

THE Educator

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CENTER OF EXCELLENCE IN TEACHER EDUCATION



A PUBLICATION ONCE EVERY THREE YEARS DEVOTED TO THE
RESEARCH ACHIEVEMENTS AND THE SHARING OF BEST CLASSROOM
PRACTICES AND ACADEMIC DISCUSSIONS OF THE FACULTY AND STUDENTS

THE Educator

VOLUME 8, 2020-2021

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ABOUT THE COVER

Inspired by the concept of Footprints in the Sand, the cover design shows shoe prints overlapping on the floor. As the prints overlap they form the silhouette of a child's head. The concept tells the story of how educators come in and out of a student's life, but each time they leave a mark in the learner's life that help shape them as individuals.

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THE Educator



THE Educator
VOLUME 8, 2020-2021

FOREWORD

In the Editor's Notes for the 1999-2002 volume of the Educator, I wrote:

The Educator has long been envisioned by Dr. Rose Diao, who conceived, gave birth, and baptized this journal, *The Educator*, in 1998.... From my vantage point, this is what I see: The Educator will evolve from being a digest of abstracts to a [regularly published] refereed journal.... More importantly, I envision The Educator as an avenue for dialogue among teachers, so that we do not remain as passive consumers of knowledge, but become critical readers, and reflective writers.”

We took one more bold step towards the realization of this vision when we produced volume 4 (2007-2009), where we engaged external peer reviewers and started a double-blind review process for full-length research articles. As Editor, I introduced the four key sections of *The Educator*, namely **REIFICATIONS**, which provides space for full-length, peer-reviewed articles; **RESTROSPECTION**, where teachers share effective classroom practices; **REFLECTIONS**, which is allotted to education-related essays and creative compositions of teachers; and **REFRACTIONS**, which include the thesis and dissertation abstracts of the graduates for the years covered in the volume.

These are milestones that are worth celebrating. However, like many publications, *The Educator* has its own share of challenges. Putting together full-length articles, academic essays, and even personal reflections of teachers takes time, dedicated writers and production staff. Publishing a journal regularly is a continuing struggle for all of us who are also full time instructors and/or administrators. Furthermore, the pandemic brought about new hurdles and novel circumstances.

Thus, this volume is distinctly both personal as it is academic, and I would like to thank our Production Editor, Mr. Rigel Suarez, for making the book lay-out in record time; this volume's editor, Associate Prof. Myla June T. Patron, for the careful read; this volume's peer reviewers Dr. Peter Romerosa and Dr. Ruji P. Medina, for ensuring the quality of our full-length research articles, our Graduate Teaching Fellows Sheena and Diamay for tracking and encoding all the abstracts; and all of our writers for making time to put their thoughts into paper.

Daghan kaayong salamat. Padayon, The Educator!

Gina Fontejon Bonior, PhD, LPT

Dean



EDITOR'S NOTES

"We now accept the fact that learning is a lifelong process of keeping abreast [with] change. And the most pressing task is to teach people how to learn."

– Peter Drucker

Among the shared narratives and realizations from the pandemic, keeping abreast with change could have hit the hardest. This Pandemic issue of *The Educator* voices teachers' experiences and significant research findings during the COVID-19 pandemic, focusing on the effects of distance learning on students and on teachers' journey towards keeping abreast with the changes in learning modality.

For the REIFICATIONS, registered guidance counsellor, Ms. Jessa Endoso, and 2019-2021 College of Education Dean, Dr. Batchiba R. Lacdo-o shares the results of their investigation on the positive and negative effects of distance learning on public senior high school students in Dumaguete City, during the COVID-19 pandemic. They specifically examined the relationship between learning modalities, learning resources, and logistical factors and its impact on learning. Meanwhile, in a qualitative study grounded on the Technology Acceptance Model 2 Framework, Nutrition and Dietetics faculty, Ruth Ann Entea, Jin Genove, Mark Ronal C. Genove, and Alvyn Klein Mana-ay document the experiences of the ND faculty as they transitioned from in-person learning to online distance learning or ODL. Also included in this issue is the study conducted in 2020 by College of Education faculty, Dr. Batchiba R. Lacdo-o, Dr. Gina F. Bonior, Dr. Pablito dela Rama, and Dr. Elve O. Nasvik, to examine the employability of College of Education graduates of Silliman University and to determine the program areas, e.g. instruction, student-teaching program, physical facilities, library, that have contributed to the employability of the graduates.

The RETROSPECTIONS for this issue feature the voices of four faculty members from Silliman University. Asst. Prof. Kathleen E. Dellona of the Physical Education Department shares her experiences in migrating physical education instruction from in-person to full ODL and the realizations and insights she had gained from them. Similarly, seasoned high school English teacher, Mrs. Marcelita Pascual shares how she survived the drastic change in learning modalities, specifically the need to learn the ropes

of ODL using the SOUL learning platform. Moreover, Senior High School faculty, Ms. Kaycee Melon and Asst. Prof. Hellene Grace Piñero, speak of how the pandemic brought about creativity, resourcefulness, and reflection in their teaching. Kaycee Melon keenly speaks of how the pandemic had led her to confront certain beliefs she had strongly held about teaching and embrace questions or the lack of answers thereof as an integral part of the teaching-learning process. Meanwhile, Asst. Prof. Hellene Grace Piñero initiates an inspiring discussion on translanguaging, an approach she used to scaffold language learning and promote a multilingual English language instruction in the virtual classroom.

Last but not the least, this issue's REFRACTIONS feature the thesis abstracts of Jessa F. Endoso and Raya Luce Lumada Pedrona as well the dissertation abstracts of Teodora A. Cubelo, Bawm Lwi Lagyawm, Ildefonso T. Toledo, Veronica P. Toledo, Ronora S. Malaga, Dennis V. Madrigal, Khan Mar Shamwela, and Myra E. Villanueva.

On behalf of The Educator editorial team, I send heartfelt thanks to our contributors for their precious time and inspiring work. We hope that this issue will stimulate more reifications, retrospections, and refractions in the field and beyond, as we, educators and researchers continue to learn for life.

Myla June T. Patron, MA, LPT

Editor-in-Chief

THE Educator



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re·ifi·ca·tion | rā-ə-fə-'kā-shən : the act of regarding something abstract as concrete
-Merriam-Webster



EFFECTS OF DISTANCE LEARNING DURING COVID-19 ON PUBLIC SENIOR HIGH SCHOOL STUDENTS IN DUMAGUETE CITY

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ABSTRACT: This study investigated the positive and negative effects of distance learning on public senior high school students during COVID-19 in Dumaguete City. Specifically, the aimed to investigate the significant relationships between the effects of distance learning and five variables which are as follows: 1) learning delivery modalities – online, modular, and blended learning; 2) the presence, absence, or lack of materials, tools, and devices for distance learning as indicated, for instance, by slow or unreliable internet, that hindered the conduct of distance learning (Toquero, 2020); 3) students' capability to do self-study, considering studies have shown that self-regulated learners have difficulties in managing their learning processes (Kocdar et al., 2018); 4) presence or absence of learning support. Student support service are vital and essential for academic success since students and their teachers are physically separated (Nsamba & Makoe, 2017); 5) the quality of learning that refers to the comprehensibility of given school tasks and the sufficiency of the allotted time to answer these tasks.

The findings of this study may be helpful in the revision or enrichment of guidance counseling programs to better suit the needs of senior high school students in Dumaguete City. The positive findings may be compared to the negative ones and be used as basis for tailoring more suitable student counseling programs to enhance distance learning.

This study used the correlational research method. Data were collected using a researcher-made questionnaire. Prior to the collection, the questionnaire was subjected to reliability testing which had an internal coefficient consistency of 0.80. Selected through sampling using Slovin's formula, the respondents were 415 Grade 12 public school students from Dumaguete City.

The results showed that most respondents were on modular learning, followed by online, then blended learning. Most respondents had and were provided with the learning materials they needed for learning. Although the data showed that respondents reported some distractions at home, they still had the capability 3-5 hours of self-study daily. The data also showed that the respondents received massive support from their schools, teachers, classmates, and families. However, for the quality of learning variable, the respondents sometimes felt that the workload was too much, with some of them reportedly experiencing stress.

Recommendations were outlined to improve the guidance and counseling services in respondent schools, based on the findings of this study. The researchers strongly recommend for future researchers to expand the study and consider employing qualitative methods of obtaining data. A needs-based enrichment of the schools' guidance and counseling program was the main output of this study.

INTRODUCTION

In December 2019, a new coronavirus, later identified as COVID-19, was first detected in Wuhan, China, which eventually reached the Philippines in January 2020, with first two confirmed cases. On March 2020, the Philippines declared the first local transmission of the virus, which spread to many countries and has infected many people (Edrada & Lopez, et al., 2020). Consequently, on March 11, 2020, the World Health Organization (WHO) declared COVID-19 as a pandemic (Higgins, 2020).

Following the events, the province of Negros Oriental, where Dumaguete City is, was placed under enhanced community quarantine (ECQ) in April 2020. During ECQ, classes in all levels were suspended; strict home quarantine was implemented in all households; provision for food and essential health services were regulated; transportation was suspended; heightened presence of uniformed personnel to enforce quarantine procedures was implemented; land, air, and sea travels were restricted; and only private establishments providing basic necessities related to food and medicine production were opened ("Memorandum from," 2020).

On May 1, 2020, the province transitioned to general community quarantine (GCQ). During GCQ, face-to-face classes in all levels were still suspended, and movement of people were limited to accessing basic necessities and work. Also, uniformed personnel and quarantine officers were present at border points ("Memorandum from," 2020).

In July 2020 to January 2021, the province had been under modified general community quarantine (MGCQ). MGCQ is the transition phase between GCQ and the new normal. This is where GCQ's measures are relaxed and becomes less necessary. Residents are still to follow guidelines and restrictions set by the local government.

Many people lost their job and the Philippines' economy crashed into recession (Mapa, 2020). Schools have opened for distance and blended learning but have yet to open for face-to-face learning ("Opening of Classes," 2020).

In an official statement on June 8, 2020, the Philippines' Department of Education (DepEd) announced that in compliance with President Rodrigo Duterte's directive to postpone face-to-face classes until a vaccine is available, the Department was preparing schools in a different set-up. Radio, television, online, and modular learning –which are pre-existing methods and were already offered in some colleges and universities in the country– were being prepared and updated. At the same time, teachers were being trained on utilizing newer platforms and innovative tools to aid their professional development ("Memorandum from," 2020). In DepEd Secretary Leonor Briones' report to President Rodrigo Duterte and the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID), it was stated that the Philippines had been doing distance and blended learning for

decades and decades already. Secretary Briones added that the University of the Philippines had specialized in distance education for the longest time and those who had taken up and studied education were already exposed to distance and blended learning (Custodio, 2020). Thus, on October 5, 2020 all 50,000 public schools in the Philippines opened for distance learning (Mendoza, 2020).

With distance learning being used, teachers and students alike faced challenges. Teachers had to grapple with increased cognitive load and an exorbitant learning curve, especially for teachers who were not acquainted with blended learning. Teachers who were not as adjusted and familiar with the dynamics of technology had to upgrade their aptitude and literacy quickly. On the other hand, it was likely for students to experience cognitive overload as teachers tended to overdeliver content and activities. The lack of supervision from teachers and the diverse levels of ability among students may also result in poorer outcomes (Uy, 2020).

In a study for higher education, students found that engaging in online learning enabled them to shift attention away from the pandemic while the emotional support from teachers enabled them to cope with this period. However, lack of attention and focus, decreased motivation to attend lessons and study, limited availability of space at home, distraction from family, and multiple assignments during the lockdown were major challenges facing students online learning (Duraku & Hoxha, 2020).

Moreover, emerging research assessing the mental health implications of COVID-19 has identified a heightened prevalence of moderate-to-severe self-reported depressive and anxious symptomatology among the general public (Grubic et al., 2020). For instance, individuals were worried for themselves and their families during the on-going pandemic. People had limited social contact and avoided mass meetings (Roy et al., 2020). In other words, the ongoing COVID-19 pandemic created a psycho-emotional chaotic situation as countries reported a sharp rise in mental health problems, including anxiety, depression, stress, sleep disorder, as well as fear (Barna et al., 2020). All this uncertainty, the anxiety, the fear of becoming ill or seeing a loved one become ill, the loss of normal routines, difficulty in maintaining social connection, and in many cases, the disruption to education could have a profound impact on the nation's mental health (Youngminds, 2020).

To accommodate the diversity of settings and resources around the world, UNESCO pointed out the importance of identifying a wide range of strategies for distance education and of multi-dimensional planning of high-tech, low-tech, and non-technological approaches by looking at this process from a wide perspective to meet the needs of students in different circumstances (Erümit, 2020).

Based on the foregoing discussion, it can be gleaned that the COVID-19 pandemic has changed the educational landscape dramatically. Such is also evident when President Rodrigo Roa Duterte stated that there should be no opening of classes during the pandemic.

However, Secretary Briones of the Department of Education (DepEd) insisted on adopting an alternative new normal approach, proposing the opening of classes, with the utilization of technology such as cellphones, tablets, and desktop computers with internet connectivity, as well as modular, face-to-face, and other forms of instructional materials. This is based on the conviction that education always plays an essential part in the country's growth and development (Tupas & Laguda, 2020).

Nevertheless, despite the promise of continuing education amid the pandemic, a number of limitations were experienced in various context. Slow or unreliable internet, cost of connection, technophobia, insufficient 21st century technological skills, and lack of devices were some of the identified hindrances to distance learning (Toquero, 2020). In connection to this, the United States faced a widening educational gap between their underserved population and those communities with greater financial and technological resources. Equal access to education is a critical need, one that is particularly important for those in their underserved communities (Dzuiban et al., 2018).

Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online teaching. As an advantage, e-learning is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect as learners can schedule or plan their time for the completion of courses available (Dhawan, 2020).

On the other hand, a survey conducted by the Department of Education showed that majority of 700,000 teachers still lacked gadget and internet access, which are necessary for blended learning. The survey also found that 49% had mobile phone signals but had no internet connections; at least 10% did not have both. The difficulties of access to information communication technology (ICT) were felt most by students. Children from impoverished areas were likely to be at a disadvantage at the start of classes (Baclig, 2020).

In open distance learning, student support services are vital and essential for academic success since students and their teachers are physically separated and their interaction is facilitated through the use of various technologies such as print and various electronic media. The separation affects both teaching and learning; contributes to students' feelings of isolation and disorientation; and leads to attrition, as well as reduced levels of motivation and engagement. Failure to provide adequate support services leads to dissatisfaction among open distance learning students, and in turn, this makes them neglect their studies (Nsamba & Makoe, 2017).

Since distance learning is more flexible and autonomous than face-to-face learning, learners require self-regulation and the use their self-regulation skills more frequently. Previous studies have shown that self-regulated learners are more successful in distance learning. On the contrary, studies have also shown that most distance learners have

difficulties in managing their learning processes and are, thus, subject to failure. Failure often occurs during self-paced, open, and distance learning as the learners study at their own pace (Kocdar et al., 2018).

Interestingly, students seemed to do much better in online learning than in the traditional one. Several studies have reached this conclusion. However, some have found otherwise. That is, online learners were found to be less successful when compared with face-to-face learners as inferred based on factors such as student's motivation, satisfaction, and attendance. Also, online learners received lower grades in examinations compared to face-to-face learners because the latter had their teachers or facilitators physically present to provide immediate clarification on difficult concepts and to direct their queries to. This was not the case for online learners (Baber, 2020).

A relevant study conducted to determine the readiness of DepEd teachers for online teaching showed that despite the limited experience in distance education, lack of technical skills, time management, relevant knowledge, as well as the varying attitudes towards online education, DepEd teachers were still able to cope with the trends in distance learning (Alea et al., 2020).

Furthermore, lack of proper interaction with instructors was a major concern associated with online learning. Additionally, concerns regarding any content of the online course were usually discussed with the relevant course instructor through e-mail, which required response time. It should also be noted that while virtual classes could be of interest to students who are tactile learners, conventional classroom socialization is another major missing in online learning. Students only communicate digitally and never get to see each other in person. Thus, the real-time sharing of ideas, knowledge, and information is partially missing in the digital learning world (Adnan, 2020).

