, IPA, lived-experiences, new normal*

Sa bagong normal ng edukasyon, ang mga pakikibaka at kwento ng mga *pre-service teachers* ay binabaliwala ng karamihan ng mga institusyon sa bansa. Ang kanilang pagganap sa maraming paaralan ay sinusuri sa kwantitatibong paraan sa ilang pag-aaral ng literatura ngunit wala pang pananaliksik na nakatuon sa mga salaysay at kwento ng mga *pre-service teachers* sa bagong normal sa parehong limitadong harapang klase at pagtuturo ng offline. Ito ang naging inspirasyon ng mga mananaliksik na isagawa ang pag-aaral na ito upang mabigyang pansin ang hamon at suliranin na kinakaharap ng mga *pre-service teachers* sa bagong normal na paraan ng pagsasanay sa pagtuturo. Ang pag-aaral na ito ay nakaangkla mula sa *Teorya ng Pagkatutong Karanasan ni Kolb*. Ang disenyo ng Heideggerian Penomenolohiya at Interpretatibong Penomenolohiyang Pagsusuri ng Van Manen na pinasikat ni Moustakas na may 7-step na pagsusuri ay ginamit din sa pag-aaral na ito. Ang pag-aaral na ito ay gumamit ng Purposive Sampling Technique upang pigilan ang pagkiling ng mga mananaliksik. Ang mga panayam na may semi-structured na gabay sa panayam sa pamamagitan ng paggamit ng mga online na plataporma ay isinagawa sa sampung (10) kalahok mula sa Cebu Technological University - Moalboal Campus. May apat na tema ang lumitaw: (1) *The Encounters*, (2) *The Uphill Climb*, (3) *The Stepping Stone and the Stumbling Block*, at (4) *The Coping Strategies*. Ipinakita ng mga temang ito ang mga kwento at paano nalagpasan ng mga kalahok ang bagong normal na pagsasanay sa pagtuturo. Inirerekomenda na lumikha ng isang plano sa pamamahala at mga interbensyon, propesyonal na suporta at patnubay upang bigyan ang mga paparating na *pre-service teachers* ng mas mabuting pagkakataon upang sila ay mas maging mahusay sa kanilang panghabambuhay na karera sa pagtuturo.

Mga Keyword: *pre-service teachers, penomenolohiya, IPA, mga karanasan, bagong normal*



Quality of Life During the COVID-19 Pandemic and Psychological Well-Being of Teachers in Selected Schools in Cadiz City, Negros Occidental

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This quantitative study assessed the degree of quality of life in the context of COVID-19 pandemic and psychological well-being of junior high school teachers in selected public schools in Cadiz City, Negros Occidental, and compare their differences when respondents are grouped according to sex, family income, and teaching position. Additionally, the significant relationship between aforementioned research variables were also determined. This study employed a descriptive-comparative and correlational approaches and data were gathered utilizing COVID-19 World Health Organization Quality of Life (COVID-19 WHOQOL-BREF) Scale, and Ryff's Psychological Well-Being (RPWB) Scale which was administered to 137 junior high school teachers selected through cluster sampling. The results of the study revealed that the overall degree of quality of life of teachers during COVID-19 pandemic was moderate, and high in terms of psychological well-being. Further, there was no significant difference in the degree of quality of life of teachers during COVID-19 pandemic when respondents were categorized according to demographics. Also, there was no significant difference in the degree of psychological well-being when respondents were categorized according to demographics. Meanwhile, there no significant relationship was found between COVID-19 quality of life and psychological well-being. This study further provided baseline information in designing a work-life balance wellness program that foster enhancement of teachers' psychological well-being and quality of life.

Keywords: *COVID-19, quality of life, psychological well-being, Cadiz City*



Mapping the Professional Advancement Practices of Antipolo NHS Teachers: Basis for Developmental Coaching

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Antipolo National High School

Antipolo National High School is one of the top five biggest schools in the country with more than 400 teaching personnel. With a large number of teaching force, professional development is crucial in the school. During the pandemic, preparation for professional advancement has become more challenging due to risk and limited face-to-face engagements of teachers. This research aimed to peer into the professional development practices at Antipolo NHS. Using a qualitative design, the researchers surveyed 120 teachers [teachers who participated in reclassification and promotion process in the past 1 year (N = 45), seasoned teachers who are not yet promoted but served the school for more than 12 years, (N = 40), and teachers who belong to 0 to 5 years (N = 35)]. Results revealed that (1) The challenges of teachers in the process of promotion include qualifications; preparation and requirements; process in HR and information; after the process; and the pandemic; (2) The best practices of teachers in undergoing promotion include studying; being organized in papers; preparedness / time-bound; performance and attitude; trait; being coached/mentored; being informed; and years in service; (3) The respondents received technical support from mostly from peers (N=50); (4) The perceptions of teachers on why they have not been promoted include lack of papers; qualification; pandemic; information; education; years of service / experience; performance; rating; interest; interest; application; lack of encouragement; and external factor; and (5) Some teachers lack qualifications in some components for promotion. The researchers offer recommendations to TA providers and teachers on professional development. One of these included a focus group discussion among department and unit heads of the school to discuss development plans and a separate unit for human resources and promotion was created. This research poses significance in TA provision and continuous professional development of teachers.



Panel Presentation

Research-Practice Partnership in Advancing the Research Mandate of Higher and Basic Education in the Philippines

Eric Joyce DC. Grande, University of the Philippines Los Baños
Margorie A. Lomioan, Department of Education-Kalinga

Education reform initiatives naturally require a research-based approach in generating evidence. In this context, Higher Education Institutions (HEI) and the Department of Education (DepEd) usually launch research projects and other relevant activities but do not necessarily collaborate or coordinate with each other. If any collaboration happens, HEI researchers tend to dominate DepEd practitioners. The former is more privileged than the latter because they have the capacity, mechanism, and status to present their findings at conferences, write and publish in reputable journals, and advance the knowledge they generated. Tseng, Fleishman, & Quintero (2018) report that these are “(1) top-down imperatives [that discredit] the diversity, expertise, and perspectives of various education stakeholders; (2) evidence-based policies done *to* them rather than *with* them; (3) conducted *on* schools and not *with* them; and (4) characterized by distrust of data or evidence and [insincerity] of efforts to [facilitate] change” (p. 3). Thus, they call for more equitable and ethical models especially at such a time of uncertainty and vulnerability due to COVID-19 pandemic. One of these is Research-Practice Partnership (RPP) wherein researchers, practitioners, and other stakeholders work together. This can be expanded by espousing that all education stakeholders are both researchers and practitioners. Each one engages in knowledge creation or construction in various capacities and forms. A research report is just one of these. Further, it is characterized by mutualism, which is different from collaboration. The former is marked by sustainability wherein stakeholders maintain their interaction for mutual or shared benefit, while the latter simply suggests researchers working with practitioners because they need a site for their study, and practitioners working with researchers for technical assistance, professional development, among other rewards. This panel presentation features some of the outcomes of an RPP in Tanudan, Kalinga, which started in 2014 in response to Kto12. These were generated through auto-ethnography on the end of the practitioners being residents in the research site and ethnography on the end of the researcher being an outsider.



Panel Presentation

Research-Practice Partnership in Advancing the Research Mandate of Higher and Basic Education in the Philippines

Paper Presentation 1

Initiating Research-Practice Partnership between Higher and Basic Education in Kalinga, Philippines

Eric Joyce DC. Grande, University of the Philippines Los Baños

Margorie A. Lomioan, Department of Education-Kalinga

In line with the Commission on Higher Education (CHED) Kto12 Transition Program (2016– 2022), Research-Practice Partnership (RPP) is an approach that aimed at supporting the research courses in Senior High Schools (SHS) and the research mandate of all Department of Education (DepEd) constituents. Further, RPP (1) grants practitioners a more active role in knowledge creation or construction starting with the articulation of research questions, data collection or gathering, data analysis, integration of experiences and concerns, and application of the results in the field; (2) provides the research with explanations and realizations that are obscured and unidentified on the end of researchers but evident and comprehensible among practitioners; and (3) yields more applicable results and findings that can create more learning opportunities. A sustainable RPP is long-term or open-ended, pragmatic or addresses problems of practice, mutually beneficial to all stakeholders, iterative in terms of research questions and methods or strategies, integrative or intentionally reinforces emerging relationships, engaging in terms of data collection and analysis, and creative in eliciting and addressing occurrence of inequities and other issues in education especially those that emerged as consequences of the COVID-19 pandemic. This presentation focuses on an RPP between a university faculty in Laguna Province and a DepEd teacher in Kalinga Province. More specifically, the presentation (1) lists groups or sectors who were approached for the possibility of an RPP and identifies which of these is most viable and sustainable; (2) accounts for the outcomes (paper presentations and publications) in 2016, 2018, 2021, and 2022 respectively; and (3) proposes an Indigenous ontology, epistemology, and methodology hinged on the local term *ammu* and characterized by the relational nature of knowledge, which is organic in the said partnership.

Keywords: *Research-Practice Partnership, research courses/mandate, Higher Education Institutions (HEI), Department of Education (DepEd), ammu*



Panel Presentation

Research-Practice Partnership in Advancing the Research Mandate of Higher and Basic Education in the Philippines

Paper Presentation 2

Innabuyog: An Indigenous Concept of Engaging Various Stakeholders in the Community in Support of Learners in the Limited Face-to-Face Setup

Margorie A. Lomioan, Department of Education-Kalinga

The COVID-19 pandemic started in March 2020. The lockdowns have affected schooling, particularly young learners, for over two years now. In October 2020, modular learning was the mode of delivery especially in places with Internet connectivity issues. These include Tanudan, Kalinga. At that time, teachers distributed and retrieved modules at designated points in the *sitios* and *barangays*. Eventually, teachers noticed that some parents did not secure those for their children. That is why, in 2021, parents had to secure these from the school. Eventually, teachers also observed that, because of this, the interest or motivation of students declined, or they manifest struggles in managing their modules. This presentation explores *innabuyog*, which is an Indigenous concept and practice of mobilizing as many education stakeholders in the community in supporting learners in the limited face-to-face setup. This can start with the learner's family (parents, guardians, siblings, neighbors, among others). Initially, it discusses how *innabuyog* is observed as a social practice, particularly in the community's agricultural activities. Further, it explains how the same can be adopted in education or schooling, particularly to address learners' decreasing interest in the modules. Qualitative data include accounts or narratives of a few parents in Magtoma Pangol, Tanudan, Kalinga. Hopefully, an indigenous or a local concept of engagement will convince more sectors and stakeholders inside and outside the community to help address the predicament under study.

Keywords: *innabuyog, engaging education stakeholders, declining interest, limited face-to face setup*



Panel Presentation

Research-Practice Partnership in Advancing the Research Mandate of Higher and Basic Education in the Philippines

Paper Presentation 3

Integrating *Tuping* (Shear Wall) of *Pappayao* (Rice Terraces) in Relevant Higher Education Courses/Curricula

Eric Joyce DC. Grande, University of the Philippines Los Baños

Amid many challenges, 2009–2019 was favorable and fruitful for Indigenous Knowledges (IK) in the Philippine education system. For instance, the Department of Education (DepEd) launched the Mother Tongue-Based Multilingual Education (MTBMLE) in 2009, and the Commission on Higher Education (CHED) issued Integration of Indigenous Peoples Education (IPeD)/Indigenous Studies (IS) into Relevant Higher Education Curricula in 2019. A global health pandemic was declared in 2020. The physical distance requirement of various community quarantine or alert levels resulted in the shift to distance, online, remote, or virtual learning. This required revisions of course syllabi for which negotiated curriculum was explored. This chapter reports the inclusion of Tanudan, Kalinga's *tuping* (shear wall) of *pappayao* (rice terraces) in ENG 10 (Writing of Scientific Papers), particularly on the topic Methodology/Materials and Methods. *Tuping* is not only an additional content but also the proposed framework in redesigning the said course. More specifically, this chapter (1) discusses qualities of *tuping* that rationalize its integration not only in a scientific/technical writing course but also engineering. As such, it (2) specifies engineering concepts or topics that can be used to learn or study the same. Further, it (3) suggests integration strategies that can optimize the learning of these concepts or topics. Lastly, it (4) lists issues confronting *tuping* in rigidly designed course syllabi. This presentation is an outcome of a classroom-based action research with two sections of ENG 10 at the University of the Philippines Los Baños in the First Semester of Academic Year 2021–2022. The course is offered by the Department of Humanities of the College of Arts and Sciences. Qualitative materials include students' reaction papers on a draft of an article on *tuping* and a few e-mail correspondences. Through discourse analysis, these were coded, categorized/clustered, and compared/contrasted to elicit broader themes.

Keywords: *tuping* (shear wall), *pappayao* (rice terraces), curriculum, syllabi, negotiated curriculum, discourse analysis



Offering Transformational Leadership Modules in Leadership Courses: Importance of Inspirational Content during the Pandemic

Aliza Racelis

Virata School of Business, University of the Philippines Diliman

The Covid-19 pandemic has imposed upon students, teachers and the educational system a new way of delivering education, characterized largely by online, virtual learning driven by information and communications technology (ICT). Recent studies seem to show that a majority of students have been impacted negatively by the sudden move to virtual learning from face-to-face. Many of them cite the following negative effects: worsened teaching quality, decline in motivation and interest, greater volume of readings and requirements, and a feeling that they have learned less. As regards the learning environment, it has been found that teaching with humility, compassion, empathy and care can improve the motivation and interest of students. This study describes the usefulness of inspirational content via stories and exemplars of transformational leadership in a leadership course delivered virtually. Through content analysis of student essays and of the Student Evaluation of Teacher (SET), this paper finds that content related to compassionate and transformational leadership can serve to inspire and motivate business students in learning about leadership. Recommendations are given for how to harness ICT to enhance the usefulness of meaningful content.



Transforming Education in an Age of Disruption: An Autoethnography on Learning Autonomy

Leoncio Olobia
Leyte Normal University

Learning disruption brought about by Covid-19 has given rise to flexibility where students became responsible for their own learning. Armored with high learner-content interaction honing critical thinking and collaborative skills, learning autonomy and self-directed learning became the paradigms of learning in the new normal which has ushered a new way of looking at learning with high cognitive, constructivist, and socio-constructivist dimensions leveraging students with control, motivation, and engagement.

The purpose of this autoethnography was to ponder on the intricacies of learning autonomy based on introspections and insights, locating the personal within the culture where narratives and recollection of events, fragments of memory, and observation formed thick descriptions of qualitative data.

Results of the study highlight autonomous learning as a confluence of self-driven desire to take full responsibility while interacting with content, with peer learners, and with the teacher as a dynamic process of engagement in a technological driven platform. Moreover, profundity is realized when learning outcomes transform educative pursuits within intersectional philosophy of finding systemic solutions to societal problems.

Keywords: *autonomy; control; flexible learning; full responsibility; technological learning*



Transformative Learning Videos in the Context of Vlogging: A Participatory Action Research Amidst the COVID-19 Pandemic

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Vlog has been the most widely used platform in this COVID-19 pandemic, and it has been shown that Vlogs have a lot to offer, particularly in education. That was why the study's goal was to transform students' typical learning styles in mathematics through this context of Vlogging. In order to achieve these goals of transformative learning, the study employed Participatory Action Research (PAR) as a research design. The purposive sampling with the inclusion criteria was utilized in PAR, composed of six (6) primary and 16 secondary participants. The primary participants, also known as co-researchers, were involved in all phases, whereas the secondary participants were only included as data sources. The PAR study was divided into three (3) phases with iterative cycles in data collection, data analysis, and data interpretation, in which the views and perspectives of the co-researchers were equally treated. The study's results showed that three major themes emerged using the thematic analysis, and these were: (1) Fostering Probability Topics in Grade 8 Mathematics, (2) The Soul of Transformative Mathematics Learning Vlogs, and (3) Encouraging Stakeholders Support. These major themes emerged from significant responses from primary and secondary study participants during data gathering procedures. Thus, the Transformative Mathematics Learning Vlogs (TMLV) were developed, and their essences were beneficial to students who learned the least learned competencies under the Probability content in conformity with their best interests, desires, and the method they believed was best for them. This TMLV was used as a math project for public school students in distance learning. For sustainable development of the TMLV in transforming students' conventional math learning experiences, the involvement of the internal and external stakeholders was highly recommended. Consequently, TMLV was not limited to mathematics but could also be utilized in other disciplines, with or without social class restrictions imposed by pandemics.

Keywords: *Transformative Mathematics Learning Vlogs, Participatory Action Research, Stakeholders Support, Transformative Learning Theory, Vlogging*



Experiences of Physical Education Teachers on Students' Performance Assessment in Times of COVID-19 Pandemic

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COVID-19, the coronavirus that originated in the Chinese city of Wuhan and quickly spread across the world, has millions of people on edge and generating widespread anxiety. The coronavirus epidemic has prompted the World Health Organization (WHO) to declare a pandemic. As a consequence of the current COVID-19 epidemic, an increasing number of universities and colleges throughout the world have either postponed or canceled all campus events, including seminars, conferences, sports, and other activities, as a result of rising concern about the situation. Comprehensive preventive and protective measures are being implemented at universities to protect all students and personnel from highly infectious sicknesses. Online learning tools for their classrooms are already being implemented by faculty members who are already in the process of transitioning. PE subjects and teachers are affected a lot by this pandemic. This qualitative study utilized a phenomenological approach to know the experience of individual Physical Education teachers during this time of the pandemic. The Data Analysis Utilized in this study is Colaizzi's method (1978). Purposive sampling to select the study participants was applied. Two themes emerged in this study, the tools used by the PE teachers in assessing students' performance to address the problems and difficulties encountered by the PE teachers, and also the coping mechanism of the PE teachers in this difficult situation. The researcher came to the conclusion that the new configuration had an influence on Physical Education teachers based on the two themes that arose throughout the study. Physical Education disciplines place a larger focus on application and on how instructors judge the validity of students' work than other academic subjects. In order to give the best possible outcomes for the people, research participants made use of a variety of technologies. It is good to know that teachers have a coping mechanism in place to cope with all of their worries, especially in light of the current economic climate. And as a consequence of these findings, the researcher developed an Intervention Program to help them build and improve their knowledge, skills, abilities, conduct, and teaching competencies to address the challenges.

Keywords: *Covid 19 Pandemic, PE teachers, Assessment, Online Learning, Intervention program*



Assessment of key critical thinking dispositions in Kenya's secondary school education: Towards a self-directed learner in transition to remote post-COVID-19 Education

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Although studies on key critical thinking dispositions (CTD) in education are abundant, very few studies have been done that relate self-directed learning with CTD in a remote/online classroom theory and practice, particularly in Kenya's secondary school education programs. This study brings a consideration that is taken for granted, that is, the 21st Century soft skills most especially CTD that are necessary for success in online education in the post-Covid-19 era. There is no evidence that teachers, parents, and learners are adequately served in terms of training in the face of inadequate learning management systems, digital gadgets, and digital infrastructure. This paper, therefore, was set to investigate a proposal by scholars and Kenyan education curricula reform reports infusing CTD through online/remote learning in Kenya's secondary school education curriculum. Analyzed and assessed were recent evidence of the 21st Century soft skills particularly CTD in Kenya's secondary school education reform process in transition to post-COVID-19 remote teaching-learning. CTD in remote/online classes was found lacking in all recent education reform reports. Curriculum developers, and scholars should therefore redesign the curriculum to start developing self-directed learners by infusing the 21st Century soft skills through online/remote learning in Kenya's secondary school education curriculum.

Keywords: *Self-directed learning, Self-efficacy, Inquisitiveness, Remote-learning, Soft-skills, and Critical thinking*



Learning Assessment in Modular Distance Learning Class: Challenges Encountered by Faculty Members

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Assessing learner performance in modular distance learning classes presses challenges among teachers. The authenticity of the outputs of the learners in the said learning modality creates a dilemma among teachers. This study was conducted to examine the encountered problems/challenges related to the assessment of learning. The study employed a descriptive cross-sectional research design participated by faculty members from the laboratory school who consented to their voluntary participation in the study. Content validated Learning Assessment Challenges Scale (LACS) was utilized to gather the data. Data on the faculty member's length of service was also gathered. The result revealed that faculty members had encountered challenges in learning assessment. Among the challenges were: preparing timely assessment tasks, time to assess the performance of the learners, accomplishing assessment tasks in the learning module, validating answers in the learning module, making follow-up activities, communicating with learners to monitor progress, employing performance-based assessments, technological limitation, late submission of assessment activities, unidentified submission of the assessment task, probing learning, and using authentic assessment. Further, faculty members regardless of their length of service encountered similar learning assessment challenges. Thus, modular distance learning modality resulted in many concerns in assessing the learners' performance.

PEDAGOGICAL APPROACHES STRAND 2C



SLICE in Basic Medical Education: An Ateneo de Manila University, School of Medicine and Public Health Experience in Hybrid Teaching,

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Ateneo de Manila University, School of Medicine and Public Health

At the Ateneo de Manila University, School of Medicine and Public Health (ASMPH), anatomy and histology, as basic medical sciences, have laboratories. Medicine, like other courses, is heavy on knowledge, skills and attitude. These would adequately be achieved thru laboratory.

During the lockdown due to COVID, ASMPH used the following technologies to augment our students' laboratory experience:

- (1) AnatomyTV
- (2) Acland's video atlas of human anatomy
- (3) virtualhistologylaboratory, and
- (4) Anatomage table

We placed links to AnatomyTV, Acland's video and virtualhistologylaboratory in the ASMPH 4.0 portal of our school's elibrary. Our students can access these on a 24/7 basis.

Anatomage tables have dimensions for dissection, with images of human bodies. Manipulating these can simulate human dissection. These can be accessed offsite.

In 2021, ASMPH was allowed onsite activities. We used this opportunity for integrated laboratory - microscopy, pre-dissected cadavers, plastinated cadavers, osteology, the Anatomage tables and radiology. Thus, all our students were given exposure to basic medical science laboratory.

