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TRAINING NEEDS ASSESSMENT AMONG WOMEN ENTREPRENEURS IN MONKAYO, DAVAO DE ORO: BASIS FOR GENDER-RESPONSIVE MSME DEVELOPMENT

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ABSTRACT

The study conducted an entrepreneurial skills and training needs assessment for women entrepreneurs in Monkayo, Davao De Oro, Philippines, to identify the areas where they need training and development. The study found that having sufficient capital and product knowledge is not enough for entrepreneurs to succeed in business. They also need various skills to manage their businesses effectively and achieve prosperity. The study measured the skills of women entrepreneurs in terms of Leadership and People Management Skills, Communication Skills, Collaboration Skills, Business Operation Skills, Financial Management Skills, Project Management Skills, and Technology Skills. The results showed that women entrepreneurs in Monkayo scored the lowest in technological skills and moderate in financial management, business operations, and collaboration skills. Based on these findings, the study recommends that the Local Government Unit create a program that mainstreams gender responsive MSME in Monkayo. This program should focus on providing training and development opportunities that address the specific needs of women entrepreneurs in the area. Specifically, it should prioritize enhancing the technological skills of women entrepreneurs to enable them to leverage technology to improve their businesses' efficiency and competitiveness. Overall, the study highlights the importance of providing targeted training and development opportunities for entrepreneurs to succeed in their ventures. By identifying the specific needs of women entrepreneurs in Monkayo and providing them with the necessary skills, policymakers and stakeholders can support these businesses in achieving their full potential and contributing to the economic development of their communities.

Keywords: Entrepreneurial skills, training needs assessment, women entrepreneurs, Monkayo, Davao De Oro, Philippines, leadership and people management skills, communication skills, collaboration skills, business operation skills, financial management skills, project management skills, technology skills, gender-responsive MSME development program

INTRODUCTION

The role of women entrepreneurs in driving economic growth and development cannot be overstated. Being an entrepreneur doesn't mean that one has to finish an entrepreneurial or business degree. Anyone who takes a risk in the hopes of making a profit is considered an entrepreneur. While profit isn't the primary motive for entrepreneurs, risk-taking, usually in the form of financial investments, is the common thread that runs through all of them. (Gilbert, 2019). Some entrepreneurs establish their businesses after earning business degrees, others are born out of hobbies, others are inherited from parents.

While it is crucial to equip entrepreneurs with business skills to promote business growth, a one-size-fits-all approach may not be effective. Policymakers can have a more significant impact by tailoring their training programs to meet the specific needs of different groups of entrepreneurs. Focusing on enhancing the marketing skills of micro and small enterprises could be a strategic starting point for policymakers to support these businesses in surviving, growing, and creating employment opportunities (International

Growth Centre, 2015). Nevertheless, for women entrepreneurs to succeed in their business ventures, they must possess the essential skills and competencies necessary for their specific business contexts.

Training programs can be an effective way to enhance the skills of women entrepreneurs, but it is essential to first identify their training needs. This study aims to conduct a training needs assessment among women entrepreneurs in Monkayo, Davao de Oro, to identify the areas where they need training and development. The findings of this study will serve as a basis for developing gender responsive MSME development programs that cater to the unique needs of women entrepreneurs. By providing training programs that address the specific needs of women entrepreneurs, we can help them become more competitive, grow their businesses, and contribute to the economic development of their communities.

STATEMENT OF THE OBJECTIVES

The study aims to answer the follow research objectives:

1. To determine the demographic characteristics among women entrepreneurs in Monkayo, Davao de Oro in terms of:
    a. Age;
    b. Marital Status;
    c. Educational Attainment;
    d. Seminars Attended;
    e. Years in Business;
    f. Type of Industry;
    g. Monthly Net Income;
    h. Form of Business Organization;
    i. Status of Business Location;
    j. Compliance with Business Requirements;
    k. Number of employees;
    l. Sources of Capital;
    m. Special Laws.
2. To determine the level of training needs among women entrepreneurs in Monkayo, Davao de Oro in terms of:
    a. Leadership and people management;
    b. Communication skills;
    c. Collaboration skills;
    d. Business Operation skills;
    e. Financial Management skills;
    f. Project Management skills;
    g. Technology skills
3. To identify what intervention program can be developed in mainstreaming gender -responsive MSME Program in Monkayo.

METHODOLOGY

This study aimed to investigate the skills and training needs of women entrepreneurs in Monkayo, Davao De Oro, using a quantitative research design with a non-experimental approach (Creswell, 2014). The target population for this study were women entrepreneurs whose businesses are in Monkayo, Davao De Oro.

Data was collected using a structured questionnaire that was systematically and consistently administered to the participants. The questionnaire was developed based on the skills and training needs assessment framework, which includes Leadership and People Management Skills, Communication Skills, Collaboration Skills, Business Operation Skills, Financial Management Skills, Project Management Skills, and Technology Skills. The questionnaires were personally collected by the researcher to improve the reliability of the data.

Descriptive statistics such as mean and frequency distribution were used to analyze the data, which will be presented using tables (Bryman, 2016). The data will be presented using tables. The results of the study were used to identify the areas where women entrepreneurs in Monkayo need training and development.

The study ensured ethical considerations were adhered to by obtaining informed consent from the participants before administering the questionnaire. The participants' anonymity and confidentiality were maintained throughout the study.

FINDINGS

This study was conducted to assess the demographics of female entrepreneurs in the Monkayo area of Davao de Oro, Philippines. The sample comprised 90 female entrepreneurs, with the majority of them being married (80%). The remainder were single (10%), widowed (6.7%), and separated (3.4%). The majority of participants were of Generation Z origin (15.7%), while the remainder were of Generation X (38.2%) and Generation Y (46.1%). The educational attainment of the participants ranged from College level/graduate (46.7%), High School level/graduate (47.2%), Vocational graduates (3.4%), and Elementary level/graduate (3.4%) with none having a Master's degree or higher.

Among the 90 women entrepreneurs, this study found out that majority of the women entrepreneurs with 60.7% having been in business for 1-5 years. Most of the businesses were in wholesale and retail trade (94.4%), with a monthly net income of Php 0-10,000 (77.8%). Most of the businesses were sole proprietorships (96.7%), and most were rented (84.4%). In terms of compliance with business requirements, most businesses had obtained municipal licenses (66.7%). The main sources of capital were personal savings (48.9%) and borrowings (51.1%). Finally, 20% of the businesses were owned by solo parents, and 14.4% were owned by senior citizens.

The findings of the study reveal that women entrepreneurs in Monkayo have strong leadership and people management skills, which are essential for running a successful business. However, their technological skills were identified as an area that requires development. This highlights the need for policymakers and stakeholders to provide training and resources to help women entrepreneurs develop their technological skills, such as digital marketing, e-commerce, and social media management.

Moreover, the study found that most of the businesses in Monkayo were in wholesale and retail trade, with a monthly net income of Php 0-10,000. This indicates that most of the businesses are micro and small enterprises, which are crucial for providing employment opportunities and contributing to the local economy. Policymakers should focus on enhancing the marketing skills of micro and small enterprises to help them survive and grow in a competitive market.

The study also revealed that most of the businesses were sole proprietorships, and compliance with business requirements was not fully met. Policymakers should provide education and training on regulatory compliance to help women entrepreneurs navigate the legal requirements of running a business. Additionally, access to financial resources should be increased to help women entrepreneurs start and expand their businesses.

Finally, the study found that women entrepreneurs in Monkayo face unique challenges due to their gender, such as limited access to capital, social norms, and cultural expectations. Policymakers and stakeholders should address these challenges by promoting gender equality and empowering women entrepreneurs to achieve their full potential. By providing support and resources to women entrepreneurs in Monkayo, policymakers can contribute to the economic development of their communities.

Table 1. Training Needs Assessment

Training Needs Assessment	Mean
Leadership And People Management Skills	4.21
Communication Skills	4.04
Collaboration Skills	3.94
Business Operation Skills	3.96
Financial Management Skills	3.93
Project Management Skills	4.05
Technology Skills	2.88

It can be gleaned in Table 1 that the mean score for leadership and people management skills was 4.21, indicating a high level of competence in this area. This suggests that women entrepreneurs in Monkayo possess the necessary skills to lead and manage their businesses effectively.

The mean score for communication skills was 4.04, indicating a moderate level of competence in this area. While women entrepreneurs in Monkayo have some level of proficiency in communication skills, there is still room for improvement to enhance their ability to communicate effectively with stakeholders such as customers, suppliers, and employees.

The mean score for collaboration skills was 3.94, indicating a moderate level of competence in this area. This suggests that women entrepreneurs in Monkayo need to improve their ability to collaborate with others, such as partners, suppliers, and customers, to achieve their business goals.

The mean score for business operation skills was 3.96, indicating a moderate level of competence in this area. This suggests that women entrepreneurs in Monkayo need to improve their skills in managing day-to-day business operations such as inventory management, production planning, and quality control.

The mean score for financial management skills was 3.93, indicating a moderate level of competence in this area. This suggests that women entrepreneurs in Monkayo need to improve their financial management skills to effectively manage their business finances and make informed financial decisions.

The mean score for project management skills was 4.05, indicating a moderate level of competence in this area. This suggests that women entrepreneurs in Monkayo need to improve their project management skills to effectively plan, execute and monitor projects related to their businesses.

The mean score for technology skills was 2.88, indicating a low level of competence in this area. This suggests that women entrepreneurs in Monkayo need to improve their technological skills to leverage technology to improve their businesses' efficiency and competitiveness.

In addition, the participants also identified a need for training in leadership and people management skills, communication skills, collaboration skills, business operation skills, and project management skills. These findings suggest that a comprehensive approach to training and development is needed to support the growth and success of women-owned businesses in Monkayo. This is consistent with previous research that has highlighted the importance of providing tailored training programs to meet the specific needs of different groups of entrepreneurs (International Growth Centre, 2015).

