

ISSN NO. 2507-9654

THE **CPC** SCHOOL OF  
GRADUATE STUDIES  
**RESEARCH JOURNAL**



ACADEMIC YEAR  
**2020-2021**  
**Vol. XX**



## **SEAL OF COLEGIO DE LA PURISIMA CONCEPCION**

The College Seal of CPC has made use of the three symbols which appropriately the “Catholic Education” it offers as unique from the education provided by other institutions of learning. The book and the beak symbolize the acquisition of KNOWLEDGE while the cross represents the DOCTRINE OF THE CATHOLIC CHURCH integrated into the general education the College serviced to its CLIENTELE. The blue color of the Seal symbolizes the BLESSED VIRGIN MARY, the patroness of the College who provides the needed inspiration and under whose mantle of protection, the College continues to exist and does its mission as an evangelizer of Catholic education. The motto of the College “PRO DEO ET PATRIA” (FOR GOD AND COUNTRY) is arched on top of the symbolism which signifies the INTEGRAL CHRISTIAN FORMATION of the human person and interpreted further as the strong adherence of the College for LOVE and PATRIOTISM to GOD and COUNTRY.

**The CPC School of Graduate Studies Research Journal is annually published by the Center for Research, Evaluation and Statistical Analysis (CRESA) Office, Colegio de la Purisima Concepcion, Roxas City, Capiz, Philippines.**



## **CPC VMGO**

### **CPC VISION**

A Center of Excellence for Catholic Education

### **CPC MISSION**

Produce globally competitive professionals through quality Catholic instruction, relevant research and community service for love of God and country under the patronage of the Blessed Virgin Mary.

### **CPC GOALS**

1. Promote quality Catholic instruction, cultural heritage, relevant research and community service, for love of God, Mary and country; and
2. Sustain an effective and quality management system to promote globally competitive development

### **CPC OBJECTIVES**

1. Offer programs in basic education, arts and sciences, business and marine education, engineering and technology, criminal justice, post-graduate studies and other relevant programs.
2. Preserve, enrich and promote the culture of Capiz in the Philippines.
3. Strengthen research engagement and social responsibility among stakeholders of the college.
4. Deepen Christian values among stakeholders of the college
5. Adopt a quality management system that addresses emerging needs of a fast-changing global community.

### **CPC CORE VALUES**

Pro Deo et Patria (Love of God and Country),  
Faith, Hope, Charity, Integrity, Justice, Mercy, Excellence, Service



## **VISION**

A dynamic and responsive Catholic Graduate Education

## **MISSION**

To provide quality graduate programs through scholarly and relevant research in various disciplines and responsive to opportunities for community development

## **GOALS AND OBJECTIVES**

- |           |                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL 1    | Well- integrated Christian and value formation in the curriculum.                                                                                                        |
| Objective | To the Christian formation and core values of the school                                                                                                                 |
| GOAL 2    | Effective and efficient governance of the SGS.                                                                                                                           |
| Objective | To observe transparency in the administration of the department.                                                                                                         |
| GOAL 2    | Effective and efficient governance of the SGS.                                                                                                                           |
| Objective | To observe transparency in the administration of the department.                                                                                                         |
| GOAL 3    | Quality, relevant and research- based instruction.                                                                                                                       |
| Objective | To improve the curricular offerings in order to address industry needs.                                                                                                  |
| GOAL 4    | Strong and competent pool of graduate and post-graduate professors.                                                                                                      |
| Objective | To attract qualified and competent professors.                                                                                                                           |
| GOAL 5    | Strong culture of research among professors and students.                                                                                                                |
| Objective | To inculcate the culture of research among professors and students.                                                                                                      |
| GOAL 6    | Conducive learning resource center.                                                                                                                                      |
| Objective | To provide professors and students with appropriate learning materials and facilities.                                                                                   |
| GOAL 7    | Quality support services.                                                                                                                                                |
| Objective | To provide students with the necessary academic and non- academic support services                                                                                       |
| GOAL 8    | Active involvement in the CPC Community Extension programs                                                                                                               |
| Objective | To align the outreach program of the SGS to CPC's extension program and empower professors and students that they may share their knowledge and skills to the community. |
| GOAL 9    | Conducive learning environment for the SGS                                                                                                                               |
| Objective | To improve facilities in support of instruction.                                                                                                                         |

## **CORE VALUES**

Faith, Scholarship



# **CENTER FOR RESEARCH, EVALUATION AND STATISTICAL ANALYSIS (CRESA VMGO)**

## **VISION**

CPC a center for excellence in research

## **MISSION**

The college through its research activities shall generate quality research, relevant information and services in various disciplines to improve the quality of life of the people in the community and country.

## **GOALS**

1. Promote quality and relevant researches.
2. Sustain capability building for effective and efficient performance.
3. Update partnership with other agencies

## **OBJECTIVES**

1. Conduct researches/projects in line with the national, regional, provincial and institutional research agenda.
2. Disseminate research results in the international, national, provincial and institutional levels.
3. Engage in research capability building for more involvement in research activities.
4. Publish researches in journals/referred journals.
5. Maintain publication of the journals, referred journal, instructional materials, guides and bulletins of information.
6. Engage in the production/commercialization and technology transfer of research outputs.
7. Promote linkages with other agencies in the international, national, regional and provincial levels.

## **CORE VALUES**

Daily Activities are guided by  
Faith, Hope, Charity, Integrity, Justice, Mercy, Excellence, Service

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# **CPC EXTENSION VMGO**

## **VISION**

A Center of Excellence for Catholic social transformation and community

## **MISSION**

Sustain viable projects in its partner community which are well participated by the beneficiaries, CPC community, and linkages with government and non-government organizations.

## **GOALS**

1. To promote quality Christian and values formation, organization and management, and relevant quality learning on extension services program.
2. Sustain responsive community extension activities and partnership.

## **OBJECTIVES**

1. To train Christian leaders to act as catalyst in the community and help beneficiaries to be God loving and God centered persons.
2. To review and revise objectives to cope with the needs of the time.
3. To equip student volunteers with adequate skills for them to render quality service to the clientele.
4. To conduct research studies for livelihood programs of the community and for fund sourcing.
5. To develop wholesome attitudes toward work, proper nutrition, healthy living, protection of environment, education and social enterprise.
6. To incorporate goals for expenditure reduction, service quality improvement, workforce management, accountability, technology, and business process improvement

## **CPC CORE VALUES**

The CPC Extension Services adheres the core values of Pro Deo et Patria (Love of God and Country), Excellence, Integrity, Teamwork, Commitment, Transparency, Accountability, and Social Transformational Responsibility.

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# FOREWORD

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The Covid-19 pandemic has brought about a drastic change in our educational climate but this has not stopped the School of Graduate Studies from encouraging and assisting our graduate students in pursuing their research undertakings. This edition of the SGS Research Journal include studies conducted under the new normal.

Studies included in this edition generally focused on issues and concerns that are related to the change in managerial and educational climate. Among them are skills of faculty in conflict management, meeting the challenges and work passion in the workplace, the practice of adaptive leadership in public elementary schools, teachers' readiness and coping mechanisms in adopting the modular distance teaching, and leadership and management of geographically challenged schools.

One study investigated the fiscal management practices and performance of TESDA Technology Institutions, another on the higher-order thinking skills among teachers and the teaching strategies they employed, and another on the digital literacy and intra-personal skills of school principals.

Results of studies included in this edition aimed to disseminate new and relevant information that can be utilized by other researchers interested in exploring similar areas of study.

  
**NENITA A. BELUSO, DALL**  
Dean, Graduate School



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# **SCHOOL-BASED PSYCHOSOCIAL CONFLICTS AND CONFLICT MANAGEMENT SKILLS OF HEI FACULTY IN THE PROVINCE OF CAPIZ**

Rubilyn A. Bulquerin<sup>1</sup>, Rev. Fr. Glenn B. Baes, Ed.D.<sup>2</sup>

## **ABSTRACT**

The study investigated the school-based psychosocial conflicts of students and the level of conflict management skills among HEI faculty in the Province of Capiz.

This study utilized a mixed method of research employing quantitative and qualitative approaches in gathering the data. The study was conducted using a random sample of 554 HEI faculty in the Province of Capiz for the academic year 2020-2021. A researcher-made instrument was used to gather needed data and is made up of three parts, namely: the socio-demographic profile, the extent of psychosocial conflicts, and the level of conflict management skill. The instrument's validity and reliability were established and administered by the researcher herself through Google form. The data were then collated, scored, and given corresponding verbal interpretation using descriptive and inferential statistics of the SPSS. Statistical tools used to analyze and interpret data were frequency count, percentage, mean, t-test, ANOVA, and Pearson-r.

Findings revealed that the extent of school-based psychosocial conflicts of students in terms of student-student and student-teacher among HEIs in the Province of Capiz was less evident.

The level of conflict management skills among HEI faculty in the Province of Capiz was evident but it is not consistent.

There were significant differences in the extent of school-based psychosocial conflicts of students when grouped according to age, length of service, highest educational attainment, and HEI affiliation of the respondents.

The level of conflict management skills of faculty in the HEIs in the Province of Capiz significantly differed when grouped according to the respondent's age, length of service, educational attainment, and HEI affiliation.

Lastly, the level of conflict management skills of the HEI faculty significantly affects the extent of school-based psychosocial conflicts. Based on the findings, recommendations were proposed by the researcher to enhance academic policies and improve conflict management skills among HEI faculty.

**Keywords:** psychological conflicts, conflict management skills, school-based

## **INTRODUCTION**

Conflict management is considered one of the most critical aspects of solving most of the problems in organizations. Institutions like Colleges and State Universities are not exemptions. Apparently, conflicts cannot be avoided, and these conflicts must be identified, and appropriate approaches in resolving them are utilized.

Managing classroom conflicts are part of most teachers' lives. Even seemingly small disputes can negatively impact the classroom environment and interfere with long-term relationships. The academic performance of the learners is at stake too. This responsibility of managing student conflict peaceably is an essential part of our work as educators. Though there are always conflicts in schools, most students, teachers, heads, and parents fail to solve the disputes efficiently. Firstly, it is essential to uncover these disputes and what communication problems the students have among themselves, and with their teachers.

In a study conducted in Turkey, there are conflict situations in schools in every institution and organization. It is of a significant implication that attempts are made to successfully resolve conflicts, not only for personal reasons but also for the institutions; this has to be done as conflicts cannot be ignored or avoided.

In the Philippines, research confirmed the presence of conflicts in educational institutions. Teachers vary in ideas, and they see things in different ways. Some may have difficulty dealing with others, which leads to interpersonal conflict (Mendoza, 2011). Misunderstandings happen due to failures in communication and differences in opinion.

Thus, the education sectors should consider imposing or even implementing conflict management programs for various fields and specialization areas.

These conflicts come in many situations such as teacher would fear to walk into a classroom; a child would stay home from school because he or she might be frightened, students are subjected to bullying, teasing, and senseless, sometimes fatal, disputes over clothing and other possessions, disagreements between teachers and students over disciplinary measures or class requirements. These conflicts had affected school community and academic achievement and performance in various ways and are the reasons for the failure of the schools in achieving their goals, objectives, and performance; therefore, conflicts must be resolved to make sure peace and harmony exist between the teacher and students to achieve a cooperative and supportive working relationship between instructors and students in higher educational institutions.

## **Statement of the Problem**

The study tried to identify the school-based psychosocial conflicts among students and conflict management skills of HEI faculty in the Province of Capiz.

Specifically, this study aimed to answer the following questions:

1. What is the extent of school-based psychosocial conflicts of students as a whole and in terms of student-student conflicts and student-teacher conflicts?
2. What is the level of conflict management skills of the HEI faculty in the Province of Capiz as a whole and in terms of intrapersonal management skills and interpersonal management skills?
3. Is there a significant difference in the extent of students' school-based psychosocial conflicts when grouped according to age, sex, length of service, highest educational attainment, and school affiliation of the respondents?

4. Is there a significant difference in the level of conflict management skills of HEI faculty in the Province of Capiz when grouped according to their age, sex, length of service, highest educational attainment, and school affiliation?
5. Is there a significant relationship between the extent of school-based psychosocial conflicts of students and the level of conflict management skills of HEI faculty in the Province of Capiz?

## Hypotheses of the Study

1. There is no significant difference in the extent of students' school-based psychosocial conflicts when grouped according to age, sex, length of service, highest educational attainment, and school division of the respondents.
2. There is no significant difference in the level of conflict management skills of HEI faculty in the Province of Capiz when grouped according to age, sex, length of service, highest educational attainment, and school division of the respondents.
3. There is no significant relationship between students' school-based psychosocial conflicts and HEI faculty's conflict management skills in the Province of Capiz.

## Theoretical Framework

Bandura's (1977) Social Learning Theory and Piaget's (1954) Cognitive Theory provided the basis for this study. Bandura's social learning theory focuses on how humans relate to each other and the different social aspects of one's personality. Bandura (1977) believed that human behavior's actions are shaped by the environment in which people live. Social learning is an observed influential behavior that someone else mimics. The outcomes of learning behaviors derive from an idea that creates an action of what to observe. Bandura began to look at personality as an interaction among three psychological processes: the environment, behavior, and the person's psychological

processes. These psychological processes allow for creating images in one's mind that also affect how students relate to each other and learn. Fortunately, most human behavior is learned observationally through modeling from observing others, one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action.

These theories are appropriate for the present study. It presents how conflict management can resolve issues by understanding how to prevent, manage, and resolve competing needs and interests without resorting to violence, which is to be assessed in this study. These theories support what this study tries to probe on how management skills can practically resolve relationships in a school environment.

## Conceptual Framework

The concept of this study aimed to find out the extent of school-based conflicts of students, the level of psychosocial management skills of HEI faculty in the Province of Capiz, and how they are related to each other.

The schematic diagram in Figure 1 shows how the variables of the study will be treated.

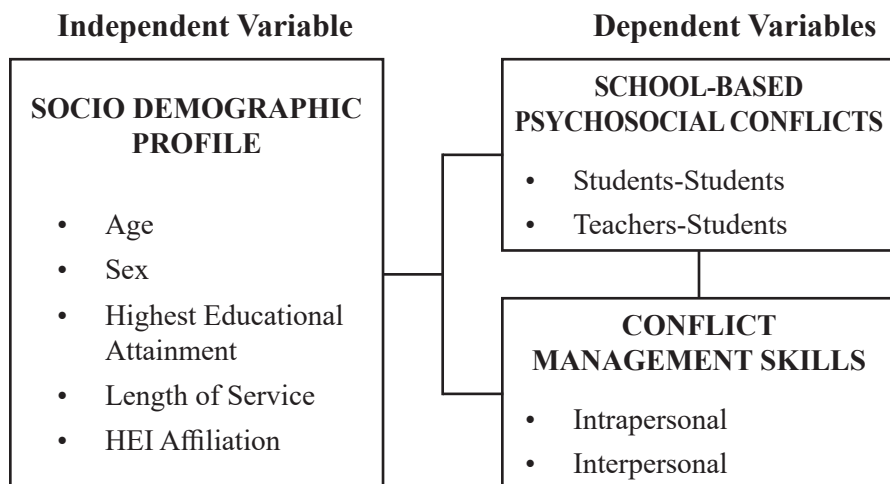


Figure 1: Schematic diagram showing the framework of the study.

## REVIEW OF RELATED LITERATURE

Conflict is a component of interpersonal interactions; it is neither inevitable nor intrinsically wrong, but it is expected (Coleman, Deutsch, and Marcus, 2014). Tjosvold, Wan, and Tang (2016) defined the conflict as incompatible actions is a much stronger foundation than describing the conflict as opposing interests because conflicts also can occur when people have common goals; for example, they may disagree about the best means to achieve their common goals. Whether the protagonists believe their goals are cooperative or competitive very much affects their expectations, interaction, and outcomes as they approach to conflict (Tjosvold et al., 2016). The previously cited researchers had a common definition of conflict and discussed a conflict between two or more parties if one is offended or bothered by the other. And these conflicts, for them, are unavoidable; conflicts are part of nature and certainly part of human relations. Conflicts because of incompatible activities may occur in both compatible and incompatible goal situations.

Conflict implies dependence and interdependence. Parties rely on other parties to realize their goals (Borbely et al., 2016). This interdependence can be positive — a cooperative context, negative — a competitive context, or mixed. Positive interdependence is strongly related to collective conflict behaviors, while negative interdependence triggers competitive actions. Interdependence also reflects the rule difference between two parties. A short-term contractor on a low-paid job usually is much more dependent on the employer than vice versa. Many conflicts, however, can be seen as “mixed-motive” situations.

Conflict is a psychological experience. Conflict is a personal and subjective experience by definition, as each individual can perceive and manage the same conflict in a different manner. Conflict doesn't necessarily have an objective basis. It depends on the perception of the specific situation, and the perception is, by definition, subjective and personal (Euwema and Giebels, 2017). Conflict concerns cognitive and effective tension. When someone perceives blocked goals and disagreements, they can also, feel fear or resentment. Many authors consider that conflict is emotionally charged (Nair, 2007; Sinaceur, Adam, Van Kleef, and Galinky, 2013), although the emotion does not



need to be labeled necessarily as a negative emotion. Some people enjoy conflict. Emotional experiences in conflict are also scripted by cultural, historical, and personal influences (Lindner, 2014).

The conflict between and among teachers occurs at any time in the academe. Teachers differ in ideas, and they see things in different ways. Some may have difficulty in dealing with others, which leads to interpersonal conflict. Interpersonal conflicts are serious concerns in that they attack the person's emotions (Mendoza, 2010). It arises from many factors such as incompatible goals, ideas, values, behaviors, differences in working, or interpersonal dissonance or emotions.

Conflict management is necessary to reduce conflicts for a better relationship among teachers and to increase their performance (Cadiz, 2016)

School leaders, including teachers, need to develop leadership competencies and have a mechanism to manage conflicts besides knowing when to intervene in disputes. In the Philippines, Cadiz (2016) cited Mendoza (2011), confirming educational institutions' conflicts. This happens due to failures in communication and differences in opinion. A well-planned training program is needed to enhance the conflict management style of the school heads. A continuing program for conflict management among teachers is indeed necessary Cadiz (2016). Conflict management has a significant effect on the productivity of teachers. Effective management of conflict among teachers is essential since they are directly involved in promoting students' welfare. When conflict is intelligently managed to the advantage of the school, it heightens faculty productivity. The problems facing schools today are complex, and overcoming them requires a variety of approaches.

In view of aiming this aimed to determine the relationship between conflict management skills of teachers and misbehavior of students, results of the study of Pedrano (2018) showed that the conflict management skills of senior high school teachers were often observed, which means that they frequently observed classroom management, managing inappropriate behavior, managing student academic work, promoting appropriate use of consequences and setting expectations for behavior that led to the level of misbehavior among senior high school students was low.

A significant relationship exists between the conflict management styles of school heads and the organizational commitment of teachers discussed in another study by Bernaldez and Gempes (2016). School heads' conflict management styles significantly but partially mediate the relationship between teachers' ethical climate and organizational commitment. This study proposed that conflict management plays a vital role in establishing a moral environment in the organization, which will affect the level of commitment of its employees. Furthermore, school administrators should take responsibility for improving teachers' knowledge base regarding the strengths and weaknesses of the different conflict management styles.

The study of Buenafe, Icutan, Morillos, and Manila focused on the school's vulnerability in the conflicts. Likewise, teachers are also visible in the said conflict. However, they are also the one who resolves and handles conflict in their respective area of responsibility.

Instructors in higher education face many challenges when trying to meet the diversity of students' needs in the classroom, such as applying the most effective strategies for controlling students' misbehavior that disrupts the class.

## Synthesis

The foreign and local works of literature cited and reviewed are, in a way, similar to the present study. Studies aforementioned points out that conflict is a factor in academic life on the concept of conflict. Schools frequently appear to be centers of tension. Various scholars have linked the conflicts in schools and emphasized that several factors conspire to create an environment where conflict is more likely to occur. These findings have a resemblance to the present study because those studies presented conflict management in all facets of life, especially in the school setting and causes of conflict, which will undermine institutional stability and performance.

## METHODOLOGY

### Research Design

This study utilized a mixed method of research. The researcher's purpose was to determine the school-based psychosocial conflicts of students and the conflict management skills of HEI faculty in dealing with conflicts. A descriptive-correlational design was used to gather the primary data considering the objectives of the study and nature and the research problems, as well as to develop a set of methods and procedures and to be able to answer the research problems and test the research hypotheses with a high degree of confidence (Stangor, 2011).

### Research Participants and Sampling Procedure

The respondents of the study were the 554 HEI faculties drawn from a population of 743 HEI faculties in the Province of Capiz during the school year 2020-2021. Likewise, purposive sampling of nine participants for the interview was chosen to further explore their perceived school-based conflicts and conflict management skills. Adler and Adler (2012) advise the broadest range of between 12 and 60 for interviews whereas Brinkmann and Kvale (2015) recommend between 5 and 25 dependent upon purpose.

Table 1. Population of the HEIs in the Province of Capiz.

HEI	Population	Sample	Percentage
HC	50	37	6.68
CAPSU	486	362	65.34
FCU	66	49	8.84
CPC	113	85	15.34
SACRI	28	21	3.79
<b>Total</b>	<b>743</b>	<b>554</b>	<b>100.00</b>

## Research Instrument Used

The study used a researcher-made survey questionnaire as a tool for gathering primary data. The questionnaire is appropriate according to Reganit (2010) when information needed is from varied and widely scattered sources and when it is not possible to explain briefly the objectives of the survey.

During the development of the survey questionnaire as the main instrument for data collection, the researcher divided it into three main parts. The first part is on the socio-demographic data of the respondents such as; age, sex, highest educational attainment, length of service, and civil status.

The second part of the instrument deals with the school-based psychosocial conflicts which include the conflicts between student-student and teacher-student. Each category has fifteen (15) item statements which were validated by the panel of experts for reliability that dealt with the psychosocial conflicts so that the researcher would be able to answer the first problem statement of the study.

The third part of the instrument deals with the faculty's conflict management skills in terms of intrapersonal and interpersonal skills. Each item had the same rating scale as Part II which the respondents could choose one according to his/her preference as mentioned above. Each category has twenty (25) item questions dealing with the management skill so that the researcher would be able to answer the second problem statement of the study.

## Data Gathering Procedure

After the validation of the questionnaire's reliability, the researcher requested permission from the School Heads of the HEIs in Capiz to conduct the questionnaire-survey among the faculty. The researcher informed the respondents through SMS and online platforms; and distributed the questionnaires through Google form in their respective email addresses or Facebook messenger. Responses were completely retrieved after 3 weeks.

In conducting qualitative interviews, there are several styles to choose from: structured, unstructured, or semi-structured. The researcher chose to conduct individual structured interviews using 2 prewritten open-ended interview questions as a guide. A structured interview was chosen to allow the researcher to focus on the specific topic required for the study. With the time and pandemic limitations, structured interviews are fairly quick to conduct which means that many interviews can take place within a short amount of time (McLeod, 2014). Each respondent is asked the same questions in the same order, while the interviewer takes notes and tries to get a sense of what the respondents answer. In a structured interview, it is less likely to forget important questions when you have a prepared list and can compare all the respondents' answers across the board more easily.

## **Data Analysis and Interpretation Procedure**

Collected data were prepared for analysis and interpretation. All the data gathered were based on the responses from the questionnaire. Data were analyzed and interpreted based on the order of the problem statements in the study.

**Data reduction.** In qualitative analysis, an additional important component of not losing information is not to strip the data from their context. Data reduction occurred continually throughout the analysis. It is not something separate from the analysis; it is part of the analysis. It needs to reduce data without losing key information which supports explanation and gives evidence.

**Data display.** Qualitative data are considered as voluminous, bulky, and dispersed, display helps at all stages in the analysis because they enable data to be organized and summarize, they show what stage the analysis has reached and they are the basis for future analysis. In displaying the data in the table, the more significant results or answers were presented first followed by the least significant answers.

**Drawing and verifying conclusion.** Drawing conclusions logically follows the reduction and display of data. It takes place with them, thus, possible conclusions may be noted early in the analysis.

## FINDINGS OF THE STUDY

The extent of school-based psychosocial conflicts of students in terms of student-student and student-teacher among HEIs in the Province of Capiz was less evident.

The level of psychosocial conflict management skills among HEI faculty in the Province of Capiz was evident.

There was no significant difference in the extent of school-based psychosocial conflicts of students among HEIs in the Province of Capiz when respondents were grouped according to sex.

There were significant differences in the extent of school-based psychosocial conflicts of students among HEIs in the Province of Capiz when respondents were grouped according to age, length of service, educational attainment, and HEI affiliation.

There were no significant differences in the level of psychosocial conflict management skills of HEI faculty when they were grouped according to sex and length of service.

There were significant differences in the level of conflict management skills of HEI faculty when they were grouped according to age, educational attainment, and HEI affiliation.

There was a significant relationship between the extent of school-based psychosocial conflicts and the level of conflict management skills of HEI faculty.

## CONCLUSIONS

Based on the foregoing findings, the following conclusions are presented:

A certain amount of school conflict is seen as inevitable among HEIs in the Province of Capiz. Conflict is seemingly unavoidable, particularly in a school setting. HEIs are supposedly home to mature students, however, no one is immune from student-to-student conflict especially caused by cheating and bullying.

The faculty of HEIs in the Province of Capiz has adequate intrapersonal skills and showed self-regulation abilities. The study also

obtained faculty's ability to build positive interpersonal relationships; the faculty had put themselves in the right temperament suitable for classroom learning situations and showed effective listening skills in resolving conflicts.

The individual perceptions of HEI faculty say that only the sex of the respondents was not found to differ from either of the variables on school-based conflicts. On the other hand, there was substantial variation in the perception of other demographic profiles.

The HEI faculty's age, educational attainment, and HEI affiliation had ascertained significant predictors on the varying conflict management effectiveness in school.

The level of conflict management skills of the faculty and the extent of school-based conflicts of the student are mutually dependent. The degree and frequency of the occurrence of conflict lessen when effective management skills are implemented. Although, conflict-causing scenarios could be considered to be an integral part of every school system, the faculty's role in preventing or even ameliorating their occurrences especially the ones that are seen to be internecine remains pivotal.

## RECOMMENDATIONS

Based on the findings and conclusions elicited from this study, the following recommendations are hereby proposed:

1. School administrators, guidance counselors, teachers, and student council may establish comprehensive guidelines for students' conduct and attitudes in school, specifically on cheating and bullying. This could be done by enhancing existing academic policies. This will help each party to understand their limits to avoid conflict. All school stakeholders are to be observant of the imposition of the policy and take the responsibility seriously.
2. The administrators and department heads may organize seminars and workshops aimed at the faculty's intrapersonal skills. Implementation of seminar-workshops for faculty,

specifically on the development of teachers' emotional intelligence to enable them to acquire and improve their classroom management skills and does not negatively influences the quality of education.

3. School administrators and department heads may form a school-based conflict committee to address differences in managing conflict among student-student and student-teacher, to implement consistency and uniformity in resolving conflict.
4. The administration may conduct periodic seminar-workshops on honing the guidance skills of the teachers. Senior teachers and with higher educational attainment may be made to share their experiences as resource speakers on how they have succeeded in classroom management.
5. The administrators and department heads may establish an appraisal-based system to evaluate and monitor teachers' conflict management skills, assess performance, and improve personal development.
6. Further, similar studies are encouraged using other stakeholders of the school as respondents with the end in sight of its applicability under the new normal in education.

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## **MANAGEMENT CHALLENGES AND WORK PASSION OF SCHOOL INSTRUCTIONAL LEADERS IN THE PROVINCE OF CAPIZ UNDER THE NEW FRAMEWORK AND PLAN OF ACTION**

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### **ABSTRACT**

This study sought to determine the extent of management challenges and the level of work passion of school instructional leaders (SILs) in the Province of Capiz under the new framework and plan of action during the school year 2020-2021.

A researcher-made questionnaire was used to gather the needed data from a stratified sample of 222 SILs in the Province of Capiz as respondents. The statistical tools used to analyze and interpret data were frequency count, percentage, mean, t-test, analysis of variance and Pearson r. The level of significance was set at alpha 0.05.

The result revealed that SILs are remarkably challenged in terms of management and are remarkably passionate in their work.

The extent of management challenges and the level of work passion of school instructional leaders vary only when their educational qualification and length of service are considered. Demographic profile such as sex, age, and school category did not affect the extent of management challenges and the level of work passion of SILs.

Furthermore, the extent of management challenges was significantly related to the level of work passion of the SILs. Some recommendations were laid by the researcher to cope with the challenges they encountered in managing the schools and at the same time strengthen their work passion in these trying times.

**Keywords:** management, challenges, work passion, instructional leaders

## INTRODUCTION

The year 2020 started just like how any new year did, with the usual festive countdowns and merry celebrations worldwide. Unknown to the rest of the world, during New Year's Eve, reports reached the World Health Organization (WHO) of several viral pneumonia cases with no known cause coming from Wuhan, China. Shortly thereafter, Chinese authorities identified a new type of coronavirus. Thailand was the earliest to detect an imported case caused by such viral germ. Brazil was the first country in the South American region to report a confirmed COVID-19 case while it was France in Europe. By the end of January, the Philippine Department of Health announced that COVID 19 officially reached the country a week earlier. Across the globe, positive cases hit the scale at 85,000 plus by the end of February; and on March 11, 2020, after the rapid increase and spread of such cases to other countries, the WHO declared the COVID-19 situation a pandemic.

The Covid-19 health crisis caused more than 1.6 billion children and youth to be out of school in 161 countries, accounting to almost 80% of the world's enrolled students (Saavedra, 2020). Italy was one of the first countries to close schools that affected almost seven million of its primary pupils and secondary students. In South Korea, schools nationwide were closed on February 23, 2020. America started closing schools across its nation by mid-March in an attempt to slow the virus' spread. Globally, school systems struggled to define innovative and inclusive learning measures and to adopt necessary distance learning solutions. Needless to say, drastic emergency methods had to be established to make possible the continuity of the teaching and learning processes.

The Philippine's Department of Education (DepEd) soon thereafter cancelled all its school-related activities and programs eventually leading to the nationwide suspension of classes and the abrupt closing of School Year 2019-2020. Due to the COVID-19 pandemic, more than 90% of young people around the world no longer attended physical school (UNESCO, 2020).

In May 2020, the DepEd, published its Basic Education Learning Continuity Plan in response to the COVID 19 situation of the country.

This formed part of the country's educational system's response to the great challenge the pandemic brought about. Amidst the call for academic freeze by various groups in the county, the current Secretary of Education firmly advocated that "education must continue," no matter what challenges or dangers may be present (Briones, 2020).

Significantly, both the Provincial and City Schools Division Office rose up to squarely face the resulting chaos and changes that the pandemic posed for the educational sector. Innovations were made to meet health protocols set by the government, several learning modality were devised to suit the no face-to-face set up, and teachers underwent numerous and rigid online trainings and webinars to capacitate themselves. Along with these, school instructional leaders gained more responsibilities and earned additional management challenges during this COVID-19 crisis.

As a consequence, their passion for work were put to test. In this scenario, a school instructional leader cannot help but feel inadequate to fill in the shoes of being in the forefront. Apprehensions as to falling short of his own expectations as a leader and those of his subordinates and superiors surfaced, along with the fear of ultimately failing in facing the challenges that the pandemic has brought upon his position.

Work passion refers to a tendency towards an act or activity that people like, see as important, and invest significant time and energy in (Vallerand, 2003). Should the level of passion of a certain individual in a workplace be high, there will be positive outcomes as to the person's productivity. As a result, the workplace or organization can benefit from this and be successful.

The researcher, being a newly installed school instructional leader, encountered numerous challenges in school management and experienced first-hand the rigors of handling school affairs under this extraordinary situation. These challenges included coping with the new working set-up, responding to the shift in the new learning modality, communicating with teachers and superiors amidst unreliable connectivity, and considering health and wellness issues in decision-making.

Also, this research was pursued to discover the various challenges that the school heads faced as they managed their respective schools and to assess their passion for work, and subsequently to produce

a tangible output that will be accessible and useful to other school instructional leaders and to the DepEd.

## **Statement of the Problem**

This study investigated the extent of management challenges and the level of work passion of school instructional leaders in the Province of Capiz under the new framework and plan of action.

Specifically, this study aimed to answer the following questions:

1. What is the extent of management challenges of school instructional leaders in the Province of Capiz as a whole and in terms of instructional leadership, learning environment, human resource management and development, and school leadership, management, and operations?
2. What is the level of work passion as a whole and in terms of cognitive, behavioral, and affective?
3. Is there a significant difference on the extent of management challenges when grouped according to sex, age, school category, educational qualification, and length of service?
4. Is there a significant difference on the level of work passion when grouped according to sex, age, school category, educational qualification, and length of service?
5. Is there a significant relationship between the extent of management challenges and the level of work passion under the new framework and plan of action?
6. What possible proposed plan of action can be drawn from the results of the study?

## Hypotheses

Based on the statement of the problem, the following hypotheses were forwarded:

1. There is no significant difference on the extent of management challenges when grouped according to sex, age, school category, educational qualification, and length of service.
2. There is no significant difference on the level of work passion when grouped according to sex, age, school category, educational qualification, and length of service.
3. There is no significant relationship between the extent of management challenges and the level of work passion under the new framework and plan of action.

## Theoretical Framework

This study was based on two theories, namely the systems theory and the self-efficacy theory. The systems theory was developed by biologist Ludwig Von Bertalanffy. Little John (1983) defined a system as a set of objects or entities that interrelate with one another to form a whole. Systems theory is basically concerned with problems of relationships, of structures, and of interdependence, rather than with the constant attributes of object. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. This theory is based on the view that managers should focus on the role played by each part of an organization, rather than dealing separately with the parts (Hannagan, 2002).



## Conceptual Framework

This study assumed that there is a significant relationship between the extent of management challenges and the level of work passion of school instructional leaders in the Schools division offices of Roxas City and of Capiz under the new framework and plan of action.

The dependent variables of this study were the extent of management challenges and level of work passion. Each of these variables consisted of pertinent components. Instructional leadership, learning environment, human resource management and development, and school leadership, management and operations were the components of the extent of management challenges variable. On the other hand, the level of work passion comprised of the cognitive, behavioral, and affective components.

The independent variable of this study was the socio-demographic profile of the school instructional leaders. This variable contained five components which were the sex, age, school category, educational qualification, and length of service. These independent variables were perceived as factors that can be utilized to ascertain the extent of management challenges and establish the level of work passion of school instructional leaders in the city of Roxas and the Province of Capiz under the new framework and plan of action.

It is also noted in this conceptual framework that the extent of management challenges and the level of work passion of the school instructional leaders have a significant relationship.

For a visual presentation, a schematic diagram is shown in Figure 1 on the next page.

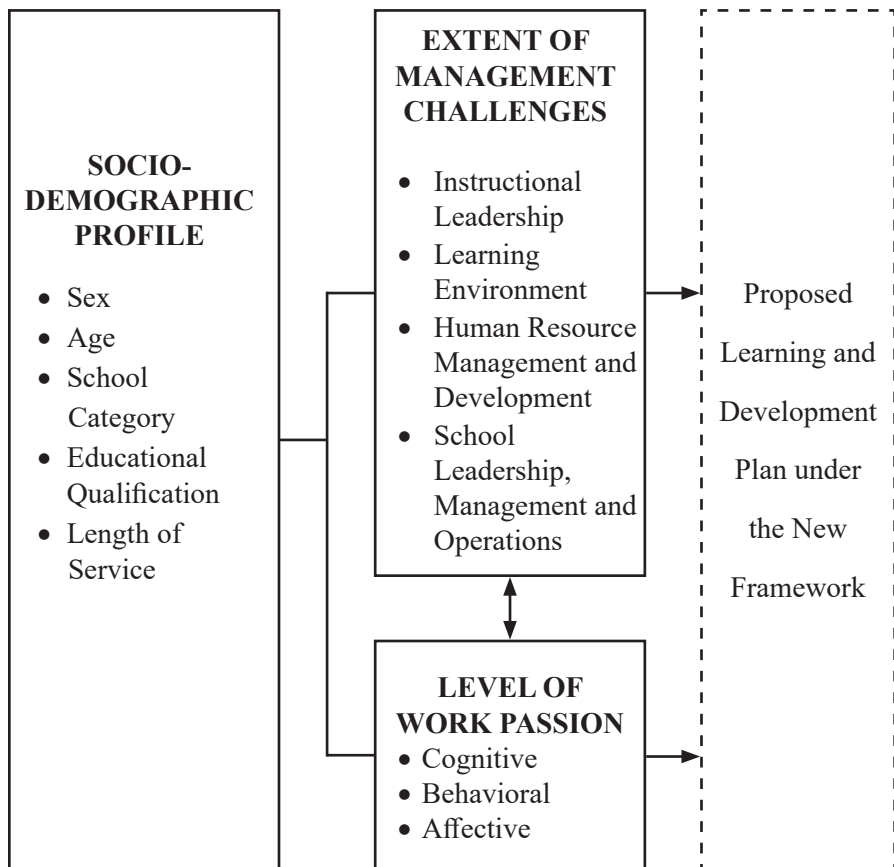
**Independent Variable****Dependent Variables**

Figure 1: The schematic diagram showing the relationship of the variables that were considered in the study.

## REVIEW OF RELATED LITERATURE

Education institutions require its management to plan, organize, direct, control and evaluate day to day activities to accomplish education goals through coordination education personnel and allocated budgets (Farah, 2013).

Like any entity, schools and other centers of formal learning necessitate concrete and purposive actions to be able to achieve its set goals by the effective and efficient handling of its human and material

resources. The management of these two resources involves the following: setting of objectives and how to achieve these, structuring its people and activities, guiding the people and monitoring their performance.

Managers are responsible for planning, organizing, motivating and controlling (Kotter, 2010). He made a distinction between leaders and managers on the basis of the tasks they perform. From this perspective, managers focus on the planning and budgeting functions, work out detailed steps for achieving results and ensure that the necessary resources are available. Managers also work with the organizing function. They establish a structure for accomplishing their plan and staff this structure with the necessary individuals to perform the tasks. They are also responsible for controlling and problem solving. Managers meet these responsibilities by closely monitoring the results of the plan, identifying deviations from the plan, and organizing solutions to these problems.

Schools are not exempted from being managed and this is where the role of SILs as managers inevitably come in. Based on the above-mentioned concepts, an adept and good SIL cum manager is one who can balance the dual roles and works hard to ensure that he is doing what he feels is best for all constituents involved. SILs must be experts at practices such as prioritizing, scheduling, planning, budgeting, and organization. In short, they must bear and exercise managerial competence.

Management and leadership are two overlapping concepts. These two cannot be separated because they overlap in terms of duties and responsibilities. The reality of the situation is that sometimes, managers need to lead and at times, leaders have to manage (Northouse, 2011). Cho and Ringquist (2011) noted in their study that although all managers are not leaders, some managers play leadership roles. Northouse's, Cho and Ringquist's studies are related to the present study because they differentiated the leaders from the managers. They also noted that not all managers are leaders and vice versa.

In order to successfully fulfill the roles and responsibilities of a leader, SILs must have a vision of what they want the school to become. This should be communicated to each stakeholder in a way that they will share the same vision. Based on this, a plan should be developed

to fulfill the goal of meeting the needs of all students. Once the vision has been established, developed, and implemented, sustaining the vision is necessary by supporting the professional growth of teachers in the form of professional development.

A working paper by the Research Alliance for New York City by Kraft, Marinell and Yee (2016) presented the significant role that learning environments play in the success of students. In said scholarly work, student achievement may propel to significant heights once learning environments are improved.

It makes sense that students would do better when they learn in positive environments. After all, most people would agree that some environments are more conducive to learning and academic performance (Street, 2016). The strong association between measures of school safety and average student achievement suggests that students are unable to concentrate on academics when they fear for their physical well-being (Steinberg, Allensworth, & Johnson, 2011). It follows then that student performance is maximized when the learning environment serves as a safe haven to these learners and when there is absence of fear about their well-being.

However, dilemmas and challenges are indispensable along with roles and responsibilities. This proves true to SILs. According to Barnett, Shoho, and Oleszewski (2012), the most named challenges were workload and task management, conflicts with adults and students, and curriculum and instruction issues. A Turkish study (Sincar, 2013) asked principals to identify their major challenges, to which they responded as follows: bureaucracy, insufficient resources, resistance to innovation, lack of in-service training, and issues related to student poverty. A similar study conducted in Namibia (Mushaandja, 2013) resulted in the following: chronic stress, overloaded schedule, simultaneous assimilation both to a new school environment and to a leadership position, adjustment from teachers being peers to being subordinates, and the sense of isolation from supervisors. The Namibian study went further to explore frustrations of SILs as they attempted to apply theoretical textbook principles from their preparation programs to the practical realities of the principalship. Crow (2010) mentioned that even administrative duties and responsibilities can compete against each other for an SIL's time and energy.

Challenges faced by SILs are not just task oriented. Leaders must sometimes overcome leadership perceptions established by previous administration. A new SIL might have to navigate the challenges of establishing credibility among individuals or groups that have obtained formal or informal power within the school (Northfield, 2013). At times, these negative perceptions of SILs can add to the challenges faced by novice leaders.

Moreover, due to the position as school manager, the SIL is in contact with many sections of the society. These different sections have different expectations and wishes from the school administration: parents in the selection of teachers, political groups on the registration of students who are most outside the registration area, public union in terms of membership, and religious groups in making demonstrations in school, hanging posters, registering students in their dormitories with the school and participating in the meetings (Urun and Gökçe, 2015). These expectations and requests constantly bring SILs with ethical problems.

SILs have responsibilities to all members of its school's community, including but not limited to the students, faculty and staff, its superiors, and for the social environment as a result of their work. This is because the decisions they make directly or indirectly affect all of them. When SILs decide on any issue, they should evaluate all these responsibilities and make decisions as balanced as possible. They may have some ambivalence or dilemma about which behavior is ethical when trying to make a decision based on all these balances. "Every decision in the administration is a restructuring of human life. Therefore, the solution of ethical dilemmas will take place in the heart of the administration" (Erdoğan, 2012).

SILs need to learn and internalize ethical decision-making strategies in order to cope with ethical dilemmas. Basically, these managers need to be sensitive, accountable and questioning in order to have ethical awareness. From here, SILs need to be aware of developments in the scientific literature, to have a conscience that integrates personal morality and professional morality, and constantly question themselves as they know ethical standards and legal responsibilities of the profession very well.

In times of emergencies, the SILs are the ones expected to rise

above the situation. They are required to come up with a crisis plan, measures and commands that would steer the school through difficulties and challenges. From minor commotions to major disturbances in the educational sphere, these school leaders are the ones in the forefront. “In a time of crisis, school leaders are walking a tightrope without a safety net. There are no precedents and no guides to leading schools in a pandemic” (Netolicky 2020).

In the Philippines, the development of the Basic Education - Learning Continuity Plan (BE-LCP) came from different units and field offices of the DepEd, from the Philippine Forum for Inclusive Quality Basic Education or Educ Forum, and from the Chairpersons of the House and Senate Committees on Basic Education, Rep. Roman Romulo and Senator Sherwin Gatchalian, respectively.

The integration of inputs into the BE-LCP was guided by the following principles: (a) Protect the health, safety and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19 virus; (b) Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modes, provision of corresponding training for teachers and SILs, and proper orientation of parents or guardians of learners; (c) Facilitate the safe return of teaching and non-teaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the DOH and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd’s own risk assessments; (d) Be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and (e) Link and bridge the BE-LCP to DepEd’s pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking in Education.

The key elements of the learning strategies that shall operationalize the BE-LCP are the streamlining of the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs) and allowing of multiple learning delivery modes such as distance learning and blended learning, either on top or in place of face-to-face learning. To help learners, parents, and teachers implement these learning delivery modes, Self-Learning Modules (SLMs) were made available in print

and offline/online digital formats for use this school year. DepEd also tapped the materials developed by various partners and entities such as SEAMEO INNOTECH, BASA Pilipinas, Knowledge Channel, Frontlearners Inc., and CHED, among many others.

The learning outcomes in the forms of knowledge, skills, attitudes, and values was assessed through a portfolio/e-portfolio that included written works and performances (and products), whether hardcopy, softcopy or a combination of these, and through summative tests as conditions allowed. The administration of national examinations continued amidst the COVID-19 pandemic.

## **METHODOLOGY**

### **Research Design**

The design used in this study was the descriptive survey correlational research design. Descriptive studies aim at finding out “what is,” so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). For Bhat (2019), it is a research survey method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the what rather than the why of the research subject. Descriptive studies aim to describe systematically and accurately the facts and characteristics of a given population or area of interest. It also aims to provide an accurate portrayal or account of characteristics of a particular individual, situation or groups.

Correlational research is a type of non-experimental research method, in which a researcher measures two variables, understands, and assess the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019).

This study was descriptive because it described (1) the extent of management challenges of SILs as a whole and in terms of instructional leadership, learning environment, human resource management and development, and school leadership, management, and operations, and (2) the level of work passion as a whole and in terms of cognitive, behavioral, and affective.

This study was also correlational because it discussed: (1) the significant difference in the extent of management challenges among SILs as a whole and when they were grouped according to sex, age, school category, educational qualification, and length of service; (2) the significant difference in the level of work passion among SILs when they were grouped according to sex, age, school category, educational qualification, and length of service; and (3) the significant relationship between the extent of management challenges among SILs and the level of their work passion under the new framework and plan of action.

The descriptive survey correlational design was appropriate in this study since it intended to describe and correlate the socio-demographic profile of the respondents with the extent of management challenges of SILs and the level of their work passion under the new framework and plan of action. It did not only describe the socio-demographic profile of the respondents in terms of their sex, age, school category, educational qualification, and length of service but also determined the differences among the above-mentioned variables. It investigated the relationship between the extent of management challenges among SILs and the level of their work passion under the new framework and plan of action.

## **Research Participants and Sampling Procedure**

The participants of this study were the SILs of public schools in the Province of Capiz. Out of the 521 total population, 50 SILs were from the Schools Division of Roxas City while 471 were from the Schools Division of Capiz. This covered the Elementary, Secondary and Integrated schools of the entire province. This study used 222 respondents.

Sample size was determined using the Slovin formula. This particular formula allows a researcher to sample the population with a desired degree of accuracy. It also gives the researcher an idea of how large the sample size needs to be to ensure a reasonable accuracy of results (Ellen, 2020).



The sample respondents were proportionally taken from the total population of school heads in the Province of Capiz as shown in Table 1 below.