For schoolyear 2021-22, thru the Sequential Limited Class Exposure (SLICE) program of ASMPH, we continued our on-campus integrated laboratory. The SLICE program allows our students to go to campus for schoolwork, where face to face interaction is deemed necessary. An example is the integrated laboratory to highlight knowledge, skills and attitude for anatomy, histology and radiology. The SLICE program limits campus entry. When the COVID alert level allows, our first year (YL5) medical students go to campus every three weeks, following strict safety protocols.

ASMPH is one of a few, if not the only, medical school able to do consistent on-campus schoolwork during the pandemic, with a minimum of COVID infections. We view the SLICE program to be successful. We will continue this hybrid form of teaching in the coming years to ensure the best possible education we can give our students.



Different Learning Scenarios Impacting the Scale of Learning Loss in College Students of West Bengal, India During COVID19 Pandemic

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Learning loss refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education. As we cross two-years of initial wave of pandemic-induced shutdowns, academic normalcy still remains out of reach for many students, educators and parents. They continue to struggle with mental health challenges and concerns about learning loss.

This paper attempts to study different teaching learning and assessment scenarios impacting the scale of learning loss during the pandemic based on a statistical survey on the experiences of 635 UG and PG students of some colleges of West Bengal, India, who attended online classes during COVID-19 pandemic. The Chi-square test of independence is used to study the roles of gender, discipline, area of residence and family income group (Low, Medium and High) of the students in impacting learning loss for the past two years.

Students from rural and semi urban areas reported more learning loss during the pandemic as compared to students from urban areas. The students coming from low income group families seem to be affected more with learning loss and reported lack of motivation for study as compared to those belonging to middle or high income groups. Further, it is revealed that students from lab based departments felt demotivated and would prefer to have open book assessments with analytical questions in the present scenario as compared to students from non-lab based departments. It is also observed that the differences in adopting and coping up with the diversified methods of online mode of teaching and the pandemic induced breaks in the regular evaluation process needed for productive learning have also substantially contributed to learning loss. Hence, it may be concluded that the pandemic has augmented learning inequality in multiple facets.

Key Words: *COVID-19 – Pandemic; Higher education; online learning; Learning Loss*



Quality Education: Challenges, Effects and Lessons of the COVID-19 Pandemic among selected College Students in UPVTC

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The unprecedented occurrence of the COVID-19 pandemic has challenged the operations of academic institution's delivery of quality education to their learners. The sudden implementation of distance learning in the country has undoubtedly compromised learning competencies and the student's welfare as well as it has hampered the essence of optimal instruction and academic excellence. To shed light on the existing condition of quality education in a national university – University of the Philippines Visayas Tacloban College, the researchers conducted a mixed method study to a.) describe the challenges experienced by college students during distance learning, b.) to analyze the different adaptation strategies employed by college students during distance learning; and c.) determine the factors affecting the academic performance of college students during distance learning. The result of the content analysis revealed that students have available yet do not have complete accessibility to necessary and reliable resources for online learning. Furthermore, the inability to distinguish school home boundaries and mental health problems have been recurring issues for most students. More importantly, despite the relatively higher grades that students have received in this learning modality, methods employed in distance learning have proved to be lacking and inefficient for most students. Students feel that there is a disconnect and a gap that they are not genuinely learning the necessary skill sets to survive and excel in their future profession.



Modular Distance Learning: Student Encountered Problem

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Modular distance learning was adopted as a learning modality in the Philippine educational system during Covid 19 pandemic. The implementation of this learning modality is perhaps novel among some students; thus, some problems may be encountered. The study was conducted to investigate the problems encountered by students during modular distance learning. Questionnaire Problems in Modular Distance Learning (QPMDL) with brief questions regarding the learning problems encountered by the learners in modular distance learning was used. The instrument was content validated by content experts. The study employed a descriptive cross-sectional research design. Randomly selected thirty-three (33) third-year students consented to voluntarily participate in the study. Descriptive statistics were employed to analyze the data. The study revealed that submission and distribution of learning modules, learning module content, time management, and communication were sometimes encountered as problems during modular distance learning, as well as, understanding the content of the learning module and difficulty in communicating with their instructors or professors due to limited face-to-face encounters with them. The small sample size considered in the study is acknowledged as one of its limitations. Further studies of larger sample size in a different context are recommended.

Keywords: *modular distance learning, learning modality, learning problem*



Parents' Perceptions of Modular Learning: Understanding the Transition to Distance Learning

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Parental support plays an important role in ensuring that students are within an environment that is conducive to learning. Due to the pandemic, there was a fast transition from in-class education to distance learning that posed a significant adjustment to every learner. This study aimed to determine the challenges and coping strategies faced by parents who are adapting to modular learning. It was qualitative phenomenological approach in nature. Semi-structured interview guide questions were used to gather data from fifteen (15) participants. After doing an in-depth thematic analysis, five (5) themes emerged: having difficulties; struggling in disciplining; lack of knowledge to explain; schedule management; and extended effort and time for children. The study showed that parents' circumstances are making it tough for their children to succeed academically. Nonetheless, they are trying their best to assist their children with their academics during distant learning. Furthermore, despite their duties and other commitments at home, parents are dedicating their time and effort to support their children. Also, Parents face several problems when educating their children, which put their knowledge, patience, abilities, and time to the test. It is recommended that parent may develop time management skills in order to help their child with their schoolwork while they can still do their chores or other activities at home. They may also contact the instructor for help with the challenging lessons they have experienced. They can also call for support from other family members or relatives who are available, knowledgeable, and capable of handling lessons, especially challenging ones.

Keywords: *Distance Learning, Modular Learning, Pandemic, Parents' Support*



Narrative Inquiry on the Use of Teacher-Made Module in Oral Communication in Context

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This study aimed to discover the narratives of the teachers and students on the use of teacher-made modules in oral communication in context during the COVID-19 crisis under the new educational method being implemented. Narrative inquiry has an underlying philosophy that enables and helps gather information based on real-world settings and personal experiences. This study utilized the qualitative method of research and an inductive approach was applied using thematic analysis. Data were gathered through in-depth interviews. The participants of the study were the five Grade 11 English teachers and ten Grade 11 HUMSS students. They were teachers teaching English 11 subjects at Passi National High School and students enrolled in humanities in social sciences strand. The participants of the study answered open-ended questions through recorded interviews. The conversations were taped, transcribed, and stored as scripts. These scripts were used to create codes and themes after manually coding the qualitative data. After analyzing the interviews, two overarching themes emerged within the students' views on the usage of teacher-made module in learning oral communication in context. These themes are the following: independent learning on the use of teacher-made module and absence of teachers' guidance. The conduct of interview to teachers had led to the discovery that the implementation of teacher-made module focuses on the idea of student-centered learning and essential role of parents and teachers on students' learning. These two identified themes are derived from the personal views of teacher itself who made the actual oral communication in context module. Three themes emerged after analyzing the interviews done to students regarding the challenges they had encountered. These themes were classified into three: drawback of distance learning, availability of educational media and gadget, and time management. Three overarching themes emerged about the challenges encountered by teachers: availability of educational media and gadget, assessment of students' learning in oral communication in context and drawback of distance education.

Keywords: *New Normal Education, Narrative Inquiry, Teacher-made Module, Oral Communication in Context, Qualitative Study*



Synchronous and Asynchronous Teaching in Science and the Performance of the BSED Sciences Students

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This study focused on the level of Performance and extent of exposure of BSED Sciences Students of the MSU-TCTO College of Education to synchronous and asynchronous instruction. It also determined if the extent of exposure of the respondents to the two aforementioned methods of teaching significantly affected their level of performance. This study utilized a cross-sectional research design to quantify and describe the extent of exposure to synchronous and asynchronous teaching and its effect on the performance of BSED Sciences students. The Cumulative General Point Average (CGPA) served as data for the level of performance of the respondents. A thirty (30)-item researcher-made questionnaire Scale on Exposure to Synchronous and Asynchronous Teaching or SESAT was utilized also in this study. Mean was used as a statistical tool to compute the scores of respondents interpreted by five-point scale hypothetical mean ranges. Multiple linear regression was used to test if the exposure to asynchronous and synchronous approach to teaching significantly predicted the performance of BSED Sciences students. The data gathered revealed that the level of Science Performance of the respondents is **very good**. The study showed that BSED Sciences students are more exposed to synchronous teaching than to asynchronous teaching. Moreover, face-to-face and online consultations were also held to provide additional information and support to the topic. It was further concluded that students' exposure to synchronous teaching affects their performance.



EDMODO: Its Effectiveness as a Platform for Blended Learning Among Pre-Service Teachers

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This study assesses the effectiveness of Edmodo in facilitating the development of 21st century skills among pre-service teachers at Main Campus I of Negros Oriental State University. It also involves the teacher-respondents identified as those who are using Edmodo in their classes for at least one semester. The findings of the study revealed that both respondents utilized the platform with no definite number of times. The student-respondents perceived that Edmodo is an effective means in the development of their creativity, critical thinking, and information, media and literacy skills. However, they perceived it as less effective in the development of communication and collaboration. The teacher-respondents find the platform's features effective especially in tracking student progress and reviewing graded quizzes, and outputs. Both respondents often encounter technical problems when using Edmodo, connectivity and interrupted online quizzes and submission of outputs. Students' extent of Edmodo utilization is significantly related to their perception of the Edmodo's effectiveness in the development of their 21st century skills as well as to the challenges they met while utilizing Edmodo. The more they utilize the platform regardless of the frequency, amount of time spent per use, and purpose of accessing Edmodo, they perceive it as an effective means to develop their 21st century skills which are requisites for all pre-service teachers. It is therefore recommended that schools must provide stable internet connectivity so that Edmodo's features may be fully utilized. Teachers utilizing Edmodo must provide sufficient means to enhance students' communication and collaboration. Teachers should provide more activities for the practice of oral communication skills and team work. Outputs may include video clips of oral presentations, interpretations, role-play, simulation and other group activities to encourage students to work with others. Manufacturers of Edmodo may speed up optimization and data persistence especially when uploading heavy files.



Mentoring Junior High School English Teachers in Increasing Student Motivation in Online Classes

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Ensuring that students engage in online classes has been a challenge among teachers in the New Normal. Mentoring teachers is one dynamic way to empower them to increase students' motivation in a crucial time of uncertainty. This can be done by observing the principles of self-determination theory (SDT) and project-based learning (PBL) in English language teaching. Through action research, the researchers purposively selected 7 online English teachers in a very large school in Antipolo City during the Second Quarter of SY 2021-2022. The researchers observed their online classes during the First Quarter and prepared a mentoring program that infused SDT and PBL based on the observations. Through learning action cells (LAC), teachers were capacitated with strategies in infusing SDT and PBL in the preparation of their instructional and assessment strategies and coached in improving their materials for Second Quarter. To check the effectiveness of the mentoring program, data were collected through interviews, focus group discussions, research-made questionnaires, and documents with the said respondents and their selected students. Results reveal that the knowledge of teachers about motivation and PBL increased. Improvement was also shown in the classroom observations and reflected during the interviews. Teachers also have positive reception of the mentoring program. Teachers implemented the principles of motivation and PBL in their performance tasks, asynchronous activities, and synchronous sessions. Majority of the students noticed that there was a difference in their classes between the First and Second quarter. Students revealed that their English teacher was more motivating in the Second Quarter based on the interviews and an increase in the scores between pre- and post-LAC scores in the questionnaires provided. The findings in this study pose significance on teacher training and language learning in the New Normal. These may also address issues in increasing students' motivation in the New Normal not only in the English subject but also in any other subject. The results affirm that principles of motivation and project-based learning may enhance students' engagement and promote learning English.

Keywords: *English teaching, online class, motivation, affect*

Gamification in Education: The Motivation-Exploration-Implementation Theory

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Gamification is an emerging trend in the educational context. It is embedded in the instructions anchored with game design elements in a non-game context. It further amplifies the way how learners are hooked and attached to different technologies entailed with various online games and applications making them more motivated and engaged. This study sought to generate a theory of gamification in education. For this purpose, this paper will utilize the deductive axiomatic approach in theory generation following the steps provided by Padua (2012). There are five axioms construed, namely; (1) Gamification is universal in terms of its application to different topics discuss in the academe; (2) Gamification provokes the learners to think critically; (3) Gamification sustains the learner's motivation and engagement in a classroom discussion; (4) Gamification knows no boundaries; and (5) Gamification enhances teaching-learning process. From these five axioms, ten propositions were formulated; Gamification should (1) make the game designs and applications friendly, (2) have more interesting and thought-provoking activities online, (3) provide clear and simple instructions in performing the activities; (4) formulate activities and tasks that are locally contextualized, (5) create learning and behavioral goals attainable; (6) provide a reward system right after each milestone in the activity; (7) make all learning activities fun and interactive; (8) have the applications supported by the government to make it accessible to all learners; (9) create a competitive learning environment; and (10) encourage learners to provide their feedback about the game designs and its applications for the improvement of the activities. With these propositions, the Motivation-Exploration Implementation Theory for Gamification in Education was generated. This theory emphasizes the importance of gamification in the teaching-learning process whereby motivation, exploration, and implementation are important elements in achieving a competitive, contextualized, and conducive learning environment.

Keywords: *Deductive axiomatic, gamification in education, Motivation-Exploration Implementation Theory, teaching-learning process, conducive environment*

Ang gamification ay isang umuusbong na trend sa kontekstong pang-edukasyon. Naka-embed ito sa mga tagubiling nakaangkla sa mga elemento ng disenyo ng laro sa isang kontekstong hindi laro. Mas pinalalakas nito ang paraan kung paano nakakabit at nakakabit ang mga mag-aaral sa iba't ibang teknolohiya na kasama ng iba't ibang online na laro at application na ginagawa silang mas motibasyon at nakatuon. Ang pag-aaral na ito ay naghangad na makabuo ng isang teorya ng gamification sa edukasyon. Para sa layuning ito, gagamitin ng papel na ito ang deductive axiomatic approach sa pagbuo ng teorya kasunod ng mga hakbang na ibinigay ni Padua (2012). Mayroong limang axiom na binibigyang kahulugan, ibig sabihin; (1) Ang gamification ay pangkalahatan sa mga tuntunin ng aplikasyon nito sa iba't ibang paksang tinatalakay sa akademya; (2) Ang gamification ay naghihikayat sa mga mag-aaral na mag-isip nang kritikal; (3) Ang Gamification ay nagpapanatili sa pagganyak at pakikipag-ugnayan ng mag-aaral sa isang talakayan sa silid-aralan; (4) Ang gamification ay walang alam na hangganan; at (5) Pinahuhusay ng Gamification ang proseso ng pagtuturo-pagkatuto. Mula sa limang axiom na ito, sampung proposisyon ang nabuo; Ang gamification ay dapat (1) gawing friendly ang mga disenyo at application ng laro, (2) magkaroon ng mas kawili-wili at nakakapukaw ng pag-iisip na mga aktibidad online, (3) magbigay ng malinaw at simpleng mga tagubilin sa pagsasagawa ng mga aktibidad; (4) bumalangkas ng mga aktibidad at gawain na locally contextualized, (5) lumikha ng pag-aaral at pag-uugaling mga layunin na makakamit; (6) magbigay ng reward system pagkatapos mismo ng bawat milestone sa aktibidad; (7) gawing masaya at interactive ang lahat ng aktibidad sa pag-aaral; (8) magkaroon ng mga aplikasyon na suportado ng pamahalaan upang gawin itong naa-access sa lahat ng mga mag-aaral; (9) lumikha ng isang mapagkumpitensyang kapaligiran sa pag-aaral; at (10) hikayatin ang mga mag-aaral na magbigay ng kanilang feedback tungkol sa mga disenyo ng laro at mga aplikasyon nito para sa pagpapabuti ng mga aktibidad. Sa mga proposisyong ito, nabuo ang Teorya ng Pagganyak-Exploration-Implementation para sa Gamification sa Edukasyon. Binibigyang-diin ng teoryang ito ang kahalagahan ng gamification sa proseso ng pagtuturo-pagkatuto kung saan ang pagganyak, paggalugad, at pagpapatupad ay mahalagang elemento sa pagkamit ng mapagkumpitensya, kontekstwalisasyon, at kaaya-ayang kapaligiran sa pag-aaral.

Mga Keyword: *Deductive axiomatic, gamification sa edukasyon, Motivation-Exploration Implementation Theory, teaching-learning process, conducive environment*

PEDAGOGICAL APPROACHES STRAND 2F

Differentiated Instruction as Strategy in Teaching Lifestyle and Weight Management A Quasi-Experimental Study



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The pandemic crisis brought tremendous alteration and changes across the world and this was felt by different institutions including the educational sector. This alteration posed constrictions as measure to contain the spread of the Covid-19 virus causing the students to facilitate self-learning in the comfort of their homes. In this new modality of learning, the students' motivation and students' academic performance were largely affected considering different interacting factors circulating within the system of instruction and learning. Considering this area of concerns, this study aimed to know the effectiveness of differentiated instruction in teaching the concept of lifestyle and weight management employing quasi-experimental design utilizing survey questionnaires for the gathering of the data and test of difference (paired t-test) as analysis for the treatment. The study conducted pretest to the 15 respondents both from control and experimental group where it showed an equal point of 22 garnered from the two groups. The study then conducted a posttest after the administration of traditional teaching and differentiated instruction to the control and experimental group respectively and found that there was a difference of mean points extracted from the control group (22.5) to the mean gathered by the experimental group (23.5). With 0.05 significance level, the control group (traditional teaching) garnered no significance level (0.09) while the experimental group (differentiated instruction) garnered a p -value of 0.00 which indicated that it has significant difference. Thus, these results exemplified that the intervention is effective which posed a positive difference in the teaching learning process. It is recommended to have this study utilized and validated in different schools.

Keywords: *Differentiated Instruction, Quasi-Experimental Research, Lifestyle, Weight Management*

Ang krisis sa pandemya ay nagdulot ng napakalaking pagbabago sa buong mundo at naramdaman ito ng iba't ibang institusyon kabilang ang sektor ng edukasyon. Ang pagbabagong ito ay nagdulot ng mga paghihigpit bilang hakbang upang mapigilan ang pagkalat ng Covid-19 na virus na nagiging dahilan upang gawin ng mga mag-aaral ang pag-aaral sa sarili sa ginhawa ng kanilang mga tahanan. Sa bagong modality ng pag-aaral na ito, ang motibasyon ng mga mag-aaral at ang kanilang pagganap akademiko ay higit na naapektuhan kung isasaalang-alang ang iba't ibang mga interaksyong salik na umiikot sa loob ng sistema ng pagtuturo at pagkatuto. Isinasaalang-alang ang lugar na ito ng mga alalahanin, ang pag-aaral na ito ay naglalayong malaman ang pagiging epektibo ng differentiated instruction sa pagtuturo ng konsepto ng lifestyle at weight management gamit ang quasi-experimental na disenyo na gumagamit ng survey questionnaire para sa pangangalap ng mga datos at pagsubok ng pagkakaiba (paired t-test) bilang pagsusuri para sa paggamot. Ang pag-aaral ay nagsagawa ng pretest sa 15 respondente kapwa mula sa control at experimental group kung saan nagpakita ito ng pantay na puntos na 22 na nakuha mula sa dalawang grupo. Ang pag-aaral pagkatapos ay nagsagawa ng posttest pagkatapos ng pangangasiwa ng tradisyonal na pagtuturo at pagkakaiba-iba ng pagtuturo sa kontrol at eksperimental na grupo ayon sa pagkakabanggit at natagpuan na mayroong pagkakaiba ng mga mean na puntos na nakuha mula sa control group (22.5) sa mean na nakalap ng eksperimental na grupo (23.5). Sa antas ng kabuluhan na 0.05, ang control group (tradisyunal na pagtuturo) ay hindi nakakuha ng antas ng kabuluhan (0.09) habang ang eksperimental na grupo (differentiated instruction) ay nakakuha ng p -value na 0.00 na nagsasaad na ito ay may makabuluhang pagkakaiba. Kaya, ang mga resultang ito ay nagpakita na ang interbensyon ay epektibo na nagdulot ng positibong pagkakaiba sa proseso ng pagtuturo. Inirerekomenda na gamitin at patunayan ang pag-aaral na ito sa iba't ibang paaralan.

Mga Keywords: *Diffirentiated Instruction, Quasi-Exprimental, Pamumuhay, Pamamahala ng Timbang*

Improving Students' Mastery in Solving Like and Unlike Signed Fractions with the Use of Music and Video Tutorials: An Action Research

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This mixed-method embedded experimental model research design aimed to improve students' performance in fraction operations through interventions. Additionally, the goal of this paper is to bridge the gap in the literature on using music and video tutorials as tools in mathematics education. Moreover, this research study assessed the effectiveness of the integration of music and video tutorials in learning and mastering fraction operations with like and unlike signs based from the result of pretest and posttest. Data were collected from the 36 Grade 7 and Grade 8 learners of Busay National High School, Busay, Moalboal, Cebu; 18 of them (Grade 7) belonged to the control group and the other half was the experimental group. The following results were noted: 1) the integration of music improves learners' memorization, remembering, and retention skills in mathematics; 2) the utilization of video tutorials is effective improving learners' mastery and performance in solving fraction operations. Further, the study revealed the difficulties of the learners in solving fractions even after the intervention which primarily includes their experiences in the modular distance learning. Additionally, the result showed that there is no significant difference between scores in the control and experimental group during the pretest ($p > 0.05$) with Z-value of -1.289. However, there is a significant difference between the posttest scores of the control and experimental group ($p < 0.05$) with Z-value of -3.741. Further, this study revealed that there is a statistically significant difference between the mean performances of the control and experimental groups ($p < 0.05$) with a mean rank of 9.50 and 27.50 respectively. Conclusively, music and video tutorials are effective in teaching and learning mathematics instruction and may be utilized by teachers and professors. The overall findings of this paper are significant for teachers handling mathematics instruction and variables found insignificant calls for another study.