Overall, the findings of this study highlight the importance of providing gender-responsive training programs that address the specific needs of women entrepreneurs in Monkayo. By doing so, policymakers and other stakeholders can help to promote the growth and success of women-owned businesses, which can contribute to the economic development of the region (United Nations Development Programme, 2019).

CONCLUSION

The study aimed to assess the training needs of women entrepreneurs in Monkayo, Davao De Oro, and to identify the areas where they require support and development. The findings of the study revealed that women entrepreneurs in Monkayo possess strong leadership and people management skills, while their technological skills were identified as an area that requires development.

a. Women entrepreneurs in Monkayo possess strong leadership and people management skills, while their technological skills require development.
b. Policymakers should tailor training programs to meet the specific needs of different groups of entrepreneurs.
c. Enhancing marketing skills could be a strategic starting point for supporting micro and small enterprises in Monkayo.
d. Networking and collaboration among women entrepreneurs should be encouraged to enhance business operations and competitiveness.
e. Access to capital and financial resources should be increased, and compliance with business requirements should be strengthened.

By addressing the training needs of women entrepreneurs in Monkayo, Davao De Oro, policymakers and stakeholders can support these businesses in achieving their full potential and contributing to the economic development of their communities.

RECOMMENDATIONS

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

1. Develop training programs that address the specific needs of different groups of entrepreneurs, such as enhancing technological skills, improving collaboration skills, and strengthening financial management skills.
2. Provide support and resources to help women entrepreneurs in Monkayo, Davao De Oro, improve their marketing skills, as this could be a strategic starting point for supporting micro and small enterprises in surviving, growing, and creating employment opportunities.
3. Encourage and facilitate networking and collaboration among women entrepreneurs to enhance their business operations and competitiveness.
4. Increase access to capital and financial resources for women entrepreneurs, including microfinance loans and other forms of financial assistance.
5. Strengthen compliance with business requirements by providing education and training on regulatory compliance and facilitating access to government services.

By implementing these recommendations, policymakers and stakeholders can support women entrepreneurs in Monkayo, Davao De Oro, in achieving their full potential and contributing to the economic development of their communities.

SHORT ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all the women entrepreneurs who participated in this study. Their valuable insights and feedback have been instrumental in shaping the findings of this research. I would also like to thank the Local Government Unit of Monkayo, Davao De Oro, for their support and assistance in facilitating the data collection process. Finally, I would like to acknowledge our Research Head, Jesanni B. Atienza, MBA, who provided me with invaluable guidance and support throughout the research process.

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PROJECT PROPOSAL: MONKAYO SLAUGHTERHOUSE IMPROVEMENT

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ABSTRACT

The expansion of the municipal slaughterhouse is one of the top priorities for the Monkayo local government, which will be undertaken in response to the pressing need for slaughtering services and poultry dressing facilities in the developing local economy. In 2019, the country was affected by the African Swine Flu (ASF). As a result, local government units, pig farmer organizations, veterinary groups, the commercial sector, and academic institutions collaborated to reduce the number of cases. This is also one of the centerpieces of the effort to improve the slaughterhouse services to be able to sustain the safety control of the meat products. With this objective and desirable outcome, the Monkayo municipal administration is working to upgrade the existing meat facilities and ensure they meet the National Meat Inspection Services' standards. The researchers conducted a technical assessment of the project through a feasibility study to evaluate the improvement of the service capacity of the proposed facility. The project is expected to deliver sustainable, ecologically safe, and high-quality products to the municipality, the region, and the entire country.

Keywords: slaughterhouse; African Swine Flu; meat facility; meat processing

PROJECT RATIONALE

The expansion of the municipal slaughterhouse is one of the top priorities for the Monkayo local government, which will be undertaken in response to the pressing need for slaughtering services and poultry dressing facilities in the developing local economy. In 2019, the country was affected by the African Swine Flu (ASF). As a result, local government units, pig farmer organizations, veterinary groups, the commercial sector, and academic institutions collaborated to reduce the number of cases. This is also one of the centerpieces of the effort to improve the slaughterhouse services to be able to sustain the safety control of the meat products. With this objective and desirable outcome, the Monkayo municipal administration will work to upgrade the existing meat facilities and ensure to meet the National Meat Inspection Services' standards.

The Municipality of Monkayo currently has policies in place for Municipal Slaughterhouse/Abbatoir and Corral Fees, which include rules and regulations governing the operation, such as obtaining a permit to slaughter, the nature and imposition of fees, and maintaining the municipal abbatoir's cleanliness and sanitation. Moreover, in accordance to R.A. 9296 where the local government units shall regulate among others, meat inspection, meat transport and post-abbatoir control.

The project is expected to deliver a sustainable, ecologically safe, and high-quality products to the municipality, the region, and the entire country. Specifically, the activities are expected from the project include,

a. Local ordinance requiring all food businesses to serve only inspected meat in order to provide consumers with access to clean and safe meat products that satisfy "AA" standards.
b. Operation of the Municipal Slaughterhouse compliant with environmental laws and regulation, ensuring continued compliance with national standards
c. TESDA accreditation for butchery, slaughtering, and meat processing that would increase farm productivity and livelihood opportunities for the people of Monkayo.

d. Lastly, the slaughterhouse may be used as a research and laboratory facility that will give an educational opportunity for MonCAST, the local agriculture office's academic partner with its BAT program.

METHODOLOGY

This study will employ a quantitative research approach. Specifically, the technical assessment of this project will be through a feasibility study. The outcome of the study was shared with relevant departments for consultation with all stakeholders to ensure the credibility and reliability of the information.

TECHNICAL ASSESSMENT OF THE PROJECT

Market Study

The slaughterhouse expansion project aims to expand its service capacity to address the growing demand for quality and safe meat to consume around the identified neighboring municipalities such as; Montevista, Compostela, and Trento. A market study has been administered in each market areas to analyze the projected demand for slaughterhouse services against its target service capacity.

Historical Demand – Monkayo Market

Shown in the table 1 below is the historical demand of Monkayo market, there are two (2) identified market classifications which are the public market meat vendors and individuals, analyzed for the past three years. Figures are in number of heads.

Table 1. Historical Demand of Slaughterhouse Services - Monkayo

	2018	2019	2020
Meat Vendors	4,641	4,819	4,841
Individuals	10,829	11,244	11,210
Total Historical Demand - Monkayo	**15,470**	**16,063**	**16,051**

Projected Demand – Monkayo Market

Shown in the table 2 is the projected demand of Monkayo market. Based on the analysis on its historical demand a 2.10% average increase was determined to project its demand for the next three (3) years. Figures are in number of heads.

Table 2. Projected Demand of Slaughterhouse Services - Monkayo

	Base Demand	Average Increase Percentage	Projected Demand
Year 1	16,051	2.10%	16,388
Year 2	16,388	2.10%	16,732
Year 3	16,732	2.10%	17,083

Current Capacity

Slaughterhouse current capacity is averaging in to 20 heads per day with its 2:00 AM to 5:00AM regular operation schedule. See details in table 3 below. Figures are in number of heads.

Table 3. Current Service Capacity

	Daily	Monthly	Annually
Slaughterhouse – Current	20	600	7,200

Target Capacity

The slaughterhouse expansion project will triple its current service capacity based on the additional resources from its facilities to manpower, which will address the growing demand of its services. A comparison of current and targeted service capacity of slaughterhouse is shown in table 4. Figures are in number of heads.

Table 4. Target Service Capacity

	Current Capacity	Target Capacity
Slaughterhouse Service Capacity	7,200	21,600

Projected Demand – Target Capacity Analysis

Target Service Capacity of slaughterhouse is analyzed against the Projected Demand of Monkayo market which resulted to an excess capacity that can accommodate the demand of target markets from nearby municipalities; Montevista, Compostela, and Trento. Figures are in number of heads.

Table 5.Projected Demand – Target Capacity Analysis of Slaughterhouse

	Target Service Capacity	Projected Demand-Monkayo Market	Excess Capacity*
Year 1	21,600	16,388	5,212
Year 2	21,600	16,732	4,868
Year 3	21,600	17,083	4,517

Projected Demand – Outside Monkayo

Projected demand of the target nearby municipalities are shown on table 6. Projected demand was computed by analyzing their respective historical demand based on the 15 kg per capita meat consumption. Details of historical demand computation for identified markets outside Monkayo is reflected in the appendices. Figures are in number of heads.

Table 6. Projected Demand – Outside Monkayo Market

Target Market - Nearby Municipalitites	Year 1	Year 2	Year 3
Montevista	21,600	16,388	5,212
Compostela	21,600	16,732	4,868
Trento	21,600	17,083	4,517
Total Projected Demand-Outside Monkayo	**14,849**	**15,429**	**16,021**

Intended Market Areas of Slaughterhouse

Shown in the map below is the intended market areas which are marked with red flags.

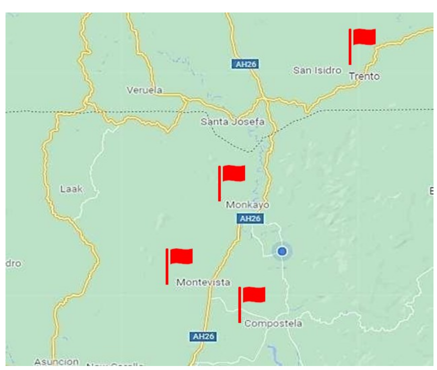

Figure 1. Map – Intended Market Areas

Market Share

The figures have shown the market share of Slaughterhouse after expansion from the target nearby market from Montevista, Compostela, and Trento. The excess capacity can accommodate the three (3) year projected demand outside the municipality with 35%, 32%, and 28% respectively.