Respondents	Population	Sample Size	Percent
<b>SDO Roxas City</b>			
Elementary School Heads	27	11	5.18
Secondary School Heads	9	5	1.73
Integrated School Heads	14	6	2.69
<b>SUB-TOTAL</b>	<b>50</b>	<b>22</b>	<b>9.6%</b>
<b>SDO Capiz</b>			
Elementary School Heads	393	167	75.43
Secondary School Heads	54	23	10.36
Integrated School Heads	24	10	4.61
<b>SUB-TOTAL</b>	<b>471</b>	<b>200</b>	<b>90.4%</b>
<b>TOTAL</b>	<b>521</b>	<b>222</b>	<b>100%</b>

Table 1. Distribution of respondents.

## Research Instrument Used

The research instrument utilized in this study was a researcher-made questionnaire that was converted to Google form (a free and web-based survey computer application). During times when movement restrictions and work-from-home conditions were in place due to the pandemic, an online platform was the safest and most convenient way of fielding the research instrument. The Google form questionnaire was divided into three parts.

To ensure the confidentiality of responses, the names of the respondents were omitted from the Google form questionnaire. To score and ascertain the extent of management challenges and the level

of work passion, the researcher used the following Likert scale in answering the research instrument.

Scale	Qualitative Description	Meaning
5 4.45 – 5.00	Very High	The given statement is manifested in a very remarkable manner at all times; there is extra evidence to support it.
4 3.45 – 4.44	High	The given statement is manifested in a remarkable manner; there is consistent evidence to support it.
3 2.45 – 3.44	Average	The given statement is occasionally manifested in an ordinary manner; evidence to support it is not consistent.
2 1.45 – 2.44	Low	The given statement is hardly manifested; evidence to support it is negligible.
1 1.00 – 1.44	Not Evident	The given statement is not manifested at all; no observable evidence can support it.

The researcher-made instrument underwent a validation process. Validity, defined as the ability of an instrument to measure the properties of the construct under study, is a vital factor in selecting or applying an instrument (Zamanzadeh, et. al., 2015). To strengthen the validation and assess the accuracy of the instrument used in this study, the researcher sought the help of experts who knew the study, understood the topics clearly, and inspected the content of every item in the instrument to confirm the selection of scale items. A letter of request to evaluate and validate the research instrument was sent to each of the members of the panel of experts.

The validation process by the panel of experts assured that the research instrument was appropriate, useful, and that it actually measured the variables of the study.

The pilot-test was administered to a total of 30 respondents in the Schools Divisions of Roxas City and Capiz to assess its reliability. Reliability refers to the extent to which results are consistent over time. If a study has an accurate representation of the total population

and if its results can be reproduced under a similar methodology, then the research instrument is considered to be reliable (Joppe, 2000). Assessment of reliability is also to measure consistency of the metric or a method used which includes things like methods for uncovering usability problems in an interface and expert judgment (Sauro, 2015). Cronbach's alpha or sometimes called coefficient alpha is often used to describe this measure of reliability.

## **Data Gathering Procedures**

After establishing the validity and reliability of the instrument, it was encoded in the Google Form and sent to the targeted respondents. Having been granted permission and approval by the Schools Division Superintendents of the Schools Division of Roxas City and Capiz, the researcher sent the Google form link to the Senior Education Program Specialists of Human Resource Development Sections of each Schools Division for faster dissemination.

The instrument was then administered by the researcher using online platform like Google form to ensure that the items were filled out completely by the respondents and to ensure a 100% return rate of the instrument. The researcher was made available to any clarifications or questions that the participants may raise.

The respondents on the other hand, were given enough time to answer the instrument through Google Form. The survey took place in November 2020. Collection and encoding were done on the last days of November. Proper observance of data collection and protection were taken into consideration. All data were collected, checked, and tabulated using Microsoft Excel. The collected data were processed in preparation for data analysis. In compliance with the data privacy act and some ethical considerations, the data were secured by the researcher and proper observance of its utilization was taken into consideration.

## Data Analysis and Interpretation Procedures

The generated data were collated, scored, analyzed, and given the corresponding verbal interpretation. This was done using descriptive and inferential statistics of the SPSS. For descriptive data, mean, and grand mean were used, and for inferential statistics, chi-square was used to answer the specific questions.

Pearson-Product Moment Coefficient of Correlation (Pearson-r) was used to determine the relationship between management challenges and work passion under the new framework and plan of action.

The level of significance was set at alpha 0.05. Statistical data were computerized using SPSS (Statistical Package for Social Sciences)

## FINDINGS OF THE STUDY

The following are the major findings of the study:

1. The extent of management challenges of SILs was very high.
2. The level of work passion of SILs was very high.
3. There was a significant difference in the extent of management challenges of SILs only when they are grouped according to their educational qualification and length of service. Therefore, the null hypothesis which states that there is no significant difference in the extent of management challenges of SILs when grouped according to their socio-demographic profile is rejected.
4. There was a significant difference in the level of work passion of SILs only when they are grouped according to their educational qualification and length of service. Therefore, the null hypothesis which states that there is no significant difference in the level of work passion of SILs when grouped according to their socio-demographic profile is rejected.
5. There was a significant relationship between the extent of management challenges and level of work passion.

## CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. SILs are remarkably challenged in terms of management.
2. SILs are remarkably passionate in their work.
3. The extent of management challenges of SILs varies only when their educational qualification and length of service are considered.
4. The level of work passion of SILs varies only when their educational qualification and length of service are considered.
5. Management challenges and work passion of SILs are mutually dependent. The higher the extent of management challenges, the higher also is the level of work passion and vice-versa.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. Clearly, the disruption to the calendar of activities caused by the COVID-19 pandemic created many challenges, the likes of which have not been experienced in recent history. One of the immediate obstacles was in terms of school leadership, management, and operations wherein the SILs are greatly challenged with the management of the school funds and accounting of such fund through updated liquidation reports. This issue can be drawn from the current scenario where the pandemic has shifted the priorities of schools. For instance, the bigger slice of school funds is appropriated to sustain the provision of learning materials for remote learning.
2. It is suggested that SILs should maintain their level of work passion especially during this time of pandemic. Characterized with turbulent environment nowadays, DepEd needs passionate

SILs to carry out its vision, mission, and core values. Passionate leaders can adapt easily to the new challenging situations.

3. In relation to the management challenges faced by SILs, the Schools Division Offices and the Regional Office may examine into the conduct of various programs, projects and activities in consideration of the varying socio-demographic profile. In the current study, educational qualification and length of service were found to be significant in assessing the SILs' extent of management challenges encountered. Thus, SILs should invest in educational opportunities like master's or and doctorate degree. Moreover, training grants or scholarship programs are good avenues to enhance and equip them with knowledge and skills.
4. Since the level of work passion of SILs vary across socio-demographic profile, school division officials may consider looking into the needs of SILs with respect to their attained educational attainment and length of service. This will ensure that activities to be implemented are not put into waste since the right people get the kind of intervention they really need.
5. Since there is a significant relationship between the extent of management challenges and level of work passion of SILs, school division offices may invest on the high level of work passion among SILs in dealing with such management challenges. They may strengthen the implementation of SIL development programs and provision of technical assistance based on their current needs. The SIL development program can be one of the best venues to maintain work passion and heighten its level among SILs specifically those who are young in service. Ensuring the continuous and needs-based provision of technical assistance in the journey will ensure effective and efficient delivery of the program.
6. A proposed output about the SILs' learning and development plan is recommended in collaboration with the Schools Division Offices on Human Resource Development section to guide them in managing their respective school with greater passion to work in this challenging time.

7. Future studies maybe undertaken for more in-depth investigation as to how the management challenges and work passion affect the performance of SILs. Another study of this kind on school administrators of private educational institutions may also be endeavored for comparison. Aspects and issues that have not been included in this study may be considered and discussed by other researchers in the future. Studies relevant to this may also be conducted using different types of research design and standardized research instrument.

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## **ADAPTIVE LEADERSHIP AND ORGANIZATIONAL CULTURE IN PUBLIC ELEMENTARY SCHOOLS IN THE PROVINCE OF CAPIZ**

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### **ABSTRACT**

The main objective of the study was to determine the relationship of the degree of adaptive leadership of school administrators (i.e. selfleadership and organizational leadership) and the level of organizational culture of public elementary schools in the Province of Capiz (i.e. leadership, instruction, and stakeholders' participation) for school year 2020-2021.

The study used a descriptive-correlational design that utilized the mixed method in research by employing quantitative and qualitative approaches. The quantitative data gathered from the researcher-made questionnaire were statistically treated and analyzed with the aid of Statistical Packages for Social Sciences (IBM SPSS Version 25). The researcher used frequency count, percentage, mean, t-test, f-test and Pearson r as statistical tools to analyze and interpret the gathered data. On the other hand, the qualitative data gathered from the virtual focus group discussion were analyzed and interpreted using the interactive model on the components of data analysis labelled as the transcended realism approach. Its three main components were the following: data reduction, data display, and drawing and verifying conclusions.

The degree of adaptive leadership of school administrators in terms of self-leadership and organizational leadership was outstanding.

The level of organizational culture of public elementary schools in the Province of Capiz in terms of leadership, instruction, and stakeholders' participation was outstanding.

No significant differences were found in the degree of adaptive leadership of school administrators, and the level of organizational culture of public elementary schools in the Province of Capiz when respondents were grouped according to sex, age, educational attainment, and position.



Finally, the degree of adaptive leadership of school administrators and level of organizational culture of public elementary schools were highly significantly related.

Keywords: adaptive leadership, organizational culture, instruction

## INTRODUCTION

### Background and Rationale of the Study

The culture of a school influences how people think, feel, response, and act. The school administrator is essentially responsible for shaping organizational culture. The bottom line is that the school administrators do not become conscious of the cultures in which they are embedded.

Cultural understanding is desirable, but it is essential to leaders if they are to lead. Thus, it is critical for school administrators to be cognizant of their organizational culture so they can fulfill their leadership roles effectively (Peterson, 2012).

Today, school administrators are highly regarded because of their role and responsibility in leading the school, teachers, other stakeholders, and even the way they lead their own selves. It cannot be denied that school administrators constantly encounter prevailing problems or issues that pose challenges on their leaderships. The challenge is on the school leaders on how to exhibit the essential and adaptive leadership abilities in order to address different situations and to improve the status quo. Leadership failure does not only affect leaders but it waves the whole organization, the people and the stakeholders they serve. Effective leadership that is adaptive is the key to survival (Hunter, 2013).

In the Philippine setting, the general picture is such that, the school administrators perform satisfactorily in terms of leadership. However, there seems to be weaknesses in performing some of their functions, one of which is, establishing a better work culture, delivering quality and inclusive instructions, and encouraging the active participation of external stakeholders and other members of the community (Cruz, 2016).

In State Universities and Colleges in Eastern Visayas, Philippines, the way school administrators lead depend on the leadership style they adopt and status of their organizational culture. The school administrator's adaptive leadership style influenced the level of their organizational culture in terms of work behavior, administrator-teacher work relationship, teaching and learning practices, and community participation (Gelizon, et. al., 2016).

The researcher as a neophyte school administrator and managing the school for three years, has experienced common pitfalls in leading the people, navigating the whole organization, and in establishing an organizational culture of which diverse teachers, parents, and other stakeholders are determined and motivated for the success of a common goal. For this reason, this research was undertaken in order to come up effective planning and ways to improve the leadership of school administrators as to how it will help improve the organizational culture of school, teachers and other stakeholders as they perform their basic services as members of the Department of Education.

## **Statement of the Problem**

This study investigated the teachers' assessment on the degree of adaptive leadership of school administrators in relation to the level of organizational culture of public elementary schools in the Province of Capiz for school year 2020-2021.

Specifically, it sought answers to the following questions:

1. What is the degree of adaptive leadership of school administrators as a whole and in terms of self-leadership, and organizational leadership?
2. What is the level of organizational culture of public elementary schools as a whole and in terms of leadership, instruction, and stakeholders' participation?
3. Are there significant differences in the degree of adaptive leadership of school administrators when respondents are grouped according to sex, age, educational attainment and position?

4. Are there significant differences in the level of organizational culture of public elementary schools when respondents are grouped according to sex, age, educational attainment, and position?
5. Is there a significant relationship between the degree of adaptive leadership of school administrators and the level of organizational culture of public elementary schools in the Province of Capiz?

## Theoretical Framework

This study was anchored on the Adaptive Leadership Theory of Heifetz (2004). This theory centers on the practice of mobilizing and managing self or groups of people to tackle tough challenges, and consequently thrive. Heifetz emphasized that thriving in the concept of adaptive leadership is understood as a successful leadership, adaptation to circumstances or challenges that maintain what is best for the organization to develop better culture. He also added that work environments are ever changing, and success of the organization does not merely rely on the leader's capabilities and capacities.

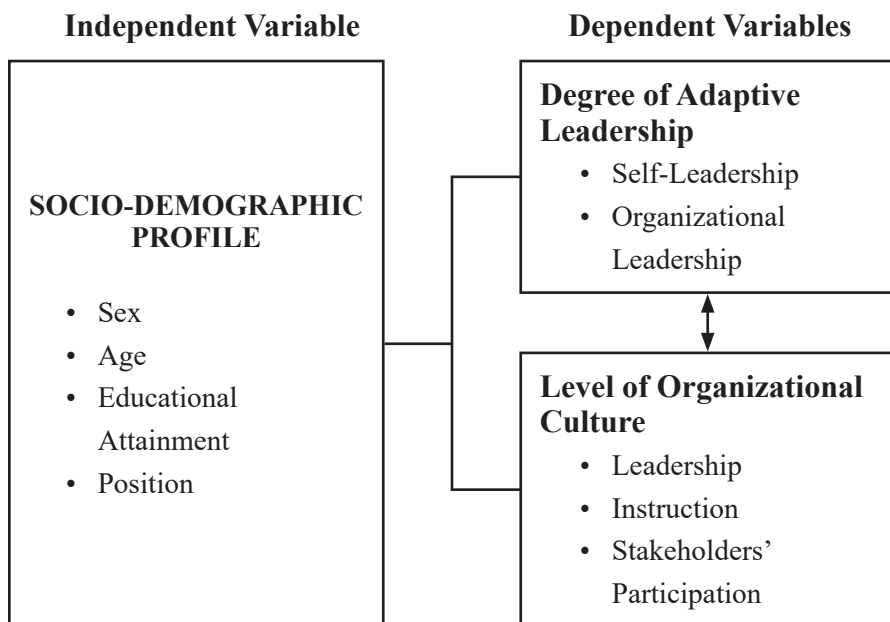
Furthermore, this study was supported by the Complexity Leadership Theory (CLT) of Marion (1999). The complexity leadership theory describes a difficulty or challenges of administrative leadership, adaptive leadership and enabling leadership that results in innovation, collaboration, learning, leading, adaptability and new organizational forms or organizational culture.

These theories believed that adaptive leadership is appropriate when school leaders are into challenges like difficulties in addressing the prevalence of issues, navigating teachers and other stakeholders in getting involved in planning and creating reforms in organizational culture towards the success of the school as a whole. School administrators are constantly facing with diverse challenges as they employ their responsibilities and accountabilities. The prevailing challenges of school leaders nowadays are found in leading the self, leading the organization, and reforming the organizational culture (Alcala, 2015). In school, the basic role of the administrators nowadays has become

more crucial and vital. They do not only lead the organization but it challenges them on how stakeholders be involved in planning, leading and implementing the policies, programs and activities of the school that promote effective and quality teaching and learning in respect to vision and mission of the Department of Education.

## Conceptual Framework

The independent variable of this study was the socio-demographic profile of the teacher respondents which include sex, age, educational attainment, and position. On the other hand, the dependent variables were the degree of adaptive leadership of school administrators in terms of self-leadership, and organizational leadership. Included also in the dependent variables was the level of organizational culture of elementary schools in terms of leadership, instruction and stakeholders' participation.



The schematic diagram showed the relationship between the socio-demographic profile as independent variable and degree of adaptive leadership and level of organizational culture as the dependent variables of the study.

## REVIEW OF RELATED LITERATURE

**Adaptive leadership.** The perception of leadership nowadays is very much different from those in the past years. The idea that a heroic individual who single-handedly generates results by enforcing his will is considered outdated. Leadership is now considered a team sport. Organizational leaders and other people in leadership positions now work together with their employees and staff to accomplish goals and initiate changes. The word collaboration in leadership is being highlighted in today's era. People in an organization became more reflective and conscious that success of the organization does not merely depends on the single hand of a leader. Leaders also became open to the idea that two heads are better than one. They became more amenable on the reality that even the world is complex and the people in it are diverse, development and success can also be achieved if members are working properly together towards the realization of goal.

## METHODOLOGY

### Research Design

This study was adopted from Creswell's (2005) spiral framework which informed the researcher to identify the problem and format the research to fit the researcher's desired intention.

This study used a descriptive-correlational research design that employed both quantitative and qualitative data. This method had a variation in data collection that leads to greater validity, answered the questions from a number of perspectives, ensured that there were no gaps to the data to be collected and pre-existing assumptions from the researcher were less likely (Bulsura, 2015).

## Research Participants and Sampling Procedure

The research participants of this study were the selected central elementary school teachers in the Province of Capiz. The participants were the two hundred eighty (280) elementary teachers randomly selected from three hundred twenty-one (321) populations among the selected central schools in the schools division of Capiz for the school year 2020-2021.

**Table 1.** Population of the teachers' participants in each district in the division of Capiz.

District	Name of School	Population	Sample Size	Percentage
Ivisan	Ivisan ES	52	45	16
Dao	Dao CS	45	39	14
Pontevedra	Pontevedra ES	40	35	13
Jamindan	Jamindan ES	39	34	12
Pilar	Pilar ES	38	33	12
Pres. Roxas	Pres. Roxas East ES	38	33	12
Panay	Panay CS	36	32	11
Sigma	Sigma ES	33	29	10
<b>TOTAL</b>		<b>321</b>	<b>280</b>	<b>100</b>

## Research Instrument Used

The study used a researcher-made questionnaire as primary tool for gathering the data. The researcher-made questionnaire was developed containing standard measurement of socio-demographic variables and multi-item that measured the adaptive leadership and organizational culture.

## Data Gathering Procedure

In gathering the responses, the researcher used the google spreadsheet in collecting and consolidating the responses of the respondents. Moreover, the researcher reviewed and checked the responses carefully. Respondents were given ten days to access the link and accomplished the online survey. The retrieved responses were consolidated, re-encoded, and forwarded to the statistician for the Special Packages of Social Science (SPSS) process .

To gather more perspectives and opinions on the degree of adaptive leadership and the level of organizational culture, a document analysis was used. As Merriam and Tisdell (2016) pointed out, “documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem”.

## Data Analysis and Interpretation Procedure

**Quantitative data.** Coding of data was done through Excel to facilitate processing, which was then converted to SPSS file for processing and analysis purposes. The data collected were scored and gave the consistent verbal interpretation. For the descriptive data, frequency counts, percentage, mean and weighted mean were used.

**Qualitative data.** The data gathered from the virtual focus group discussion were analyzed and interpreted using the interactive model on the components of data analysis label as the transcendental realism approach to trace out lawful and stable relationships between the degree of adaptive leadership and level of organizational culture as perceived by the respondents, based on the regularities and sequences that link between them (Miles & Huberman, 1994).

## FINDINGS OF THE STUDY

The following were the major findings of this study:

The degree of adaptive leadership of school administrators in terms

of self-leadership and organizational leadership was outstanding.

The level of organizational culture of public elementary schools in the Province of Capiz in terms of leadership, instruction, and stakeholders' participation was outstanding.

No significant differences were found in the degree of adaptive leadership of school administrators, and the level of organizational culture of public elementary schools in the Province of Capiz when respondents were grouped according to sex, age, educational attainment, and position.

Finally, the degree of adaptive leadership of school administrators and level of organizational culture of public elementary schools were highly significantly related.

## **CONCLUSIONS**

With the aforementioned findings, the following conclusions were drawn:

1. The adaptive leadership of school administrators in the Province of Capiz far exceeds expectations. They provide the necessary leadership under contingent situations which results to effective school management.
2. The organizational culture of public elementary schools in the Province of Capiz far exceeds expectations. They are able to establish an organizational culture where there is active participation and involvement of stakeholders.
3. School administrators in the Province of Capiz demonstrate the same qualities of adaptive leadership in establishing organizational culture regardless of their socio-demographic profile.
4. The level of participation and involvement of teachers and other stakeholders in the Province of Capiz are the same regardless of their socio-demographic profile.
5. Adaptive leadership of school administrators and organizational culture of public elementary schools in the Province of Capiz are mutually dependent.



## RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed:

1. School administrators should maintain their adaptive leadership in terms of organizational leadership. However, there are some areas of management that they should enhance their competencies, particularly on how to engage stakeholders in addressing complex issues or challenges. This would encourage the stakeholders to contribute in formulating interventions on how to solve problems in school. The school administrators should also adjust to the changes in organizational leadership by giving equal opportunities to all stakeholders to suggest better ideas that could help improve current practices and school performances. This would bring a strong collaboration in school, especially in decision makings and in addressing issues and challenges.

In terms of self-leadership, school administrators should organize team building activity that highlight leadership roles, or sports day for them to have time to relax and revitalize their body and soul despite of their complex and challenging role. This would help the school administrators to build self-importance. This would bring positive outlook in life and in leading the organization as they perform their duties and responsibilities daily.

2. Public elementary schools maintain the organizational culture in terms of stakeholders' participation. School administrators should conduct reorientation program that highlights the importance of stakeholders in assisting the student learning at home, especially that the curriculum is in modular distance learning. This could help students ease their anxiety in doing their modular activities, and parents could also give feedback to teachers as to the learning challenges and progress of their children.

In terms of instruction, teachers should enhance their

teaching practices specifically in promoting the participation of learners during the discussion in a relax but discipline manner. This could help learners share their ideas and opinions to the members of the class that would elicit others to think and formulate their concepts based on their own experiences that could help the discussion more enjoyable and meaningful.

3. School administrators should maintain their adaptive leadership regardless of their profile. But it is suggested that school administrators who have longer years in service to perform better than those who are neophytes. Because it is expected that experience wise is enough for the experienced school administrators to innovate something and provide technical assistance to the new ones on how to lead and manage the school and its culture. With this, the newly designated or future school heads could have model look at to, as to what are the expected qualities of being a school administrator should exhibit in providing the necessary leadership style in leading the self and the whole organization.
4. Public elementary school should sustain their organizational culture. However, there are some areas of culture in school that should be improved particularly to the central school to serve as a model school in the district. It is expected for the central schools to perform or to demonstrate better organizational culture than those in non-central schools. With this, school administrators, teachers and other stakeholders of the central schools should be encouraged to attend seminars and trainings on improving the culture in school conducted by the division, regional or national offices. This could help motivate the stakeholders to maximize their strengths and reflect on their weaknesses.
5. Future studies that cover non-central schools should be undertaken to further examine the relationship between adaptive leadership and organizational culture using wider scope of samples and inclusion of more variables to be able to get a clearer picture of its relevance to school administrators, teachers, learners, and other stakeholders.

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## **READINESS AND COPING MECHANISMS ON MODULAR DISTANCE TEACHING IN THE 2<sup>ND</sup> CONGRESSIONAL DISTRICT OF CAPIZ**

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### **ABSTRACT**

The study investigated the readiness and coping mechanisms of secondary school teachers in the 2<sup>nd</sup> Congressional District of Capiz during the School Year 2020-2021. It used the descriptive–correlational design. The quantitative data were gathered through a researcher-made questionnaire, while qualitative data were gathered through a virtual focus group discussion. The respondents of the study were the seven hundred sixty-three (763) randomly selected secondary school teachers. The statistical tools used were frequency count, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson r.

The level of readiness and extent of coping mechanisms of secondary school teachers on modular distance teaching were both “very high”. There were significant differences in the level of readiness of secondary school teachers on modular distance teaching when they were grouped according to educational attainment, school type and length of service, while no significant differences were found when respondents were grouped according to estimated monthly family income and residence. There were significant differences in the extent of coping mechanisms secondary school teachers on modular distance teaching when they were grouped according to school type and length of service, while no significant differences when respondents were grouped according to educational attainment, estimated monthly family income and residence. There was a significant relationship between readiness and coping mechanism of secondary school teachers on modular distance teaching.

**Keywords:** readiness, coping mechanism, modular teaching



## INTRODUCTION

The COVID-19 pandemic caused by the Novel Coronavirus SARS-COV-2 is considered as one of the emerging global emergencies in public health. The fight against its threats has received massive global attention on how to eradicate the continual increase of growing infections (Guo, et al., 2020). Suspension and temporary closing of companies, enterprises, business, and school operations had taken effect.

Various countries around the world such as Colombia, Italy, Japan, Poland, etc. responded to the call of World Health Organization (WHO) through their respective Ministry of Education (World Bank, 2020b). Globally, many schools replaced traditional classroom set ups with innovative flexible learning strategies since these are found to improve students' learning outcomes (Kim, 2020).

Schools, all throughout the world, have become vulnerable to safety and security. Health concerns of school personnel, students, parents, and other stakeholders are at stake; thus, temporary closure of schools was enforced. Community lockdown and quarantine led work from home among teachers and study from home among students through alternative learning modalities (Crawford, et al., 2020). The instructional delivery shifted into a different undertaking in the teaching and learning process. Subject matter has been taught in different ways such as inquiry, and hands-on learning. Such pedagogies seem difficult to implement, and teachers do not feel adequately able and prepared to teach the subject remotely (Lichoro, 2015). Teachers who are new to distance learning may feel unprepared to facilitate teaching, thus, need support as to technical, pedagogical, and management (Dymont, 2013).

The Philippines was placed in a state of calamity through Presidential Proclamation No. 929, Series of 2020 following the declaration of the World Health Organization (WHO) that COVID-19 is already a pandemic. The Philippines' education system, particularly in the basic education, delayed the start of the school to address the issues caused by disruption of classes and prepare for the implementation of the new learning approach.

The Department of Education (DepEd) implemented the Basic Education Learning Continuity Plan (BE-LCP) through DepEd Order No. 12, Series of 2020 for School Year 2020-2021 as education continued despite the situation.

The researcher, as a public secondary school teacher, has personally experienced the struggles of teachers in the implementation of the modular distance learning. There were delays in the transmission of modules that caused teachers to spend late hours and even during weekends for printing. Also, there were some errors in some of the modules. Communication with the learners and parents was also a challenge due to poor signal and internet connectivity. Some modules were not claimed and retrieved on time. These were few of the many difficulties faced by teachers. It is with the aforementioned realities that the researcher intended to explore the readiness and coping mechanisms of secondary school teachers on modular distance teaching.

## **Statement of the Problem**

The study investigated the readiness and coping mechanisms of secondary school teachers on modular distance teaching in the 2<sup>nd</sup> Congressional District of Capiz.

Specifically, it sought to answer the following questions:

1. What is the level of readiness of secondary school teachers on modular distance teaching as a whole and in terms of metacognition strategies, asynchronous engagement, and essential skills?
2. What is the extent of coping mechanisms of secondary school teachers on modular distance teaching as a whole and in terms of personal, social and technological?
3. Is there a significant difference in the level of readiness of secondary school teachers on modular distance teaching when they are grouped according to educational attainment,

estimated monthly family income, residence, school type, and length of service?

4. Is there a significant difference in the extent of coping mechanisms of secondary school teachers on modular distance teaching when they are grouped according to educational attainment, estimated monthly family income, residence, school type, and length of service?
5. Is there a significant relationship between readiness and coping mechanisms of secondary school teachers on modular distance teaching?

## Hypotheses of the Study

Based on the statements of the problem, the following hypotheses were tested:

1. There is no significant difference in the level of readiness of secondary school teachers on modular distance teaching when they are grouped according to educational attainment, estimated monthly family income, residence, school type, and length of service.
2. There is no significant difference in the extent of coping mechanisms of secondary school teachers on modular distance teaching when they are grouped according to educational attainment, estimated monthly family income, residence, school type, and length of service.
3. There is no significant relationship between readiness and the coping mechanisms of secondary school teachers on modular distance teaching.

## Theoretical Framework

The study was anchored on Coping Theory based on the transactional model of stress and coping by Lazarus and Folkman (1984) cited by Berjot & Gillet (2011).

The theory defines coping as the constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person. Resources can be physical such as health and energy, social such as social support one can get from family, friends and social network, psychological such as beliefs, self-esteem, perceived control, and morale, or material such as financial, tools.

Furthermore, the effectiveness of the efforts in facing the challenges of the implementation of modular distance teaching will be dependent on the resources such as physical, social psychological, and material, and depending on the approach chosen from the list emotional functions such as self-control, confrontation, social support, emotional distancing, escape and avoidance, radical acceptance, positive reappraisal, and strategic problem-solving.

## Conceptual Framework

The independent variable of this study is the socio-demographic profile of the teacher respondents which includes educational attainment, estimated monthly family income, residence, school type, and length of service. The dependent variables are the readiness of secondary school teachers on modular distance teaching in terms of metacognition strategies, asynchronous engagement, and essential skills, and the coping mechanisms of secondary school teachers on modular distance teaching in terms of personal, social, and technological.

The schematic diagram in Figure 1 presents the conceptual framework of the study showing the relationship of the variables.

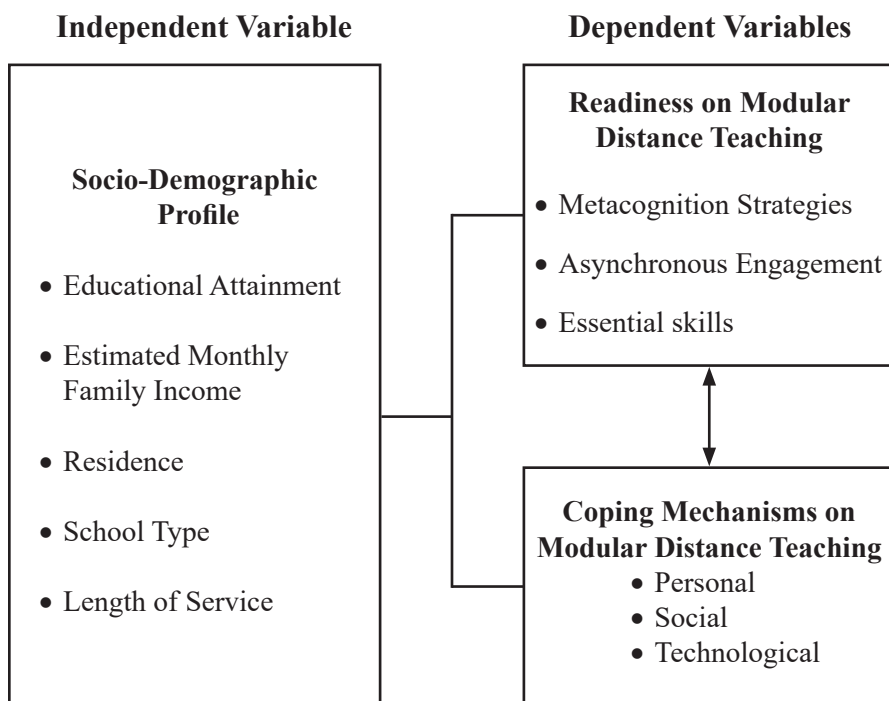


Figure I. Schematic diagram showing the relationship among the variables used in the study.

## REVIEW OF RELATED LITERATURE

**Readiness on modular distance teaching.** The newly identified  $\beta$ -coronavirus was first named the 2019-novel coronavirus first occurred at Wuhan, China, in December 2019. On February 11, 2020, the 2019-novel coronavirus was officially named SARS-CoV-2 by the World Health Organization (WHO), also known as the COVID-19 (Guo et al., 2020). The COVID-19 is not just causing health crises around the world, but it is also affecting all spheres of life, including the field of education. Educators resorted to online platforms to reach out to students, webinars became a temporary classroom, parents were called for monitoring at home, and students got deprived of social interaction among peers. The WHO advised educators and students to

conduct alternative learning due to the COVID-19 outbreak to mitigate school cancellation of classes through providing a resource list of the World Bank's Edtech teams to provide some online materials that can be used during the pandemic. The program aims to elevate the loss of learning and provide remote learning opportunities while schools are closed. Furthermore, the mandate provides guiding principles and delivery of online classes and approaches to be given by stakeholders like teachers and parents (World Bank, 2020a). This pandemic ushered an evolutionary change in the delivery of learning instruction which can be considered as a paradigm shift. All countries and educational systems all over the world were left with no choice but to adapt and respond to the needed changes.

Responding to the call of WHO, the Department of Education (DepEd, Philippines), created a series of DepEd Memorandum (DM) No. 15, 21, 23, 31 and 34 in the first quarter of 2020 entitled "Creation of a Task Force for the Management of Department of Education Response to Novel Coronavirus Acute Respiratory Disease (2019-nCoV ARD)" (Department of Education, 2020a). The DepEd, Philippines, also created a learning website called DepEd Commons catering for Alternative Learning School (ALS) students, Out-of-School-Youth (OSYA), regular learners from Kindergarten to Grade 8. The online learning hub is available both for public and private schools all over the country. The website aims to reinforce education anytime and anywhere suitable for learners who have access to the internet using equipment such as smartphones, tablets, laptops, and desktop computers (Department of Education, 2020b).

## **METHODOLOGY**

### **Research Design**

This study used the descriptive-correlational research design that employs quantitative and qualitative data. This method has a variation in data collection that leads to greater validity, answers the questions

from a number of perspectives, ensures that there are no gaps to the data collected and pre-existing assumptions from the researcher are less likely (Bulsura, 2015). This design was appropriate to this study as it determined the level of readiness and extent of coping mechanisms of secondary school teachers on modular distance teaching.

The qualitative approach was used to corroborate the numerical results on the level of readiness and the extent of coping mechanisms on modular distance teaching of secondary school teachers through a virtual focus group discussion among secondary school teachers in the 2<sup>nd</sup> Congressional District of Capiz.

## **Research Participants and Sampling Procedure**

The research participants of this study were the secondary school teachers in the 2<sup>nd</sup> Congressional District of Capiz. The participants were the seven hundred sixty-three (763) teachers randomly selected from one thousand, four hundred fifty-eight (1458) teacher population among secondary schools in the 2<sup>nd</sup> Congressional District of Capiz for School Year 2020-2021.

The researcher used the Enhanced Basic Education Information System (EBEIS) data on the total record of school teachers requested from Department of Education - Capiz Division Office. To determine the sample size, Slovin formula was used. The researcher used 2.5 percent margin of error in determining the representative samples of the population.

Simple random sampling was used to determine the sample size of the teacher respondents of the study using lottery technique. A number was assigned corresponding to the names of the respondents in every school, rolled and placed in a box, and mixed well. The pieces of paper were taken one at a time until the total sample size was reached. The same procedure was done in all schools covered in this study to get the appropriate sample size.

## Research Instrument Used

The primary research instrument used in gathering the data needed to answer the specific questions was a researcher-made questionnaire. The questionnaire has three (3) parts.

Part I generated data on the socio-demographic profile of the respondents such as educational attainment, estimated monthly family income, residence, school type, and length of service.

Part II gathered data on the readiness of secondary school teachers on modular distance teaching in terms of metacognition strategies, asynchronous engagement, and essential skills. Each indicator has ten (10) item statements.

Part III gathered data on the coping mechanisms of secondary school teachers on modular distance teaching in terms of personal, social, and technological. Each indicator has ten (10) statements.

The responses to the questionnaire were scored and interpreted as follows:

Score/ Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 (4.21-5.00)	Very High	The statement is manifested to a great extent; There are extra evidences to support it.
4 (3.41-4.20)	High	The statement is manifested more than what is expected; There are more evidences to support it.
3 (2.61-3.40)	Moderate	The statement is manifested to an average extent; there are evidences to support it.
2 (1.81-2.60)	Low	The statement is manifested very rarely; There are very few evidences to support it.
1 (1.00-1.80)	Not Evident	The statement is not manifested at all; No single evidence can support it.



## **Data Gathering Procedure**

After the questionnaire was validated and pretested for reliability and after finding it to be reliable, the researcher secured the approval of the Schools Division Superintendent of DepEd–Capiz Division, and public secondary school principals to conduct the actual survey to the respondents and the conduct of virtual focus group discussion via zoom application.

## **Data Analysis and Interpretation Procedure**

The quantitative data gathered on the readiness and coping mechanisms of secondary school teachers on modular distance teaching were scored and given with corresponding verbal interpretation. For the descriptive data analysis, frequency, percentage, and mean were used and for inferential statistics, the t-test, analysis of Variance (ANOVA), and Pearson r were used to answer the specific inferential questions. The data were tabulated, analyzed, and interpreted.

## **FINDINGS OF THE STUDY**

Results of the study revealed that the level of readiness and coping mechanisms of secondary school teachers on modular distance teaching was very high.

Significant differences were found in the level of readiness of secondary school teachers on modular distance teaching when they were grouped according to educational attainment, school type and length of service, while no significant differences were found when respondents were grouped according to estimated monthly family income, and residence.

Significant differences were found in the extent of coping mechanisms of secondary school teachers on modular distance teaching when they were grouped according to school type and length of service, while no significant differences were found when they were grouped according to educational attainment, estimated

monthly family income, and residence.

The readiness of secondary school teachers on modular distance teaching was found to be significantly related to their coping mechanisms on modular distance teaching.

## CONCLUSIONS

Based on the findings of the study, the following conclusions and generalizations are made:

1. Secondary school teachers demonstrate a very strong manifestation of readiness on modular distance teaching.
2. Secondary school teachers exhibit a very strong manifestation of coping mechanisms on modular distance teaching.
3. The selected profile of secondary school teachers such as educational attainment, school type, and length of service create variations in the level of their readiness on modular distance teaching,
4. The selected profile of secondary school teachers such as school type, and length of service create variations in the extent of their coping mechanisms on modular distance teaching,
5. When the readiness of secondary school teachers is higher, their coping mechanisms is also higher. When the readiness of secondary school teachers is lower, their coping mechanisms is also lower.

## RECOMMENDATIONS

Based on the above mentioned findings and conclusions, the following recommendations have been formulated:

1. Since teachers manifested a limited capability on using online platforms like google meet, zoom, Facebook chatrooms, etc., the school principals may invite a technology expert or a teacher from other schools who have used these applications to complement modular teaching instruction to conduct training-

workshop on the familiarization, use, and maximization of potential of social media platforms like Facebook and Google applications. Facebook can be used learning management system or depository of online learning modules while Google can be used for assessment and evaluation.

2. Since teachers manifested a lack recreational activities because of busy schedules, the school principals may conduct varied recreational programs to the teachers at least once a month. These activities may range from a simple sharing exercises, fun games and other physical de-stressing activities in school considering the restrictions during the pandemic. These recreational can lead to reduction of stress level given their workloads and encouraging fellowship with their colleagues.
3. Since readiness on modular teaching varies with the length of service, and teachers who were in service for 16 years and above recorded the lowest score in readiness, the Schools Division Superintendent through the program supervisors may conduct supplementary seminars, trainings and workshops on the implementation of the modular distance teachers focused on this particular group. An activity with a homogeneous group can be an avenue to directly address their struggles and difficulties with the new learning approach.
4. Since coping mechanisms vary with school type, and small schools recorded the lowest score in coping mechanisms, principals of small schools may conduct programs and activities geared towards personality development, improvement of interpersonal skills, use of technology applications. Teachers need more in-depth understanding of their own personality, their strength, and weakness which can lead to personal growth. Teachers need to establish active and dynamic relationship with their colleagues, create a wholesome working environment and organizational climate, inculcate the value of sharing, cooperation, camaraderie, and unity among them. Teachers need to update themselves with the use of modern technologies as instructional tools, keep abreast with the latest technologies, and improved their competencies and skills on technologies.
5. Since the level of readiness is associated with the extent of

coping mechanisms, Schools Division Superintendents may conduct more trainings and capability building seminars that will enhance the readiness of teachers on modular distance teaching and other changes brought by any disruption to classes. The series of seminars, training and workshops may cover the metacognition strategies, asynchronous engagement, and essential skills as well as coping mechanisms.

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## **FISCAL MANAGEMENT PRACTICES AND SCHOOL PERFORMANCE OF TESDA TECHNOLOGY INSTITUTIONS (TTIS) IN PANAY ISLAND**

Jonna Jay F. Gervero<sup>1</sup>, Dr. Evangeline B. Ybañez<sup>2</sup>

### **ABSTRACT**

The study determined the level of fiscal management practices of TESDA (Technical Education and Skills Development Authority) Technology Institutions (TTIs) in the areas of financial literacy, financial planning, and transparency and to the degree of school performance and their relationship.

The study was descriptive-correlational that used the mixed method in research by employing quantitative and qualitative data. A researcher-made questionnaire and in-depth interview were used in gathering the data. The respondents of the study were the two hundred eleven (211) faculty and staff of the TESDA Technology Institutions in Panay Island. The statistical tools used were the frequency count, percentage, the mean, Ttest for independent samples, and the Pearson R.

Results of the study show that the level of fiscal management practices of TESDA Technology Institutions in Panay Island when taken as a whole and in terms of financial literacy, financial planning, and transparency was found to be “satisfactory”, with financial literacy having the highest mean. The degree of school performance when taken as a whole and in terms of quality service and student service efficiency was also “satisfactory”, with quality service the highest mean.

There were no significant differences in the level of fiscal management practices of TESDA Technology Institutions when respondents were grouped according to position, age, civil status, and length of service, but significant differences were found when they were grouped according to their sex and educational attainment. No significant differences were found on the degree of school performance



of TESDA Technology Institutions in terms of quality service and students service efficiency when respondents were grouped according to sex, position, age, civil status, and length of service, except when they were grouped according to their educational attainment.

The level of fiscal management practices and the degree of school performance of TESDA Technology Institutions were found to be significantly related.

**Keywords:** fiscal management, school performance, technology institutions

## INTRODUCTION

Financial management is one of the several functional areas of management, and central to the success of any business or organization (Pandey, 2010). Consequently, careless financial management practices are the main cause of failure for business enterprises, associations and organizations in almost all countries in the world (Kawame, 2010).

School leaders take on a colossal amount of responsibilities. One of the most important duties among these is financial management.

In India, from the last decade, all the regulatory bodies have been working towards boosting financial literacy, mainly the RBI, NCFE, NISM, IRDA, PFRDA, SEBI etc. Banks and AMCs are working towards boosting financial literacy of their school managers. Having promoted the investor awareness programs across India, now finance managers have realized the importance of financial literacy education at school level. This enables future generations to manage their finances very well and avert problem while investing their money.

In the Philippines, the head of institution is the Fiscal Manager that needs to perform the following functions: prepare a financial management plan; develop a school budget based on guidelines; generates and mobilizes financial resources; manages school resources; manages a process for registration, maintenance, and replacement of school assets and dispositions of non-reusable properties; organizes a procurement committee; ensures that the official procurement process

is followed; utilizes funds for approved school programs and projects; monitors utilization, recording and reporting of funds; accounts for school funds; and prepares, submits, communicates financial reports to higher education authorities and other education partners.

TESDA Technology Institutions are government institutions that undertake direct training activities for Technical Education and Skills Development Authority (TESDA). They serve as venues to test new training schemes and as laboratories for new technology. TESDA is mandated to provide quality technical education and skills development to the people in the Philippines and to create opportunities for people to be responsible and productive. As such, it shall: (1) Promote and strengthen the quality of technical education and skills development programs to attain local and global competitiveness; (2) Focus technical education and skills development on meeting the changing demands for quality middle level manpower; and (3) Encourage critical thinking by imparting scientific knowledge among middle level manpower. TESDA formulates manpower and skills plans, sets appropriate skills standards and tests, coordinates and monitors manpower policies and programs, and provides policy directions and guidelines for resource allocation for the TVET institutions.

## **Statement of the Problem**

This study aimed to determine the level of fiscal management practices in relation to school performance of TESDA Technology Institutions (TTIs) in Panay Island for school year 2020-2021.

Specifically, this study aimed to answer the following questions:

1. What is the level of fiscal management practices of TTIs in Panay Island as a whole and in terms of financial literacy, financial planning and transparency?
2. What is the degree of school performance of TTIs in Panay Island as a whole and in terms of quality service and student service efficiency?

3. Is there a significant difference in the level of fiscal management practices of TTIs in Panay Island when respondents are grouped according to sex, age, civil status, length of service, educational attainment and position?
4. Is there a significant difference in the degree of school performance of TTIs in Panay Island when respondents are grouped according to sex, age, civil status, length of service, educational attainment and position?
5. Is there a significant relationship between the level of fiscal management practices and the degree of school performance of TTIs in Panay Island?

## **Theoretical Framework**

This study was anchored on the Financial Management Theory of Eugene F. Brigham (1971). To him, finance and business have a close relationship to each other. The reason is because a business has to make financial decisions all the time, such as investment decisions, requirements for labor or manpower, raw material purchases and stocks, advertisements & marketing expenses. Therefore, organizations need to have very strong financial management department.

## **Conceptual Framework**

This study assumed the significant relationship of the level of fiscal management practices and the degree of school performance among TTIs in Panay Island.

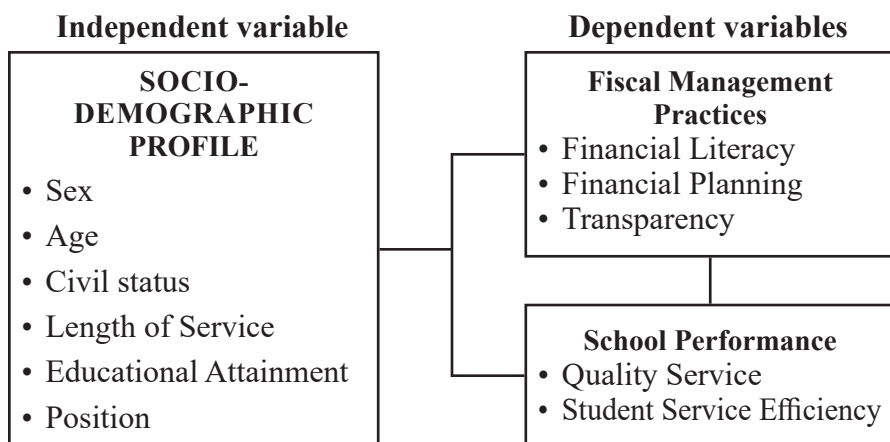


Figure 1: The schematic diagram showing the framework of the study.

It was viewed that the socio-demographic profile of the employees can influence their views and insights of their administrator's fiscal management practices and degree of school performance. It was also perceived that there would be a relationship between fiscal management practices and school performance.