Lastly, learning remotely during the pandemic is challenging because aside from the existing problems on access and affordability, the emerging concerns on financial stability and affective support contributed to interrupted learning engagement. Moreover, culturally exposing face-to-face learners in the context of emergency remote teaching can put additional learning pressure on them.

Given the foregoing discussion, this paper primarily aimed to find out the positive and negative effects of distance learning. As there is still a gap in knowledge on the issue, specifically in Dumaguete City, this would serve as a baseline data for future curriculum planning and development at the Department of Education. Variables such as capability for self-study, provision of learning materials, support from significant others, learning delivery modalities, and quality of learning were correlated with distance learning.

THEORETICAL BACKGROUND OF THE STUDY

Since the start of the pandemic, the psychological and emotional impact on people had been evident. Many businesses were forced to close. In effect, joblessness among Filipino adults had reached a record high as the Philippines continued to battle the pandemic (Torres, 2020). Distance learning was introduced as face-to-face learning was prohibited. The pandemic had affected not only students, teachers, and their families but also everyone in different aspects such as household income and health (Bi et al., 2020). Moreover, higher levels of stress, anxiety, and depression were experienced during COVID-19 (Tee et al., 2020).

Stress, in Lazarus and Folkman's Psychological Stress and Coping Theory, is viewed as a relationship between individuals and their environment (Khrono, 2002). It is neither the individual nor the environment alone that produces stress, but it is a complex transaction between the two. Psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being (Cooper & Quick, 2017).

In addition, in Erik Erickson's theory of psychosocial development, adolescence, a category where Grade 12 students belong, is described as one of the most crucial developmental stages (Feist & Feist, 2008, p.262) because adolescents go through the stage of identity versus identity confusion. During this stage a person must gain a firm sense of ego identity. Although ego identity neither begins nor ends during adolescence, the crisis between identity and identity confusion reaches its ascendance during adolescence.

Going through adolescence, facing stress, and adapting to the "new" environment that had emerged due to the COVID-19 pandemic, people were suffering from psycho-emotional chaotic situations. Thus, countries had been reporting a sharp rise in mental health problems, including anxiety, depression, stress, sleep disorder as well as fear (Barna et al., 2020). The uncertainty, the anxiety, the fear of becoming ill or seeing a loved one become ill, the loss of normal routines, the difficulties of social connection, and in many cases the disruption of education could have had a profound impact on the nation's mental health (Youngminds, 2020).

Globally, those individuals aged 15 – 29 were the most vulnerable to depression. Though the Philippines had consistently ranked in the Top 5 of a global optimism index, there was a significant increase in monthly hotline calls regarding depression, with numbers from 80 pre-lockdown to nearly 400 during lockdown, as revealed by National Center for Mental Health ("DOH and WHO," 2020).

In 2020, three cases of student suicides in the Philippines were reported to have been linked to pressure brought upon by online classes. The first case involved a 19-year-old male whose mother said the stress came from the cost of purchasing load and internet fees to

participate in online classes. The second case involved a 21-year-old male who committed suicide after his mother told him to temporarily take a break from school and not to enroll due to the pandemic and the lack of money to support his online schooling. The third case involved another 21-year-old, this time a female, whose parents said they were only aware of their daughter's struggles with her gadget, signal, and internet connection (Sibucan, 2020).

According to DepEd Secretary Leonor Briones, ensuring the mental health of students and teachers during COVID-19 was a big challenge (Aguilar, 2020).

METHODOLOGY

The study used correlational research design. It examined whether or not significant relationships existed between the following variables: effects of distance learning and the respondents' learning modality, presence/absence of materials needed for distance and blended learning, capability for self-study, presence/absence of learning support, and the quality of learning.

The study was conducted online, through Google Forms. The respondents were Grade 12 public senior high schools students from Dumaguete City. The names of the schools are kept strictly confidential. Coming from different tracks and strands, the respondents of the study were 415 Grade 12 students from public senior high schools in Dumaguete City. Considering the huge population of the participating public senior high schools, a sample size was determined using the Slovin's formula at 0.05 margin of error. To observe representativeness, it was ensured that each participating public senior high school had a representative group of respondents. Moreover, the selection of respondents was done through a randomization of the class sections instead of individual students, to ensure minimal disruption of classes. Hence, all students who belonged to the randomly selected sections were identified as the respondents of the study.

To gather data, an online survey was conducted using Google Forms since face-to-face classes were suspended. The effects of distance learning was assessed through a researcher-made instrument that consisted of 20 questions. Each question measured how often the respondents felt in a certain way or thought specifically about a particular issue. Varying responses were generated.

Since the instrument was researcher-made, it was subjected to reliability testing and was piloted on Silliman University Senior High School Grade 12 students as they were similarly situated to the final group of respondents. Using the Cronbach Alpha, the analysis yielded a reliability coefficient of 0.80, a figure which is higher than the least acceptable value of 0.60 (Nunnally, 1978), signifying that the researcher-made instrument for data collection was reliable.

An approval from Silliman University's University Research Ethics Committee (UREC) was first secured before data gathering commenced. After obtaining approval from the UREC, another approval was secured from Dumaguete City Schools Division Superintendent. Once approved, transmittal letters were sent to Dumaguete senior high school principals to seek their permission for the researcher to conduct the study in their respective schools and to request for their assistance in obtaining information on Grade 12 teachers' names and contact numbers. With the help of the Grade 12 teachers, the respondents were identified.

Thorough instructions were provided to the teachers who assisted in the data-gathering. The respondents were informed that the survey was confidential and their participation was purely voluntary, so they can opt not to proceed or withdraw participation as they deemed necessary. For respondents below 18 years of age, informed parental consent forms were distributed to and signed by the their parents or legal guardians before they participated in the survey.

It was only after the aforementioned procedure was completed that the respondents were asked to answer the online survey through a Google Form link that the researcher provided through the teachers; here, the assistance of the teachers was earnestly sought as they knew the online accounts of the respondents. After receiving all the filled-out survey forms, the researcher tallied the results.

The online survey collected demographic data and information on students' views about distance learning. After the data were collected, these were analyzed using Chi-square test of independence, percentage, Spearman rank correlation. Cronbach Alpha was used in establishing the coefficient of internal consistency which reflected the test's reliability. Furthermore, percentage and weighted mean were utilized in the presentation of the research participants in terms of demographic (i.e., gender, track, and learning delivery modality), learning delivery modalities, presence/absence of learning materials needed for distance learning, capability for self-study, presence/absence of learning support, and quality of learning. Lastly, Chi-Square and Spearman Rho were used in the determining whether or not significant relationships existed between the five variables. Considering that the abovementioned statistical tools are standard ones, their respective formulae need not be shown.

ETHICAL CONSIDERATIONS

The responses of the students were treated with utmost confidentiality and their identity remained anonymous in processing and interpreting the data. Even the names of schools were not disclosed so as to maintain privacy. Participants who were below 18 years old were given informed parental consent and were asked to seek approval from their parents

before participating. Participation in this study was purely voluntary, and respondents were free to decline participation. Data collected were stored in the researcher’s Google drive and were used strictly for this study only. Before the actual gathering of data, this research proposal was submitted to the UREC for approval. After the study and result presentation, all electronically gathered data were deleted and destroyed from the researcher’s drive. Data from schools that asked for paper-based survey questionnaires were also destroyed through shredding.

RESULTS

TABLE 1

Demographic Profile of Respondents

Profile	f	%
Sex		
Female	247	59.92
Male	167	40.24
No Answer	1	0.24
Total	415	100.00
Track		
STEM	101	24.34
Academic	94	22.65
HUMSS	90	21.69
TVL	66	15.90
ABM	34	8.19
GAS	27	6.51
No Answer	3	0.72
Total	415	100.00
Learning Modalities		
Modular	193	46.51
Online	119	28.67
Blended	103	24.82
Total	415	100.00

DEMOGRAPHIC PROFILE OF RESPONDENTS

Table 1 shows that out of the 415 Grade 12 public senior high school students surveyed, 59.92% were female, 40.24% were male, and 0.24% did not give an answer. As regards Senior High School track, STEM (Sciences, Technology, Engineering, Mathematics) had the highest number of respondents at 24.34%, implying that a majority of the respondents were in this track. The GAS (General Academic Strand) recorded the lowest. On learning modality, 46.51% were on modular learning while 28.67% learning online, and the remaining 24.82% were on blended learning. Since majority of the students had slow or unreliable internet connection in their respective homes (Toquero, 2020), the schools under study opted for a modular learning modality although some classes were on online delivery, some were blended, and others were on a combination of online and modular learning. This finding supports the study of Erumit (2020) who pointed out the importance of using different strategies for distance education from high-tech, low-tech, and non-technological approaches as the best remedy to meet the needs of students in different circumstances.

Data as to whether the respondent was below 18 years old was obtained to determine the need for a parental consent. Data show that majority of the respondents were 18 years old and above (88.88%); parents’ consent was secured first for those who were below 18 years old.

In consonance with the above, Erikson’s Psychosocial Theory of Development, described the adolescence as one of the most crucial developmental stages (Feist & Feist, 2008, p. 262), as adolescents go through the stage of Identity vs. Identity Confusion. It is during this stage that parents and teachers can help them gain a firm sense of ego identity. In addition, according to Barna et al. (2020), going through adolescence, facing stress, and adapting to a “new” environment are creating psycho-emotional challenges, mental health problems, including anxiety, depression, sleep disorder, as well as fear. In addition, the National Center for Mental Health (DOH and WHO, 2020) reported that individuals ages 15-29 were most vulnerable to depression. This being the case, the services of a school counselor, a mental health professional, is highly needed to help adolescents improve their well-being, as they face the challenges of distance learning.

TABLE 2

Device Used for Distance Learning

Device	f	%
Smartphone	385	92.77
laptop	102	24.58

Desktop	20	4.82
iPad	3	0.72
Dictionary	1	0.24
Module	1	0.24
Tablet	1	0.24
None (go to computer shop)	2	0.48

Devices used for distance learning. Table 2 is a list of learning devices respondents have been using for distance learning. In terms of usage, the smartphone was the most popular, followed by laptop , then desktop, and the iPad. Dictionary, module, and tablet were used by at least 1-2 respondents. Out of 415 respondents, 2 respondents said they did not have access to learning devices and thus availed of the services of nearby computer shops. These findings gave credence to studies conducted by Nsmaba and Makoe, (2017), Duraku and Hoxha (2020), who concluded that failure to provide adequate support services had led to dissatisfaction among open distance learning students, which in turn made them neglect their studies. With a majority of the respondents having the necessary devices, distance learning was facilitated, thereby implying satisfaction among distance learning students.

TABLE 3

Learning Delivery Modalities

Item	1(%)	2(%)	3(%)	4(%)	5(%)	WX	VD
*In totality, how do you feel about distance education?	30(7.23)	55(13.25)	181(43.61)	132(31.81)	17(4.10)	3.12	Average
**How effective has remote learning been for you?	26(6.27)	101(24.34)	195(46.99)	76(18.31)	17(4.10)	2.90	Moderately effective
***As we are still experiencing pandemic, do yo sstill want distance education for the school year 2021-2022?	114(27.47)	123(29.64)	131(31.57)	47(11.33)	-	2.27	No, there are quite a few challenges
Do you enjoy learning remotely?	49(11.81)	143(34.46)	179(43.13)	44(10.60)	-	2.53	Yes, but I would like to cahnge a few things

Does your distance learning modality (modular, online or blended learning) suit you?	45(10.84)	107(25.78)	159(38.31)	104(25.06)	-	2.78	Yes, but I would like to cahnge a few things
Aggregate						2.72	Yes, but I would like to cahnge a few things

Scale:
*1.00 – 1.79 (Poor), 1.80-2.59 (Below average), 2.60-3.39 (Average), 3.40-4.19 (Good), 4.20-5.00 (Excellent)
**1.00 – 1.79 (Not at all effective), 1.80-2.59 (Slightly effective), 2.60-3.39 (Moderately effective), 3.40-4.19 (Very effective), 4.20-5.00 (Extremely effective)
***1.00 – 1.24 (No, not at all), 1.25-2.49 (No, there are quite a few challenges), 2.50-3.24 (Yes, but I would like to change a few things), 3.25-4.00 (Yes, absolutely)

Learning delivery modalities. Table 3 shows the relationship between the effects of distance learning and learning delivery modalities, with an aggregate of 2.72 or average. Although the mean rating was average, the respondents felt the need to change or improve distance learning delivery, but this concern is not explicit in this study. When surveyed whether they would still welcome distance learning for the school year 2021-2022, the respondents gave “no” as the answer, which could be due to the challenges that they had experienced. In spite of an average rating for its effectiveness and even with the presence of learning devices as can be gleaned from Table 2, distance learning was still not acceptable to a majority of the respondents. It may be construed that these students encountered quite a few challenges as they felt the need to improve some processes in the delivery of distance learning. These findings were consistent with the study of Baclig (2020) who reported that the difficulties of access to technology by students, especially from impoverished areas were likely to be at a disadvantage at the start of classes.

TABLE 4
Presence/Absence of Materials

Item	1(%)	2(%)	3(%)	4(%)	5(%)	WX	VD
*Do you have your own access to a device for learning online?	2(0.48)	36(8.67)	20(4.82)	153(36.87)	204(49.16)	4.26	Yes
**Do your parents/guardians provide the materials you need for distance learning	27(6.51)	127(30.60)	131(31.57)	130(31.33)	-	2.88	Yes, most of the time
Aggregate						3.57	Yes, most of the time

Scale:

*1.00 – 1.79 (*Not applicable*), 1.80-2.59 (*No*), 2.60-3.39 (*No, I share it with others*), 3.40-4.19 (*Yes, but it does not work well*), 4.20-5.00 (*Yes*)

**1.00 – 1.24 (*No*), 1.25-2.49 (*Yes, sometimes*), 2.50-3.24 (*Yes, most of the time*), 3.25-4.00 (*Yes, all the time*)

Presence/absence of materials. Table 4 above shows the relationship between the effects of distance learning and presence/absence of materials needed for distance learning. With an aggregate mean of 3.57, a majority of those who were surveyed indicated that devices and learning materials were provided by their parents and guardians. This implies that even if respondents felt the need to change some areas in the delivery of distance learning as can be gleaned from Table 2, they had the necessary materials for distance learning. These findings corroborate those of Nsamba and Makoe (2017) and Duraku and Hoxha (2020), who concluded that failure to provide adequate support services leads to dissatisfaction among open distance learning students, which in turn makes them neglect their studies. Aware of this, parents may have been encouraged by the schools to provide their children with these adequate learning materials.

TABLE 5

Capability for Self-study

Item	1(%)	2(%)	3(%)	4(%)	5(%)	WX	VD
*How much time do you spend each day, on average, for distance education?	17(4.10)	32(7.71)	90(21.69)	145(34.94)	131(31.57)	3.82	3-5 hours
**Do you find it easy to study at home?	111(26.75)	214(51.57)	67(16.14)	23(5.54)	-	2.00	Yes, sometimes
Do you get distracted with other things when self studying?	8(1.93)	160(38.55)	144(34.70)	103(24.82)	-	2.82	Yes, most of the time
***How well could you manage time while learning remotely? (Academic time)	12(2.89)	37(8.92)	154(37.11)	179(43.13)	33(7.95)	3.44	Very well
How well could you manage time while learning remotely? (Free time)	11(2.65)	39(9.40)	129(31.08)	181(43.61)	55(13.25)	3.55	Very well

Aggregate	3.13	Somewhat well
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Scale:

*1.00 – 1.79 (10+ hours), 1.80-2.59 (7-10 hours), 2.60-3.39 (5-7hours), 3.40-4.19 (3-5 hours), 4.20-5.00 (1-3 hours)
**1.00 – 1.24 (No, not at all), 1.25-2.49 (Yes, sometimes), 2.50-3.24 (Yes, most of the time), 3.25-4.00 (Yes, all the time)
***1.00 – 1.79 (Not well at all), 1.80-2.59 (Not so well), 2.60-3.39 (Somewhat well), 3.40-4.19 (Very well), 4.20-5.00 (Extremely well)

Capability for self-study. Table 5 measures the relationship between effects of distance learning and students’ capability for self-study, showing the respondents’ ability to manage their time very well during academic time, although they had lesser ability to manage their free time while learning remotely.