Table 7. Market Share – Outside Monkayo Market

	Excess Capacity (Head)	Projected Demand Outside Monkayo (Head)	Market Share (%)
Year 1	5,212	14,849	35%
Year 2	4,868	15,429	32%
Year 3	4,517	16,021	28%

PROPOSED SLAUGHTER FEES

Proposed rate will remain the same from its existing rate based on Section 5G.08 of Municipal Tax Ordinance No. 2018-01 (The Revised Municipal Revenue Code of 2018).

Hogs

Table 8. Current and Proposed Rate for Slaughterhouse Services - Hogs

Slaughterhouse Services	Current Rate	Proposed Rate
Ante-mortem	Php 15.00	Php 15.00
Post-mortem	Php 15.00	Php 50.00
Corral Fee	Php 15.00	Php 15.00

Cattle

Table 9. Current and Proposed Rate for Slaughterhouse Services - Cattle

Slaughterhouse Services	Current Rate	Proposed Rate
Ante-mortem	Php 20.00	Php 20.00
Post-mortem	Php 100.00	Php 100.00
Corral Fee	Php 75.00	Php 75.00

Goat

Table 10. Current and Proposed Rate for Slaughterhouse Services - Goat

Slaughterhouse Services	Current Rate	Proposed Rate
Ante-mortem	Php 15.00	Php 15.00
Post-mortem	Php 50.00	Php 50.00
Corral Fee	Php 15.00	Php 15.00

Projected Receipts from Slaughterhouse Operations

Projected Receipts are computed using projected demand of respective livestock multiplied with its corresponding proposed rate of slaughterhouse services. Detailed computation is shown in the appendices.

Table 11. Total Projected Receipts from Slaughterhouse Operation

	Year 1	Year 2	Year 3
Hogs	Php 1,728,000	Php 1,728,000	Php 1,728,000
Cattle	Php 28,080	Php 28,665	Php 29,250
Goat	Php 19,200	Php 19,600	Php 20,080
Total Projected Receipts	**Php 1,775,280**	**Php 1,776,265**	**Php 1,777,330**

The current receipts of slaughterhouse have increased in to 100% through analyzing the trend of its past three-year receipts of operation. In average, the recorded gross receipts of the slaughterhouse operation is Php 519, 283.00 which will be doubled if the improvement project will be implemented in to an average of Php 1,042,058; considering the increase of its service capacity due to facilities improvement, additional staffing, and expansion of intended market areas.

PROJECT COST

Presented on the data below is the capital expenditure in carrying out the expansion of the slaughterhouse. An engineer's perspective of the proposed building is shown in appendices including schedule of specifications for the fixtures and auxiliary equipment.

Table 12. Slaughterhouse Improvement Project Cost

Building	Php	12,995,000.00
Fixtures		
Hog Line		942,340.00
Cattle Line		1,702,025.00
Equipment		
Auxiliary Equipment		604,462.50
Total Project Cost	**Php**	**16,243,827.50**
Government Grant - DANMIS	**Php**	**8,121,913.75**
LGU of Monkayo - Equity	**Php**	**8,121,913.75**

As per Joint DA-DILG-DBM Memorandum Circular No. 1 Series of 2006 Section VI Article 1 that the National Meat Inspection Services (NMIS) thru Local Government Units (LGUs) Meat Establishment Improvement Program (MEIP) shall shoulder the 50% of total project cost of the meat establishment. In the case of Monkayo Slaughterhouse Improvement Project the NMIS shall cover **Php 8,121,913.75** of the Total Project Cost of **Php 16,243,827.50** and the half amount will be shouldered by the Local Government Unit of Monkayo amounting to **Php 8,121,913.75**

PROJECT IMPLEMENTATION SCHEDULE

The improvement project of the slaughterhouse aimed to commence its implementation in Year 2022. Shown in table 13 is the schedule of quarterly implementation.

Table 13. Project Implementation Schedule

Activities	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Pre-project Operation	✓			
Construction of Infrastructure	✓			
Procurement and Installation of Equip-	✓			
Organizing and Staffing	✓			
Training and Seminars	✓			
Enactment of Pertinent Municipal Ordi-		✓		
Operation and Maintenance			✓	✓

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the technical assessment, the fulfillment of the project will increase the service capacity of the facility, which could address the entire demand of Monkayo. Furthermore, the facility will still have excess service capacity, which could address the demand of the neighboring municipalities. Hence, the researchers suggest that the Local Government Unit of Monkayo should take the opportunity to expand and improve the existing slaughterhouse facility by contributing 50% of the total project cost. This will enhance the quality and safety of the meat products consumed by the Monkayoans and residents of nearby municipalities. Also, when the project is finished, the improved slaughterhouse will have better services and a bigger market area.

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THE INFLUENCE OF STUDENT ABSORPTIVE CAPACITY INTO THE LEARNING OUTCOMES OF MARKETING PROGRAM

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ABSTRACT

There are a multitude of factors influencing the learning outcomes of students, with all previous studies basing their conclusions upon predetermined variables according to different theories and exploring the relevance between them. Schools throughout the world are under pressure to implement large-scale reform initiatives. Education change projects are commonly supported by external groups or people in the United States, here in the Philippines, as well as other nations throughout the world. External collaborations, however, are not always successful. When and under what circumstances partnerships are most likely to generate district learning and assist change initiatives, we use the concept of absorptive capacity as a conceptual frame of reference. Students' absorptive ability is affected by factors such as prior knowledge, knowledge transfer, and student orientation, and have discovered both cognitive and non-cognitive gains for learning outcomes. A blended learning course on Basic Education Curriculum Analysis was implemented in the Philippines in an attempt to increase student retention of course information. It's a combination of online learning and face-to-face interaction. A common problem is that the implementation of the curriculum doesn't always go as planned, and pupils aren't able to absorb the content. Learning in a mixed learning environment is more effective when students have access to high-quality, interactive communications, which encourage critical thinking and high-level thinking. This study will contend that the type of interactions between the students and the teachers mediates the link between absorptive capacity, with possible ramifications for learning outcomes. Researchers may use this approach to better understand students of Monkayo College of Arts, Sciences and Technology- Marketing Management in order to enhance educational outcomes. These guidelines offer guidance for those in charge of school and their teachers in determining when and under what circumstances a collaboration is most likely to be successful. Lastly, two important antecedents—the transfer of teachers' knowledge and student orientation—are put forward based on the knowledge conversion theory and marketing concepts to explore the conspicuousness between various factors within the structural model.

Keywords: Influence, Student Absorptive Capacity, Learning Outcomes, Prior Knowledge, Knowledge transfer, Student orientation, Blended Learning

INTRODUCTION

In the ever-evolving landscape of education, understanding the factors that influence learning outcomes is of paramount importance for educators and policymakers alike. For students in the twenty-first century, learning engagement is a crucial educational goal (Jong et al., 2013; Fullan et al., 2018). Due to its malleability, it makes for an ideal target for educational research (Fredricks et al., 2004; Lawson and Lawson, 2013). It is a fundamental indication of learning processes and results. Among these factors, the concept of student absorptive capacity has emerged as a significant determinant of academic achievement and knowledge acquisition. Absorptive capacity refers to an individual's ability to receive, assimilate, and effectively utilize new information, making it a crucial aspect of the learning process. In addition, this is supported with Knowledge transfer which is the sharing or disseminating of knowledge as well as the provision of information for issue resolution. (Del Rio, J. et al., 2022) as well as prior knowledge. According to Myhill and Brackley (2004), Mihalca et al. (2011), and van Riesen et al.

(2019), prior knowledge reduces cognitive burden and improves learning performance and interacts with other factors to affect learning results, as Shapiro (2004) pointed out. By investigating the influence of student absorptive capacity on learning outcomes, educators can gain valuable insights into how to optimize instructional methods and foster enhanced student learning experiences.

A variety of factors influence student academic engagement, including individual learner characteristics, the teacher, the instructional technique, the classroom environment, and classmates. Cognitive, metacognitive, affective, social, task-related, communicative, and linguistic aspects can all influence how students engage in their academic work Amerstorfer, C.M. C.F. Von Münster-Kistner and C.F. (2021). Furthermore, traditional educational methods have mostly concentrated on the delivery of information, frequently overlooking learners' unique cognitive, motivational, and emotional qualities. Recognizing that students' capacities to absorb and retain information varies, researchers and educators have increasingly focused on the dynamic interplay between student absorptive capacity and learning outcomes.

This study aims to delve into the multifaceted aspects of student absorptive capacity and its profound impact on educational attainment. By exploring the theoretical underpinnings of this construct and examining empirical evidence from diverse educational contexts, we seek to unravel the intricate relationship between absorptive capacity and academic performance. Moreover, we will investigate the factors that influence the development and enhancement of absorptive capacity, offering valuable insights into how educators can optimize the learning environment to accommodate individual differences and unique learning needs.

In this pursuit, we recognize the relevance of both cognitive and affective dimensions of learning. While cognitive abilities shape the fundamental processes of information assimilation and understanding, emotional and motivational factors play a vital role in determining the level of engagement and persistence in the learning process. By considering the interplay between these dimensions, we can better grasp the mechanisms through which student absorptive capacity impacts learning outcomes.

Furthermore, this research aims to highlight the implications of our findings for educational practices and policies. Understanding the influence of student absorptive capacity can empower educators to design tailored instructional strategies that cater to a diverse range of learners. By fostering a learner centric approach, institutions can create inclusive and supportive learning environments that nurture each student's unique abilities, ultimately promoting academic success and personal growth.