## REVIEW OF RELATED LITERATURE

**Fiscal management practices.** The financial management field is becoming increasingly concerned with the financial practices of different schools today. Some school heads are beginning to make more complex financial decisions, are in the process of establishing financial management practices (Henry, and Johnson, 2018), have grown up in a consumer culture, and are accustomed to debt and easy availability of credit (Jones, 2011). Given the high rates of financial debt and credit card use among our teachers and school heads (Boddington, 2016), it is not surprising that they report high rates of financial difficulties and dissatisfaction. Although both financial hardship and dissatisfaction can have deleterious effects on a range of factors, such as (1) quality of life, (2) marital satisfaction, (3) physical and mental health, and (4) job productivity (Drentea, 2013), there is

limited empirical examination of these factors in our school heads.

Attitudes towards money and the meaning of money have also become important topics for research in the area of economic and consumer psychology (Tang, 2015). A number of studies have reported that there is a relationship between money attitudes and level of financial problems (Hayhoe & Wilhelm, 2018; Lea et al., 2015) among school managers Lim and Teo (2017) provide some evidence that money attitudes are also related to financial hardship among different schools due to fiscal failure of school managers. This study found that, in a sample of undergraduate university students in Singapore, schools that had experienced financial hardship were more likely those schools managed by school leaders who had none or little knowledge about fiscal policies.

The final aim of this study was to determine the fiscal management practices and school performance (i.e., financial literacy, financial planning, and transparency) of our school managers in TESDA Technology Institutions (TTIs) in Panay Island.

As we look at the situation today, the global form of conducting business especially schools is changing at an alarming rate. The operations of organizations are becoming apparent through the employment of proven financial management techniques.

Fiscal management practices are correlated to time, money as well as risk (Thabet, 2017). The three form the basis on which financial management concept is defined in an organizational set up. All institutions aim to make profit after every trading period (Pindado et al., 2015). They employ the considerable amount of efforts and capital to achieve this objective. Succeeding in any business would require the management to venture into new areas and take risks (Thabet, 2017). The risk comes in the form of deploying the necessary human labour that is remuneration. He further confirms that a business or a school can only gain significant return through incorporating the three elements that have been identified (time, money, and risk). The modern fiscal management practices are both conceptual and analytical.

Financial performance is a measure of how well an organization utilizes its resources. This term is used to signify the general health of a company or school. It can be used to conduct a comparison of two

or more industries, or school in the same sector (Dekker et al., 2012). Assessing the financial status is a critical element in any organization. There are various methods which are employed to track the finances within the institution. The first one is balance sheet, which gives an impression of liabilities and assets. Additionally, income statements provide a snapshot of income flows on an annual basis (Thabet, 2017). For a school to thrive in the complex market, it has to embrace the methods which are provided by various accounting policies for financial assessment. It mitigates the chances of misappropriation of funds.

As we know, the global economy is evolving. We are faced with integrated financial markets, volatile markets, evolving customer demographics, changing investor demands, as well as increased market competition and niche market monopolization. In order to compete, school businesses and organizations need to evolve constantly. They need to not only improve their products, methods of teaching, the learning environment and services, but internal operations as well. Efficiency is key when it comes to increasing profitability and reducing volatility, which will either attract or deter valuable investors.

## **METHODOLOGY**

### **Research Design**

This study used the descriptive-correlational research design employing quantitative and qualitative data. This method has a variation in data collection that leads to greater validity; answers the questions from a number of perspectives; ensures that there are no gaps to the data collected and that pre-existing assumptions from the researcher are less likely (Bulsura, 2015). This design was appropriate to this study as it determined the level of fiscal management practices and degree of school performance of TESDA Technology Institutions (TTIs) in Panay Island.

## Research Participants and Sampling Procedure

The research participants of this study were the selected faculty and staff of TTIs in Panay Island. The participants were the 211 faculty and staff randomly selected from the 243 population among the TTIs in Panay Island for the school year 2020-2021.

To determine the sample size the formula of Cochran was used. The researcher used the 0.025% margin of error to determine the representative samples of the population.

Table 1. Population of the faculty and staff participants in each TESDA Technology Institutions (TTIs) in Panay Island.

Name of School	Population	Sample Size	Percentage
Dumalag Vocational-Technical School	71	62	29.38
Leon Ganson Polytechnic College	66	57	27.01
New Lucena Polytechnic College	55	48	22.75
Passi Trade School	51	44	20.86
<b>Total</b>	<b>243</b>	<b>211</b>	<b>100</b>

## Research Instrument Used

The primary research instrument used in gathering the needed data to answer the specific questions was a researcher-made questionnaire.

Part I generated data on the socio-demographic profile of the respondents such as sex, age, civil status, length of service, educational attainment, and position. In this part the respondents were requested to fill out and check the needed data.

Part II gathered data on the level of fiscal management practices in terms of financial literacy, financial planning, and transparency. Each category had ten (10) item statements validated by the panel of experts for reliability (Appendix C, page 158).

Part III gathered data on the degree of school performance in terms of quality service and student service efficiency. Each item had the same rating scale as that of Part II. There were ten (10) statements in each category. Each statement in each category was made and applied to real school situations.

To gather the qualitative data, the in-depth interview guide questions were prepared containing two (2) open-ended questions, to reveal in-depth information on the level of fiscal management practices in relation to school performance.

## **Data Gathering Procedure**

For the quantitative method, the researcher observed the following data gathering procedure. The researcher wrote a letter requesting permission from Regional Director and Provincial Director in Panay Island to administer the questionnaires to the faculty and staff participants of the study. After the researcher received the approved request, she wrote letters to the administrators of the four (4) identified schools asking permission to administer the survey questionnaire to the selected faculty and staff. Sufficient time was given to the respondents in answering the questionnaire. The researcher then checked the completeness of the respondents that answered the Google form link.

For the qualitative, the procedures were as follows: the researcher prepared the in-depth interview guides and the in-depth interview questions. According to Morgan and Scannell (1998), a group of six to ten participants is essential when the participants have a high level of involvement with the topic, are emotionally caught up in the topic, are experts or know a lot about the topic, the topic is controversial and complex. The goal is to hear detailed stories and personal accounts.



## Data Analysis and Interpretation Procedure

The data collected were scored and given the corresponding verbal interpretations. For the descriptive data, frequency, percentage, and mean were used and for inferential statistics, the t-test, ANOVA (Analysis of Variance), and Pearson r were computed to answer the specific inferential questions. Data collected from the respondents were analyzed and interpreted.

## FINDINGS OF THE STUDY

1. The level of financial management practices of TESDA Technology Institutions in Panay Island was satisfactory.
2. The degree of school performance of TESDA Technology Institutions in Panay Island was satisfactory.
3. There was a significant difference in the level of financial management practices of TESDA Technology Institutions in Panay Island only when sex and educational attainment were considered. Therefore, the null hypothesis which states that there is no significant difference in the Level of fiscal management practices when respondents are grouped according to their socio-demographic profile is rejected, except for sex and educational attainment.
4. There was a significant difference in the degree of school performance of TESDA Technology Institutions in Panay Island only when educational attainment was considered. Therefore, the null hypothesis which states that there is no significant difference in the degree of school performance when respondents were grouped according to their socio-demographic profile is rejected, except for educational attainment.
5. The financial management practices and school performance of TESDA Technology Institutions in Panay Island were significantly related.

## CONCLUSIONS

Based on the findings of the study, the following conclusions and generalizations are made:

1. The financial management practices of school administrators of TESDA Technology Institutions in Panay Island are assessed by their faculty and staff as within their expectation, they are financially literate but needs to improve on their financial planning and transparency.
2. The school performance of TESDA Technology Institutions in Panay Island performed in accordance with the standard set by TESDA and Commission on Higher Education.
3. Educational attainment and sex of the respondents tend to cause a variation in their assessment of the financial management practices and school performance of TESDA Technology Institutions in Panay Island.
4. The financial management practices of school administrators and school performance in general of TESDA Technology Institutions in Panay Island are mutually dependent.

## RECOMMENDATIONS

Based on the above mentioned findings and conclusions, the following recommendations have been formulated:

1. School administrator should prepare financial plans in accordance with the needs of their particular schools and discuss the same with their faculty and staff in order to address the problem on transparency. Likewise, it is recommended that school managers keep accurate, updated financial information regarding school funds and expenditure, and disseminate the same accordingly.
2. In terms of the degree of school performance of TESDA Technology Institutions (TTIs) in Panay Island. It is recommended that TESDA Technology Institutions (TTIs)

strengthen institutional linkages and networking with different partner institutions and stakeholders. It is further recommended that students should be exposed to industry aligned to their training. Furthermore, TESDA Technology Institutions (TTIs) should make available PWD-friendly facilities to cater to the needs of differently-abled persons.

3. In order to improve school performance, the HR department of TTIs should consider the specialization that aligned to the programs by the particular TTIs when hiring the new faculty. Moreover, school administrators of TESDA Technology Institutions in Panay Island should be given more workshops and trainings on financial management practices for the improvement of the teaching and learning process.
4. Evaluation and monitoring of school performance should be done regularly and results should be discussed and considered in the implementation of other programs and activities.
5. Since financial management practices and school performance of TESDA Technology Institute in Panay Island are mutually dependent, TESDA should focus monitoring on proper management of funds that can optimize the goals of the information process on financial management and school practices that will enhance the financial management practices and school performance of TESDA Technology Institutions in Panay Island.
6. Future studies should be using other variables to further validate results of the study.

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## **NEW NORMAL EDUCATIONAL LEADERSHIP AND MANAGEMENT OF GEOGRAPHICALLY CHALLENGED SCHOOL ADMINISTRATORS IN THE DIVISION OF CAPIZ**

Ferry Rafunzel Bañez Manuba<sup>1</sup>, Dr. Ryan B. Estillomo<sup>2</sup>

### **ABSTRACT**

This phenomenological-qualitative research aimed to investigate the changes, challenges, managerial skills and leadership styles of geographically challenged schools administrators in Division of Capiz that could serve as basis in creating a primer for the supplementary material of the Learning Continuity Plan. This was limited to six (6) respondents who were school administrators in geographically challenged schools. In-depth unstructured Interview open-ended questions, reflexive diaries and non-participant observation were used to gather the data from the selected school administrators in the Division of Capiz. The data gathered were analyzed through the qualitative data analysis procedures presented by Powell and Renner (2003).

The themes identified that were based on the changes encountered by the school administrators in the new normal setting were organizational management strategies, personnel monitoring, instructional delivery system, and health management protocols. Identified themes based on the challenges experienced by school administrators as to the implementation of new normal setting of education were poor internet connection, transportation fare hike, threats on health and safety, parents' involvement, scarcity of school resources and adjustments.

In coping with these changes and challenges in different situations, school administrators indicated that they best utilized their managerial skills specifically their human skills, conceptual skills and technical skills. In addition to that, geographically challenged school administrators utilized different styles of leadership as to the implementation of the new normal setting of education which includes the democratic style, affiliative style and the combination of any other styles of leadership.

The output of this study presents the changes, challenges and the do's and don'ts of a school manager in geographically challenged school. This aimed to serve as a primer for the supplementary material for the Learning Continuity Plan in the geographically challenged schools especially in the new normal setting for S. Y. 2020-2021.

The findings of this study may help the School's Division of Capiz in conducting orientations, seminars and supplementary help that could help school administrators in adjusting and adopting to new normal setting especially geographically challenged school.

**Keywords:** new normal, leadership management, geographically challenged

## **INTRODUCTION**

Education is the most powerful weapon for changing the world. It eliminates gender inequality, reduces poverty, creates a sustainable planet, prevents needless deaths and illness, and fosters peace (Duncan, 2011). As stated in UNESCO's Millennium Development Goal of Basic Education for All (EFA), one key solution to end poverty and inequalities is to provide people with appropriate education. However not everyone is given the chance to enjoy the privilege. The inequalities are even deeper when considering the urban and the rural areas of the developing countries.

In the report of Commonwealth Schools Commission Australia in 1975, it was found that there was educational disadvantage at a secondary level in rural areas from factors such as isolation, non-access to cultural facilities, the range and level of local employment, and the educational levels and incomes of families. More specifically, rural schools may suffer from high teacher turnover, a lack of specialist services, a restricted range of curriculum options and a high proportion of young inexperienced teachers (Commonwealth Schools Commission, 1975).

In the Philippines, the Constitution emphasized the importance of education. Section 1 of Article XIV of the 1987 Philippine Constitution states that the state shall protect and promote the right of all citizens to



quality education at all levels, and shall take appropriate steps to make such education accessible to all. However, according to UNESCO, less than 10% of children of primary school age (6-11 years old) in the Philippines are out of school. The basic education faces perennial problems like shortage of books, facilities and classroom particularly in public school system and it is even worse in isolated and far-flung areas.

This issue is the main concern of the researcher that leads to the formulation of this research study. The researcher would like to focus on the changes and challenges experienced by the geographically challenged school administrators as well as their management and leadership styles in the new normal setting. As a daughter of former principal in a geographically challenged area and as an aspiring future administrator, the researcher would like to investigate the challenges faced by the school administrators in isolated schools especially in this new normal setting. This would benefit, prepare and equip not only the researcher but also the future educators to determine what really happens in the field.

## **Statement of the Problem**

Generally, this study aimed to investigate the changes, challenges, managerial skills, and leadership styles of school administrators in geographically challenged public schools in the Division of Capiz.

Specifically, this study sought to answer the following questions:

1. What changes have been brought about by the new normal setting of education?
2. What challenges have been experienced by the school administrators in this new normal setting of education?
3. What managerial skills were optimized in implementing public school education in geographically challenged areas in the new normal setting?
4. What leadership styles were optimized in implementing public school education in geographically challenged areas in the new normal setting?

## Theoretical Framework

This study was anchored on the Management Theory of Gatewood (1995) which states that management is a set of activities designed to achieve an organization's objectives by using its resources efficiently and effectively in a changing environment. The administrative and technical capabilities of a manager are important since how he coordinates the organization's activities and uses its resources determine not only how well the organization realizes its vision, mission and goals but also how he will be judged in terms of his efficiency and effectiveness.

This study was also based on Leadership Characteristics Theory of Derue (2011) which states that successful leaders differ from other people and possess certain core personality characteristics that significantly contribute to their success.

Finally, this study was anchored on the Contingency Theory by Fred Edward Fiedler (1964) which states that managers make decisions based on the situation at hand rather than a "one-size-fits-all" method. A manager takes appropriate actions based on aspects most important to the current situation. Managers in a school may want to utilize a leadership approach that includes participation from workers. This theory falls on the domain: school leadership wherein the principal must always be a problem solver.

The theories cited are important on the present study for it discusses the nature of managerial skills and leadership styles of school administrators that can be utilized in geographically challenged areas. It also presents that school administrators' utilization of these styles and skills may vary depending on the situation, for instance the pandemic which leads to the new normal setting of education.

## Conceptual Framework

The conceptual framework of the study utilized the Input-Process-Output (IPO) model. In the IPO diagram, it includes all of the materials and the information that are required in the process, the specific details of the process itself, and the descriptions of all products and by-products anchored on the process that took place (Schmutz,

2014). Furthermore, the framework focused on the processes used to determine and analyze the changes and challenges experienced by the school administrators in geographically challenged areas and the managerial skills and leadership styles utilized as coping strategies amidst new normal setting due to pandemic for SY 2020-2021.

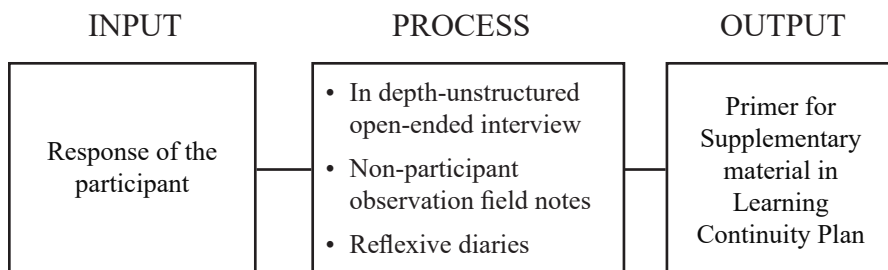


Figure 1: Schematic diagram of the research process.

## REVIEW OF RELATED LITERATURE

The pandemic has highlighted the big gap among schools in terms of equity, access and support for teachers, students and education, in general. Some schools quickly responded to the school closures because they had better access to digital technologies and more teachers who are trained and equipped with the skills needed in teaching with technology. On the other hand, some schools dabbled with problems related with access and readiness. Parents were not spared in this pandemic as they became teachers overnight and had to understand the modules or online learning activities that teachers have created for their children. In reality, not all parents were ready for this new set-up and a lot of them were overwhelmed by the things that they have to do with their children.

Indeed, educational system is affected by this pandemic. Whether it is a big or small school, a private or public school, a city or rural school, no one was spared from the devastating effects caused by COVID-19 pandemic. Not only that, the challenge also lies on the hand of the parents as they play the role of teachers at home of their kids (Vegas, 2020).

Despite that, COVID-19 pandemic has resulted in at least one positive thing: a much greater appreciation for the importance of public schools. As parents struggle to work with their children at home due to school closures, public recognition of the essential caretaking role schools play in society has skyrocketed. As young people struggle to learn from home, parents' gratitude for teachers, their skills, and their invaluable role in student well-being, has risen. As communities struggle to take care of their vulnerable children and youth, decision makers are having to devise new mechanisms for delivering essential services from food to education to health care (Winthrop & Vegas, 2020).

**Education in new normal setting.** The COVID-19 crisis has forced education systems worldwide in order to find alternatives to face-to-face instruction (OECD, 2020). As a result, online teaching and learning have been used by teachers and students in an unprecedented scale. Since lockdowns – either massive or localized - may be needed again in the future to respond to new waves of the infection until a vaccine becomes available, it is of utmost importance for governments to identify which policies can maximize the effectiveness of online learning. This policy brief examines the role of students' attitudes towards learning in maximizing the potential of online schooling when regular face-to-face instruction cannot take place. Since parents and teachers play a fundamental role in supporting students to develop these crucial attitudes, particularly in the current situation, targeted policy interventions were designed with the aim of reducing the burden on parents and help teachers and schools make the most of digital learning.

**Education in geographically isolated and disadvantaged areas.** At the launch of the Education for All Global Monitoring Report on the tenth anniversary of the adoption of the Millennium Development Goals (MDGs), United Nations Secretary-General Ban Ki-moon argued that education “should never be an accident of circumstance” (United Nations, 2010). Yet, the report echoed earlier concerns about rural education: Geographic isolation still plagues progress toward equitable education and rural groups continue to be overlooked. In short, the report claims “education is at risk”, and rural areas are susceptible.

Resources for teacher salaries and staff development are frequently limited. Teachers find fewer opportunities for exposure to current educational trends and/or ongoing staff development that directly relate to their unique teaching situations. It is not uncommon, for example, to find these schools without a professional library of teacher resources, or an instructional improvement program linked to school goals.

One survey in the United States about ethnic populations shows that the diversity in rural school becomes even more extreme. In Montana alone, ethnic are more than five different Native American populations living in rural environments, speaking different languages, and having different historical/cultural traditions.

**Management skills of school administrators.** In today's complex society, management is a purposive activity. It is something that directs group efforts towards the attainment of certain predetermined goals. People are working with, and through, others to effectively achieve the goals of the organization, by efficiently using the limited resources in the changing world. Organizational restructuring and the accompanying of cultural change has caused management practices to come and go out of trend (Salvador, 2012).

An effective leadership in administration depends upon the basic types of skills, namely: 1.) technical skill, 2.) human skill, and 3.) conceptual skill (Katz, 1995).

The technical skills involve process or technique knowledge and proficiency in a certain specialized field, such as engineering, computers, accounting, or manufacturing. These skills are more important at lower levels of management since these managers are dealing with employees doing the organization's work.

On the other hand, human skills involve the ability to interact effectively with people. Managers interact and cooperate with employees. Because managers deal directly with people, this skill is crucial. Managers with good human skills are able to get best out of their people. They know how to communicate, motivate, lead and inspire enthusiasm and trust. These skills are equally important at all levels of management. Human skills are also the ability to interact effectively with people at all levels.

Lastly is the conceptual skill which involve the formulation of

ideas and conceptualization about abstract and complex situations. This refers to the ability of a manager to take a broad and farsighted view of the organization and its future, his ability to think in abstract, his ability to analyze the forces working in a situation, his creative and innovative ability and his ability to assess the environment and the changes taking place in it. In short, it is his ability to conceptualize the environment, the organization, and his own job, so that he can set appropriate goals for his organization, for himself and for his team. Managers understand abstract relationships, develop ideas and solve problems creatively. Using these skills, managers must be able to see the organization as a whole. They have to understand the relationships among various sub-units, and visualize how organization fits into its border environment. These skills are most important at the top management levels. These skills seem to increase its importance as the manager moves up to higher position in the organization.

**Education in new normal setting.** Before the onset of the coronavirus disease 2019 (COVID-19), people used to say or write “21st century teaching, 21st century learning, 21st century knowledge and skills,” defining these as the 21st century competencies — critical thinking, communication, collaboration and creativity. However, with the coronavirus pandemic, there is a new catchword — the new normal (Tumapon, 2020).

The move to change the academic calendar year from June to August 2020 is consistent with Section 3 of Republic Act No. 7797, otherwise known as “An Act to Lengthen the School Calendar from 200 days to not more than 220 class days” (Casiple, 2020).

Furthermore, the law states that the school year, effective 1995-96, shall start on the first Monday of June but not later than the last day of August. In the implementation of this Act, the Secretary of the Department of Education, Culture and Sports (DECS), now the Department of Education (DepEd), shall determine the end of the regular school year. All higher education institutions (HEIs) are also obliged to follow the provisions of this law.

## METHODOLOGY

### Research Design

A qualitative-phenomenological research design was utilized in this study. This approach explores what people experienced and focuses on their experience of a phenomena. The main focus is placed on determining the intentionality of image, consciousness, and meaning of a certain phenomenon that is being studied. These are based on individual descriptions, universal meaning or general meaning. The experiences' structure is being referred to as the notion that underlying structures exist on all experiences. The structure of the experiences refers to the notion that all experiences have an underlying structure.

### Research Participants and Sampling Procedures

The participants in this study were the 113 school administrators in the Division of Capiz who are situated in geographically challenged schools both in mountainous and coastal areas.

The researcher utilized six (6) respondents through non-probability purposive and availability sampling design. This is the minimum number of respondents for phenomenological study (Creswell, 1998; Morse, 1994). Moreover, the researcher pre-selected the respondents who were assigned in geographically challenged schools whether in coastal or mountainous area. The design was chosen because the researcher wanted to advance a rich or dense report of experiences of the school administrators in the geographically challenged schools. Respondents were encouraged to express what are relevant and important for them to get a better understanding and contextual information. Hence, flexible and detailed answers were collected, emphasizing on important elements in qualitative research such as personal experiences, interpersonal dynamics and cultural meanings of the participants (Sherman, 2001).

The respondents of the study were identified and coded with Key Informant Interview Participant (KIIP) 01-06 for the confidentiality of their identities.

## Research Instrument Used

The research instrument that was used to gather data was an open-ended interview guide questions made by the researcher (See Appendix G). The most common form of interview is the person-to-person encounter in which one person elicits information from another (Swanborn, 2010). However, due to the current pandemic, the interview process was conducted online through Google Meet platform. Unstructured interviews do not use any set questions; instead, the interviewer asks open-ended questions based on a specific research topic, and tries to let the interview flow like a natural conversation. The interviewer modifies his or her questions to suit the candidate's specific experiences.

The question focused on the changes and challenges experienced by the school administrators in the Division of Capiz and at the same time on their managerial skills and leadership styles as coping strategies. In a qualitative-phenomenological study, the researcher is the primary instrument for gathering and analyzing opportunities for collecting and producing meaningful information. The researcher, as a human instrument, is limited by being human: mistakes are made, opportunities are missed and personal biases interfere. Human instruments are as fallible as any other research instruments (Merriam, 1988).

In formulating the open-ended questions, the researcher included the suggestions of the panel of experts in research and grammar for the reliability and trustworthiness of the instrument.

## Data Gathering Procedure

The data gathering procedure used in this study was the phenomenological research model proposed by Giorgi (2010) which allows the respondents to provide personal perspectives and reflections in their experiences. Open-ended questions made by the researcher for the interview, non-participant observation, library works, and online researches were used to gather data for this study.



## **Data Analysis and Interpretation Procedure**

In analyzing the data gathered from the interview, the researcher utilized the qualitative data analysis procedure presented by Powell and Renner (2003) and considered the following steps. The first step was to recognize the data gathered. Careful examination of quality data needed was very important. Hence, reviewing, scrutinizing, and examining the answer to the questions during the interview were necessary in order to notice consistencies and inconsistencies with other factors. The researcher had a clearer understanding about the data and had a more sense of direction about the information needed to create.

The second step was to focus on the analysis at how individuals respond to each question or topic for a given time period or event.

The third step was to categorize information based on their themes. This step brought meaning to the words. The researcher provided a descriptive label (name) for each category created. As the data were categorized, the researcher identified other themes according to the similarities from the answers and the frequency of response of the respondents.

The fourth step was to identify patterns and connections within and between categories. The researcher summarized the information pertaining to one theme, or capturing the similarities or differences in the respondents' responses within a category.

The fifth step was to interpret the data, attach meaning and significance to the analysis.

## **FINDINGS OF THE STUDY**

The respondents revealed the changes experienced in the new normal setting which includes the strategies in organizational management, monitoring of personnel, delivery of educational instruction, and health and safety protocols. They emphasized that work schedule, manner of sending reports, dissemination of updates and information to parents and stakeholders, and managing of time

were the major changes that took place in the organization. There was also a change in monitoring of their personnel especially in their attendance and performance. New normal setting also led to a change in instructional delivery system which includes the no face-to-face interaction. Lastly, rules and procedures were implemented in observance with the health management protocols.

The study also revealed that aside from changes, respondents also experienced challenges in facing the new normal setting which was evident from the interview results. Respondents emphasized that poor connectivity, transportation fare hike, concern about health and safety, parents' involvement, scarcity of resources and the adjustments were among those challenges.

In addressing those changes and challenges experienced in different situations, school administrators in geographically challenged areas optimized their managerial skills specifically the human skill, conceptual skill and technical skills.

The result also highlighted that aside from managerial skills, school administrators likewise optimized their leadership styles especially democratic style, affiliative style and combination of other styles of leadership in coping with the changes and challenges mentioned.

## CONCLUSIONS

Based on the findings of the study, the following conclusions are developed:

1. The pandemic has brought changes to the educational system which include how school administrators manage the organization, monitor the performance and attendance of their personnel, delivery mode of instruction to students and observance of health procedures which led to the implementation of the new normal setting of education.
2. A shift to new normal setting is not easy to school administrators in geographically challenged areas. Because of the changes in the field of education, administrators face additional challenges like the poor internet connection, the transportation hike, the

threat in health and safety to parents, teachers and learners, the parents' involvement, the scarcity of school resources and the adjustments of school administrators and teachers.

3. Strong human relationship skills among parents and other stakeholders, analytic and decision-making skills, technical skills and abilities of school administrators in geographically challenged areas are important especially in the new normal setting.
4. School administrators vary on the leadership style utilized in managing their organization for the new normal setting.

## RECOMMENDATIONS

Based on the conclusions of the study, the researcher proposed the following recommendations.

1. School administrators may adjust and adopt the new trends in the new normal setting of education by utilizing the new normal skills like flexibility and adoptability to cope with what is demanded of them.
2. The Curriculum and Implementation Division (CID) of the Department of Education may create supplementary materials useful in the implementation of the Learning Continuity Plan specifically designed to geographically challenged areas on the context of the challenges experienced by the school administrators. This would outline the set of activities that overlay in the resolution of school-based challenges.
3. Monitoring and Evaluation section under the School Governance and Operation Division (SGOD) of the Department of Education may conduct surveys or case studies to identify other applicable skills of managers especially in the new normal setting of education.
4. Monitoring and Evaluation section under the School Governance and Operation Division (SGOD) of the Department of Education may conduct orientations and seminars to further enhance the leadership capabilities of the school administrators.

5. To validate the result of the study, it is therefore recommended that similar studies on other geographically challenged schools in the Division of Capiz may be conducted. This study can be replicated using different variable or approach.

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## **DIGITAL LITERACY AND INTRA-PERSONAL SKILLS OF SECONDARY SCHOOL PRINCIPALS IN THE PROVINCE OF CAPIZ**

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### **ABSTRACT**

The study investigated the level of digital literacy of secondary school principals in the Province of Capiz in terms of digital platforms, office applications, and multimedia software and the degree of their intrapersonal skills in terms of self-knowledge, self-motivation and adaptability and their relationship for school year 2020-2021. This study was anchored on the Theory of Connectivism of Siemens (2005) and Downes (2010) and the Theory of Multiple Intelligences of Gardner (1993).

The research design used in this study was descriptive-correlational, employing the quantitative and qualitative approaches. A researcher made questionnaire was used to gather quantitative data, statistically treated and analyzed by the statistical package of social sciences (SPSS). The qualitative data gathered from the virtual focus group discussion were analyzed and interpreted using interactive model on the components data analysis.

Findings of the study revealed that the level of digital literacy of secondary school principals in the Province of Capiz as assessed by their teachers, as a whole and in terms of digital platforms and office applications was “very good” except for multimedia software which was “good”. Their degree of intra-personal skills as a whole and in terms of selfknowledge, self-motivation and adaptability was “outstanding”.

There was no significant difference in the level of digital literacy of secondary school principals when respondents were grouped according to age, sex, civil status and position. However, there was a significant difference when their length of service and educational attainment were considered. Except for the length of service, the

degree of their intrapersonal skills when respondents were grouped according to their selected profile was not significant.

The level of digital literacy of secondary school principals and their degree of intra-personal skills was significantly related.

Keywords: digital literacy, intra-personal skills, principals

## INTRODUCTION

Most governments around the world are concerned with the need to increase the level of digital literacy amongst citizens. Digital skills are becoming increasingly essential for successful living, learning and working in the 21st Century (Brown, 2017). This global concern, calls for intrapersonal skills of adaptability and the development of lifelong learning habits concerning technology (Vrooman, 2013). As the pandemic continues to gravely affect governments, economies and education, digital literacy and intra-personal skills such as self-knowledge, selfmotivation and adaptability, are essential for the school head, teachers, and most especially, the learners.

In Ireland, for example, the latest European Digital Economy and Society Index (EDESI) reports that less than half the population has basic digital literacy (European Commission, 2017). Furthermore, as the United States of America claims that today's kids might be digital natives, a new study shows they are not close to being computer literate. Some may rush to blame teachers and call for their additional training as a way to address this alarming finding. Instead, the work must begin with school leaders to lay the groundwork for teachers' success (Strauss, 2019).

In the Philippines, the over-arching vision is to deliver digital literacy which coincides with the implementation of the K-12 curriculum in 2013 - 2014 (Umali, 2019). In addition, Globe Telecom has launched partnership with the DepEd Regional Office in DepEd Central Visayas for the integration of its digital literacy program in over three thousand eight hundred (3,800) public schools. Schools may use Digital Thumbprint Program (DTP) learning modules that promote digital citizenship and responsibility to students, teachers and the general public (Ronda and Mateo, 2018).

The researcher, being digitally literate and experienced in various digital issues in education, would like to know how digitally literate are the principals as assessed by their teachers and how their level of digital literacy relates to the degree of their intra-personal skills in the execution of their daily undertakings, especially in this time of pandemic where all transactions need to be done using technologies.

In this digital age, secondary school principals adjust to major changes in the workplace due to the pandemic situation which include modes of communication with the teachers, students, parents and other stakeholders as well as online teaching and learning modalities of the teachers and students respectively. Other tasks involve technologies that build intrapersonal skills such as self-knowledge, self-motivation and adaptability. These help prevent stress and burnout in work, and can improve mental health, ultimately leading to a more meaningful life (Akenberger, 2020).

## **Statement of the Problem**

This study aimed to determine the level of digital literacy and the degree of intra-personal skills of secondary school principals in the Province of Capiz for school year 2020-2021 as assessed by the teacher respondents.

Specifically, this study sought to answer the following questions:

1. What is the level of digital literacy of secondary school principals in the Province of Capiz as a whole and in terms of digital platforms, office applications and multimedia software?
2. What is the degree of intra-personal skills of secondary school principals in the Province of Capiz as a whole and in terms of selfknowledge, self-motivation and adaptability?
3. Are there significant differences in the level of digital literacy of secondary school principals in the Province of Capiz when respondents are grouped according to age, sex, civil status, length of service, educational attainment, and position?
4. Are there significant differences in the degree of intra-

personal skills of the principals when respondents are grouped according to age, sex, civil status, length of service, educational attainment, and position?

5. Is there a significant relationship between the digital literacy and intra-personal skills of secondary school principals in the Province of Capiz?

## **Theoretical Framework**

This study was anchored on the Theory of Connectivism of Siemens (2005) and Downes (2010). Connectivism is a learning theory that explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web. These technologies include Web browsers, email, online discussion forums, social networks, YouTube, and many other tools which enable the users to learn and share information with other people (David, 2015).

Connectivism Theory holds that learning takes place in an online network. A digital-oriented principal can actually be a technology model who can guide teachers, students and other stakeholders in the provision of appropriate teaching and learning needs of teachers, students and the entire school system, most especially in this time of pandemic.

Technological leadership of a principal is needed nowadays, most especially in this time of pandemic. He can easily communicate and converse with various stakeholders with the use of digital platforms anytime, anywhere to share and collaborate ideas for better preparation and implementation of all plans with regard to excellent future of this generation.

## **Conceptual Framework**

The conduct of the study was guided by the conceptual framework shown in Figure 1. There are independent and dependent variables.

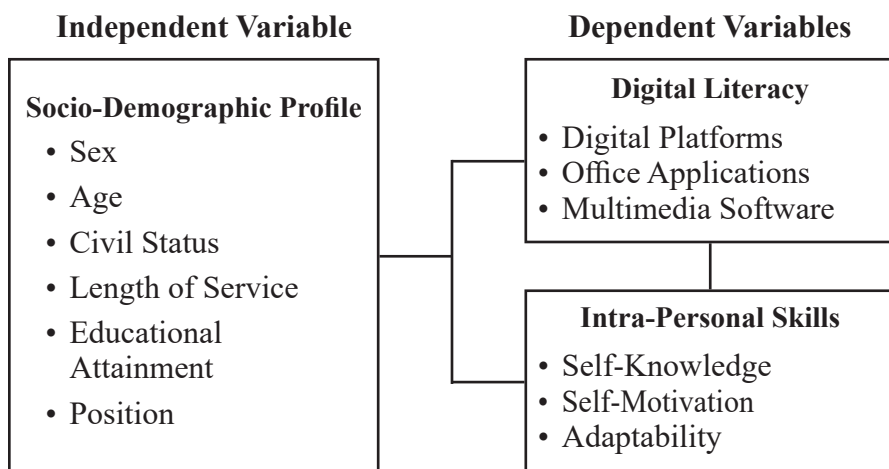


Figure 1. Schematic diagram showing the framework of the study.

## REVIEW OF RELATED LITERATURE

Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy (UNESCO, 2018). Technology and literacy need to be embraced by educators that include — teachers and school leaders. Being members of education system, they play an essential role in any educational movement or initiative. Together, they influence not only the educational system but the entire society.

It encompasses the essential skills for managing information and communication in the rapidly changing and increasingly digital world that is the 21st century. The term digital literacy encompasses a broad spectrum of five distinct areas: a.) Locating and filtering involves finding and identifying resources and paring down those resources in order to arrive at exactly the information that is desired. b.) Sharing and collaborating highlights the social movement of the interactive and collaborative web. c.) Organizing and curating involves the recursive process of making orderly sense of resources

and content that is otherwise fragmented and scattered. This process includes e-portfolios, social bookmarking, blogs and microblogging; d.) Creating and generating acknowledges the responsibility for collaborative content creation of teaching and learning. Creating and generating are facilitated through technologies such as wikis, blogs, e-portfolios and multiuser virtual environment; e.) Lastly, the reusing and repurposing refer to the ability to mashup and remix content from multiple online sources. Virtual globes, interactive time lines, and numerous online mashup tools are samples of the modern technological tools for reusing and repurposing (Summey, 2013).

Malaysia aims to be an information society by the year 2020 but this can be achieved only if the mass population, that includes those who are in the rural area, has the access to use the ICT (Ibrahim, 2013). This is due to the uneven distribution of the basic telecommunication structure between the urban and rural in Malaysia, leaving the rural area at a disadvantage. Meanwhile, many programs have been implemented by the government to encourage the rural population to use the internet such as “KedaiKom”, a communication based tele center serving the rural population. The survey has indicated that the community telecenter could be used to bridge the digital divide between the underserved rural communities and the well-accessed urban community.

More of the rural population, especially the younger generation and those with higher education background are using the community tele center to be connected to the internet. Further results in the study of Ibrahim, et al. (2013) reveal that there was no significant difference between active and passive groups of digital users with regard to age, marital status, educational level and family income. This implies that digital literacy is the same regardless of age, marital status, educational level and family income. However, significant difference was found in terms of gender and occupation. Hence males have different level of digital literacy from females. Likewise, in terms of occupation, a manager did not have the same level of digital literacy as those in other positions or occupations.

Digital literacy increased at the post-evaluation, but even more for the BLG as revealed in the study of Alcala et al. (2018). In the validation of the blended workshop the results were positive

regarding ease of use, perceived usefulness, attitude toward using and intention to use, indicating that older adults believed that it is useful to implement this type of supporting systems for developing their digital competencies. Hence, no difference was found in the digital literacy of the respondents because older adults are capable of learning and acquiring digital literacy skills as long as they are strongly motivated or they know the functional benefits related to ICT.

Given the above findings, school principals, teachers and students similarly struggle to stay abreast with new technologies and to pursue them so as not to be left behind. Everyone has the right to be digitally literate regardless of age, sex, civil status, educational attainment and job position.

**Digital platforms.** Digital platforms are online business that facilitate commercial interactions between at least two different groups—with one typically being suppliers and the other consumers (Court, 2018). Digital platforms can be used in commercial, occupational, corporate and professional exchanges of information, goods, or services among individuals, communities or organizations.

**Office applications.** Today, it is becoming necessary to think innovatively in order to ensure continued success and stay competitiveness. From the 20<sup>th</sup> century traditional view and practices that discouraged innovative behaviors, the 21<sup>st</sup> century has called for innovative thinking in organizational practices. Here in the Philippines, for instance, office applications, invented by other countries such as Microsoft Office Applications (i.e. MS Word, MS Excel, MS PowerPoint, and MS Publisher; and Google Office Applications – Google Docs, Google Spreadsheet, Google Slides and Google Forms), have made the compliance of tasks faster and more convenient. They are found favorable especially in this time of pandemic when communications and work are done in an online bases.

**Multimedia software.** Multimedia is blended with a text, graphics, sounds, animation, and video. It is a software which recreates, redesigns and re-enhances a document, presentation or a movie. It has an important feature compared to other software applications. For example, word processing documents can be enhanced with pictures, graphic charts, word arts, and other objects.

Division Memorandum No. 144, s. of 2020, scheduled a webinar

in developing and conducting teaching on video (TOV). This memorandum aimed to improve the quality of teaching delivery on using audio, photo, and video teaching.

Students need to increase their focus on communication, collaboration, and creativity and use of technology in order for them to learn how to solve problems and think creatively. Students must be taught how to use technology efficiently, effectively, ethically, appropriately, safely, respectfully. Technology is making the old ways obsolete and those that do not adopt it also become obsolete.

**Intra-personal skills.** Educational managers of today have to be emotionally intelligent. They must manage their feelings and emotions, think well and have the flexibility even in critical situations in the school environment (Sia, 2017). School principals should have good intra-personal skills to be able to lead the school, given the rampant internal and external conflicts and technology trends in the present school system. Similarly, school principals should possess these skills to relate well with his constituents, to keep the flow of information running up and down the hierarchical ladder of the organization (Jimlan, 2017).

Therefore, it is imperative for school principals in the region, division and even in school to possess the qualities of a transformational leader who acts according to what is right and important for the good of the school and the society (Jimlan, 2017). One can only do this if intra-personal skills of the school principals are in place.

**Self-knowledge.** Self-knowledge is an essential skill of a school leader that provides insight of their actual self as perceived by others. Selfknowledge is concerned not only with knowing one's inner-self, but also with recognizing the reactions of others to his/her words and actions.

Based on the scenario of school administration in Panay Island, Jimlan (2018) embarked on the development of a "Heart – Centered Management Training Program". The heart-centered management, an urgent and integral approach to educational management, enables the leader to establish a sense of significant interconnectedness among employees. Also, it is designed to develop self-awareness and selfknowledge among the school leaders in Panay Island. Heart-Centered Management Training Program has been proposed to overcome the common problems in education such as employees'



conflicts in school, organizational gap, deficiency of emotional intelligence of the school leaders, and enhancement of transformational leadership.

**Self-motivation.** It is an internal drive for an individual to pursue something for a purpose or achieving aspirations in life. When one is motivated intrinsically, one looks for improvement in one's self through skills development and competency (Hernandez, 2015).

Evaluating the personal qualities, work values and job performance of Educational Management graduates, the study of Odivilas (2015) revealed that the personal qualities of graduates in terms of personal character, initiative and personality were found to be very good. The work values of the graduates such as work ethics, diligence, teamwork and creativity were rated "practiced" by the respondents. However, selfmotivation, self-confidence and professionalism were rated "moderately practiced" by the supervisors but graded "practiced" by the graduates themselves. The difference in work values of diligence, self-motivation, creativity, self-confidence and professionalism, was rated "significant" except for work ethics and creativity. The Educational Management graduate respondents' performance rating for the School Year 2010-2011 was "very satisfactory". The relationship between personal qualities in terms of personal character, initiative and personality and job performance was not significant. Similarly, the relationship between work values in terms of work ethics, diligence, teamwork, self-motivation, creativity and professionalism and job performance, was not significant, except for selfconfidence. The findings of this study point out that work was also perceived for its social significance in defining a person. So, the quality of a worker is reflected by the quality of his work. Well organized work and work done on schedule imply a self-motivated, conscientious and disciplined worker.

## METHODOLOGY

### Research Design

This study used the descriptive-correlational research design that

employs quantitative and qualitative data. This method of research design aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of a particular phenomenon (McMilan, 2006).

In this study, quantitative research was used to determine the level of digital literacy in terms of digital platforms, office applications and multimedia software and the degree of intra-personal skills in terms of selfknowledge, self-motivation and adaptability of the secondary school principals among the selected mega large secondary schools in the Province of Capiz and to establish the relationship between the different variables as assessed by the teacher respondents.

## **Research Participants and Sampling Procedure**

The respondents of this study were the three hundred four (304) teachers randomly selected from the total population of one thousand two hundred seventy-three (1,273) teachers among the sixteen (16) mega large selected secondary schools in the Province of Capiz for school year 20202021. Among the sixteen (16) mega large secondary schools, twelve (12) secondary schools were from the Division of Capiz and four (4) secondary schools from the Division of Roxas City.

A sample population of the teachers were used to make inferences about the whole population. The researcher used the 5% margin of error to determine the appropriate sample size of the population. If the size of the population is less than 500 but not more than 1, 500, the 5% margin of error is used. However, if the size of the population is at least 1, 500, the 3% margin of error is used. (Pagoso, 1985).

## **Research Instrument Used**

The research instrument used in gathering the needed data to answer the specific questions in this study was a researcher-made questionnaire. The formulation of the researcher-made questionnaire items was based on the conceptual literature about digital literacy in

terms of digital platforms, office applications and multimedia software; and intrapersonal skills in terms of self-knowledge, self-motivation and adaptability of secondary school principals in the Province of Capiz as assessed by their teacher respondents.

Part I was generated data on the socio-demographic profile of the teacher respondents such as age, sex, civil status, length of service, educational attainment and position.

Part II gathered data on the level of digital literacy in terms of digital platforms, office applications and multimedia software of the secondary school principals in the Province of Capiz as assessed by the teacher respondents.

Part III dealt with the intra-personal skills of the secondary school principals in the Province of Capiz in terms of self-knowledge, selfmotivation and adaptability as assessed by the teacher respondents.

Value	Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5	4.5-5.00	Outstanding	The condition expressed by the statement is manifested in a very remarkable manner at all times; there is extra evidence to support it.
4	3.45-4.44	Very Good	The condition expressed by the statement is manifested in a remarkable manner; there is consistent evidence to support it.
3	2.45-3.44	Good	The condition expressed by the statement is manifested in a basic manner; only that it is not consistent.
2	1.45-2.44	Fair	The condition expressed by the statement is manifested in a negligible manner; there is hardly an evidence to support it.
1	1.00-1.44	Poor	The condition expressed by the statement is not manifested; there is no evidence to support it.

## Data Gathering Procedure

For the quantitative method, the researcher observed the following data procedure. After establishing the validity and reliability of the questionnaire, the instrument was encoded in the Google Forms. The researcher wrote a letter requesting permission from Schools' Division Superintendents of Roxas City and Capiz to administer the questionnaire to the teacher respondents of the study.

On the other hand, the qualitative method was used in gathering the data for problem statements 1 and 2. The procedure of the Virtual Focus Group Discussion (VFGD) was as follows:

## Data Analysis and Interpretation Procedure

Quantitative and qualitative results of the study were analyzed and interpreted accordingly. **Quantitative data.** The data collected were scored and given the corresponding verbal interpretations. For the descriptive data, frequency and mean were used and for the inferential statistics, the t-test, Analysis of Variance (ANOVA), Tukey's Post Hoc Test, and Pearson-r were computed to answer the specific inferential questions. Data collected from the respondents were statistically treated, analyzed and interpreted with the aid of Statistical Packages of Social Sciences software (SPSS).

## FINDINGS OF THE STUDY

The following were the findings of this study:

1. The level of digital literacy of secondary school principals in the Province of Capiz, as a whole and in terms of digital platforms and office applications was "very good" except for multimedia software which was "good";
2. The degree of intra-personal skills of secondary school principals in the Province of Capiz as a whole and in terms

of self-knowledge, selfmotivation and adaptability was “outstanding”;

3. There was no significant difference in the level of digital literacy of secondary school principals when teacher respondents were grouped according to age, sex, civil status and position. However, there was a significant difference when their length of service and educational attainment were considered;
4. Except for the length of service, the degree of intra-personal skills of secondary school principals when respondents were grouped according to their selected profile was not significant;
5. The level of digital literacy of secondary school principals and their degree of intra-personal skills was significantly related.

## CONCLUSIONS

Based on the findings of this study, the following conclusions are made:

1. Secondary school principals in the Province of Capiz are digitally literate. They are able to efficiently use digital platforms, office applications and multimedia software;
2. Secondary school principals in the Province of Capiz exhibit exceptional intra-personal skills. They are fully aware of their personal capabilities; they are well-motivated, and are readily adapted to the demands of the digital world;
3. Secondary school principals in the Province of Capiz differ in the level of digital literacy. The higher their educational attainment and the longer they are in the service, the more they become adept at use of their digital knowledge;
4. Secondary school principals in the Province of Capiz who have been administrators for a longer period of time manifest better of intrapersonal skills than their younger counterparts;
5. Digital literacy and intra-personal skills of the secondary school principals in the Province of Capiz are mutually dependent. Their digital literacy enhances their intra-personal skills.