Keywords: *mathematics performance, mathematics education, mathematics video tutorials, educational songs, mathematics difficulties*

Ang "mixed-method embedded experimental model research design" na ito ay naglalayong pahasayin ang pagganap ng mga mag-aaral sa mga "fraction operations" sa pamamagitan ng mga interbensyon. Bukod pa rito, ang layunin ng papel na ito ay upang maging tulay sa puwang ng panitikan sa paggamit ng musika at mga video tutorials bilang mga kasangkapan sa edukasyon sa matematika. Bukod dito, ang pananaliksik na ito ang pagiging epektibo ng paggamit ng mga music at video tutorials sa pag-aaral at paghahasa ng kakayahan sa "fraction operations" na may "like at unlike signs" batay sa resulta ng pretest at posttest. Ang mga datos ay nakolekta mula sa Grade 7 at Grade 8 na mga mag-aaral ng Busay National High School, Busay, Moalboal, Cebu; 18 sa kanila (Grade 7) ay kabilang sa control group at ang kalahati ay ang experimental group. Ang mga sumusunod ay ang resulta sa pag-aaral na ito: 1) ang paggamit ng musika ay nagpapabuti sa mga kasanayan sa pagsasaulo, pag-alala, at "retention skill" sa konseptong pangmatematika; 2) ang paggamit ng mga video tutorial ay epektibo sa pagpapabuti ng kahusayan sa pag-solve ng fraction operations. Dagdag pa, ang pag-aaral ay nagsiwalat ng mga kahirapan ng mga mag-aaral sa pagsolve ng fraction operations kahit na pagkatapos ng interbensyon na pangunahing dahilan ay ang kanilang mga karanasan sa modular distance learning. Bukod pa rito, ipinakitang resulta na walang makabuluhang pagkakaiba sa pagitan ng mga marka sa control at experimental group sa panahon ng pretest ($p > 0.05$) na may Z-value na -1.289. Gayunpaman, mayroong makabuluhang pagkakaiba sa pagitan ng mga markang posttest sa control at experimental group ($p < 0.05$) na may Z-value na -3.741. Dagdag pa, ang pag-aaral na ito ay nagsiwalat na mayroong makabuluhang pagkakaiba sa istatistika sa pagitan ng mga mean na pagganap ng kontrol at mga eksperimentong grupo ($p < 0.05$) na may mean na ranggo na 9.50 at 27.50 ayon sa pagkakabanggit. Samakatuwid, ang music at video tutorial ay epektibo sa pagtuturo at pag-aaral ng pagtuturo ng matematika at maaaring gamitin ng mga guro at propesor. Ang pangkalahatang mga natuklasan ng papel na ito ay makabuluhan para sa mga guro ng humahawak sa pagtuturo ng matematika at mga variable na natagpuan hindi gaanong mahalaga ay nangangailangan



Exploring Teachers' Perceptions on Pupils' Social Skills in Blended Learning Approach in Day Care Centers

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Daycare Services and programs confirm that the fundamental requirements for children's wellbeing and safety are met in order to obtain an atmosphere in which children may excel in growth. The study determined the impact that blended learning on the children's socialization abilities at childcare facilities through exploring the perception of daycare workers. Generally, this study focused for additional knowledge regarding the blended learning setup and its influence on the social skills of children enrolled in childcare education from the perspective of daycare teachers. This research was qualitative and used narrative research approached. To obtain as much information as possible for the study, the researchers collected data from the participants through consented interviews with an open-ended guide questionnaire. The selected participants were seven teachers of Daycare Centers in Bulaon, Pampanga. After doing an in-depth analysis using thematic analysis, three (3) major themes and three (3) sub themes emerged: Combination of Modular and Online Learning, with sub theme, Varied Approach in Teaching, Continuous Learning Opportunity, and Insufficient Social Interactions, and its subthemes, Decrease in Interest and Focus, and Developed Low Self-esteem. The study showed that because of the lack in socialization during the pandemic, the children had lower level of social skills and its affect their social relationships. Wherein it also affected their self-esteem and their attitudes around other people and towards their learning. It is recommended to conduct training needs analysis in orders to allow and encourage improvement on the techniques in implementing Blended Learning Approach in Daycare Centers, and in turn, improvements on the social skills of children in the approach.

Keywords: *Blended Learning, Children, Daycare Center, Pandemic, Social Skill*

PEDAGOGICAL APPROACHES STRAND 2G



Learning without Learning in the New Normal: College Education Students Lived Experiences in Blended Learning Modality

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Blended learning has been the modality used by higher education to continue quality education amidst the pandemic. Thus, this study investigated and explored the lived experiences of students at Cebu Technological University-Moalboal Campus. The theory of distance education or distance learning is reflected in the three historical approaches namely: the theories of autonomy and independence, theory of industrialization and the theories of interaction and communication. The data were analyzed with 11 participants using the Interpretative Phenomenological Analysis (IPA); based on Moustakas' Modified Van Kaam Approach. Four emerging core themes were generated such as the (Theme 1) challenges and struggles in blended learning, (Theme 2) student's preference in learning, (Theme 3) motivation is the key, and (Theme 4) internet websites are at ease. With these four core themes, it can be gleaned that those students are struggling in a blended learning modality. These lived experiences of the college students may propose an action plan for the university to explore pedagogical remedies to address the student's difficulties in learning.

Keywords: *Blended Learning, Challenges, Struggles, Internet Websites, COVID-19 Pandemic*

Ang pinaghalong digital at traditional na paraan ng pagtuturo ay ang pamaraan na ginagamit ng Komisyon sa Mas Mataas na Edukasyon upang ipagpatuloy ang kalidad ng edukasyon sa gitna ng pandemya. Samakatuwid, ang pananaliksik na ito ay nag-suri at nagsiyasat sa mga karanasan ng mga mag-aaral sa Cebu Technological University-Moalboal Campus. Ang teorya ng distansyang edukasyon o distansyang pagkatuto ay makikita sa tatlong historikal na pagdulog katulad ng: ang mga teorya ng awtonomiya at kalayaan, teorya ng industriyalisasyon at mga teorya ng pakikipag-ugnayan at komunikasyon. Ang mga datos ay sinuri sa 11 kalahok gamit ang Interpretative Phenomenological Analysis (IPA); na nakabatay sa Moustakas' Modified Van Kaam Approach. May apat na umuusbong na pangunahing tema ang nabuo tulad ng (Tema 1) mga hamon at pakikibaka sa pinaghalong pag-aaral, (Tema 2) ang mas kagustuhan ng mag-aaral sa pag-aaral, (Tema 3) pagganyak ang susi, at (Tema 4) ang mga websites sa internet na nakakatulong sa pag-aaral. Batay sa mga ang apat na pangunahing tema, maaari itong mapulot na ang pag-aaral sa ilalim ng pinahalang digital at traditional na paraan ay nagpapakita na nahihirapan ang mga mag-aaral. Ang mga karanasang ito ng mga mag-aaral sa kolehiyo ay maaaring magmungkahi ng isang plano tungo sa aksyong pananaliksik para sa unibersidad na tuklasin ang mga remedyo sa pedagogikal upang matugunan ang mga kahirapan ng mag-aaral sa pag-aaral.

Mga Keywords: *Pinaghalong Pag-aaral, Mga Hamon, Pakikibaka, Mga Websites sa Internet, Pandemya ng COVID-19*



The Lived Experiences Aged Instructors in Online Classes: Their Struggles and Coping Mechanisms

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The Senior-aged instructors are silent victims and defenseless armies of the arduous process of changing the educational setting during the onset of the pandemic. There is a significant scarcity of literature highlighting the experiences of elder instructors. With this, the researchers became more driven to extend ears to echo the lived experiences of the Senior-aged instructors and seek to find meaningful ways to address and support their concurring disposition. Grounded on the Diffusion of Innovation Theory, this study utilized the Heideggerian phenomenology design and Interpretative Phenomenological Analysis (IPA) of Van Manen popularized by Moustakas with a 7-step analysis. The study applied bracketing to avoid researchers' bias. Semi-structured interview guide was used to elicit pertinent information from the seven (7) senior-aged instructors of Cebu Technological University - Moalboal Campus. The outcome presented four (4) themes namely: (1) Crusades of Technical Struggles, (2) Compromised Pedagogical Delivery, (3) Coping Mechanisms, and (4) Conceptual Visions for Professional Development. It is recommended to construct a management plan of initiating seminars and refresher courses intended for senior-aged instructors. May this analysis bring forth the hopeful prospect of giving the opportunity for the elderly teachers to gain innovative teaching strategies fit for 21st century learners.

Isa sa mga biktima ng biglaang pagbabago sa ating Sistema ng edukasyon ay ang ating mga nakakatandang tagapagturo. Ito ay dahil narin sa limitado o kulang ang kanilang kaalaman sa mga kasalukuyang teknolohiya na ginagamit na ngayon sa pagtuturo. At dahil dito, mas nahimok ang mga mananaliksik na makinig upang mailahad ang mga karanasan ng ating mga magtuturo at makahanap ng mga makabuluhang paraan upang matukoy at masuportahan ang kanilang kasalukuyang mga disposisyon. Batay sa "Diffusion of Innovation Theory" ang pananaliksik na ito ay gumamit ng *Heideggerian Phenomenology Design* at *Interpretative Phenomenological Analysis* o IPA ni Van Man na pinasikat ni Moustakas na nay pitong hakbang sa pag-aanalisa. Sa pagamit ng *semi-structured interview guide* mula sa pitong (7) matatandang tagapagturo sa Cebu Technological University- Moalboal Campus ay nakakuha ang mga mananaliksik ng mahahalagang impormasyon. Ito ay may apat (4) na tema (1) Krusada ng mga Teknikal na Pakikibaka (2) Ang Pagkakumpromiso ng mga Pedagogikal nga Pamamaraan sa Pagtuturo (3) Mga Mekanismong Natutunan sa Pagharap ng mga Suliranin at (4) Konseptuwal na Pananaw para sa Propesyonal na Pag-unlad. Ang mga temang ito ay hango sa karanasan ng mga instruktur na nakibaka sa labanang hindi sigurado ang dahas. Inirerekomenda na pagbigyang-diin ang pagsisimula ng mga seminar na magbibigay sa kanila ng panibangong pananaw sa pagtuturo gamit ang teknolohiya. Nawa'y ang pananaliksik na ito ay maging daan sa pagbigay muli ng pag-asa at ginhawa sa mga nakakatandang magtuturo na sa matagal na panahon ay nag-aalab parin ang damdaming tumulong at magturo para sa kasalukuyang henerasyon.



Experiences in Teaching Mathematics in an Inclusive Classroom Environment During Pandemic

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Worldwide, 93 million children have special educational needs. Students with Special Educational needs, like other students, have hopes and dreams for their future. Education is one of the keys to a better society. Students with Special Educational Needs, like every student, need quality education to develop their competence and succeed. Inclusive education is perhaps the best way to ensure that all children have an equal opportunity to attend school, learn, and develop the skills they require to thrive. The abrupt change in the education system because of the pandemic gives issues to the learners and educators. This study's primary goal is to determine educators' and students' experiences, challenges, and coping mechanisms in the Mathematics Inclusive Classroom during distance learning. The researchers conducted Interview Questionnaires with 8 Teachers and 8 Students (consisting of those with educational needs and without educational needs). Utilizing Thematic analysis, the study's findings were: (1) Teachers, Students without SEN, and Students with SEN experienced difficulties in teaching and learning. (2) Teachers, Students without SEN, and Students with SEN were challenged more by the unstable internet connection. (3) Teachers, Students without SEN, and Students with SEN remained persistent because of the support system (family, classmates, teachers & websites/assistive technologies). In conclusion, the abrupt change in the education system gives issues to the learners and educators. It causes problems since the teachers are obliged to make a big adjustment to their way of teaching. Most of the teachers who responded to this study experienced challenges in communication caused by slow internet connection and the learners and the absence of their presence physically. This difficulty in communication leads to the educator experiencing problems in making sure that students understand what they're teaching. Therefore, teachers need to consider what kind of effective method they are going to use. In coping with these experiences and challenges, the teachers used innovative tools and approaches and sought help from the guardians or parents in giving support and assistance to educate their children and to remain positive and responsible. School administrators are advised to be knowledgeable about the challenges of the teachers and students and form or develop an e-inclusion program or training that is integrated into the educators' and learners' current needs for a successful implementation of an inclusive classroom. The community is suggested to create programs that will help teachers and students by providing instructional materials. Along with the understanding and motivating teachers, students, especially students with SEN.



COVID-19 and the Micro Teaching Experience in Physical Education among Teacher Trainees

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Micro teaching is a teacher training technique which plays a significant role in developing teaching skills among teacher trainees. The teacher trainer conducts a class for a small group of trainees and receives feedback from the peers and the trainer. With the restrictions imposed during the COVID-19 pandemic, online teaching was fully adapted at the University. This posed a challenge to the delivery of micro teaching sessions for physical education (PE) which is a practical oriented subject. Use of technology, improvisation and modification of aspects of PE lessons were employed to conduct the sessions for an undergraduate unit course in Early Childhood Education. The class had 21 Early Childhood Education teacher trainees. These strategies enabled the delivery and assessment of the course unit. The learning outcomes of the course unit were achieved and the teacher trainees' performance met the required expectations. As the theories of change posit, interventions can lead to development change. Challenges can compel educational stakeholders such as trainers and trainees to adapt to a higher level of thinking and creative skills to solve problems. These skills can enable the stakeholders to explore and use innovative strategies and available tools to solve cross cutting issues.

Key Words: *COVID-19, Micro-teaching, Physical Education, Early Childhood Education*



The English Classroom Learners in Silent Mode: Understanding the Roots

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The purpose of this study was to determine students' perspective in learning English as a second language (ESL) while in silent mode. Additionally, the study explored how silent students describe their experiences upon acquiring knowledge of the language. It was established in various literatures that some instructors perceived students' silence as disengagement. The study was conducted using a qualitative, phenomenological in-depth interview and focus group discussion methodologies. The study samples consisted of 17 silent students in an English class. Data were collected using audiotaping of interviews and field notes. Ten major themes emerged from the analysis of the data. The themes were: silence means simply concentrating; silence is brought about by self-consciousness and insecurity; silence in class does not always mean mindlessness; silence as learning style; silence in class is owed to one's personality; being silent in an English class will hardly help in learning the language; being silent is alright as there are other ways to supplement learning of English; learning English needs more conscious effort and resolve to learn than simply being silent; and one can never learn English by just studying and being silent. The data suggest that students in silent mode cannot therefore be assumed to have no learning.

Keywords: *education, English classroom, learners, silent mode, phenomenology, Philippines*



Readiness and Competency towards Interactive Remote Teaching among Private Secondary School Language Teachers in the District of Trece Martires City during the Pandemic

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Remote teaching is a fairly new venture in the Philippines especially in the basic education. However, its strict implementation as an emergency modality shift was given emphasis during the pandemic outbreak of 2020. Therefore, there is a need to assess the teachers' level of readiness and competency in the new mode of teaching in order to discover more strategies and improve teaching techniques. Using complete enumeration sampling technique, 25 language teachers of selected private schools in Trece Martires City were surveyed online via Google Forms. To measure the teachers' readiness towards interactive remote teaching, the researchers adapted the questionnaires developed by Ventayen (2019) while to measure their level of competency, the TPACK framework developed by Mishra, Khoeler and Shin (2006) was adapted. Responses to individual variables were analyzed through their weighted means. Meanwhile, the significant relationship between these two variables was analyzed using Pearson Correlation Coefficient. The results show that language teachers are confidently ready and extremely competent in terms of teaching language online. Moreover, the outcome of the Pearson r test indicates that there is a moderate positive correlation between the level of readiness and level of competency of the research respondents, indicating that the level of readiness of the teachers to teach online positively affects their level of competency and vice versa. Hence, it is assumed that they will be more successful in online-teaching modality. Ultimately, though the findings show positive results towards both of the variables, it is still highly recommended for the teachers to sustain the current condition and attend webinars for teachers to improve both of their readiness and competency level in terms of online teaching and keep up with the changing and current demands of ICT in education.

Keywords: *Readiness, Competency, Secondary Language Teachers, Interactive Remote Teaching, Distance Teaching, Online Education*



The Tasks of Transformative Education in a Post-Pandemic World: An Appropriation of Paul Ricoeur's Capable Human Person

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This paper aims to reflect on the tasks of transformative education in a post-pandemic world in the light of Ricoeur's notion of the Capable Human Person. Although Ricoeur's philosophy is not a philosophy of education, the themes developed in his Philosophical Anthropology offer rich resources that can be appropriated in conceptualizing the educational tasks within the post-pandemic context. Though the current milieu has amplified educational problems and discrepancies, it has also presented opportunities for a pedagogical renewal which emphasizes accompaniment, inclusivity, and human encounter. Character engenders both a disposition towards living a good life, and a narrative identity forged through the creative interweaving of one's moral conviction and responsible action. Thus building from a Ricoeurian framework, the tasks of transformative education are characterized in three levels: the industrial, political, and axiological. First, the educative task based on the industrial level is to create instruments of shared responsibility in which persons are initiated continually to the exercise of collective choice with the realization of the ethical significance of education as *education in responsibility*. Second, in the political level there is the calling for both educators and learners to translate their ideals into action, for they have effect only to the extent that they contribute towards the transformation of human experience in society. Lastly, the axiological function of education is the courageous reinterpretation of human values to affirm one's capacities and historicity amidst the tides of global change. Hence, transformative education is further illuminated as a work of mission calling for a selfless commitment to educate the whole person, empowering him or her to live a good life, with and for others, under a just community. The paper concludes with the call for the development of a pedagogical approach which promotes a holistic formation for students.

Keywords: *Capacity-Building, Covid-19, Ethics, Human Capacities, Human Person, Mission, Responsibility, Transformative Education*



Online Teaching in Mathematics

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The study focused on the effectivity of online teaching to all the Bachelor of Secondary Education major in Mathematics at CTU-Tuburan Campus. The researchers gathered the data based on the usual online platforms used by the respondents focusing on the level of effectivity in using these platforms as to social, behavioral and economic aspect. This study also determined the problems that the respondents encountered in using online platforms through standardized questionnaire. This study utilized qualitative method by using a descriptive research design. The findings revealed that google classroom and google meet were the chosen online platforms and poor internet connection was the highest problem encountered by the respondents. The findings support that online teaching is effective to the BSED Mathematics majors from 1st year to 3rd year. The respondents greatly learn especially when the teacher integrates google classroom and google meet in delivering the lessons and activities. The researchers recommended that instructors may create learning activities using google classroom. To address the findings of the study, an instructional model was proposed.



Science High School Students' Perceptions of Alternative Assessments in Online Implementation of Civic Engagement and Leadership Course

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One of the concerns that arise during remote or online learning is the student's submission of assessments. With this, the researchers implemented an intervention of providing students with choices of alternative assessments to Grade 12 students taking the Civic Engagement and Leadership course. At the end of the school year, a ten-question Likert's scale survey and a short answer question through google form were administered to investigate the students' attitudes toward alternative assessments, factors that affect their choice, and motivation. Two hundred twenty (220) Grade 12 science high school students in the Philippines participated in the survey. The results showed that students supported the alternative types of assessments and were motivated. However, due to the adjustments to online learning, students opted to choose the alternative assessments that will not consume too much of their time and, at the same time, they can express their learning more. It is recommended to provide scaffolding to the students as they transition to blended learning and give them the choice of assessments where they can better express their learnings.

Keywords: *Alternative assessment, motivation, student-centered learning, critical thinking skills*



Writing about Thinking and Creating: The Learning Log as an Assessment Method in Art History Courses

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Since the shift to remote learning due to the Covid 19 pandemic, this author has adopted the learning log as a primary assessment tool for her undergraduate courses in art history at the University of the Philippines College of Fine Arts. The learning log is more than just a mere recording or description of topics since it operates like a self reflexive journal, with an emphasis on self-evaluation of knowledge and learning.

In this paper, I will examine the effectiveness of the learning log in enhancing student learning. I am adapting a classroom-based research approach in this study, using as primary data the student learning logs in the past two academic years from my art history courses ranging from the introductory level for freshmen and sophomore students, to the more advanced courses taken mostly by senior students. I argue that learning logs are highly effective in enhancing student engagement, metacognition, and “critical habits of the mind.” The learning log exercise, however, cannot stand on its own. The success of this assessment tool is contingent on instructor mediation that includes providing an expertly assembled variety of learning materials that are adequate, interesting, and cohesive. To maximize the potential of learning logs, it is also crucial to operationalize learner-to-teacher and learner-to-peers communication mechanisms that will provide feedback and additional perspectives to the learners.

Keywords: *learning log, assessment, metacognition, pedagogy*



Implementation of Writing Modules as Supplementary for the Modular Approach in the New Normal: An Assessment

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The study aims to assess the experiences of teachers with regard to the implementation of writing modules. It also aims to see the satisfactory level among module writers during the implementation of the said modality as well as the ends of module writers in terms of the development made by the Department of Education. The respondents were 38 module writers from Felipe Tayko Memorial School, Maloh Central School, Siaton National High School, Siaton Science High School, and Sumaliring High School – these are elementary and secondary schools from Siaton. The main source of data was through a survey questionnaire. *Weighted Mean* has been used to measure the experiences and satisfactory level of module writers.

From the data gathered, the have been drawn: a) The following aspects got a *Very High* competence equivalence: *writing process*, *assurance for quality modules*, *need for internet connectivity*, and *risk upon the writing process*; b) The competence equivalence for the satisfactory level of module writers towards the development by the Department of Education is *High*; and c) The ends of the module writers are as follows: the Vision, Mission and Goals of the Department of Education are still on its pedestal amid this pandemic; pieces of training for development are necessary for module writers; flexibility with the new modality is a challenge to educators; *digitization* of modules is a development in the ends of the teachers; and, the Department of Education is doing its part to satisfy the needs of teachers.