PURPOSE OF THE STUDY

This study will measure the influence of student absorptive capacity into the learning outcomes of marketing program among BSBA – Major in Marketing Management students of Monkayo College of Arts Sciences and Technology.

SIGNIFICANCE OF THE STUDY

This study intends to use students of Monkayo College of Arts, Sciences and Technology BSBA-Major in Marketing Management as research subjects to explore the correlation between student knowledge acquisition and ability accumulation.

Understand the adoption of knowledge conversion theory in the cultivation of the ability of college students, and thus how to obtain better student learning outcomes is the second aim for this study.

Regards absorptive capacity as an intermediate variable demonstrating importance between knowledge acquisition and learning outcomes.

RESEARCH OBJECTIVES

The results of this study would be of benefits to the following:

1. To determine the level of student absorptive capacity among students of business administration ma

jor in marketing management in terms of:

1.1 prior knowledge;
1.2 knowledge transfer;
1.3 student orientation.

2. To determine the degree of learning outcomes among students of business administration major in marketing management in terms of:

   2.1 Cognitive gains;
   2.2. Non-cognitive gains.

3. To ascertain if the level of student absorptive capacity influences the learning outcomes of students in business administration major in marketing management.

METHODOLOGY

The study used a non-experimental descriptive correlational quantitative research design which investigates relationships between the levels of student absorptive capacity among students of business administration major in marketing management in terms of: prior knowledge, knowledge transfer; and student orientation. This means that this study investigates relationships between variables without the researcher controlling or manipulating any of them. With this, the correlation reflects the strength and/or direction of the relationship between two or more variables (Devi, Barkha & Lepcha, Mrs & Basnet, Shakeela, 2023).

The data was collected using a survey questionnaire adapted from Silva, A. P., Lourtie, P., & Aires, L. (2013) to measure the prior knowledge, from Zhou, S., Siu, F., & Wang, M. (2010) for knowledge transfer, from Alnawas, I. (2015) for Student orientation and Peng, M. Y., & Chen, C. C. (2019) for the learning outcomes. The researcher contacted the students and received the questionnaire by google forms and printed forms. Before filling out the questionnaires, students were asked to understand the right of attending survey to ensure research ethical aspects. With this, 300 participants were selected randomly.

Complete enumeration was utilized to come up with the sample size. Thereafter, the questionnaire was distributed to the respondents through google form's link.

This study was conducted at the Monkayo College of Arts, Sciences and Technology located at Monkayo Davao de Oro, owned and managed by the Local Government Unit of Monkayo Davao de Oro.

THEORETICAL FRAMEWORK

This study is anchored on the study "A Study on the Relationship among Knowledge Acquisition Sources at the Teacher- and College-Level, Student Absorptive Capacity and Learning Outcomes: Using Student Prior Knowledge as a Moderator" by Ping-Peng, M et al. 2019. The student learning outcome can be divided into two levels: cognitive gains and non-cognitive gains. This study uses the Cognitive Benefit Scale proposed by Pike, Kuh, McCormick, Ethington, and Smart (2011) that contains nine items. The questionnaire uses the scale adopted from Silva, A. P., Lourtie, P., & Aires, L. (2013). Employability in online higher education: A case study. The International Review of Research in Open and Distributed Learning, 14, 106-125, to determine the about prior knowledge, Zhou, S., Siu, F., & Wang, M. (2010). Effects of social tie content on knowledge transfer. Journal of Knowledge Management, 14, 449-463, to determine the data on knowledge transfer, Adapted from: Alnawas, I. (2015). Student orientation in higher education: Development of the construct. Higher Education, 69(4), 625-652 for student orientation, and Peng, M. Y., & Chen, C. C. (2019). The effect of instructor's learning modes on deep approach to student learning and learning outcomes. KuramVeUygulamadaEgitimBilimleri, 19(3), 65-85 for the learning outcomes.

The researcher will contact the students who were to receive the questionnaire by google forms and printed forms. Before filling out the questionnaires, students will be asked to understand the right of attending survey to ensure research ethical aspects.

STATISTICAL TREATMENT

1. **Likert Scale** – The following data serves as the guide for interpreting the data gathered.

Rating Scale	Response Anchor	Interpretation
1	Not True	Low Absorptive Capacity
2	Somewhat True	Moderate Absorptive Capacity
3	Neutral	Neither True or Not True
4	True	High Absorptive Capacity
5	Very True	Extremely High Absorptive Capacity

2. **Weighted Mean** – This statistical tool was used to compute for the weight of the responses in the questionnaire assigned by the respondents during the actual data gathering. The formula for the weighted mean is as follows:

$$WM = \frac{\sum FW}{N}$$

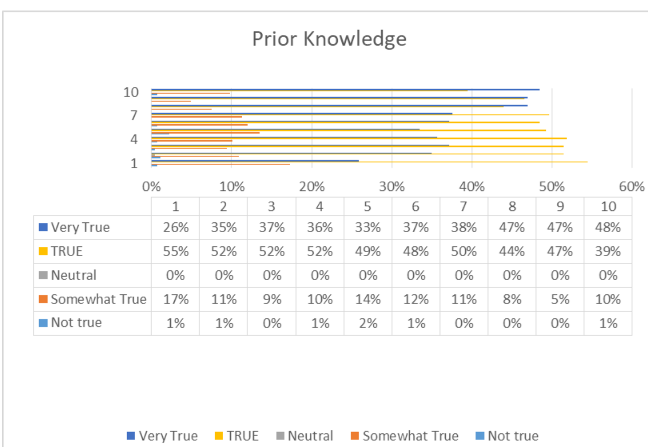
Where:

WM= Weighted Mean
$\sum$ = Summation symbol
W= Assigned weight
N= Total Number of Frequencies

3. **Pearson r.** - The r value of Pearson r shall determine the level of compliance to the sanitation standards in every independent variable such as facility, sanitary requirements, administration and general provision.

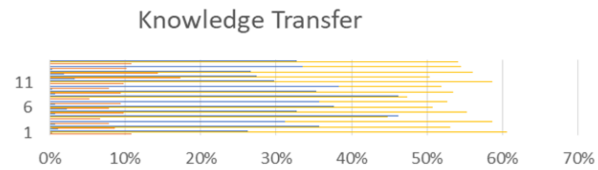
FINDINGS

These section shows the results based from the survey conducted using Likert scale method as presented in figure 2 to figure 6.



	1	2	3	4	5	6	7	8	9	10
Very True	26%	35%	37%	36%	33%	37%	38%	47%	47%	48%
TRUE	55%	52%	52%	52%	49%	48%	50%	44%	47%	39%
Neutral	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Somewhat True	17%	11%	9%	10%	14%	12%	11%	8%	5%	10%
Not true	1%	1%	0%	1%	2%	1%	0%	0%	0%	1%

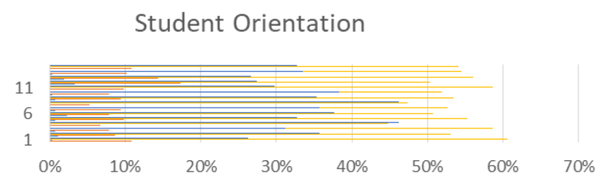
Figure 2. Student Absorbent Capacity based on prior knowledge



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Very True	26%	36%	31%	46%	33%	38%	36%	46%	35%	38%	30%	27%	27%	33%	33%
TRUE	61%	53%	59%	45%	55%	51%	53%	47%	53%	52%	59%	50%	56%	55%	54%
Neutral	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Somewhat True	11%	9%	8%	7%	10%	8%	9%	5%	9%	8%	10%	17%	14%	10%	11%
Not true	1%	1%	1%	1%	1%	2%	1%	0%	1%	0%	0%	3%	2%	0%	1%

Very True TRUE Neutral Somewhat True Not true

Figure 3. Student Absorbent Capacity based on knowledge transfer



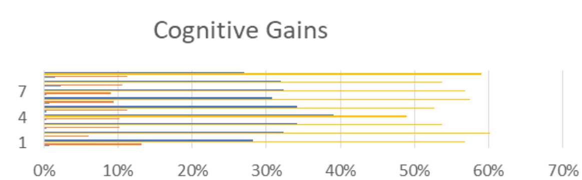
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Very True	26%	36%	31%	46%	33%	38%	36%	46%	35%	38%	30%	27%	27%	33%	33%
TRUE	61%	53%	59%	45%	55%	51%	53%	47%	53%	52%	59%	50%	56%	55%	54%
Neutral	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Somewhat True	11%	9%	8%	7%	10%	8%	9%	5%	9%	8%	10%	17%	14%	10%	11%
Not true	1%	1%	1%	1%	1%	2%	1%	0%	1%	0%	0%	3%	2%	0%	1%

Very True TRUE Neutral Somewhat True Not true

Figure 4. Student Absorbent Capacity based on student orientation

Dependent Variable

- **Learning Outcomes**



	1	2	3	4	5	6	7	8	9
Very True	28%	32%	34%	39%	34%	31%	32%	32%	27%
TRUE	57%	60%	54%	49%	53%	58%	57%	54%	59%
Neutral	0%	0%	0%	0%	0%	0%	0%	0%	0%
Somewhat True	13%	6%	10%	10%	11%	9%	9%	11%	11%
Not true	1%	0%	0%	0%	0%	1%	0%	2%	2%

Very True TRUE Neutral Somewhat True Not true

Figure 5. Learning outcomes based on cognitive gains.