## RECOMMENDATIONS

Based on the above mentioned findings and conclusions of the study, the following recommendations are formulated:

1. Secondary school principals may need an upskilling of their digital literacy focusing on multimedia software in terms of audio, video and photo editing. This could be achieved by province-wide or schoolbased seminars and workshops.
2. In sustaining the outstanding intra-personal skills of secondary school principals, the HR Department of DepEd in the province should maintain a consistent incentive and awards system to recognize potentials of school heads. Harvest of Excellence should not only concern with external achievements but also on areas related to laudable personal attributes of school principals.
3. In order to enhance school principals' digital literacy, they need to engage in hands-on activities with technologies, particularly with the help of their ICT teachers or experts with Baccalaureate or Masteral Degree and those who are still young in the service.
4. In order to sustain school principals' intra-personal skills, they should be role models in terms of self-motivation by holding regular conferences or consultations with school staff to clarify professional, interpersonal and community matters, particularly to those principals who are still young in the service.
5. Since digital literacy and intra-personal skills are mutually dependent, both are to be developed equally by the HR Department of DepEd in the province, through relevant programs and activities that emphasize the complementarity of both variables by continuous implementation of the Division Memorandum No. 117, s. 2020 (Webinar in Developing and Teaching on Video - TOV) and Division Memorandum 182, s. 2020 (Webinar Series on Mental Wellness for School Heads and Teachers).

6. Future studies may be undertaken for secondary school principals' self-evaluation as regard his digital literacy and degree of intrapersonal skills using other variables to be able to get a clearer picture of its relevance to teachers, students and other stakeholders.

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## HIGHER ORDER THINKING SKILLS AND NEW NORMAL TEACHING STRATEGIES IN THE PROVINCE OF CAPIZ

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### ABSTRACT

This descriptive-correlational study was conducted to determine the level of higher order thinking skills and new normal teaching strategies of HEI faculty in the Province of Capiz. Mixed methods of research employing quantitative and qualitative approaches in gathering the data were used. A random sample of 554 HEI faculty from the Province of Capiz were chosen as respondents of the study.

A researcher-made questionnaire was used to gather needed data. Statistical tools used to analyze and interpret data were frequency count, percentage, mean, *t* – test, Analysis of Variance and Spearman rank correlation analysis.

The findings of the study revealed that HEI faculty had a very good level of higher order thinking skills as a whole and in terms of analysis, evaluation and creation. Also, they had very good degree of new normal teaching strategies as a whole and in terms of online and non-online approaches.

Demographic profile such as age, sex, educational attainment and academic rank tended to affect the level of higher order thinking skills of HEI faculty. On the other hand, length of service did not affect the level of higher order thinking skills of HEI faculty.

New normal teaching strategies of HEI faculty significantly differed in terms of various demographic profile such as age, sex, educational attainment, length of service in years and academic rank.

Lastly, the level of higher order thinking skills was found to significantly affect the teachers' new normal teaching strategies. Some recommendations were laid by the researchers to promote and foster higher order thinking skills and new normal teaching strategies among HEI faculty.

**Keywords:** higher order thinking skills, strategies

## INTRODUCTION

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents (United Nations, 2020). More than ever, it has also affected almost all areas of human life and future developments.

Education in the new normal will not just be about operating in an environment that secures the health of students; nor will it be about completely transitioning to online modalities. Instead, it should be about using technology to increase efficiency in areas with the capacity to do so, while empowering learners and communities to create positive learning environments in which the student can grow. Side by side with the new normal environment is the importance of preparing learners to solve new realities leading them to understand, apply, analyze and create solutions in the context of their experiences?

Higher Order Thinking Skills (HOTS) are expected to be integral part of teaching and learning especially at the higher education level. CHED memorandum orders highlighted the importance of students manifesting skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching Thinking skills.

In these times of educational reform, teachers and instructors have placed new urgency on studies of teaching expertise and yet to no avail their competence is still wanting. As observed, many instructors resort to rote memorization and strategies on assessment that simply target the lower order thinking skills. Performance tasks are sometimes void of challenging activities where learners are challenged to think critically to solve existing problems. The lack of targeted and intentional strategies to utilize HOTS in teaching and learning is evidently true that results to low performance.

For these reasons, the researcher has endeavored to explore and be the first study on the phenomenon and attempts to demonstrate a clearer picture of today's teachers' level of higher order thinking skills and degree of new normal teaching strategies as vital factors in the effectiveness of teachers in the teaching and learning process

especially in the new normal of education in the Higher Education Institutions in the Province of Capiz.

## Statement of the Problem

The main objective of this study was to describe the level of higher order thinking skills and degree of new normal teaching strategies of Higher Education Institutions faculty in the Province of Capiz.

Specifically, this study aimed to answer the following questions:

1. What is the level of higher order thinking skills of HEI faculty in the Province of Capiz as a whole and in terms of analysis, evaluation and creation?
2. What is the degree of new normal teaching strategies of the respondents as a whole and in terms of online and non-online approaches?
3. Is there a significant difference in the level of higher order thinking skills of HEI faculty in the Province of Capiz when grouped according to age, sex, educational attainment, length of service and academic rank of the respondents?
4. Is there a significant difference in the degree of new normal teaching strategies when grouped according to age, sex, educational attainment, length of service and academic rank of the respondents?
5. Is there a significant relationship between the level of higher order thinking skills of HEI faculty in the Province of Capiz and the degree of their new normal teaching strategies?

## Theoretical Framework

This study is anchored on Bruner's theory on constructivism (1960). It is based on the idea that people actively construct or make their own knowledge, and that reality is determined by one's experiences as a

learner. As a theory, it encompasses the idea of learning as an active process wherein those learning is able to form new ideas based on what their current knowledge is as well as their past knowledge.

This study is likewise anchored on the theory of Benjamin Bloom's Taxonomy (1956). Bloom's taxonomy was designed with six levels to promote higher-order thinking. The six levels are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Later, these levels were revised as remembering, understanding, applying, analyzing, revising, and creating. The lower-order thinking skills (LOTS) involve memorization, while higher-order thinking skills (HOTS) require understanding and applying of knowledge (Anderson and Krathwohl, 2001). These two levels of thinking are important bases for pushing one's brain to five other higher order levels of thinking - helping us move beyond remembering and recalling information and move deeper into application, analysis, synthesis, evaluation, and creation.

These theories were determined as the framework for this study since they appropriately direct a correlation of higher order thinking skills to teaching strategies, which are the main variables of this research work in the new normal.

## Conceptual Framework

This study used independent variables and dependent variables to be described, differentiated and co-related.

The socio-demographic profile is the independent variable. The two dependent variables of the study are – the higher order thinking skills and the new normal teaching strategies of HEI faculty in the Province of Capiz. Higher order thinking skills were measured in terms of analysis, evaluation and creation; while new normal teaching strategies were measured in terms of online and non-online approach.



The schematic diagram of the study is shown in Figure 1 below:

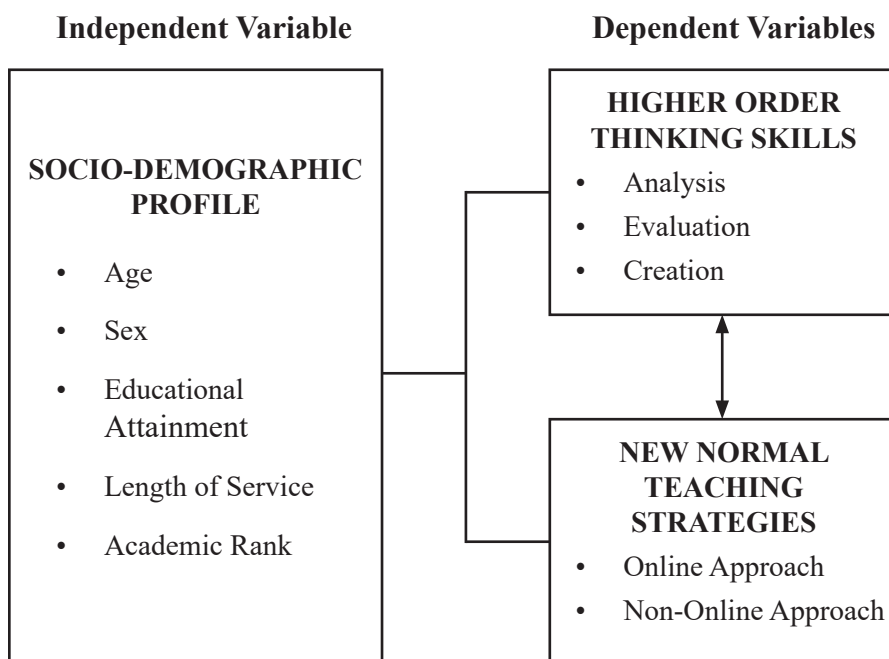


Figure 1. Schematic diagram showing the framework of the study.

## REVIEW OF RELATED LITERATURE

**Higher order thinking skills.** Higher-order thinking skills (HOTS) is a concept popular in American education. It distinguishes critical thinking skills from low-order learning outcomes, such as those attained by rote memorization. HOTS include synthesizing, analyzing, reasoning, comprehending, application, and evaluation (Watson, 2019). HOTS is one of the students' abilities that should be developed through teaching and learning. Teachers' knowledge about HOTS and its teaching and learning tactics is a key to successful education.

The HOTS literature got remarkable value addition when Bloom's (1956) taxonomy came with three domains as cognitive, affective

and psychomotor. It introduces the higher order thinking skills which had five levels of the thinking such as remember, understand, apply, analyze and evaluate though this taxonomy got revised by Anderson and Krathwohl (2001) with addition of one more level with create. Marzano's and Kendal (2007) has given new taxonomy in order to explore complex thinking they introduced various new domain and relate each level of difficulty with their respective process, retrieval, comprehension, analysis, knowledge utilization, metacognition, self-study thinking where the difficulty depicted from lower to higher level.

Teachers' knowledge about higher-order thinking skills and its learning strategy of state and private junior high schools teachers across 7 provinces in Indonesia was explored by Retnawati, H., et. al (2018). This query revealed that teachers still misunderstood HOTS. Some teachers assumed that HOTS is a learning phase, other teachers also assumed that HOTS is a method of learning. Considering the fact that some teachers partially understand HOTS, it points out that training are still needed in order to introduce HOTS to teachers. The quality of training is important so that teachers can get more understanding ability and skills about HOTS through these activities.

Yuyun Yulia and Fenita Rizki Budiharti (2019) mentioned that questioning skills increase students' critical thinking. When the teacher questioned, students provided reluctant answers which improve students' engagement in classroom participation. The more they answered and participated, the better English language proficiency they achieved. Based on data collection, the teacher asked various questions by applying Bloom's classification during classroom interaction. However, the outcome was not satisfying because teachers were using a lower level of thinking skill (LOTS) in their lesson. It gave an impact on students' creativity and critical thinking. Later on, they lost interest in developing language skills which resulted in a lack of competency in using the second language. By the end of the study, the researchers suggested that teachers improve their language exposure and proficiency.

Thus, this would demonstrate that teachers have realized the importance of HOTS and that they are to be ready to make changes or improvements during learning process. Relative to this, the outcome

from students' HOTS development can be achieved by the active role of teachers in planning, implementing, and evaluating HOTS-oriented learning. To be able to plan HOTS-oriented learning, teachers need knowledge of ways, strategies, methods to train students about HOTS (Bartell, 2012).

To further reinforce these perspectives, the following are some of the strategies that could be used in enhancing HOT in the classroom. These should be seen as some of the ways in which HOTS can be effectively taught, as there are many ways to reach a particular goal, these are thus, some of the highlighted strategies needed to reach the goal of integrating and developing HOTS in classroom lessons, the list should not be seen as being too exhaustive, but rather as a place to begin with.

**New normal teaching strategies.** One of the most recent public health emergencies of global concern is the recent COVID-19 pandemic, which started in China and almost infected every country in the whole world. This disease is caused by a novel coronavirus (SARS-CoV-2, previously known as 2019-nCoV) and has received global attention from growing infections and on how to eradicate the disease and flatten the curve of infections (Guo et al., 2020).

The COVID-19 pandemic has led many to teach in unfamiliar situations. Perhaps a silver lining has been the widespread practice of synchronous instruction, a potential remedy for the connection students and faculty often missed in traditional online classes. The exponential growth of synchronous sessions will likely shape a “new normal” for online learning, long after the pandemic has passed (Latheef, 2020).

For very nearly two pandemic months, most countries around the globe have briefly shut instructive organizations to contain the spread of the COVID-19 pandemic and diminish diseases (UNESCO, 2020). This conclusion has influenced more than 1.2 billion students worldwide with in excess of 28 million students in the Philippines (UNESCO, 2020). Reactions like network lockdown and network isolate of several countries have driven understudies and educators to study and work from home which prompted the conveyance of web based learning stages (Crawford et al., 2020). Notwithstanding, the

usage of web based learning presented various dangers, issues and difficulties to both the educators and understudies, particularly in the advanced education establishments (HEIs) (Bao, 2020).

Distance learning is here to stay. Educational institutions should have a vision for what type of distance learning programs they will implement and the standards they will hold to. Institutions will master distance learning, or in some cases, distance learning trends and demands will master the school.

Role of teaching strategies plays vital role in such inculcation where students can analyze, interpret, reason out, synthesize, evaluate and create. There are several strategies for engaging students in the classroom, and many of them have been written about under the umbrella of “effective teaching strategies” and “student-centered” approaches (Hakala, 2015). Strategies that involve students discussing and sharing ideas, working together toward a common goal, or strategically socializing in ways that enhance learning are well-supported in the research literature on how people learn (Dirksen, 2012).

With digital instruction, teachers can easily fall into the habit of relying too heavily on assigning independent work to students (Robertson & Riggs, 2018) which can be both isolating and disengaging for learners. Fortunately, nearly all Learning Management Systems (LMS) from Blackboard to Schoology, now include robust features that enable teachers to assign group work and foster student collaboration.

According to a 2019 Education Super Highway report, 99 percent of schools across the country have enough bandwidth to support digital learning in the classroom and can scale their networks when needed. Yet 14 percent of school-age children — approximately 7 million — still live in homes without internet access, according to the most recent federal data.

There’s no denying that the internet has the potential to improve the quality of education for students, particularly in a remote learning setting. With the internet, students and teachers have the freedom to use digital tools and platforms to continue learning, collaboration and communication with each other outside the classroom.

By its very nature, digital instruction happens across space. Though this serves as a key advantage to online learning in that students can have access to instructional content at any place and time, it also requires that additional attention be paid to maintaining the interpersonal connections that students form naturally in school. A comprehensive examination of K-12 online instructional practices conducted by Hanover Research (2015) highlighted the distinct importance of frequent, consistent, and individualized check-ins between teachers and students:

The transition from face-to-face instruction to instruction in an online learning format requires instructors to take on new roles and responsibilities that vary from those of a traditional classroom setting. To facilitate a quality online course, teachers must adapt their pedagogy to make it appropriately engaging for distance learners.

**New normal teaching strategies.** Education's new normal will not just be about operating in an environment that secures the health of students; nor will it be about completely transitioning to online modalities. Instead, it should be about using technology to increase efficiency in areas with the capacity to do so, while empowering learners and communities to create positive learning environments in which the student can grow. According to Karalis (2020), what is worth studying after returning to normality, are the implications that have arisen for the day after, that is, what adjustments need to be made, the extent of the situation and to define the basic dimensions of education and learning in formal education systems and organizations amid educational disruptions. It should not sacrifice quality but continue to provide equal opportunities, most especially to the marginalized and vulnerable sectors. It is not a one-size-fits-all solution, but one that is dependent on the needs of each learning community.

The Philippine Higher Education Institutions (HEIs) are affected by COVID-19. Pestilence is, without a doubt, not the last pandemic that will undermine school coherence, particularly given research on how environmental change will influence irresistible disease events. There is a scope of potential ways that HEIs could become more grounded in light of the COVID-19 emergency. The Higher Education Institution in the Philippines is getting ready for COVID-19 guarantee

that schools can oversee future vulnerability remembering varieties for the seriousness of ailment, method of transmission, and paces of contamination in the network. HEIs readiness expects to ensure students and teachers, plan for progression of instruction, and protect training part speculations, all of which at last add to reinforced versatility through instruction. HEIs have assumed a real job in the avoidance and control of the scourge circumstance.

A number of schools, especially higher education institutions (HEIs), are already familiar with a blended approach of face-to-face and online learning. Schools, such as the University of the Philippines Diliman (UPD) and the Ateneo de Manila University (ADMU) in Quezon City, and Southville International School and Colleges in Las Piñas City, have been using online learning platforms ahead of the COVID-19 pandemic. (Austria, I., et. al 2020).

The demand for virtual teaching is increasingly being embraced by the educational system in the Philippines due to the COVID-19 pandemic which made the conduct of the traditional classroom instruction an implausible means for the continuous delivery of education.

However, the challenge of technology access still remains for public school students. Other factors such as home environment (conduciveness to learning), learner attitudes toward home learning, and technology competence can affect learner outcomes and the effective use of Blended Learning. Learning at home also requires parent participation and support.

## **METHODOLOGY**

### **Research Design**

In determining the level of higher order thinking skills, degree of new normal teaching strategies and their relationship, the researcher utilized a descriptive-correlational research design that employed quantitative and qualitative data.

Descriptive-quantitative correlational research was utilized in

order to get the quantitative overview of the frequency and to create snapshot of teachers' level of higher order thinking skills and degree of new normal teaching strategies. Descriptive analysis was used to assess the percentage of respondents according to their socio-demographic profile and the sample means of those who exhibited each of the dimensions of higher order thinking skills and new normal teaching strategies. This study involves taking the primary data from the responses of the research participants in the self-made questionnaire.

## Research Participants and Sampling Procedure

The data collection procedure was carried out with a sample population of 554 from the total population of 743 HEIs faculty in the Province of Capiz for academic year 2020 – 2021. Likewise, 11 participants for the FGD were chosen to further explore their higher order thinking skills and new normal teaching strategies.

Proportionate random sampling was employed to determine the number of respondents per school. According to Reganit (2004) simple random sampling ensures that each member of the population is a position to be chosen during the entire phase of the selection process.

In this study, the respondents were determined through simple random sampling using the fishbowl technique.

School	Population	Sample Size	Percentage
A	486	362	65.34
B	66	49	8.84
C	50	37	6.68
D	28	21	3.79
E	113	85	15.34
<b>TOTAL</b>	<b>743</b>	<b>554</b>	<b>100%</b>

Table 1. Respondents of the study per school.

## Research Instrument Used

The researcher-made questionnaire was developed containing standard measurement of socio-demographic variables and multi-item measures of higher order thinking skills and new normal teaching strategies. The instrument was composed of three parts having five items for Part I, three variables with ten statements each for Part II and two variables with ten statements each for Part III.

The instrument consisted of fifty items that measured the level of higher order thinking skills and degree of new normal teaching strategies. Respondents' names were not reflected in order to ensure the confidentiality of their responses.

In addition, an FGD was conducted in order to strengthen, substantiate or corroborate the responses of the participants in the quantitative data and to bring out the detailed information and deep insight of HEIs faculty on higher order thinking skills in terms of analysis, evaluation and creation and new normal teaching strategies in terms of online and non-online approaches.

## Data Gathering Procedure

In gathering the questionnaires, the researchers reviewed and checked the responses carefully. The responses were retrieved after ten days to give ample time for the respondents to answer every item. The retrieval of the responses was done through Google Forms which consolidated all the responses of the respondents. The retrieved responses were then forwarded to the statistician for the Special Packages of Social Science (SPSS) processing.

In gathering qualitative data, the researcher prepared the FGD guide, FGD questions and flow of activities that were utilized during the conduct of FGD activity.



## Data Analysis and Interpretation Procedure

The analysis started by assessing the reliability coefficient of the scored items. Descriptive analysis was then used to assess percentages of the respondents according to their socio-demographic profile and to assess the sample means of those who exhibited each of the dimensions of higher order thinking skills and new normal teaching strategies. To extract and validate each of these distinct dimensions, confirmatory factor analysis was conducted. Subsequently, the relationship between variables were analyzed using correlational analysis.

The qualitative data was analyzed and interpreted using the combined steps of Powell (2013) and Wildemuth and Zhang (2009). These data were transformed into written texts by transcribing recorded discussions, then all information were categorized by coding or indexing the data.

After applying the coding rules, patterns and connections both within and between the categories were identified and the information was summarized by capturing the similarities and differences in the discussants' responses. The last step was bringing them all together and themes were used to explain the findings of the study.

## FINDINGS OF THE STUDY

1. The faculty members of Higher Education Institutions in the Province of Capiz has a very good level of higher order thinking skills as a whole and in terms of analysis, evaluation, and creation.
2. The faculty members of Higher Education Institutions in the Province of Capiz has a very good degree of new normal teaching strategies as a whole and in terms of online approach and non-online approach.
3. Except for length of service, the level of higher order thinking skills of HEI faculty in the Province of Capiz when grouped according to their socio-demographic profile has a significant difference. Therefore, the null hypothesis of the study is rejected.
4. There was a significant difference in the degree of new normal

teaching strategies HEI faculty in the Province of Capiz when grouped according to their socio-demographic profile. Therefore, the null hypothesis of the study is rejected.

5. There was a significant positive correlation between the level of higher order thinking skills and the degree of new normal teaching strategies of HEI faculty in the Province of Capiz. Therefore, the null hypothesis of the study is rejected.

## **CONCLUSIONS**

Based on the findings, the following conclusions are made.

1. The HEI faculty members are highly analytical, evaluative and creative thinkers. These are all indicative of well-developed HOTS in their personal and professional practices.
2. The HEI faculty have strong adherence to and exceptionally adaptive with new normal teaching strategies either online or not.
3. HEI faculty members coming from different age group, sex, educational attainment and academic ranks demonstrate varying levels of higher order thinking skills.
4. Teachers with different profiles employ varied new normal teaching strategies.
5. Higher order thinking skills are directly related to new normal teaching strategies.

## **RECOMMENDATIONS**

Based on the conclusions, the following recommendations are hereby formulated:

1. HEI faculty should be trained in terms of creation skills, they should be exposed to create script on role playing, pantomime or play; construct graphs and diagrams to describe simple and more complex events and situations; and they are taught also on how to propose a plan and device a project to address

problem or a concern. These should be embedded in their class to facilitate the value of creation.

2. On-going seminar-workshops and trainings of HEI faculty on new normal teaching strategies that focus on virtual interactivity, learners engagement and technological hubs development or e-learning such as the use of online games that promote dialogic inquiry, help expose errors in reasoning and spur critical thinking; training on navigating websites which are embedded in the course to appropriately manage keeping track of navigation when jumping from site to site and making learning activities such as vlogs, recorded videos which are designed to keep learning more engaging.
3. In improving the higher order thinking skills, HEI faculty aged not 31 – 40 years old, female, faculty who are neither with Master's Degree units nor with doctorate degree units, and those who have either professorial and Associate Professors must be given much attention in the trainings of higher order thinking skills. They should be more exposed to HOTS activities and assessment.
4. Faculty needs to be adequately trained to effectively teach online. HEI and school administrators should incorporate training on the competencies associated with quality instruction into a comprehensive and effective faculty development program.
5. HEI and school administration should provide reorientation and enrichment in higher order thinking skills through in-service professional development programs for the faculty and create development of holistic and innovative ideas and solving social problems scientifically.
6. Further studies relevant to this may be conducted using different types of research design and standardized research instruments. Aspects and issues that have been not included in this study may be considered and discussed by other researchers in the future. Another study of this kind on elementary and secondary teachers may also be endeavored for comparison. Further, action research similar to this study may also be conducted to provide new data regarding higher order thinking skills and new normal teaching strategies of the teachers.

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## **MODULAR LEARNING IMPLEMENTATION AND SAFETY PROTOCOL MEASURES IMPLEMENTATION OF SCHOOL ADMINISTRATORS IN THE PROVINCE OF CAPIZ**

Agnes B. Bulquerin<sup>1</sup>, Dr. Herminia B. Gomez<sup>2</sup>

### **ABSTRACT**

This descriptive-correlational study was conducted to determine the level of modular learning implementation and safety protocol measures implementation of school administrators in the Province of Capiz for school year 2020-2021. Mixed method of research employing quantitative and qualitative approaches in gathering the data were used. A simple random sample of two hundred two (202) elementary school teachers in the Province of Capiz were the respondents of the study. Statistical tools used to analyze and interpret the data were frequency count, percentage, mean, t-test, analysis of variance (ANOVA) and Pearson r.

Quantitative data were gathered using a validated research-made survey questionnaire in Google Forms and pilot tested with 0.905 reliability using Cronbach alpha. Qualitative data were gathered through Virtual Focus Group Discussion (VFGD) using Google Meet with the representative of school administrators as participants intended to gather qualitative data to corroborate/ verify the quantitative data.

Results of the study found that school administrators had an excellent level of modular learning implementation in all three components such as modular learning preparation, modular learning distribution and modular learning assessment. School Administrators also had an excellent extent of safety protocol measures implementation in all three components such as health and safety, structure and system and support mechanism.

Socio-demographic profile such as sex, age, civil status, length of service, educational attainment and position did not affect the respondents' assessments on the level of modular learning implementation of school administrators in their school.

Socio-demographic profile such as sex, age, civil status, length of service, educational attainment and position did not affect the respondents' observations on the extent of effectiveness of safety protocol measures implementation of school administrators in their school.

Lastly, there was a significant relationship between the level of modular learning implementation and the extent of safety protocol measures implementation of school administrators in the Province of Capiz.

Keywords: modular learning, safety protocol measures

## INTRODUCTION

Educational system around the globe challenges the educators to have a shift in paradigm in the delivery of instruction to all learners on the pandemic outbreak that affects the world education (Reimers, 2020). The Education sector takes an initiative to reshape the way to teach the students by promoting flexible learning that learning programs created based on the capacity of students and availability of educational institution or the community.

In the United States of America, latest research study, modular learning is the heart of current change initiatives to expand the learning process and also to provide take away lessons that can be applied to learners (Schubert, 2014). This modular learning is to improve the delivery of competencies of specific skills, knowledge and experiences.

In the Philippines, the Department of Education is committed to ensure safe educational continuity amidst the challenges of pandemic. Modular learning is one of the learning delivery modalities that could address the continuity of learners' education (DepEd Order 14, s. 2020).

The implementation of modular learning, the Department of Education set Guidelines as to the required Health Standards in schools based from Inter-Agency Task Force (IATF) with a specific measure for COVID19 mitigation in schools and offices to ensure the health and

safety of learners, teaching and non-teaching personnel are the most important and be protected at all times (DepEd Order 14, s. 2020).

The researcher being an Elementary School Administrator, would like to find out, if the implementation of the modular learning instruction could address the needs of learners' education despite of the pandemic through the observance of safety protocol measures implementation of School Administrators in their school.

## **Statement of the Problem**

This study aimed to determine the level of implementation of the modular learning in relation to the extent of effectiveness of the safety protocol measures implementation of school administrators in the Province of Capiz for school year 2020-2021.

Specifically, this study aimed to answer the following questions:

1. What is the level of modular learning implementation of School Administrators as a whole and in terms of modular learning preparation, modular learning distribution and modular learning assessment?
2. What is the extent of safety protocol measures implementation of school administrators as a whole and in terms of health and safety, structure and system and support mechanism?
3. Is there a significant difference in the level of modular learning implementation of school administrators when respondents are grouped according to sex, age, civil status, length of service, educational attainment and position?
4. Is there a significant difference on the extent of safety protocol measures implementation of school administrators when respondents are grouped according to sex, age, civil status, length of service, educational attainment and position?
5. Is there a significant relationship between the assessment of the respondents on modular learning implementation and safety protocol measures implementation of school administrators in the Province of Capiz?

## Theoretical Framework

The study is related to the theory of Self-Directed Learning by Garrison (1997). This theory describes a process in which individuals take initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning.

The modular learning is a self-directed learning that learner takes an initiative to understand what they need to learn, set learning goals, follows learning plan and evaluate their own results. Learners may also seek out those who can help them, including parents, teachers and family members. Learner will be able to relate lesson prior to their stored knowledge, skills and past experiences that could help them respond and understand the lesson.

Another theory that supported this study was the ABC Theory of safety by Bianka (2018). This theory applies to health and safety measures that ensures safety and security of environment. Relative to this theory, Bianka emphasized the importance of individual attitude, behavior and condition in times of crisis. Positive attitude helps to believe and do the best things that could be happened in the difficult times (Bianka 2018). Positive attitude should be considered to lessen the negative effect on emotional and mental health condition towards COVID 19 outbreak by adhering the guidelines set by the Inter-Agency Task Force on Emerging Infectious Diseases (IATF). Keeping positive attitude can help go a long way in managing health crisis.

Behavior is an act in response to a particular situation, Negative workplace behavior, such as negligence of health standard can cause psychological illness with the potential to contribute an individual to mental health problems (Bianka, 2018). An individual behavior manifested on the response to the policy and guidelines set by an organization to have a safe environment. The pandemic that the world experiencing is all about the behavior of the people in response to health emergency, to ensure health and safety by cooperating and practice such as: wearing face mask all the time, wearing of face shield, practicing social distancing, washing of hands frequently and using alcohol based solution that could be the best action towards a health and safety.

## Conceptual Framework

This study used the independent variable-dependent variables model to describe the relationship of the different variables utilized in the study. The socio-demographic profile of the teacher respondents was used as the independent variable such as sex, age, civil status, length of service, educational attainment, and position.

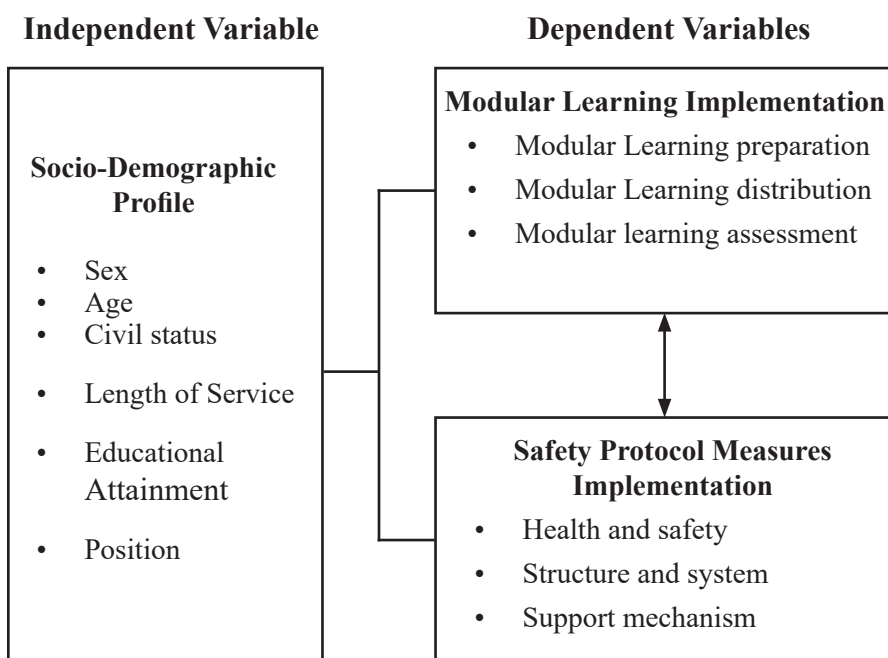


Figure 1. Schematic diagram showing the framework of the study.

## REVIEW OF RELATED LITERATURE

**Modular learning.** Modular teaching is one of the most widespread teaching learning techniques in the United States, Australia and many other Western countries including Asian region. Modular is used in almost all subjects like natural science, especially in biology and medical education and even in social sciences as well as in computer education. All kinds of subjects are being taught

through modules. It is a recent development based on programmed learning; a well-established and universally recognized phenomenon. It considers the individual differences among the learners which necessitate the planning for adoption of the most appropriate teaching techniques in order to help the individual grow and develop at her/his own pace. The concept of “module” is strictly linked to the idea of a flexible language curriculum, which provide all those concerned with education (primarily learners and teachers, but also parents and administrators, as well as society at large) the framework to establish clear and realistic language learning objectives.

Modules are increasingly being used in many countries as a way of organizing a language curriculum. As a consequence, many course books are now structured on the basis of “modules” rather than “units”, and most teachers, when faced with this innovation, wonder whether this is really a new development, opening up new paths for learning and teaching, or whether it might not just be “old wine in new bottles” (Nardo, 2017).

**Preparation of modules.** What are the elements that make up a module? What goes into the instructional module depends on the course objectives, content, teaching style, and student’s needs. In general, a module includes: an introduction to the module’s objectives, its rationale or purpose, and context activities that provide ways for students to engage with each other in discussion and with the information and concepts opportunities to practice, apply, analyze or synthesize new information; may include worked or practice exercises, labs, or case studies a chance to reflect and articulate students’ acquired knowledge. Includes a formal or informal assessment of module’s objectives feedback to students regarding their learning and accomplishment of module objectives and possibly additional resources for students to extend their learning through enriching activities and evaluation (Alonazi, 2017).

The findings above simply indicate that a module has different parts. It has objectives, rationale, purpose and activities that is well planned and arranged in a manner that it has consistency and alignment with the objectives of the learning competencies. This is why a module is like a teacher. It guides students on what to do, how

to do it and activities are well planned that all lessons are connected from the very start.

With this, an expert advised that in writing a module or module template, this must be based on pedagogy that fits the content you are teaching. Depending on the nature of the overall course design and pedagogy, the module may have a highly distinctive look and feel. For example, the sequence of activities and modules within a course that is designed as a simulation will look quite different than a module within a more lecture-driven course (Raya, 2011).

The overview above means that each module contains the objectives, an introduction to the module content, and a list of assignments, activities, lecture notes, test/quizzes, and due dates, he adds.

Modular instruction is an alternative instructional design that uses developed instructional materials which are based on the needs of the students. Students are encouraged to work on various activities that are interesting and challenging to maintain focus and attention, thereby encouraging independent study. This research endeavor discusses the benefits of using modules for instruction such as the acquisition of a better self-study or learning skills among students. Students engaged themselves in learning concepts presented in the module. They developed a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from the teacher, the learners progressed on their own.

They learned how to learn; they were empowered as observed by (Alonazi, 2017). In one example, the English and content teachers who make their own materials to facilitate the learning activities for independent study of their students. Working on these modules will encourage learners to work on assigned tasks on their own in their own pace with minimal supervision and guidance of the teacher to ensure that they learn correctly. The teachers can further pattern similar texts that cater to the varied lessons depending on the major field of the students. Moreover, teachers are enjoined to produce quality modules that will alleviate the rigors of preparation of daily activities, and will meet the need of teachers for prepared relevant materials for students to realize their goals. The modules may serve as guidelines in setting

goals of teaching content subjects by providing teachers the steps to follow in preparing materials that will realize the attainment of objectives of designed courses (Sejpal, 2017).

Researchers of other disciplines may consider the findings of this study as a source to explore other aspects to be considered in future researches along the preparation of other alternative instructional materials.

**Distribution of modules.** A leader may initiate change but it is the responsibility of organizational stakeholders to implement change processes over time. There is high value taking a step back to investigate the literature and exposing a deeper understanding of the buzzwords leaders use to initiate change, as it increases the ability to embrace organizational change more effectively (Garofalakis, et. Al. 2013).

While there is an acceptance in the use of technology, which pave the way for modular learning, it is important to note that modular learning can be successful using any delivery method. Modular learning in other countries serve as an effective tool in an online educational setting as a means to help students most effectively, utilize their time and knowledge toward achieving goals. In other countries the distribution of module is done through the use of technology and digital learning. The approach is done through the use of the internet technology and web based instruction (Glaserfeld, 2018).

With this result, we can say that in our country we find it difficult first regarding the distribution of the module. While in other countries, they do it online. This is the big difference because in other countries they are well equipped with internet access and modern gadgets, while in our country we have this deficiency when it comes to internet connection. This is the reason why modular distribution is done physically through distributing it to parents.

**Assessment and evaluation of modules.** What are the types of assignments that appear in the module? While the assignments are listed in the introduction, there is a chance to describe the assignments in detail and to provide students with the needed information and resources, including the due dates. If there are more than one type of assignment the module may have a page for each argued by one



expert (Murray 2015): In addition, the components of assessment and evaluation should contain explicit opportunities to practice or review skills or procedures. The assessment and evaluation component of the module, whether a test, quiz, essay, journal or portfolio entry, peer evaluation, or self-evaluation are essential parts to test the effectiveness of a certain module (Sejpal, 2013). To summarize their contention, the module structure is essentially the type, frequency, and sequence of various elements within a given unit of instruction. The important thing to remember is that course module is “self-contained,” and as such, has its own delineated objectives, content, activities, and assessments.

**Safety protocol measures implementation of schools.** The World Health Organization had recently issued some safety nets to avoid the infection of Corona Virus in different Schools in United States of America and other European countries. Here are some specific activities that schools should do. Employees in school should regularly and thoroughly clean their hands with an alcohol-based hand rub or wash them with soap and water. Washing hands with soap and water or using alcohol-based hand rub kills viruses that may be on your hands. Maintain at least 1 metre (3 feet) distance between yourself and others. When someone coughs, sneezes, or speaks they spray small liquid droplets from their nose or mouth which may contain the virus. If you are too close, you can breathe in the droplets, including the COVID-19 virus if the person has the disease. Avoid going to crowded places.

The protection of children and educational facilities are particularly important. Precautions are necessary to prevent the potential spread of COVID -19 in school settings; however, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between borders, ethnicities, disability status, age, or gender. Protective measures must be taken by schools to prevent the entry and spread of COVID-19 to the students and staff who may have been exposed to the virus, while minimizing disruption and protecting students and staff from discrimination (UNICEF, 2020).

It is clear that the message of UNICEF, COVID-19 does not

differentiate any boundaries, races and affiliation. To prevent the spread of virus, health and safety protocol should be observed.

**Health and safety protocol.** Educators, parents and children are angry and scared about schools being forced to reopen without adequate resources for safety protocols. They've seen what happened in another Georgia district, where more than 1,000 students and educators are now quarantined days after reopening. Or in places like Florida, where the governor demanded schools to reopen despite the state having one of the biggest COVID-19 surges. In one of the schools in Florida, an entire class had to be quarantined the day after reopening, yet the teacher is being required to lead remote learning from that same classroom. Educators, students and parents alike feel abandoned by their government, whose leaders, for the most part, have had months to come up with plans and resources and have failed (Weingarten, 2020).

From the above contention, we can conclude that in times of emergency like this we need the cooperation of everybody especially the local government units. Their role is crucial and needed to formulate plans and policies in safeguarding the health of the people. They know better what is the best strategy to implement like the safety protocol measures that is adaptable in their respective areas of responsibility.

## METHODOLOGY

### Research Design

In determining the level of modular learning implementation, extent of safety protocol measures implementation and their relationship, the researcher utilized a descriptive-correlational research design that employed quantitative and qualitative data. A descriptive correlational design was used to gather the primary data considering the objectives of the study, the nature and of the research problems, as well to develop set of methods and procedures, answer the research problems and test the research hypotheses with high degree of confidence.

Descriptive quantitative research was utilized in order to get the quantitative overview of the frequency and to create a snapshot of school administrators' level of modular learning implementation and extent of safety protocol measures implementation. Descriptive analysis was used to assess the percentages of respondents according to their socio-demographic profile and the sample means of those who exhibited each of the dimensions of modular learning implementation and safety protocol measures implementation. This study involved the taking of primary data from the responses of the teacher respondents through the self-made questionnaire.

On the other hand, qualitative approach was used to corroborate and verify the numerical results on the quantitative data on the level of modular learning implementation and the extent of safety protocol measures implementation through a virtual focus group discussion among the school administrators' representative in the First Congressional District of the Province of Capiz.

## **Research Participants and Sampling Procedure**

The data collection procedure was carried out with a sample population of two hundred two (202) from the total population of four hundred eight (408) public elementary school teachers in the Province of Capiz for school year 2020-2021. The elementary large school category was chosen as a population sample because they had the biggest number of teachers (D.O.No.66 s. 2018). Likewise, purposive sampling of ten (10) school administrator's representative as participants for the Virtual Focus Group Discussion was chosen to further explore on modular learning implementation and safety protocol measures implementation. The proceedings of the conduct of virtual focus group discussions were recorded.

Table 1. Population of the teacher participants in each large school.

School	Population	Sample Size	Percentage
Dao ES	41	20	9.90
Ivisan ES	49	25	12.38
Jamindan ES	37	18	8.91
Maayon ES	35	17	8.42
Mambusao ES	32	16	7.92
Panay CS	35	17	8.42
Pilar ES	38	19	9.14
Pontevedra ES	40	20	9.90
Pres. Roxas ES	32	16	7.92
Tapaz CS	36	18	8.91
Victoria Dais ES	33	16	7.92
<b>TOTAL</b>	<b>408</b>	<b>202</b>	<b>100</b>

## Research Instrument Used

The study used a researcher-made questionnaire as a tool for gathering primary data. The questionnaire is appropriate according to Reganit (2010) when information needed is from varied and widely scattered sources and when it is not possible to explain briefly the objectives of the survey.

The researcher-made questionnaire was developed containing standard measurement of socio-demographic variables and multi-item statements on modular learning implementation and safety protocol measures implementation. The questionnaire has three (3) parts.

## Data Gathering Procedure

After establishing its validity and reliability, the questionnaire was floated in Google Forms and a link was sent as to the number of

respondents to the identified elementary large schools in the Division of Capiz. The data gathering procedure covered on the third week of October, 2020 to first week of December, 2020. Moreover, a letter of permission to conduct a virtual focus group discussion was sent to the School Administrators of the identified elementary large schools in the First Congressional District of the Province of Capiz.

In gathering the questionnaires, the researcher reviewed and checked the responses carefully. The respondents were given an ample time to answer the questionnaire in Google Forms through the link that was sent to the respondents. The questionnaires were retrieved automatically in the spread sheet, it was then consolidated, encoded, and processed using the Special Packages of Social Science (SPSS) process.

In gathering qualitative data, the researcher prepared the focus group discussion and follow the flow of activities that were utilized during the conduct of virtual focus group discussion activity. A permission letter was then prepared and was sent to the School Administrators of the large elementary schools' category in the First Congressional District of Capiz (Appendix G to G6, pages 190 - 196). The participants were notified through their email add for their consent to participate in the virtual focus group discussion activity.

## **Data Analysis and Interpretation Procedure**

The analysis started by assessing the reliability coefficient of the scored items. Descriptive analysis was then used to assess the percentages of the respondents according to their socio-demographic profile and to assess the sample means of those who exhibited each of the dimensions of modular learning implementation and safety protocol measures implementation. To extract and validate each of these distinct dimensions, confirmatory factor analysis was conducted. Subsequently, the relationships between the variables were analyzed using correlational analysis.

The qualitative data were analyzed and interpreted using the combined steps of Powell (2013) and Wildemuth and Zhang (2009). These data were transformed into written texts by transcribing taped

discussions, then all information were categorized by coding or indexing the data.

After the categories were coded and checked and when sufficient consistency was achieved, the coding rules were applied into the entire corpus of the text. Then apply the coding rules, patterns and connections both within and between. After the categories were identified and the information was summarized by capturing the similarities and differences in the discussants' responses. The last step was bringing them all together and themes were used to explain the findings of the study.

## **FINDINGS OF THE STUDY**

The following were the major findings of this study:

1. The level of modular learning implementation of school administrators in the Province of Capiz was excellent in terms of modular learning preparation, modular learning distribution, and modular learning assessment.
2. The extent of safety protocol measures implementation of school administrators in the Province of Capiz was excellent in terms of health and safety, structure and system, and support mechanism.
3. There were no significant difference on the level of modular learning implementation of school administrators when respondents were grouped according to selected socio-demographic profile. Therefore, the null hypothesis stating that there was no significant difference in the level of modular learning implementation of school administrators when respondents are grouped according to their socio-demographic profile is accepted.
4. There were no significant difference on the extent of safety protocol measures implementation of school administrators when respondents were grouped according to selected socio-demographic profile. Therefore, the null hypothesis stating that there was no significant difference in the extent of safety

protocol measures implementation of school administrators when respondents are grouped according to their socio-demographic profile is accepted.

5. There was a significant relationship between modular learning implementation and safety protocol measures implementation of school administrators in the Province of Capiz.

## **CONCLUSIONS**

Based on the findings, the following conclusions are derived:

1. The school administrators in the Province of Capiz successfully implemented the modular learning in school.
2. The school administrators in the Province of Capiz effectively implemented the safety protocol measures in school.
3. The selected profile of the teacher respondent shows no variation in their assessment as regards the implementation of modular learning by their school administrators in the Province of Capiz.
4. The selected profile of the teacher respondent shows no variation in their assessment of the effectiveness of safety protocol measures implementation of their school administrators in the Province of Capiz.
5. Modular learning implementation and safety protocol measures Implementation are interdependent. The effective implementation of safety protocol measures has contributed to the successful implementation of modular learning and the same way the successful implementation of modular learning is supported by the effective implementation of safety protocol measure in schools.

## **RECOMMENDATIONS**

Based on the above-mentioned findings and conclusions, the following recommendations have been formulated:

1. In order to sustain the successful implementation of modular learning instruction, school administrators should continue and support the needs of teachers for modular learning instruction as learning delivery modality for learners.
2. In order to maintain the effectiveness implementation of safety protocol measures, school administrators should strengthen partnership to the barangay council, parents, teachers and other stakeholders to have more necessary support mechanism in school.
3. Since there was no significant difference in the level of modular learning implementation of school administrators in all the socio-demographic profile of the teacher respondents, school administrators may consider the strength and expertise of the teachers in preparing and utilizing modular teaching and learning activities in areas where the teachers are most effective.
4. Since there was no significant difference on the extent of safety protocol measures implementation of school administrators in all the socio-demographic profile of the teacher respondents, school administrators may continuously observe the health standard that could bring health and safety of teachers, parents and learners in school.
5. Since there was a significant relationship between modular learning implementation and safety protocol measures implementation of school administrators, the school administrators are encouraged to consider the planning of strategies to be used by their teachers in their own school as regards to modular learning so that teachers may excel more and effective in imparting lessons through the use of modules.
6. Future studies may be undertaken for more in-depth investigation of modular learning implementation and the extent of safety protocol measures implementation of school administrators using other variables to be able to get a clearer picture of its relevance to teachers, learners and other stakeholders.