The above findings indicated that inasmuch as the respondents studied regularly on their own, they experienced some distractions at home as can be gleaned from the rating of 2.00, which was the lowest in this section, as well as item no. 3, confirming this observation. However, in spite of the distractions, respondents reported that they could manage their time well in both academic and free time. Relative to this, studies have shown that self-regulated learners are more successful in distance learning (Kocdar et al., 2018). On the other hand, the above findings are consistent with Duraku and Hoxha (2020) who reported that limited availability of space at home and distractions from family were major challenges faced by students engaged in online and distant learning.

TABLE 6

Capability for Self-study

Item	1(%)	2(%)	3(%)	4(%)	5(%)	WX	VD
How helpful is your school in offering you the resources to learn from home?	5(1.21)	49(11.84)	151(36.47)	163(39.37)	46(11.11)	3.47	Very helpful
How helpful is your teacher in offering you assistance in learning?	10(2.41)	33(7.95)	116(27.95)	171(41.20)	85(20.48)	3.69	Very helpful
How helpful are your classmates in offering assistance in learning?	15(3.61)	71(17.11)	110(26.51)	152(36.63)	67(16.14)	3.45	Very helpful

How helpful is your family in offering you assistance in learning?	20(4.82)	74(17.83)	96(23.13)	146(35.18)	79(19.04)	3.46	Very helpful
Aggregate						3.52	Very helpful

Scale:
1.00 – 1.79 (Not at all helpful), 1.80-2.59 (Slightly helpful), 2.60-3.39 (Moderately helpful), 3.40-4.19 (Very helpful), 4.20-5.00 (Extremely helpful)

Presence/absence of learning support. Table 6 measures the relationship between effects of distance learning and presence/absence of learning support. The aggregate rating of 3.52 is indicative of the high support the respondents received from their teachers, parents, classmates and the school.

The above findings had very positive implications. Inasmuch as students felt the need to change a few things out of distance learning and noted some distractions at home, they actually were provided with the much-needed support from the school, the teachers, and their family. However, in the area of counseling, it should be noted that quite a few respondents actually reported that they did not receive assistance from the school, from the teachers, and from their family. Although the figures may show negligible percentages, school 28 counselors should pay more attention to these students on the premise that “no student should be left behind”.

TABLE 7

Quality of Learning

Item	1(%)	2(%)	3(%)	4(%)	5(%)	WX	VD
*Were the workload given reasonable?	9(2.17)	44(10.60)	269(64.82)	93(22.41)	-	3.07	Yes, but it is too much sometimes
**How often did you feel stressed out during distance learning?	9(2.17)	42(10.12)	180(43.37)	112(26.99)	72(17.35)	3.47	Often
Are the time allocated for the task assigned tasks enough?	14(3.37)	23(5.54)	215(51.81)	114(27.47)	49(11.81)	3.39	Sometimes
How often did you feel confident about understanding the lessons?	14(3.37)	55(13.25)	212(51.08)	102(24.58)	32(7.71)	3.20	Sometimes
Aggregate						3.28	Sometimes

Scale:
*1.00 – 1.24 (No, not reasonable at all), 1.25-2.49 (No, it is too much most of the time),
2.50-3.24 (Yes, but it is too much sometimes), 3.25-4.00 (Yes, completely reasonable)
**1.00 – 1.79 (Never), 1.80-2.59 (Rarely), 2.60-3.39 (Sometimes),3.40-4.19 (Often), 4.20-5.00 (Always)

Quality of learning. Table 7 presents the relationship between the effects of distance learning and quality of learning. An aggregate rating of 3.28 indicates an average rating for quality of learning. As can be gleaned from the table, respondents had been consistent in their observation that the workload was too much and time allocated for assigned tasks were at times not reasonable. This had contributed to the stress experienced by a majority of those who were surveyed although they had confidence in understanding the lessons. These findings were consistent with the findings of Tee et al. (2020) and Barna et al. (2020), who concluded that higher levels of stress were experienced by their subjects during the COVID pandemic. Moreover, this finding was corollary to Lazarus and Folkman's Psychological and Stress Theory, which maintains that psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and excessive for his or her well-being (Cooper & Quick, 2017). It is apparent that most of these respondents who experienced stress at any time during distance learning needed assistance in order for them to cope with the negative effects of distance learning and maintain their well-being.

TABLE 8
Relationship between Effects of Distance Learning and the Following Variables

Variables	Coefficient of Correlation	P
Learning modalities	$\chi^2 = 10.65$	0.22
Presence/absence of materials	$r_s = 0.20$	0.00*
Capability for self-study	$r_s = 0.31$	0.00*
Presence/absence of learning support	$r_s = 0.43$	0.00*
Quality of learning	$r_s = 0.28$	0.00*

*Significant

Relationship between effects of distance learning and the variables. Table 8 shows the relationship between distance learning and the following five variables: learning modalities, presence/absence of materials, capability for self-study, presence/absence of learning support, and quality of learning. Of the five variables, only one, i.e., learning modalities, had a p-value of 0.22, indicating an absence of relationship to distance learning. The four remaining variables all posted a p-value of

0.00, signifying significant relationships. This implies that the type of learning modality (e.g., online, modular or blended) did not in any way affect the respondents' performance in distance learning. However, the presence or absence of materials, learning support, capability for self-study, and quality of learning were all relevant to distance learning. These findings support the study conducted by Kocdar et al. (2018) who reported that self-regulated learners are more successful in distance learning. In addition, support provided by the school, teachers, and family members as well as the provision of adequate learning materials all contributed to more engaged and successful distance learners. Thus, inadequate support leads to dissatisfaction as well as lesser engagement and success among distance learning students (Nsamba & Makoe, 2017), implying that the opposite was true in the absence of the much-needed provision of materials and support. It is to be reiterated that majority of the respondents of this study reported that they had a high ability for self-regulated study and thus had greater success rates compared to those who did not have such ability for self-regulated study.

Suggestions for an enhanced and sustained guidance and counseling program. A highlight of the recommendation was for the Department of Education of Dumaguete to initiate strategies that would address the needs of senior high school students who were on distance learning, with the principals, teachers, guidance counselors as the primary implementors. An integrated and needs-based School Wellness Program in schools is highly recommended. The findings of this study can likewise provide baseline data for an in-service training for teachers, who should be made aware of the potential psycho-emotional challenges students might be facing brought about by isolation (Roy et al., 2020) and feelings of anxiety and uncertainty (Barna et al., 2020).

Moreover, principals may take the lead in ensuring that teachers design distance learning lesson plans that are "student-friendly," and make delivery fun and interesting yet challenging. Teachers and guidance counselors may conduct orientations for parents and guardians to seek their cooperation as their support is crucial to the achievement of more positive learning outcomes. Support may come in the form provisions of learning materials and emotional support for students experiencing stress, pressure, anxiety brought about by the challenges associated with distance learning. At home, parents should be encouraged to provide a conducive place for learning, free of unnecessary distractions (Duraku & Hoxha, 2020). A desirable home environment contributes to students' success as implied in the study of Duraku and Hoxha (2020). Above all, parents should be aware that school counselors are available for their children's psycho-emotional needs. All cases involving students should be treated with utmost confidentiality, as this is highlighted in the Code of Ethics for Guidance Counselors and for Teachers. All professionals dealing with children under their care should observe the so-called benevolence or the desire to do good to others.

Moreover, it is also recommended for the school guidance counselors (i.e., guidance counselors) in the city to consider the needs of students based on the findings of this study. As majority of the respondents experienced stress and other psycho-emotional issues, school counselors must be able to determine, with the help of teachers, who among the students need assistance, particularly those who are stressed. Furthermore, the school counselor should design a creative counseling service tailored to the needs of students who are on distance learning. Telephone and virtual counseling are two options that might be considered. Other means of communication may include texting, messaging, sending e-mails, and other modalities but without compromising respect for privacy, confidentiality and over-all benevolence. Also peer support (group) can also be encouraged and organized by the school counselors. As pointed out in Erickson's theory of psychosocial development, adolescence is the stage for forming ego identity – which can be done socially. However, since face-to-face interaction is limited due to the pandemic, peer support and interaction can be done online.

In addition, counselors may review its Career Guidance Program, specifically for Senior High School. In this study, majority of the students were converging in the STEM track, but very few were in the GAS. It is recommended that school counselors conduct career interviews to incoming senior high school students to assist students to seriously think about the right track for them, with the assistance of the school counselor.

DISCUSSION

The findings of this study support numerous studies (Uy, 2020; Barna et al., 2020; Duraku & Hoxha, 2020; Tee et al., 2020; & Sibucan, 2020) that found that students on distance learning experienced stress and other psycho-emotional issues. Such stress was due to the heavy workload, inadequate time allotted for assigned tasks, and some distractions at home. However, students reported that they felt confident about understanding the lessons, implying that the quality of distance learning was moderately effective.

Moreover, results show that the type of learning modality (whether modular, on-line or blended) did not affect the respondents' performance in distance learning. However, the other four variables investigated in this study, namely, capability for self-study, presence or absence of learning support from significant others, presence or absence of learning materials, and the quality of learning all had influence distance learning. It must be reiterated that for an improved learning outcome, students on distance learning should be capable of self-study, considering that they are learning from home and are on their own. Failure to manage their time well for academics or the inability to study on their own as independent learners may result in unsatisfactory performance (Kocdar et al., 2018).

Furthermore, findings of this study show that the provision of learning materials from parents as well as a high support from the school, teachers, parents, and classmates could lead to more positive learning outcomes for students on distance learning. They also reported that the quality of learning suited them. This is in spite of the distractions experienced at home by some of the respondents surveyed and their felt need to “change a few things” in the distance learning modality, as they consistently indicated in the survey.

CONCLUSION

The results of this study statistically showed that distance learning has both positive and negative effects on students. Positive effects gleaned from the results included development of students’ capability for self-study, which is a requisite for a successful distance learning performance. However, it must be noted that there were still a few students who had not acquired the skill and therefore needed assistance from their teachers, the school counselor, and their parents. In addition, the provision of learning materials by parents/guardians at home was noteworthy as this was a proof of parents’ and guardians’ concern for their children’s education. Another positive effect was the overwhelming support by the school, teachers, parents, classmates to students engaged in distance learning. In this study, parental support was highly evident. Parental and school support was a very encouraging factor for the respondents because they tended to be more motivated and inspired to learn, if supported by parents and the school.

Moreover, the quality of distance learning was rated average by the students. In relation to this, it was also found that learning modality (i.e., modular, on-line, or blended) did not have an effect on the learning outcomes.

Lastly, one of the negative effects of distance learning was the stress that students experienced due to a heavy workload, insufficient amount of time to accomplish assigned tasks, distractions at home, and perceived other challenges.

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“NAVIGATING CHANGE: A QUALITATIVE STUDY ON NUTRITION AND DIETETICS FACULTY’S TRANSITION TO ONLINE DISTANCE LEARNING DURING THE COVID-19 PANDEMIC”

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ABSTRACT: COVID-19 had led a number of schools across the Philippines to shut down, and institutions of higher education scrambled to adapt to different modes of teaching, with online teaching as the preferred learning delivery mode. Because of this, teachers were faced with an entirely new experience in the delivery of curricular contents. Grounded on the Technology Acceptance Model 2 framework, this qualitative descriptive study aimed to document the experiences of teachers in the Nutrition and Dietetics Department of Silliman University when they transitioned from traditional face-to-face learning to Online Distance Learning (ODL). Responses were subjected to thematic analysis. Findings indicate that strategic thinking, optimistic outlook, and capability to adapt made the educators transition successfully to ODL.

KEYWORDS: Online Distance Learning; Technology Acceptance Model; qualitative descriptive; faculty; nutrition and dietetics

INTRODUCTION

Upon the declaration of the World Health Organization that the outbreak of a highly transmissible disease known as COVID-19 has become a global pandemic, it consequently involved multi-sectoral, whole-of-government, and whole-of-society measures to mitigate the crisis (WHO, 2020). Preventing the spread of the virus required stringent regulations and conditions such as the wearing of face masks, frequent washing of hands, and observing physical distancing (Harvard Medical School, 2021).

As a necessary response to contain the virus and reduce transmission, the Philippine Government put in place the Inter-Agency Task Force on Emerging Infectious Diseases (IATF-EID) to recommend measures and restrictions to put the areas with positive cases into community quarantine (CNN, 2020). In effect, local government units then, therefore, proceeded to go into Enhanced Community Quarantine (ECQ), consequently prohibiting all forms of domestic travel such as ground, air, and sea, and residents were forced to stay at home (Prasetyo et al., 2020).

COVID-19 has led schools across the Philippines to shut down. The Commission on Higher Education Advisory No. 4, series of 2020, stated that the suspension of classes is dependent on the jurisdiction of the local government units. The allowance for such provision is to put in place measures and arrangements so students can continue to fulfill their requirements. As more and more cases of COVID-19 were confirmed, institutions of higher education scrambled to adapt to different delivery modes of teaching. As such, the challenge of teaching remotely must be undertaken.

As has been defined distance learning involves a range of technology in order to reach learners at a distance. It is with the understanding that in distance learning, the teacher and student are separated by space and not by time (Valentine, 2002). Another attempt to define distance learning is the distinction between campus education and distance learning, where education or activities occur inside the campus versus students studying remotely or out-of-campus. For most distance learning, the preferred delivery is online learning, digital learning, e-learning, and virtual learning (Traxler, 2018).

While there has been an increasing growth of distance learning in the Philippines, there was an underwhelming popularity of the modality before COVID-19. The proportion of teachers actively engaging in distance learning is dismal compared to those who preferred the face-to-face modality. When the pandemic disrupted the education systems, it ushered in digital learning. The transition from face-to-face learning to online learning can be a challenge to both learners and educators. In this dynamic education environment, teachers must therefore adapt to online learning (Pokhrel & Chhetri, 2021). The process of critical reflection by the Silliman University Nutrition and Dietetics (SUND) teachers on this novel educational experience can create new knowledge, discover new behaviors, and generate insights (Shandomo, 2010). Experiential learning or learning by doing is one of the constructs of the theory of constructivism by John Dewey, which enables the active construction of knowledge based on the individual's experience (Ord, 2012).

In a rush to quickly adapt to the new modality of delivery of learning, teachers faced an entirely new experience in teaching. Hence, this proposed study aims to document the experiences of teachers in the Nutrition and Dietetics Department of Silliman University in Dumaguete City when they transitioned from traditional face-to-face learning into Online Distance Learning (ODL). It highlights the challenges encountered and how these were mitigated.

The findings of this qualitative inquiry can contribute to the existing literature of ODL and provide a valuable understanding of the challenges the teachers experienced in the transition. This paper also highlights factors that contributed to their adoption of and adaptation to online distance learning.

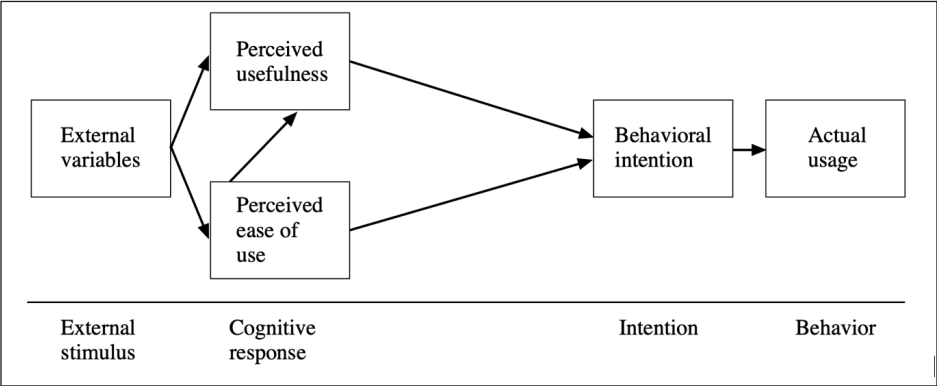
GROUNDING FRAMEWORK

The term online-distance learning has taken over formal education and is widely accepted by many. The terms online learning (Stone, O’Shea, May, Delahunty, & Partington, 2016), distance learning (Gilbert, 2015), and online technology (Traxler, 2018) have now become widespread. Engaging in online learning necessitates the use of technology and how it can assist in teaching and learning.