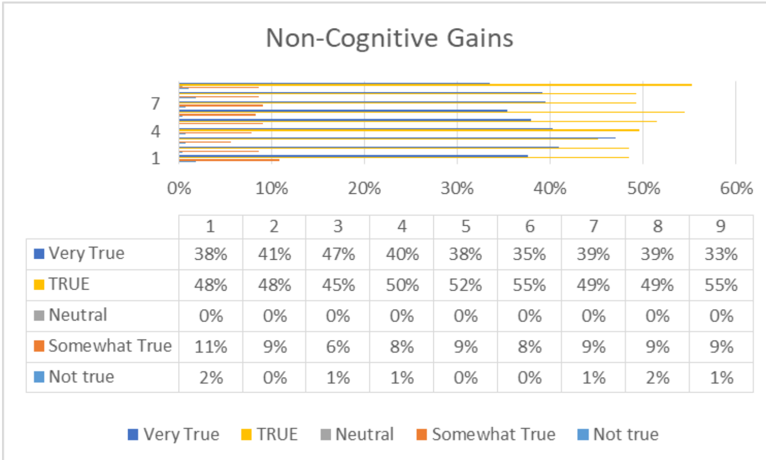


Figure 6. Learning outcomes based on non-cognitive gains.

2. Weighted Mean- This section computes the weighted mean for Student Absorptive Capacity which includes Prior Knowledge, Knowledge transfer and Student orientation. Weighted Mean for learning outcomes which includes Cognitive Gains and Non-Cognitive Gains.

Table 1: Student Absorptive Capacity in terms of prior knowledge.

Prior Knowledge	Mean	Verbal Interpretation
1. Recalling my learning during casual conversation	3.91	True
2. Planning based on what I have learned	4.11	True
3. Analyzing topics based on the subjects that I learned	4.19	True
4. Make decisions based on my learning	4.15	True
5. Solving problems using my prior knowledge	4.01	True
6. Setting priorities in studying my lessons	4.12	True
7. Embracing awareness of globalization	4.17	True
8. Understanding the lessons	4.33	Very True
9. Exploring the subject and is willing to learn	4.39	Very True
10. Working as a team	4.28	Very True
General Assessment	**4.17**	**True**

Legend:

4.20-5.00	Very True	1.80-2.59	Somewhat True
3.40- 4.19	True	1.00-1.79	Not true
2.60- 3.39	Neutral		

Table 2: Student Absorptive Capacity in terms of knowledge transfer

Knowledge Transfer	Mean	Verbal Interpretation
1. Receiving information on new technology from my instructor. (Explicit knowledge)	4.25	Very True
2. Receiving new knowledge from my instructor. (Explicit knowledge)	4.44	Very True
3. Receiving know-how related to the market (e.g., customers, supplies, competitors)	4.25	Very True
4. Receiving instructional systems and practices based on learning outcomes of the discipline. (Explicit knowledge)	4.26	Very True
5. Engaging competitive behavior in dealing with information from the instructor as shared with us. (tacit knowledge)	4.21	Very True
6. Applying operational knowledge from the instructor being shared with us. (tacit knowledge)	4.23	Very True
7. Knowledge about existing culture and trends in learning. (tacit knowledge)	4.21	Very True
8. Engaging relationships and transfer related to knowledge and skills from our instructors	4.23	Very True
General Assessment	**4.26**	**Very True**

Legend:

4.20-5.00	Very True	1.80-2.59	Somewhat True
3.40- 4.19	True	1.00-1.79	Not true
2.60- 3.39	Neutral		

Table 3. Student Absorptive Capacity in terms of student orientation

Student Orientation	Mean	Verbal Interpretation
Measuring and Adapting Teaching Practices		
1. Systematic/frequent use of learning materials to reinforce learning	4.01	True
2. Student Evaluation of Teaching is regularly conducted	4.15	True
3. Systematic/frequent monitoring of learning outcomes to monitor progress	4.14	True
Promoting Best Teaching Practices		
4. Engaging with students to encourage creativity/originality in their work	4.32	True
5. Incentive to Interact with student beyond course-related activities.	4.12	True
6. Engaging students in independent learning	4.16	True
7. Straightforward procedures for students to appeal decision regarding their academic attainment or progression.	4.15	True
Assessment and Feedback		
8. Students are informed about the criteria used in assessment processes	4.36	Very True
9. Timely Feedback	4.14	True
10. Clear/transparent framework to assess the student learning process	4.22	Very True
Student Engagement		
11. Transparent procedures to evaluate student suggestions on designing and delivering academic programs.	4.09	True
12. Using student enrollment data to modify/delete existing program portfolios.	3.83	True
13. Student engagement in decision-making is valued by the BOT.	3.92	True
14. Engaging students in program quality reviews.	4.12	True
15. Engaging students in designing academic programs	4.09	True
General Assessment	**4.12**	**True**

Legend:
4.20-5.00 Very True 1.80-2.59 Somewhat True
3.40- 4.19 True 1.00-1.79 Not true
2.60- 3.39 Neutral

Table 4. Learning outcomes in terms of cognitive gains

Cognitive Gains	Mean	Verbal Interpretation
Acquiring a broad general education.	4.00	True
Acquiring job or work-related knowledge and skills.	4.21	Very True
Writing clearly and effectively.	4.13	True
Speaking clearly and effectively.	4.18	True
Thinking critically and analytically.	4.11	True
Analyzing quantitative problems.	4.10	True
Using computing and information technology.	4.14	True
Learning effectively on my own.	4.05	True
Solving complex real-world problems.	4.00	True
General Assessment	**4.10**	**True**

Legend:
4.20-5.00 Very True 1.80-2.59 Somewhat True
3.40- 4.19 True 1.00-1.79 Not true
2.60- 3.39 Neutral

Table 5. Student Absorptive Capacity in terms of non-cognitive gains

Non-Cognitive Gains	Mean	Verbal Interpretation
1. Working effectively with others.	4.10	True
2. Voting in local, state, or national elections.	4.23	Very True
3. Understanding myself.	4.34	Very True
4. Understanding people of other racial and ethnic backgrounds.	4.23	Very True
5. Developing a personal code of values and ethics.	4.21	Very True
6. Contributing to the welfare of my community.	4.18	True
7. Developing a deepened sense of spirituality.	4.20	Very True
8. Working effectively with others.	4.17	True
9. Igniting a sense of nationalism.	4.13	True
General Assessment	**4.20**	**Very True**

Legend:
4.20-5.00 Very True 1.80-2.59 Somewhat True
3.40- 4.19 True 1.00-1.79 Not true
2.60- 3.39 Neutral

3. Pearson r

Table 6. Significant relationship between the respondent's perception on the influence of Student's Absorptive Capacity into the Learning outcomes- Cognitive Gains

Student Absorbent Capacity	Learning Outcomes	r-value	P Value	Remarks	Decision
Prior knowledge;	Cognitive Gains	0.998308566	<0.00001	Very high positive correlation	Reject null hypothesis
Knowledge transfer;	Cognitive Gains	0.973271232	<0.00001	Very high positive correlation	Reject null hypothesis
Student orientation.	Cognitive Gains	0.998021007	<0.00001	Very high positive correlation	Reject null hypothesis

*Correlational at the level of 0.05 (Two-tailed)

In this table the result shows that the P-Value is < .00001. The result is significant at $p < .05$. Among all the variables such as prior knowledge, knowledge transfer and student orientation with regards to learning outcomes, cognitive gains. Therefore, rejecting the null hypothesis.

Table 7. Significant relationship between the respondent's perception on the influence of Student's Absorptive Capacity into the Learning outcomes- Non-Cognitive Gains

Student Absorbent Capacity	Learning Outcomes	r-value	P Value	Remarks	Decision
Prior knowledge;	Non-Cognitive Gains	0.984020259	<0.00001	Very high positive correlation	Reject null hypothesis
Knowledge transfer;	Non-Cognitive Gains	0.999097409	<0.00001	Very high positive correlation	Reject null hypothesis
Student orientation.	Non-Cognitive Gains	0.990979478	<0.00001	Very high positive correlation	Reject null hypothesis

*Correlational at the level of 0.05 (Two-tailed)

In this table the result shows that the P-Value is < .00001. The result is significant at $p < .05$. Among all the variables such as prior knowledge, knowledge transfer and student orientation with regards to learning outcomes, non-cognitive gains. Therefore, rejecting the null hypothesis.

CONCLUSIONS

The findings of this study indicates that prior knowledge, knowledge transfer and student orientation in the classroom will aid in the development of student absorptive capacity and on learning outcomes. In addition, the interpretation results suggested that prior knowledge, knowledge transfer and student orientation influence high absorptive capacity among BSBA-MM students of Monkayo College of Arts Sciences and Technology. Lastly, the data implied that student absorptive ability and student learning outcomes are connected.

RECOMMENDATIONS

As a result, following recommendations were made:

Student absorptive capacity has a favorable impact on learning engagement. Therefore, both administrative and academic units must provide student-oriented learning services to fulfil students' requirements, improving students' willingness to learn.

In addition, the environment and curriculum teaching content should encourage students to study and develop their talents.

Orientation has a positive impact on student absorptive capacity as well as learning outcomes as orientation allows teachers to apply effective teaching methods and provide students with necessary knowledge and interactive feedback to build student absorptive ability. Instructors and administrators should also build positive interpersonal relationships which enhance individuals' enthusiasm for learning which benefits sustainable learning success and self-confidence of the students. This helps student feel welcomed and might use their learning resources more freely.