In general, module writers believe that the Department of Education is doing its best to meet the developments and the required manpower training for the teachers.

Keywords: *module writers, experiences, implementation of writing modules*



Teaching Reading Skills Using the Marungko Approach Through Online Distance Learning in Grade 1 at Juan Sumulong Campus

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Teaching reading, particularly among beginning readers, requires direct observation, physical contact, and emotional connection, which occurs within a face-to-face interaction. Hence, the absence of face-to-face interaction became a central issue in online teaching during the pandemic. Consequently, the teachers had to mobilize relevant teaching approaches that fit the new learning environment. This study uses the Marungko Approach through Online Distance Learning (ODL) to teach grade one pupils reading skills.

This one-group quasi-experimental research design sought to determine the performance of 29 Grade 1 pupils from Juan Sumulong Campus of Arellano University before and after teaching them beginning reading skills using the Marungko Approach through PowerPoint Presentation (PPT) and Zoom Application.

After the Marungko Approach intervention, which lasted one grading period, the post-test results showed that the pupils performed excellently in the following reading skills: identifying lower- and upper-case letters, specifying the name and sound of each letter, and identifying the beginning letter/sound of each picture's name. They showed above-average performance in blending specific letters to form syllables and words, matching words to the correct picture, and reading Grade 1 level phrases and sentences with appropriate speed and accuracy. Their overall performance in the post-test is excellent, with a mean score of 33.90 compared to the pretest mean score of 29.34, described as above average, on a 40-item test.

The findings concluded that there was no significant difference between the pupils' pre-test and post-test performance. However, it is observable that the pupil's performance in every reading skill taught the teacher using the Marungko Approach was remarkably improved, as reflected in the study results. Hence, the Marungko Approach to teaching reading skills in Online Distance Learning (ODL) is recommended.



Designing Reading Materials for English 9 Online Classes

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Teachers have a crucial role in increasing students' reading interest and engagement through designing appropriate reading materials. Through action research, the teacher-researchers aimed to design reading materials for all students in online English class for the Second Quarter (SY 2021-2022) in a school in Antipolo. Quantitative and qualitative data were gathered through two survey questionnaires using Google forms. Out of 341 Grade 9 online students, 225 responded to Survey 1 and 209 responded to Survey 2. Based on students' profile and preferences on reading in Survey 1, the researchers selected 6 reading texts and designed reading lessons and instructional materials that were used in four weeks. After the implementation of the reading lessons, students' perceptions and reflections were sought in Survey 2. Data were analyzed using descriptive statistics and thematic analysis. The findings revealed that most Grade 9 students were 14- year-olds (64.9%, 61.2%), read 2-3 times a week (40.4%), and read to learn (54.2%). Data also showed that students preferred online/internet-based materials (89.4%); texts with more than three pages (27.6%); and texts with images (80.9%). Results also showed that most of the respondents found the selected reading texts strongly interesting and easy to read, as well as the synchronous discussion and asynchronous activities. The researchers recommend that reading teachers may consider profiling in preparing reading materials for JHS students and select texts that fit the preferences and profile of their students. The findings may be useful in improving reading instruction among Filipino adolescents.

Keywords: *Reading, reading materials, reading lesson, reading interest*



Harmonizing General Education Courses through a Guided Online Autonomous Learning (GOAL) Integrated Output in a Philippine Private Higher Education Institution

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iAcademy

In response to the looming number of assessments that learners are facing during the remote learning scheme, the need to harmonize and integrate the assessments is inevitable at tertiary level. As observed, learners are struggling to adapt with the new norm of learning and a special attention with the assessments given to them. At the tertiary level, assessments are drawn from general education and professional courses that have various degrees of difficulty and volume. With this, the researchers explored harmonizing and integrating assessments for General Education courses as reflected in the CMO No. 20, Series of 2013. In pursuant of the study, the researchers considered several phases to harmonize and integrate the General Education courses following the underpinning principles of an action research. To substantiate, learners were asked about their experiences toward each term. With this, the learners deem that the integrated output is highly appropriate to their Guided Online Autonomous Learning. However, future implementers need to reconsider the creative, social-related output, feedback mechanism, and flexibility of the integrated output design. Thus, the results can be used as a basis for formulation of policies attuned to instruction, assessment, and curriculum.

Key Words: *Harmonized Assessment, Integrated Output, General Education Courses, Philippine Higher Education Institution, Autonomous Learning*



From Reading to Role, Audience, Format, Topic (RAFT) Infusing Project-based Learning in Performance Tasks in English Online Class

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Role, Audience, Format, and Task (RAFT) is a strategy wherein students are guided with their writer's role, the people who will read their work, the way they will present their work, and what they will be writing about. This research explores the potential of using RAFT in designing performance tasks (PTs) in online English classes, observing project-based learning (PBL) principles. Using action research, data were collected from purposively selected 177 Grade 9 students attending the online English classes of the two teacher-researchers in a school in Antipolo during the second quarter of SY 2021-2022. Students were given a research-made questionnaire to probe on their perceptions on the use of RAFT in their PTs at the end of the Second Quarter, when the strategy was utilized. Data were analyzed through descriptive statistics and thematic analyses. Results revealed that most students agreed that PTs using RAFT had average difficulty (72.88%); instructions were clearly given (61.02%); PTs were interesting to do (57.06%), practical and can be applied in real life (54.76%); and PTs indicated the RAFT (56.50%). 94.92% of the respondents found the activities using GoogleDocs useful. Out of 10, the mean satisfaction rating of students on using RAFT is 8.25. Narratives confirmed students' positive reception of PTs using RAFT. It is recommended that RAFT be used in giving PTs to students to increase their engagement and encourage authentic learning.

Keywords: *RAFT, performance tasks, online English class, PBL*



Flexible Learning: A Panacea in the Time of COVID-19 Crisis

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This qualitative study aimed to determine the perception, challenges and recommendations of the second year mathematics students on the use of flexible learning modality. The researchers used open-ended questions through Google form. The participants of the study were the six BSED Mathematics students who were conveniently available in the chosen locale. The study was conducted from January to February 2022. During the scheduled date, the researchers first conducted an orientation about the objectives of the study through Google meet. Instructions were also discussed to clarify areas where the respondents may find difficulty in understanding. Participants were allowed to use their mother tongue to answer the open-ended questions. An inductive approach was applied using a thematic analysis. Data were gathered through recording and note taking and analyzed using thematic analysis. The result revealed that flexible learning modality is a solution in learning this time of pandemic. The participants encountered several challenges like difficulty in answering modules and poor internet connectivity. And also, participants recommended that there will be face-to-face classes at least once or twice a week, and then teachers should use instructional materials like video lessons, visual images and audio recording.

Keywords: *Flexible Learning, Panacea, Covid-19, Qualitative Study*

PEDAGOGICAL APPROACHES STRAND 2M



Department of Community Development (Dcd) - Modified Field Instruction Program, An Adaptive Initiative to Social Solidarity and Partnership in the Time of the Pandemic

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The Field Instruction Program or FIP is the “heart and soul” of Community Development as an academic program of the University of the Philippines’ College of Social Work and Community Development. The FIP cannot be substituted by any other activity and student participation in the program is essential and non-negotiable. The continuing and emergent realities brought about by the COVID-19 pandemic and the ensuing global, regional, and national response, particularly its impact on poor and marginalized communities, have compelled the Department of Community Development’s (DCD) FIP to facilitate opportunities for students and faculty to continue to live, work, and learn with them, in creative and multifaceted ways—through the Modified Field Instruction Program. The presentation provides a description of the Modified FIP bubble and remote modes, narrates initial experiences from the ground (and digital cloud), and shares preliminary learning from reflecting on these experiences. The presentation aims to provide a take-off point for continuing reflection and discussions to inform decisions of CD educators on the choice of methods and technologies that are appropriate to the context while remaining fully rooted on the twin imperatives of learning and service.



Teaching, learning, and assessment practices during the COVID 19 Pandemic: A Case Study from India

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The COVID 19 Pandemic resulted in a series of lockdowns across India from 2020–2022. This has had a serious impact on education. As institutions of higher education emerge from these Pandemic induced restrictions, it becomes important for academicians and policy framers to engage with the shifts in teaching, learning, and assessment, as well as the impact of the same on the learners.

Experience revealed that teaching– learning during the pandemic was challenging as one had to find out ways to ensure accessibility – considering the gap in accessing stable connectivity. This was more significant in countries like India that have populations marked by diversity and inequality in terms of access to resources. The digital divide was a serious stumbling block on the path to moving teaching and assessment online.

Teachers demonstrated adaptability (both in design of courses as well as delivery) by working towards finding ways to ensure inclusive learning spaces, active and interactive learning experiences, and strategies to enhance the connection between the teacher/facilitator, content, and the community of students. This transition had to be supported by training and support for the administrators, faculty and students in higher education for the transition to online learning to be made successfully.

This paper examines the processes adopted, the scaffolding provided by the institution, as well as the perceptions of the stakeholders towards online and hybrid learning with special focus on a private University in South India. This is a study of practices and learner perceptions of teaching, learning, and assessment in online and concurrent hybrid forms of teaching and assessment.

PEDAGOGICAL APPROACHES STRAND 2M



The Technology and Livelihood Education Teachers in Modular Instruction: A Qualitative Inquiry

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Modular classes have impacted how the teachers deal with the abrupt change of instruction in the new normal. This qualitative inquiry examined the actual experiences of Technology and Livelihood Education Teachers in Modular Instruction. There are various studies conducted about the TLE teachers in assessing students' performance in different areas of TLE. However, there is no particular study on the lived experiences of TLE teachers in assessing their students' performance in modular instruction. This study explored the world of TLE teachers utilizing the new learning modality. A literature review was completed anchoring the series of challenges experienced by the teachers brought by the pandemic. The research design for the study was Interpretative Phenomenological Analysis (IPA). The data being gathered were interpreted and analyzed to avoid researcher bias. There were (14) participants in the study that highlighted the experiences of TLE teachers from the different schools; Moalboal National High School and Bala National High School. After data collection, the researchers found five (5) common themes; the flexible, the barriers, the resourceful, the ineffective, and the strategic. Each theme elaborated on all the teachers' adjustments during the modular learning. The researchers recommend acknowledging the teachers' concerns through teacher's conferences. From that discussion, teachers will draft the best strategies for modular instruction.

Keywords: *TLE Teachers, Modular Instruction, Teachers experiences*

Ang mga modular na klase ay nakaapekto sa paraan ng pagharap ng mga guro sa biglang pagbabago ng pagtuturo sa bagong normal. Sinuri ng qualitative inquiry na ito ang mga aktwal na karanasan ng mga Teknolohiya at Livelihood Education Teachers sa Modular Instruction. Mayroong iba't ibang pag-aaral na isinagawa tungkol sa mga guro ng TLE sa pagtatasa ng pagganap ng mga mag-aaral sa iba't ibang lugar ng TLE. Gayunpaman, walang partikular na pag-aaral sa mga buhay na karanasan ng mga guro ng TLE sa pagtatasa ng pagganap ng kanilang mga mag-aaral sa modular na pagtuturo. Ginalugad ng pag-aaral na ito ang mundo ng mga guro ng TLE na gumagamit ng bagong modality sa pagkatuto. Nakumpleto ang isang literature review na nag-angkla sa serye ng mga hamon na naranasan ng mga guro na dala ng pandemya. Ang disenyo ng pananaliksik para sa pag-aaral ay Interpretative Phenomenological Analysis (IPA). Ang mga datos na nakalap ay binibigyang kahulugan at sinuri upang maiwasan ang pagkiling ng mananaliksik. May (14) na kalahok sa pag-aaral na nagbigay-diin sa mga karanasan ng mga guro ng TLE mula sa iba't ibang paaralan; Moalboal National High School at Bala National High School. Pagkatapos ng pangangalap ng datos, natagpuan ng mga mananaliksik ang limang (5) karaniwang tema; ang nababaluktot, ang mga hadlang, ang maparaan, ang hindi epektibo, at ang estratehiko. Ang bawat tema ay nagpaliwanag sa lahat ng mga pagsasaayos ng mga guro sa panahon ng modular na pag-aaral. Inirerekomenda ng mga mananaliksik na kilalanin ang mga alalahanin ng mga guro sa pamamagitan ng mga kumperensya ng guro. Mula sa talakayang iyon, bubuun ng mga guro ang pinakamahusay na mga estratehiya para sa modular na pagtuturo.

Keywords: *TLE Teachers, Modular Instruction, Teachers experiences*



Music as Communication: An Autoethnography on Composition and Performance

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This rhetorical study sought the confluence of performer-music-audience (ethos-logos-pathos) using performances comprising works of other artists and my original compositions viewed through an autoethnographic lens. Data came from recollection and reflection on past musical performances alongside interviews with mentors, co-artists, and the audience.

Results indicated that rhetoric patterns of meanings as energy forms are created and shared by an individual through entrainment, association, identity formation, feminism, silence, and spirituality in various connections formed consciously or unconsciously in communication practice as espoused in the proposed Constellation Rhetorical Theory.

The concepts identified extend the persuasive character of classical rhetoric of Aristotle comprising ethos, logos, and pathos. In performer-music-audience analysis, individuals value meanings in communication as energy forms circulating in the environment that when absorbed, patterns develop and meanings seek new levels. When not absorbed, meanings remain suspended until they find themselves in the consciousness and feelings of individuals.

Because of the infinite power of music in communicating my emotions and thoughts through sound utterance or in music's infinite power to elucidate musical nuances, these energy forms are everlasting themes guiding through my performance in unique ways. Indeed, musical performance is a perfect language in communicating profundities, in exhuming deep layers of meanings, in affecting others with clusters of understanding meanings or even beyond. In the context of Covid-19 pandemic, music illuminates creative energy as a healing mechanism to overcome battles.

Keywords: *entrainment; ethos-pathos-logos; performer-music-audience; persuasion; transcendental energy*



Developing Music and Mother-Tongue Literacies through Integrated and Culturally Responsive Mother-Tongue Based Music Lessons: An Online Class-Based Research Project

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In the recent decade, national reforms in policy and practice have been instigated in the Philippines to develop and expand the use of local languages in schools. These include the revised basic education curriculum and the implementation of the mother tongue-based multilingual education (MTB-MLE) teaching approach. These reforms established the inclusion of mother-tongue and music as separate learning areas starting from grade one, together with the learners' mother tongue(s) as language-in-education.

Building on earlier studies and as a continuing research project, this current study explored the premise of integrating music and language learning through culturally responsive and mother tongue based music lessons. As the research was conducted during the peak of the COVID-19 pandemic, the researcher adapted the strategy of an online class-based project. Accomplished through two month-long implemented lessons and the gathering and analysis of quantitative and qualitative data through an online medium. The participants were then grade one Ilocano learners joining from the Ilocos region of the Philippines, whereas the researcher facilitated the lessons whilst being in the United Kingdom. Lessons utilized the same local music materials from the previous project, but through a different set of forty-minute lessons whose activities were targeted at developing both language and music skills.

Results show significant development in the music and mother-tongue skills of the learners and a positive response to their learning experiences. This study argues for the effectiveness of the approach of developing music and mother-tongue literacies through integrated and culturally responsive mother-tongue based music lessons.



Pedagogical Processes in Teaching Philippine Games Online

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The shift to online learning presented challenges in course contents in the tertiary level including the Bachelor of Physical Education (BPEd) where Philippine Traditional Games and Sports is one of the major courses. Because many of the courses in BPEd are practical ones, face-to-face teaching and learning is the best set-up. This is true with Philippine Traditional Games and Sports where contents are automatically delivered no other way but face-to-face. However, contents needed to be transformed and administered. Doing these is a challenge. The current study relays the processes involved in selecting, transforming, and administering Philippine games online taking an action research approach.

Selection of Philippine games that are possible to be transformed and administered online rely on crucial considerations which includes students playing 1-on-1, 2-on-2, or by group during synchronous sessions. Hence, students playing with family members who are physically with them is not the default set-up; however, such set-up can be utilized for games assigned asynchronously. Feasibility of modifying the different elements underlying games to suit the online platform is also crucial. Key is understanding how game elements can be modified. Game elements are those that underlie all games, namely objective, players, movement, and space, playing area, materials, or objects. Handling Philippine Games in AY 2020-2021 and 2021-2022, the researcher was able to transform and administer seven and eight Philippine games online, respectively. Games that were transformed in AY 2020-2021 were taught again in AY 2021-2022 with necessary improvements made in administering them. However, not all Philippine games can be transformed. Elements and other characteristics of many Philippine games cannot be replicated, deeming them impossible to transform (i.e., *habulan*, *patintero*, etc). The process of selecting, transforming, and administering Philippine games online is both a continuous and trial-and-error process. Teachers attempting to utilize Philippine games as an ice breaker or main lesson should carefully plan how to transform and administer them in synchronous sessions. Exposure to synchronous sessions such as classes and webinars focusing on the Philippines is deemed beneficial.

Keywords: *Philippine games, online learning*



Use of Offline Videos as Supplementary Learning Material to Modules in Increasing ABM Students' Learning Performance and Quality of Experiences

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The primary aim of this study is to examine the feasibility of using supplementary offline video material as a supplement to modular learning instruction or modality. Integrating offline video lectures to supplement lectures in the subject Organization & Management subject for ABM Senior High School students to demonstrate that this approach can improve students' performance and learning experiences. As a result, students are better able to comprehend and recall important points from a lecture and these enhancements are significant students' learning outcomes.

The aim of the research is to show that offline video learning materials can help students improve their learning performance and experience. The quasi-experimental study results revealed that it produced the best research results and, in fact, affirmed that using offline video learning materials as a support to modular instruction is the best way to improve students' learning performance during this pandemic period, as evidenced by the given research results, and research study confirmed a positive result through subjective assessments of students' quality of experience with the use of offline video learning materials.

Keywords: *Supplementary Offline Video; Students' Performance; Quality of Experience*



TikTok Videos in Purposive Communication: The Acceptability and Experiences of Teachers and Students

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This mixed-method research study aimed to evaluate the acceptability of the developed TikTok videos' design and content, gather teachers' and students' experiences on the use of TikTok videos in teaching and learning Purposive Communication, and formulate an instructional plan for the development of future TikTok videos for instructional purposes. The study was conducted at Iloilo State College of Fisheries-San Enrique Campus during the second semester of the Academic Year 2021-2022. First year students and teachers served as participants and respondents. Researcher-made interview guide and an adopted evaluation tool for video design and content (Beaudin & Quick, 1996) were utilized in gathering the data. Data gathered were analyzed using the mean and thematic analysis. Qualitative data gathered undergo analysis to derive the themes from participants' statements. The findings showed that the TikTok videos' design and content were "excellent". TikTok videos as an instructional tool showed both positive and negative experiences of participants. TikTok can be a great instructional medium because of its potential as a supplementary tool, its engrossing appeal, its ability to promote interactive learning, its accessibility, its ability to address short-attention span, and as a new face of media in teaching and learning. However, gaps on the videos and TikTok's features, design, teacher-discussant or speaker, and lesson structuring should be taken with careful thought. An instructional plan was developed out of the TikTok videos' evaluation results and teachers' and students' experiences on its use in the class.

Keywords: *TikTok Videos, Teaching and Learning, Purposive Communication, Qualitative Study*



The Utilization of Strategic Intervention Material (SIM) in Teaching Statistics: A Quasi-Experimental Research

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Concerns about a student's conduct or academic performance in the classroom may be observed and picked up on by teachers. The same individual may occasionally need to develop in both areas. Although, these problems are frequently related, different approaches are utilized to address them. Research proved that Strategic Intervention Material (SIM) had assisted students in learning one of the least mastered competencies. In relation, the researchers wanted to look into the efficacy of using SIM in Mathematics as a helping tool for the 7th grade students in developing the least mastered skills in Statistics. The researchers conducted this study within the academic year 2021–2022 at Ronda National High School, Ronda, Cebu, Philippines. The study has a total of thirty (30) students from 7th grade. There were two groups that contributed to the collection and interpretation of data: the controlled group and the experimental group which consisted of fifteen (15) respondents each. Using a quasi-experimental design, the researchers made use of the pretest and post-test in gathering the data. For the controlled group, pretest, direct instruction, and post-test were used to collect data. While for the experimental group, SIM was employed as an intervention. The researchers used mean and standard deviation to outline the pretest and post-test results. Further, in determining if there was a notable difference between the controlled and experimental groups, a two-tailed test was performed. Findings revealed that only the experimental group's pretest and post-test showed a significant difference of 0.028 ($p > 0.05$) which implied a meaningful difference in the students' performance on Statistics. Thus, SIM was judged beneficial as an intervention for 7th grade students in developing the least mastered skills in Statistics. Furthermore, researchers suggest that future researchers conduct similar studies directed to higher grade levels to widen the perspective of utilizing Strategic Intervention materials in Mathematics.