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## TEACHING READINESS AND CAPABILITY OF ISLAND SCHOOL TEACHERS IN THE DISTRICT OF CONCEPCION

Lorelie Sylvie F. Sente<sup>1</sup>, Dr. Ivy G. Gorriceta<sup>2</sup>

### ABSTRACT

This study was conducted to determine the degree of teaching readiness and the level of teachers' capability of 172 randomly selected teachers in island schools in the District of Concepcion during the school year 2020-2021 and the relationship between the two variables.

The study limited its investigation to the socio-demographic profile of teachers such as age, sex, highest educational attainment, length of service, monthly income, civil status, and residence as independent variables. The dependent variables were teaching readiness in terms of technological requirements and instructional materials and the level of teachers' capability in terms of online skills and new normal class management.

The study used a descriptive-correlational research design. Data were gathered through a researcher-made questionnaire. The statistical tools used were SPSS Version 21 for Windows using frequency, percentage, and mean for descriptive statistics, t-test for independent samples and One-Way ANOVA for inferential statistics. Pearson r was used to determine the significant relationship between the degree of teaching readiness and the level of teachers' capability.

The findings of the study revealed that the degree of teachers' teaching readiness and the level of teachers' capability were high. No significant differences were found on the degree of teaching readiness and level of teachers' capability when respondents were grouped according to their selected profile. However, there was a significant relationship between the degree of teaching readiness and the level of teachers' capability.

**Keywords:** teaching readiness, capability, island, schools

## INTRODUCTION

### Background and Rationale of the Study

In recent years, decision makers in the field of education in different countries, including the State of Kuwait, have been paying more attention to the integration of ICT into the curriculum and all other elements relevant to the whole process of teaching and learning. They have always paid attention to the issue of developing teachers' competencies to integrate technology into the curriculum and to enhance their abilities to create technology-based teaching and learning environments (Lim et al., 2011). In order to shift from the traditional instructional materials to digital and more innovative resources, teachers need to be prepared for the transformational curriculum. To be ready for this shift, teachers need to have all the competencies that will help them adopt this change successfully. These competencies include skills and knowledge in the use of digital tools in all curriculum domains and making students' learning extend beyond the classroom (Bonanno, 2011).

The successful implementation of digital technology into the curriculum relies heavily on teachers' readiness and willingness to adopt technology. Teachers can integrate digital technology to supplement and support the curriculum, facilitate teachers' work, and encourage student entered learning (Ertmer et al., 2012). To meet the new demands, teachers need to know more about core subjects. They need to acquire all the technical and pedagogical skills that enable them to integrate digital technology effectively and efficiently into the school curriculum. Several models exist to blend learning, with some emphasizing more face-to-face (F2F) delivery and others more online delivery (Fleck, 2012; Hastie et al., 2010; Laster, 2010). Hastie et al. (2010) discovered that, to best support their goal of international collaborations, a model that allowed teachers and students to freely choose and participate in both physical and online classrooms worked best. Setting is another decision factor to consider, since a lack of student computer technology or Internet access in home can detract the effectiveness of blended learning (Yapici & Akbayin, 2012), and may necessitate the choice of school-based blended models.

The researcher being a public school teacher assigned in an island school, has observed that the present teaching skills of teachers in the island schools in the District of Concepcion lack the competencies to handle blended learning more particularly in online teaching. In order to adopt to the demands of the ‘new normal’ trend in education, there is a need for them to undergo intensive trainings for the development of digital technology competencies and access to online resources. Teachers revealed that they lack necessary competence to adopt online distance learning as evidenced by their lack of trainings on ICT integration and application in instruction.

The purpose of the present study is to determine whether the socio-demographic profile of the respondents affects their teaching readiness and capability in the context of the ‘new normal’ and ‘blended learning’ in basic education. Are the teachers in the island school ready and capable in facing the new normal educational setting? It is for these reasons that the researcher was prompted to embark on this study.

## **Statement of the Problem**

This study investigated the relationship between teaching readiness and capability of island school teachers in the District of Concepcion.

Specifically, this study sought to answer the following problems:

1. What is the degree of teaching readiness in terms of technological requirements and instructional materials of island school teachers in the District of Concepcion?
2. What is the level of teachers’ capability in terms of online skills and new normal class management of island school teachers in the District of Concepcion?
3. Is there a significant difference in the degree of teaching readiness when respondents are grouped according to age, sex, highest educational attainment, length of service, monthly income, civil status, and residence?
4. Is there a significant difference in the level of teachers’



capability when respondents are grouped according to age, sex, highest educational attainment, length of service, monthly income, civil status, and residence?

5. Is there a significant relationship between the degree of teaching readiness and level of teachers' capability of island school's teachers in the District of Concepcion?

## Hypotheses of the Study

Based on the problems presented, the following hypotheses were verified:

1. There is no significant difference in degree of teaching readiness when respondents are grouped according to age, sex, highest educational attainment, length of service, monthly income, civil status and residence.
2. There is no significant difference in the level of teachers' capability when respondents are grouped according to age, sex, highest educational attainment, length of service, monthly income, civil status and residence.
3. There is no significant relationship between the degree of teaching readiness and level of teachers' capability in island schools in the District of Concepcion.

## Theoretical Framework

The study was anchored on the ecological systems theory developed by Bronfenbrenner (1974) which views child development as a complex system of relationships affected by multiple levels of the surrounding environment, from immediate setting of family and school to broad cultural values, laws, and customs. To study about the child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment. Bronfenbrenner divided the person's environment

into five different systems: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem. The microsystem is the most influential level of the ecological systems theory. This is the most immediate environmental settings containing the developing child, such as family and school.

The study was also guided by the “community of inquiry” model for online learning environments developed by Garrison, Anderson & Archer (2000) which is based on the concept of three distinct “presences”: cognitive, social, and teaching. The Community of Inquiry (CoI) framework is a social constructivist model of learning processes in online and blended environments. The framework is built upon three dimensions: Teaching presence is defined as the design, facilitation, and direction of cognitive and social processes for the realization of meaningful learning. This involves the (1) instructional design and organization of the course and activities, (2) facilitation of the course and activities, and (3) direct instruction. Social presence refers to the ability to perceive others in an online environment as “real” and the projection of oneself as a real person.

## Conceptual Framework

This study considered the socio-demographic profile of the respondents such as age, sex, highest educational attainment, length of service, monthly income, civil status, and residence as independent variables. The degree of teaching readiness in terms of technological requirements and instructional materials; and level of teachers’ capability considering online skills and new normal class management are the dependent variables.

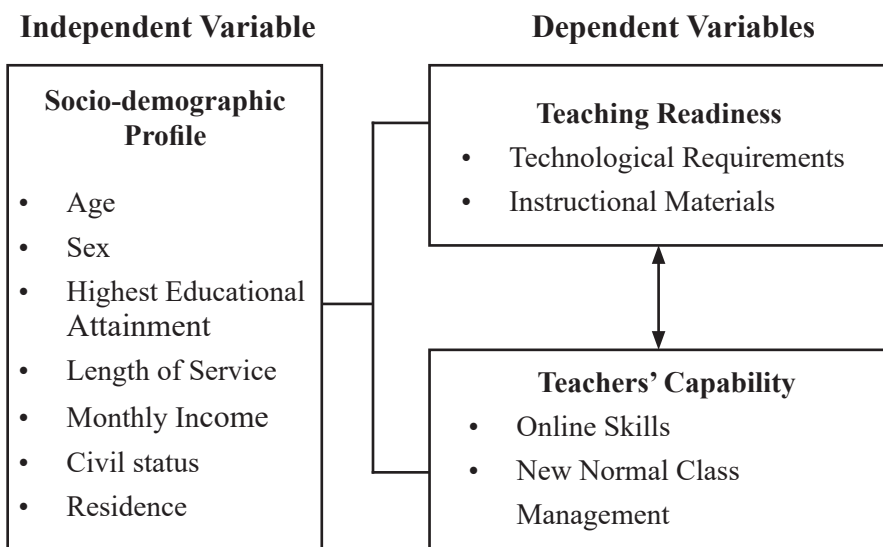


Figure 1. Schematic diagram showing the relationship of the variables.

## RELATED LITERATURE

This section presents the summary and critical analysis of the different literature on teachers' readiness and teaching capabilities in foreign setting.

**Teachers' readiness.** Blended learning (BL) involves integrating inperson and online instruction. Many models have emerged as BL has increased in popularity. In K-12 implementation, the most common definition of BL describes students as learning “at least in part through online learning, with some element of student control over time, place, path and/or pace” (Horn and Staker, 2014). As BL is used more extensively in K12 schools, more teachers must develop specialized skills for teaching in blended environments.

Important insights into the growing demand for skilled blended teachers and the specific skills that are required to teach successfully in blended learning environments. Specifically, this literature review will address similarities and differences of technology integration,

blended teaching, and fully-online teaching, along with teaching competencies needed in these different modalities (Pulham and Graham 2018, Pulham, Graham, and Short, 2018).

The growth of K-12 blended learning raises the need for teachers who have the skills to teach effectively in blended contexts. Effective online teaching requires skills beyond those required in a traditional context. (Archambault, Debruler, and Freidhoff, 2014; Barbour et al., 2012; Davis et al., 2007; Easton, 2003; Kennedy and Archambault, 2012). By extension, effective blended teaching requires teachers to have both online and traditional teaching skillsets, as well as the ability to seamlessly and strategically integrate the two.

Factors that determine the successful use of technology in education is teaching experience, which is contrary to the current findings of the study. Findings of existing research (Ertmer et al., 2012) confirmed that there is a relationship between teachers' readiness to use technology and years of teaching experience. However, the literature reveals unclear and contradictory results. While some research (Singh and Chan, 2014) reported that novice teachers implement technology in their instruction more than teachers with high experience do, other research showed the opposite and declared that experienced teachers implement technology more than beginner teachers do. Hence, we can conclude that both novice teachers and experienced are capable of using and implementing technology.

A research on teachers' professional development on online teaching by Rice and Dawley (2009) found that only 20.0-38.1% of K-12 online teachers received professional development prior to teaching online, with 28.3-38.1% receiving their training during their first year of online teaching. Additionally, research found that only 4.1% of responding teacher preparation programs provided opportunities for field experience in online teaching (McAllister et. al., 2016). While this is a small percentage, it is actually a modest improvement and Kennedy's (2012) previous research showed only 1.3% of responding programs offered similar opportunities. Teachers need to submit themselves to trainings that will enhance their teaching capability and skills (Kennedy et. at., 2012). In recent years, decision makers in the field of education in different countries, including the State of Kuwait,

have been paying more attention to the integration of ICT into the curriculum and all other elements relevant to the whole process of teaching and learning. They have always paid attention to the issue of developing teachers' competencies to integrate technology into the curriculum and to enhance their abilities to create technology-based teaching and learning environments (Lim, Chai, and Churchill, 2011). To be ready for this shift, teachers need to have all the competencies that will help them adopt this change successfully. These competencies include skills and knowledge in the use of digital tools in all curriculum domains and making students' learning extend beyond the classroom (Bonanno, 2011). In order to shift from the traditional instructional materials to digital and more innovative resources, teachers have to be prepared for the transformational curriculum.

Technology has great potential to enhance curriculum and teaching processes. However, teachers may not be ready to integrate technology and may not have adequate knowledge and skills to utilize technology to support the curriculum. The National Council for Accreditation of Teacher Education (NCATE) emphasized that teachers must take advantage of technology for instruction and be prepared to use technology effectively in the classroom (Afshari, Ghavifekr, Siraj, and Jing, 2013). Educational agencies in the last decade have focused on preparing teachers to integrate digital technology in instruction.

In order to be ready to integrate technology in the curriculum, teachers must be provided with a solid foundation of knowledge and skills in digital media and develop new understandings, new approaches, new roles, new forms of professional development, and new attitudes about technology integration (Ruggiero and Mong, 2015; Sabzian and Gilakjani, 2013). Teachers need to make a paradigm shift in their conception of curriculum and move from printed traditional curriculum to digital curriculum .

Concepcion, officially the Municipality of Concepcion (Hiligaynon: *Banwa sang Concepcion*, Tagalog: *Bayan ng Concepcion*), is a 3rd class municipality in the province of Iloilo, Philippines. According to the 2015 census, it has a population of 43,159 people. It was the capital of the Commandancia of Concepcion, a unit equivalent to a sub-province headed by a corregidor, before it was merged with the

Province of Iloilo. Concepcion is located on the northeastern part of Panay Island (known as the mainland), together with some 16 other, smaller, associated islands. It is bounded on the north by the municipality of San Dionisio, in the south by the municipality of Ajuy, in the west by the municipality of Sara, and in the east by the Visayan Sea. It has a total land area of 9,702.04 hectares. Concepcion is 97 kilometres (60 mi) from Iloilo City and 77 kilometres (48 mi) from Roxas City.

The largest of the 16 Concepcion islands is Pan de Azucar at 1,840 hectares (4,500 acres), which has the 573 metres (1,880 ft) high with Mount Manaphag rising from its center. Concepcion is politically subdivided into twenty-five barangays, eleven of which are island barangays, and fourteen of which are on the mainland (Panay Island). The mainland of Concepcion follows a lowland upland pattern, the Southeastern portion is characterized by thin areas of lowlands starting from the coast giving way to low slightly rolling hills which gradually rise to steeply hills converging at the slopes of Mt. Apitong, clustered around this mountain are the Barangays of Nipa, Loong, Poblacion, Tamis-ac, Nino, Macalbang and Plandico, covering about 56% of the mainland area. From Mt. Apitong these narrow strips of moderately undulating hills branched out like tentacles to all directions with the longer arms following a general North to South tread. Wedges between these upland strips are valleys and lowlands that consist the farming areas of the municipality. Located in these areas are the Barangays of Bacjawan Sur, Batiti, Jamul-awon, Aglosong and Agnaga, which approximately occupies 44% of the mainland area. The Northwest portion particularly where Barangays Agnaga and Calamigan are located is a broad area level of approximately 3.8 square kilometers. A considerable portion of the

Municipality of Concepcion includes 16 islands. Nearest to the mainland is Tago island whose southern promontory is not more than 200 meters away from the mainland. The farthest island is Baliguian, which is 22 kilometers away from the Poblacion. The biggest of these is the Pan de Azucar with an area of 18.4 square kilometer. The smallest is (not considering the islets some of which are submerged during high tides) Bocot island which is uninhabited. The aggregate

area of all these islands are 34.97 square kilometer which comprises 40% of the total land area of Concepcion. The island of Concepcion are highland masses except Baliguian which is a coral reef. They appear as half drowned mountains jutting out from the sea and manifested by sedimentary rocks. The mountain and hill system are so close to the sea that only very narrow strips of level land bordering the shores where the islanders built their clustered homes (Concepcion Census of Population, 2015).

The Department of Education (DepEd) is working with the Department of Information and Communications Technology (DICT) to assist the education sector in areas related to broadcast, connectivity and digital security for the continued delivery of education amidst the COVID19 pandemic. The partnership will also initiate the allocation of free internet bandwidth to public schools and encourage various businesses that provide telecommunications services, community cable providers, and Internet Service Providers (ISP) to do the same. The Department is also tapping DICT for assistance in providing physical security infrastructure or activity protocols to safeguard learners, teachers and staff from any unwanted security breaches and exposure to harmful online content. DepEd is also eyeing to tap DICT for technical support for the Department's Last Mile Schools Program through the augmentation of satellite capacity and the establishment of a fiber network connected to the far-flung schools (DepEd, 2020).

To equip teachers and parents with the right tools and techniques to utilize digital learning amid the COVID-19 crisis, the Department of Education (DepEd) and Globe Telecom, organized an e-skwela webinar to discuss learning at home if classes will continue to be suspended or disrupted. Globe myBusiness tied up with DepEd for the second e-skwela webinar session with the theme "Making Homes the Extended Classroom: Parent-Teacher Collaboration in the time of COVID-19." The e-skwela series is intended to help faculty members and parents integrate technology tools and interactive activities at home that are intentionally experiential, collaborative, and reflective to maximize learning experience (Malipot, 2020).

DepEd's Information and Communications Technology Service (ICTS) has summarized some of the critical challenges that we face,

as well as the updates on ongoing initiatives, in relation to distance learning technologies: Access to the internet is a major limiting factor to online learning. This can be mitigated by loading digital materials into the devices of learners. Teachers would have to be trained in the use of technology for learning delivery. DepEd has already conducted two online training programs this year with 17,000 participants each on the use of technology in teaching. This will be expanded, but there are teachers with limited knowledge in ICT, as well as with no internet access. Thus, early grade levels need to be closely supervised by parents in the use of technology. Orientation among the parents will be a major challenge, and there are questions as to whether parents are ready to take on this role. Senior high school vocational tracks have classes that require hands-on sessions in laboratories that may not be applicable in home-based approaches even with technology. DepEd has migrated its systems into cloud servers that can be scaled up to meet the increasing demand for technology-based instruction and education.

A survey among its teachers on their readiness for distance education was conducted by DepEd. A memorandum was disseminated to the field with a survey template, and the responses were consolidated by the Planning and Research Unit of the Division offices and analyzed by the Planning Service. DepEd was able to obtain responses from 787,066 teachers nationwide, across the various key stages of basic education. In terms of ownership of laptops and desktops at home, of the 787,066 teacher respondents, 687,911 or 87 percent of the teachers indicated that they have available computers (laptop or desktop) at home, while 99,155 or 13 percent of the teachers have no computer at home (DepEd, 2020). The identification of the MELCs is not only in response to the challenge of delivering learning in the time of COVID-19 pandemic, but is actually the accelerated result of the curriculum review that the Secretary has directed as early as two years ago. It responds to the findings that there are overlaps and congestion in the curriculum. The review involved bureau specialists, academic experts, and field implementers working collaboratively and employing consensus judgment. A key partner in the review, which remains ongoing and will still be refined and finalized beyond



the COVID-19 pandemic period is the Assessment Curriculum and Technology Research Centre (ACTRC). The MELCs are defined as the competencies that a learner needs to continue the subsequent grades, and ultimately to have a successful life. The characteristics of the MELCs are: a. It is aligned with national standards or frameworks, such as, for example, “Holistic Filipino Learners with 21st Century skills.” b. They connect the content to higher concepts across content areas. c. They are applicable to real-life situations whichever is applicable in the context of the learner, and other learning resources like learner’s materials, textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications can all be used to deliver e-learning materials, including offline e-books (MELC-DepEd, 2020). The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. When possible, the teacher shall do home visitation to learners who are needing remediation or assistance. Any member of the family or other stakeholders in the community need to serve as para-teachers.

Technological advances have greatly changed the education landscape in which teaching is no longer confined to the traditional faceto-face delivery of lessons. Now, students can also learn outside the classroom via the internet. The convenience and effectiveness of elearning had long been recognized by educational institutions and education officials. A lot of schools in the country have embraced with enthusiasm the emerging educational technology wherein lectures are boosted by computer-based, or gadget-based, learning. Today, in some schools, netbooks have replaced notebooks and some lessons are delivered electronically (Espinosa, 2016). Through the convergence of traditional and modern methods, students get to experience the best of both worlds – they can be tutored in school and get additional lessons through the web.

## METHODOLOGY

### Research Design

This study used the descriptive-correlation research design utilizing quantitative data. This method describes and interprets the conditions or relationships that prevail or trends that were progressing. A descriptive study involves collection of data in order to test the hypothesis, to answer questions regarding the condition of the subject of investigation and to report the real situations and conditions (Reganit, 2010).

### Research Participants and Sampling Procedure

The respondents of the study were the 172 randomly selected island school teachers out of 184 total population of island schools in the District of Concepcion during the school year 2020-2021. The total population of the respondents was known through the list that was provided by the District Office of the District of Concepcion.

### Research Instrument Used

The main instrument that was used to gather the pertinent and needed data was a researcher-made survey questionnaire.

The researcher divided the questionnaire into three main parts. Part I was on the socio-demographic profile of the respondents such as age, sex, highest educational attainment, length of service, monthly income, civil status, and residence. Part II was on scales on the degree of teaching readiness such as technological requirements and instructional materials. It was composed of items on questions on the degree of teaching readiness to answer the problem statement of the study. Part III was on the level of teacher's capability such as online skills and new normal class management. It was composed of items

on questions which deal with the level of teachers' capability so that the researcher would be able to answer the second problem statement of the study.

## **Data Gathering Procedure**

After the validation and pretesting of questionnaire for reliability and after finding it to be reliable, the researcher secured approval from the office of the District Supervisor in the District of Concepcion to administer the questionnaires to the participants of the study. Likewise, another letter was sent to the Public Schools District Supervisor of the District of Concepcion asking her consent to administer the survey questionnaire to the selected island schools' teachers in their respective school of assignment. After the request was granted, the researcher distributed the questionnaires and explain the items/questions therein clearly and administered it to the respondents and made sure a hundred percent retrieval of the said questionnaires. However, due to the present situation brought about by the COVID-19 pandemic, the researcher opted to conduct the survey online through google forms. The researcher gave the respondents enough time to answer, after which the researcher retrieved the consolidated responses of the survey questionnaires.

## **Data Analysis and Interpretation Procedure**

All the data gathered were based from the responses in the questionnaire. Data were analyzed and interpreted based on the order of the statement of the problems in the study. Using the Statistical Package for Social Sciences (SPSS) version 21, the following descriptive and inferential statistics were used; for the descriptive data, frequency, percentage, and mean were used and for inferential statistics, t-test for independent samples, One-Way ANOVA and Pearson r were computed to answer the specific inferential questions.

## **FINDINGS OF THE STUDY**

The degree of teaching readiness of island schools' teachers in the District of Concepcion was high. The level of teachers' capability of island schools' teachers in the District of Concepcion was high.

There were no significant differences in the degree of teaching readiness of island schools' teachers in the District of Concepcion when grouped according to their selected profile. There were no significant differences in the level of teachers' capability in island schools in the District of Concepcion when grouped according to their selected profile. The degree of teachers' teaching readiness and teachers' capability in island schools in the District of Concepcion were significantly related.

## **CONCLUSIONS**

Based on the findings of the study, the following conclusions are drawn:

1. Teachers in the island schools in the District of Concepcion are ready to teach under the present circumstances. They have prepared themselves with the basic technological requirements and instructional materials needed in the delivery of instruction under the new normal.
2. Teachers in the island schools in the District of Concepcion are generally prepared to engage in the new normal educational setting. They have equipped themselves with the needed online skills and demonstrate preparedness in handling and managing the class under the present circumstances.
3. The degree of teachers' teaching readiness in island schools in the District of Concepcion is the same regardless of their selected profile.
4. The level of teachers' capability in island schools in the District of Concepcion is the same regardless of their selected profile.
5. The degree of teaching readiness and the level of teachers' capability in island schools in the District of Concepcion are mutually dependent.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were made:

1. In order to sustain teachers' readiness, school heads and teachers should collaborate with the private and government agencies like local government units and NGOs for assistance in providing ICT equipment to schools. This will enhance their readiness to integrate ICT in teaching and learning. Furthermore, this will also enable them to acquire basic technological skills which is necessary in the present circumstances.
2. To further enhance teachers' online skills capability, the District Supervisor of the District of Concepcion and school heads should work together to provide ICT trainings to teachers specifically on the use of online platforms. This will improve their digital capabilities which is essential for blended learning structure.
3. The study recommends that school heads should strengthen their linkages with government and non-government agencies for support and donations in terms of computers, generators or solar panels and provision of internet connectivity to enhance teaching readiness in the new normal. This will provide effective delivery of online instruction to the learners and will help teachers submit their online reports on time.
4. To be able to address students remote learning needs, school principals should conduct ICT trainings to teachers in island schools through inset trainings by inviting a representative from the Information and Technology Office to enhance their digital capabilities to handle blended teaching.
5. In compliance with the Basic- Education Learning Continuity Plan (BE-LCP), District Supervisor of the District of Concepcion should develop a program to be conducted quarterly on ICT application among teachers in island schools. This will help teachers to learn more about the new applications in digital format.
6. To further validate the result of the present study, the researcher

recommends that more research needs to be conducted in relation to the development of teachers' readiness and capabilities using the same variables and components.

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## **CONCEPTS, AFFECTS, AND CHALLENGES AMONG YOUNG LEARNERS ON THE NEW NORMAL LEARNING**

Anna Mae P. Obamos<sup>1</sup>, Dr. Herminia B. Gomez<sup>2</sup>

### **ABSTRACT**

The study tried to determine the concepts, affects and challenges of young learners at Inzo Arnaldo Village Integrated School in the new normal. The researcher used descriptive research using the qualitative case study. In-depth interview was used to gather data from ten (10) learners in Inzo Arnaldo Village Integrated School as participants. Gathered data were analyzed using the five (5) steps developed by Powell and Renner (2003).

In this study, learners at Inzo Arnaldo Village Integrated School narrated that their concepts of the new normal were related to the presence of pandemic, modular and online learning modality, and a difficult learning environment without face-to-face contact.

Young school learners felt strange, bored, sad, and stressed about their new normal learning.

In the new normal learning, young learners are challenged in terms of their modular delivery mode of learning.

**Keywords:** concepts, affects, challenges, new normal learning

### **INTRODUCTION**

#### **Background and Rationale of the Study**

History has records of experienced in different part of the world. The influenza H1N1 2009 virus during the 21<sup>st</sup> century which caused more than 18,000 deaths (Remar, Mirdha, & Rewar, 2015), and the Ebola virus disease that killed more than 11, 000 people and cost the world more than \$2 billion according to World Bank Calculations (Maurice, 2016). The world is currently facing another global crisis,

the 2019 Coronavirus outbreak (Covid-19). In December 2019, a new viral disease was discovered in China (Thompson & Rasmussen, 2020). It became a global health epidemic in which everyone, regardless of age, gender and social status, was literally affected. The world stopped and the economy crashed, and the activities of all corporations showed off. The situation has become not only a problem for the health sector, but also to the education sector. Education has greatly affected by coronavirus pandemic.

Education has been the foundation of development of every nation. School, then, is the place where formal education takes place but because of this Covid-19 pandemic, educational institutions are closed in many countries as a preventive measure to stop the spread of Covid-19 pandemic. This pandemic time contributed experiences that affect the education of the students, the teaching process of teachers, the parents and others in different ways.

We are now living in a “new normal” and it described as a situation of being after some intense change has occurred. It substitutes the accepted, habitual, usual state after a certain event happened (Peckham, 2009).

To make sure that learning remains unhampered as the country battles the pandemic, educational institutions came out with remote learning as an alternative solution. Secretary Briones offered a wide array of options so that children can continue schooling while waiting for the vaccine. Through blended and distance learning it provide learning opportunities to the students without requiring them to come to school (Briones, 2020). The sudden shift of learning cites an obvious gap between those who can and cannot afford the resources to avail the new education platform. Various learning delivery options shall be adopted in order for the students continue their education.

As the face to face classes pose higher risk of spread, the most viable solution is through online teaching and learning. This platform challenges both the teachers and the students as it occurs something new to them. This calls for an ‘adopt quickly’ response to the new normal in teaching and learning amidst the pandemic (Tanhueco-Tumapon, 2020). Some students go for online delivery and reflected on how they are coping with feeling overwhelmed and frustrated as they adapt to the new normal. A classes moved online causing anxiety for some, the monotonous routines, and being homebound has led to struggles with

self regulation, keeping up with content and feeling isolated from fellow students or others (Zentari, Ridzwan, & Chung, 2020).

Some chose the modular learning and this is the most popular type of distance learning. This learning modality is currently used by all public schools because according to the survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred learning method of parents with children who are enrolled this academic year (Bernardo, 2020). This is also in consideration of the learners where internet is not accessible. In this type of modality the parents will also guide and monitor the progress of their children.

The researcher, who is an elementary grade/s teacher, a novice educator in this very challenging situation, wants to find out the ideas or concepts of the young learners in this global crisis, on how they feel about this pandemic and what are the challenges they encounter during the new normal learning.

## **Statement of the Problem**

This study tried to identify the concepts, affects and challenges among young learners at Inzo Arnaldo Village Integrated School in the New Normal.

Specifically, this study sought answers to the following questions:

1. What is the concept of young school learners about their new normal learning?
2. How do young school learners feel about their new normal learning?
3. What are the challenges that young school learners encounter?

## **Theoretical Framework**

This study was anchored to the Constructivist Theory of Jerome Bruner (1960). A major theme in the theoretical framework of Bruner

is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge.

Relative to this, the Cannon-Bard Theory of Emotions by Walter Cannon and Philip Bard, proposes that people have a physiological response to environmental stimuli and that their interpretation of that physical response then, results to an emotional experience. According to this theory, emotional feeling and bodily arousal occur at the same time, it also believed that when you see something, it activates the thalamus in the brain.

The implication of the theories cited above recognizes that learners have their own concept of reality according to what they feel and experience. It incorporates the learning process wherein the learner gains their own conclusions through the creative aid of the teacher as a facilitator.

## Conceptual Framework

The conceptual framework of this study present the different ideas or concepts, feelings, challenges among young school learners on the new normal learning at Inzo Arnaldo Village Integrated School for academic year 2020 – 2021. To illustrate, figure 1 is shown below.

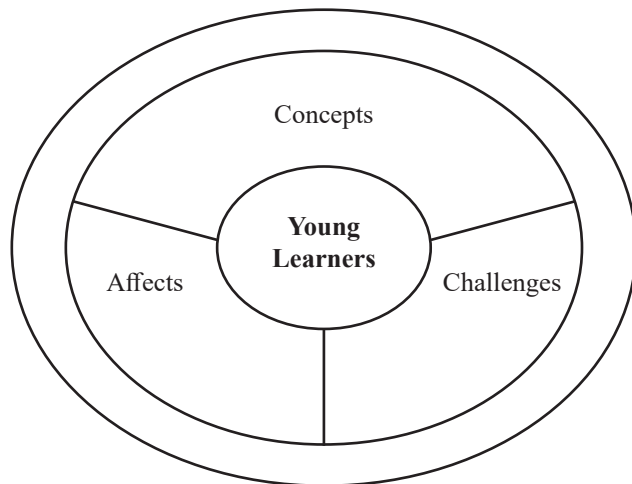


Figure 1. Schematic diagram showing the concepts, affects, and challenges of young school learners.

## RELATED LITERATURE

### Foreign Literature

**Concepts.** The Covid-19 pandemic has shown a spotlight of inequality in America: School closures and social isolation have affected all students, but particularly those living in poverty. Adding the damage to their learning, a mental health crisis is emerging as many students have lost access to services that were offered by schools (Terada, 2020). The Covid-19 pandemic may worsen existing mental health problems and lead to more cases among children and adolescents because of the unique combination of the public health crisis, social isolation, and economic recession (Terada, 2020).

In China, the outbreak of Covid-19 pandemic launch live online programs of a total of 2, 613 undergraduate online courses and 1,824 graduate online courses in order to ensure the normal teaching operation, with 44,700 students stay at homes or dorms (Lei, 2020). Many Chinese students have shown weak persistence in online learning, which seriously restricted their learning effectiveness (Li, Wu, Yao, & Zhu, 2013). In order to ensure that students concentrate on online study, faculty should reasonably break down the content of the class teaching into different topics and adopt modular learning method. In other words, on the basis of ensuring a clear knowledge structure in the curriculum, faculty divide the teaching content into several small modules with each lasting approximately 20-25 minutes.

Moreover in the City of Oulu, Finland, according to the educational administration, some students, who have difficulties to concentrate in a normal classroom, for instance because of noise, benefitted from the distant teaching. These pupils succeed better when they were able to study in their own quiet space without distractions. There were also many pupils who like independent studying that distant schooling provided. These pupils were able to schedule their own school day and follow their own pace. It was also possible for a pupil to concentrate more on personally interesting topics and get more challenging tasks if own performance was higher than average. These pupils succeeded well and enjoy personalized learning opportunities (Iivari, Sharma, & Olkkonen, 2020).

Teachers, students and administrators have faced the unexpected shutdowns with courage and creativity but there's no doubt that it has been a tremendous challenge for them. One day, they we're in the classroom; the next they we're isolated at home. Social distancing is so difficult for young people who build their identity around their relationships with their friends and peers (Raveendran, 2020). Speaking with school administrators around the country, it's clear that they have put an enormous amount of energy and creativity into planning for the challenges of this new school year. It's a massive change, but with a positive outlook and the right technology tools, students and teachers can thrive in a remote learning environment (Raveendran, 2020). Educators and learners are facing enormous challenges in this new normal learning. A lot of pupils learn from being in the company of their peers. However, this will not likely happen since physical interactions are limited right now. Teachers have had to rethink their classes entirely and may be struggling under increased workloads while learning new techniques that would fit their pupils' needs. It is truly a challenging task and a huge adjustment for all that comprises the educational system, but with constant communication and understanding, learning can always take place.

**Affects.** The Covid-19 pandemic has inevitably made some impacts on the physical and psychological well-being of students. It will do more to students to obtain proper health information and learn about social and local health care support system as well as improving psychological support for dealing with this pandemic and future health-related problem. Institutions should prepare to find creative and effective ways of supporting students during challenging period (Mok, 2020).

**Challenges.** In Japan, international students already face a lot of challenges. Personal psychological issues can affect the performance of a student. With various other stresses, general living issues may provide obstacles in his/her learning. Socio-cultural issues like discrimination and racism can impact a student emotional well-being further magnified by the difficulty in learning the Japanese language (Lee, 2017). These challenges, along with many other issues, are amplified by the Covid-19 pandemic.

It is not easy for the students to adapt the new normal situation. According to an Indonesian minister, the challenge of making sure all students have access to remote learning is “enormous”. Distance learning will at least in the short term have a negative impact on educational outcomes and qualities because it takes a long, long time for people to adapt to new way of teaching and learning. It is even more acute because of the huge diversity of geographic challenges and infrastructural challenges (Karim, 2020). Today’s new normal learning brought a big challenge to the educators and learners on how to adapt this new school setting to render quality education. They need to be flexible in order to adapt the new situation. Specifically, students must be adaptive to the different learning modalities for them to continue education. With the coordination of the parents to the teachers and the dedication of the learners to finish their studies, these challenges can be surpassed. Understanding these will help create strategies in delivering lessons that ensure an uninterrupted learning journey for learners.

## Local Literature

Educational institutions in the Philippines show obvious unpreparedness in a crisis like this. There has been an evident problem on adjusting the educational system to online classes. A study by Sasot et al. (2020) shows that class cancellation is a reflection of social injustice by having inequality in terms of the access to technology such as gadgets and the internet. The situation also elicits the scarcity of the crisis management among workers. Majority of schools, instructors and families need proper guidance on how to help the students during the extended period of class suspensions (Pelmin, 2020). Switching traditional classroom into computer-based makes the teaching and learning experiences different for teachers and students. It became a challenge because not every teachers know how to use computers and some students do not have computers, cellphones and internet connection. Many students would have struggled to acquire technologies due to job scarcity and financial troubles. For those students who are good with manipulating the computers and have the



stable connectivity can go on with online classes but those who were not good in computer might encounter problem.

Numerous innovative programs have been proposed by the different learning sectors in the Philippines. The department of education emphasized that it would not necessarily mean that teachers and learners will go to schools and learn inside the classrooms and devised various modalities to ensure that online learning a choice among all others in this new learning environment (DepEd, 2020). In addition, both will allow adopt numerous learning delivery options such as but not limited to face-to-face, blended learning, distance learning and home-schooling and other modes of delivery (CHED, 2020; DepEd, 2020). However the implementation would pose such problems on students who have limited internet access, no gadgets and the poor.

People during Covid-19 pandemic show a variety of panic behaviors such as anxiety, paranoia, nihilism, fear, and worry of acquiring or transmitting the virus (Nicomedes & Avila, 2020). Uncertainty, joblessness, panic, anxiety, hunger, discomfort, and depression. These are the words that one can immediately think about the Covid-19 pandemic. Many things have changed from the widespread of this disease. There are now limitations in mobility such as having a smaller number of public vehicles that cater large number of commuters. People need to walk for hours just to go to work as mass public transport was suspended. Job security is under attack specially those working in entertainment and recreation industries, food and hotel industries as well as those who are involved in the construction sectors. People who used to earn daily need to depend on the government for monetary assistance and the list go on and on (Taroballes, 2020).

With the incoming school year, teachers, parents and learners need to face the reality that almost nothing is going back to normal unless a vaccine will be developed and utilized. However, education is a basic human right and despite the pandemic, no one must be left behind. The challenges brought about by the pandemic are different to each person and each family. Some are blessed to be at the comfort of their homes while other families struggle to even feed themselves a decent meal because of the loss of income. No one is exempted from the ill effects

of Covid-19 (Taroballes, 2020). Covid-19 pandemic brought a new world full of challenges, dilemmas, as well as opportunities. It has affected almost all kinds of trade and many lost their jobs and clearly demonstrated the social, environmental realities and phenomena from unsustainable conditions that many of us have been living with. Despite these difficulties we are facing right now, people never stop on finding means for a source of living. Higher administrators, teachers, parents and students help hand on hand for the continuation of education.

Students are the most vulnerable in this situation. Before, education was seen as a gateway to a brighter future; now, education is a burden to the poor and an advantage to the affluent. Students enroll not because they want to learn, but because they don't want to be left behind. They attend online classes and answer their modules and course packs, not because they want to learn but because they need to comply with these requirements to get a degree and diploma (Adorador, 2020). The education for today's new normal learning is not easy for the teachers especially to the students. No teachers teaching in the classroom and students are on their house and the parents serve as their teacher. Many assignments or task need to comply and modules to read. Some think the new normal learning has to be scourged not only for teachers but also for students.

## Synthesis

The present study is similar to foreign and local literature reviewed as to the ideas or concepts, feelings and challenges of young learners in the new normal learning. The foreign literature about Mok (2020) that Covid-19 Pandemic made some impacts on the physical and psychological well-being of students. In addition, the local study by Nicomedes & Avila (2020) shows variety panic behaviours of the people on Covid-19 Pandemic.

However, the present study is different from the foreign and local literature in terms of research objectives, setting, research instrument and the respondents of the study.

## METHODOLOGY

### Research Design

This study used the descriptive research design using the qualitative case study. Qualitative case study according to Swanborn (2010) is a study which used to examine events or social phenomena. The data would be gathered through an in-depth interview using open-ended questions.

The researcher considers this research design to find out the ideas or concepts, feelings and challenges encountered by the participants during the Covid-19 pandemic. Furthermore, this study also presents some of the new normal situations encountered by the pupils in dealing with their studies in homes using their modules.

### Research Participants and Sampling Procedure

The participants of the study were the ten (10) young learners with ages 8-9 years old at Inzo Arnaldo Village Integrated School for School Year 2020-2021.

Purposive sampling was used in this study because it depends on the selection and the individuals to be studied.

The method aimed to obtain data from a purposely selected group of individuals so that the researcher be given the chance to know the impact of Covid -19 pandemic to the lives of the participants under the new normal learning.

### Research Instrument Used

The research instrument used to gather the data was the open-ended questions made by the researcher. In a case study research, data were gathered using the interview. Swanborn (2010) mentioned that, the most common form of interview is the person-to-person encounter wherein one person elicits information from another.

As part of the qualitative method, the researcher used the in-depth interview/ the open-ended questions to elicit ideas/concepts, feelings and challenges of the young learners which they encountered or felt in this new normal learning (Covid-19 Pandemic). The questions were translated in the vernacular (their familiar language) to help them understand the statements. The researcher included the suggestions of the panel of experts in preparing the open-ended questions.

## **Data Gathering Procedure**

In this study, the data were gathered through an in-depth interview and case study process of Bill Gillham (2000). The researcher observed the following steps. First step, the researcher reviewed some literatures to determine what are already known, what is lacking and what is needed to support the study. The help of the school principal of Inzo Arnaldo Village Integrated School was sought providing the official list of elementary pupils with ages 8-9 years old for academic year 2020-2021; the second step was the framing-up of the interview questions which translated in the vernacular for easy understanding of the respondents; third step dealt on the data gathering which the researcher found it difficult to do, but must be done by having an open mind on how to do conduct this study; the fourth step was the conduct of the interview. There were two main elements for the interview process and these are practicing the interview and developing topics or questions. The researcher prepared an interview guide which focused on the needed data. The guide helped the researcher make the interview process systematic, comprehensive and not stressful to the respondents. The researcher used the paper-pencil, recording and video-recording with the help of a computer technician. A specified room for the interview was prepared with the help of the parents using the protocol required by the authorities. The researcher/interviewer asked questions then, make follow-ups through a smooth process to arouse the interest of the respondents, make them comfortable and natural in their ways in answering questions. For confidentiality, the names were not identified but they were named pupil A, B, C, D and

so on. The fifth step was to the interpretation of data. Key points were noted or categorized. The researcher identified the major reasons or learnings or by illustrating key points and reviewed the videos to describe clearly the findings of the study/interview.

## **Data Analysis and Interpretation Procedure**

The data were analyzed using the five (5) steps of Powell and Renner (2003). First step, the researcher examined carefully the quality of data by reviewing, scrutinizing and examining the answers to the questions during the interview. The second step, the researcher identified and analyzed the responses of the respondents as to consistencies and differences. The third step, the researcher coded the data by assigning abbreviated letters, themes or present ideas. In short, the data were organized by categories or sub-categories with themes and all relevant themes were identified and labeled. The fourth step, the researcher summarized the information given by the respondents as to similarities or differences and be assembled or grouped these themes. The fifth step, the researcher interpreted the data as to meanings and significance. Results were also be presented in outline forms/illustrated data. The video clips were also used to analyze further the gathered data.

## **FINDINGS OF THE STUDY**

The concept of new normal learning for young school learners was related to the presence of pandemic, modular and online learning modality, and a difficult learning environment without face-to-face contact.

Young school learners felt strange, bored, sad, and stress about their new normal learning.

In the new normal learning, young learners are challenged in terms of their modular delivery mode of learning.

## CONCLUSIONS

The concepts, affects and challenges in the New Normal as perceive by the young learners at Inzo Arnaldo Village Integrated School were determined in this study. Based on the findings of the study, the following conclusions were drawn.

New normal learning is perceived by young school learners as the presence of pandemic, a shift to modular and online learning modality, and a difficult learning environment without face-to-face contact.

Strange, boredom, sadness, and stress are the feelings of young school learners towards new normal learning.

Young school learners are challenged in terms of their modular delivery mode of learning.

## RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations were made.

1. Since modular delivery is the most prefer mode of learning of the learners, the teachers must have an open communication to the parents if there are some questions on the modules for them to guide their children in answering, do “Kamustahan” to follow-up the learners’ progress through text, calls and chat/video call, make home visitation once a week and give immediate information on what to answer in the modules.
2. Since learners feel strange, bored, sad and stress, this study recommend parents to have enough time to check and talk to their children. Helping them start an activity like writing a personal journal that will strengthen “emotional health and resilience”. Allow them to communicate with their classmates and with the teachers through text, calls, chat/video calls. Open communication with family is also a key. The relationship with parents and their teachers frankly is what we call the secret sauce – that’s what sets children up for cognitive success or success with intimate relationships and children’s most

important socialization comes from their own family, siblings and parents.

3. Since modular learning comes with challenges to learner engagement, the reading and written lessons in the modules should be short and understandable, take out the unnecessary exercises to reduce/lessen activities in the modules, consistent instruction in the modules and as much as possible limit activities and give more examples and explanations to each of the given activity.
4. More research needs to be conducted in relation to the young learners' concepts, affects and challenges on the new normal learning and identify effective ways to help young learners cope with COVID-19 pandemic in their continuity in learning.

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## **SCHOOLS CAPABILITY AND LEARNING CONTINUITY PLAN IMPLEMENTATION IN THE DISTRICT OF DAO-DIVISION OF CAPIZ**

Cherie Ann S. Magbanua<sup>1</sup>, Dr. Monecita A. Villaruz<sup>2</sup>

### **ABSTRACT**

The study was conducted to determine the schools capability and the implementation of the Learning Continuity Plan (LCP) of public elementary schools in the District of Dao-Division of Capiz.

This study utilized a descriptive correlational research with 165 randomly selected public elementary school teachers as respondents. Data were gathered through a researcher-made questionnaire and analyzed using SPSS Version 21 for Windows using frequency, t-test for independent samples, One-way ANOVA and Pearson r.

The degree of schools capability of public elementary schools in the District of Dao-Division of Capiz and the level of implementation of the Basic Education-Learning Continuity Plan (LCP) of public elementary schools was regularly manifested to a certain extent.

There were no significant difference in the degree of schools capability and level of Learning Continuity Plan implementation in District of Dao.

There was a significant relationship between the degree of schools capability and the level of Learning Continuity Plan implementation in District of Dao.

**Keywords:** schools, capability, learning continuity, implementation

### **INTRODUCTION**

#### **Background and Rationale of the Study**

The Learning Continuity Plan (LCP) is intended to balance the needs of all stakeholders, including educators, parents, students

and community members, while both streamlining engagement and condensing several pre-existing plans. It is intended to allow communication of decisions that will guide the school on how instruction and learning will occur based on health guidance while providing critical opportunities for stakeholder engagement (CA Education Department, 2020).

In many countries like Vienna, as the COVID-19 pandemic spreads across the globe, school leaders and education policy makers are grappling with unprecedented decision-making about closings and equitable continuity of learning. Continuity of learning is an emergency response measure to ensure students can stay on their learning pathways during an interruption. It is also called continuity of education, instructional continuity, academic continuity, among other terms (Aurora Institute, 2020).

The DepEd Order No. 12 s. 2020 which is the Adoption of Basic Education Learning Continuity Plan (BE-LCP) for school year 2020-2021 in light of the COVID-19 responds to the directive of the Secretary and provides guidance to the department on how to deliver education in this time of crisis. DepEd embarked on the development of the BE-LCP to enable learners of basic education to continue learning, and for teachers to be able to deliver instruction in a safe work and learning environment amid the threat of COVID-19. The basic learning continuity Plan of the Department of Education highlights the following; Adoption of various learning delivery options such as but not limited to face-to-face, blended learning, distance learning, and home schooling and other modes of delivery shall be implemented depending on the local COVID Risk Severity Classification and compliance with minimum health standards; and Conduct of curricular and co-curricular activities involving gatherings such as science fairs, showcase of portfolios, trade fairs, school sports, campus journalism, festival of talents, job fairs, and other similar activities is cancelled, except those conducted online (DepED, 2020).

As a teacher in the District of Dao, researcher observes that schools and teachers lack the necessary capability on ICT frameworks and digital capabilities to handle blended learning in the new normal era. Researcher observes that teachers have to ask from colleagues for assistance in using the computer and photocopier to print the modules

and struggle to come up with digital learning resources essential to the new normal teaching and learning structure which is the blended learning with modularized and online delivery modality.