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CUSTOMER RELATIONSHIP MANAGEMENT SYSTEMS PRACTICES AND REVENUE GROWTH OF INTEGRATED HOTELS: A PROPOSED FRAMEWORK FOR MARKETING STRATEGIES

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ABSTRACT

This study intends to determine the customer relationship management systems practices and revenue growth of integrated hotels in order to develop a marketing strategy plan that will match the customers' preferences and hoteliers' delivery of services in the hotel industry. The investigation is focused on the extent of the implementation of the following: first; Marketing Information System; second; Database Marketing; third; Decision Support System; fourth; Call Center Management; and fifth; Transaction Support System. A descriptive method is used to determine the nature of the prevailing conditions in the implementation of the Customer Relationship Management systems practices of integrated hotels in National Capital Region. The researcher uses quantitative approach. The study utilizes convenience sampling. A self-made questionnaire was designed and administered to ninety (90) research respondents. The statistical tools used were percentage, frequency, mean, standard deviation, and ANOVA. On null hypothesis, data showed that there is a significant comparison of assessment by the respondents on the CRM systems practices of the hotels included in the study in terms of Decision Support System, thus the null hypothesis is rejected. On Hotel A, data showed the sustainability of the implementation of MIS and DM, while there was a need to revisit and enhance its Decision Support System, Call Center Management, and Transactional Support System. On Hotel B, the study revealed the sustainability of the Call Center Management, while there was a need to revisit and enhance its Marketing Information System, Database Marketing, Decision Support System, and Transactional Support System. On Hotel C, data showed the sustainability of the implementation of Marketing Information System, Database Management, and Transactional Support System, while there was a need to revisit and enhance its Decision Support System and Call Center Management. Moreover, on market shares, year 2013 was the best market share of the hotels under study with its total market share of eight (8) percent. Ultimately, the major implication of the study improves the overall experience of the hotel customers and better management of the hotels. Customer relationship management systems practices, therefore, increased revenue growth, customer loyalty, and overall success.

Keywords: Customer Relationship Management, Marketing Information System, Database Marketing, Decision Support System, Call Center Management, Transaction Support System

INTRODUCTION

Nowadays, many hotels are confronted with major problems in the area of customer relationship management. The great expectations of the hotel customers make the hotel industry rebuild its customer relationship management systems and practices. Thus, companies are interested in improving customer relationships. Empowering their employees to support that effort will often formalize the process by making customer relationship management a large part of their marketing strategy. According to Hunt & Mello (2015), customer relationship management (CRM) attracts new customers, keeps customers, and increases the market shares of the hotels under study. Further, companies like hotels used CRM as an overall strategy that unifies all of the activities of the hotels under the overarching goal of achieving customer satisfaction through the right actions, attitudes, and systems.

The key to a successful hotel business is management. This made the hotel owners think and agree the value of hotel management system in their business. (Hotelgix, 2012). In the last few years, hotel hospitality industry has seen a sudden rise in the arrival of hotel customers. Today, the increase in the number of the customers made an awareness of the hotel administration to provide better facilities, services and quality environment. The adoption of CRM is being filled by a recognition that long-term relationship with customers is one of the most important assets of the organization and that information-enabled systems must be developed that will give them “customer ownership”. Successful ownership will create competitive advantage, which results in improved customer retention and profitability for the company. (Bihari and Murdia, 2014). Integrated Hotels today have to be proactive if they hope to become effective and globally competitive. In this series of change brought about by technology, it is a necessity to evaluate the implementation of Customer Relationship Management (CRM) systems practices and revenue growth in the hotel industry.

The results of the study may greatly benefit the following stakeholders: First; Hotel Administration, they can be assisted to understand, identify, plan, upgrade and improve the implementation of the CRM systems to develop customer service, retention, and satisfaction. Second: Hoteliers, the study could enlighten them as to the strengths and weaknesses of CRM in the hotel industry. Third: Department of Tourism, the study would highlight the importance of building a good relation with customers which could result in performance improvements and better understanding process. It will also inform DOT on the nature and level of customer relationship management systems in the hotel industry. Thus, this information is relevant to them because it is expected that effective customer relationship management in the hotel industry will have a positive effect on tourist attraction in the country. And fourth: Future Researchers, the results of this study will be useful to all researchers as brilliant observers; most importantly the study may give them baseline data, which will serve as a springboard for future undertakings.

Furthermore, the CRM Value Chain model is the basis for the development of this study. The CRM Value Chain is an established strategy, five years in development and it has been piloted in a number of business-to-business and business-to-consumer setters, with both large companies and Small-Medium Enterprises (SMEs) like IT, software, telecoms, financial services, retail, media, manufacturing, and construction. (Schneider, D. 2016)

Thus. the researcher being a former marketer, a Professor on Principles of Tourism, and an author on the different marketing modules was motivated to conduct a study on the customer relationship management systems practices and revenue growth of integrated hotels in NCR towards developing a proposed framework for marketing strategies.

STATEMENT OF THE PROBLEM

The general objectives of this study are two-fold:

1.) to determine the customer relationship management systems practices and revenue growth of the integrated hotels in the National Capital Region; and

2.) to propose a framework for marketing strategies.

Specifically, it sought answers to the following questions:

1.) What is the extent of implementation of the following customer relationship management (CRM) systems practices in the hotels as assessed by the respondents along with Marketing Information System; Database Marketing; Decision Support System; Call Center Management; and Transaction Support System.

2.) Is there a significant comparison on the assessment of the respondents on the CRM systems practices of the hotels included in the study?

THEORETICAL FRAMEWORK

The CRM Value Chain model is the basis for the development of this study

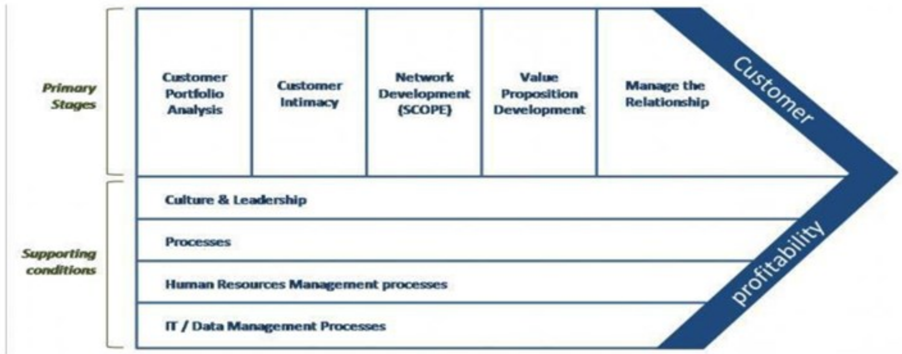

Figure 1 CRM Value Chain Model

The CRM Value Chain is an established strategy, five years in development and it has been piloted in a number of business-to-business and business-to-consumer settings, with both large companies and Small-Medium Enterprises (SMEs) like IT, software, telecoms, financial services, retail, media, manufacturing, and construction. Furthermore, the ultimate purpose of this model is to build a long-term relationship between the business owners and customers. The five steps are customer portfolio analysis, customer intimacy, network development, value proposition development, and manage the customer lifecycle. (Schneider, D. 2016)

Conceptual Framework

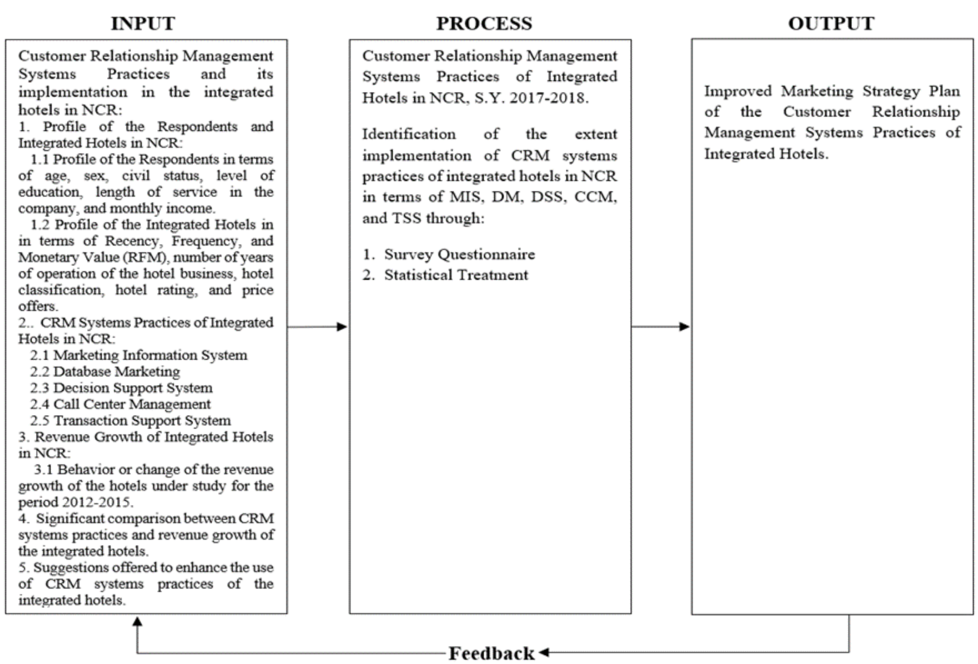

Figure 2 Conceptual Framework

Figure 2 shows the conceptual framework of the study, which is composed of Input, Process, and Output (IPO Model).

The conceptual framework used in the study is the Input-Process-Output Model.

In this model, the input contains the customer relationship management systems and its implementation in the integrated hotels in the National Capital Region such as Profile of the Respondents in the integrated hotels; Profile of the integrated hotels; the extent of implementation of the following customer relationship management systems practices in the hotels as assessed by the respondents in terms of Marketing Information System, Database Marketing, Decision Support System, Call Center Management, and Transaction Support System. The behavior or change of the revenue growth of the hotels under study for the period 2012 to 2015, the significant comparison between Customer Relationship Management systems practices and revenue growth of the hotels included in the study, and the suggestions offered to enhance the use of Customer Relationship Management systems practices in the marketing strategy of integrated hotels. In this study, the process used are Survey Questionnaire and Statistical Treatment.

In this study, the output is the improved marketing strategy on the Customer Relationship Management Systems Practices and Revenue Growth of Integrated Hotels. Feedback is where the output from a system is fed back into the research in order to influence the input. Further, this research is anchored on the large body of literature that exists on customer relationship management, which is used for its foundation.