Pagsipat sa mga Dulog sa pagtuturo ng Filipino sa Sekondarya Bilang Tugon sa Krisis na Dulot ng COVID-19: Penomenolohikal na Pag-aaral

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Naging mapanghamon para sa mga guro ang biglaang transisyon mula sa tradisyonal na paghahatid ng kaalaman patungo sa mga makabagong dulog sa edukasyon. Siniyasat sa pag-aaral na ito ang mga karanasan ng mga guro sa sekondarya sa pagtuturo sa bagong kadawyan gamit ang mga progresibong pamamaraan. Ginamit sa pag-aaral ang penomenolohikal na dulog sa ilalim ng kwalitatibong uri ng pananaliksik upang mapalitaw ang tunay na mga karanasan ng mga guro. Labing-apat na mga guro sa Filipino sa Lungsod ng Tagum ang napili gamit ang *purposive sampling*. Natuklasan sa pag-aaral ang mga hamon na kinaharap ng mga guro katulad ng pangangalap at pagpapaunlad ng kaalaman sa bagong kadawyan; kawalan ng ugnayan sa pagitan ng guro at mga mag-aaral; hamon sa pagsukat ng kakayahan; at kakulangan ng kahandaan sa pagtugon sa biglaang transisyon. Binigyang-solusyon ng mga guro ang mga nabanggit na balakid sa pamamagitan ng pagpapanatili ng motibasyon at kawilihan sa pagkatuto ng mga mag-aaral; paggamit ng wastong dulog, lapit, at estratehiya na angkop sa pangangailangan ng mga mag-aaral; integrasyon ng pagpapahalaga sa pagtuturo; at paggamit ng awtentikong pagtataya. Kabilang naman sa mga natutuhan ng mga guro na susi ang inobasyon sa pagtugon sa mga hamon sa edukasyon; bokasyon ang pagtuturo; at napapanahon ang mga dulog at naaangkop sa iba't ibang uri ng mag-aaral. Natiyak sa pag-aaral na ito na tugon ang mga progresibong dulog sa pagpapatuloy ng angkop, dekalidad, at inklusibong edukasyon para sa mga Pilipinong mag-aaral sa kabila ng krisis na dulot ng pandemya. Mula sa mga natuklasan, inirerekomenda ng mga mananaliksik sa Kagawaran ng Edukasyon ang pagsipat sa kasalukuyang kurikulum upang matingnan ang mga bahaging mahirap ipatupad sa kalagitnaan ng pandemya at agad matugunan sa pamamagitan ng angkop at kinakailangang aksyon.

Mga Susing Salita: *Filipino, Guro, Bagong Kadawyan, Dulog sa Pagtuturo*



Developing COVID-19 Learning Guides for Filipino Learners at the Primary Level

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When the World Health Organization confirmed that there indeed was a pandemic, information about COVID-19 was made available to the general public. These and other materials released at the beginning of the outbreak were initially developed for an older audience. Given the need to make such health information accessible to young learners, the development of COVID-19 learning guides for Filipino learners at the primary level was undertaken. Despite the challenging conditions of these times, the guides went through a rigorous process that involved: (1) the identification of learning objectives and competencies, (2) the crafting of key questions, (3) the formulation of clear, evidence-based responses, (4) the design of developmentally appropriate learning activities, (5) the planning and lay-out of learning elements, (6) internal and external validation, and the (7) release and dissemination of the COVID-19 learning guides to the general public. This paper presents a road map for the instructional design of learning materials for a younger audience.



Technology in Basic Medical Education: An Ateneo de Manila University School of Medicine and Public Health Experience

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At the Ateneo de Manila University, School of Medicine and Public Health (ASMPH), anatomy and histology, as basic medical sciences, have laboratories. Medicine, like other courses, is heavy on knowledge, skills and attitude. These would adequately be achieved thru laboratory. We could not hold on-campus laboratories for most of these years because of the COVID pandemic.

ASMPH used the following technologies to augment our students' laboratory experience:

- (1) AnatomyTV
- (2) Acland's video atlas of human anatomy
- (3) virtualhistologylaboratory, and
- (4) Anatomage table

ASMPH subscribed to AnatomyTV, an online site, with anatomic, histologic and radiologic images and descriptions. Acland's video shows a human cadaver being dissected. There is an audio describing the procedure and the structures. virtualhistologylaboratory, an online site, shows microscopic structures which a student can point to. The student can (1) get a description and (2) go on higher magnification- this simulates focusing with a microscope. We placed links to AnatomyTV, Acland's video and virtualhistologylaboratory in the ASMPH 4.0 portal of our school's elibrary. Our students can access these on a 24/7 basis. Anatomage tables have dimensions for dissection, with images of human bodies. Manipulating these can simulate human dissection. These can be accessed offsite. We used these during the lockdown. In 2021, ASMPH was allowed onsite activities. We used this opportunity for integrated laboratory - microscopy, pre-dissected cadavers, plastinated cadavers, osteology, the Anatomage tables and radiology. We wanted to impart the skill of microscopy and the proper attitude for cadavers to our students who spent their entire first year off-campus. After that, a student's survey showed positive feedback.

For school year 2021-22, through the Sequential Limited Class Exposure (SLICE) program of ASMPH, we continued our on-campus integrated laboratory. ASMPH plans to continue this hybrid form of teaching in the coming years to ensure the best possible education we can give.



Keeping Connections That Matter: Effectiveness of Facebook Group as Supplementary Learning Platform

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As the shift to distance learning brought changes in learning delivery and instruction, teachers have looked for ways to connect with their learners amidst the threat of the virus to provide quality learning to students. Majority of the students in Antipolo National High School chose modular learning modality due to limited access to devices and internet connection. Given these challenges, this study explored the effectiveness of Facebook Group as a supplementary learning platform. Data were collected from 315 learners, who were members of a Facebook Group entitled Living Poets' Society from school years 2014 – 2020, which were utilized before the pandemic. To check if this platform works in a pandemic, the researchers distributed the survey and interview questionnaires via email and Facebook messenger. Quantitative data were analyzed using descriptive statistics while qualitative data were analyzed using thematic analyses. Results revealed that the respondents found Facebook Group as an accessible and convenient platform which can be easily accessed via cellular phones and even with limited data. Respondents opened their group to check announcements, pointers to review, additional learning activities, news, inspiration, and reading materials. Data also revealed that Facebook Group is an effective supplementary learning platform due to its convenience, accessibility, and usefulness in educational context. The researchers recommend that Facebook Group may be used as a tool that can be explored to make modular distance learning easier and effective for both teachers and students.

Keywords. *learning delivery, ADM, Facebook, Facebook group*



Positive Use of Technology of Master Teachers in Schools Division Office - Antipolo Using SAMR Model: Input for Capacity Building

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Abstract. Having remote education due to the COVID-19 pandemic, technology has been a tool to help teachers and learners cope with the new normal. There is a need to capacitate master teachers in utilizing ICT positively in teaching as highly proficient teachers and in modelling as technical assistance (TA) providers, respectively using the substitution, augmentation, modification, redefinition (SAMR) model. Using mixed-methods design, the researchers surveyed 73 master teachers from Districts I-A and I-B using research-made questionnaire anchored to SAMR components and interviewed selected teachers. Results revealed that most master teachers have 1 year experience as master teacher; have 26 and above years of experience; belong to Filipino subject; are 50 years old and above; and have master's degree; majority of master teachers use technology in the substitution level; most master teachers rarely practice positive use technology; master teachers use technology mostly for communication; the main problems of master teachers in the positive use of technology are lack of knowledge and skills; technical issues; and new education set up; and majority of master teachers perceived that they are not equipped to mentor teachers in the positive use of technology. The researchers recommend an action plan to capacitate master teachers in the positive use of technology, which was presented in DepEd Region 4-CALABARZON research conference and served as a basis for capacity building.

Keywords: *positive use of technology, SAMR model, master teachers*



Are Teachers Trainable in a Virtual Environment? Online Training Motivation, Aptitude, and Satisfaction

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The Covid-19 pandemic challenged many teachers in ensuring that education continues. Massive training activities were provided. Due to lockdown, training and several modalities of retooling, upskilling, and reskilling activities were delivered virtually. Many teachers are challenged in gaining new knowledge and skills on online delivery. A 9-week fully online course for teachers was offered by Silliman University. It is a project funded by the Private Education Assistance Committee (PEAC) ASPIRE Program through the Association of Christian Schools, Colleges and Universities (ACSCU).

This paper describes an open online course attended by teachers to upskill online literacy teaching to deepen knowledge towards digitally resilient preferred futures. Specifically, this paper measures the training motivation, online learning aptitude, and training satisfaction among teachers in the Philippines. Online survey questionnaires were utilized. A total of 259 responses were included in the analysis. The result shows that of the 259 attendees, 94 (36%) said they were mostly new to the topic. 114 (44%) attendees have attended similar training in the past. 51 (20%) respondents wanted to explore virtual training on upskilling online teaching. It also shows an overall mean of 1.31 implies that the participants are highly motivated to be upskilled in online education. On the other hand, the result indicates that the attendees, using the Test for Online Learning Success Self-assessment by Kerr Rynearson, have acquired an average score of 167.75, indicating a deficit in online learning skills. Further, the result shows that the participants are delighted with the online training. Similarly, it also demonstrates that the teacher participants have learned a lot from the virtual training.

Training teachers in a virtual delivery is a challenging experience among teachers. Teachers need to improve their aptitude for online learning to appreciate skill acquisition in a virtual modality. Schools must acknowledge that virtual modality is an excellent platform for continuing professional development among their teachers, especially in the new normal of teaching and learning.

Keywords: *Covid-19, eLearning, ICT in education, online learning aptitude, virtual training motivation*



An Analysis of the Pros and Cons of Webinars and Online Research Conferences at the UP College of Architecture: A Proposed Action Plan to Optimize Learning among Participants

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The study will enumerate and show the examples of learning seminars and research conferences from the UP College of Architecture before the pandemic and present how these have been transformed in an online platform as an avenue of learning. The study also aims to identify the advantages of webinars and online conferences organized by the UP College of Architecture as a learning platform for students during this pandemic as compared with the face-to-face seminars and research colloquiums held onsite. The study will also describe the preparations done by the stirring committee in organizing webinars and online conferences as well as illustrate how planning and logistics differ when it was held in-person before the pandemic.

Based on participant-observation and feedback from the survey given to the participants, the study will interpret whether webinars and online conferences are more effective as a mode of learning than having to attend physically. The study also aims to develop an effective action plan that will be responsive to the learning needs of the participants in a hybrid set-up and observing health protocols set by the university.



Online Delivery of Student Services: An Exploratory Sequential Design

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Student services play a crucial role in providing the needs of the students in every learning institution. Dramatic technological changes in today's world affect the delivery of student services. Schools face challenges in the online delivery of student services. This study evaluated the strategies undertaken by the campus in the online delivery of student services, the challenges encountered, how the respondents overcame the challenges and its impact on the students, and their level of satisfaction. The study employed an explanatory sequential design. A quantitative descriptive survey was used to evaluate the strategies undertaken, and a qualitative case study to collect and analyze data on the challenges encountered, how the respondents overcome the challenges, and its impact on the students. This study found that amid this trying time, the Office of the Student Affairs and Service continues to deliver the student services online with an outstanding rating in most of the major components. Some were rated as adequate, limited or not available. Online student services made the students satisfied; however, there are still participants who are not totally satisfied. On the challenges encountered, the participants had difficulty in internet connections, no budget to buy cellphone load, no gadgets, and limited storage capacity. To overcome these challenges, the participants looked for a place with good internet connections, asked help from someone who knows, and became flexible by looking for alternatives. This suggests that there is a need to enhance the online services by looking into some of the strategies undertaken.

Keywords: *online delivery, services, strategies, challenges*



The Development and Evaluation of a Digital Review Material Utilizing Mobile Application

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With the domination of COVID-19 in 2020, digitalization of instructional materials has become a vital move for educational institutions concordant with the challenges brought about by the pandemic that greatly affected the education landscape. Prior to such a pandemic, students have been using smartphones with specialized mobile applications in their daily undertakings, may it be academic or non-academic.

This study aimed at developing and evaluating a digital review material in a form of mobile application intended for the review students of the College of Education of Rizal Technological University. The researcher employed the quantitative approach of research in a descriptive design using the survey method. The computation of weighted mean was performed to determine the evaluation of the respondents on the basic features and content of the digital review material and the problems encountered by the users through adjectival interpretations on a five-point Likert Scale. One-way Analysis of Variance (ANOVA) was also utilized to determine if there is a significant difference in the evaluation of the respondents among the criteria.

It was found out that the mobile application was easy to use and provided necessary information to capacitate the students to gain more knowledge thus widening their understanding about certain concepts. It was also revealed that the mobile application met a technology-based instruction with content initiating higher order thinking skills among the users and reflects the identity of the College of Education where the app will widely be utilized. Also, the respondents exhibited common responses signifying that there is no significant difference in their evaluation relative to the basic features and content of the digital review material. In consideration of the problems encountered by the respondents, it was unveiled that some improvements on the operability of other operating systems, command responses, textual features and color combinations are recommended.

Keywords: *Digital Review Material, Digitalization, Licensure Examination for Teachers, Review Students, Mobile Application*



Assessing the Digital Literacy and Technology Integration Competence of the Pre-service Teachers

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The study is a descriptive correlation employed to describe the level of digital literacy and technology integration competence of the pre-service teachers and examine the relationship between the two variables. The respondents were limited to 90 pre-service teachers from Bulacan State University in the academic year 2021-2022. The research instruments for the quantitative component are the scale Being Digital: Digital Literacy Checklist of The Open University, which measured the digital literacy of the respondents, and the technology integration competence was assessed through the Self Assessment Tool of the European Digital Competence Framework for Educators. For the qualitative component, an interview questionnaire was utilized to explore the different technology integration experiences of the pre-service teachers. This mixed-method research includes frequency, percentage, weighted mean, and Pearson's correlation using IBM SPSS. Furthermore, thematic analysis was used for the analysis of the qualitative data. The findings revealed a significant and strong positive linear relationship between the pre-service teachers' level of digital literacy and technology integration competence. The increase in understanding, finding, using, and creating information using digital technologies is positively related to pre-service teachers' ability to integrate technology in their teaching and learning process. The quantitative result was supported by an interview with the pre-service teachers to investigate their technology integration experiences. The interview identified challenges in technology integration such as poor internet connection, unfamiliarity, distractions, and lack of resources. Continuous, systematic training and resources for teaching and learning from Higher Education and institutional leaders are strongly recommended to continue to respond in addressing the challenges of the pre-service teachers.



Online Assessment of Literacy Skills During the COVID-19 Pandemic

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Literacy assessments are typically administered face-to-face, individually, or in groups. This was not feasible, however, during the COVID-19 pandemic, especially at the peak of the virus' transmission in 2019 and 2020.

In this study, assessments for word decoding, oral reading fluency, and reading comprehension in Sinugbuanong Binisaya, Filipino, and English were administered via video conference calls to 125 Grade 3 learners from Iligan City, Lanao del Norte. Protocols were developed not only to preserve the integrity of the assessments, but also in consideration of the comfort of participants and the presence of significant adults or other members of the family within the participants' vicinity.

These pre, during, and post assessment protocols were discussed together with assessment successes and issues encountered. Issues experienced included those related with internet connectivity, gadget use, appointment setting, and background noise. Efforts which resolved these concerns and recommendations for improvement of online assessment administration will also be covered in the discussion.



Educational Experiences in the Virtual Mathematics Classroom: A Basis for Developing Program Interventions

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The research was conducted to determine the educational experiences of senior high school students. The respondents were 348 students from selected schools of Cauayan City, Isabela. The researcher used samples using proportional stratification according to the population of each school. The instruments underwent validation and reliability testing using Cronbach's alpha coefficient. The test showed that the instrument was highly reliable for the selected population. Moreover, the researcher used frequency and percentage, mean, Mann Whitney U, Kruskal Wallis H and ANOVA as statistical analysis.

Most of the students were 17 to 18 years old, female and Grade 11. Mostly belong to Academic track and under Humanities and Social Sciences (HUMSS), and used modem or Wi-Fi in attending their online classes followed by users of mobile data. Frequently, the students were using modules in learning Mathematics. On average, the students had very satisfactory performance. The students had agreement on the type, quality, and preparation of online classes in Mathematics. The students had moderate experience on the challenges in learning Mathematics, except for having a great extent of experience with online distractions in social media and in their homes as a learning environment. The study found out that regardless of learners' profile, they had similar perceptions on the type, quality, and preparation of online classes in Mathematics. However, there were some profiles that differ significantly to learners' perception. Similarly, students had similar experiences on the challenges they experienced in online classes. However, the findings of study suggested that modalities used in learning Mathematics and academic performance had significantly different challenges experienced in learning Mathematics in online classes.

Online education is becoming a norm in third-world countries, the Philippines does not have its national policy yet in using such educational platform (Bandalaria, 2019). Thus, this study could provide a significant basis in crafting one, more specifically in the context of Mathematics. Furthermore, this study could offer a relevant and fresh perspective in teaching Mathematics.

Keywords: *Challenges; demographic profiles; preparation, type and quality of online classes; and Virtual classroom*



Care, Compassion, and Community: The Story of the COVID-19 Dictionary for Filipino Children

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The COVID-19 pandemic caused children to be displaced and disconnected from their predictable and regular routine at home, in their communities, and in school. The need to provide them with opportunities to understand their life situation in the middle of the pandemic was an urgent and felt need. A group of professors banded together to create resources for children, among them the COVID-19 Dictionary for Filipino Children. The motivation, participants, and procedures that produced the Filipino COVID-19 Word Corpus and the COVID-19 Dictionary for Filipino Children are described and presented in this paper. The following steps were undertaken: 1) Developing the Corpus; 2) Organizing the Dictionary; 3) Writing Definitions; 4) Illustrating and Designing the Dictionary; 5) Contextualizing the COVID-19 Dictionary together with the Filipino Deaf Community; 6) Producing the Dictionaries in other Philippine Languages; and 7) Publishing the COVID-19 Dictionaries on social media. This paper demonstrates that care, compassion, and creative resilience can be found even in the most challenging of times.

Keywords: *COVID-19, dictionary, learning resources, health literacy*



Attitude and Competency towards Cloud-Based Learning Management System among Private Secondary School Language Teachers in the District of Trece Martires City during the Pandemic

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A cloud-based learning management system (LMS) has become an important tool for a successful distance education. However, to date, there is a dearth in the studies on the experiences of the teachers in this use of this educational tool. Thus, the present study aimed to investigate the attitude and competency among language teachers in the district of Trece Martires City towards using cloud-based LMS in the hope to better understand this new educational phenomenon. Using complete enumeration sampling technique, 26 language teachers from selected private schools in Trece Martires City were surveyed online via Google Forms. Responses for each individual variable were analyzed through their weighted means. Meanwhile, the significance of the two variables was analyzed through Pearson Correlation Coefficient. The results show that secondary teachers have a very favorable attitude and are highly proficient in using cloud-based LMS in the teaching and learning process. Likewise, testing for significant relationship between the attitude of secondary language teachers and competency in utilizing cloud-based LMS revealed a significant low positive correlation between the two variables. The results suggest the need to optimize further and maintain their attitude and competency towards using cloud-based LMS. This could be done by providing them further training in order for them to be better equipped with necessary knowledge and skills to successfully deliver instruction with the aid of this educational tool.

Keywords: *Cloud-Based Learning Management System, Competency, Attitude, Remote Learning, Secondary Language Teachers.*

Disruptive Impacts and Paradigm Shift in Undergraduate Physical Education: The Case of a State University

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The unexpected surge of the COVID19 pandemic in the early part of 2020 has greatly impacted the way things are done in many aspects of life, including higher education. The impact has affected both higher education institutions (HEIs) in developed and developing countries at varying levels. With the goal of providing continuous education, HEIs have responded to the call of the time, implementing a relatively abrupt transition to distance online learning, exposing the many challenges of delivering higher education courses, particularly skills-based collegiate courses such as Physical Education (PE). In the Philippines, where there is still a great digital divide and access to learning technologies are still limited when the pandemic hit, the delivery of physical education has been disrupted and teachers of PE must shift their paradigm of teaching and learning. This reflective research, utilizing both quantitative and qualitative research designs, aims to describe the effects of COVID19 on physical education in a public higher education institution in a developing country. Face-to-face teaching and learning have been shifted to remote distance/virtual learning and on-site demonstrations of PE skills were suspended for almost two academic years now. Affected by various social, financial, infrastructure, and political factors, PE in the Philippines has been greatly disrupted and a paradigm shift has been the answer to adjust and recalibrate the delivery of education. Internet accessibility, affordability, reliability, and availability of resources in certain areas seem to negatively impact the delivery of PE during the long lockdowns. Appropriate mitigation mechanisms based on the results are recommended to help in responding, mitigating, and recovering quickly from future pandemic occurrences.

Keywords: *COVID19 pandemic, higher education, physical education*

Epekto ng Pandemya sa Pagtuturo ng Edukasyong Pagpapalakas sa Isang Pampublikong Pamantasan sa Bataan

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Ang hindi inaasahang paglaganap ng COVID19 pandemic sa unang bahagi ng 2020 ay naghatid ng malaking pagbabago sa buhay ng mundo, kasama na ang edukasyon sa lahat ng antas. Nakaapekto ang pandemyang ito sa lahat ng Higher Education Institutions (HEIs) sa lahat ng bansa sa buong mundo, mayaman man o mahirap, handa man o hindi. Sa layuning makapaghatid ng tuloy-tuloy na edukasyon sa mga kabataan, ang mga HEIs ay tumugon sa tawag ng panahon at patuloy na gumawa ng mga kaparaanan upang makapaghatid ng edukasyon sa lahat sa pamamagitan ng paglipat sa online learning at modular distance learning modes. Ang hindi inaasahang pagtawid na ito mula sa face-to-face classes patungo sa online mode ay naglantad ng maraming hamon sa paghahatid ng edukasyon sa bagong kalakaran, particular na sa mga kursong skills-based o nangangailangan ng face-to-face na mga pagsasanay. Para sa ilang kurso tulad ng Physical Education, hindi sapat ang computer at camera lamang upang malinang ang kakayahang inaasahan sa mga mag-aaral. Sa Pilipinas kung saan malinaw pa din and agwat ng may kakayahan at walang kakayahan sa access sa internet at mga gamit na kailangan para sa online class, naging malaki ang epekto nito sa pagtuturo ng PE kung kaya naman napilitang gumawa ng iba't-ibang kaparaanan ang mga guro ng PE kung paano ito maihahatid ng epektibo. Kinailangang baguhin ang nakasanayan upang maihatid ang kaalaman sa bawat mag-aaral. Ang replektibong pananaliksik na ito, gamit ang kwalitatibo at kwantitatibong disenyo ng pananaliksik, ay naglalayong ipakita ang epekto ng pandemya sa pagtuturo at pag-aaral ng PE sa isang pampublikong Pamantasan sa Bataan at sa konteksto ng isang umuunlad na bansa gaya ng Pilipinas. Apektado ng iba't-ibang salik gaya ng panglipunan, pinansyal, problema sa imprastruktura ng IT, and mga salik-pampulitika, ang pagtuturo at pag-aaral ng PE sa panahon ng pandemya ay lubhang naapektuhan ng pandemya at kinailangan ang paradigm shift sa mga nakasanayan kaparaanan. Ang mga pagbabagong ito ay kinakailangan upang masigurado ang maayos pa din na kalakaran sa gitna ng pandemya. Malalaking suliranin sa internet connectivity, kakayahang magbayad, ang pagiging maaasahan ng mga serbisyong pang-internet, at ang pagkakaroon ng sapat na pagkukunan ng mga kagamitang pang-pag-aaral ang ilan sa mga naging epekto ng pandemya. Angkop na mga aksyon upang mapagaan at mga maayos at malinaw na mekanismo ang kinakailangan upang makatugon, mapagaan, at mapanumbalik ang maayos na paghahatid ng edukasyon ngayon at kung may pandemya pa muling lalaganap sa hinaharap.