## **Statement of the Problem**

This study was conducted to determine the degree of schools capability and the level of implementation of Basic Education-Learning Continuity Plan (BE-LCP) in the District of Dao - Division of Capiz. Specifically, it sought to answer the following;

1. What is the degree of schools capability in the District of Dao - Division of Capiz in terms of internal and external capability?
2. What is the level of implementation of Basic Education-Learning Continuity Plan (BE-LCP) in the District of Dao - Division of Capiz in terms of curricular modification, dialogue with stakeholders and health and safety protocols?
3. Is there a significant difference in the degree of schools capability in the District of Dao - Division of Capiz when respondents are grouped according to school station, age, sex, civil status, highest educational attainment and years of teaching experience?
4. Is there a significant difference in the level of implementation of Basic Education-Learning Continuity Plan (BE-LCP) in the District of Dao - Division of Capiz when respondents are grouped according to school station, age, sex, civil status, highest educational attainment and years of teaching experience?
5. Is there a significant relationship between the degree of schools capability and the level of implementation of Basic Education-Learning Continuity Plan (BE-LCP) in the District of Dao - Division of Capiz?

## Hypotheses

Based on the foregoing problems, the following hypotheses were tested:

1. There is no significant difference in the degree of schools capability in the District of Dao- Division of Capiz when respondents are grouped according to school station, age, sex, civil status, highest educational attainment and years of teaching experience.
2. There is no significant difference in the level of implementation of Learning Continuity Plan (LCP) in the District of Dao - Division of Capiz when respondents are grouped according to school station, age, sex, civil status, highest educational attainment and years of teaching experience.
3. There is no significant relationships between the degree of schools capability and the level of implementation of Basic Education-Learning Continuity Plan (BE-LCP) in the District of Dao - Division of Capiz.

## Theoretical Framework

The study was anchored on ‘Dynamic Capabilities’ (DC) theory developed by Teece, Pisano & Shuen, (1997). This defines the organizations’ ability to integrate, build and reconfigure internal and external competencies to address rapidly changing environments. DCs are thus the organizational and strategic routines by which firms achieve new resource configurations as markets emerge, collide, split, evolve and die. This theory established a process that enable an organization to reconfigure its strategy and resources to achieve sustainable competitive advantages and superior performance in rapidly changing environments. Processes for enabling organizations to integrate, marshal and reconfigure their resources and capabilities to adapt to rapidly changing environments. These include micro-foundations for each of the three following dimensions: sensing (identification and assessment of an opportunity), seizing (mobilization of resources to address an opportunity and to capture value) and transforming (continued renewal

reconfiguring the business firm's intangible and tangible assets. DC may be considered as a source of competitive advantage. DC theory goes beyond the idea that sustainable competitive advantage is based on a firm's acquisition of valuable, rare, inimitable and non-substitutable (VRIN) resources. The present theory is appropriate for this study as it deals with the rapidly changing environments for schools during this new normal as it need to integrate, marshal and reconfigure their resources and capabilities.

## Conceptual Framework

The diagram shows the relationships of the independent and dependent variables. The independent variables are composed of the socio-demographic profile of the respondents like school station, age, sex, civil status, highest educational attainment and years of teaching experience. Dependent variables are composed of the correlates of the degree of schools internal and external capacity and the level of implementation of the Learning Continuity Plan (LCP) considering curricular modification, dialogue with stakeholders and health and safety protocols.

The framework of the study is shown in Figure 1.

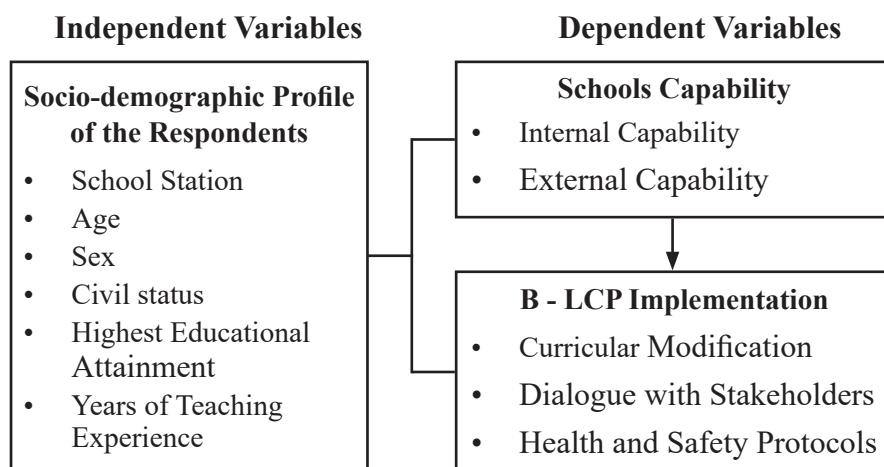


Figure 1. Schematic diagram showing the framework of the study.

## RELATED LITERATURE

**ICT infrastructure.** The Information and Communication Technology (ICT) integration in education generally means technology-based teaching and learning process that closely relates to the utilization of learning technologies in schools. Due to the fact that students are familiar with technology and they will learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT will lead to effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013). It is right to say that almost all ranges of subjects' start from mathematics, science, languages, arts and humanistic and other major fields can be learned more effectively through technology-based tools and equipment. In addition, ICT provides the help and complementary supports for both teachers and students where it involves effective learning with the help of the computers to serve the purpose of learning aids.

Technology-based teaching and learning can make many changes in school that requires for proper planning and policy making. Researchers and policymakers must both have the same insight about the future plan. Dudeney (2010) noted that national ICT policies can serve several crucial functions. They provide a rationale, a set of goals, and a vision of how education systems run if ICT is integrated into teaching and learning process, and they are beneficial to students, teachers, parents and the general population of a given country. Ministry of Education Malaysia has formulated three main policies for ICT in education. The first policy insists on all students are given opportunity to use ICT. This is aimed to reduce the digital gap amongst the schools. The second policy focuses on the role and function played by ICT in education. Besides that, another policy stressed on the use of ICT for accessing information, communication and as productivity tool.

In Malaysia the government has implemented the integration of ICT in learning and teaching process in early 1970's. This is due to the importance of technology literate which produce critical thinking

workforce to face and involve the country in the global economy (Hamidi, Meshkat, Rezaee, and Jafari, 2011). Accordingly, many schools were upgraded with computer's lab, the internet connection, smart white boards, LCD and other ICT tools and equipment. Despite all these, the problem faced was the teachers' skill and aptitude, technical support and stability of the system in order to implement the policy successfully. However, the government is still improving and upgrading the systems to be fully utilising by ICT. As a developing country, exploration of the factors that affecting Malaysian teachers' ICT usage in schools can help to increase the integration of ICT in country's teaching and learning process. **Teachers' technology readiness.** The new era of ICT in education should be developed rapidly to appropriate extent in order to matching the capability of students as well as teachers in educational experience due to the development of new information technology. Results suggest that trainee teachers in Malaysia have confidence to integrate ICT in their teaching practices. And the male teachers are more confident than female teachers in using ICT integration in teaching. Moreover, it shows that vocational teachers are more confident to integrate ICT in teaching, because they can handle technical subjects and their experience enable them to integrate ICT effectively in teaching. Furthermore, only minority of teachers in Malaysia professionally know the basic of ICT. The majority of them just had average knowledge in ICT, and even a group of the teachers are poor in the related knowledge of ICT. It indicates that level of ICT knowledge among teachers is one of the key factors for Malaysia society to make successful adoption of ICT in its education (Cassim, K. M., and Obono, S. E., 2011).

Students learn better when ICT is integrated in teaching and learning process. Students report higher attendance, motivation and academic performance as a result of ICT programs. The number of school dropouts reduced to greatly with the use of ICT in schools. This is so as internet enticed school dropout to return to school. The use of ICT in schools help to develop future workforce that can effectively participate in the increasing networked world and the emerging knowledge economy (Rebecca, and Marshall, 2014).

**Teacher preparedness.** Setting up the equipment correctly



influences how the teacher uses ICT tools in the teaching and the learning process. When a teacher is able to blend the selection of appropriate tools (TCK) with the appropriate strategies and activities to teach ICT enhanced lessons (TPK), it results to the Technology Pedagogical Content Knowledge (TPCK) or (TPACK). This is also known as teacher's knowledge about teaching using ICT (Graham, 2011) insisted that when teachers are equipped with sufficient technological knowledge, technological content knowledge, technological pedagogical knowledge, TPACK will be developed thereby enhancing effective teaching with ICT. TPACK also stands for the idea that what teachers knows about effective teaching, their subject matter and educational technology must be used together for them to be successful in their classrooms supporting students learning. Over the past two decades there have been a great deal of focus on the reform in teacher preparation aimed at improving learning outcomes of learners. Teacher quality can be well understood in considering the relationship between teacher productivity and teacher training including formal pre-service university education, in-service professional development and informal training acquired through on the job experience (Hollins, 2011).

Teacher who do not have both academic and professional qualification would not be effective in teaching and learning process. The researcher further argues that a well-qualified teacher who works within unfavorable conditions may be less productive than unqualified teacher working in favorable conditions of service (Agyman, 2013).

To have strong training for responsible practice, teacher preparation programs must focus on clear specifications of skills, capabilities, and qualities of performance necessary for independent practice, as well as, developmental, clinical training, progressing from observing to simulations, with coaching, to independent practice in settings are essential for teachers' support to professional learning. Ball's (2011) core components of practice-centered teacher education involves curriculum, instructional activities and settings, and assessment to assist in preparing novice teachers. Overall, teaching is a practice and must be focused on learning and doing the actual work that is crucial to the improvement of teacher preparation.

**Monitoring and evaluation.** School improvement has proven to be a continual challenge. Effective monitoring is an essential element of a learning and ultimately sustainable educational initiative. Although monitoring reach far and deep into the workings of a school and the function of its staff in particular of its teachers and managers, they do not in most cases serve to dictate how you should teach individual classes. Nor in most cases do they seek to control the way in which the national curriculum is delivered. Monitoring is an assessment of how well a school is doing, covering strengths and weaknesses and what may be done to make improvements. In this respect monitoring is important but should not be considered exceptional experience (Luginbuhl, Webbink and Wolf, 2009).

The implementation of an effective quality management system in higher education is a dynamic process of monitoring, continuous improvement, and change. It is, therefore, evident that MandE in higher learning institutions calls for adequate management of staff, students, and other stakeholders to continuously improve (O'Mahony and Garavan, 2012).

Research done on the perspectives, attitudes, and positions of academics toward quality assurance showed that academics may resist or comply with quality assurance procedures (Cardoso, Rosa, and Santos, 2013). The academics find performance appraisal acceptable if they lead to satisfaction, suggestions for improvement, or rewards. They suggested that assessments, when perceived by faculty as improvement-oriented, can generate positive outcomes and even reinforce the relationship of professionals with their organizations.

**Community involvement.** Community involvement in school is a medium from augmenting and enhancing the societal, cognitive, emotional and spiritual development of students. Community involvement in school has additional benefits. Through service learning a method of learning that unites course contents with community service or volunteerism students attend to the local, social and or economic needs of the community (Kaiser and Drobney, 2011).

Essentially, when community is passive in education matters, children can barely recognize that their contribution in the community is paramount and that they are the solutions to the change that they so

much desire. Developing our communities starts with each and every one of us, where we take keen interest as well as participation in the development and growth of schools.

**Curricular modification.** Nowadays, we all are staying in our homes due to the lockdown policy implemented by the government. However, learning should not halt. Different countries worldwide have introduced various answers during the pandemic to continue the education process - the introduction of distance learning. These are online learning platforms such as google, TV broadcasts, guidelines, resources, video lectures and online channels were introduced (UNESCO, 2020).

Changes on the grading system, assessment and evaluation of student's performance will also be a challenge to every administrator. In addition, laboratory activities in sciences and other subjects that require performance such as Physical Education and culture and arts would be limited to paper and pen test, unless schools will require students to be physically present to be assessed through performance tests. In addition, extra-curricular activities in school such as scouting, proms, sports intramurals, contests and foundation day will be reduced and discontinued. In terms of teaching, teacher training to online instruction, blended learning and distance learning is also recommended in order to adjust to the new instructional format (Toquero, 2020). Assessment strategy had several positive outcomes; students regularly reflected on their own learning in a more meaningful way, they connected their work and understanding with their final grades with increased clarity, and the assessment strategy impact on shifting overall motivation for student's engagement in a blended learning structure.

The current pandemic has brought challenges and changes in most communities, workplaces and even households. Many adjustments in lifestyles and modifications in the way businesses work have to be made to cope with the demands of this unusual situation. The continuous extension of community quarantine implementation has caused inevitable conditions among everyone; from being uncertain and feeling distress, to eventually learning to embrace a "new normal". Greatly affected by such is the school system; hence, this Learning

Continuity Plan (LCP) is drafted to somehow lessen the uncertainties and distress, as regards the school learning of Don Bosco Makati Technical Institute of Makati students (Don Bosco Technical Institute of Makati, 2020).

With schools to reopen its doors the following school year, it's vital to plan how schools will be able to pursue their mission of implementing quality education to every student. As school is a public place where crowd is unavoidable and children are vulnerable, there is a need to strengthen policy in terms of the delivery of instruction — to provide opportunities for online learning platforms. Numerous innovative programs have been proposed by the different learning sectors in the Philippines. The Department of Education emphasized that it would not necessarily mean that teachers and learners will go to schools and learn inside the classrooms and devised various modalities to ensure that online learning a choice among all others in this new learning environment (DepEd, 2020).

In consolidating the inputs, we were guided by principles flowing from the directive of the Secretary, the objectives identified by the Response Plan of the Administration strand, overall government policies, and the reform agenda embodied under Sulong EduKalidad. These principles are: Protect the health, safety, and well-being of learners, teachers and personnel, and prevent the further transmission of COVID-19; Ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners; Facilitate the safe return of teaching and non-teaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments; Be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and Link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking

in Education (Execom-DepEd, 2020) Public Health Standard in the DOH administrative order is physical distancing. It is indicated as mandatory for all risk severity levels. DepEd would need to reduce our class size to 15 to 20 learners per classroom from the present 30 to 40 learners per classroom to meet this requirement. In summary, we see the epidemiological picture combined with the direction of national response to be as follows for basic education beyond May 15:

Oplan Balik Eskwela. The Oplan Balik Eskwela (OBE) is an annual program to ensure that learners are enrolled and able to attend the school on the first day of classes. It is a mechanism to address problems, queries, and other concerns commonly encountered by the public at the start of the school year. Given the challenges of COVID-19 and the many anticipated questions and uncertainties, DepEd has extended the period of OBE implementation to run from June 1 to August 29, 2020. The OBE will coordinate and strengthen the synergy with the Department's Brigada Eskwela, and engage agencies, organizations, and other stakeholders towards contributing to the needs of the education sector at this critical time. access quality education and as stated in Republic Act No. 10533, otherwise known as the "Enhanced Basic Education Act of 2013," calls for inclusive, quality, and learner-oriented education that addresses the various needs and diversity of learners. Thus, the prevailing digital divide in the country, the various socio-economic situations of families which affect the provision of learning support in the home, and the peculiar needs of learners with disabilities, learners who are part of indigenous communities, and learners in remote locations, among others, shall be taken into account, along with the needs of the majority and mainstream learners. The rights to access and to quality education shall be made available to every Filipino learner in basic education (Enhanced Basic Education Act of 2013-DepEd, 2020).

## METHODOLOGY

### Research Design

This research utilized the descriptive-correlational research design. According to McMillan (2008), the descriptive type of study finds answer to the questions who, what, when, where and how. It is descriptive, which utilized quantitative methods, because the study attempted to identify problems with current practice, justify current practice, make judgements, or determine what others in similar situations are doing considering schools capability initiatives and the implementation of the Basic Education Learning Continuity Plan (BE-LCP).

Quantitative research was used to reflect in numbers the respondents' demographic profile. According to Creswell (2014) quantitative research is a research that seeks to quantify or reflect in numbers the observations on characteristics of the population being studied. Data that were gathered from multiple variables, sample observation and correlational statistical techniques will then be applied to the data.

This design was considered appropriate to this study because intends to determine the degree of school's capability and level of implementation of the Basic Education-Learning Continuity Plan (BE-LCP) in the District of Dao- Division of Capiz for the school year 2020-2021.

### Research Participants and Sampling Procedure

The respondents of the study were the 165 (93.75%) randomly selected samples composed of 153 public elementary school teachers and 12 public school administrators. The samples were drawn from the population of 176 composed of 163 teachers and 13 school administrators in the District of Dao-Division of Capiz during the school year 2020-2021. District of Dao-Division of Capiz is composed of Dao Elementary School with 41 samples, Agtangway Elementary

School with eight (8) samples, Andres E. Quintia Sr. Elementary School with seven (7) samples, Antonio Abad Elementary School with eight (8) samples, DNEMS with 15 samples, Doroteo E. Sr. Elementary School with seven (7) samples, Ilas Norte Elementary School with eight (8) samples, Lacaron Elementary School with nine (9) samples, Malonoy Elementary School with nine (9) samples, Manhoy Elementary School with eight (8) samples, Matagnop Elementary School with eight (8) samples, Quinayuya Elementary School with seven (7) samples and Tabuc Elementary School with 14 samples.

## **Research Instrument Used**

The main instrument that was used in this study is the survey questionnaire composed of three (3) parts (See Appendix F, Page 156). The first part was on the socio-demographic data of the respondents such as school station, age, sex, civil status, highest educational attainment and years of teaching experience.

The second part of the instrument was on the degree of schools capability in terms of internal and external capability.

The third part of the instrument was on the level of implementation of Basic Education-Learning Continuity Plan (BE-LCP) in terms of curricular modification, dialogue with stakeholders and health and safety protocols.

## **Data Gathering Procedure**

After the validation of the questionnaire's reliability, the researcher requested permission from the Capiz Division and the District Supervisor to conduct the questionnaire among the teachers in Dao. The researcher encoded the data in the google survey form and distributed the questionnaires through the messenger and DepEd email of the respondents and explained the items/questions therein very clearly. After two weeks, the researcher retrieved the instruments.

## **Data Analysis and Interpretation Procedure**

Collected data were prepared for analysis and interpretation. All the data gathered were based from the responses from the questionnaire. Data were analyzed and interpreted based on the order of the problem statements in the study.

## **FINDINGS OF THE STUDY**

Results of the study that the degree of capability and the level of implementation of the Basic Education-Learning Continuity Plan (LCP) of public elementary schools in the District of Dao-Division of Capiz was high. No significant difference in the degree of schools capability and the level of implementation of the Basic Education-Learning Continuity Plan (LCP) of public elementary schools in the District of Dao-Division of Capiz. The degree of schools capability and the level of implementation of the Basic Education-Learning Continuity Plan (LCP) of public elementary schools in the District of Dao-Division of Capiz Division were significantly related.

## **CONCLUSIONS**

The degree of schools capability and the level of implementation of the Learning Continuity Plan (LCP) of public elementary schools in the District of Dao-Division of Capiz were determined in this study. Based on the findings of the study, the following conclusions were drawn.

1. Public Elementary schools in the District of Dao are capable of carrying out the programs and activities as required by DepEd. They have trained their teachers as the delivery of instruction using the modular approach and have provided the facilities needed for effective delivery instruction. They have the support of parents and government officials who assist them in the delivery of instruction.



2. The Basic Education Learning Continuity Plan has been implemented to a certain extent in the public schools in the District of Dao. Focus is in the development of the most essential learning competencies of appropriate teaching-learning modalities.
3. Regardless of respondents, school station, age, sex, civil status, highest educational attainment and length of service on the degree of capability of public elementary schools in the District of Dao-Division of Capiz remain the same.
4. Regardless of respondents, school station, age, sex, civil status, highest educational attainment and length of service, the level of implementation of Basic Education-Learning Continuity Plan (LCP) of public elementary schools in the District of Dao-Division of Capiz remains the same.
5. The degree of schools capability and the level of implementation of Basic Education-Learning Continuity Plan (LCP) in the District of Dao-Capiz Division are mutually dependent.

## **RECOMMENDATIONS**

Based on the conclusions of the study, the following recommendations were made.

1. The study recommends that schools may allocate funds from the MOOE or Canteen funds to purchase additional printers. These shall be utilized for the printing of modules for the students. This can be funded by other means like asking help from the local government units through the education committee of Sangguniang Panlalawigan, collaborating with the members of the alumni and private sectors and other stakeholders. Schools may also encourage donors by the establishing a collaborative program published in social media platforms.
2. This study recommends that public elementary schools update parents of the school's new programs and policies through social media, call or text message. This can also be

supplemented by home visitation and parent orientation which may be conducted once a month.

3. The study recommends that schools give face masks to parents and students as an incentive to those parents who deliver the modules on time and develop a comprehensive public health policy which should incorporate physical distancing, education about appropriate mask use (e.g., types of face coverings, application, safe use, and disposal, promotion of preventive hygiene protocols, and widespread diagnostic testing and contact tracing, and consider local demographics, epidemiologic data, and exposure context. This study further recommends that these policies should be communicated to all the members of the school and the community.
4. More research needs to be conducted in relation to the development of schools capability and implementation of the Learning Continuity Plan in Basic education and identify effective strategies in the delivery of essential learning competencies.

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## **KNOWLEDGE AND COLLABORATION ON MODULAR TEACHING IN THE DISTRICT OF DAO**

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### **ABSTRACT**

The study was conducted to determine the knowledge and collaborations on modular teaching of public elementary school teachers in the District of Dao-Capiz Division.

This was a descriptive correlational research with 170 randomly selected public elementary school teachers. Data were gathered through a researcher-made questionnaire and analyzed the SPSS Version 21 for Windows using frequency, t-test for independent samples and Pearson r.

Based on teacher's perceptions, the degree of knowledge of public elementary school teachers in the District of Dao-Capiz Division and the extent of collaboration on modular teaching was significantly beyond expectations. Knowledge and collaboration was exhibited remarkably at all times.

Sex, age, highest educational attainment and length of service effect no variations on the degree of knowledge on modular teaching of public elementary school teachers; highest educational attainment effect variations on the extent of collaboration of public elementary school teachers, while sex, age and length of service effect no variation to the extent of collaboration.

There was a significant relationship between the degree of knowledge on modular teaching and the extent of collaboration of public elementary school teachers in the District of Dao-Capiz Division.

**Keywords:** knowledge, collaboration, modular teaching

## INTRODUCTION

### Background and Rationale of the Study

Modular teaching is one of the most widespread and recognizes teaching learning techniques in United States, Australia and many other Western countries including Asian region. Modular is used in almost all subjects like natural science, especially in biology and medical education and even in social sciences as well as in computers education. All kinds of subjects are being taught through modules. In other words, learning by modules provide students with individualized and flexible learning, freedom in learning and active participation, which is supposed to lead more autonomous and motivated learners in classes where the level of student interaction is high Sejpal (2013).

Modular Distance Learning, as one of the learning delivery modalities, was introduced with the advent of COVID-19 pandemic in the Philippines and as a response to the directive issued by the Office of the President that no face-to-face classes shall be held in schools until the vaccine for COVID-19 becomes available. DepEd initiated that the distance learning delivery modalities (DLDM) as a response to COVID-19 pandemic which include Modular Distance Learning (MDL); Digital Modular Distance Learning (DMDL); Printed Modular Distance Learning (PMDL); Online Distance Learning (ODL) ; TV-Video/Radio-based Instruction (TV-Video/RBI); TV-Video (SLM-based); TV-Video (MELCs Mapped); RadioBased Instruction (RBI) and Blended Distance Learning (BDL).involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone (DepEd Memorandum DM-CI-2020-00162).

As a teacher, the researcher considers that when it comes to modular teaching and the role of school teachers in bringing about change to the curriculum, the question needs to be answered of what sort of knowledge and abilities teachers need to acquire in order to become

active change agents and what role DepEd can play in contributing to the development of these competencies. I observed that some teachers lack the necessary skills to adopt to modularized teaching which encompasses the use of varied ICT infrastructure.

## Statement of the Problem

The study was conducted to determine the degree of teachers' knowledge and the extent of collaboration on modular teaching in the District of Dao, Capiz.

Specifically, the study sought to answer the following questions:

1. What is the degree of knowledge of elementary school teachers in the District of Dao as a whole and in terms of pedagogical knowledge, content knowledge and psychological knowledge?
2. What is the extent of collaboration on modular teaching as a whole and in terms of parent-teacher collaboration and learner-teacher collaboration?
3. Is there a significant difference in the degree of knowledge on modular teaching when respondents are grouped according to sex, age, highest educational attainment, and length of service?
4. Is there a significant difference in the extent of collaboration on modular teaching when respondents are grouped according to sex, age, highest educational attainment, and length of service?
5. Is there a significant relationship between the degree of knowledge and the extent of collaboration on modular teaching in the District of Dao, Capiz?

## Hypotheses

Based on the foregoing problems, the following hypotheses were tested:

1. There is no significant difference in the degree of knowledge



on modular teaching when respondents are grouped according to sex, age, highest educational attainment, and length of service.

2. There is no significant difference in the extent of collaboration on modular teaching when respondents are grouped according to sex, age, highest educational attainment, and length of service.
3. There is no significant relationship between the degree of knowledge and the extent of collaboration on modular teaching in the District of Dao, Capiz.

## Theoretical Framework

This study was anchored on Bruner Constructivism Theory (2005). Constructivism emphasize the active role of teacher and learner in building understanding and making sense of the information. The constructivist teaching is learner centered where students are actively involved in knowledge construction rather than passive learning.

A major theme in the theoretical framework of Bruner is that learning is an active process in which learners construct new ideas or concepts based upon their current and previous knowledge. The learner selects and transforms information, constructs hypotheses, makes decisions, and rely on their own understanding.

The study was anchored on the sociocultural theory of Lev Vygotsky (1934) which views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. The theory states the importance of cultural and social context for learning. Cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge. According to Vygotsky (1978), much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks to understand the actions or instructions provided by

the tutor (often the parent or teacher) then internalizes the information, using it to guide or regulate their own performance. As the child becomes more competent, the father allows the child to work more independently. According to Vygotsky, this type of social interaction involving cooperative or collaborative dialogue promotes cognitive development. In learning applications, Vygotsky's approach to child development is a form of social constructivism, based on the idea that cognitive functions are the products of social interactions. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure.

## Conceptual Framework

The independent variables of this study included the socio-demographic profile of elementary teachers of public schools in the District of Dao. This study considers the socio-demographic profile of the respondents such as sex, age, highest educational attainment, and length of service. The dependent variables were the degree of teachers' knowledge in terms of pedagogical, content and psychological knowledge and extent of collaboration in terms of parent-teacher collaboration and learner-teacher collaboration.

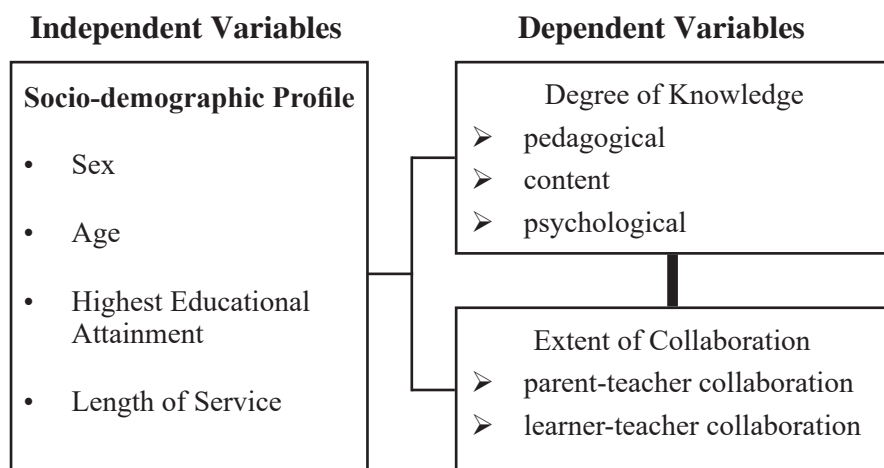


Figure 1: Schematic diagram showing the framework of the study.

## RELATED LITERATURE

**Teachers' knowledge.** The contextual knowledge domain consists of the broader knowledge such as knowledge of the scientific method and how it is relevant to the lesson. If content knowledge is “what is being taught”, pedagogical knowledge is “how it is being taught”. Contextual knowledge is the larger framework (e.g., the scientific method).

Educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the process by which they learn and their social relationships”. It provides information about the many factors that affect teaching-learning and offers useful and tested ideas for improving instruction. It is educational psychology which makes teachers effective. Give positive verbal/nonverbal reinforcement and corrective feedback to the learners. Communicate to students about expectations (Manichander, 2015). Teachers' general pedagogical knowledge concluded three main overlapping components: (i) instructional process (teaching methods, didactics, structuring a lesson and classroom management). (ii) Student learning (cognitive, motivational, emotional dispositions of individual students; their learning processes and development; student heterogeneity and adaptive teaching strategies). (iii) Assessment (diagnosis, principles and evaluation procedures) (Guerriero, 2017) Pedagogical knowledge relates to how the instructor would teach a subject. It might include an awareness of learners' misconceptions or the naïve theories that they bring to the subject when they are first learning about it. It might also be an assessment of which concepts can be taught at which grade levels or to which students (Stephen, Pompea and Walker, 2017).

Teacher's knowledge functions in the teaching-learning process, it becomes clear that teaching is a complex and cognitively-demanding activity and that improving teaching so as to improve learning outcomes will require more than just superficial reforms to certification requirements, qualifications or program durations. Expert teachers are capable of enacting informed professional judgements that integrate extensive theoretical and practice-based knowledge. Becoming an expert teacher takes time and requires years of deliberate practice.

The research shows that expert teachers are effective at helping their students learn successfully because of quick decision-making that hinges on a welldeveloped foundational pedagogical knowledge base. Improving teaching so as to have a corresponding improvement in learning outcomes will thus require substantive reforms to the scope and depth of the knowledge that teachers are meant to acquire in initial teacher education and throughout the length of their professional careers (Guerriero, 2020).

A model of teachers' professional competence identifies four nonhierarchically structured aspects of competence: knowledge, beliefs, motivation, and self-regulation. According to this model, knowledge as a key component of teachers' professional knowledge can be divided into different domains with more specific facets: content knowledge, for instance, implies the deep understanding of the contents of a particular discipline. Pedagogical content knowledge concentrates on didactics, on how to teach domain-specific matters. Finally, there is professional knowledge which also contains general aspects of knowledge not specific to a certain domain, such as general pedagogical, organizational and counselling knowledge. While the model emphasizes knowledge aspects in particular, it also elaborates competencies that are related to the attitudes and personal motivations of teachers (Baumert and Kunter, 2013). In the context of teachers' competence to teach in a blended learning environment, teachers need to develop their knowledge on ICT applications and subjects' content. These are replicated in student's academic performance and development of schools' capability to implement the learning continuity plan in the delivery of the most essential learning competencies.

In order to ensure effective learning and produce the greatest potential learning outcomes from their students, teachers need corresponding competencies that enable them to create suitable learning opportunities. With the term competencies refer to the combination of "knowledge, ability and willingness in the availability of the individual to cope successfully and responsibly with changing situations (Guskey, 2010; Hattie, 2009). Teachers have been found to be the single most important factor influencing student achievement. Teacher competence for improvement purposes is linked to ongoing professional learning and development to improve teaching and

learning linked with a set of professional standards.

To prepare teachers for the challenge of implementing ESD at the school level, universities and teacher-education programs must embrace pedagogies that foster the competencies that enable teachers to serve as competent change agents. The formulation and achievement of learning objectives in teacher education for sustainability nevertheless remains a complex task due to required knowledge of sustainability issues (content knowledge – CK), skills in designing effective teaching and learning formats (pedagogical content knowledge – PCK), and adequate willingness and motivation (attitude) (Bertschy, et al., 2013; Howlett, et al., 2016; Rieckmann, 2018; Qablan, 2018).

**Collaboration.** Collaboration with and links to schools and the educational practice are indispensable. This corresponds with the claim of UNESCO’s Roadmap for implementing the GAP to develop “interactive, learner-centered” learning and to “enable exploratory, action-oriented and transformative learning”. In this context new learning environments have to be designed in order to “inspire learners to act for sustainability” (UNESCO, 2014). In building a positive environment in school, more attention to aspects regarding students’ achievement, such as joint discussion and advice between teachers for students with different performance levels, should be made because these collaboration practices can positively influence students’ achievement.

Community Involvement may take many forms, however, and a student’s and school’s specific context will influence which forms are most appropriate and available. Through semi-structured interviews with elementary-school parents, Wanat’s study (2010) reaffirmed Latham’s findings: all parent participants wanted communication to include “frequent, specific information” and “immediate feedback” (p. 182). Parents of children with special needs complained that “they had not been informed or given suggestions until it was too late” (p. 183), highlighting the value of more timely interaction and more partnership with parents as resources. Across her interview subjects, Wanat found that parents who were involved with their children’s school — especially in a manner involving direct contact with teachers — were more satisfied with the school than those parents who had not built relationships with teachers.

In their review of studies comparing districts' efforts to promote constructive family/school relationships, Staples and Diliberto (2010) summarize that "the fundamentals of parent involvement needed for successful parent-teacher collaboration within a school environment include (a) building parent rapport, (b) developing a communication system with a maintenance plan, and (c) creating additional special event opportunities for parent involvement". The initial steps of building rapport may require schools to reach out, as noted by a PTA member interviewed in Wanat's study: "Parents want the invitation. They want to feel like they are being singled out, to be specifically asked for something. If you say, 'I think this would be really good for you to do,' then they think, 'Gosh, you're probably right. I've got some worth'" (Wanat, 2010, Page 167). Such an invitation is consistent with Deutsch's expectation that openness begets cooperation.

In the Philippines, the professional standard refers to the National Competency-Based Teacher Standards (NCBTS). CHED spells out through a memorandum circular that NCBTS must form the core competencies that teacher education students should imbibe and possess [8] because NCBTS is a framework that delineates the varied dimensions of teaching that are outlined in terms of actual competencies. Essentially, it forms the core of the Teacher Education and Development Program (TEDP) that enables education stakeholders to recognize the intricate yet integrated set of views, behaviors, values and skills that Filipino teachers must acquire so that they can carry out successfully their dignified responsibilities. National Competency-Based Teacher Standards (NCBTS) serves as a "guide for teachers in their commitment and their accountability to provide classroom instruction resulting to good student learning outcomes". It is composed of seven domains namely: (a) Social Regard for Learning; (b) Learning Environment; (c) Diversity of Learners; (d) Curriculum; (e) Planning, Assessing and Reporting; (f) Community Linkages; and (g) Personal Growth and Professional Development. These domains are cascaded into observable indicators of pedagogical performance (Biong, 2014). Teachers need to equip themselves of the teaching competencies provided in the National Competency-Based Teacher Standards (NCBTS). This will increase their capability to teach in the new normal in education-thus facilitate the achievement of school's

goals and objectives in educating students even in a remote structure of learning.

DepEd has long mandated the formalizing of the Parent-Teachers and Community Association as an integral part of the system, the most recent revised guidelines were through DepEd Order No. 54 s. 2009. The School-Based Management (SBM) was also enforced as a structural reform following the decentralization trend. School-Based Management paves the way for the transfer of power and authority as well as the resources to the school level on the assumption that the school heads including teachers, key leaders in the community and parents know the root and solution of the problems occurring in specific schools. In addition, Brigada Eskwela is another DepEd program which started in 2003. This is done every third week of May. This is a venue where teachers, parents and the community work together to prepare for the opening of the school year (DepEd, n.d.).

Strong collaboration among the government, school officials and the community will address sustainability in rolling out the alternative learning delivery modalities for the school year 2020 to 2021. a strong partnership between the parents and the local government units, particularly the barangays, in assisting teachers in delivering the modules from the households as well as the retrieval work and sending them back to the teachers for checking and recording will be successful with this level of collaboration (Saavedra, 2020).

To equip teachers and parents with the right tools and techniques to utilize digital learning amid the COVID-19 crisis, the Department of Education (DepEd) and Globe Telecom, organized an e-skwela webinar to discuss learning at home if classes will continue to be suspended or disrupted. Globe myBusiness tied up with DepEd for the second e-skwela webinar session with the theme “Making Homes the Extended Classroom: Parent-Teacher Collaboration in the time of COVID-19.” The e-skwela series is intended to help faculty members and parents integrate technology tools and interactive activities at home that are intentionally experiential, collaborative, and reflective in order to maximize learning experience (Malipot, 2020).

Teachers’ instructional competence is highly instrumental in the development of students’ comprehension and critical thinking ability. Since reading is significant to success both in the academic and non-

academic undertaking, reading instruction should be made relevant so that students will be led to function effectively in society (De Leon-Abao, 2014).

## **METHODOLOGY**

### **Research Design**

This research utilized the descriptive-correlational research design. Descriptive research is research designed to provide a snapshot of the current state of affairs (Stangor, 2011). Correlational research is research designed to discover relationships among variables and to allow the prediction of future events from present knowledge. It describes the situation or a given state of affairs in terms of specified aspects or factors. Descriptive research typically describes what appears to be happening and what the important variables seem to be.

Quantitative research was used to reflect in numbers the respondents' demographic profile. Quantitative research is a research that seeks to quantify or reflect in numbers the observations on characteristics of the population being studied (Johnson, 2010). It measures the number the respondents or object possessing a particular characteristic. It emphasizes precise measurement and often times require statistical analysis of data or the testing of hypothesis based on the sample observation.

### **Research Participants and Sampling Procedure**

The respondents of the study were the 170 elementary school teachers of public school in the District of Dao, Capiz during the school year 2020-2021.

The total population of the respondents was known through inquiry in the planning and research office. Out of the 182 total populations the study considered 170 as respondents.



## **Research Instrument Used**

The primary research instrument that was used to gather the pertinent and needed data was a researcher-made survey questionnaire (See Appendix F, page 150). The questionnaire is appropriate according to Reganit (2010) when information needed are from varied and widely scattered sources and when it is not possible to explain briefly the objectives of the survey.

## **Data Gathering Procedure**

The researcher distributed and administered the questionnaires, through the messenger and email, to the respondents to ensure a hundred percent retrieval of the said questionnaires. The respondents were given enough time to answer the questionnaires, after which the researcher retrieved the questionnaires from the respondents.

## **Data Analysis and Interpretation Procedure**

Using the Statistical Package for Social Sciences (SPSS), the following descriptive and inferential statistics were used:

Frequency count and percentage to describe the socio-demographic characteristics of the teacher respondents such as sex, age, highest educational attainment, and length of service; mean to determine the degree of knowledge and the extent of collaboration; the t- Test and One-Way ANOVA to evaluate the variances between the mean scores of the variables and to determine whether there were differences between the groups; and the Pearson - r to measure the relationships between the degree of knowledge and extent of collaborations on modular teaching.

The significance level for inferential statistics was set at alpha 0.05.

## **FINDINGS OF THE STUDY**

The degree of knowledge on modular teaching of public elementary school teachers in the District of Dao-Capiz Division significantly exceeded expectation. The extent of collaboration on modular teaching public elementary school teachers in the District of Dao-Capiz Division significantly exceeded expectation.

There was no significant difference in the degree of knowledge on modular teaching of public elementary school teachers in the District of Dao-Capiz Division when respondents are grouped according to their selected profile. There was a significant difference in the extent of collaboration on modular teaching of public elementary school teachers in the District of Dao-Capiz Division only in terms of their highest educational attainment.

The degree of knowledge on modular teaching and extent of collaboration on modular teaching of public elementary school teachers in the District of Dao-Capiz Division were significantly related.

## **CONCLUSIONS**

The degree of knowledge on modular teaching and extent of collaboration of public elementary school teachers in the District of Dao-Capiz Division were determined in this study. Based on the findings, the following conclusions are drawn.

1. Public elementary school teachers in the District of Dao-Capiz Division are very knowledgeable about what and how to teach using modular instruction. They also provide assistance not only in relation to understanding content but also give emotional support to their students especially to those who have difficulty in coping with difficult lessons in the module.
2. Public elementary school teachers in the District of Dao-Capiz Division work very closely with both students and their parents to facilitate learning of lessons contained in the module. They

work together and share the same purpose of achieving the goals of the educative process.

3. The respondents' selected profile effect no variations on the degree of knowledge on modular teaching of public elementary school teachers in the District of Dao-Capiz Division.
4. Highest educational attainment effects variation to the extent of collaboration of public elementary school teachers in the District of Dao-Capiz Division, while sex, age and length of service effect no variation to the extent of collaboration.
5. The degree of knowledge on modular teaching and the extent of collaboration of public elementary school teachers in the District of Dao-Capiz Division are mutually dependent.

## **RECOMMENDATIONS**

Based on the conclusions of the study, the following recommendations are made.

1. The study recommends that teachers should conduct a close monitoring of students' progress through random call either on-line or dialogue with parents and home visitation to address students need. Student should be given with utmost care for they are sensitive and vulnerable. Their efforts should be given psycho-social support to boost their self-esteem and confidence to actively participate in the learning process. This will develop student's sense of responsiveness and increase their level of preparedness and awareness in the new normal education.
2. The study recommends that elementary teachers may establish effective communication which is essential to create strong school-home partnerships and to increase parental involvement. A number of communication opportunities are currently available to teachers, ranging from school-to-home communication, parent conferences to the use of internet technology and other social media platforms (e.g. Facebook,

- messenger, emails), and hold “virtual class seminar” in order to improve learner-teacher class collaboration. This will effectively support remote teaching and learning through the use of online tools and engage students into the learning tasks.
3. Teachers may set an appropriate learning ready-made objectives for every unit lesson, establish sufficient knowledge of the lesson and enhance learner’s level of efficacy to improve their performance in school.
  4. Teachers with longer professional experience may model effective teaching strategies and approaches to the newly hired. This can be done during school’s inset trainings and ICT related seminars. Through this, effective ways to improve student performance in modular modality will be developed, increase teacher’s pedagogical knowledge and improve collaborations.
  5. More research needs to be conducted in relation to the assessment of the degree of teacher’s knowledge and extent of collaboration and how these affect student’s academic performance in a blended learning modality.

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## **READINESS AND COMMITMENT AMONG TEACHERS IN THE NEW NORMAL**

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### **ABSTRACT**

The primary purpose of this study was to determine readiness and commitment in the new normal among intermediate school teachers in in the Schools Division of Roxas City.

This study used the descriptive-correlational design. The instrument used to gather the needed data was the researcher-made questionnaire which was subjected to validity and reliability testing.

Results showed that respondents had a “Very High” degree of readiness in the new normal as a whole and in terms of knowledge of teaching modality and technical skills.

On the other hand, they had a “Very High” level of commitment in the new normal as a whole and in terms of professional commitment and organizational commitment.

Moreover, there were no significant differences in their degree of readiness in the new normal when respondents were grouped according to gender, and educational attainment. However, there were significant differences in their degree of readiness in the new normal when they were grouped according to age, civil status, and teaching experience.

Likewise, there were no significant differences in their level of commitment in the new normal when grouped according to gender, and age but significant differences were found in their level of commitment in the new normal when grouped according to civil status, educational attainment, and teaching experience.

The degree of readiness of the respondents was found to have a significant relationship to their level of commitment in the new normal.

**Keywords:** readiness, commitment, teachers, new normal

## INTRODUCTION

### Background and Rationale of the Study

The massive efforts to respond in a short time to the pandemic shocks to education systems remind people that change is possible (UN Policy Brief, 2020). Teachers and school administrators should seize the opportunity to find new ways to address the learning crisis and bring about a set of solutions previously considered difficult or impossible to implement. The pandemic challenges to address learning losses and prevent dropouts, expand the definition of the right to education. Adopting new methods of instructional delivery without losing focus in the attainment of learning competencies for students in the levels to be able to succeed in making school children learn, teaching readiness become a major concern.

In Nigeria, Ajitha(2020) mentioned that readiness is the ability to transcend all obstacles and barriers in the pursuit of effective instruction. In Mizoram University, India preparedness were manifested through moving out of their comfort zone by taking the demands of teaching in the new normal. Teacher's readiness is not only accounted for as having a direct bearing on preparedness to attain learning outcomes. The first step towards educational reforms that are vociferously being articulated is to acknowledge readiness as a crucial factor to complete the learning circle. As stated Ajitha (2020), the logical progression would be to enable teachers to be ready, facilitate their professional growth and constantly keep assessing in level of readiness to ascertain the efficacy of the teaching – learning process.

Success in teaching also depends on commitment. It reflects a personal interpretation of absorbing and meaningful work experience and improving school outcomes, especially student academic achievement. Teacher commitment is commonly associated with the profession, student learning and the community.

As categorized by Hussen (2016), professional commitment is the feeling of dedication among the individuals of a group towards their profession; helping students learn regardless of their academic difficulties or social background made up commitment to student learning and a commitment to create symbolic relation between the

school and community. Recognizing the importance of readiness and commitment of teachers for their work and profession amidst this pandemic, the research was conceptualized and deemed necessary to gather data to find out the extent and degrees of these components of effective teaching exist.

## Statement of the Problem

This study was conducted to determine readiness and commitment in the new normal of school teachers in the intermediate level in the Schools Division of Roxas City.

Specifically, it sought answers to the following questions:

1. What is the degree of readiness of intermediate teachers as a whole and in terms of knowledge of teaching modality and technical skills?
2. What is the level of commitment of intermediate teachers as a whole and in terms of professional and organizational commitment?
3. Is there a significant difference in the degree of readiness of intermediate teachers when they are grouped according to age, gender, civil status, and years of teaching experience?
4. Is there a significant difference in the commitment of intermediate teachers when they are grouped according to age, gender, civil status, and years of teaching experience?
5. Is there a significant relationship between the degree of readiness and the level of commitment among intermediate teachers?

## Hypotheses

1. There are no significant differences in the degree of readiness of intermediate teachers in the schools division of Roxas City when they are grouped according to age, gender, civil status,

- and years of teaching experience.
2. There are no significant differences in the commitment of intermediate teachers in the schools division of Roxas City when they are grouped according to age, gender, civil status, and years of teaching experience.
  3. There is no significant relationship between the degree of readiness and the level of commitment among intermediate teachers in the schools division of Roxas City.

## **Theoretical Framework**

This study was anchored on Bandura's self-efficacy theory (Bandura, 1977). According to him, self-efficacy pertains to a sense of control over one's environment and behavior. It stresses that teachers with a strong locus-of-control are more likely to maintain a higher sense of self-efficacy (Bandura, 1977). This means they are more likely to put forth more effort in order to change behavior, commit to challenges, and be persistent despite obstacles that may undermine their jobs. Feuerstein developed a theory of learning which is known as "Learning Readiness" which is identified by four characteristics which must be present in an individual before gaining maximum benefit from structures learning experiences (Wood, 1996).