REVIEW OF RELATED LITERATURE

A number of books, journals, magazines and studies have been used in order to gather pertinent insights that could shed light in the way the study on customer relationship management systems practices of integrated hotels in NCR towards developing a proposed framework for marketing strategies has conducted. Recency, Frequency, and Monetary Modeling (RFM) platform was designed to provide hoteliers the dynamic tool for target market segmentation of hotel guests during all stages of the hotel stay experience. (hospitaliynet.org, 2015). Moreover, Chaudhry and Manggon (2015) noted the importance of CRM in the tourism and hospitality industry. Furthermore, they state the value of cooperation and collaboration relationship between the integrated hotels and their customers. Paliouras and Siakas (2017) confirmed that a successful CRM Strategy involves the three fundamental areas: customers, both the customers and hoteliers, and systems and software. Debnath et. al (2016), discussed the value of having a basic understanding and knowledge of managers on the various CRM benefits like customer relationship management, sales, marketing, customer retention, customer loyalty, information systems, and information technology.

Cruz (2013) noted that hotels have been designed and built to meet almost any kind of budget or comfort level that the traveling public might want. There are different ways of classifying hotels, such as location, type of guest, and price. According to location, hotels may be center-city, suburban, airport or highway. Based on guest type, hotels are classified as commercial, conventions, and resort. According to price, hotels are categorized as economy, standard, first class, and deluxe. Durkin & Kolaric (2016) discussed the concept and examples of diffused and integrated hotels as a new and innovative form of accommodation introduced to Croatian tourism practice in 2014. Diffused hotel, as a term and concept, was originally initiated in Italy as a form of hospitality oriented on accommodation facilities distributed in different buildings but all located in the same village/town with a common reception hall, common room for socializing and other tourist facilities. Integrated hotels, on the other hand, are a type of hotel that connects existing room accommodation, apartments, studio apartments and holiday houses, as well as other service providers.

Pereda, et al (2015) confirmed that Customer Relationship Management (CRM) software is used by the integrated hotels to enhance their customer relations program. Furthermore, Customer Relationship Management strategically builds lasting customer-hoteliers- relationship. Hence, the hotel industry now uses the principles of Customer Relationship Management to establish and maintain high standards of customer service like the Marriott International Hotel. (Schermerhorn Jr., 2016). Marketing Information System (MIS) is seen as providing transparency of all parties for full awareness of market prices and other related information in marketing. This system can contribute to the changes in price. It is also stated that there are three stages; they are identification, diagnostic, estimation and checking. (Sulaiman, 2014). The database marketing is a type of marketing that collects customer data such as names, contact details, purchase history, and others for developing personalized marketing strategies to pull in, engage and convert potential customers. (Bhasin, H., 2021).

Based on the study of Piel, et al. (2017), decision support system (DSS) can promote the system integration of renewable energies for incentivizing spatially diversified deployment. This program poses important challenges such as service cost, technical issues, deployment and location. On the other hand, in the study of Echchakoui (2016), call centers are classified into inbound and outbound. He stated that inbound call centers receive calls from customers while outbound call centers initiate phone calls to customers. The advantages of online transaction processing systems are easily used, online banking, widely used by online shoppers, and others. (OnlineCmag Team, 2015).

SYNTHESIS

Having made a preview, review and overview of foregoing literature, the present study adequately relates the customer relationship management systems, practices, and policies of integrated hotels.

Furthermore, the present study discusses on Recency, Frequency, and Monetary Value, number of years of operation, hotel classification, hotel ratings, and price offers of the integrated hotels in the National Capital Region. The study includes the current status of integrated hotels in relation to Customer Relationship Management systems practices and revenue growth. Such systems involve the Marketing Information System, Database Marketing, Decision Support System, Call Center Management, and Transaction Support System. Likewise, the researcher discusses on price sensitivity that greatly affect the income of the hotel industry. Customer satisfaction, customer loyalty, and customer retention have also been explained in order to attract customers and thereby increase profits.

However, the present study is different from the reviewed studies in terms of the customer relationship management systems practices and revenue growth, respondents, time and setting.

As a whole, the reviewed literature and studies helped the researcher in adopting the relevant theories which provided a basis for developing a conceptual framework in analyzing the research problem in a systematic manner.

METHODOLOGY

Research Design

Descriptive method is suited for this study, since it determines the nature of the prevailing conditions of the implementation of the Customer Relationship Management systems practices of integrated hotels in the National Capital Region towards developing a proposed framework for marketing strategies. According to Key (2016) the best method to use in getting information concerning the current status of the customer relationship management systems practices and revenue growth of the integrated hotels under study is descriptive research method.

Furthermore, the researcher utilized quantitative research approach and convenience sampling technique in this study. Mcleod, S. (2023) stated that quantitative research collects numerical data and analyzes it using statistical methods. The aim is to produce objective, empirical data that can be measured and expressed in numerical terms. This is also often used to test hypotheses, identify patterns, and make predictions. On the other hand, convenience sampling is a non-probability sampling method where data is collected from an easily accessible and available group of people. The individuals in the sample are selected not because they are most representative of the entire population, but because they are most easily accessible to the researcher. Moreover, in non-probability sampling, the researcher chooses the sample instead of randomly selecting it, thus not all population members have an equal chance of participating in the study. (Simkus, J., 2023).

Respondents

The respondents of the study were the three (3) well-known integrated hotels namely Hotels A, B, and C in order to easily gather pertinent data used in the study. The respondents further delimited to nine (9) Hotel Managers/Admin in which three (3) hotel managers/admin per hotel and thirty-six (36) staffs in which twelve (12) staffs per hotel, and forty five (45) customers in which fifteen (15) customers per hotel; a total number of respondents of ninety (90); for they were the right persons involved in the implementation of the customer relationship management systems practices and revenue growth of integrated hotels in NCR towards developing a proposed framework for marketing strategies.

Research Instruments

The researcher used varied instruments and techniques in the conduct of her study, which includes: A research-made questionnaire used as the primary tool in the gathering of data. In the preparation of the instrument, the researcher read different literature and studies from different sources, both foreign and local. Her readings served as her guide in the construction of the draft questionnaire. The researcher used the self-designed questionnaire. A validation was administered to selected hotelier, Certified Public Accountant (CPA), expert, Hospitality/Tourism professor, and hotel customer. Moreover, a pilot study was conducted by administering it to selected twenty (20) trial respondents who are not included in the final administration. It concentrated on the implementation of the CRM systems practices, the comparison between CRM systems practices and revenue growth of the hotels included in the study, and the behavior or change of the revenue growth of the hotels under study for the period 2012-2015. Further, the dry run was conducted to ascertain the administrability of the questionnaire, the clarity of the contents and the procedures, and the instruction that will be undertaken in the conduct of the final copy. All comments and suggestions given by the trial respondents were incorporated in the final copy of the questionnaire. Then, the revised questionnaire was reproduced and distributed to the target respondents of the study.

DISCUSSION OF RESULTS AND FINDINGS

Research Question 1: What is the extent of implementation of the following customer relationship management (CRM) systems practices in the hotels as assessed by the respondents in terms of Marketing Information System, Database Marketing, Decision Support System, Call Center Management, and Transaction Support System?

Table 1 indicates the extent of implementation of the customer relationship management systems practices in Hotel A as assessed by the respondents in terms of Marketing Information System, Database Management, Decision Support System, Call Center Management, and Transaction Support System. It is revealed that the extent of implementation of Customer Relationship Management Systems Practices in Hotel A as assessed by the Managers is Very Much Implemented. It is followed by the assessment of the Employees as Much Implemented. On the other hand, the data show that the extent of implementation of Customer Relationship Management Systems Practices in Hotel A as assessed by the Customers in terms of Marketing Information System and Database Marketing are Very Much Implemented, while the Decision Support System, Call Center Management, and Transaction Support System are only Moderately Implemented. The results of this study imply that the customer relationship management systems practices built better customers-hoteliers-relationships if properly implemented. According to Schemerhorn Jr.., (2016) in his paper stated that customer relationship management principles are now being used by many organizations to provide better customer service.

Table 2 indicates the extent of implementation of the customer relationship management systems practices in Hotel B as assessed by the respondents in terms of Marketing Information System, Database Management, Decision Support System, Call Center Management, and Transaction Support System. The table depicts that the extent of implementation of Customer Relationship Management Systems Practices in Hotel B as assessed by the Managers is Very Much Implemented. Conversely, the assessment of the Employees is Very Much Implemented in terms of Marketing Information System, Database Marketing, Decision Support System, and Transaction Support System; while in Call Center Management, it is only Much Implemented. In addition, the data show that the extent of implementation of Customer Relationship Management Systems Practices in Hotel B as assessed by the Customers is Much Implemented. The results of this table imply that proper implementation of the customer relationship management systems practices of the hotels will attract customers and retain their patronage. In a study conducted by Balakrishnan & Krishnaveni (2014), they stated that customer relationship management systems practices properly create customer satisfaction, customer relationships, and customer retention.

Table 3 indicates the extent of implementation of the customer relationship management systems practices in Hotel C as assessed by the respondents in terms of Marketing Information System, Database Management, Decision Support System, Call Center Management, and Transaction Support System. The data reveal that the extent of implementation of Customer Relationship Management Systems Practices in Hotel C as assessed by the Managers is *Very Much Implemented*. According to the assessment of the employees on the extent of implementation of CRM in Hotel C is *Much Implemented*. Further, the data show that the extent of implementation of Customer Relationship Management Systems Practices in Hotel C as assessed by the Customers in only *Moderately Implemented*. These results imply that the implementation of the CRM systems practices of Hotel C should be taken into consideration in order to attract more customers.