EDUTOK: From the Voices of TeachTokerists in the Philippines

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The use of TikTok in the educational environment appears to be sparse in contrast to previous studies that assess methods of integrating various social media platforms. As a result, this study aimed to clarify this issue by exploring the experiences and viewpoints of teacher Tiktokerists or TeachTokerists in the Philippines to better comprehend TikTok's function in the field of education. The acronym "EDU," which refers to E - Entertainment Purposes, D - Development of Content, and U - understanding oneself and others, serves as an example of the reasons why teachers in the Philippines are on TikTok. The acronym "TOK" was developed by the researchers based on the themes they identified regarding the roles TikTok has made to Philippine education: T for Tools for Teachers and Students, O for Optimization of Students' Confidence, Video Editing Skills, and Talents (CVT), and K for Knowledge Resource for Teachers. In the arena of Philippine education, TikTok may be advantageous. With the help of its easy-to-use interface, teachers may better convey key ideas to students and help them create videos as part of their learning output or performance. Furthermore, teachers can include educational materials that are freely available online into their lessons. Regrettably, the TeachTokerists listed the dangers that TikTok poses to students including, but not limited to, vulgar language, excessive app use, incorrect information, and criticisms from other users. In the future, a quantitative version of this study may be carried out to include more TeachTokerists, and the room to learn more about the experiences of TeachTokerists who produce educational contents only remain open.



Stronger than the Internet Connectivity: A Phenomenology

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Mary Abiguel A. Herapat, Hanalyn Joy Librea, Marianne Claire Y. Librando, Jean Bernadette B. Libron, Mary Jolina Petaluna, Melca Ardiente, Darrel Lambo, Jingoy D. Taneo, Cyril A. Cabello, Antonieta V. Minyamin

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Internet connectivity became the life of every student in the Higher Education Institutions (HEI) when the educational sector was affected by the pandemic. Every college student desires to have stable internet connectivity in order to sustain education despite the different challenges.

This study aims to explicate the student's experiences in a blended learning modality having poor internet connectivity. This paper is grounded on Theory of Attribution, which highlighted the factors affecting students' education in online learning, which was started by Fritz Heider in his works in 1958. The study employed a qualitative approach that utilizes Heideggerian Phenomenology and Interpretative Phenomenological Analysis (IPA) anchored on the Modified Van Kaam Approach popularized by Moustakas. There were 10 participants included in this study who qualified under the inclusion criteria using purposive sampling. The findings of the study enumerated 5 emerging themes: (1) The Resources, (2) The Usage, (3) The Impediment, (4) The Initiative, and (5) The End Results. These themes highlighted Cebu Technological University – Moalboal Campus college students' experiences with poor internet connectivity in the new online learning modality.

It is recommended that since the internet serves as a potent instrument for online learning, the university may create a management plan that can augment the unstable internet connection experienced by college students.

Keywords: Internet connectivity, Blended Learning, Phenomenology, Pandemic

Naging buhay ng bawat mag-aaral sa mga institusyong mas mataas na edukasyon o HEI ang koneksyon sa internet noong ang sektor ng edukasyon ay naging apektado dulot ng pandemya. Ang bawat mag-aaral sa kolehiyo ay naghahangad na magkaroon ng matatag na koneksyon sa internet upang magpatuloy ang edukasyon sa kabila ng iba't-ibang mga hamon.

Ang pag-aaral na ito ay naglalayong ipaliwanag ang mga karanasan ng mga mag-aaral na may mahinang koneksyon sa internet sa umiiral na blended learning na paraan ng edukasyon. Ang papel na ito ay batay sa Theory of Attribution, na nagbibigay-diin sa mga salik na nakakaapekto sa edukasyon ng mga mag-aaral sa online na pag-aaral, na sinimulan ni Fritz Heider sa kanyang mga gawa noong 1958. Gumamit ang pag-aaral ng qualitative approach na gumagamit ng Heideggerian Phenomenology at Interpretative Phenomenological Analysis (IPA) na nakaangkla sa Modified Van Kaam Approach na pinakilala ni Moustakas. Mayroong 10 na kalahok na nakibahagi sa pag-aaral na ito na kwalipikado sa ilalim ng pamantayan sa pagsasama gamit ang purposive sampling. Ang mga natuklasan ng pag-aaral ay binanggit ang 5 umuusbong na mga tema: (1) Ang Mga Mapagkukunan, (2) Ang Paggamit, (3) Ang Hadlang, (4) Ang Inisyatiba, at (5) Ang mga Resulta. Itinampok ng mga temang ito ang mga karanasan ng mga mag-aaral sa kolehiyo ng Cebu Technological University – Moalboal Campus sa mahinang koneksyon sa internet sa bagong online learning modality.

Inirerekomenda na dahil ang internet ay nagsisilbing isang makapangyarihang instrumento para sa online na pag-aaral, ang unibersidad ay maaaring lumikha ng isang plano upang matulungan ang mga mag-aaral sa kolehiyo na may problema sa kanilang mga koneksyon sa internet.

Keywords: Pagkokonekta sa internet, Blended Learning, Penominolohiya, Pandemya



The Cream of the Crop: The Dean's Listers' Struggles in the New Normal

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The struggles of dean's listers in the new normal educational setting are sometimes overlooked by their parents, teachers and schools, for they are expected to attain excellence without difficulty. Various studies focus on the struggles of all students in the new normal. However, little to no studies emphasize the struggles of the top students. This prompted the researchers to undertake this research to shed light on the lived experiences, specifically the hardships that these students went through. Grounded on the Self-Determination Theory, this study utilizes the Heideggerian Phenomenology design and Interpretive Phenomenological Analysis based on the modified Van Kaam approach pioneered by Moustakas with the seven-step analysis. To start, the researchers administered bracketing to avoid bias. Then, they conducted a semi-structured interview through digital platforms with 11 consistent Dean's Listers from different universities in Cebu, Philippines. Hence, the following themes are obtained; (1) Pressure, (2) Treasure, (3) The Shadows of Online Class, and (4) Coping Mechanisms. These themes expounded on the lived experiences in the new normal. It is recommended that the teachers, Higher Education Institutions, and parents may take the results of the study as a light to obliterate the shadows of online learning in order to create a positive learning environment.

Keywords: *Dean's List, IPA, phenomenology, lived experience, new normal*



Uncovering Students' Challenges in Blended Learning: The Case of Universities in Rural Areas

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The COVID-19 pandemic altered the learning landscape in the Philippines, posing numerous challenges to students, which are likely to hinder their acquisition of necessary competencies in their respective fields of specialization. As such, this study utilized qualitative approach, particularly transcendental phenomenology to uncover the challenges of students in blended learning whose universities are situated in the rural areas during the time of COVID-19 pandemic. There were a total of thirty (30) students from selected universities located in the rural areas of Northern Luzon in the Philippines who participated in the study through phone interviews and Facebook messenger. The study revealed that the encountered challenges of students were 1) difficulty with self-paced learning, 2) lack of ability to focus, 3) poor internet connection, 4) financial difficulty, and 5) lack of technical knowledge and skills. It is concluded that students are less likely receptive to blended learning. They are uncertain as to whether this is effective as a teaching and learning approach to acquire the necessary competencies in their course. Learning at home and at their own pace is a huge challenge for students considering that they are accustomed to being personally guided and assisted by their teachers. Thus, these challenges can make it difficult for them to fully embrace blended learning. It is recommended that universities may re-evaluate their learning mode, technology infrastructure, and students' technological aptitude to guarantee that students adopting blended learning have a better learning experience.

Keywords: *Covid-19, pandemic, blended learning, online learning, challenges*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4A



Parental Involvement and Its Effects on the Psychological Well-Being of Social Work Students Amid Covid-19

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This study dealt with the Parental Involvement and Psychological Well-Being of students amid Covid-19. Generally, the study aimed to determine the relationship between parental involvement and the psychological well-being of social work students. It described the profile of the students in terms of age, sex, educational attainment, birth order, parents' occupation, monthly income, and family size; it described parental involvement in terms of parenting, communicating, and learning at home; to determine the effects of parental involvement on the psychological well-being; to determine the significant relationship between parental involvement and psychological well-being; and the implication of this study to social work. The descriptive correlational type was utilized in this study. The 213 social work students in one State University were the respondents. The data were gathered using an adapted questionnaire that underwent validation with the help of four experts in the field of psychology, social work, and statistics and was analyzed using frequency distribution, percentage, standard deviation, and weighted mean. Pearson R was used to establish the correlation between parental involvement and students' psychological well-being. The study showed that the active involvement of parents had a positive effect on their children's psychological well-being, by showing care, and support, and letting them discover themselves, their strengths, and dreams in life. Parental involvement has significance to the psychological well-being of the students. It is recommended that universities may continuously encourage the involvement of parents and continuously collaborate with the Guidance and Counseling Office of universities to monitor children's psychological well-being as it is a factor that affects the children's academic performance.

Keywords: *Parental Involvement, Parenting, Psychological Well-Being*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4A



Social Media Engagement, Facebook Intrusion, and Mental Well-being of Selected College Students

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This quantitative study assessed the extent of social media engagement, degree of Facebook intrusion, and degree of mental well-being of selected college students and compared their differences when respondents are grouped according to demographics. Additionally, the significant relationships between aforementioned research variables were also determined. This study employed a descriptive-comparative and correlational approaches and data were gathered utilizing Social Media Engagement Questionnaire (SMEQ-5), Facebook Intrusion Questionnaire (FIQ-8), and Warwick Edinburgh Mental Well-being Scale (WEMWBS-14) which was administered to 199 college students selected through stratified random sampling. The results of the study revealed that the overall extent of social media engagement was high, the degree of Facebook intrusion was moderate, and moderate in terms of degree of mental well-being. Further, there was a significant difference in the extent of social media engagement when respondents were categorized according to family income. Also, there was no significant difference in the degree of Facebook intrusion when respondents were categorized according to demographics; however, there was a significant difference in the degree of mental well-being in terms of sex. Moreover, a significant positive correlation was found between social media engagement and Facebook intrusion. Meanwhile, a significant negative correlation was found between social media engagement and mental well-being as well as between Facebook intrusion and mental well-being. The present findings contribute to a better understanding of how social media influences individual mental well-being. This study further provided baseline information in designing an enhanced guidance program which include interventions that build a stable self-image and strengthen self-control.

Keywords: *Facebook Intrusion, Social Media Engagement, Mental Well-being, Engineering students*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4A



The Deafening Silence of Students Developing Suicidal Ideation During the Pandemic: A Phenomenology

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Developing suicidal ideation among students is rampant yet can be prevented. The literature suggests that thinking of ending one's life is a phenomenon affecting many students, especially during the pandemic. However, no study explicates the experiences of these students experiencing the act of thinking to commit suicide. This study explored the lived experiences of students who develop suicidal ideation during the pandemic for numerous reasons. Anchored from the Integrated Motivational Volitional Model, this study used the Heideggerian Phenomenology research design. Individual interviews were conducted with seven participants utilizing a semi-structured interview guide. The seven participants from the Cebu province were carefully chosen using purposive sampling based on the inclusion criteria. Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Van Kaam Approach detailing 7 steps was employed in the study. Four themes were identified: (1) No way Out, (2) No Support, (3) No Relationship, and (4) No Valid Reason. These themes elaborated on how the participants lived their lives with suicidal ideation. It is recommended that a counseling session as a psychological intervention may be instituted by the University Guidance Counselor through a management plan considering the number of students and other resources.

Keywords: *Suicidal Ideation, pandemic, Phenomenology, Integrated Motivation-Volitional Model*

Ang pagbuo ng ideya ng pagpapakamatay sa mga mag-aaral ay napakalaganap ngunit maaaring mapigilan. Ang napakaraming mga gawa ng panitikan ay nagdidikta na sa mundo ng sikolohiya at edukasyon, iniisip na wakasan ang buhay ng isang tao. Gayunpaman, walang pag-aaral na nagpapaliwanag sa mga karanasan ng mga estudyanteng ito na nararanasan ang pagkilos ng pag-iisip na magpapakamatay. Sinaliksik ng pag-aaral na ito ang mga buhay na karanasan ng mga mag-aaral na nagkakaroon ng ideyang magpapakamatay sa panahong ito ng pandemya sa maraming dahilan. Nakaangkla mula sa Integrated Motivational-Volitional Model, ginamit ng pag-aaral na ito ang disenyo ng pananaliksik ng Heideggerian Phenomenology. Ang mga indibidwal na panayam ay isinagawa sa pitong kalahok na gumagamit ng isang semi-structured na gabay sa panayam sa lalawigan ng Cebu. Ang pitong kalahok ay maingat na pinili gamit ang purposive sampling na may kasamang pamantayan sa pagsasama. Ang Interpretative Phenomenological Analysis (IPA) na pinasikat ni Moustakas at binago ng Van Kaam Approach na may 7 hakbang ay ginamit sa pag-aaral. May apat na tema: (1) No way Out, (2) No Support, (3) No Relationship, at (4) No Valid Reason. Ang mga temang ito ay nagpapaliwanag kung paano namuhay ang mga kalahok sa kanilang mga buhay na may mapanganib na pag-iisip upang wakasan ang kanilang pag-iral. Sa pamamagitan nito, inirerekumenda na ang isang sesyon ng pagpapayo bilang isang sikolohikal na interbensyon ay maaaring simulan ng University Guidance Counselor sa pamamagitan ng isang plano sa pamamahala na isinasaalang-alang ang bilang ng mga mag-aaral at iba pang mga mapagkukunan.

Mga Keywords: *Suicidal Ideation, pandemic, Phenomenology, Integrated Motivation-Volitional Model*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4B



A Phenomenological Study on Middle-Class College Dropout Students Amidst the COVID-19 Pandemic

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The COVID-19 pandemic caused unexpected challenges across the globe. In the Philippines, numerous sectors were affected, most especially the education sector as schools were forced to be put on lockdown. The local economy also suffered greatly as businesses were forced to close, making thousands of families experience financial instability. As students now have to attend their classes and submit their requirements purely online, the lack of resources, as well as other factors, make it difficult for students to learn during this pandemic. The researchers aimed to determine the different factors that influenced middle class college students to postpone their academics during this pandemic, as well as relate their experiences and struggles to their social positionality, social and cultural capitals, and funds of knowledge. Six participants from private universities were interviewed by the researchers, and their responses were thematically analyzed. It was found that the three main factors that influenced them to postpone their studies are: mental health, financial difficulties, and ineffectiveness of the online learning setup. Their experiences of obtaining a job, developing new hobbies, and prioritizing their mental health also exhibit their social positionalities and privileges as middle-class individuals. The paper explored how middle-class students struggled and used their social positionalities to cope with the challenges brought by the pandemic. The results support that there is indeed a pressing need for more research to explore how the pandemic emphasizes and widens the gap between different social classes, as well as how different social classes are affected and how they adjust to crises.

Keywords: *COVID-19, pandemic, virtual learning setup, social positionality, social capital, cultural capital, funds of knowledge, middle-class dropout students, mental health*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4B



A Phenomenological Study on Middle-Class College Dropout Students Amidst the COVID-19 Pandemic

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Keywords: *COVID-19, pandemic, virtual learning setup, social positionality, social capital, cultural capital, funds of knowledge, middle-class dropout students, mental health*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4B

The Life of a Cooking Show With No Audience: A Phenomenological Inquiry of the Technology and Livelihood Teachers in the New Normal



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The coronavirus has brought attention to the world of education, making it inaccessible to everybody. Teachers are challenged with concerns about how to instruct and engage the students in the midst of the pandemic. This study is made to explicate the lived experiences of teachers teaching cookery using blended learning modality. This study utilized the Heideggerian phenomenology design and Interpretative Phenomenological Analysis (IPA) of Van Manen popularized by Moustakas with a 7 step analysis. Before gathering the data, the researchers conducted bracketing to avoid researchers' bias. Semi-structured interview guide via digital format was used to interview five (5) participants from the different public schools in District VII of Central Visayas. The data gathered were evaluated, analyzed, and interpreted. As a result, the following themes were extracted: (1) Instruction, (2) Learning Approach, and (3) Evaluation. Results showed that teaching instructions were changed to adapt the blended learning modality. While a new learning approach was made, different teaching strategies were employed. Then, evaluation of students' performance differs depending on the learning modality they are into. However, teachers continue to be optimistic in every circumstance and determine where they can best educate learners, particularly those majoring in technical fields. Moreover, findings in this study suggest the need for relevant seminars and symposiums. Created exercises will help teachers refine their initiatives and teaching methods for a successful class. With these initiatives, teachers can help learners develop essential competencies despite their difficulty in accessing education, particularly in fields that require technical skill development.

Keywords: cookery, IPA, blended learning, lived experiences

Ang bawat isa ay kasalukuyang nasa pinakamasamang suliranin bilang resulta ng pandemya. Ang coronavirus ay nagdala ng pansin sa mundo ng edukasyon, na ginagawa itong hindi na-access sa lahat. Hinahamon ang mga guro ng mga alalahanin tungkol sa kung paano magtuturo at makikipag-ugnayan sa mga mag-aaral sa gitna ng pandemya. Ang pag-aaral na ito ay ginawa upang ipaliwanag ang mga buhay na karanasan ng mga guro na nagtuturo ng pagluluto gamit ang blended learning modality. Ginamit ng pag-aaral na ito ang disenyo ng Heideggerian phenomenology at Interpretative Phenomenological Analysis (IPA) ng Van Manen na pinasikat ni Moustakas na may 7 hakbang na pagsusuri. Bago mangalap ng datos, nagsagawa ang mga mananaliksik ng bracketing upang maiwasan ang pagkiling ng mga mananaliksik. Ang semi-structured na gabay sa panayam sa pamamagitan ng digital format ay ginamit sa pakikipanayam sa limang (5) kalahok mula sa iba't ibang pampublikong paaralan sa Distrito VII ng Central Visayas. Ang mga datos na nakalap ay sinuri, sinuri, at binigyang-kahulugan. Dahil dito, nakuha ang mga sumusunod na tema: (1) Pagtuturo, (2) Pamamaraan sa Pagkatuto, at (3) Pagsusuri. Ipinakita ng mga resulta na ang pagtuturo sa pagtuturo ay binago upang maging sapat na kakayahang umangkop upang iakma ang pinaghalong modalidad sa pag-aaral. Habang ang bagong diskarte sa pag-aaral ay ginawa, iba't ibang mga diskarte sa pagtuturo ang ginawa. Pagkatapos, ang pagsusuri sa pagganap ng mga mag aaral ay nag-iiba depende sa paraan ng pagkatuto na kanilang kinagisnan. Gayunpaman, ang mga guro ay patuloy na maasahin sa lahat ng pagkakataon at tinutukoy kung saan nila pinakamahusay na matuturuan ang mga mag-aaral, lalo na ang mga may major sa teknikal na larangan. Bukod dito, mas magiging mabisa ang pag-aaral na ito kung may mga seminar at symposium na gagawin. Gumawa ng mga pagsasanay na tutulong sa kanila na pinuhin ang kanilang mga inisyatiba at pamamaraan ng pagtuturo para sa isang matagumpay na klase. Sa pamamagitan nito, matutulungan ng mga guro ang mga mag-aaral na paunlarin ang kanilang isip sa kabila ng kanilang mahirap na pag-access sa edukasyon, lalo na sa mga larangan na nauugnay sa mga teknikal na kasanayan sa konteksto ng modernong mundo.

Mga keyword: pagluluto, IPA, pinaghalo na pag-aaral, mga nabuhay na karanasan

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4B



Distance Education amidst Pandemic: A Phenomenological Study on the Lived Experiences of Students in the New Normal

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The Covid-19 pandemic has damaged many areas of human life, a reason for universities around the Philippines to shut down because of the risk of virus infection. Traditional face-to-face set up of teaching has been replaced by online distance learning to ensure continuity of education. This caused major challenges to both educators and students amidst the global crisis. This Descriptive phenomenological study described the lived experiences of college students during pandemic. It explored their challenges, coping mechanisms and their suggestions for improvement of online distance education. The researcher invited ten college students in one of the Universities in the Philippines using purposive sampling. The researcher utilized a semi-structured interview that was validated by research experts and the data was collected through phone call interview and messenger application. The participants' responses were analyzed using Colaizzi's methods for descriptive phenomenology. As to the challenges of the students, the results identified five themes such as Connectivity Problem, Financial Constraints, Social life problem, Performing Multiple Roles and Mental Health Struggles. There were also four themes identified related to their coping mechanisms which include Time Management, Seeking Inspiration from Family, Faith and Meditation through Prayer and Working while Studying. The Study also identified five themes connected with the suggestions of students such as Single Online Platform for Teaching, No Reporting Policy, Financial Support, An Organized Schedule For Lesson Activities and Virtual Meeting, Leniency, and No Failing Grade Policy. These Findings are useful for the National Government and Commission on Higher Education as well as the university in crafting and improving the policies and services for students during this worldwide crisis. These findings recommended that the National Government should also offer all necessary assistance so that students can eventually live in this remote education throughout the crisis. It is recommended that the suggestions voiced out by the students must be considered in crafting policies for the improvement of teaching and learning process during this pandemic.