## **Conceptual Framework**

In the present study demographic characteristics are assumed to influence the level of readiness and the degree of commitment of intermediate school teachers. It presents the correlates of the readiness and commitment of elementary school teachers in the intermediate level. This readiness should be reflective of the preparation level to support continuity of learning and adapt to new teaching methodologies that support teachers' commitment to students' holistic development. Even in contexts with adequate infrastructure and connectivity, readiness in teaching may contain knowledge of teaching modality, and technical skills. Thus, teachers' commitment among elementary

school teachers in the intermediate level defines their attachment to the profession, students' learning and community. The schematic diagram of the study is shown in Figure 1.

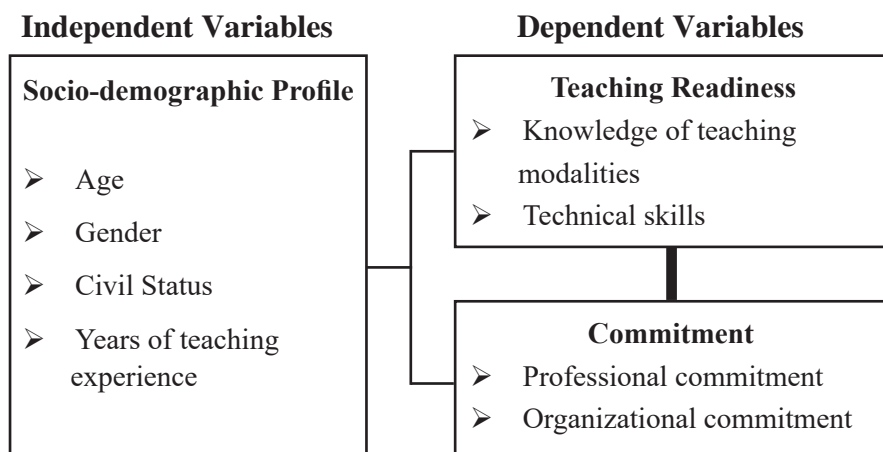


Figure 1: The schematic diagram showing the framework of the study.

## RELATED LITERATURE

**Teaching readiness.** Teachers' readiness in teaching and learning is very important in producing and creating effective teaching and learning methods, especially towards the mastery, practices and cultivation of entrepreneurial values among primary school students even the level of teachers' readiness in teaching and learning of entrepreneurship education KHSR is on the moderate level (Jusoh, 2012). On the other hand, Ranjit Singh & Chan (2014) stated that teachers were comfortable with the use of certain applications such as spreadsheet, presentation software, internet and e-mail. They demonstrated a positive attitude towards using ICT as the majority of them used ICT for teaching and learning and felt that the connected classrooms can change the way students learn in classrooms. The connected classroom can be effective for students' learning to happen wherein the attitudes of teachers on use of ICT vary with their years of experience and level of knowledge on ICT.

Online teaching and learning is not a new phenomenon. For the

last many years, it has been mainly used as a part of face to face teaching. Assessment is an essential part of teaching and learning, as it establishes the achievement of course learning outcomes by the students. Computer-based assessment is in place for a long time now, however, online assessments have been less practiced. This is because of the issues of validity, reliability and dishonesty. During the COVID-19 pandemic, the educational environment has taken a paradigm shift in many medical schools, both nationally and internationally. This situation demands a method of assessment that is safe, valid, reliable, acceptable, feasible and fair (R. A. Khan & Jawaaid, 2020).

COVID-19 is an acute respiratory disease caused by Coronavirus Sars-Cov-2. Declared recently as pandemic disease, COVID-19 has affected educational systems worldwide. Many countries around the world have closed educational institutions to reduce the spread of this pandemic. Hence, according to Naciri, et al (2020), education in high schools is facing unprecedented challenges. The role of mobile learning as remote teaching strategies sustaining student-centered learning parallel to the use of mobile learning allows learning anytime, anyplace, and anywhere. Mobile learning is an unavoidable alternative during COVID-19.

Additionally, higher order thinking skill (HOTS) is one of the students' abilities that should be developed through teaching and learning. Teachers' knowledge about HOTS and its teaching and learning tactics is a key to successful education. Teachers' knowledge about HOTS, their ability to improve students' HOTS, solve HOTS-based problems, and measure students' HOTS is still low. There are facts, however, that teachers already understand the importance of HOTS and teaching it by using various innovative learning models (Retnawati, Djidu, Kartianom, Apino, & Anazifa, 2018).

**Commitment of teachers.** In the opinion of Thien, et al., (2014) teacher commitment as a multidimensional construct with its four underlying dimensions: Commitment to student, commitment to teaching, commitment to school, and commitment to profession. The teacher commitment scale would also facilitate the identifications of factors that influence teachers' quality of work life and school effectiveness.

In consonance with Ibrahim, et al., (2014), indicates a moderate level of teachers' commitment and a low level of transformational leadership qualities among the respondents. The inspirational motivation, individualized consideration, and intellectual stimulation were the factors contributing towards teachers' commitment to teaching profession, and there was no dominant factor influencing commitment to students' learning. Moreover, it was discovered that inspirational motivation was a factor to teachers' efficacy and teaching experience. Besides, teachers' efficacy and teaching experience were predictors to teachers' commitment to organization, teaching profession, and students' learning, respectively. There was a significant relationship between transformational leadership and teachers' commitment to organization and teaching profession, but not students' learning. It indicates the necessity for leadership development of school leaders so that they could systematically acquire and internalize the effective transformational leadership qualities that are crucial in changing teachers' attitude and improving their commitment towards their profession.

**Teaching readiness and commitment.** Communication competence, as a system of knowledge, skills, abilities, motivational disposition, attitudes and properties, is the essential competence of teachers' readiness. In the last twenty years teacher communication competence has been one of the most important content of teacher training programs. However, the effects of teacher communication education have not been investigated systematically; there is no specific comparison of the effects of these programs between student-teachers and active teachers. There are differences in some socio-communication skills between the examined groups. In the process of communication education teacher communication competence is increased, its specific competencies emphasized (social sensitiveness, non-violent verbal communication, integrative style of conflict management, interaction involvement) (Zlatić, et al., 2014).

**Personal variables and commitment.** Student behaviour was at the highest level and behaviour in the category of time consumers was at the lowest level. The success of the students was above average. There was a significant and positive relation between time planning and time consumers and the academic achievement of the students;



there was a low and positive relation between time consumers and academic achievement; there was a meaningful and moderate relation between time management and academic achievement. The relative importance order of the predictor variables on academic achievement, according to the standardized regression coefficient, was time consumers, time planning, and time attitude; each of the three variables had an important predictor effect on the academic achievement of the students (Cemaloglu & Filiz, 2010).

**Teaching readiness.** Amidst the threat of COVID-19 pandemic in the Philippines, the educators, students, and the school are still coping and adjusting to the distance learning education. The teachers were highly aware of the presence and consequences caused by the COVID-19 pandemic. According to Lapada, et al., (2020) the correlation between teacher's demographic profiles and awareness to COVID-19 shows no relationship at all. Nevertheless, the length of teaching experience and specialization is very strongly correlated to readiness to distance learning education. Simultaneously, the teachers' geographic location is strongly correlated to readiness to adapt to distance learning education. Furthermore, only the teachers' gender has a significant difference in their awareness of the COVID-19 pandemic. In contrast, teachers' gender, length of teaching experience, and geographic locations have significant differences with their readiness to distance learning education.

**Commitment of teacher.** In the Philippines, the K+12 system is newly introduced and the readiness for its implementation undoubtedly made the teaching community confused and confused. Thus, extra efforts are being done to upgrade and update all instructional materials. Even if the Department of Education are preparing the faculty members through trainings, seminars and providing them with syllabus accompanying the new curriculum, still the confidence for the coming teaching assignments for the additional two years in the system is very low. The faculty members are now strategizing teaching methodology for the subjects they have to handle through upgrading not only their knowledge but also the teaching materials they are to use in their classroom. With the changing environment, the learning style of students also advances. Children are now exposed to various modern gadgets, thus, they learn more advanced knowledge about their

environment. These modern mediums must be an advantage to the teaching profession. Teachers must know how and what the children learn through these mediums and create some learning materials that will augment this knowledge in schools (Rolluqui, 2013).

**Teaching readiness and commitment.** Ventayen (2018) pointed out those teachers had a positive attitude in open and distance education Learning (oDel), where the majority of the respondents are ready for online teaching. Virtual learning environment training should be implemented for the benefit of the teachers that will contribute to the changing environment of education.

Schools have remained closed for weeks, and no one knows for certain when we will come out of the lockdowns, as the pandemic shows no sign of slowing down anytime soon. DepEd is offering schools a menu of alternative learning methods that includes online learning and offline methods, such as take-home readings and activities. The disruption caused by COVID-19 has forced the adoption of online learning in schools. Teacher training is a major consideration that would require schools to readjust their budget allocation in order to respond to this emerging need. Online teaching involves a lot of preparation, and teachers now find themselves having to use tools they are not familiar with. Over the past decade, online education has emerged as an innovative teaching and learning method. Countless research devoted to the benefits of online education suggests that online learning is as good as face-to-face classroom learning. The advantages of online learning include flexibility and self-paced learning, lower costs, improved virtual communication and collaboration, better time management, refined critical thinking skills and new technical skills (Obana, 2020)

Students with a positive attitude with regard to competence in mathematics were more likely to seek “adaptive help” in class. Attitudes influence how well a pupil learns and how he behaves. Accordingly, a teacher aids pupils in learning and promotes healthy interpersonal relations among students and adults. Attitudes towards a subject are important because of the following primary factors: First, a child carries a mental state of readiness with it. Contemporary psychologists maintain that attitudes are learned and are organized through experiences as children develop. Furthermore, a child’s attitude can be changed through additional experiences. Third, attitudes

are dynamic results of experience that act as a directive factor when a child enters new experiences. Attitudes carry on emotional and an intellectual tone, both of which lead to making decisions and forming evaluation.

**Personal variables and commitment.** E-teaching is an innovative teaching strategy using the e-learning technology to empower both learners and teachers thus providing opportunities for superior learning experiences. Teachers are aware of their vital role in developing effective delivery of instruction and their openness on the active participation in conducting classes in an online learning environment thus, the university is ready to take the e-teaching program as a mode of instruction (Alday & Pascual, 2012). Furthermore, according to Javier, (2020) there was a balance of perception on online learning, instructional delivery, and its benefits to the university. Teachers are competent along 21st-century competencies towards online learning, however, not so much ready for utilizing online learning.

**Commitment of teacher.** According to Balungaya (2018) study the use of flexible grouping improves students' academic performance. The strategy enhances the ability of students to make better in class performance. Furthermore, it confirmed the concept of differentiated strategy as a method in which students learn better when they are given varied ways in doing class activities. It also develops among students social values such as unity and cooperation.

A study of Impas (2018), stated that the level of quality of work life of junior high school teachers in Davao Region is high specifically on autonomy of work, relation and cooperation, work environment, adequacy of resources, organization culture and climate, training and development, compensation and rewards, job satisfaction and job security, and facilities. Likewise, the level of personal effectiveness of junior high school teachers is also high in terms of openness to feedback, self- disclosure, and perceptiveness. Similarly, the level of time management of junior high school teachers is also high. Moreover, there is a significant relationship between quality of work life and personal effectiveness. The quality of work life significantly affects personal effectiveness of teachers. Further, there is a significant relationship between time management and personal effectiveness. Time management significantly affects personal effectiveness of teachers.

## METHODOLOGY

### Research Design

This study used the descriptive-correlational design. This method has a variation in data collection that leads to greater validity; answers the question from a number of perspectives; ensures that there are no gaps to the data collected and preexisting assumptions from the researcher are less likely (Bulsara, 2015) – the reasons why this method was used. This design is appropriate in this study as it determines the relationship that exist between teaching readiness and commitment in the new normal by employing quantitative approach.

### Research Participants and Sampling Procedure

Respondents of the study were the intermediate teachers in the public elementary schools in Roxas City Division. As shown in Table 1, a sample size total of 236 were taken from the total population of 267. The sample size was determined with margin of error of 2.5 percent and 99 percent level of confidence.

### Research Instrument Used

A researcher-made questionnaire was used in the collection of the needed data. In formulating the researcher – made questionnaire, the items were based on identified components of teaching readiness and commitment.

Teaching readiness questionnaire is composed of two categories and 20 statements, 10 for knowledge of teaching modality and 10 for technical skills. Commitment questionnaire had two categories and each had 10 statements; each 10 for professional commitment and 10 for organizational commitment.

## Data Gathering Procedure

In gathering the questionnaire, the researcher checked the responses to make sure that no items were unanswered. The distribution was done from October – November 2020. Responses to the retrieved questionnaire were then consolidated, encoded, and processed using Statistical Analysis Packages for Social Sciences (SPSS).

## Data Analysis and Interpretation Procedure

After the retrieval of the questionnaire, they were collated, scored and entered in the master data. Then, they were ready for computer processing using a licensed IBM SPSS Statistics. The researcher made sure that the responses were properly scored and assigned the respective verbal interpretation for each indicator.

**Frequency count and percentage.** These were used to determine the socio-demographic profile of the respondents.

**Mean.** This was used to determine the average values for the teaching readiness and commitment in the new normal of intermediate teachers in the School Division of Roxas City.

***t*-test for Independent Samples.** This was used to determine the significant variations of the teaching readiness and commitment when responses were grouped according to the socio-demographic profile.

**One-way Analysis of Variance (ANOVA).** This was used to determine the significant variations of the teaching readiness and commitment when responses are grouped according to the socio-demographic profile. This was used for more than two compared groups.

**Pearson *r*.** This was used to assess the magnitude and direction of the association between two variables that are on an interval or ratio scale, the degree of teaching readiness and extent of commitment of intermediate teachers in the new normal.

## FINDINGS OF THE STUDY

The degree of readiness in terms of knowledge on teaching modality and teachers' technical skills among intermediate teachers of the Schools Division of Roxas City was very high.

The level of their commitment was very high.

There was no significant difference in the degree of readiness among intermediate teachers when they were grouped according to gender, however, there were significant differences in the degree of readiness among intermediate teachers when they were grouped according to civil status, years of teaching, and age.

There was no significant difference in the level of commitment among intermediate teachers when they were grouped according to gender, and age, however, there were significant differences in the level of commitment among intermediate teachers when they were grouped according to civil status and year of teaching experience.

There was a significant relationship between the degree of readiness and the level of commitment of the intermediate teachers in the new normal.

## CONCLUSIONS

With the aforementioned findings, the following conclusions are deduced:

1. Intermediate teachers in the Division of Roxas City manifest a high degree of readiness. They are ready to teach the subjects assigned to them and are prepared to deliver using the new modality of instruction.
2. Intermediate teachers' in the Division of Roxas City are highly committed to their work and to the tasks as required of them in the New Normal.
3. Older, married and more experienced teachers are more prepared to teach in the New Normal compared to those who are single and young in age and in experience.
4. The gender and age of intermediate teachers do not affect their

commitment to teach in the new normal. However, their level of commitment varies when they are grouped according to their civil status and year of teaching experience.

5. The teachers' readiness and their commitment to teaching in the new normal have a moderate positive relationship. The relationship between these variables is positive, which indicates that as teacher's readiness increases, commitment also increases and vice versa.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are given:

1. Intermediate teachers may further explore actual experiences in teaching under the new normal circumstances and account for factors that would enhance and hamper its implementation in terms of teaching modality and technical skills. They are encouraged to enhance their knowledge in implementing the self-learning modules (SLM) under the other blended learning modality in order to continue in delivering the quality of education amidst the pandemic. They may attend webinars to have advances in learning technology and act as innovators of change. Principals or Head Teachers may conduct a quantitative inquiry that explores the readiness of teachers in Blended Learning. They may help their teachers innovate and make self-learning modules or even online lessons to cope with tools and resources. They may advise their teachers to lay down the foundation of their preparation for strengthening and enhancing the capabilities of their teaching in the new normal.
2. The intermediate teachers should to sustain the in the commitment to Learning Continuity Program (LCP) of the Department of Education (DepEd) that ensuring the health, safety, and well-being of learners in time of COVID-19. They may place health and safety of the students while finding effective ways.

3. The Department of Education should may continue to improve the teacher's competence in teaching inside and outside the classroom under blended learning approach using Self-Learning Modules (SLM) and online education. They should help the teachers enhance their technical skills through hands-on training.
4. Further study on the same problem area considering other variables should be conducted to verify the results of the study so that generalizations about teaching in the new normal can be made.

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## **PARENT-TEACHER COLLABORATION AND EFFECTIVENESS OF THE MODULAR LEARNING APPROACH IN THE DISTRICT OF DAO SCHOOLS DIVISION OF CAPIZ**

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### **ABSTRACT**

This study determined the degree of parent-teacher collaboration in the terms of instructional support, supervision, and monitoring and the level of effectiveness of the modular learning approach in terms of instructional materias and learning outcomes in the District of Dao.

It used the descriptive-correlational research design utilizing the descriptive technique, and included 170 teacher respondents in District of Dao. Data were gathered through a researcher-made questionnaire validated by the experts. Data were analyzed and interpreted using SPSS Version 21 Windows for frequency, percentage, mean, t-test, one way ANOVA Kruskal-Wallis Test, and Pearson r.

Generally, the degree of parent-teacher collaboration in District of Dao-Schools Division of Capiz was “very high”.

The level of effectiveness of the modular learning approach in District of Dao- Schools Division of Capiz was “very high”.

There were no significant difference in the degree of parent-teacher collaboration and level of effectiveness of the modular learning approach in District of Dao.

There was a significant relationship between the degree of parent-teacher collaboration and the level effectiveness of the modular learning approach in District of Dao.

**Keywords:** collaboration, effectiveness, modular learning, approach

## INTRODUCTION

### Background and Rationale of the Study

As millions of students across the world shift from formal, traditional instruction to home learning because of the coronavirus threat. Teachers and parents alike are scrambling to understand their new roles as mentors and surrogate teachers, respectively.

In the current situation of the academic system around the world, there is an insurgence of academic difficulties and a desire to see the impact of teaching outside classroom from kindergarten to college students, wherein the modalities of teachers changes abruptly. Pressure has led teachers and administrators to look down the academic line to see how students can best be reached in each level through different media platforms and face to face. Learners are now expected to embrace the great challenge. Due to the changes from traditional learning or face to face learning to online learning, blended learning using different modalities, it is expected that parents and teachers need to collaborate for the success of educational system (Albertson, 2012).

Specifically in China, with the outbreak of Covid-19, the Chinese government has banned most face to face activities, including teaching. The Chinese Ministry of Education has launched an initiative entitled “Disrupted Classes, Undisrupted Learning” by reforming the entire educational system (Huang, 2020).

Modular teaching is one of the most widespread and recognizes teaching learning techniques in United States, Australia and other Western countries including region( Sejpai, 2013).

The Philippines also adopted modular systems to deliver education while prioritizing the safety of the learners. The Department of Education issued the DepEd order 018, s. 2020 dated July, 20, 2020 otherwise known as the policy guidelines for the provision of learning resources in the implementation of the basic education learning continuity plan. The rationale for this is in response to the public health brought about by the Covid-19. It calls the DepEd to be responsive, innovative and resourceful in delivery of quality, accessible relevant, and liberating education. It would like to ensure that learning opportunities are provided to our learners in safe manner.

Thus, the collaboration of the parent and teacher is very vital in this present situation (Briones, 2020).

In fact, Division of Roxas City conducted a virtual orientation on modular learning last July 30, 2020, which was participated by the teachers and parents. This is in preparation for the upcoming opening of classes for the school year 2020-2021, wherein they are going to adopt modular approach. This orientation was followed by the “Virtual Dry-Run of Project Mapraktis Ta for Schools Handling Modular Learning”, and participated by the parents, and teachers last August 4-7, 2020 (Division of Roxas City).

In view of these, in today’s teaching and learning comes in different styles and forms thus teachers are now on the new trends and methods on teaching and learning, one of the emanating new methods today is the use of modular learning approach where in the teacher intervention is not allowed. This method is different from the traditional setting where in a teacher presents the lesson and the student learned the concept. The researcher has decided to conduct this study to ascertain the parent-teacher collaboration and the effectiveness of the modular learning approach District of Dao - Schools Division of Capiz. The researcher would like to find out the effectiveness of working together to empower the education and help to establish the structures that our learners need to receive the quality education they deserve, and bring stability in a time of uncertainty and the results of this study will be used as basis of the school to further strengthen the program and management implementation and provide capacity building for teachers to increase preparedness and maintains collaboration to the parents.

## **Statement of the Problem**

Specifically, this study aimed to answer the following questions:

1. What is the degree of parent - teacher collaboration in District of Dao- Schools Division of Capiz as a whole and in terms of instructional support, supervision, and monitoring?
2. What is the level of effectiveness of the modular learning

approach in District of Dao- Schools Division of Capiz as a whole and in terms of instructional materials and learning outcomes?

3. Is there a significant difference in the degree of parent – teacher collaboration when respondents are grouped according to age, sex, highest educational attainment and length of service?
4. Is there a significant difference in the level of the effectiveness of the modular learning approach when respondents are grouped according to age, sex, highest educational attainment and length of service?
5. Is there a significant relationship between the degree of parent-teacher collaboration and the level of effectiveness of the modular learning approach in District of Dao-Schools Division of Capiz?

## Hypotheses of the Study

Based on the foregoing problems, the following hypotheses were tested:

1. There is no significant difference in the degree of parent – teacher collaboration when grouped according to age, sex, highest educational attainment and length of service.
2. There is no significant difference in the level of effectiveness of the modular learning approach when grouped according to age, sex, highest educational attainment and length of service.
3. There is no significant relationship between the degree of parent-teacher collaboration and the level of effectiveness of the modular learning approach in District of Dao.

## Theoretical Framework

This theory is supported with the Vygotsky's sociocultural theory (Vygotsky, 1978) which states that the relationship between human beings and their environment, both physical and social. Sociocultural



theory of human learning describes learning as social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's sociocultural theory is that social interaction plays a fundamental role in the development of cognition.

## Conceptual Framework

The socio-demographic profile of the teachers which includes age, sex, highest educational attainment and length of service can influence their views and insights on the degree of parent-teacher collaboration in terms of instructional support, supervision and monitoring and how these variables influence the level of effectiveness of the modular learning approach in terms of instructional materials and learning outcomes.

The schematic diagram of the study. Figure 1 is shown below.

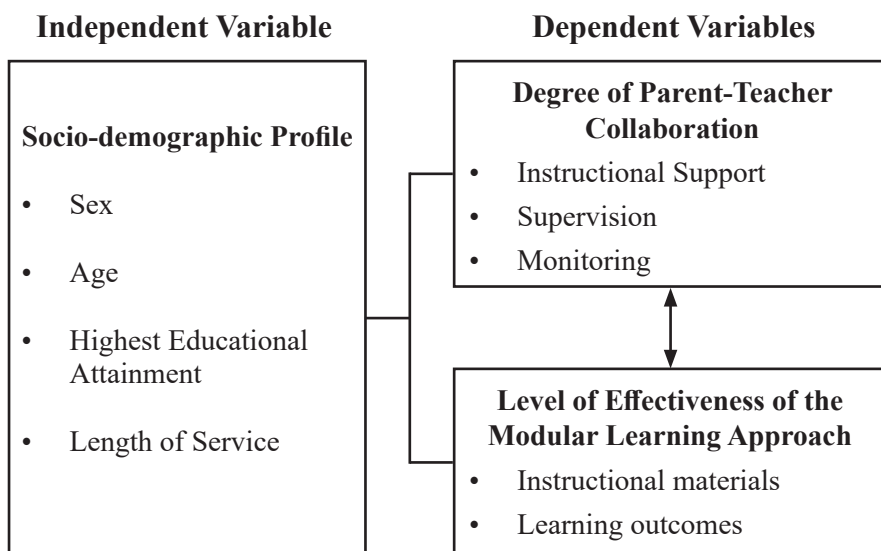


Figure 1: Schematic diagram showing the framework of the study.

## RELATED LITERATURE

### **Parent-teacher collaboration on modular learning approach.**

In the new normal, there should be a stronger home and school partnership that can facilitate better and more consistent communication and collaboration between teachers and parents. Communication of learning goals, and feedback can help sustain the needed collaborative relationship between the parents, and teacher. To do this, the school can create opportunities that can teach parents how to teach their children do the task in the module and nourish their children's curiosity at home. In the new normal, sustainable and supportive external partnerships with local government units, non-government organizations, and other institutions that can help in enabling a responsive education. As schools explore these possibilities for partnership, school leaders and administrators should always keep in mind the need to maintain and guard their institution's integrity from any self-serving motives that can interfere with the school's vision and goals.

On the other hand, not all parents can monitor their children's progress. Some are incompetent about how to do it because of illiteracy. This situation is more prevalent in rural areas or in remote places. It is a fact that a lot about what parent's lack, especially parents who live in poverty. Parental involvement is important, but how is it fair to ask these parents to do more. Especially since these are the same groups, who are more likely to have less formal education while being more likely to be essential workers or be more directly impacted by the pandemic economically and health-wise (Forbes Magazine, 2020).

Much of the desire of parents to collaborate to teachers on their child's education but yet they are hesitant to do it because they are not equipped due to illiteracy. Some have not graduated from elementary education or some have not gone to school for formal education. In line with this, parents can tap any members of the family to act as para teacher for support and supervision. Parents know their children more than any teacher does while teachers know how to give instructions very well. If both of what they know will be combined, educating the children amidst this pandemic can succeed. The skills parents and teachers possessed, has a common purpose: to support the continuous learning of the children.

Most teachers think about having a good relationship with parents. However, just as images of teaching and learning environments vary, so do images of good parent-teacher relationships. At one end of the spectrum, the image of a good relationship is an effective separation of roles and functions between home and school, an optimal social distance combined with mutual respect. The family meets the school's expectations efficiently, and the school effectively educates the child without undue demands on the home. At the other end of the spectrum is the image of the school functioning as an extended family, a more open system. Family and school intersect around the life of the child. As teachers think about their work with parents and families, they often have mixed feelings. The degree of success that teachers have in developing a partnership with parents depends heavily on the fit between parental cares and concerns and those of the teacher. The common interest is the schooling of a child. What all good parent-teacher relationships have in common is the absence of conflict. Optimally this absence of conflict is due to a presence of mutual trust and respect; less optimally, it is due to the absence of caring (Keyes, 2016).

In the study of Nicdao (2020) stated that the strong partnership between teachers and parents influence the progress of learners. Pupils will study at home where parents will guide them while they are learning. Teachers will be on instructional support with the parents through communication via chat or a phone call. It is a process where work is developed in a goal-directed way.

The value of parental involvement in education receives much attention in research as well as in policy makers' debates. It shows that parental engagement in education significantly contributes to students' academic achievement and their social and emotional development. The potential benefits for students, parents and teachers are well documented. It needs the partnerships of parent and teacher for an outstanding outcome of their learners. Students whose parents are involve in their study feel confident more likely with those children whose parents are not involve in their study (Lipman, 2013).

Students' learning outcomes, well-being, and social relations with peers and teachers, attitudes toward school and work performance appear to change when parents become involved in their children's

schools. Parents also gain from their involvement because while collaborating with teachers, they have the opportunity to understand teachers' perspectives on the process of education. The good quality of teacher-parent interactions shows important contributors to improve the academic performance of the child. While research shows that parent-teacher collaboration is beneficial, in many schools teachers and parents do not have the same expectations and understanding of each other (Smolińska-Theiss, 2015).

According to Sadker, the different and contradictory findings of the relatively few studies analyzing pros-gender performance in collaborative learning organizations suggests that, by itself, the implementation of cooperative learning groups does not necessarily lead to a more effective and equitable learning environment for females and minorities ( International Journal of Scientific and Technology research volume 4 issue 06, 2015).

The findings revealed that teachers experienced “individual” barriers at a “general” level considering the gender and branches of the teachers. It was found out that novice teachers (5 years and less work experience ) stated significantly the most individual barriers and the most barriers related to the other dimensions as well ( Eurasian Journal of Education Research 16 ( 66) , 27-46, 2016).

Orientation with the parents is needed to have a good result in this modular learning approach. Parents must be oriented carefully before the learning approach will be done to eliminate barriers between the parent and teacher. Expectation to the parents must be well explained to them and their role to this learning approach. Likewise, they must be familiar with the reason why there is a shift of learning approach in this situation.

The Philippine government is trying to seek for a good strategy to continue the education of the learners without any disruption on this time of pandemic crisis. To resolve this DepEd official, agreed that blended learning approach will be adopted. For remote areas wherein access for the internet is difficult they prefer to adopt the modular learning approach.

The latest announcement made by the Secretary of Education, Sec. Briones that the School Year 2020-2021 will be reschedule on October 5, 2020 to ensure the safety and protection of the learners

and teachers against the Covid-19. It is for the safety of the teachers, learners and other school officials. It is the vital goal of the DepEd to facilitate the safe return of the teachers and learners to schools without the worry for Covid-19 but until such time is already possible, the DepEd will do everything in their capacity to carry on so that basic education will still be available despite of the pandemic crisis.

This time of crisis, the face-to-face mode of learning is not allowed to be used and only modular instruction or home schooling is allowed. The teachers will make the module and worksheets good for one week. The parents will be the one to get it from the teacher and they will serve as the teacher.

Of all the alternative learning modalities offered by the Department of Education (DepEd) this upcoming school year, most student prefers to use the “modular” distance learning option.

Since face to face classes are not yet allowed, the DepEd will implement Blended/Distance learning wherein the combination of the various distance learning modalities such as printed modules, offline digital modules, online, and TV and Radio-based instruction will be used by students and teachers with the involvement of the parent when classes formally start on October 5, 2020. Using blended/distance learning modalities, the lessons will be delivered to the students in their homes through printed modules prepared for learners who have limited access or have absolutely no access to internet; via online learning resources such as the DepEd Commons; and Television or radio-based instruction. The collaboration of local government units and the Department of Information and Communications Technology are working hard to ensure that areas in the Philippines get better connectivity, which can greatly help in the implementation of blended learning (Briones, 2020).

Particularly, this blended learning modalities allow the learners to continue learning in this time of pandemic crisis with the assistance of their parents. The DepEd Secretary believes that quality education can be still delivered through modular learning approach with the partnership of parents and teachers.

The President of the Philippines is not allowing face-to-face classes until January 2021, so DepEd will be implementing blended/distance learning, which combines printed and offline digital modules, online,

and TV and radio-based instruction when classes starts. Partial results of the Learner Enrolment and Survey Forms (LESFs) distributed during the enrolment period showed that 8.8 million parents preferred modular, while 3.9 million wanted blended or a combination of two or more modalities.

According to Arcilla (2020), mentioned that most parents preferred the modular learning system as an alternative to in person classes this school year 2020-2021, the Department of Education. Regions, Divisions, and Schools are authorized to decide on the specific learning modalities which they may deem appropriate to their contexts.

According to the result as cited by Magsambol (2020) on the preferred alternative learning mode to be used for the school Year 2020-2021, is the modular learning approach. It simply shows that parents are after the continuity education of their children. Through modular learning approach their children will study at home with their assistance wherein they are assured for their safety against the Covid-19. There are several advantages of modular learning approach why a modular course structure. The following is an excerpt from the book *Internet Based Learning* (Kogan-Page, 1999) describing some of the advantages of using a modular structure. The most important one is that it allows for better evaluation and more focused revision and improvement. Another advantage to a modular approach is that parts of the course can be used and reused elsewhere in other courses. Courses that are already in a modular format are ultimately more flexible and easier to convert for delivery in other formats.

Furthermore, a series of webinars were also provided to teachers sponsored by the Department of Educator- Office of Information Technology, Open Education Resources and other private organizations and book publishing companies. Most of these capacity-building webinars were provided for free or with a very minimal fee. Majority of the topics discussed in the sessions are on the use of multi-modal and flexible learning deliveries using Information and Communication Technology platforms, both online and offline. Dr Abram Abanil, DepEd Information & Communication Services, May 1, 2020, shared the initiative of the department of creating 60 eBooks per week done by their 1700 trained personnel which are all deposited in the DepEd Commons and its websites. The same division also trained 70,000 out

of 900,000 teachers in Online training through Webinars. As mentioned earlier, a volume of printed materials was also provided to be used by learners of schools that have very weak internet connectivity or whose households have the scarcity of gadgets to be used.

**Instructional materials.** Alternative Delivery Modules or Self learning modules (SLMS) is a self contained, self-instructional, self-paced and interactive learning resources for public schools intended for learning a specific topic or lesson where the learner interacts actively with the instructional material rather than the material passively. SLMS become an ideal learning resource and therefore a priority in remote or distance learning where a teacher is unable to provide the constant instructional supervision and guidance in a classroom setting.

However 75% of teachers responded that the Deped provides module for them but some said that the modules they gave were usually incomplete (Quinones,2020).

The Department of Education has monitored errors in self-learning modules being used by students in views of the distance learning set up being implemented during the Covid-19 pandemic (Gonzales,2020).

The study of Llego (2020) states that modular distance learning involves individualized instruction that allows learners to use self-learning modules (SLMS). In print or digital format/ whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guide and other learning materials. It is the teacher takes the responsibility of making the module and the parent will get the module from the teacher in the school and assists her child in doing the worksheet in the module.

Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMS) in print or digital format whichever is applicable in the context of the learner and other learning resources like Learner's study materials.

**Effectiveness of modular approach.** In the study conducted by Mercader (2020) he cited that a Filipino Educator offered simple ways on how to embrace the new normal in education in the Philippines. He shared the 3-As to brave Covid-19. The first A is to ADAPT to the Situation. Filipinos are known for being flexible even in times of calamities. The smile in the faces of Filipinos manifest their being

optimistic embracing the challenges of life that made them survive and start a new beginning. The second A is to ADOPT new ways of addressing teaching and learning. Teachers, administrators, parents and other stakeholders should realize that change is part of growth, it needs their collaboration for the effectiveness of modular learning approach which is preferred approach in remote areas. Sometimes, accepting change is painful and difficult yet it will bring about a new realization that will bring about newness and stability. The last A is to be ADEPT with the new ways of addressing the teaching and learning.

Not all parents can monitor their children's progress. Some are incompetent about how to do it because of illiteracy. Parental involvement is important, but it is fair to ask these parents to do more (Forbes Magazine, 2020).

The effectiveness of the learning approach depends on the support of different stake holders in education. Among these stakeholders, parents is closer and know to their children very well, the learners. Modular learning approach was identified to be the safest learning approach and fitting to be used in remote areas. Embrace the 3-As for the success delivery of quality education in the midst of pandemic crisis. Of all the alternative learning modalities offered by the Department of Education (DepEd) this upcoming school year, most students prefer to use the "modular" distance learning option. Based on the partial results of the Learner Enrolment and Survey Forms (LESFs) distributed during the enrolment period, it showed 7.2 million enrollees preferred to use modular distance learning, TV & Radio based instructions and other modalities while only 2 million enrollees prefer online for school year 2020-2021.

The objective of modular learning approach is the optimum development of the individual. To meet this end, it is imperative that greater attention should be given to the needs of individual learners thus, the demand for individual instruction. Individual instruction is backed by the philosophy that every child is unique. People develop at different rates. Development is relatively orderly and development takes place gradually. One technique to individualized instruction is to use modularized instruction, where individual differences of students in their capacities to learn are taken into account. Individualized instruction develops critical thinking.



## METHODOLOGY

### Research Design

This study used the descriptive- correlational research design. This methodology focuses more on the what of the research subject rather than the why of the research subject. It aims to describe systematically and accurately the facts and characteristics of a given population or area of interest and to provide an accurate portrayal or account of characteristics of a particular individual, situation or groups.

Correlational research is a type of non- experimental research method, in which a research measures two variables, understands, and assess the statistical relationship between them with no influence from any extraneous variable ( Bhat, 2019).

The descriptive-correlational design was appropriate in this study since it aimed to describe and correlate the socio-demographic profile of the respondents, degree of parent-teacher collaboration and level of effectiveness of the modular learning approach. It did not only describe the socio-demographic profile of the respondents in terms of their age, sex and highest educational attainment, length of service but also determined the difference between the above mention variables. It investigated the relationship between degree of parent-teacher collaboration and level of effectiveness of the modular learning approach.

### Research Participants and Sampling Procedures

The respondents of the study were the One Hundred Seventy (170) elementary school teachers of public school in the District of Dao-Schools Division Capiz during the school year 2020-2021.

The total population of the respondents was identified through inquiry in the Planning and Research Office of the Schools Division of Capiz. Out of the one hundred eighty two 182 total populations of public elementary schools teachers in the District of Dao this study considered one hundred seventy (170) respondents. The required sample size was determined by using the Cochran.

## Research Instrument Used

The research instrument used in this study was a researcher –made instrument. The researcher formulated and grouped the statements according to the topics in the variables of the study presented in a simple language. This instrument was made up of three parts. The first part was a socio-demographic profiling. The second part was used to measure the degree of parent – teacher collaboration in terms of age, sex, highest educational attainment and length of service. The third was used to measure the level of effectiveness of the modular learning approach in terms of age, sex and highest educational attainment and length of service.

The researcher-made instrument underwent a validation process. The pilot- test was administered to 30 respondents at Cuartero District to assess its reliability. Reliability refers to the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of study is considered to be reliable ( Joppe, 2020).

Score/ Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 4.21-5.00	Very High	The given statement is significantly exhibited .Extra evidences can attest that is manifested in an exceeding observable manner.
4 3.41-4.20	High	The given statement is often exhibited. Evidences can attest that it is normally manifested in an observable manner.
3 2.61-3.40	Average	The given statement is occasionally exhibited. Evidences can attest that it is observed but only in an inconsistent manner.
2 1.81-2.60	Low	The given statement is hardly exhibited . observable evidences in relation to it are deficient.
1 1.00-1.80	Very Low	The given statement is not exhibited at all and neither there are observable evidences that can attest to it.

## **Data Gathering Procedure**

The researcher distributed and administered the questionnaires through messenger and email using google form to the respondents to ensure a hundred percent retrieval of the said questionnaires. The respondents were given enough time to answer the questionnaires. Completion of the retrieval of questionnaire was successfully done.

## **Data Analysis and Interpretation Procedure**

All the data gathered were based from the responses from the questionnaire. Data were analysed and interpreted based on the order of the problems statements in the study. Using the Statistical Package for Social Sciences (SPSS), the following descriptive and inferential statistics were used. For the descriptive data, frequency, percentage, and mean were used and for inferential statistics, Kruskal-Wallis Test, t-test, one way ANOVA Pearson r was computed to answer the specific inferential questions. Data collected from the respondents were analyzed and interpreted.

## **FINDINGS OF THE STUDY**

The degree of parent-teacher collaboration of public elementary school teachers in the District of Dao-Schools Division of Capiz was “very high”.

The level of effectiveness of the modular learning approach of public elementary school teachers in the District of Dao was “very high”.

There were no significant differences in the degree of parent-teacher collaboration of public elementary school teachers in the District of Dao- Schools Division of Capiz in terms of respondents’ age, sex, highest educational attainment and length of service.

There were no significant difference in the level of effectiveness of the modular learning approach of public elementary school teachers in the District of Dao- Schools Division of Capiz in terms of age, sex,

highest educational attainment and length of service.

The degree of parent-teacher collaboration and level of the modular learning approach of public elementary school teachers in the District of Dao- Schools Division of Capiz was significantly related.

## **CONCLUSIONS**

Based on the findings of the study, the following conclusions and generalizations were derived:

1. Parents and public elementary school teachers in the District of Dao-Schools Division of Capiz closely work together in the delivery of modular instruction to the learner.
2. The effectiveness of the modular learning approach of public elementary teachers in the District of Dao- Schools Division of Capiz has been carried out because of close collaboration between parents and teachers.
3. The degree of parent-teacher collaboration and the level of the effectiveness of the modular learning approach is similar and has the same assessment of the respondents regardless of their socio-demographic profile in the District of Dao-Schools Division of Capiz.
4. Perception of the respondents about parents collaboration significantly affect to the effectiveness of the modular learning approach of public elementary school teachers in the District of Dao-Schools Division of Capiz.

## **RECOMMENDATIONS**

Based on the above findings and conclusions, the following recommendations are given:

1. Teachers should plan out appropriate strategies and intervention suited to the learners' need.
2. Teachers should encourage the parents to support and

participate in the learning of their child so as to create a system or routine that allow pupils to develop an independent learning to enhance their skills and potentials.

3. Teacher should intensify their linkages and communication through “virtual seminar” among other teachers to discuss ways on a strong partnership between home and school. Proper coordination and communication is recommended for the efficient delivery of the program.
4. School administrator and teachers should make a comprehensive intervention plan intensifying the used of instructional materials in modular learning. The school administrator should allocate fund for the program needs in terms of facilities and equipment, support instructional materials and program needs for trainings and workshops. Teachers and school administrator should collaborate in the development of activities for modular learning approach.
5. Teacher should maximize parent-teacher collaboration through home visits, phone calls, send letters to monitor and supervise pupils progress in learning. Parents involvement in their child’s education should be enhanced through constant reminders and assistance to make a routine in order to develop learners’ capacity in doing.
6. Further study research related to the study maybe undertaken in other divisions or regions so us to determine further if it has beneficial.

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## RELIGIOSITY AND CORE VALUES MANIFESTATION OF TEACHERS IN THE DISTRICT OF PANITAN

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### ABSTRACT

This study aimed to determine the level of religiosity and extent of core values manifestation of teachers in the District of Panitan. This descriptive correlational study involved 108 Senior High and Junior High School teachers in the District of Panitan. The independent variable was the socio-demographic profile of the respondents such as sex, age, educational attainment and religious affiliation. The dependent variables were the level of religiosity and extent of core values manifestation.

The research instrument used was the researcher made questionnaire. Descriptive data were analysed using frequencies, percentages and means. Inferential data were analyzed using T-test and F-test, ANOVA, and Pearson r. Level of significance was set at 0.05. Statistical data were processed and analysed using Statistical Package for Social Sciences (SPSS).

Results of the study revealed that the level of religiosity of the respondents was “outstanding.” The level of religious beliefs and religious practices was also “outstanding”. The extent of core values manifestation of the respondents as a whole was outstanding as well as in terms of makaDiyos, maka-tao, makakalikasan and makabansa.

There were no significant differences in the level of religiosity across all sex, age, educational attainment and religious affiliation since the t-values were higher than alpha 0.05. There were no significant differences in the extent of core values manifestation across all sex, age, educational attainment and religious affiliation.

There was a significant relationship between the level of religiosity and extent of core values manifestation of the respondents.

Keywords: religiosity, core values, manifestations, teachers

## INTRODUCTION

### Background and Rationale of the Study

Religion plays an important role in molding personality. People suffering from pain of mental illness, emotional problems, or situational difficulties seek refuge in religion for comfort, hope, and meaning. While some are helped, not all are completely relieved of their mental distress or destructive behavioral tendencies. While in others, especially in the emotionally vulnerable, religious beliefs and doctrines may aggravate neurotic tendencies, enhance fears or guilt, and restrict life rather than enhance it. In such cases, religious beliefs may be used in primitive and defensive ways to avoid making necessary life changes.

Religion has persisted over the vast span of human history, the reason being that religion is a powerful coping behavior that enables people to make sense of suffering, provides control over the overwhelming forces of nature, and promotes social rules that facilitate communal living, cooperation, and mutual support (Smart and Denny, 2017).

Religion gives one “peace of mind”. As Sapir said, the function of religion in all cultures is to discover a road to spiritual serenity or achieve “peace of mind” (Lundberg, Schrag and Larsen, 2009).

In the 1987 Philippine Constitution, the values of the Filipino people are scattered in various articles and sections of the Charter. But primarily, we see them in the Preamble as well as the Article on Principles & State Policies (Estanislao, 2018).

The Preamble states: “We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society, and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity, the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace, do ordain and promulgate this Constitution (Estanislao, 2018).

Hence, this study about religiosity and core values manifestation

will be conducted because the researcher believes that religiosity enhances the core values manifestation of the respondents

## Statement of the Problem

Specifically, it seeks to answer the following questions:

1. What is the level of religiosity of the respondents as a whole and in terms of religious belief and religious practices?
2. What is the extent of the core values manifestation of the respondents as a whole and in terms of Maka-Diyos, Maka-tao, Makabansa, and Makakalikasan?
3. Is there a significant difference in the level of religiosity of the respondents when they are grouped according to age, sex, highest educational attainment and religious affiliation?
4. Is there a significant difference in the extent of core values manifestation of the respondents when they are grouped according to age, sex, highest educational attainment and religious affiliation?
5. Is there a significant relationship between the religiosity and core values manifestation of the respondents?

## Theoretical Framework

This study is anchored on the theories on religious transmission, basic values and relationship to the life of teachers.

The theory on Modes of Religiosity, also known as Theory of Religious Transmission by Harvey Whitehouse (2015) postulates that religions— whatever else they may be—are configurations of cultural information reproduced across space and time. Drawing from recent advances in cognitive science, Harvey's theory shows how religions tend to coalesce around one of these two poles depending on how religious behaviors are remembered. The theory of Whitehouse on modes of religiosity stresses on the relationship designed to impact

people's minds, haunting not only the memories but influencing the way people ruminate on religious topics. These theories serve as bases in the conceptualization of the study. They give valuable insights to the researcher that since being religious determines how their life will move through. Teachers' religiosity, beliefs, and practices identify their faith as an important source of professional motivation and as guidance for professional behaviour. Religious faith helps them to be empathic, kind and grateful towards their pupils as well as their colleagues. Teachers' religiosity appears to be linked to their work obligation and inspiration, as well as to certain views on teaching and learning. Teachers' religious orientation may therefore create a great impact on the way he or she interacts with pupils, colleagues or parents. Religious beliefs and practices contribute to teachers' well-being and may prevent burnout.

## Conceptual Framework

The conceptual framework of this study focuses on the religiosity in terms of religious beliefs and religious practices and core values manifestation in terms of Maka-Diyos, Maka-tao, Makabansa, and Makakalikasan of teachers in the District of Panitan. This is based on the principle that the independent variable influences or affects the dependent variables. This is indicated by the line which joins the independent variable to the dependent variables. The independent variable is assumed to be the cause of this relationship which influences the dependent variable. On the other hand, dependent variable is where the effects are seen or observed.