This paper is grounded on the Technological Acceptance Model (TAM) developed by Davis in 1989 and was advanced further into Technological Acceptance Model 2 (TAM 2) by Venkatesh and Davis, whose purpose was to develop a framework to explain the acceptance of and behavior towards modern technologies in relation to intention its use (Lai, 2017). The constructs of the framework included an individual’s knowledge, perceived usefulness (PU), perceived ease of use (PEOU), and perceived enjoyment (PE) (Alyoussef, 2021). Moreover, Venkatesh, and Davis (2000, as cited in Lai, 2017, p. 27) explained that “users found a given system useful at three points in time: pre-implementation, one-month post-implementation and three months post-implementation.” The article also implied that how one perceived the usefulness the using the system is dependent on their motivation and desire to achieve important work goals along with the importance of performing the tasks of a job (Lai, 2017). Hence, according to Durodolu (2016), Perceived Usefulness includes intention to use, user training in computer experience, system quality; meanwhile Perceived Ease of Use refers to computer self-efficacy, perception of external control, ease of use, internet self-efficacy, efficacy of library use, computer anxiety, information anxiety, perceived enjoyment and objective usability, and behavioral intention.

FIGURE 1

Technology Acceptance Model (TAM) (Davis & Venkatesh, 1996)



In this paper, the journey experienced by the teachers of the HE-Nutrition and Dietetics Department is documented on how they had come to either accept or reject technology to fulfill their roles as educators in a time of a global pandemic.

ONLINE DISTANCE LEARNING

Online Distance Learning (ODL) can be defined as “teacher-led education that takes place over the Internet, with the teacher and student separated geographically, using an online instructional delivery system” (Watson et al., 2014, p. 176). Online learning takes its origins from its predecessor, generally known as distance education, which has been around for about two hundred years (Moore et al., 2011). However, as Moore et al. (2011) have pointed out, defining online learning can be difficult as there seems to be confusion in the use of different terminologies (i.e., distance learning, e-learning, online learning). For instance, the two modes of instruction of ODL are typically called synchronous and asynchronous. Moorehouse (2020) has described synchronous instruction, as the name implies, as one that involves the delivery of instruction in real-time, where both teacher and learner engage through a video conferencing platform. On the other hand, asynchronous learning is the mode of online instruction which involves the distribution and storage of learning materials on an online platform known usually as a learning management system or LMS (Moorehouse, 2020).

METHODOLOGY

DESIGN

As this research study was aimed at documenting the experiences of the faculty members of the HE-Nutrition and Dietetics Department of Silliman University during the implementation of a fully online delivered teaching and learning, the research design used was the descriptive qualitative study design. This is a research method used in a number of related studies in allied health science focused on educators experiences in distance education at the height of the COVID-19 pandemic (Nabolsi et al., 2021; Sessions et al., 2022).

PARTICIPANTS

The Home Economics-Nutrition and Dietetics Department, which operates under the umbrella of the College of Education, Silliman University, offers the Bachelor of Science in Nutrition and Dietetics (BSND), a four-year science-oriented professional degree program. There were about 79 students enrolled from 1st year to 4th year for school

year (SY) 2020-2021. Study participants were the faculty members handling professional courses of the BS Nutrition and Dietetics program of Silliman University in the first and second semesters of SY 2020-2021. The Department had five (5) full-time and four (4) part-time faculty members who were all included in the study.

DATA COLLECTION

A researcher-designed interview schedule containing semi-structured, open-ended questions to explore the experiences of the faculty members was developed. The instrument was converted to Google Forms for ease of access by the respondents. Link to the Google Forms questionnaire were sent to the participants, who were asked to indicate their consent to participate in the study by clicking on the "I hereby agree to participate" button in the form.

DATA ANALYSIS

The responses were subjected to thematic analysis, which followed the suggested procedure by Braun and Clarke (2006, as cited in Vaismoradi et al., 2013, p. 42). This procedure involved familiarization with the data as the first step and analyzing the selected extracts that relate to the analysis of the research questions and literature as the final step.

ETHICAL CONSIDERATIONS

The study's proposal was sent to the Silliman University Ethics Review Board for approval. Respondents' participation was strictly voluntary. An informed consent form specified the rights of the participants and explained the purpose of the study. Moreover, the participants were made aware that they had the right not to answer a question if they were uncomfortable to do so and that they could withdraw from the study at any point. They were also informed that their decision not to participate in the study would not affect their relationship with the HE-Nutrition and Dietetics Department. Furthermore, the participants were made aware that the results of the study would be published.

RESULTS AND DISCUSSIONS

This section describes the lived experiences of the members of the faculty of the Nutrition and Dietetics Department in the context of the Technology Acceptance Model by Venkatesh and Davis (1996), focusing on whether they intended to use technology in

the conduct of their classes, their perception on the degree of usefulness of technology, and their perceived ease of use of available technology. At the outset of this section is the discussion on experiences of the faculty during the transition period. Finally, the challenges that confronted them during the implementation of the ODL and how these were mitigated are presented in the last part of this section.

THE TRANSITION PROCESS

The University's Learning Management System (LMS), officially called the Silliman Online University Learning or SOUL, has been in place for quite some time, even before the COVID-19 pandemic. Several members of the faculty and staff in the University, including most of the participants in the study, were part of the first groups who underwent retooling workshops when the University decided to upgrade the previous platform in 2019. By August of 2020, the Office of the Vice President for Academic Affairs (VPAA) issued a memorandum containing the implementing guidelines in the conduct of Online Distance Learning in the University. Following the issuance of the ODL guidelines, the SUND conducted several in-house faculty summits that were meant to harmonize and streamline the updating and re-calibrating of the syllabi of the various professional courses of the BSND curriculum for online delivery.

The re-calibration process began with the review of the course outcomes as prescribed in the Policies, Standards, and Guidelines for the Bachelor of Science in Nutrition and Dietetics Education of the Commission on Higher Education (CMO 14, series of 2017). The review sought to align the specific course learning outcomes against the competency standards identified by the Board of Nutrition and Dietetics of the Professional Regulation Commission, the government body whose mandate is to regulate the practice of nutrition and dietetics in the Philippines. The alignment's goal was to ensure that critical outcomes were identified and given priority for the students to acquire or those that students would "need to know." This process of confirming competencies was also one of the important themes that emerged from a study by Jokinen and Mikkonen (2013), who stated that basic concepts and core issues were emphasized by the teachers.

The series of workshops allowed the members of the faculty, particularly those handling professional ND courses, to jointly identify learning methodologies and the specific online platforms that are needed for each activity. The meetings also provided an avenue for the faculty handling the same groups of students to discuss and agree on the mode of instruction, either synchronous or asynchronous, for a particular period so as not to overwhelm the students with course requirements.

Moreover, learning from the faculty's experience in the midyear of SY 2019-2020 when two of them handled a professional course prior to the declaration of the University to officially shift to ODL in the first semester of school year 2020-2021, the department offered courses that employed microlearning as part of the courses' didactics. Microlearning allows students to "consume" relatively smaller learning units in a relatively short period of time (Hug, 2005) by filtering and supplying information and using technology, such as the Internet, as a platform (Job & Ogalo, 2012).

Most of the members of the faculty found the transition to have been generally manageable, mainly due to the capacity-building initiatives conducted by the University to prepare its personnel before and even during the early months of the pandemic. Capacity-building and previous experience were similarly found to be critical factors that contributed to the level of technology usage in ODL-based learning found in two separate studies (Jokinen & Mikkonen, 2013; van der Spoel, Noroozi, Schuurink, & van Ginkel, 2020). However, as is probably the case for many if not most of academic staff and personnel in other higher education institutions in the country, several of the SUND faculty also found the transition to have been a challenging one mainly because of the abrupt nature of the shift from the traditional face-to-face to fully online distance delivery of education. As one colleague in the Department put it, "Learning about SOUL and how to use it in teaching, took some time to master." In essence, converting the syllabi into ODL-ready ones, determining the specific online technology for each activity identified in the re-calibrated syllabi, and learning the functionality and navigation of the platform to be used, posed the most challenging tasks for the faculty during the transition period.

INTENTION TO USE TECHNOLOGY AVAILABLE

When asked if they intended to use technology available to them at the beginning of the ODL, most of the faculty said that they did, largely because they were familiar with most of the platforms readily available to them. One of the more common reasons why they said that they intended to use these platforms is the platforms' manageability in terms of function. However, apart from the official LMS of the University, some faculty members also intended to use other platforms, such as social media, to enhance their ability to communicate with their students. As described by one faculty:

I intended to use the online platforms that are available. Although I used other social media platforms to supplement it. I did this because the students at this time were using social media messaging more, and they were more responsive there.

One of our colleagues did say that while she did not intend to use technology at the outset, she predicted that she would eventually have to use the online tools available to her, pointing out that “these are useful and most, if not everybody, are using them.”

As pointed out by Davis and Venkatesh (1996), the intention to use technology or a specific subset, is determined by an individual's attitude towards using. Based on the responses of the members of the academic staff of the SUND, the attitude is seemingly positive. This positivity towards technology is driven essentially by their perception of the degree to which their use of the technology will improve their performance (usefulness) and their perception of the extent to which using a particular technology will be effortless (ease of use).

PERCEIVED USEFULNESS

Perceived usefulness or the degree to which the use of technology helps improve performance also includes areas such as increase in productivity, enhancement of effectiveness, and general usefulness of the technology in the workplace.

As educators, the faculty members unanimously found that the use of technology in the delivery of instruction through ODL somehow improved their performance. One faculty wrote:

[t]hese online technologies have the power to modify teaching by introducing new ways of transporting new information. For example, I was able to pre-record my lectures for those who were absent and for those who wanted to review the lecture, and I was able to easily show to my students all available videos online that can be used as a guide to impart knowledge on a particular topic.

Another key idea that emerged was the ability between mentor and mentee to get connected. The ODL “allowed me to connect with my students, regardless of their whereabouts” said one of our colleagues, who further stated that being connected with her students anytime, anywhere improved her performance in the delivery of curricular contents. Others also cited online technology to have provided them, as educators, with opportunities to practice creativity improve the learning experience of students by engaging them in a variety of available platforms for any type of learning scenario. Still, even while online technologies helped improve their performance as educators by making the work much easier to perform, a faculty felt that online technology “[was] only one of the contributing factors since there are other factors as well that helped me improve my performance.” Hong Kong-based online distance educator Benjamin Luke

Moorehouse (2020) similarly found that adaptations in ODL eventually led to higher levels of student engagements.

Online technology also allowed the faculty members of the SUND to be more productive. Productivity, to one colleague, "significantly increased given the depth and breadth of the possibilities technology can do for research, collaboration and communication." What appears common to the faculty's responses as to how technology increased their productivity as educators is its potential to reduce time spent on frequently recurring tasks such as preparing lessons and exams and reading, and marking students' papers and other coursework, which are otherwise done manually such as in the case of checking for plagiarism. Additionally, when more work is done in less time, more of the teacher's spare time can be allotted to planning and preparing for the next meeting's learning module, which in turn, improves the quality of instruction and, therefore, of learning by the students. Another colleague explained that "...online technologies make my job easy and help me save time so it gives me more time to do something substantial for my students." The increase in productivity by higher education faculty due to information technology is not new. In fact, Green and Gilbert (1995) wrote a very compelling case, suggesting that "[t]here are many ways that information technology can enhance the undergraduate curriculum and the student learning experience." However, one faculty approached this question more cautiously, citing that her productivity was dependent on hardware and infrastructure. She found that based on her experience, when her internet connection failed or her laptop or other gadgets used in online learning were "not cooperating with [her]," then "...[she] [would stop] working when these things happen."

On effectiveness relative to usefulness, the participants felt that online technologies available to them had indeed increased the degree to which their role as educators became successful. Roles such as their providing immediate feedback, keeping accurate student records, and being organized were commonly observed among the faculty. Others also pointed out that online technologies improved their ability for resource-sharing, automation and identified data storage as among those that allowed for a much more effective delivery of instruction. In a paper describing teachers' expectations and experiences in ODL in the Netherlands, van der Spoel et al. (2020) stated that flexibility, time efficiency, differentiation, and the opportunity for monitoring of students as added values of technology.

EASE OF USE

As described in the earlier sections, ease of use in the context of the Technology Acceptance Model refers to users' perception of the extent to which using technology

requires minimal effort. Ease of use is further dependent on the technology's requirement on mental effort and ease in functionality.

Generally, the participants found online technologies to be fairly easy to use mostly because of the capacity-building initiatives of the University (i.e., retooling conducted even prior to the shift to ODL) with one faculty member saying that "it would have been a challenge to work with the technologies had the university left the learning to us." Familiarity and constant use became pathways for the participants to feel "at ease" with the University's LMS as well as other platforms even without the assistance from the technical team. One participant, however, said that she found online platforms to be difficult to use but maintains a positive attitude, saying that these technologies "can be learned" and all that was needed is more time to practice. Another participant claimed that while he found most online technologies, to some extent, easy to use, whenever he encountered issues in their use, he would "usually just [go] on YouTube and searches for videos on how to troubleshoot" such issues.

As to whether or not navigating through online platforms required a lot of mental effort on their part, the participants seemed to be divided. Half of them answered in the affirmative and the rest in the negative. For most of those who found using online technologies to require only very minimal mental effort on their part, being familiar with how most of the platforms work was a motivating factor. For those who said that a lot of mental effort was needed, the difficulty was only felt at the beginning, and that as time passed, the need for high levels of attention to and focus on the navigation became less and less necessary. Describing her experience with regard to mental effort, a fellow teacher stated:

At first yes, I only use an application that is suited to my needs and what I want to achieve, so more reactive ways of looking at technology. Now, I have come to look for applications on how to be better, how to make this easier, how to increase productivity so this has become a proactive approach.

In the matter of functionality, the general observation is that online technology, especially SOUL, is easy to use particularly in doing what the teachers want the platform to do. In other words, online technology is able to serve its purpose. Moreover, capacity-building in the past was again raised as the potential reason why other faculty members found navigating through SOUL and other platforms was easy. Explaining this, a participant said, "Because I know how these platforms work, I am able to match a specific platform to an activity that I plan to do for a class." A similar observation was offered by Kirkwood and Price (2005, as cited in Comas-Quinn, 2011) when the authors mentioned

that the use of new technologies alone does not guarantee learning unless there is a strong pedagogical rationale and proper integration of its use in the courseware.

LESSONS LEARNED

Overall, the challenges that were mostly encountered during the first year of the implementation of the ODL that posed a degree of difficulty among the members of the faculty of the SUND were internet connectivity issues, power service interruptions, outdated gadgets and applications or software, and extended screen time. The reported effects of these challenges on their ODL experience on the whole are delays in the conduct of online classes, which meant either overrunning the schedules beyond the period or curtailing the planned activities to make up for lost time, the slow to unresponsive technology resulted to poor delivery of the learning content, and the increase in anxiety levels led to increase in mental stress levels, which can potentially lead to burnout. However, fortunately enough, the compounding effects of these challenges did not result in burnout as reported by the faculty members themselves. A fellow teacher explained the following regarding the difficulty she ran into during the ODL:

Definitely unstable internet connection and sudden power interruption. And also, a malfunctioning laptop. For the former, it interrupted my classes and every time I encountered an unstable internet connection and sudden power interruption, I had to adjust our class schedule. Adjusting the schedule would mean cramming up the [succeeding] topics. So this part is quite frustrating. As for the latter, I cannot deliver content with a malfunctioning laptop.

The resilience or their ability to adapt quickly as manifested by the faculty during the ODL seems to be dependent on their creativity. With creative thinking, the SUND academic personnel were able to mitigate the effects of the challenges of ODL through self-directed learning, upgrading their hardware, software, as well as increasing their internet speeds from their service providers. They also sought out alternative means of effectively delivering instruction such as pre-recording of lectures, employing microlearning and other methods to deliver microcontent, and allowing time for the adjustment period, which required them to extend their patience. Mitigation by the teachers is particularly important because the faculty play an essential role in knowledge construction and is therefore very useful in maximizing the potential use of ICT in distance learning (Markova et al., 2017). In relation to this, language studies expert Comas-Quinn (2011) pointed out that "[t]he success of any innovation in education, such as the introduction

of online teaching and online technologies (what is commonly referred to as e-learning), is in great part due to how well teachers deal with the new ideas and implement them with their learners.” Moreover, describing how mitigation was done for his part, this faculty member had this to say:

On the issue of length of time spent, as soon as I became more adept at using these technologies, I became more efficient and therefore needed less time to prepare for my classes. As for internet connectivity, I upgraded my connection speed and added a WiFi repeater. As for power failures, there isn't much I can do other than [to] report the outages to the power company. On outdated gadgets and applications, I upgraded my gadgets and purchased a licensed subscription to a video-conferencing platform for improved functionality.