Keywords: *Challenges, Coping mechanisms, Lived Experiences, Pandemic, Phenomenology*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4C



Exploring Virtual and Blended Internship Programs of Medical Technology Students from a Certain University in Manila during the COVID-19 Pandemic

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The education system was one of the many sectors that faced profound challenges brought by the Coronavirus Disease of 2019 (COVID-19) pandemic. As a response, the curriculum for fourth year Bachelor of Science in Medical Technology students from a university in Manila shifted its internship program from traditional in-person to a virtual and blended setup. This quantitative descriptive correlational study aimed to determine the association between internship participation and internship experience satisfaction, as well as the association between internship experience and career goals of selected medical technology students after participating in the virtual and blended internship program set up by university in Manila. Fifty-nine (59) interns for Academic Year 2020-2021 and two hundred twenty two (222) interns from the Academic Year 2021-2022 were the participants of this study, who answered an online questionnaire survey of five parts that asked for their sociodemographic characteristics, internship participation, internship experience, internship experience satisfaction, and career goals after participating in a virtual and blended internship during the COVID-19 pandemic. Results showed that the interns had a positive review of their internship participation and internship experience, but they were only somewhat satisfied with their internship experience overall. On average, the internship somehow helped the interns develop their career goals despite the negative impact of the COVID-19 pandemic on areas like skill honing and mental health. Moreover, the results revealed an association in which an increased positive rating for internship satisfaction led to an increased internship participation. Additionally, the internship experiences of the interns led them to have an increased positive outlook for their career goals. The analyses generated suggested that improvements be made in the curriculum which may be taken into consideration by academic institutions.

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4C



Digital literacy of Pre-service Teachers in the Time of Covid-19 Pandemic

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The occurrence of Covid-19 pandemic increases the demand for digital knowledge and skills and highlights the importance of high level digital literacy most especially in education. Research suggests the insufficiency of teachers' digital knowledge and skills that hinders the absolute implementation of educational technology. This descriptive study sought to determine the digital literacy of pre-service teachers of Central Bicol State University of Agriculture-Calabanga. Responses from 145 graduating education students were analyzed using descriptive statistics such as Frequency and Percentage, Performance Level (PL), and weighted mean. The result revealed that the respondents' digital literacy in terms of knowledge, skills and attitude is high, and they have enough knowledge and skills in utilizing technology. However, the findings also indicated that pre-service teachers lack digital skill with educational related applications such as podcasts, databases and spreadsheet applications. The respondents identify poor internet connection and difficulty in troubleshooting as the frequent challenges encountered during online engagements. The study then recommends suggested projects through an action plan that may further develop pre-service teachers' digital literacy.

Keywords: *Digital Literacy, Pre-service teacher, Covid19*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4C



Engaging in Reflective Vlog-Making towards Understanding the Philippine Professional Standards for Teachers (PPST): Experience of Silliman University Pre-Service Teachers

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Reflective practice is a key component of the professional development and growth of pre-service teachers. During the pandemic, Silliman University College of Education adopted vlogging as a strategy for practice teachers to reflect on their online internship journey in relation to the Philippine Professional Standards for Teachers (PPST). This action research investigates the effectiveness of vlogging in engaging practice teachers in reflective practice to document their growth in the profession. Forty-three BEd and BSEd pre-service teachers (A.Y. 2021-2022) participated in the study. Results suggested that the majority of the participants find vlog-making effective in deepening their understanding of the PPST in that they were compelled to revisit the relevant PPST domains and strands as they make connections between their teaching experiences and the PPST standards. Moreover, the pre-service teachers indicated that vlog-making 1) fostered self-expression and spontaneity of sharing their practice teaching experience, 2) provided the opportunity for practice teachers to rethink and evaluate their practices, 3) enhanced creativity, and 4) improved their ICT skills. However, weekly vlog-making required preparation time and resources that some practice teachers found difficult to meet. Findings of this study suggest that while the practice teachers appreciate the clear instructions and rubrics that were provided, the reflective vlog-making requirement must be negotiated with the practice teachers so that realistic goals are identified considering the demands of the student teaching program.

Keywords: Reflective vlog-making; pre-service teacher education; Philippine Professional Standards for Teachers (PPST)

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4D



Policy Expectations on Parental Involvement Among Low-Income Families During the COVID 19 Pandemic

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Parental involvement is viewed as a crucial element in remote learning delivery, especially for certain vulnerable learners during the COVID-19 pandemic. This paper examined the policy expectations on parental involvement before and during the COVID-19 pandemic. Relevant policies were analyzed considering the actual experiences of low-income Filipino parents. Unlike the pre-pandemic time when existing policies deemed Filipino parents as providers of logistical support through the Parent-Teacher-Community Association, the pandemic suddenly required all parents, regardless of educational attainment, to be active pedagogical partners in remote learning delivery. This study utilized document analysis to examine the policy papers on parental involvement and narrative inquiry analysis of qualitative data drawn from the nationwide survey by the SEQuRE Movement. Although inequities were noted in the lives and educational experiences among low-income families (in terms of access to cultural capital and other resources), data indicated that they embraced their new role as pedagogical partners and attempted to make do of what they had. Furthermore, this study also found that challenges in parental involvement among low-income Filipino families are partly rooted in the Philippine education system's failure to establish adequate parental involvement policies and programs. This low expectation from parents implied that the teacher must carry the bulk of the pedagogical responsibilities. Finally, this paper offers promising policies through policy institutionalization, stronger family-school-community partnerships, incorporation of parental involvement in teacher education, and addressing low expectations and deficit discourses of parental involvement among low-income families.

Keywords: COVID-19; parental involvement; low-income families; educational policies

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4D

Parental Involvement and Learners' Language Learning Abilities: Their Relationship to English Performance in Modular Distance Learning

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This survey-correlational study aimed to investigate the relationship of learners' perception on parental involvement and the learners' perception on their language learning skills to their English performance in modular distance learning. A total of one hundred fifty seven (157) grade 11 Senior High School (SHS) learners were randomly selected for and participated in the study. Data was gathered using online or digital platforms. Adapted survey questionnaires on learner perception and researcher-made quarter assessment tools were utilized after validation and pilot testing. The mean and the standard deviation were employed for the descriptive analysis, and the Pearson's r at 0.05 alpha and multiple regression for inferential statistics. Results revealed that learners' perception on parental involvement was "high," likewise in all its categories. Additionally, learners' perception on their language learning skills was "above average," specifically on both their reading and writing skills. However, their English performance was "low" under the modular distance learning. Moreover, there was a moderately positive correlation between the learners' perception on parental involvement and the perception of both their reading and writing skills. As for the learners' perception on parental involvement and their English performance, a significantly weak positive correlation was found. The learners' English performance was found to be moderately positively related to the learners' perception of their reading ability. There was no significant correlation between the learners' perception on their writing ability and their English performance. Furthermore, although correlated, learners' perception on parental involvement was not found to be a significant predictor of English performance, likewise with the learners' perception on their writing ability. Only the learners' perception of their reading ability contributed to the prediction of English performance. Hence, the study suggests that learners under the modular distance learning recognized the participation of their parents in their education. It is also noteworthy that while learners identified themselves as capable readers and writers, they were low performing in English. It is also important to note that how learners see their language learning abilities and how they perceive the extent of parental involvement may relate to their English performance.

Keywords: Parental Involvement, Learners' Language Learning Abilities, English Performance in Modular Distance Learning

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4D



From Zero to Hero: Global Learning Packets with Parental Involvement at Homes on the Non-Numerates' Numeracy Level

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This study sought to determine the effectiveness of Global Learning Packets with parental involvement at homes on thirty-one non-numerates learners' numeracy level specifically on multiplication and division during the pandemic times. The intervention was made possible through the collaboration between the PhD students at the University of West Georgia, USA as the instructional designers and the PhD student of West Visayas State University in the Philippines as the instructional implementer which lasted for six weeks. The main sources of data were the result of a 20-item Regional Unified Numeracy Test (RUNT) administered before and after the intervention, incidental interviews to parents during retrieval and distribution of self-learning modules, and parents' remarks while learning at home and teachers' observations during home visitations. After careful analysis, results revealed that the Global Learning Packets with parental involvement at home was effective in improving the numeracy level of the learners with a big shift from "low" to "high". Further analysis revealed that there is a significant difference in the numeracy level of the learners before and after exposure to Global Learning Packets affirming its effectiveness, thus the phrase "zero to hero". It is therefore recommended that (1) non-numerate learners' should be taught frequently using the global learning packets to improve the learners' numeracy level, (2) constant collaboration and communication between the teachers and parents as learning facilitators must be strengthened so that learners develop their greatest potentials, and (3) continuous innovations in the curriculum, specifically in instruction is highly encouraged to improve the educational system which will hopefully lift our global ranking.

Keywords: global learning packets, non-numerates, numeracy level, parental involvement



The Struggles and Coping Strategies of Teachers Who Are Also Parents of K-6 Learners amidst the Virtual Learning Setup within the Covid-19 Pandemic

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As part of the urgent precautionary measures to prevent the further transmission of COVID-19 in the Philippines, a community quarantine was imposed by the government. Hence, it caused a sudden shift in the usual working setup of the Filipino teachers, with work-from-home as the most common. Using Bourdieu's concepts of cultural, educational, and social capital, this study examined the challenges faced and coping strategies utilized by teachers who are working from home. The primary focus of the study is teacher-mothers, with the aim to shed light on their struggle to juggle both roles. It also aims to know how they handle the sudden shift to a new way of living, especially in relation to their professional and domestic obligations. The three (3) teacher-mother participants from Santolan Elementary School were chosen using a homogenous purposive sampling technique ensuring that they are 1) teachers by profession, 2) currently handling classes in the remote learning setup, and 3) have at least one child with a kindergarten to elementary profile (K-6 Learners). The result of the study showed that the shift to a virtual-learning setup presented new challenges and paved the way for new coping strategies. After semi-structured interviews, the challenges of teacher-mothers identified were (1) providing additional support to students, (2) family concerns and work-life balance, (3) work arrangements, (4) health-related concerns, and (5) financial concerns and lack of economic capital. The coping strategies they have utilized included (1) personal motivation, (2) professional development, (3) time management, and (4) support system. Thus, despite the struggles presented, these teacher-mothers were able to adjust and cope through time through their educational, cultural, and social capital. The challenges surfaced by the three-teacher mothers in this study can be used to provide information to the Department of Education, the local government unit, among other stakeholders about the needs of the teacher-parents amidst COVID-19.

Keywords: *Cultural capital, educational capital, social capital, teacher-mothers, challenges, coping strategies, virtual learning setup, COVID-19*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4E



Strengthening Parents and Teachers' Communication Through the Use of Facebook, Mobile Phone, Messenger and Printed Reminders: An Intervention to Increase Self-Efficacy of Parents in Assessing the Learning of their Child in the New Normal Education to Enhance Pupils' Performance

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The research aimed to determine the extent of influence of strengthening parents and teachers' communication through the use of Facebook, messenger, mobile phone, and printed reminders as an intervention to increase self-efficacy of parents in assessing and guiding the learning of their child at home in new normal education to enhance pupils' performance. This study was conducted at Tagoloan Central School, Tagoloan District, Division of Misamis Oriental, Philippines. The research instruments were the secondary data: the first and second quarter grades of pupils and parents' participation in retrieving and returning of modules to the school. Purposive sampling was used to select the fifty parents and fifty students who participated in the study. The research used descriptive and inferential statistics; the data collected were analyzed using frequency distribution table, mean, standard deviation, and the t - test statistic was used to test the hypothesis at the 0.05 level of significance. Findings revealed that strengthening parents' and teachers' communication through the use of Facebook, messenger, mobile phone and printed reminders had a positive effect on the parent's support and involvement as Para-teachers in helping and guiding their child learn at home in New Normal Education. It increased parents' self-efficacy in that they embraced an identity that they are capable para-teachers at home to their child. It encouraged parents to regularly get and return the modules to the school. Moreover, it increased parents' involvement and willingness as para-teachers to assess and guide their children in answering the activities found in the modules. This may have contributed to the observed increase in pupil's performance. Based on the findings, it was recommended that strengthening parent and teachers' communication through the use of Facebook, mobile phone, messenger and printed reminders be maintained because it is an intervention that increases self-efficacy of parents in assessing the learning of their child in the new normal education to enhance pupils' performance.

Keywords: *Parents' self-efficacy as para-teachers , inferential, new normal education, parents*



Going Back to Elementary Years: Parents' Lived Experiences in Modular Distance Learning

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As school shuts down, modular instruction opens new horizons in delivering quality education among all learners. The parents' involvement in modular distance learning created a difficult schedule at home, specifically because they had to accept the responsibility for their children's educational development as the delivery of instructions shifted. This study explored the lived experiences of parents in the implementation of modular learning. The study employed a qualitative approach that utilized Heideggerian Phenomenology and Interpretative Phenomenological Analysis (IPA) anchored on the Modified Van Kaam Approach popularized by Moustakas. The participants in this study were chosen using a purposive strategy based on the inclusion criteria set in this study. The researchers interviewed ten parent participants from Balabagon Elementary School. The following themes surfaced from the data: (1) The Capable, (2) The Naturalist, (3) The Realist, (4) The Level of Experience, and (5) The Light. These themes highlighted the experiences and obstacles of parents in modular learning. It is recommended that opportunities for improving parent quality and development in facilitating the children's learning be provided and that schools implement Parent Seminars and Training on the topics presented in weekly modules.

Keywords: *Parents, IPA, Phenomenology, Lived Experiences, Modular Instruction*

Sa kasalukuyang pagsara ng bawat paaralan dulot ng pandemya, ang modular na pagtuturo ay siyang nagsilbing daan upang makapagpatuloy sa paghatid ng de-kalidad na edukasyon sa lahat ng mga mag-aaral. Ang pagkaroon ng partisipasyon ng mga magulang sa modular distance learning ay nagsilbing isang balakid partikular na sa iskedyul sa bahay at sa katotohanang tinanggap ng mga ito ang responsibilidad at hamon sa pagpatuloy sa naudlot na edukasyon ng kanilang mga anak sa nasabing pagbabago sa pamaraan ng pagtuturo. Samakatuwid, binigyang lawak at masusing ipinaliwanag ng pag-aaral na ito ang mga makabuluhang karanasan ng mga magulang simula nang ipinatupad ang modular learning sa larangan ng edukasyon. Samantala, qualitative approach ang ginamit ng mga mananaliksik na binigyang-diin ng Heideggerian Phenomenology at Interpretative Phenomenological Analysis (IPA) na nakaangkla sa Modified Van Kaam Approach ni Moustakas sa pagsiyasat sa mga nakalap na datos. Ang mga participante sa pananaliksik na ito ay pinili gamit ang purposive strategy na kung saan ito ay nakapasok sa inclusion criteria na ginamit bilang pamantayan na itinakda sa pag-aaral na ito. Ang mga mananaliksik ay nagsagawa ng mga panayam sa sampung magulang na kalahok mula sa Balabagon Elementary School. Dahil dito, ito pinangunahan sa mga sumusunod na tema (1) Ang May Kakayahan, (2) Ang Naturalista, (3) Ang Realista, (4) Ang Antas ng Karanasan, at (5) Ang Liwanag. Itinampok ng mga temang ito ang mga karanasan at mga balakid na kinaharap ng mga magulang sa modular na ayos ng pag-aaral maging pamaraan ng pagtuturo ng kanilang mga anak. Higit na inirerekomenda na dapat laanan ng atensyon at bigyang pagkakataon ng mga paaralan ang mga magulang tungkol sa magpapa-buti at pag-unlad sa edukasyon ng mga bata na kung saan kaya nitong mas magampanan at matutukan ang pag-aaral ng kanilang mga anak sa pamamagitan ng magpatupad man lang ng isang araw para sa mga seminar at pagsasanay ng magulang sa mga paksang ipinakita sa lingguhang mga modyul.

Keywords: *Mga Magulang, IPA, Penomolohiya, Eksperyens, Modular na Pagtuturo*



Ligtas na Balik Eskwela: Exploring the Lived Experiences of Learners and Parents in Pook Malinis on Remote Learning amidst the COVID-19 Pandemic

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As a result of the COVID-19 outbreak, educational institutions have been forced to close, and the mode of educational instruction shifted drastically to remote learning. To examine the sociocultural factors that influenced the experiences of parents and children in working-class families under the modular distance learning amidst the novel coronavirus pandemic, a qualitative phenomenological study was conducted by having an in-depth open-ended interview with a community leader in Pook Malinis, an urban poor community situated in UP campus. The results of the interview highlighted the challenges experienced by the parents and students in answering learning modules, such as the knowledge of parents about the topic, financial difficulties and lack of resources, the inappropriate content in the distributed learning modules, and personal problems at home, along with the problems caused by the inaction of the government. The perspectives and experiences of parents and learners analyzed in this study serve as a basis for forwarding the calls for *Ligtas na Balik Eskwela* and creating appropriate, inclusive educational policies during the ongoing remote learning and beyond.

Keywords: Lived experience – parents and learners; remote learning in the new normal

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4F



WaH! “It’s me and my Clean Hands”: Effectiveness of Practicing WinS at Home among Pupils of Sta. Cruz Elementary School: Basis for Adaptation of Health Programs in the New Normal

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The research evaluated the implementation and effectiveness of the Water, Sanitation, and Hygiene (WASH) in Schools (WinS) at Home of students from Sta. Cruz Elementary School for SY 2020–2021. The study used the descriptive design to obtain information concerning the current status of the phenomena and to explain and describe the effectiveness of practicing WinS at Home programs. The study revealed that pupils are knowledgeable on the WinS programs; the 5 years implementation of Wash in School has been adopted even when WinS had to be adapted at home. Water sanitation as well as the importance of toilets were shown to be in the highest percentage. On the other hand, knowledge on deworming had the least priority among pupils. In terms of Handwashing Practice, most of the aspects indicate a high percentage of execution. In terms of strategy of program information dissemination, teachers prefer to use Video clips and social media in the promotion of WinS at Home. Among the key challenges of implementing WinS at Home is the lack of facilities at the homes of the students. The study then proposed intervention measures to address this concern.

Keywords: School health programs in the New Normal – adaptation

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4F



Adapting to the New Normal under COVID-19 Circumstances: A Qualitative Analysis of Students' Perceptions, Experiences, and Coping Mechanisms

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Drawing from the compelling need to explore students' realities amidst the unprecedented distance learning due to COVID-19, this study aimed to investigate students' perceptions, experiences, and coping strategies in education in the New Normal. A qualitative research design was employed involving selected 13 students in Antipolo City. Data was collected through an online semi-structured interview. Thematic analysis of the responses revealed that students have substantial awareness of the severity and impact of the pandemic to their mental health as they encounter unique challenges on socialization, education, transportation and employment. Thus, to mitigate their stress and anxiety, students utilized several coping mechanisms to adjust and adapt to the New Normal. Findings suggest the need to strengthen students' support system, profile the students to foster students' self-efficacy in the new education setting, and uphold contextualization of lessons based on students' profile to sustain academic success.

Keywords: *students, learning diversity, learners' profile, New Normal*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4G



Adversity Quotient, Grit, and COVID-19 Related Psychological Distress of Student Scholars in a Catholic Private Institution

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This quantitative study assessed the level of adversity quotient, grit, and degree of COVID 19 related psychological distress of selected student scholars and compared their differences when respondents are grouped according to demographics. Additionally, the significant relationships between aforementioned research variables were also determined. This study employed a descriptive-comparative and correlational approaches and data were gathered utilizing Adversity Quotient Profile, 12-item Grit Scale, and COVID-19 related Psychological Distress Scale which was administered to 99 student scholars selected through stratified random sampling. The results of the study revealed that the overall level of adversity quotient was high, the level of grit was high, and low degree in terms of COVID-19 related psychological distress. Further, there was no significant difference in the level of adversity quotient, level of grit, and degree of COVID-19 related psychological distress when respondents were categorized according to sex, type of scholarship, and family income. Moreover, there was no significant relationship between adversity quotient and grit, adversity quotient and COVID-19 related psychological distress, and lastly, grit and COVID-19 related psychological distress. This study further provided baseline information in designing an enhanced guidance program which include activities that foster strengthening of adversity quotient and grit, and managing COVID-19 related psychological distress.

Keywords: *adversity quotient, grit, COVID-19 related psychological distress, student scholars*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4G



Student Engagement as Influenced by Physical Activity and Student Motivation among College Students

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The strict implementation of the Covid - 19 Health Protocol limits human movement. The educational system shifts from traditional to flexible learning modality. This quantitative study aimed to determine the degree of influence of physical activity and student motivation toward student engagement among college students. The regression analysis technique was utilized to determine the degree of the relationship between the two independent variables and a dependent variable. The researcher applied the cluster sampling technique in selecting the respondents. After a thorough investigation, the null hypothesis ($p < 0.05$) was rejected. This study delineated that physical activity and student motivation have positively influenced student engagement. Among the three indicators in physical activity, physical education posted the highest mean of 4.28 (very high), followed by a general attitude, which posted a mean of 4.23 (very high), and scientific basis, which attained a mean of 4.13 (high). Moreover, among the four indicators of student motivation, intrinsic value got the highest mean of 4.20 (very high), followed by self regulation with a mean of 4.10 (high), cognitive strategy with a mean of 4.07 (high), and lastly, self-efficacy which got the lowest mean score of 3.68 (high). The study accentuated that physical activity and student motivation are critical to promoting student academic engagement among college students. The results will contribute to the improvement of student engagement which is deemed essential to academic success. After the profound consideration of the possible implications of the findings and conclusion of the study, the researcher came up with several recommendations on how students can improve their academic engagement.