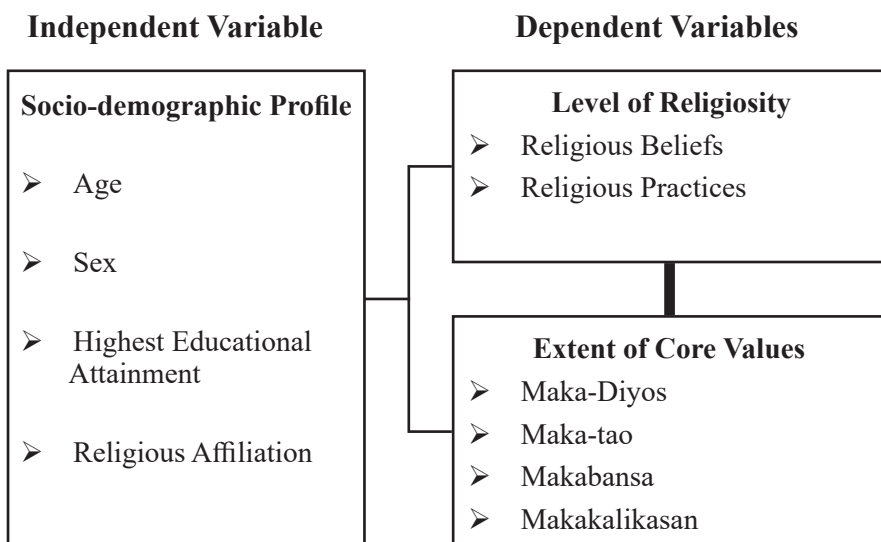


Figure 1. The schematic diagram showing the framework of the study.

## RELATED LITERATURE

**Religiosity.** In Roget's Thesaurus, religiosity is found to be synonymous to such terms as religiousness, orthodoxy, faith, belief, piousness, devotion, and holiness. These synonyms reflect what studies of religiosity would term as dimensions of religiosity, rather than terms that are equivalent to religiosity (Lewis, 2018).

Religiosity is a conventional name which covers several academic disciplines. A theologian would address religiosity from the viewpoint of faith, while religious educators would focus on orthodoxy and belief. Psychologists might choose to address the dimensions of devotion, holiness, and piousness, whereas sociologists would consider the concept of religiosity to include church membership, church attendance, belief acceptance, doctrinal knowledge, and living the faith (Ross, 2017).

Religiosity could be understood in several dimensions. The ideological dimension is constituted by expectations that the religious will hold to certain beliefs (i.e., professed doctrines), and the

intellectual dimension has to do with the expectation that the religious person will be informed and knowledgeable about the basic tenets of his faith and sacred scriptures (i.e., history, sacraments, morality). These two dimensions are closely related, since knowledge of a belief is a necessary condition for its acceptance. However, belief does not necessarily flow from knowledge, nor does all religious knowledge accompany belief (Glock and Stark 2015).

Religiosity has been identified as a possible significant sociocultural factor in predicting individual differences in various aspects of personality and behavior. Scholars differ somewhat in their definitions of religiosity and its treatment in data analysis. However, most definitions include the importance and centrality of religion in one's life (Holdcroft, 2016).

Religiosity does not necessarily refer to a linkage between an individual and the divinities of religion but rather to a linkage between an individual and a certain worldview.

Religiosity has four dimensions: cognitive, cultic, creedal, and devotional. The cognitive dimension is concerned with what individuals know about religion, i.e., religious knowledge. The cultic dimension makes reference to the individual's religious practices, i.e., ritualistic behavior. The creedal dimension is concerned with a personal religious belief. The devotional dimension refers to a person's religious feelings and experiences, i.e., the experiential dimension (Holdcroft, 2016).

Other recent studies of religiosity stressed a multidimensional focus of religiosity that encompassed such concepts as the subjective, cognitive, behavioral, social, and cultural dimensions. Aspects of religiosity such as private devotion are also accepted as important, going beyond the emphasis merely on church attendance. Interest in the measurement of religiosity has led to an exploration of the relationship among multiple dimensions of religiosity (Chumbler, 2016).

Students are the reflections of a teacher. The way teacher acts, behaves, talks, are all is followed by his or her students. So, it is very necessary for a teacher to be mindful about his or her actions. Being the *maka-diyos*, *maka tao*, *makakalikasan*, and *makabansa* are some

values teacher should always possess. Upon possessing these values both inside and outside classroom, the teacher shall find the students getting in proper path and eventually will produce better and more productive students. After all, it is the result that determines a teacher's success. Result might not be only in terms of marks but a student's overall performance determines the degree of success of a teacher.

Moreover, teachers should also understand that they are not only content tutors but are also leaders. They guide students and show them the path for better future. Upon possessing and exhibiting these core values, teachers shall be able to appear as better leaders, facilitators and educator.

## **METHODOLOGY**

### **Research Design**

This is a descriptive correlational study because it tried to describe and determine the relationship between the level of religiosity in terms of religious belief and religious practices and the extent of core values manifestation in terms of Maka-Diyos, Maka-tao, Makabansa, and Makakalikasan of teachers in the District of Panitan.

### **Research Participants and Sampling Procedure**

The participants in this study were the Junior and Senior High School teachers of Panitan National High School and Leodegario D. Deocampo Sr. National High School in the district of Panitan. The researcher adopted a random sampling procedure (Agresti & Franklin, 2013).

Proportional allocation formula by Pagoso (1987) was used in determining the sample size for each school. The sample respondents were taken proportionally from the total teacher population.

The distribution of the respondents by school is found in Table 1.

Table 1. Distribution of respondents by school.

School	Population	Sample	Percentage
Panitan NHS			
JHS	95	70	64.82
SHS	26	19	17.59
Leodegario Sr. NHS			
JHS	20	15	13.89
SHS	6	4	3.70
<b>Total</b>	<b>147</b>	<b>108</b>	<b>100%</b>

## Research Instrument Used

Primary data was collected through administration of a set of researcher-made questionnaire.

The instrument of this study was submitted to a panel of experts for content validation and for their comments and suggestions. All suggestions were incorporated in the final preparation of the questionnaire.

## Data Gathering Procedure

After establishing the validity, the questionnaire was reproduced according to the number of the respondents of the study. A letter for approval was sent to the Schools Division Superintendent of the Division of Capiz (See Appendix D p.120). Upon approval, the researcher scheduled a specific time and date to the respective schools in the district of Panitan for data collection. Data was collected from the respondents using the above-mentioned instruments.



## Data Analysis and Interpretation Procedure

The data collected by printed questioner was distributed in every schools in the District of Panitan were computer processed, encoded and analyzed to answer the research questions. Descriptive and inferential statistics were used. The descriptive analyses using frequencies, percentages and tables were used to summarize and organize data and describe the characteristics of the sample population.

## FINDINGS OF THE STUDY

The level of religiosity of teachers in the District of Panitan was “outstanding.”

The means in terms of religious belief and religious practices were 4.71 and 4.51, respectively. The level of religious belief and religious practices was “outstanding.”

There was no significant difference in the level of religiosity of the teachers when grouped according to their socio-demographic profile.

There was no significant difference in the extent of core values manifestation of the respondents when grouped according to age and sex.

There was a significant relationship between respondents’ level of religiosity and their extent of core values manifestation of teachers in the District of Panitan.

## CONCLUSIONS

Based on the foregoing findings of the study, the following conclusions were drawn:

1. The religiosity of teachers in the District of Panitan is extraordinary.
2. The DepEd core values manifestation of teachers in the District of Panitan is extra- ordinary.

3. The selected profile of the teacher respondents shows no variation in their religiosity.
4. The selected profile of the teacher respondents shows no variation in their core values.
5. The religiosity and core values of teachers in the district of Panitan are mutually dependent

## **RECOMMENDATIONS**

Based on the findings and conclusions the following recommendations are suggested:

1. School Administrators should continue enhancing and strengthen the faith and devotion of teachers by allowing the conduct of masses in school. Teachers should go to Church and manifest in concrete terms their religious belief and religious practices. It is recommended that teachers should really adhere to what they believe. The action and behaviour of teachers must be a product of their beliefs. St. James pointed that “faith without works is dead”.
2. It is recommended that teachers should actively join different religious organizations to strengthen their religiosity and core values. There is also a need for teachers to be bold enough in preventing bullying in school and in the community. Teachers should not tolerate circumstances that lead to bullying in school.
3. Old teachers display a higher level of religiosity compared to young teachers. It is recommended therefore that young teacher should exert time and effort in terms of their religious activities. The school should include topics about enhancing the religiosity of teachers especially the young ones during in-service trainings and seminars.

On the other hand Catholic teachers display a high level of religiosity compared to non- Catholic teachers. It is therefore recommended that non- Catholic teachers should be exposed more to devotional and religious practices to increase their

religiosity. The school during in- service training, should integrate topics that will uplift the religiosity of non- Catholic teachers. They should be given opportunities to enhance their spirituality and religiosity since they act as role models for their students.

4. In terms of core values manifestation, old teachers manifest a high extent of core values compared to the young teachers. It is therefore recommended that young teacher should be given more inputs and orientation through schools seminars, trainings, programs and activities in terms of DepEd core values.

On the other hand, the teachers with master's/ doctorate degree education display as a higher extent of core values manifestation compared to those with no graduate school education. It is therefore recommended that as part of the professional enhancement program of the school, teachers should be encouraged to pursue and finish their master's or doctoral degree. In this manner, teacher's core values manifestation would be enhanced and developed. At the outset Catholic teachers display a high extent of core values manifestation compared to the non- Catholic teachers. It is therefore recommended that non- Catholic teachers should be given more enhancement trainings, extra-curricular activities and tasks to strengthen and improve their core values manifestation.

5. Since religiosity and core values are mutually dependent, it is recommended that schools should institutionalize continuing programs, activities, seminars, and trainings that would enhance the level of religiosity of the teachers and their core values. Through the guidance office, Christian and values formation program can be integrated for teachers to deepen and enhance their religiosity and core values.
6. Other researchers may conduct the same studies using other population or variables to further verify the results of the study. They may produce a research output to be considered and utilized by their schools.

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## PSYCHOLOGICAL FIRST AID NG MGA GURO AT AKADEMIK PERFORMANS NG MGA MAG-AARAL SA SENIOR HIGH SCHOOL SA SANGAY NG LUNGSOD NG ROXAS

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### ABSTRAK

Ang pangunahing layunin ng pag-aaral na ito ay matukoy ang kaugnayan sa pagitan ng lebel ng psychological first aid ng mga guro at akademik performans ng mga mag-aaral sa Senior High School sa mga pampublikong paaralan sa Sangay ng Lungsod ng Roxas sa taong panuruan 2020-2021. *Simple random sampling* ang ginamit na pantukoy sa isangdaan at limangpu't siyam (159) na mga gurong-tagatugon.

Deskriptib-korelesyunal ang disenyo ng isinagawang pananaliksik. Talatanungang gawa ng mananaliksik ang instrumentong ginamit sa pangungulekta ng datos. *Frequency count, percentage, mean, t-test, analysis of variance (ANOVA) at Pearson product-moment correlation coefficient* ang mga istatistikang ginamit sa pag-analisa ng mga nakalap na datos. Itinakda sa alpha 0.05 ang lebel ng kabuluhan.

Lumabas sa pag-aaral na ang lebel ng psychological first aid ng mga guro sa Senior High School ay napakataas batay sa kaalaman, kakayahan at kagamitan. Ang akademik performans ng mga mag-aaral sa Senior High School batay sa pagsusuri ng mga guro ay higit na kasiya-siya. Nakitaan ng makabuluhang pagkakaiba ang lebel ng psychological first aid ng mga guro ng kung papangkatin ayon lamang sa asignaturang itinuturo. Walang makabuluhang pagkakaiba ang akademik performans ng mga mag-aaral sa Senior High School ayon sa pagsusuri ng mga guro at kung papangkatin ayon sa kasarian, edad, at asignaturang itinuturo ng mga guro.

Ang relasyon sa pagitan ng lebel ng psychological first aid ng mga guro at akademik performans ng mga mag-aaral sa Senior High School ay mayroong malaking kaugnayan; ang psychological first

aid ng mga guro ay nakaapekto sa akademik performans ng mga mag-aaral sa Senior High School.

Susing salita: psychological first aid, akademik performans

## PANIMULA

### Sanligan ng Pag-aaral

Karamihan sa mga bansa sa buong mundo ay nagsuspende ng mga klase sa paaralan upang mapigilan ang mabilis na pagkalat at mapatag ang kurba ng hawaan sa coronavirus disease-19 (COVID-19) na sumubok sa katatagan ng pangkaraniwang pag-aaral ng mahigit sa tatlongdaan pitumpung (370) milyon na mga mag-aaral sa buong mundo batay sa ulat ng *United Nations Educational, Scientific, and Cultural Organization* (UNESCO, 2020). Kasabay nito, itinaguyod ng buong mundo ang psychological first aid (PFA) bilang pansikolohikal na interbensyon sa mga nakaranas ng trumatik na karanasan dulot ng nakakabahalang sitwasyon at awtbreyk ng inpeksyon ng pandemya.

Sa isinagawang pag-aaral sa China sa relasyon sa pagitan ng tensyon na naranasan ng mga mag-aaral sa hayskul at akademik performans, lumabas sa pagsusuri na walumpu't pitong bahagdan (87%) ng mga mag-aaral na nakaranas ng tensyon dala ng mga nakakabahalang sitwasyon ay may negatibong epekto sa kanilang akademik performans. Kahawig din sa isinagawang pag-aaral sa performans ng baitang 12 na mga mag-aaral ng *Science Technology, Engineering and Mathematics* (STEM) sa pampublikong paaralan ng sekondarya sa Chipata District ng Eastern Province ng Republika ng Zambia, inihayag na apektado ang akademik performans ng mga mag-aaral na iniugnay sa pagkabalisa. Halos ganoon din ang karanasan ng mga mag-aaral sa Pamantasan ng Mexico gamit ang online na modalidad. Naharap sa matinding pagkabalisa ang mga mag-aaral dahil sa paninibago sa bagong modalidad na tuwirang nakaapekto sa kanilang akademik performans. Kagaya din ng karanasan ng mga mag-aaral at mga magulang sa Estados Unidos ng Amerika nang biglaang inilapat sa birtwal na platform ang klase mula sa kinagawiang

harapang modalidad. Nagkaroon ng kalituhan sa responsibilidad sa trabaho, pangangalaga at pagtuturo sa mga anak habang ang mga anak naman ay nakaramdam ng matinding pagkabagot at pagkabalisa na tinatayang direktang nakaapekto sa pagtamo ng mababang akademik performans ng marami sa mga mag-aaral ng K-12.

Samantalang sa Pilipinas ay labis na pagtakot, pag-alinlangan, at pangamba ang damdaming nagingibabaw sa nakararami sa pagbukas ng klase. Kaya muling pinagana ang padron ng psychological first aid sa paaralan bilang isang modelong interbensyon na naglalayong tulungan ang mga mag-aaral, mga guro, mga kawani ng paaralan, mga pamilya at mga kaanib ng pamayanan sa pagbukas ng klase upang mapaglabanan ang matinding pagkabalisa. Siniguro ng Kagawaran ng Edukasyon ang pangangailangan sa pisikal na kaligtasan at pangangalaga sa kalusugang mental sa pamagitan ng pagpaigting ng programang Mental Health and Psychosocial Support Services (MHPSS) sa pangunguna ng psychological first aid bilang kwadrant ng batayang edukasyon sa planong pagpapatuloy ng edukasyon sa gitna ng banta sa kaligtasan dahil sa pandemya.

Batid din ng mananaliksik ang kaawa-awang sitwasyong kinasadlakan ng mga mag-aaral: kawalan ng tuwirang interaksyon sa guro, komplikadong kasanayang pampagkatuto ng mga aralin, kakulangan sa mga kagamitan sa pag-aaral sa bagong modalidad, kawalan ng kahandaan ng mga mag-aaral, hindi kondusibong kapaligiran sa pag-aaral, (i.e., dikit-dikit na kabahayan at maingay na paligid), paninibago sa sistemang umiiral sa bagong normal, at pakipagsangkot ng nakararami sa kanila sa pang-ekonomikong gawain upang tugunan ang pangunahing pangangailangang pampamilya. Ang kahimtang sa mga mag-aaral ay isang bagong yugto na nagpabago ng takbo ng kanilang buhay. Mga bagay na nagpapahirap sa mga mag-aaral na labis na ikinabahala ng gurong mananaliksik na ipinapalagay na makaapekto sa akademik performans ng mga mag-aaral.

## **Paglalahad ng Suliranin**

Nakatuon ang pag-aaral na ito sa pag-imbetiga sa kaugnayan sa pagitan ng lebel ng psychological first aid ng mga guro at akademik



performans ng mga mag-aaral sa Senior High School sa mga pampublikong paaralan sa Sangay ng Lungsod ng Roxas sa taong panuruan 2020-2021.

Layunin din ng pag-aaral na ito na sagutin ang sumusunod na tiyak na katanungan:

1. Ano ang lebel ng psychological first aid ng mga guro ng Senior High School sa kabuuan at kung susuriin batay sa kaalaman, kakayahan, at kagamitan?
2. Ano ang akademik performans ng mga mag-aaral sa Senior High School sa unang markahang grado batay sa pagtataya sa mga gawaing sulatin, pagtataya sa inaasahan sa pagganap at pangkabuuang general average ng klase sa taong panuruan 2020-2021?
3. Ano ang makabuluhang pagkakaiba ng lebel ng psychological first aid ng mga guro sa Senior High School sa kabuuan at kung papangkatin ayon sa kanilang edad, kasarian at asignaturang itinuturo?
4. Ano ang makabuluhang pagkakaiba ng akademik performans ng mga mag-aaral sa Senior High School sa kabuuan at kung pagpapangkatin ayon sa edad, kasarian, at asignaturang itinuturo ng mga guro?
5. May makabuluhang kaugnayan ba ang lebel ng psychological first aid ng mga guro at akademik performans ng mga mag-aaral sa Senior High School sa mga pampublikong paaralan ng Sangay ng Lungsod ng Roxas?

### **Hipotesis ng Pag-aaral**

1. Walang makabuluhang pagkakaiba sa lebel ng psychological first aid ng mga guro ng Senior High School sa kabuuan at kung pagpapangkatin ayon sa kanilang edad, kasarian at asignaturang itinuturo.
2. Walang makabuluhang pagkakaiba sa akademik performans ng mga mag-aaral sa Senior High School sa kabuuan at

kung pagpapangkatin ayon sa edad, kasarian, at asignaturang itinuturo ng mga guro.

3. Walang makabuluhang kaugnayan ang lebel ng psychological first aid ng mga guro at ang akademik performans ng mga mag-aral sa Senior High School sa mga pampublikong paaralan ng Sangay ng Lungsod ng Roxas.

## Teoritikal na Balangkas.

Nakasalig ang isinagawang pag-aaral sa mga sumusunod na makapanaligang teorya: *Theory of Hardiness* ni Suzzan C. Kabosa (1979), *Sense of Coherence Theory* ni Aaron Antonovsky (1979), at *Hierarchy of Needs Theory* ni Abraham Maslow (1954).

Ang *Theory of Hardiness* ay ipinakilala ni Kabosa (1979) at nang huli dinibelop ni Pammenter (1999) at Maddi (2006) na batay sa konsepto ng pagbuo ng personalidad sa panahon ng nakakabagabag na mga pangyayari na binubuo ng katangiang komitment, pagkontrol at paghamon. Komitment ay kusang pakikipagsangkot ng tao sa mga bagay, pangyayari at sitwasyon kaysa pag-iiwas at pagtatago. Samantala ang pagkontrol ay kinabibilangan ng pakikibaka ng isang tao na pamahalaan ang pangyayaring nagaganap sa buhay sa pamamagitan ng mapanuring pagpili sa mga nakahaing opsyon kaysa umasa at manlumbay.

Naging gabay din ng mananaliksik ang mga konseptong nakapaloob sa *Sense of Coherence (SOC) Theory* na inilarawan ni Antonovsky (1979) na nakakayahang gamitin ang mayroon at potensyal na mapagkukunan ng lakas ng isang tao upang labanan ang anumang naramdaman na tension, takot, at pagkabalisa. Naitaguyod ng SOC ang kaligtasan na nasusukat batay sa sumusunod: (1) malalim na pang-unawa, i.e., pag-unawa sa nagaganap na mga pangyayari at pagbuo ng prediksyon sa mangyayari sa buhay, (2) maayos na pamamahala, i.e., kakayahang dalhin ang mga pangyayari na may pagtitimpi, at (3) makabuluhang pagpakahulugan, i.e., may mabuting maidudulot mga pangyayaring naganap ay may at makapagbibigay-aral sa buhay. Malaking salik ang SOC upang mapamahalaan ang

pagkabagabag na naramdaman at maiangat ang kalidad ng buhay sa gitna ng nakakabagabag na pangyayari (Eriksson & Lidstrom, 2007).

Naging gabay din ng mananaliksik ang “*Maslow’s Hierarchy of Needs*”, motibesiyonal na teorya ng sikolohiya na modelo ng pangangailangan ng tao na tumutugon sa pangangailangan ng mga mag-aaral na kinabibilangan ng: pisyolohikal, kaligtasan, pagmamahal at pagtanggap ng iba, pagpapahalaga sa sarili, at pagpapatunay sa sarili (McLeod, 2020). Representasyon ang pangangailangan ng mga dapat na matamo ng mga mag-aaral upang madelap nang husto ang kanilang kaalaman, kakayahan at kasanayan na mabuhay nang matiwasay sa gitna ng mga nakakabahalang kondisyon ng lipunan.

Naangkop ang mga konseptong inilatag nina Kabosa, Antonovosky, at Maslow sa isinagawang pag-aaral ng mananaliksik, ang pag-iimbestiga sa kaugnayan ng lebel ng psychological first aid ng mga guro at akademik performans ng mga mag-aaral sa SHS sa mga pampublikong paaralan sa Sangay ng Lungsod ng Roxas taong panuruan 2020-2021. Ang mga konseptong nakapaloob sa teoryang *Hardines at Sense of Coherence* ay nakatulong sa mananaliksik sa pag-analisa nang husto sa lebel ng PFA ng mga gurong-tagatugon batay sa kaalaman sa batayang prinsipyo, kakayahan sa paghahatid ng serbisyong PFA at kabihasaan sa paggamit sa mga kagamitan. Gayundin sa paglalarawan sa akademik performans ng mga mag-aaral sa SHS at sa pagtukoy sa pagkakaiba batay sa mga piling propayl. Samantala, ang Teorya ng Hirarkiya ng Pangangailangan ay ginamit sa paghinuha kaugnayang sa pagitan ng lebel ng psychological first aid at akademik performans ng mga mag-aaral.

## Konseptwal na Balangkas

Ang konseptwal na balangkas ng pag-aaral ay nagpapakita ng ugnayan sa pagitan ng mga baryabol na pinag-aralan sa pag-aaral na ito. Ang malayang baryabol ay propayl sosyo-demograpiko na kinabibilangan ng kasarian, edad, at asignaturang itinuturo. Samantala ang mga di-malayang baryabol ay lebel ng psychological first aid ng mga guro sa Senior High School batay sa kaalaman, kakayahan at

kagamitan ng PFA at akademik performans ng mga mag-aaral sa Senior High School sa unang markahan sa mga pambublikong paaralan ng Sangay ng Lungsod ng Roxas sa taong panuruan 2020-2021.

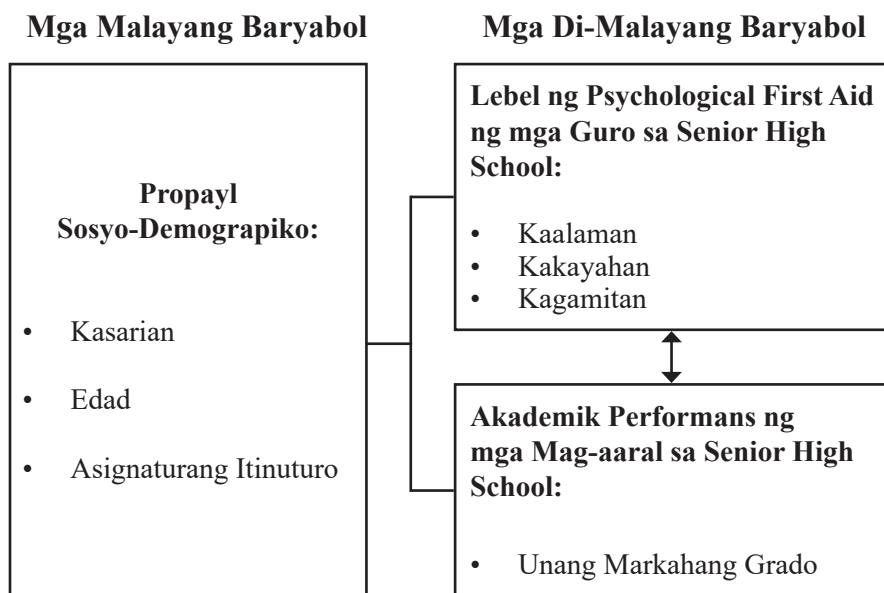


Figura 1. Eskematik dayagram na nagpapakita ng ugnayan ng mga baryabol.

## MGA KAUGNAY NA LITERATURA

### Banyagang Literatura

Sa mga nakababahalang sitwasyon sa pamamahay man o sa pamayanang kinabibilangan, tinatayang dalawampu't limang bahagdan (25%) ng mga nakaranas nito ay nangangailangan ng maagap na pansikolohiyang pangangalaga, na tinatawag na psychological first aid (PFA). Ito ay may kaugnay na konsepto sa pagbibigay ng pisikal na pangunahing lunas upang makakayan ng isang indibidwal ang trumatik na pangyayaring kinasadlakan sa gitna ng mga krisis, kalamidad, at nakakabagabag na mga pangyayari katulad ng emerhensyang pangkalusugan (Hopkins, 2018). Sa pamamagitan ng

PFA matulungan ng guro ang mga mag-aaral na malampasan ang matataas na antas ng sikolohikal na pagkabalisa na dinaranas ng mga mag-aaral. Patuloy ding mapaglaanan ng atensiyon na matataya ang kanilang pangangailangan para sa patuloy na pangangalagang pangkaligtasan.

Dagdag nito na ang PFA ay isang praktikal na pamamaraan ng pagbibigay ng inisyal na suporta sa mga taong nakaranas ng nakakabahalang sitwasyon dala ng krisis na naglalayong mabawasan ang pagkabalisa. Ang programang *“Save the Children China”* ang unang nagtaguyod ng integrasyon ng PFA sa kalagitnan ng taong 2012-2014 pagkatapos yanigin nang malalakas na lindol ang mga probinsya ng Yunnan, Sihuan at Gansu China. Ang programa ay naglalayong suportahan ang paggaling at pagbangon ng kabataan pagkatapos ng emerhensya at nakakabahalang sitwasyon. Kasangkot ang paglalapat ng PFA na itinataguyod ang pangangalaga at pagproteksyon sa kabataan, at pang-emerhensyang inisyatibo ng edukasyon upang matukoy ang kalakasan at mga hamon na kahaharapin sa pagpatuloy ng edukasyon (Doyle, 2015). Sa pamamagitan ng PFA masusuportahan ng mga guro ang pagbangon ng mga kabataan at maitataguyod din nang maayos ang pagproteksyon sa karapatang makapag-aral at pangangalagang pangkaligtasan ng mga mag-aaral.

Sa pagitan naman ng taong 2014 at 2016, ang mga bansa sa Kanlurang Africa ay tinamaan ng Ebola virus kung kaya pinalawak ang kapasidad sa pagsasagwa ng PFA ng mga grupong tagatugon sa Ebola na kinabibilangan ng mga kawaning pangkalusugan, mga kontak treyser, mga guro at mga kaanib ng pamayanan (EVD, 2014). Sa pamamagitan ng PFA natugunan ang pansikolohikal na pangangailangan sa gitna ng nakabahalang sitwasyon. Mahalaga ang kaalaman sa mga elemento ng PFA upang makabuo ng inisyal na kontak sa pagpatatag ng kakayahan sa pagtulong sa mga nangangailangan, makabuluhang magamit ang mga kagamitan sa pagbibigay-tulong pansikolohikal, i.e., pag-observer sa sitwasyon, taimtim na pakikinig, pagbibigay-referal, at pangangalaga sa sarili.

Sa isang pag-aaral sa Gaza sa ilalim ng programa ng World Vision na bahagi ng Australia-Middle East NGO Corporation Agreement (AMENCA2) inilahad ang impak ng implementasyon ng PFA sa pamilya at relasyong pampamayanan. Ang pagsasanay sa PFA ay nakatulong sa

mga kaanib ng pamayanan at sa mga magulang upang masuportahan ang pangangailang pansikolohikal ng kanilang mga anak at iba pang miyembro ng pamayanan na nakakaranas ng beheyural at emosyonal na paghihirap dulot ng digmaan, komplikong pulitikal at pwersang pangkalikasan (Scafer, 2016). Sa pamamagitan ng pagsasanay sa kakayahan sa PFA maitaguyod ng mga guro, mga magulang at kaanib ng pamayanan ang pangangailangang pansikolohikal ng mga kabataan na nakaranas ng paghihirap pangkalooban. Ang mga gurong dumaan sa mga pagsasanay ay may sapat na kaalaman, kakayahan at makabuo ng angkop na kagamitan sa pagtataguyod ng kaligtasan ng mga mag-aaral pisikal man o pansikolohikal sa paaralan, sa pamamahay at sa pamayanan.

**Kaalaman sa psychological first aid (PFA).** Ang psychological first aid ay makatao, suportib at praktikal na pagbibigay-asistans sa kapwa-taong nangangailangan at pangkasalukuyang nakakaranas ng matinding pagkabagabag sa nakabahalang na sitwasyon na kinabibilangan ng mga sumusunod: (1) di-panghihimasok, praktikal na pangangalaga at pagbibigay suporta (2) pagtataya sa pangagailangan, alalahanin, at pagtulong sa kapwa tao upang maibigay ang pangunahing pangangailangan, i.e. pagkain at tubig (3) pagbibigay-komport at pagpanatag sa kalooban ng tao (4) pagtulong upang magkaroon ng koneksyon sa impormasyon, at serbisyo at (5) pagbibigay ng proteksyon sa tao upang makaiwas sa iba pang panganib (Ommeren, 2013). Sa pamamagitan ng mga batayang kaalaman na nabanggit sa itaas, makatao, mapang-agapay, at ligtas na maihatid ng mga guro sa mga mag-aaral na nakaranas ng matinding pagkabagabag dahil sa nakababahalang na sitwasyon ang angkop na interbensyong pankasikolohikal upang maitaguyod ang katiwasayan ng kaisipan at kapanatagan ng kalooban at maibalik ang gana sa pag-aaral ang mga mag-aaral.

Sa pamamagitan ng sapat na kaalaman sa prinsipyo at konsepto ng PFA ay sistematikong maitaguyod ng mga guro ang pagpapatatag at pagpapalakas ng kalooban ng mga mag-aaral, maitaguyod din pampamilyang suporta at samahan na maging lunsaran ng ugnayan ng bawat kaanib ng pamayanan upang mapangalagaan ang kaligtasan ng lahat. Naitaguyod din ang pagtulong sa mga kabataan na maibalik sa

normal na gawi at magabayan na maipagpatuloy ang pag-aaral upang matamo ang kasiya-siyang akademik performans.

Lahat ay maaring makinabang sa PFA, ang sinumang naharap sa karanasang kaugnay sa sakuna, kapahamakan, kasawian, emerhensya, truma, pagkabalisa at mga kapansanang pangkaisipan at iba pa (Mental Health Academy, 2020). Sapagkat ang PFA ay nakatuon sa pampamayanang gawain, pinaniwalaan ng mga eksperto sa kalusugang pangkaisipan na lahat ay maaring makapaghatid serbisyo kabilang ang mga guro, mga personel ng paaralan, magulang, kapitbahay at iba pang kaanib ng pamayanan (MHA, p. 30, 2020). Bilang isang pampamayanang pamaaraan, ang PFA ay maaaring isinasagawa saang mang dako ng pamayanan: bahay, paaralan, palengke, paliparan, istasyon ng tren, mall at punerarya, at sa iba pang lugar na ligtas sa panibagong sakuna. Mga kaalamang marapat na mabatid ng mga guro upang mabisang makapagbigay ng tulong na walang pag-iimbot bagkus may matatag na paniniwala sa sarili, buo ang loob sa pagtulong sa batang nangangailangan.

Bahagi din ng paghahanda ng Kagawaran ng Edukasyon, sa planong pagpapatuloy ng edukasyon ang paglunsad at pagpapakilala sa mga manwal pangkalusugan at pangkaligtasan, kaginhawaan at pangkalahatang kalusugang pangkaisipan na kinabibilangan ng mga: istrategiya sa pamamahala ng pagkabalisa at istrategiya sa pagkaya, mga gabay para sa mga magulang sa pakikitungo sa mga bata, ang tungkulin ng mga magulang sa pagpapadaloy ng modalidad sa pagkatuto, pagsigurado sa proteksyon habang nasa online klas. Ganoon din ang paghahatid ng serbisyong PFA sa panahon ng sakuna at sa mga sitwasyong nakakabahala upang maitaguyod ang pagkamahinahon, pakikipag-angkop at pag-asa sa bagong normal (DepEd, 2020; SEES Manual, 2015; Ramos, et al., 2020). Ang pakikipagsangkot ng mga magulang sa mga gawaing pampaaralan ay makapagpapasigla sa pag-aaral ng mga kabataan, makapagpapanday ng tiwala sa sarili, makapagpapatibay sa pakipag-unayan ng bata sa kapwa bata, sa mga guro at sa iba pang mga magulang, at kalakasan ng batang aktibo sa mga gawain pangkurikular. Higit sa lahat, ang pakikipagsangkot ng guro sa buhay at pamayanang kinabilangan ng mga mag-aaral panloob man o panlabas na pamayanan ay nakapagpatatag ng kalooban,

nagpapalakas, nagpapakilos at nagpapanday ng sariling-kusa ng mga mag-aaral na labanan ang takot hanggang sa matutong makipag-angkop sa kondisyon ng lipunan sa nakakabahalang kondisyon. Higit kalianman ang paghahatid ng PFA ay isinaalang-alang sitwasyon.

Sa pagyakap at pakipag-angkop ng sektor ng edukasyon sa bagong normal, nahubog ang matatag na plano sa pagpatuloy ng batayang edukasyon naging pundasyon ng haliging-suporta ang pagtaguyod ng kaligtasang pisikal at mental sa pamamagitan ng pampaaralang psychological first aid bilang pangunahing interbensyon nang sa ganoon ay makabuluhang maipagpatuloy ang pagdukal ng dunong ng mga mag-aaral sa kabila ng banta sa kaligtasan, mga nakababahalang hamon sa buhay at walang kasiguruhan na maaring mangyari sa mga susunod na araw.

## **METODOLOHIYA**

### **Disenyo ng Pag-aaral**

Sa pag-imbestiga at pagtukoy sa lebel ng psychological first aid (PFA) ng mga guro, akademik performans ng mga mag-aaral sa Senior High School (SHS), at ang kaugnayang sa pagitan nila, ang mananaliksik ay gumamit ng desinyong deskriptib-korelesyunal ng pananaliksik nang sa ganoon ay mabisang mapamahalaan ng mananaliksik ang mga kwanlitatibong datos. Ito ang ginamit sa pagkalap ng mga pangunahing datos batay sa layunin at kalikasan ng suliraning inilahad sa isinagawang pag-aaral, ganundin sa pagkabuo ng metodolohiya at pamamaraan sa pagsagot ang mga suliranin at pagsubok din sa hipotesis na may mataas na antas ng kompyansya (Stangor, 2011).

Ang desinyong deskriptibo ayon kina Atacio et al. (2016) ay naglalarawan ng kasalukuyang kondisyon; ito ay ginagamitan ng iba't ibang uri ng mga nakaeskalang katanungan upang makuha ang hinahangad na representasyong numerikal, maiksi ngunit pangkalahatan ang impormasyon naglalarawan sa sabjek ng ginawang pag-aaral (Beutler & Gudmunson, 2012).

Ang Deskriptib-kwantitatib korelesyunal na pananaliksik ay



ginamit sa pagakuha ang pangkabuuang kwantitatibong frequency, mean at upang makuha din ang pangkabuuang imahe ng lebel ng psychological first aid ng mga guro at antas ng akademik performans ng mga mag-aaral sa SHS.

## **Kalahok ng Pag-aaral at Sampling Prosedyur**

Ang pamamaraan sa pangungulekta ng datos ay isanagawa sa pamamagitan ng isangdaan at limampu't siyam (159) na gurong tagatugon mula sa isangdaan at pitumpu't anim (176) na kabuuang populasyon ng mga guro sa SHS nagmula sa kabuuang bilang na isangdaan dalawampu't isang (121) plantilyadong mga guro ng SHS at nagmula sa limapu't lima (55) na hybrid na mga guro, i.e., mga JHS na gurong plantilyado sa mga pampublikong paaralang pansekondarya na nagtuturo sa Sangay ng Lungsod ng Roxas sa taong panuruan 2020-2021.

## **Pagbuo ng Kagamitan ng Pananaliksik**

Ang pag-aaral ay ginamitan ng talatanungang gawa ng mananaliksik bilang instrumento sa pangungulekta ng datos mula sa napiling representatibo ng buong populasyon. Naaangkop ang talatanungan ayon kay Reganit (2010) kapag ang impormasyong kakailanganin sa pag-aaral ay nagmula sa mga nakakalat na pinanggalingan ng makapanaligang impormasyon; na nakabatay sa layunin ng pagsagawa ng sarbey ayon naman kay Sicat- De Laza (2016).

## **Proseso ng Pangangalap ng Datos**

Ang pangangalap ng datos ay nangyayari sa pagitan ng ikatlong lingo Desyembre, 2020 hanggang unang linggo ng Enero, 2021 pagkatapos na naitala at nasuma ng mga guro resulta ng pagtataya sa sulating gawain at inaasahan sa pagganap ng mga mag-aaral sa SHS sa unang markahan alinsunod sa pansamantalang alituntunin sa

pagtataya at pagmamarka na nagtatanglaw sa taong panuruan 2020-2021 sa mga paaralang pampubliko ng Sangay ng Lungsod ng Roxas.

Ang mga nakolekta na mga datos mula sa sarbey sa Google Form galing sa mga gurong-tagatugon ay inirebryu at maingat na sinipat nang husto ng mananaliksik bago inilipat sa Excel at ipinadala sa pinagkakatiwalaang istatistisyan upang ipasailalim sa proseso ng Special Packages of Social Science (SPSS).

### **Pag-aanalisa ng Datos at Proseso ng Interpretasyon**

Sa tulong ng Statistical Package for Social Sciences (SPSS) software, naanalisa ang nalikom na mga datos. Isinagawa ang pag-encode ng mga datos sa Excel na maging daluyan ng proseso kung saan ikinonbert ang mga ito sa SPSS payl para sa layuning maproseso at maanalisa nang wasto ang mga datos. Ang mga nakolektang mga datos ay nilagyan ng iskor at bibigyan din ng angkop na berbal na interpretasyon. Para sa deskriptibong datos ang frequency counts, percentage, at mean ang ginamit na kagamitang pang-istatistika.

Ang pag-analisa ay nagsisimula sa pagtataya sa relayability koepisyent ng naiskorang mga aytem. Ang Deskriptib analisis, ang ginamit sa pagtaya sa bahagdan ng mga tagatugon batay sa katangian ng kanilang propayl sosyo-demograpiko at ganon din sa pagkuha *mean* iskor sa mga ibinigay na kasagutan ng mga tagatugon sa bawat komponent ng psychological first aid at ng akademik performans. Isinagawa ang pag-aanalisa sa mga baryabol sa pamamagitan ng kompirmatori na pag-analisa. Samantala ang ugnayan sa pagitan ng mga baryabol ay natasa gamit ang korelesyunal na pag-analisa.

Ang pagpili ng angkop na pamaraan na ginamit sa pag-analisa sa mga nakolektang mga datos ay nakabatay sa layunin ng pagsasagawa ng pag-aaral at sa nabuong hipotesis ng pagkakaiba at kaugnayan ng mga baryabol. Sapagkat ang pag-aaral ay nakadebuho sa desinyong deskriptib-Korelesyunal na pananaliksik, ang palarawan at inferensyal na istatistika ay gagawin sa pamamagitan ng SPSS. Para sa palarawang istatistika ang frequency count, percentage, mean at grand mean ang ginamit. Sa kabilang banda, ang para sa inperensyal na istatistika ang t-test at F-test Analysis of Variance (ANOVA), at

Pearson-Product Moment Coefficient of Correlation (Pearson-r) ang ginamit sa pagtukoy ng kaugnayan.

## **MGA KINALABASAN**

Para sa kinalabasan, napagtanto ang sumusunod:

Ang lebel ng Psychological First Aid ng mga guro ng Senior High School ay napakataas.

Ang akademik performans ng mga mag-aaral batay sa pagsusuri ng mga guro ay higit na kasiya-siya.

Nakitaan makabuluhang pagkakaiba ang lebel ng psychological first aid ng mga guro kung papangkatin ayon lamang sa asignaturang itinuturo.

Walang makabuluhang pagkakaiba sa akademik performans ng mga mag-aaral sa SHS.

Mayroong makabuluhang kaugnayan ang psychological first aid ng mga guro at akademik performans ng mga mag-aaral sa SHS.

## **KONKLUSYON**

Sa nabanggit na mga kinalabasan ng pag-aaral, ang sumusunod na konklusyon ay nahulma:

1. Naitaguyod ang higit pa sa inaasahang lebel ng psychological first aid ng mga guro sa SHS sa mga pampublikong paaralan ng Sangay ng Lungsod ng Roxas.
2. Naipamalas ang higit sa inaasahang akademik performans ng mga mag-aaral sa SHS.
3. Tanging ang asignaturang itinuturo lamang ng mga guro sa SHS ang nakakaepekto sa kanilang lebel ng psychological first aid.
4. Ang mga piling propayl ng mga gurong-tagatugon ay hindi nakakaepekto sa akademik performans ng mga mag-aaral sa SHS.

5. Ang psychological first aid ng mga guro ay matibay na sandigan ng akademik performans ng mga mag-aaral sa SHS sa nakakabahalang sitwasyon ng COVID-19.

## REKOMENDASYON

Bataysa mga natuklasan at konklusyon ng pag-aaral, ang sumusunod na mga rekomendasyon ay maluwalhating iminumungkahi:

1. Sa makabuluhang pagpapanatili ng serbisyong PFA sa mga mag-aaral ng SHS iminumungkahi sa pansangay na koordineytor ng Disaster Risk Reduction Management (DRRM) na magsagawa ng pansangay na pagsasanay sa mga guro ng SHS na nakatuon sa kagamitan ng PFA na “modelo ng pagpapadala ng bigat ng kalooban” at inisyatibong “Iligtas ang Kabataang Pilipino”.
2. Sa higit na pagpaunlad ng akademik performans ng mga mag-aral sa SHS iminumungkahi sa hepe ng Curriculum and Instruction Development (CID) at sa mga espesyalista sa mga programang pang-edukasyon ng mga iba’t ibang asignatura na magsagawa ng mga webinar at mga birtwal na pagtitipon sa mga guro ng SHS upang matalakay ang mga estratehiya at mga dulong sa pagpaangat ng resulta ng pagtataya sa mga gawaing sulatin mga mag-aaral sa SHS.
3. Sa pagpapalalim sa pang-unawa sa kaalaman, sa kakayahan, at sa kagamitan ng PFA sa paaralan, iminumungkahi sa pansangay na *focal person* ng DRRM, na mangasiwa sa pagsagawa ng mga aktibidades sa pagbuo ng kakayahan ng mga guro sa SHS na nakatuon sa mabisang integrasyon ng psychological first aid sa mga asignaturang Filipino.
4. Sa papapatatag ng patuloy na propesyunal na paglago ng mga guro sa paaralan inumingkahi sa mga punongguro na magsagawa ng mga pagsasanay sa mga gawaing magpapanday ng kapasidad ng mga guro at edukasyunal na paggabay sa mga gurong may edad na 35 taong gulang pababa na nakatuon sa mga estratehiya at pedagolohiya sa pagpapaangat ng

akademik performans ng mga mag-aaral sa SHS sa gitna ng nakakabahalang sitwasyon.

5. Sa lalong pagpapatibay sa kaugnayan ng PFA at akademik performans inirekomenda sa hepe ng CID at hepe ng School Governance and Operation Division (SGOD) ng Sangay ng Lungsod ng Roxas na bumuo ng pansangay na programang magpapanday ng kapasidad ng mga punongguro at ng mga guro sa SHS sa pamamagitan ng pagsagawa ng serye ng mga webinar at mga pagsasanay na nakatuon sa mga pamamaraan sa pamamahala sa epektibong pagtataguyod ng PFA sa paaralan at paggamit ng PFA bilang pamamaraan sa pagtuturo at pagpaangat ng akademik performans ng mga mag-aaral sa gitna ng nakakabahalang sitwasyon.
6. Inirekomenda rin ang pagsagawa ng iba pang pananaliksik sa psychological first aid at akademik performans gamit ang iba pang mga baryabol at istatistikong instrumento na maaring makapagbalideyt ng resulta ng pag-aaral.

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## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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# CPC HYMN

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Lyrics By: **Mr. Vic Meñez**  
Music By: **Mrs. Maria U. Javier**

Purissima beloved,  
our hearts are all for thee  
Thy crystal font of learning,  
with grateful hearts  
to thee we sing.  
Thy founder brave and true,  
blazed the trails  
over trials and sorrows,  
thy name we cherish,  
sweetly nurtured with bliss,  
With fervent prayers,  
from thy portals we would march on  
hope soaring high,  
will resound with the challenge of time.  
Onward we march  
and raise the banner  
of glory forever.  
Hail dear Alma Mater!  
Hail to thee all hail!

# CAPIZ HYMN

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O Capiz duog nga hamili  
Dunang manggad sang  
Diyos pinili, kadagatan  
Mo kag kabukiran  
Pagatatapon imong kabuganaan  
Capiz matahum nga ngalan  
Sa tagipusuon ikaw  
Mapahamtang dumuluong ka o  
Capizeño man ang  
Kagayon sa gihapon  
Nahamut'an

Chorus:

O, Capiz Capiz bisan  
Diin kami padulong  
O, Capiz Capiz imo  
Ngalan pagadal'on  
Capiz probinsiya nga  
Pinasahi bilidhon ang mga  
Palanublion ipadayon, palig-onon  
Itib-ong Capiznon tanan  
Magahugpong

O, Capiz Capiz bisan  
Diin kami padulong  
O, Capiz Capiz imo  
Ngalan pagadal'on

O, Capiz Capiz bisan  
Diin kami padulong  
O, Capiz Capiz imo  
Ngalan pagadal'on

Imo ngalan pagadal-on



**The CPC  
SCHOOL OF GRADUATE STUDIES  
RESEARCH JOURNAL**

Academic Year  
**2020-2021**  
**Vol. XX**