CONCLUSIONS AND RECOMMENDATIONS

This study advances the current literature on the educators' experience with online distance learning. The researchers explored and described the transition of the SUND faculty from face-to-face to online distance learning modality. Themes that arose from the experiences shared and articulated include being strategic in overcoming the challenges in the teaching-learning process by re-calibrating the syllabi to suit online distance learning pedagogy while simultaneously getting used to the learning management system of Silliman University. Based on the responses, there is no need to modify the current online distance learning setup, although there is a need to continue the use of the LMS for the academic staff to be more adept at it. Furthermore, the researchers saw how the educators' optimistic outlook on the opportunities to use technology could improve their performance, productivity, and effectiveness in their pursuit to perform their roles as educators. Lastly, it is worth highlighting the SUND faculty's capability to adapt to technology and enhance their creativity to mitigate the technological challenges they have encountered.

While this study focused on the transition from face-to-face to online distance learning, the researchers propose further studies with SUND students and their experiences during the shift to online distance learning.

Moreover, to reduce the number of technological challenges, institutions for higher learning should give appropriate support to the educators to update devices that would give optimal results and better learning for students.

Finally, the teachers have to constantly use the online platform to get used to the possibilities that it can give them. Given that the platform has given them the extra time

they can avail of, more trainings can be taken to increase the ease of using the learning management system and other online applications to improve the teaching-learning experience in online distance learning.

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QUO VADIS EDUCATION GRADUATES: LOOKING BACK AND BEYOND

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ABSTRACT: This study investigated the employability of Education graduates in the last five years and assessed the services which respondents thought to have contributed to their employability. Gathering of demographic data and responses to the questionnaire was done through the Facebook group, Teachers on F.I.R.E, the main platform to reach the graduates. The questionnaire was subjected to reliability testing using Cronbach Alpha, which showed that the instrument was reliable. The data showed that graduates employability index was high, especially among the males and the BSEd graduates, and this was attributed to the excellent student teaching program, physical facilities, library, and instructional materials. A review on the areas of faculty and instruction, guidance and counselling and co – curricular activities for future planning was highly recommended. In addition, it was recommended that future studies be conducted on advanced tracer studies to include information on professional success of graduates and data on the relevance of knowledge and skills, work requirements, area of employment & professional position.

KEYWORDS: Education Graduates, Descriptive – Correlation Design, Graduate Employability, Silliman University

INTRODUCTION

Among the Association of Southeast Asian Nation (ASEAN) member countries, the Philippines was rated as the second highest in unemployment rate, with Indonesia registering the highest in 8.4%. Unemployment rates of Thailand, Singapore, and Malaysia were at 1.4 %, 2.6 % and 3.3 % respectively.

In addition, in 1996 (Connoly, 2014), prior to the Asian crises, the unemployment in the Philippines fell to a low rate of 8.8% but grew to more than 11% in the early 2000s, more than twice the level of surrounding nations. In the first quarter of 2013 however, the country achieved a booming rate of 7.8% growth and was considered the fastest growing economy in Asia. However, unemployment rate remained high with 7.25 million Filipinos who were underemployed in 2013, and another 3 million were unemployed.

The result of the survey conducted by the Institute for Labor Studies (2015), showed that half of the unemployed population were Filipino youth (50.4% or 1.35 million) with ages 15 to 24 years old. On top of that, an alarming rate of 35.8% of the total unemployed population, about 900,000 were college level or graduated from college. As a response, the former National Economic and Development Authority (NEDA) Deputy Director-General recommended the improvement of employability among Filipinos, particularly those with secondary and tertiary education.

According to Ballon (2007) the desire of every graduate of Higher Education Institution (HEI) is to get employed. These graduates eventually become part of the work force, after having acquired skills and competencies and are expected to contribute to nation – building (Dotong, 2014). However, according to Philstart Global (2017), only one out of three graduates, which is around 65% of graduates of higher institutions (HEIs) have acquired the right skills and training to prepare them for entry into jobs they are applying.

Unemployed graduates (Ballon, 2007) may lack the key skills for many forms of work including practical work with numbers, problem solving, information technology skills, communication skills, interpersonal skills, and the ability to work with others. Unemployment could be due to lack of recent work experience, which may result in a growing lack of confidence.

Employability has a variety of meanings. Buenviaje et al. (2015) describe it as the employment rate of graduates to the characteristics of the graduate. For some, employability could be associated with how quickly a graduate find employment or how long the waiting period is when one is seeking employment (Buenviaje et al., 2015). For Dumlao (2006), it is the graduates' capacity to meet the minimum requirements needed for employment (as cited in Buenviaje et al., 2015). Likewise, employability, according to Brown and Hesketh (2004), refers to the relative chances of landing and maintaining a job (as cited in Buenviaje et al., 2015). Meanwhile, for Rahmat et al. (2016), employability refers to work readiness and the knowledge and technical skills required for a job.

Moreover, employability, according to Buenviaje et al. (2015), does not only mean training to acquire skills to gain employment; its meaning should include how the higher education system develops critical, reflective, and empowered learners who will be highly sought after and valued by prospective employers.

Employability upon graduation is a major priority of university students and their institutions of higher learning (Ramirez et al., 2014). As higher education is concerned about quality of outcomes achieved (Woya, 2019), they develop job-related skills and competencies that prepare students for the workplace. One form of empirical study that can provide valuable information on the outcomes of education and training of institutions of higher learning is a graduate tracer study (Schomburg, 2003). Tracer

studies also serve as bases for future planning activities (Ramirez et al., 2014; Schomburg, 2003); and broaden perspectives among administrators, faculty, and students (Hazaymeh & Dela Peña, n. d.).

The gap in knowledge which this research wished to fill was the lack of a graduate tracer study for Teacher Education which would provide data on graduates' employment status, as well as an assessment of how basic school services have helped graduates land a job. In addition, this study is a means to be in contact with the graduates, even if data are limited to five years back.

Relevant to the foregoing, Silliman University, an institution of higher learning, has identified four general outcomes for its graduates: 1) develop critical thinking skills and excellent communication skills; 2) to become transformative Christian witnesses; and 3) to become reflective life-long learners.

The Silliman College of Education was awarded its status as a Center of Excellence in Teacher Education by the Commission on Higher Education (CHED) in 1996 and has since enjoyed such distinction until today. According to the College of Education Student Handbook (2013), the college endeavors to “mold the best quality teachers . . . who are fully prepared to handle the teaching-learning process. . . .”

Given the aims and goals of the Silliman University Teacher Education Program, it is but timely to conduct this graduate tracer study focusing on the last five years, i.e., SY 2015-2019, to investigate the employment status and employability of graduates and to assess the Teacher Education program based on the basis of such factors. In addition, data on employability were correlated with the participants' course and sex.

This study, titled, “Quo Vadis, Education Graduates: Looking Back and Beyond,” was a way of connecting once again with the graduates of the last five school years and determining who among them would continue to journey on their respective careers.

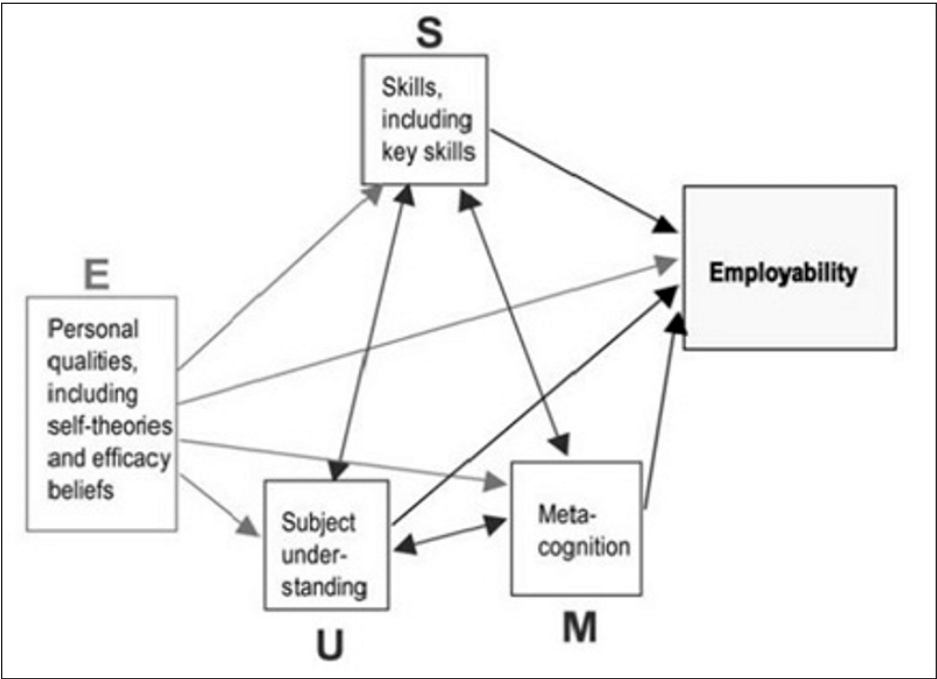
THEORETICAL FRAMEWORK

THE USEM MODEL

USEM is the acronym for four interrelated components of employability, understanding, skills, efficacy beliefs, and metacognition. A practical model of graduate employability, USEM was developed by Knight and Yorke (2002), and it is considered as scientific and research-based, focusing on the understanding and skills of students, based on their efficacy and metacognition. In spite of its strength, the model has related weakness i.e., its inability to provide an explanation of this model to non – experts in the field, such as the students and parents.

FIGURE 1

USEM Model (Adapted from Knight & Yorke, 2002 cited by Diaz, 2007)

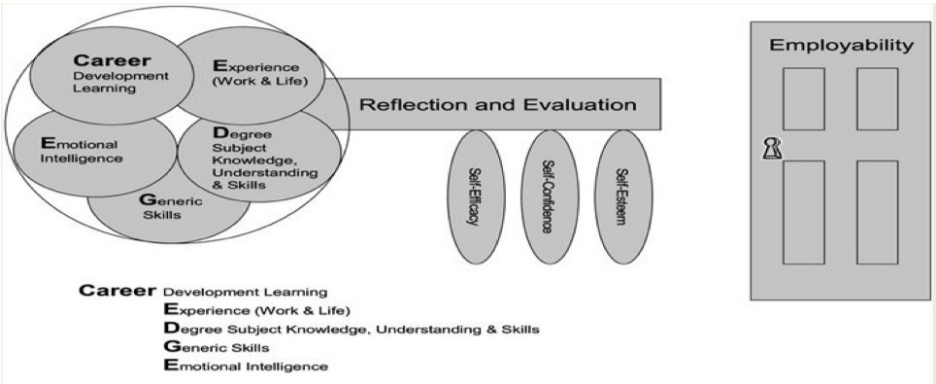


THE CAREER EDGE MODEL

The Career Edge Model consists of several components. Each component is essential, and any one missing would decrease graduates’ chances of employment. As reflected in Figure 2, there is an overlap between some of the components. For example, work experience is a valuable aspect of career development learning related to the degree being studied by the graduates. Career EDGE is a mnemonic for the five components of the lower part of the model, namely experience, degree of subject knowledge, understanding and skills, generic skills, emotional intelligence. All skills in the lower part should be developed by providing students with opportunities to develop all four skills, as well as evaluate and reflect on their experiences. These are expected to result in the development of the students’ self-esteem, self-efficacy, and self-confidence which are essential to employability.

FIGURE 2

Career EDGE Model (Adapted by Pool & Sewell, 2007)



The model, bearing the metaphorical image of a “key” is a practical concept of employability, since all the components are “key” to choosing and securing employment, resulting in graduates’ success and satisfaction.

METHODOLOGY

This study used the descriptive-correlational design to analyze the data gathered on the graduates’ demographic profile and it correlation with employability.

PARTICIPANTS

The respondents of the study were the graduates of Teacher Education Department of Silliman University covering the last five years from 2015-2019.

TABLE 1

Distribution by Year

Year Graduated	No. of Graduates (%)	No. of Respondents
2015	67 (15.55)	22 (14.10)
2016	87 (20.19)	18 (11.54)
2017	102 (23.67)	53 (33.97)
2018	79 (18.33)	17 (10.90)
2019	96 (22.27)	44 (28.21)

Did not indicate	0 (0.0)	2 (1.38)
Total	431 (100.00)	156 (100.00)

Out of the 431 graduates, only 156 or 36% participated in the study, where the majority i.e., 33.96% or a total of 53 respondents were graduates of batch 2017. On the contrary, respondents from SY 2018 were the least in number, comprising only 10.90% of the sample, i.e., or only 17 out of the 156 respondents. A probable reason for this low turn-out of respondents from this batch is that the graduates may no longer be active in their Teachers on F.I.R.E. (Faith, Instruction, Research, Extension) Facebook group or the schools where they were teaching had no access to the internet. Moreover, some may have already been busy with school work or have been assigned to far-flung public areas.

PROCEDURE

Data obtained were as follows: names, address, contact numbers, course and year graduated, further studies, current employment status, length of time when graduate’s first job was acquired after graduation, and data on correlation between employability and course, as well as employability and sex. These data were obtained from the Facebook group called Teachers on F.I.R.E. which was created each time students were enrolled in the student-teaching program. Teachers on F.I.R.E. served as a venue for the dissemination of information, important announcements, and the like. Since most of the respondents were still active in this Facebook group, obtaining relevant information from them was easy. However, the respondents were given the choice to indicate whether they were interested or not to participate in the study. A 7-item survey questionnaire was distributed using the same FB group. The questionnaire was subjected to reliability testing using a pilot group of respondents who were similarly situated to the final group of respondents. The computed coefficient of reliability using Cronbach Alpha was 0.76, which is higher than 0.60, the minimum acceptable value set by Jum Nunally (1967). This result therefore signifies that the instrument used was reliable.

The data were then classified, tabulated, and coded for analysis. The statistical tools used were percentage, weighted mean, and Point Biserial Correlation Coefficient. A 5-point scale was used in quantifying the respondents’ answers to the items with the following description: 5 – excellent; 4 – very good; 3 – good; 2 – fair; 1 – poor.

RESULTS AND ANALYSIS

TABLE 2

Civil Status of the Respondents

Civil Status	Frequency	Percentage
Single	142	91.03
Married	14	8.97
Separated	0	0.00
Widow(er)	0	0.00

Table 2 shows that 91.03% of the respondents were single while only around 14 or 8.97% were married. This did not come as a surprise since the respondents had just graduated from College and were therefore mostly single.

TABLE 3

Gender of the Respondents

Gender	Frequency	Percentage
Male	22	15.38
Female	134	93.71

Majority of the respondents were female, comprising 93.7% while only 15.4% were male. This could imply that teaching is a female-dominated profession. This finding is consistent with the study conducted by Drudy (2008), who reported that teaching had long been dominated by women in most countries throughout the world (Drudy, 2008, as cited in Ullah, 2016).

TABLE 4

Distribution of Graduates who Pursue Graduate Studies

Graduates	Frequency	Percentage
Pursued graduate studies	106	67.95
Did not pursue graduate studies	50	32.05

Table 4 shows that a much higher percentage of the respondents, i.e., 67.95%, pursued or were pursuing graduate studies, compared to only 32.05% who were not

pursuing the same. This implies that a great number of teachers believed in the benefit of pursuing higher studies for professional advancement and thus improve their teaching skills. Furthermore, this finding exemplifies one of the four general outcomes that Silliman University has identified for its graduates, that is to become “reflective and lifelong learners”.

TABLE 5

Employment Status of the Respondents

Employment Status	Frequency	Percentage
Working but Not Teaching	13	8.33
Working as Teachers	102	65.38
Not Employed	41	26.28

Since Education is a course which prepares would-be teachers for the profession, majority of the respondents were working as teachers (65.38%) while 26.28% were not employed because they were fresh graduates who just recently took the Licensure Exam for Teachers. Only 8.33% had work other than teaching.