Keyword: *Physical activity, student motivation, student engagement, Philippines*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4G



The X and Whys of my Remote Teaching and How I Moved On: Using Time-tested Teaching & Learning Principles to Promote Cognitive and Psychological Engagement

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Four courses offered fully online in the second semester of SY 2021-2022 were examined. After three weeks of implementation of the first module of each course, initial feedback was collected through the “checkpoint” section of the modules (via the LMS), conversations during online synchronous sessions, and feedback gathered by the beadle from the class members. Areas that needed improvement included too many discussion boards, sudden “deep dive” in the content, and lack of space for non-academic conversations and creativity. The rest of the modules of each course as well as the synchronous sessions were re-designed based on the feedback. Throughout the semester, comments and suggestions were solicited from students during synchronous sessions. At the end of the semester, students filled out the course evaluation forms. Data indicated that the re-designed modules and synchronous learning sessions were favorable to the students. The discussion is structured in three parts. The first focuses on the **X** or inappropriate assumptions and pedagogical strategies that were employed at the early phase of remote teaching. These include assuming that students are ready, a business-like learning environment, rigid structures, and inappropriate use of online applications. The second examines the reasons **WHY** they were not effective in engaging and students using the lens of learning theories. The last part presents principles that may be used as anchors in designing learning: creating a safe space for learning, activating prior knowledge, providing scaffolds, and reflecting on the content and process of learning. Strategies that translate these principles into teaching and learning practices are presented.

Key words: *remote learning, student engagement, prior knowledge, safe spaces, reflective practice*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4H



The Agency of Collaboration Face to Face with Issues of Inequality in Education Generated by Covid19

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If Covid19 and its variants continue to stay among the peoples of the earth, then life and living will become ongoing case studies. Among the changes in peoples' lifestyles are included the seclusion of certain preferences. Choices have become limited to what can be accommodated in the measures of staying safe. While the human resource of the world are all affected, there is a bigger focus that will affect the overall future of nations. This focus is education, it being the main factor for nations to thrive. During this pandemic period that causes many uncertainties, education suffers. Covid19 has effectively generated inequalities in education. Schools were formerly the unifying settings of education, but the homes with stable internet connectivities have taken over. Search and research skills are fittingly challenged. Homes without connectivity leave learners at the mercy of available hard prints. Skills disparities widen. Learning still occurs but at a different scale and character. Among other inequalities are: the lack of differentiated learning, the haphazard halt on standardized benchmarking and evaluation, the forced inequality in the measures of competencies among the various grade levels, the forced inequalities in the implementation of policies for school operations, the tremendous disparities in teachers' workloads, the aggravation of resources as limiting factors of learning, and there's more. The main agency that can carry multiple solutions is collaboration. This agency can help education gain new normal momentum through administrators, teachers, parents, students and the general community working together to tackle inequality issues face to face.

Keywords: *collaboration, inequality, education*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4H



Academic Resilience and Academic Motivation of Senior High School Students in a Catholic Private School

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Colegio San Agustin – Bacolod

This quantitative study assessed the level of academic resilience and academic motivation of selected senior high school students and compare their differences when respondents are grouped according to sex, family income, grade level, and strand. Additionally, the significant relationships between aforementioned research variables were also determined. This study employed a descriptive-comparative and correlational approaches and data were gathered utilizing Academic Resilience Scale (ARS-30), and Academic Motivation Scale-High School version (AMS-HS 28) which was administered to 256 senior high school students selected through stratified random sampling. The results of the study revealed that the overall level of academic resilience was high, and very high in terms of academic motivation. Further, there was no significant difference in the level of academic resilience when respondents were categorized according to demographics. Also, there was no significant difference in the level of academic motivation when respondents were categorized according to family income, grade level, and strand; however, there was a significant difference in terms of sex. Meanwhile, a significant positive correlation was found between academic resilience and academic motivation. Moreover, motivation is crucial to academic achievement but academic gains may be lost if students are not resilient to adversity, academic pressure, and stress in the school environment. This study further provided baseline information in designing an enhanced guidance program which includes activities that foster strengthening of academic resilience and academic motivation.

Keywords: *academic resilience, academic motivation, senior high school students, strand*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4H



Contextualized Approaches for Reading Enhancement (CARE) in the New Normal: An Intervention to Struggling Readers in Schools Implementing Indigenous Peoples Education

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Teaching reading for beginning learners especially in the indigenous cultural communities has been challenged since the suspension of the face-to-face learning engagement of pupils and teachers. While the country is along the process of adapting the new landscape of education, continuous innovations in education are considered essential in learning continuity. The key purpose of this action research is to improve the reading levels of Grade One struggling readers in schools implementing Indigenous Peoples Education (IPEd) in Claveria, Misamis Oriental, by employing innovative contextualized approaches in the new normal setting. The study found out that beginning learners had extreme difficulty in answering and understanding the reading tasks because their parents couldn't also read apart from the difficulty in understanding the language used in the module. With the implementation of Project CARE (Contextualized Approaches for Reading Enhancement), it was found out that the reading levels of the learners have improved. The participants agree that through the innovative and contextualized approaches, they could easily understand the words and meaning of words. Consequently, it was underscored that parent-teacher collaboration in coming up with relevant pedagogical approaches is one innovative strategy in strengthening contextualization practices in teaching and learning alongside with parents' role as learning support providers during the new normal education. Based on the findings, the researcher recommended to strengthen contextualization practices in teaching reading through strong partnership with the parents/elders as resource persons. It is likewise recommended to revisit policies pertaining to hiring and deployment of IP teachers to schools catering indigenous learners, as well as policies on the development and provision of culturally appropriate learning resources.

Keywords: *teaching, indigenous cultural communities, Indigenous Peoples Education, parent-teacher collaboration, contextualization, new normal education*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4I



Maximum Utilization of Google Sites (MUGS) in Teaching English for Academic and Professional Purposes

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In the new normal education, educators are expected to maximize the use of technology in providing instructional support to the student making them more engaged in the learning process. The study employed a mixed method to determine the positive effects of utilizing a teacher-made google site in teaching English for Academic and Professional Purposes (EAPP) among selected Grade 11 students. Google Sites is a website-building platform tool for the teacher who wants to build an e-learning environment, and a one-stop hub for students to access modules, interactive worksheets, important resources, video lessons, and reminders. The results of descriptive statistics provided evidence of the effectiveness of the intervention in prompting students' engagement, independent learning, convenience, time management, and submission of outputs. A Paired-Sample T-test was also conducted. It was found that there was a significant gain with a large effect size on the participants' knowledge after the intervention was implemented. An interview questionnaire was also administered to explore the experiences of the participants towards intervention. Through thematic analysis, it was found that students have positive perceptions and good experience in using the teacher-made google as supported by the frequency of the themes derived from their textual responses. These findings imply that the utilization of Google Sites was an effective learning platform during this time of distance learning. It is recommended that schools will adopt and implement this platform with wider scope as it is proven to help students boost their engagement, and independent learning, gives opportunity to take time in understanding the lesson, and easy access to learning materials.

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4I



Perceptions of Students on Taking Mathematics Courses Online

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Having been shifted from face-to-face to online learning due to the implementation of community quarantine, it is beneficial to determine students' views about taking courses online. Consequently, this study aimed to determine the students' perceptions and experiences about taking mathematics courses online, particularly the advantages and difficulties met and how they deal with them. The research design used to answer research questions is a survey design by administering unstructured questions to respondents comprised of Bachelor of Secondary Education major in Mathematics students from a state university in Bulacan (N = 76) via Google forms. Samples were obtained via stratified sampling. Data were analyzed via thematic coding. The study showed that among the benefits of taking mathematics courses online, the respondents mostly benefited from a convenient study time to access relevant web resources to provide themselves with, at least, foundation skills opportunities. Despite unstable internet connections, lack of adequate learning resources, some distractions, vague learning content and discussions, and limited teacher and peer interaction, there is still hope to recover the learning deficits brought by this transitory situation through independent, self-paced study, particularly when paired with enough motivation. And so, self motivation, either triggered by the seeming pleasure or utility of online learning, plays a vital role in sustaining independent, self-paced study that has the potential to recover learning losses. It is, hence, proposed that instructors provide space for students to aid them in strengthening the perceived pleasure and utility of online learning, opening the door to enhancing self-motivation.

Keywords: *mathematics courses, perceptions, online learning, thematic coding*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4I



The Life of the Laters: Students Procrastination in Accomplishing Academic Deadlines in Online Learning

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Procrastination has always been a problem in schools, and it has an undeniable negative impact on academic performance. The shift to online learning has also drawn attention to procrastination as a key contributor to students' failure to accomplish academic deadlines within the time frame, whether it is done synchronously or asynchronously. This study aims to explicate the students' experiences of procrastination in accomplishing academic deadlines in online learning, grounded on Parkinson's Law, which explains why one cannot seem to accomplish anything. A total of 13 students who qualified under the inclusion criteria using purposive sampling participated in the semi-structured interviews. Data were treated using the qualitative approach utilizing Heideggerian Phenomenology and Interpretative Phenomenological Analysis (IPA) anchored on the Modified Van Kaam Approach popularized by Moustakas. The researchers administered bracketing to avoid any biases. Data generated using digital platforms showed four emerging core themes: 1) the worrier, 2) the over-doer, 3) the underprivileged, and 4) the perfectionist. Data showed that due dates have a significant impact on students, as seen by these emerging key themes, resulting in task postponement. Based on these observations, the researchers recommended an effective and flexible time management plan to address procrastination and sustain healthy learning habits.

Key Words: *Online Learning, Academic Procrastination, Time Management, Healthy Learning Habit*

Ang pagpapaliban ng mga gawain ay isa sa mga problema ng paaralan at hindi maikakailang may negatibong epekto ito sa mga pang-akademikong pagganap. Sa pag-usbong ng online learning, nakakakuha ng maraming atensyon ang pang-akademikong pagpapaliban sa mga gawain, sa paraan na hindi naabot ang mga dedlayn sa akademikong gawain sa loob ng itinakdang oras mapag-synchronous man o asynchronous na pamamaraan. Layunin ng pag-aaral na ito na ipaliwanag ang mga karanasan ng mga mag-aaral sa pagpapaliban ng kanilang mga gawain sa online learning. Ang pinagbabatayan ng pananaliksik na ito ay ang Parkinson's Law, na nagpapaliwanag kung bakit parang wala kang matapos na gawain. Sa 13 kalahok na kwalipikado sa ilalim ng pamantayan sa pagsasama gamit ang purposive sampling, ang datos ay kinolekta gamit ang qualitative approach na gumagamit ng Heideggerian Phenomenology at saka Interpretative Phenomenological Analysis (IPA), na nakaangkla sa Modified Van Kaam Approach na pinasikat ni Moustakas. Sa pagsisimula, ang ang mga mananaliksik ay nagsagawa ng bracketing upang maiwasan ang anumang mga pagkiling. Sa pamamagitan ng mga digital platform tulad ng facebook, isinagawa ang semi structured na mga panayam. Apat na pangunahing tema ang nabuo, tulad ng: (Tema 1) ang nag-aalala, (Tema 2) ang labis na gumagawa, (Tema 3) ang kapos-palad, at (Tema 4) ang perpekسیونista. Ang mga nakatakdang petsa o dedlayn ay may malaking epekto sa mga mag-aaral, tulad ng nakikita ng mga umuusbong na pangunahing tema na ito, na nagreresulta sa pagpapaliban ng gawain. Ang mga mananaliksik ay nag-alok ng isang epektibo at wastong pamamahala sa oras upang mapanatili ang mabuting gawi sa pag-aaral ng mga mag-aaral sa online learning.

Mga Susing Salita: *Online Learning, Akademikong pagpapaliban, Pamamahala sa oras, Mabuting gawi sa pag-aaral*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4J



Blog and Tag: Increasing Self-Motivation on Performative Tasks Among Grade 10 Students in the New Normal Learning

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The lack of students' self-motivation, which has been a concern in schools, seems to have heightened with sudden shift of educational modality after two (2) years. This Action Research aimed to determine the effectiveness of the intervention called "Blog and Tag" to increase students' motivation when doing their performative tasks, particularly written and performance outputs. This intervention used as a reinforcement was implemented in one section from Grade 10 in a certain school. An adapted Self-Motivation Questionnaire was used to determine student's level of motivation before and after the intervention. The statistical results show that students have High Motivation Level ($M = 4.17$ and $SD = 8.09$) before the implementation of Blog and Tag intervention, and Very High Motivation Level ($M = 4.33$ and $SD = 7.59$) was achieved after the implementation of the said intervention. Thus, the two tests differed significantly ($p = .004$). This implies that the implementation of "Blog and Tag" intervention significantly increased the self motivation of the students. The shared experiences of the selected participants gathered through an interview journal also supported the claim about the benefits and potential effects of 'Blog and Tag' intervention resulting in an increase in their self-motivation level. The crucial factors affecting their self-motivation as determined in the qualitative findings are: social recognition; receiving positive feedback; and stronger parental involvement in their academic responsibilities. Therefore, it is highly recommended for the teachers to have this kind of activity, as well as parents must optimize their involvement in the academics of their children.

Keywords: *performative tasks, self-motivation, intervention, Blog and Tag*



Karanasan at Tulong sa mga Estudyanteng-Ina ng Bagacay sa Panahon ng Pandemya

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Sinikap ng mananaliksik na masagot ang talong layunin ng pananaliksik: (1.) Matukoy ang demograpikong pagkakakilanlan ng mga estudyanteng-ina batay sa edad, kinukuhang kurso, at estadong marital, (2.) Maisa-isa ang mga hamon at estratihyang ginagawa ng mga estudyanteng-ina sa pamamahala ng kanilang dalawahang tungkulin at mga tulong na natanggap sa panahon ng pandemya, at (3.) Matukoy ang programang interbensyon upang ma-address ang pangangailanga ng mga estudyanteng-ina sa panahon ng pandemya.

Ginamit bilang paraan ng pag-analisa at pagsuri ng datos sa pananaliksik na ito ang "Interpretative Phenomenological Analysis" (IPA. Ang mananaliksik ay gumamit ng "semi-structured questionnaire" na ginabayan ng tatlong layunin ng pananaliksik at nagsagawa ng "semi-structured interview" upang makuha ang datos na kailangan para sa pananaliksik na ito. Ang apat na respondiyenteng estudyanteng-ina ay natukoy gamit ang "homogeneous purposive sampling" at pasok sa sumusunod na pamantayan: (a) edad nasa 20 hanggang 40 taong gulang, (b) nasa kanya ang pangangalaga ng bata, (c) estadong marital – maaaring may asawa, solong-magulang, balo o may kinakasama, (d) kasalukuyang nag-aaral, at (e) handang lumahok sa pananaliksik.

Ang panayam ay naka-transcribed para sa pag-analisa at pagsuri ng datos. Sa pag-analisa at pagsuri ng datos ang mananaliksik ay ginabayan ng IPA kung saan kalakip nito ang pakikinig at muling pakikinig ng "audio record" at pagbasa at muling pagbasa ng salin ng panayam, "initial coding", pagbuo ng mga tema, paghanap ng koneksyon sa pagitan mga lumitaw na tema, at paghanap ng mga palatandaan sa pagitan ng mga datos.

Matapos ang mabusising pagbasa at pag-analisa ng datos mayroong apat na pangunahing temang lumabas mula sa resulta o kinalabasan ng nakalap na datos: (1) Demograpikong Pagkakakilanlan Ng Mga Estudyanteng-ina, (2) Bahaghari Ng Karanasan, (3) Bomera ng Mga Hamon at Estratihiya, at (4) Mahiwagang Tulong.

Sa datos na nakalap, masasabi na hindi naging hadlang ang anak at estadong marital ng apat na estudyanteng-ina para magpatuloy ng pag-aaral sa panahon ng pandemya. Nihirapan mang balansihin ang oras at ang sarili sa dalawahang tungkulin ay nagawan parin ng solusyon sa pamamagitan ng "scheduling". Sa gabi nag-aaral at ang maghapon ay nakalaan sa pamilya. Nakatanggap ng negatibong input mula sa ibang tao ay nagsumikap na magpatuloy para sa anak at dahil sa moral at pinansyal na supporta ng mga mahal sa buhay.

Kinakailangan na ang paaralan at lokal na pamahalaan ng Tinambac ay magsanib puwersya upang magsagawa ng seminars patungkol sa early motherhood seksuwal na kaalaman at kalusugan, at pakikipagrelasyon sa kabaliktarang kasarian. Hindi lamang para sa mga estudyanteng-ina kung hindi para sa lahat ng kabataan ano man ang napiling kasarian.

Magkaroon din ng sariling probisyon o programang scholarship ang lokal na pamahalaan ng Tinambac para sa mga estudyanteng-ina ng hindi na kailangang makipag agawan ng slots sa iba pang mga mag-aaral.

Kailangang magbigay at bumuo ng programa ang "youth chairman o chairwoman" para sa mga estudyanteng-ina tulad ng "kaalaman ko dugtong dunong mo program" at free wi-fi na naglalayong matulungan ang mga kabataan o estudyanteng-ina sa paggawa ng mga akademikong gawain.

Keyword: *Karansan, Tulong, Estudyanteng-ina, Tinambacqueños, at Pandemya*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4J



At the Crossroads: A Qualitative Exploration on Online Learning Experience of Filipino College Students in Times of Covid-19 Pandemic

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This study endeavors to understand the online learning experience of Filipino college students enrolled in the academic year 2020–2021 during COVID–19 pandemic. The data were obtained through an open–ended qualitative survey. The Responses were analyzed and interpreted using thematic analysis. A Total of 71 Filipino college students from state and local universities in the Philippines Participated in this study. Four themes were classified from the collected data: (1) negative views toward online schooling, (2) positive views toward online schooling, (3) difficulties encountered in online schooling, and (4) motivation to continue studying. The results show that although many Filipino college students find online learning amid the COVID–19 pandemic to be a positive experience such as it provides various conveniences, eliminates the necessity of public transportation amid the COVID–19 pandemic, among others, a more significant number of respondents believe otherwise. The majority of the respondents share a general difficulty adjusting toward the new online learning setup because of problems related to technology and Internet connectivity, mental health, finances, and time and space management. A large portion of students also get their motivation to continue studying despite the pandemic from: fear of being left behind, parental persuasion, and aspiration to help the family.

Keywords: *Filipino college students, COVID–19 pandemic, state and local universities, online learning, experience*

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4K



Validating the COVID-19 Learning Guides for Filipino Learners at the Primary Level

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At the start of the pandemic, advisories were released to help share information about COVID-19 and the safety precautions necessary to help protect the general public. Given that most of these materials were developed for an older audience, it was necessary to create materials that will help children understand the dangers, challenges and precautions that must be taken into consideration during a pandemic. A team of teacher-researchers developed a set of learning guides for Filipino students at the elementary level to help address this gap. Aside from the value of looking into the development process, of utmost importance is the validation process that the tool underwent in order to ensure that the materials were developmentally-appropriate, scientifically-accurate, cognitively-stimulating, and user friendly. The validation process used to ensure that there is a match between the learner and the learning materials recognizes stakeholder engagement as a crucial element in providing much needed input for the learning guides' improvement and finalization. Several stakeholder groups served as the primary source of feedback and recommendations. Validation was achieved through engaging content area experts from early education, science education, literacy education, and medical practitioners. Another valuable source of much needed feedback on the Learning Guides' was drawn from the primary users - primary-level educators, parents, and students. Field try-outs were also informative in terms of the learning guides' instructional design and ease of use. This paper presents the considerations when validating learning materials for a younger audience.

STUDENT ENGAGEMENT AND PARENTAL INVOLVEMENT STRANDS 4K



Levels of Preparedness of in Blended Learning and Technological Proficiency of College Working Students

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The main goal of the study is to identify the significant association of level of preparedness in blended learning and technological proficiency of college working students. In addition, the study also aims to determine the level of preparedness of college of education working students in blended learning at CBSUA-Calabanga as well as their technological proficiency during pandemic. The study adapted the questionnaire developed by Barrot, J. et.al. (2021) to determine the student's level of preparedness in blended learning. To determine the technological proficiency of college working students of Central Bicol State of Agriculture-Calabanga, the researchers adapted a questionnaire developed by Ropp M. (1999). Statistical tools used include mean score, percentage, descriptive method and Chi-square to identify the significant association of level of preparedness in blended learning and technological proficiency of college of education working students at CBSUA-Calabanga. The sample size comprised 60 respondents which includes 28.3% male or, 66.7% female students and 5% of respondents prefer not to say. The Grand mean of the level of preparedness in blended learning of college students is 2.033 and interpreted as moderately prepared. The Grand mean of the technological proficiency of college working students is 2.56 and interpreted as advanced proficiency. The results can be associated with the respondents' maturity and their being technologically oriented.. The decision for the association between the level of preparedness in blended learning and technological proficiency of college of education working students at CBSUA-Calabanga campus found out that the computed Chi-square value is 11.53 and P- value of 0. 0212 is less than the significance level of 0.05 therefore the decision was to reject the null hypothesis. It means that there was a significant association between the level of preparedness in blended learning and technological proficiency of college of education working students at CBSUA-Calabanga campus. Findings also show that there is a positive association between level of preparedness and technological proficiency of college working students. It is recommended that trainings be conducted to further enhance the technological proficiency to ensure better performance in blended learning. Moreover, the provision of internet connectivity in remote areas as suggested in RA.10292, **Free Internet Access in Public Places Act'** would significantly address the need to enhance the technological skills of students and better prepare them for blended and online learning.

Keywords: *Technological Proficiency, Level of Preparedness, Blended Learning and Online Learning*

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