TABLE 6

Length of Time When Respondents First Landed a Job

Length of Time they first landed a Job	Frequency	Percentage
Immediate - 3 months	79	56.43
4 months - 7 months	19	13.57
8 months - 11 months	11	7.86
12 months - 15 months	18	12.86
16 months - 19 months	7	5.00
20 months - 23 months	1	0.71
24 months - 27 months	2	1.43
28 months - 31 months	3	2.14

A high majority of the respondents landed a job from 1 to 3 months after graduation. If this was the basis for employability, then the rate was rather high. Graduation comes around March and the data above show that the graduates across the years, from 2015 – 2019, had immediately landed a job even before passing the licensure exam for teachers. Following the definition of employability by Buenviaje et al. (2015), who associated the term with how quickly graduates could land a job or how long the waiting period for

seeking employment was, the respondents' employability can be considered high. This finding is contrary to the findings of Buama, (2017), where graduates waited for six months to land a job, and of Manda and Matidza (2019) who reported that graduates landed a job from 1-2 years after graduation.

Tables 7 to 15 on the succeeding sections present the results of the evaluation done by the respondents on the effectiveness of various student services and on whether these had contributed to their employability or not.

TABLE 7*Curriculum*

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	1 (1.47)	0 (0.00)	10 (14.71)	0 (0.00)	6 (8.82)	25.00
4 (Very Good)	1 (1.47)	3 (4.41)	14 (20.59)	20 (29.41)	6 (8.82)	64.71
3 (Good)	0 (0.00)	0 (0.00)	1 (1.47)	2 (2.94)	3 (4.41)	8.82
2 (Fair)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.47)	1.47
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

The curriculum was rated “very good” by respondents from SY 2016, SY 2017, SY 2018 and SY 2019, with the same overall rating.

TABLE 8*Faculty and Instruction*

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	2 (2.94)	0 (0.00)	12 (17.65)	2 (2.94)	8 (11.76)	35.29
4 (Very Good)	0 (0.00)	3 (4.41)	11 (16.18)	19 (27.94)	5 (7.35)	55.88
3 (Good)	0 (0.00)	0 (0.00)	2 (2.94)	1 (1.47)	2 (2.94)	7.35
2 (Fair)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.47)	1.47
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

Faculty and instruction generated an overall rating of 55.88% or very good and a 35.29% excellent rating. Noticeable was the rating from the 2017 graduates, where 17.65% of the respondents rated faculty and instruction “excellent” while 11.76% of the respondents who were 2019 graduates rated the same as “excellent”. The difference could be on the type of educational experiences most of the graduates gained during their

college years. It must be noted that Faculty, Instruction, and Curriculum are closely associated with each other, hence the consistency in the ratings of the three academic areas.

TABLE 9

Physical Facilities

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	0 (0.00)	0 (0.00)	18 (26.47)	7 (10.29)	10 (14.71)	51.47
4 (Very Good)	2 (2.49)	2 (2.49)	6 (8.82)	12 (17.65)	3 (4.41)	36.76
3 (Good)	0 (0.00)	1 (1.47)	1 (1.47)	3 (4.41)	3 (4.41)	11.76
2 (Fair)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

The physical facilities which included the classroom and the campus were rated excellent by 51.47% of the respondents. This means that the best features of their experience in Silliman was the provision of excellent physical facilities, such as fully air-conditioned classrooms and other facilities like laboratories, the gymnasium, a swimming pool, the Church all of which provided support for learning.

TABLE 10

Library and Instructional Material

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	1 (1.47)	1 (1.47)	12 (17.65)	6 (8.82)	8 (11.76)	41.18
4 (Very Good)	1 (1.47)	2 (2.94)	10 (14.71)	14 (20.59)	4 (5.88)	45.59
3 (Good)	0 (0.00)	0 (0.00)	3 (4.41)	2 (2.94)	3 (4.41)	11.76
2 (Fair)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.47)	1.47
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

The Library and instructional materials made available to the respondents when they were students garnered 45.59% or “very good”. This was followed by 41.18% of the respondents who rated the same as “excellent,” which implies that among the academic support services, the library and other instructional materials had helped them in their educational experience.

TABLE 11*Guidance and Counselling*

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	0 (0.00)	0 (0.00)	10 (14.71)	6 (8.82)	6 (8.82)	32.35
4 (Very Good)	2 (2.94)	1 (1.47)	9 (13.24)	14 (20.59)	6 (8.82)	47.06
3 (Good)	0 (0.00)	2 (2.94)	5 (7.35)	2 (2.94)	3 (4.41)	17.65
2 (Fair)	0 (0.00)	0 (0.00)	1 (1.47)	0 (0.00)	1 (1.47)	2.94
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

Guidance and counselling as a student support service was rated by 47.06% of the respondents as “very good,” signifying that majority of them they had been provided appropriate services in this area.

TABLE 12*Student Teaching Program*

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	2 (2.94)	2 (2.94)	18 (26.47)	4 (5.88)	10 (14.71)	52.94
4 (Very Good)	0 (0.00)	1 (1.47)	7 (10.29)	18 (26.47)	5 (7.35)	45.59
3 (Good)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.47)	1.47
2 (Fair)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

The student teaching program, which is the “heart” of the pre – service teacher training, was rated “excellent” by 52.94% of the respondents while 45.59% rated the same as “very good”. This rating has been consistent over the years (Lacdo-o, 2019), thereby implying that the graduates were highly satisfied with the student-teaching program which they had undertaken for one schoolyear, instead of only one semester.

TABLE 13*Co – Curricular Activities*

Rating	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Percentage
5 (Excellent)	1 (1.47)	0 (0.00)	12 (17.65)	0 (0.00)	6 (8.82)	27.94

4 (Very Good)	1 (1.47)	1 (1.47)	8 (11.76)	17 (25.00)	8 (11.76)	51.47
3 (Good)	0 (0.00)	2 (2.94)	4 (5.88)	5 (7.35)	1 (1.47)	17.65
2 (Fair)	0 (0.00)	0 (0.00)	1 (1.47)	0 (0.00)	1 (1.47)	2.94
1 (Poor)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0.00

For more holistic education, the university offered well-balanced co-curricular activities which maintained a more vibrant campus and student life. The co-curricular activities were rated “very good” by 51.47% of the respondents while 27.94% rated the same as “excellent”.

TABLE 14

Difference in the Length of Time to Get a Job between Male And Female Education Graduates

Length of time to get a job (Average in year)		rpb	P value
Female	Male		
0.63	0.23	0.29	0.022*

Contained in Table 14 are the data necessary in the determination whether or not a significant difference existed in the length of time for the male and female graduates to get a job. Considering that the nominal variable was dichotomous and paired with a variable which was in an ordinal level of measurement, Point Biserial Correlation was employed. The results of the analysis indicated that indeed a significant difference existed. This is exemplified in the p value which is lesser than the alpha at 0.05. Succinctly, the mean ranks signify that it took shorter time for the male graduates to land a job than their female counterpart. For the former, the waiting period only took 0.23 year or 2.76 months on average while for the latter, it took 0.63 year or 7.56 months. This could be attributed to the distribution of the graduates as most of them were MAPEH majors who seemed to be the preference of school administrators in both public and private schools.

TABLE 15

Difference in the Length of Time to Get a Job between BEED and BSED Majors

Length of time to get a job (Average in year)		rpb	P value
BEED	BSED		
0.81	0.36	0.44	0.000*

Another variable investigated which was assumed to influence the length of time that a graduate would land a job was the major area of specialization. Between the BEED and BSED graduates, the latter appeared to have a shorter time of waiting before getting employed. It can be gleaned from Table 15 that, on the average, it only took 0.36 year or 4.32 months for the BSED graduates to secure employment while it took 0.81 year or 9.72 months for the BEED graduates. It could be surmised that the advantage enjoyed by the BSED graduates over their BEED counterpart in terms of shorter time of waiting is due to the advent of the K to 12 curriculum which in turn paved the way to the opening of the senior high schools which hired high school majors even with the absence of the license.

DISCUSSION

The findings of this study revealed that a good number of the graduates who participated in the study were single and female, with majority coming from the SY 2017 batch. Being a teacher requires continuing professional education. Responding to this, the graduates being studied pursued higher studies, which means that they can be considered as lifelong learners as they continue to hone their teaching competencies by investing in higher studies. Moreover, this finding supports the USEM Model which highlights the need for graduates to “continue to develop their specialist knowledge and skills” (USEM Model, Knight & Yorke, 2002). Furthermore, about 65.68% of the graduates were employed as teachers, which means that their degree in Education matched their type of job. However, 8.33% of the respondents had jobs other than teaching. In relation to this, the unemployed status of 26.28% of the respondents can be attributed to the fact that they just graduated in 2019 and were still waiting for the results of the Licensure Exam for Teachers (LET). Nevertheless, a sheer number of graduates landed jobs immediately, considering 1-3 months after graduation as a basis for employability (Buenviaje et al., 2015). The graduates attributed their high employability to the excellent physical facilities, the library and instructional materials, and the student-teaching program that they all enjoyed as students. The student-teaching program, considered as the practicum or the pre-service teaching, was rated as excellent by 52.94% of the graduates of SY 2019, SY 2018, and SY 2017 respectively. These data are of great relevance to Silliman University Teacher Education Department since “Practice Teaching is an integral part of any teacher education curriculum as a venue for pre-service teacher to apply theories and principles learned in the real classroom setting” (Lacdo-o, 2019).

Finally, majority of the respondents who tended to land a job immediately after graduation were male BSEd graduates.

CONCLUSION

Silliman University as an institution of learning is “committed to the pursuit of excellence in every dimension of inquiry, learning and teaching” (Silliman University Manual, SY 2014-2015).

Among the Silliman Teacher Education graduates from SY 2015 – 2019, majority were single and female and were employed as teachers within 1-3 months after graduation. This indicates a high graduate employability for the Teacher. An exhilarating information is that a good number of the respondents were pursuing graduate studies. Moreover, their high rate of employability can be attributed to physical facilities, library, and other instructional materials, and the student-teaching program. Areas assessed which posted a fair rating of “2” were faculty and instruction, library and instructional materials, guidance and counselling and co-curricular activities. The overall rating was “4” or very good.

On account of the outcomes for Silliman graduates, having a high majority of graduates pursuing graduate studies was indicative of having successfully achieved one outcome: that Silliman graduates should be “reflective life – long learners”.

Based on the overall results, the employability of these graduates was rather high. However, for Silliman to improve in the context of quality assurance, there is a need to review faculty and instruction, guidance and counselling services, and co-curricular activities for future planning.

A follow-up study on why some Education graduates opted to engage in work other than teaching is recommended, to inform the existing curriculum and instruction.

Furthermore, it is recommended that future researchers conduct advanced tracer studies to include information on professional success (e.g., career, status, income) of the graduates and information on the relevance of knowledge and skills and work requirements, area of employment, professional position (Schomburg, 2003).

Finally, being a Center of Excellence in Teacher Education, the Silliman University College of Education should continue to explore creative strategies to provide support to its students and graduates who will take the Licensure Examination for Teachers.

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Retrospections

VOICES FROM THE CLASSROOM

ret·ro·spec·tion | re·trə-'spek-shən : the act or process or an instance of surveying the past
-Merriam-Webster



FROM THE GYM TO THE SCREEN: CHALLENGES IN TEACHING PHYSICAL EDUCATION DURING THE PANDEMIC

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The Covid-19 pandemic led to a global lockdown that brought about a significant impact on education. To begin with, the pandemic had forced many educational institutions across countries to face unforeseen closures, and those that survived took the big leap towards distance learning (DL) or online distance learning (ODL), harnessing any resources available to ensure continual operations and to meet the changing needs of learners. With DL and ODL, schools followed alternative learning schemes using flexible learning modalities such as modular learning, flipped classrooms, blended learning, and hybrid learning among others. Through these modalities learners were able to navigate learning activities online or offline, demonstrate required competencies, and complete requirements and assessment tasks. Nevertheless, despite available modalities and resources, schools had to deal with major disruptions in learning and with the complexity of transitioning from in-person teaching-learning to ODL.

Specifically, this transition presented a considerable challenge to teachers who were not skilled in the use of technology. Positively responding to this challenge, Silliman University, through the Silliman Online University Learning (SOUL) Office, conducted technological upskilling and trainings that focused on how teachers could use and manage Silliman University's very own learning management system (LMS) called mySOUL LMS and other digital technology and resources. I was fortunate enough to be chosen as part of the first roll-out that provided training on the use and management of mySOUL LMS, such as setting up the virtual classroom, downloading and uploading course syllabi and learning resources, uploading images and videos, creating exams on the LMS, and setting up the gradebook among others. I can still remember how one of my colleagues, who was part of the second batch of participants, would usually describe herself as an "empty pail." She expressed that it was hard for her to absorb all the information from lectures and workshops, but my other colleagues and I tried our best to encourage her and alleviate her worry by assuring her of our constant support and presence. The transition could be

disheartening indeed, but we also embraced the need to adapt quickly to online teaching and effectively monitor students' progress.

Moreover, the switch from in-person learning to ODL had associated factors that disrupted the teaching and learning process, such as unreliable internet connectivity, limited access to mobile or internet data, and the resultant absenteeism of students from online classes due to these limitations. These were only a few of the difficulties experienced by students in the ODL set-up. More specifically, the difficulty of teaching Physical Education (PE) online could only be imagined, considering the performance-based nature of the tasks and PE Department's thrust towards a holistic development of the students. Thus, when students had to show their performances through video recordings during performance tasks and assessment activities, the process was hampered when, for example, the submitted videos could not be collated or downloaded by the teachers. Moreover, some of the students could be uncooperative, making it difficult for teachers to correct errors or provide immediate feedback, especially during online performance tasks. Furthermore, the experiential or exposure activity of our Bachelor of Physical Education students was put on hold due to the lockdown. In my case, I had to be creative and carefully in choosing activities that were appropriate for the situation. I also made myself available 24/7 to cater to students' queries and answer their questions in our group chat. Creating and deciding on the succeeding activities or lessons was a ceaseless cycle for me since I am the type of teacher who always thinks of what is best for her students.

Therefore, in the context of ODL or DL, the main question is whether students are actually learning or not. Assessing the effects of the pandemic on education, I can only surmise its overall negative impact on students, especially on their emotional health. Depression, anxiety, disruption of social life, and health issues have been experienced by both students and teachers alike. Worse, the lack of avenue to pour out our emotions or talk things out has made it difficult for us to overcome such alarming effects of the pandemic. Thus, being a teacher does not end in the delivery of our lessons, as our job consists in touching the life of our students and helping them succeed even amid a global health crisis and as they transition to a new chapter in their life. Knowing that we have accomplished these things is already rewarding enough.

Overall, the pandemic may have brought about significant changes in education, but it has given us both challenges and opportunities for improvement. As we venture again into face-to-face learning, more challenges await us. Past is past and we can no longer undo it. What we can do is to always be creative and constantly think of what is best for our students. We can no longer change our past, but we can still make the best out of our present.

ON LEARNING TO LOVE THE QUESTIONS

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The pandemic forced me to confront many things I thought I was so sure about teaching. I was not prepared for the sudden shift in modalities: setting up virtual classrooms and navigating online meeting spaces felt like a lot of work. There was also the challenge of transforming learning plans to accommodate this new mode. But at the core of my worries was convincing my students (and myself) to show up.

Purpose.

This word floated in my head every time I would prepare for class. What is the point? I was struggling to find the answer—the world seemed to be falling apart, our proximity with illness and death was closer than it has ever been, and plans became dateless, unmoored ships floating towards a horizon we could not quite see. Confronting the purpose of what I do as an educator was a necessary but painful step in transitioning to what was beginning to be the “new normal.” It was painful because the answers did not come easily, but they were necessary because everything then was so futile, and it was getting more and more difficult to just do things. However, I struggled to come up with compelling reasons why learning about Literature was necessary in the middle of a global health crisis. Of course, I could go on and on about developing critical thinking and reading skills and how these are important skills, but it was not enough.

The first breakthrough came as I was reviewing materials for class. In a TEDx talk by Professor Beth Ann Fennelly, she discussed Literature and empathy: how reading helps one develop the ability to “read the room” by presenting current studies. At the end of her talk, she raised another reason why Literature is important: “because it makes us feel good.” I decided to show this talk to my class, but instead of framing them as the correct answers to the question of why we read, I presented them as suggestions, as insights to consider. This opened to further discussions about empathy and what this means in the context of our own interactions with the people around us (naturally, the realities of the pandemic loomed over us and became additional considerations in our conversations). In the end, I asked the question again: what is Literature’s purpose? And I went even

further by asking the same question the writer and cultural critic Lee Seigel asked in his essay— “Should literature be useful?” The discussion was open ended with the goal of discovering our own purpose for Literature at the end of the course.

This approach became a starting point for me to rethink asking questions. As an educator, I discovered that both students and teachers have a fraught relationship with questions. For the longest time, asking questions has become weaponized in the classroom: we direct the question to the rowdiest student in the room, we wield quizzes like threats to an unruly class. Even in presentations, questions become tools to “test” how much the students really know. Perhaps this is why when I asked open-ended questions to my classes, I was often met with nervous gazes. The students were afraid to give the wrong answers. But questioning is an important element of a Literature class. Asking questions is an opportunity to discover insights together. It also opens the conversation, expanding the four walls of the classroom and creating a space for more students to be heard.

Today, as we transition back to full face-to-face classes, I continue to interrogate my relationship with questioning. While answers are necessary, I remind my students that it is okay when they do not come easily, that sometimes, just knowing what questions to ask is enough. Because the truth is, there will always be things that will be unknown to us. Perhaps these unknowable things are some of the reasons why we continue to move forward after all. As poet Rainier Maria Rilke wrote: “Be patient toward all that is unsolved in your heart and try to love the questions themselves...”

TEACHING DURING THE PANDEMIC: HOW I SURVIVED

MARCELITA C. PASCUAL

Education is an integral part of our life as Filipinos that no matter how poor a family is, parents always find ways to send their children to school. Such value Filipinos give to education was, however, challenged when, in March 2020, the World Health Organization (WHO) declared COVID-19 as a global pandemic. One of those affected was the education sector. Thus, as a teacher at the time of the pandemic, I had to muster the enthusiasm to learn, keep the determination to continue teaching, and love teaching no matter what. With this, I ventured into the quite unknown world of digital learning. Allow me to share my journey as a digital immigrant and how I made it through with my little knowledge of the computer, the drive to learn, and the love for the craft of teaching.

First, the faculty of the Junior High School, through the Silliman Online University Learning (SOUL) platform, conducted a retooling program to equip the faculty with knowledge on how our Online Distance Learning (ODL) would be carried out. It was a fun experience, and I was blessed to have batchmates in the training who were always ready to help those who were not computer literate navigate through this learning platform. My colleagues at the English Department were always ready to come to the rescue and helped me a lot when classes started in August of 2020. They were just a text or a call away if something went wrong in my virtual classroom and when at times, submitted works of some students “got lost” somewhere.

Second, I could not imagine losing my job most especially that I was a part-time teacher. Thus, I always pushed myself to do the best I could to prepare for every synchronous class I had. Since it was always a challenge to make students stay online during synchronous classes, I had to be on my toes for those who pretended to be online but were actually doing something else, or worse, were sleeping. I would ask them from time to time to turn on their cameras to make sure they were still there in our Zoom meetings.

Lastly, I had always reminded myself that I had learners whose future was in my hands. I had to do my share as their mentor and prepare them for whatever would

happen. Despite the situation we were in at that time, time would not be at a standstill. Life had to go on and so did learning. I kept on reminding myself that this was what I had loved to do in the past 32 plus years of my life – TEACH. Therefore, I should give it the best shot always, for nothing is more valuable than meeting my former students many years later and hearing how grateful they are for being in my class, not only for learning English but also for the lessons in life that I had shared with them.

Thus, if someone would ask me, “Marcy, how were you able to survive teaching during the pandemic?” Then, my answer would be, “Being open minded and enthusiastic to learn new things, having the determination to give my best, and of course, having the passion and the love for teaching despite the challenges that came my way are what made me survive teaching during the pandemic. “

TRANSLANGUAGING AS A PEDAGOGICAL REINVENTION

HELLENE PIÑERO

We can't write about best learning and teaching practices in English if we can't even confront the politics surrounding English first and foremost--its and/or our colonial history at that--precisely because this language, English, is tied to our colonial past.

Which is why it is crucial, I believe, to reorient our practice (i.e., these best practices) to the historical consciousness of English because without this "consciousness" of what English has wrought in both present and past our practices will only reproduce more oppressive approaches, like continually centering the English language in our pedagogical practices while pushing ethnic languages in the periphery of our instructions.

The lack of such consciousness implicates a phenomenon that which most scholars refer to as "imperialist amnesia": the fetishistic disavowal of the legacy of European colonization within contemporary postcolonial societies. To locate this legacy in our context would refer to the English language as a colonial heritage from American colonization. Echoed in the manifestation of this amnesia in what Filipino historian Renato Constantino considered as the "master stroke in the plan to use education as an instrument of colonial policy was the decision to use English as the medium of instruction" (see *The Miseducation of the Filipino*).

This imperial amnesia is at work in why I see my English teaching journey, both as an education and a profession, as perpetually stuck in a double bind. I grapple with the personal identity of being a Filipino multilingual teacher and the tensions in an American legacy university operating within an implicit agenda of an essentialist view of teaching "Standard" English (aka American English).

All these dives of introspection brought by the COVID-19 crisis can be paralyzing. A crucial takeaway from this critical reflection is that no matter the technological tools we use to aid our teaching in the classroom to teaching remotely and into a new context of hybrid in-person to virtual learning spaces—all these mean nothing if our ideologies surrounding English refuse to acknowledge the symbolic violence it wields because it is

precisely these ideologies that will continue to inform and influence the way we harness educational tools in the first place.

Another reality educators today must continue to confront is the fundamental fact that technology is not an affordable commodity in our povertized country. This lack of access, coupled with a lingering “colonial mindset” favoring English, creates a digital divide that exacerbates existing linguistic inequities. The emotional toll on students struggling with these combined disadvantages can be immense.

All these brought me deeper into the notion of how language—the English language in particular—can be a multilingual speaker’s best (re)invention and how multilingual teachers like myself can wield this multiplicity of linguistic identities as a technological tool in and of itself to support and aid student communication. Communicating the Self, through personal stories, became the antidote to the physical loneliness we were all forced to grapple with during such a very tumultuous time. Strategizing language teaching and learning around this notion invites students to be more open, engaged, less overwhelmed, and more inclined to listen and become sympathetic to their own learning progress. These to me are hallmarks of a trauma-responsive language teaching.

My approach reflects this belief. I began incorporating translanguaging strategies using students’ native languages, such as the Binisaya, to scaffold materials in English thereby allowing students to understand and reproduce complex ideas multilingually. I found this to be truly meaningful in a virtual classroom where students can be twice as distant and removed from instruction. Students never really learned to dispel their anxieties in an English classroom, more so in their adult stages. The online platform aggravates that even more. Translanguaging allows students’ ethnic identity to surface, to be known and legible, in turn promoting a non-threatening and undemanding classroom.

In essence translanguaging reconceptualizes a world where culturally responsive pedagogy is possible. A pedagogy responsive to learners and their wellness. Translanguaging has the potential to go beyond the language classroom, reshaping the way educators understand English and its purposes (i.e., mainly as a medium of instruction with the goal of internationalization, globalization, and improved employment opportunities which implicitly encourage and maintain structural inequality).

Leveraging translanguaging means curing the world of forgetting as it is a call to action for teachers to center and acknowledge student identities outside the classroom: the context of their communities, their families, their ancestors where their stories are treated as assets that provide cultural wisdom and medicine—advancing the inherent maxim of critical pedagogy to “Maslow before Bloom”. When students see themselves as participants in the future of language, as poet Ocean Vuong poignantly posits, a different world is possible.

It is essential for the language classroom to be responsive to students and their communities. Because the classroom climate is held by the narratives of those doing the learning and those doing the teaching—its context forever transformed by the historical and contemporary experiences where the learning is taking place. In our multilingual communities, acknowledging that language inequalities are historically and socially constructed could serve as a first step in curing our memories from amnesia.



Refractions

THESIS AND DISSERTATIONS ABSTRACTS

re·frac·tion | ri-'frak-shən : Change in direction of a wave as it leaves one medium and enters another.
-Merriam-Webster



THESIS ABSTRACT

EFFECTS OF DISTANCE LEARNING DURING COVID-19 ON PUBLIC SENIOR HIGH SCHOOL STUDENTS IN DUMAGUETE CITY

JESSA F. ENDOSO (2020)

ABSTRACT

The shift from face-to-face to distance education started in all public schools in the Philippines on October 5, 2020 in response to the COVID-19 pandemic. This drastic shift posed a great challenge especially to teachers and students.

Relative to the above, this study aimed to investigate the effects, negative or positive, of distance learning on public senior high school students in Dumaguete City during the COVID-19 pandemic. Specifically, the study aimed to investigate the relationships between the effects of distance learning and five variables: 1) learning delivery modalities (e.g., online, modular, and blended learning); 2) availability or lack of materials for distance learning--slow or unreliable internet and lack of devices are some of the hindrances to distance learning (Toquero, 2020); 3) students' capability for self-study, as studies have shown that self-regulated learners have difficulty in managing their learning processes (Kocdar et al., 2018); 4) presence or absence of learning support--student support services are vital and essential to academic success since students and their teachers are physically separated (Nsamba & Makoe, 2017); and 5) quality of learning, which refers to the comprehensibility of given school tasks and the allotted time to answer these tasks.

In terms of methodology, this study used correlational research design. Data were collected using a researcher-made questionnaire. Prior to data collection, the questionnaire was subjected to reliability testing which yielded an internal coefficient consistency of 0.80. The respondents were 415 Grade 12 public school students in Dumaguete City who were sampled using Slovin's formula.

The results revealed modular learning as the most common learning modality among the respondents, followed in rank by online learning and then by blended learning. Moreover, most of the respondents were provided with the necessary learning materials. Furthermore, although the data showed that the respondents experienced

some distractions at home, they still had the capability to self-study for about 3-5 hours daily. It is also noteworthy that the respondents received massive support from their schools, teachers, classmates, and families. However, as regards the quality of learning variable, students felt that the workload was too much sometimes, with some of them reportedly experiencing stress.

The findings of this study may be helpful in the revision or enrichment of guidance counseling programs to better suit the needs of senior high school students in Dumaguete City. Specifically, recommendations were outlined to improve the guidance and counseling services in respondent schools, based on the findings of this study. The positive findings may be compared to the negative ones in order to form basis for designing counseling programs that are more suitable for senior high school students and thereby enhance distance learning.

This researcher strongly recommends for future researchers to expand the study and consider using qualitative methods of obtaining data. A needs-based enrichment program is the main output of this study.

THESIS ABSTRACT

ATTITUDE OF PRINCIPALS AND TEACHERS TOWARD INCLUSIVE EDUCATION IN PUBLIC SCHOOLS

RAYA LUCE LUMADA PEDRONA (2020)

ABSTRACT

Principals and teachers, as instructional leaders, are instrumental in leading initiatives in special education. This study, which utilized both descriptive-correlational and descriptive-comparative designs, aimed to determine the attitude of principals and teachers towards the inclusion of students with special needs in general classroom settings, both in elementary and secondary schools. The study was conducted in 31 schools across the municipality of Sta. Catalina, Negros Oriental. From these schools, a total of 163 respondents were identified, among whom 33 were principals and 133 were elementary and secondary school teachers.

Data gathered were used to determine the attitude of the principals and teachers towards Inclusive Education (IE henceforth) settings and correlate it with their demographic profiles and professional profiles, and the attitude of the principals and teachers towards IE.

The results showed that there was no significant relationship between the respondents' demographic profile and attitude towards IE. Specifically, sex, age, and civil status were not significantly related to the respondents' attitudes towards IE. This suggests that one can have favorable or unfavorable attitude towards IE regardless of sex, age, or civil status.

Chi-square test of independence and Pearson Product Moment r were employed to analyze the data gathered. Of the six traits considered to characterize the respondents' professional profile, the following five traits were found to have no significant relationship: educational attainment, number of years teaching in the current level, total number of years teaching, number of subjects taken in teaching children with special needs, and number of seminars attended on IE. This result implies that regardless of the aforementioned traits or attributes, a principal or teacher can have either a favorable or unfavorable attitude towards IE. Furthermore, since ordinal data was used to determine the extent of

difference between the principals' and teachers' attitude towards IE, the Mann-Whitney U test was used. The analysis showed that the p value of the two sets of ratings did not significantly differ. Moreover, the respondents also expressed some apprehension on their ability to handle learners with special needs. In fact, the respondents were in agreement that they needed in-service trainings in order to boost their confidence in handling special needs learners.

Finally, conclusions and recommendations presented in this study are hoped to contribute to an effective implementation of inclusive education in the Philippine context, thereby providing quality education to all types of learners.

DISSERTATION ABSTRACT

WHEN FORCES BECOME ONE: SURFACING INSTRUCTIONAL LEADERSHIP AND SUPERVISION AMONG EDUCATIONAL LEADERS IN MEDICAL TECHNOLOGY

TEODORA ARAGONES CUBELO (2020)

ABSTRACT

This phenomenological study examined the lived experiences in instructional leadership and supervision of selected deans of medical technology schools in the Philippines as well as the strategies employed by these school leaders as they performed their instructional leadership and supervision tasks. A qualitative research design using Husserl, Ricoeur, and Colaizzi's phenomenological analysis was utilized to extract meanings from the experiences of the key informants. Using purposive and snowball sampling, eight key informants were selected for the face-face interviews. After transcription, interview data were sent back to the key informants for verification or correction.

Data analysis was done, first, by describing the phenomenon and extracting the meanings of the key informants' experiences. Despite the busy schedules of the key informants due to school management and curriculum designing, their role as instructional supervisors was never neglected. The key informants recognized the multidimensionality of instructional supervision as well as the facilitative effect of systems thinking on the monitoring and supervision of teachers. From 91 nodes, 21 subthemes were formulated where the following four thematic meanings were derived: *unity of purpose and direction, becoming a superior educational leader, excellence in all dimensions, and the culture of accountability*. Unity of purpose and direction characterizes instructional leadership. Driven by the goal of transforming teachers into superior educational leaders, the key informants, as instructional leaders, provided mentoring and monitoring mechanisms to novice teachers and valued second chances for the *unfocused teacher and teacher dropout*. Moreover, as instructional leaders, the key informants expressed willingness to support novice teachers as they strived for improvement and excellence in all dimensions. Personal and institutional accountability in the conduct of instructional supervision was also evident in the data. In their exercise of instructional leadership, the key informants utilized personal resolutions as a mechanism for the improvement of teaching performance.

It can be concluded that the intertwining functions of instructional leadership and supervision are one. These two functions are linked together by the overarching goal of *promoting the transformation of the ordinary teacher into a superior educational leader*. Educational leaders, therefore, are instructional leaders who embrace systems thinking, which enables them to view internal and external interacting factors as a whole rather than as separate forces that impinge on their instructional leadership roles. Like an orchestra conductor who directs the performance to a final halt, the instructional leader selects, filters, and sifts through different factors to determine which ones should influence teaching effectiveness to ensure that the school's mission of providing quality education is realized.

KEYWORDS: *instructional leadership, instructional supervision, unity of purpose and direction, superior educational leader, excellence in all dimensions, culture of accountability.*

DISSERTATION ABSTRACT

TRANSFORMATIONAL LEADERSHIP OF HEADMASTERS AND SELF-EFFICACY OF TEACHERS IN SHAN STATE KACHIN BAPTIST UNION CHURCH- BASED ELEMENTARY SCHOOLS IN MYANMAR

BAWM LWI LAGYAWM (2020)

ABSTRACT

Significant reforms in the educational landscape recently embraced by some Asian countries, such as the Philippines, presents an enormous challenge to educational leaders in myriad ways. In Shan State Kachin Baptist Union Church-Based Elementary Schools in Myanmar, the headmasters as school leaders are challenged to keep abreast with the educational reforms and enable their schools to progress smoothly by expanding its vision and positively influencing the teachers and other school constituents through transformational leadership practices. Thus, this study sought to determine the relationship between the transformational leadership practices of headmasters, as assessed by teachers, and the self-efficacy of teachers in Shan State Kachin Baptist Union Church-Based Elementary Schools in Myanmar.

The study employed a mixed-method research design, combining quantitative and qualitative data generated from surveys and interviews that involved 220 respondents. Specifically, 200 teachers responded to the survey while 20 teachers participated in one-on-one in-depth interviews. The instruments utilized were The Headmasters' Transformational Leadership Questionnaire (HTLQ) and the Teacher Efficacy Scale (TES). Descriptive and inferential statistics, which were employed to analyze the data, included percentage distribution, weighted mean, Pearson r , and chi square test of independence. The results revealed that (1) the headmasters' transformational leadership practices were high, as assessed by the respondents, while the respondents' level of self-efficacy as teachers was moderate; (2) there was no significant relationship between the respondents' demographic profile and the headmasters' transformational leadership practices; (3) there was no significant relationship between the respondents' work profile and the headmasters' transformational leadership practices; (4) however, there was a significant relationship established between age and self-efficacy, but no significant relationships existed between marital status, work position, and self-efficacy; (5) in terms

of work profile, only teaching experience and self-efficacy had a significant relationship while educational attainment and work position had no significant relationship with self-efficacy; and (6) there was a significant relationship between transformational leadership practices of headmasters and the respondents' level of self-efficacy as teachers. Emerging themes from the qualitative aspect of the study were respect, ethics, collaboration, shared decision-making, and accountability.

This study therefore suggests that headmasters should always practice excellent leadership in order to have a significant influence on teachers' satisfaction and school staff's commitment. It is concluded that enhancing headmasters' transformational leadership styles can considerably enhance teachers' level self-efficacy.

DISSERTATION ABSTRACT

SOCIAL IMPACT OF FARMER'S FIELD SCHOOL USING PALAYKEY CHECK SYSTEM ON RICE PRODUCTION IN THE PROVINCE OF ILOILO

ILDEFONSO TANTIADO TOLEDO (2020)

ABSTRACT

In efforts to look into the social impact of the Philippine government's Palay Keycheck System, 377 farmer-respondents were surveyed in the province of Iloilo, Central Philippines. Majority of the respondents were female and married with age ranging from 40 to 60 years old. Most had also been farming for some 25 years, and all had attended one Palay Keycheck training. Rice was their staple product for a long time: their monthly income ranged from five to ten thousand depending on the size of the land they cultivated. Results show that palay keycheck training substantially contributed to the improvement of their skills in rice production. The respondents stated that the way they raised their crops prior to the launching of the intervention was unsystematic. The keycheck training led to improved skills in seeds used, land preparation, planting practices, seeding rate, fertilization practices, water and pest management, and harvest practices. The respondents generally found differences pre- and post-intervention. Thus, the training program was found to have served its purpose of enhancing the social capability of the respondents. In addition, the extent of rice producers' crop management skills ran parallel with the extent of the social impact of PKCS training program, indicating the program implementers' success in transforming the respondents' social potential into skills. Lastly, the yield of the rice producers post-intervention phase remarkably improved. Recommendations include continued provision of training for rice producers to keep them updated, for field school implementers to keep themselves updated as well on current trends in rice production, and for program implementers to look into the possibility of helping those with small land areas have additional land to cultivate.



DISSERTATION ABSTRACT

SOCIO-DEMOGRAPHIC PROFILE AND LEVEL OF PERFORMANCE OF FACULTY ON INSTRUCTION, RESEARCH, EXTENSION, AND PRODUCTION: AN ADMINISTRATIVE INTERVENTION PROGRAM

VERONICA P. TOLEDO (2020)

ABSTRACT

This study looked into faculty performance at four state academic institutions in Iloilo Province, Central Philippines according to specific socio-demographic characteristics such as age, sex, workload, length of service, and so on and in relation to the functions of instruction, research, extension, and production. A total of 318 faculty from state universities and 102 from state colleges responded to a survey administered online. Majority of the respondents were female and belonged to an older age group (age range: 40-65 years old); most were also married. Half of the respondents had doctoral degrees and majority carried a teaching workload of 16 to 30 units. Findings revealed that the respondents 1) had outstanding performance in instruction; 2) were very satisfactory in research and extension; 3) were satisfactory in research; and 4) fair in number and quality of scholarly research and publications.

Moreover, significant differences were found in the variables of 1) sex, as male respondents rated higher on production and number of scholarly publications; 2) age, with younger faculty being more knowledgeable of their subjects than the senior faculty; 3) academic rank, as associate professors indicated more commitment; educational qualifications, with those having doctorate degrees showing higher rates for instruction, research, and extension; and 4) type of school, as faculty from state colleges rated higher in production than those at state universities. Meanwhile, no significant differences were found in the respondents' years of service and civil status. Based on the findings, the implementation of a proposed administrative intervention is highly recommended.



DISSERTATION ABSTRACT

DEMOGRAPHICS AS A VARIABLE IN ASSESSING THE QUALITY OF CATHOLIC EDUCATION OF RECOLETOS SCHOOLS IN NEGROS ISLAND

DENNIS V. MADRIGAL (2019)

ABSTRACT

The Second Ecumenical Vatican Council declares that Catholic education has a twofold purpose integral human formation and discipleship for the achievement of man's ultimate end and for the good of the society. Catholic schools are privileged environment where Catholic education can take place so that students can be formed and prepared to become work, life, and mission ready. The Order of Augustinian Recollects (OAR) in the Philippines owns and administers ten catholic schools which offer quality Catholic education inspired by Augustinian pedagogy and values and Recollect charism for the integral formation of persons and service to the Church and the society.

This descriptive-correlational study aimed to describe the level of quality of Catholic education of five Recollect schools in Negros Island as assessed by school personnel according to the framework of the Philippine Catholic School Standards in terms of Catholic identity and mission, leadership and governance, learner development, learning environment, and operational vitality. Also, it sought to find out if there was consistency in the assessment and school personnel practices to align their actions to achieve quality Catholic education. In addition, the study intended to investigate what Catholic Schools believe as the challenges that Catholic education is facing today as well to identify their recommendations on improving and sustaining the quality of Catholic education in Recollect schools.

Specifically, the study aimed to determine whether a significant relationship existed between the demographic profile of the school personnel and their assessment. The data were generated using the Philippine Catholic School Standards Survey Questionnaire and were analyzed using percentage, weighted mean, chi-square test of independence, and Spearman rho. The findings reveal that the level of quality of Catholic education in Recollect schools exceeds benchmark with operational vitality as the lowest domain. The various activities conducted by school personnel and substantial documentary

evidences authenticated the exceptional quality assessment. No significant relationship was found between school of origin, designation, and sex of school personnel and their assessment on the quality of Catholic education. Meanwhile, a significant relationship existed between age and length of service of school personnel and their assessment on the quality of Catholic education.

Current challenges of Catholic education were mostly encountered by school personnel in the domain of learner development such as learners' attitude, exposure to social media, improper use of technology, and growing diversity. Major suggestions to improve and sustain the quality of Catholic education include strengthening the Catholic faith and Recollect identity of students (Catholic identity and mission) and faculty development program (leadership and governance); designing student-centered learning activities (learner development); improvement of learning facilities, spaces, and resources (learning environment); and providing competitive salary and benefits for teachers (operational vitality). The findings of the study provided a baseline information in designing a comprehensive educational plan for Recollect schools integrating the domains of Catholic education and involving various stakeholders of the academic community.

DISSERTATION ABSTRACT

INSTITUTIONAL CAPACITY, FACULTY CAPABILITY, AND PRODUCTIVITY IN RESEARCH AMONG HIGHER EDUCATION INSTITUTIONS IN NEGROS OCCIDENTAL

RONORA S. MALAGA (2019)

The research bares the subsisting research environment of the HEIs described and compared within the context of institutional capacity, faculty capability, and productivity in research. The study covered 43 HEIs and 356 faculty of Negros Occidental who were selected using the probability sampling method. Moreover, the study adopted the comparative-correlational analyses of the data gathered using the validated, reliability-tested, and pilot-tested Research Capacity and Capability Metrics (RCCM). Given the nature of the data and the problem, frequency count, percentage, and mean were employed for descriptive analyses; Mann Whitney U and Kruskal Wallis H tests for comparative analyses; and Spearman rho for correlational analyses.

Generally, the HEIs showed a moderate level of institutional capacity in research, as indicated in the areas of logistics (moderate level), budget support (low level), and infrastructure (low level). Similarly, the HEIs' faculty manifested a moderate level of research capability. They specifically showed a high level of relational skill and a moderate level of conceptual and technical skills. On the other hand, the faculty appeared to have an extremely low level of research productivity, evident in the very limited quantity of research production. Accreditation, population size, and national rank indicated a significant difference in the HEIs' research capacity, whereas academic rank, educational attainment, employment status, years of experience, teaching load, and training background appeared to be strong variant elements to faculty capability and productivity in research. Lastly, the institutional research capacity and faculty capability and productivity in research were correlated factors and positively influenced each other.

Grounded on the preceding results, HEIs' together with the government and allied agencies need to concert further efforts to improve the current structure, culture, and environment of research by setting up acceptable norms, reasonable standards, and adequate support to boost up productivity in research.



DISSERTATION ABSTRACT

PERSPECTIVES OF TEACHERS AND STUDENTS IN WHOLE PERSON EDUCATION IN TWO ASIAN CHRISTIAN HIGHER EDUCATION INSTITUTIONS: BASIS FOR A STRATEGIC PLAN

KHAN MAR SHAMWELA (2019)

ABSTRACT

In this study, the selected Christian Higher Education Institutions in Asia were Silliman University in the Philippines and Kachin Theological College and Seminary in Myanmar. These two institutions have offered whole person education with holistic approaches that provide students opportunities to grow, and to strengthen character, competence, and faith. Whole person education ensures the development of the whole person or achievement of human well-being in the physical, moral, emotional, aesthetic, mental, spiritual aspects of the person. It provides not only holistic development in one's life but also prepares the students to be able to face challenges, solve problems, practice reasoning, and effectively use opportunities in life.

In this advanced and fast changing world, the young generation focuses more on the skill and intellectual development, along with the consequences of declining humanity values in human relationship and failing to reflect on the social, moral, political, economic, character, and spiritual issues. Thus, this study aimed, firstly, to qualitatively inquire from administrators, student affairs officials, and teachers of Silliman University and Kachin Theological College and Seminary their perspectives about whole person education. Secondly, this study examined quantitatively if significant relationships existed between 1) the respondents' demographic profile such as age, sex, and academic profile such (e.g., degree level and course); and 2) their participation in, and appreciation and valuation of whole person education activities and benefits, respectively.

The findings of this study revealed that there was a significant relationship between the respondents' demographic profile and participation in and appreciation of whole person education at Silliman University and Kachin Theological College and Seminary. On the other hand, there was no significant relationship between the respondents' academic profile and participation in and appreciation of whole person education. On the contrary, the data revealed that there was no significant difference in terms of the

respondents' participation in and valuation of whole person education, while there was a significant difference in terms of their appreciation of the person education. This indicates that the respondents of Silliman University and Kachin Theological College and Seminary participated in all the activities and programs in the classroom, in sports or games, in community services, and in spiritual enrichment programs.

Based on the findings, the researcher provides recommendations through new ideas, insights, and guidance to the students, teachers, parents, school administrators, curriculum planners, church leaders, cultural and arts directors, sports coordinators, and future researchers.

DISSERTATION ABSTRACT

DIGITAL LEADERSHIP COMPETENCIES IN TEACHER EDUCATION INSTITUTIONS IN THE PHILIPPINES: A BASIS FOR A TRAINING DEVELOPMENT PROGRAM

MYRA ENTONA-VILLANUEVA (MAY 2018)

ABSTRACT

This is a descriptive-correlational study pursued to measure the digital leadership competencies of academic heads of Teacher Education Institutions in the Philippines. The results would be used as basis for developing a training program that supports and sustains the use of technology in the teaching-learning process. Initially, the study determined the respondents' demographic profile with regard to sex, age, civil status, educational attainment, length of service as academic head, types of HEI, and city classification where the HEI belongs. It also looked into their technological profiles such as gadget owned, Internet bandwidth, number of hours spent for professional and personal activities. Moreover, academic heads' competency in digital leadership, which includes visionary leadership in ICT, digital-age learning culture, excellence in ICT professional practice, systematic improvement using ICT, and digital citizenship were also measured.

Fifty-seven academic heads of Teacher Education Institutions in the Philippines participated in the study. A survey questionnaire adapted from the standards formulated by International Society for Technology in Education (ISTE) was used to gather data. Cronbach alpha, percentage, weighted mean, Chi-square, Point Biserial Coefficient and Spearman Rho were employed in analyzing data. Cronbach alpha was used to analyze the reliability of the modified questionnaire.

Based on the results derived from the statistical techniques used and considering the limitations of the study, it was concluded that the academic heads were very competent in all the domains of the digital leadership competencies. Significant relationships were established between the types of HEI and Internet bandwidth and between city classification and Internet bandwidth. Moreover, age was significantly related to each of the domains in the digital competencies, as well as to the respondents' willingness to attend trainings in ICT. However, there were no significant relationship between technological profile and digital leadership competencies.



REIFICATIONS: PEER-REVIEWED RESEARCH ARTICLES

JESSA F. ENDOSO & BATCHIBA R.
LACDO-O

Effects of Distance Learning During Covid-19
on Public Senior High School Students
in Dumaguete City

RUTH ANN S. ENTEA, JIN H. GENOVE,
MARK RONALD C. GENOVE, & ALVYN
KLEIN A. MANA-AY

Navigating Change: A Qualitative Study on Nutrition
and Dietetics Faculty's Transition to Online Distance
Learning During the Covid-19 Pandemic

BATCHIBA R. LACDO-O, GINA F. BONIOR,
PABLITO DELA RAMA, & ELVE O. NASVIK
Quo Vadis Education Graduates: Looking Back and
Beyond

RETROSPECTIONS: VOICES FROM THE CLASSROOM

KATHLEEN E. DELLONA

From the Gym to the Screen: Challenges in Teaching
Physical Education During the Pandemic

KAYCEE L. MELON

On Learning to Love the Questions

MARCELITA C. PASCUAL

Teaching During the Pandemic: How I Survived

HELLENE GRACE E. PIÑERO

Translanguaging as a Pedagogical Reivention

REFRACTIONS: THESIS AND DISSERTATION ABSTRACTS

THESIS ABSTRACTS

JESSA F. ENDOSO

Effects of Distance Learning During Covid-19 on
Public Senior High School Students in Dumaguete
City

RAYA LUCE LUMADA PEDRONA

Attitude of Principals and Teachers Towards Inclusive
Education in Public Schools

DISSERTATION ABSTRACTS

TEODORA ARAGONES CUBELO

When Forces Become one: Surfacing Instructional
Leadership and Supervision Among Educational
Leaders in Medical Technology

BAWM LWI LAGYAWM

Transformational Leadership of Headmasters and
Self-Efficacy of Teachers in Shan State Kachin Baptist
Union Church-Based Elementary Schools in
Myanmar

ILDEFONSO TANTIADO TOLEDO

Social Impact of Farmer's Field School Using
Palaykey Check System On Rice Production in the
Province of Iloilo

VERONICA P. TOLEDO

Socio-Demographic Profile and Level of Performance
of Faculty on Instruction, Research, Extension, and
Production: An Administrative Intervention Program

DENNIS V. MADRIGAL

Demographics as a Variable in Assessing the Quality
of Catholic Education of Recoletos Schools in Negros
Island

RONORA S. MALAGA

Institutional Capacity, Faculty Capability, and
Productivity in Research Among Higher Education
Institutions in Negros Occidental

KHAN MAR SHAMWELA

Perspectives of Teachers and Students in Whole
Person Education in Two Asian Christian Higher
Education Institutions: Basis for a Strategic Plan

MYRA ENTONA-VILLANUEVA

Digital Leadership Competencies in Teacher
Education Institutions in the Philippines: A Basis for
a Training Development Program