Research Question 2: Is there a significant comparison on the assessment of the respondents on the CRM systems practices of the hotels included in the study?

Table 4 illustrates the comparison of assessment of the respondents of the Customer Relationship Management Systems Practices of Hotels A, B, and C. The data shown in table 4 reflect that the customer relationship management systems practices of Hotel A namely Decision Support System, Call Center Management, and Transaction Support System have a significant comparison of assessment by the customers versus managers. Further, there is a significant comparison of assessment by the employees versus the managers in terms of Transaction Support System. It can be deduced that the rest of the customer relationship management systems practices of Hotel A have no significant comparison of assessment by the Customers, Employees, and Managers. This result confirms what Sulaiman (2014) found out in his study that Marketing Information System can contribute to the changes in price. Moreover, Marketing Information System has three stages namely identification, diagnostic, estimation and checking. Thus, Marketing Information System and Database Marketing have a great impact on the managers, employees, and customers.

Table 5 illustrates that the customer relationship management systems practices of Hotel B, namely; Marketing Information System, Database Marketing, Decision Support System, and Transaction Support System have a significant comparison of assessment by the Customers Versus Managers, and Employees Versus Managers. Thus, Call Center Management of Hotel B has no significant comparison of assessment by the Customers, Employees, and Managers. These results imply that the managers, employees, and customers are fully aware of the existence of the proper implementation of the Customer Relationship Management systems practices of Hotel B, specifically, Call Center Management in order to expedite the services of the hotels to its valued customers. Furthermore, Banks and Roodt (2011) explained that call center service offers a fast and more convenient way of communicating between the companies and the customers. Thus, every call center agent should possess courtesy, friendliness and enthusiasm.

Table 6 presents the comparison of assessment of the respondents of the Customer Relationship Management Systems Practices of Hotel C. Based on the results, Marketing Information System, Database Marketing, and Transaction Support System have no significant comparison of assessment by the Customers, Employees, and Managers.

Table 7 Comparison of Assessment of Respondents of Customer Relationship Systems Practices of Hotels A, B, and C

CRM SYSTEMS PRACTICES OF HOTELS A, B, C	F-VALUE (ANOVA)			LEVEL OF SIGNIFICANCE			INTERPRETATION			REMARKS		
	Hotel A	Hotel B	Hotel C	Hotel A	Hotel B	Hotel C	Hotel A	Hotel B	Hotel C	Hotel A	Hotel B	Hotel C
MIS	3.152	5.502	2.163	0.059	0.010	0.134	NS	S	NS		C vs M	
DM	2.624	5.690	2.112	0.059	0.009	0.141	NS	S	NS		C vs M	
DSS	3.575	3.965	8.721	0.042	0.031	0.001	S	S	S	C vs M	C vs M E vs M	C vs M E vs M
CCM	4.359	4.669	4.431	0.023	0.088	0.022	S	NS	S	C vs M		C vs M E vs M
TSS	5.465	3.944	5.465	0.010	0.031	0.052	S	S	NS	C vs M E vs M	C vs M E vs M	

Table 7 presents the comparison of assessment of the respondents of the Customer Relationship Management Systems Practices of Hotels A, B, and C.

Based on the results, Marketing Information System and Database Marketing have no significant comparison of assessment by the respondents on Hotels A and C, while there is a significant comparison of assessment by the Customers and Managers on Hotel B. Furthermore, Decision Support System has a significant comparison of assessment by the Customers and Managers only on Hotel A, while there is a significant comparison of assessment by the Customers, Employees, and Managers on Hotels B and C. On the other hand, Call Center Management has a significant comparison of assessment by the Customers and Managers only on Hotel A, while there is a significant comparison of assessment by the Customers, Employees, and Managers on Hotel C. For Hotel B, there is no significant comparison of assessment by the respondents. Lastly, Transaction Support System has a significant comparison of assessment by the Customers, Employees, and Managers on Hotels A and B, while there is no significant comparison of assessment by the respondents on Hotel C.

These results imply that the managers, employees, and customers of the hotels under study are fully aware of the existence of the proper implementation of the customer relationship management systems practices in terms of Marketing Information System, Database Marketing, Call Center Management, and Transaction Support System in order to improve customer loyalty and thereby increases revenue. Further, the results imply that there is a need to revisit and enhance the Decision Support System of the hotels included in the study. In a study conducted by Chai, W., et al (2022), customer relationship management combined the different practices, strategies, and technologies that companies use to manage and analyze customer interactions and data throughout the customer lifecycle. Its goal is to improve customer service relationships, customer retention and drive sales growth.

Research Question 3:

What has been the behavior (or change) of the revenue growth of the hotels under study for the period 2012-2015?

The behavior or changes of the market share of the hotels under study for the period 2012-2015 increased in 2013 of eight per cent (8%) which the researcher considered as the best market share of the hotels under study. Conversely, there was a declined in the total market shares of the hotels under study in the years 2014 with a market share of six per cent (6%), and 2015 with a market share of five per cent (5%) respectively.

The results imply that the hoteliers are fully aware of the decline of the market share, therefore, they will be able to implement efficient measures in order to sustain its business operations. In a study conducted by Cruz, M. (2017), to be competitive and reduce cost, it is important for the management to concentrate on the efficiency and sustainability measures that will provide the management the insight on how the organization can properly manage their resources and be able to sustain their operation and survive in the hotel industry.

Research Question 4:

Based on the results of the study, what suggestions maybe offered to enhance the use of CRM systems practices in the marketing strategy of hotels?

A proposed marketing strategy of the CRM systems practices on Marketing Information System, Database Marketing, Decision Support System, Call Center Management, and Transaction Support System of the hotels under study was provided to identify its improvements. This strategy is designed by the researcher to offer hotel managers on how to match the needs of the customers with the CRM systems practices of the hotels. The components of this proposed marketing strategy support hotel managers in the proper implementation of the CRM systems practices that addresses the needs of the hotel customers or guests.

According to Pereira, E. (2017), Dylan hotel has a well-developed marketing strategy focused on personalized promotional methods. The aim of their marketing strategies is to achieve revenue-based goals. Moreover, Giroti, P. (2021), discussed that hotel's marketing plan needs to ensure the potential customers are aware of their existence and offers and existing customers are satisfied with the products and services. Thus, in this competitive digital age, it is vital to be on *top of the heap* and be aware of the latest hotel marketing strategies in order to survive.

CONCLUSIONS

From the foregoing findings, the following conclusions are drawn:

- The customer relationship management systems practices in the hotels are properly implemented which boost the morale of the managers and employees and thereby attract and retain customers, build lasting relationship with customers and add value to them.
- There is a significant comparison of assessment by the respondents on the CRM systems practices of the hotels included in the study in terms of Decision Support System, thus the null hypothesis is rejected.
- The best market share of the hotels under study is year 2013.

RECOMMENDATIONS

From the foregoing findings, and from the conclusions drawn, and within the scope and limitations of study, the following recommendations are proposed:

- First, the customer relationship management systems practices of the integrated hotels maybe maintained for the improvement of its revenue growth,
- Second, inasmuch as the current study is applicable only within the National Capital Region, the researcher recommends that the output produce a wider geographic coverage on its markets shares to include selected hotels in the different regions of the Philippines.
- Third, a proposed framework for marketing strategies of the Customer Relationship Management systems practices of the hotels under study maybe used to identify the improvements of the hotels under study.
- Lastly, the researcher recommends that a triplication of the current study be made to validate its findings.

SHORT ACKNOWLEDGMENT

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FEASIBILITY STUDY ON OFFERING BACHELOR OF SCIENCE IN OFFICE ADMINISTRATION IN MONKAYO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

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ABSTRACT

Monkayo College of Arts, Sciences, and Technology (MonCAST) is a local college in Monkayo, Davao de Oro. It was established in 2008 and offers programs, namely Bachelor of Science in Business Administration (BSBA), Bachelor of Elementary Education (BEEd), and Bachelor of Secondary Education (BSEd). This study aimed to determine the demand for the Bachelor of Science in Office Administration (BSOA) at Monkayo College of Arts, Sciences, and Technology, thus expanding the array of available courses for prospective students. Using a survey questionnaire, data were collected from 859 Senior High School (SHS) graduating students, with a sample size of 274, from three secondary schools in Monkayo, Davao de Oro Province. The results showed that respondents are aware of the course, and every one of them is eager to contemplate enrolling in the BSOA program. As stated in the Commission on Higher Education Memorandum Order number 19, series of 2017, under section 5.2, the Bachelor of Science in Office Administration (BSOA) is a four-year course that prepares students for a career in an outcomes-focused, technology-rich, and professional environment. The feasibility of offering BSOA is evident, as both external and internal aspects are favorable. The necessary facilities and faculty are available, the location is accessible, education is offered for free, and no other school in the neighboring municipality provides the same program.

Keywords: Office Administration; Bachelor's Degree; Feasibility Study, Monkayo

INTRODUCTION

Every organization requires manpower to undertake its unique responsibilities in order to achieve their objectives. Hence, the market requires graduates who are capable of administering and performing office functions (Mahapatro, 2022). In accordance with this, MonCAST's professed objective is to develop graduates who are globally competent and who can meet the needs of the industry. As a result, Local College intends to offer an additional Bachelor of Science in Office Administration program under the College of Business Education as part of its ongoing efforts to meet the needs of the industry.

In connection to that, now is an ideal opportunity to provide this curriculum, as the career prospects for its graduates are promising, and the demand for their services is expected to grow over the next five years, as noted by Anything Research Journal (2019). In addition, MonCAST has three programs under the Business Department, thus, upon the realization of this program the Local College can now have additional program to offer which will definitely result to an increase in the number of enrollees. Further, the incoming students can benefit from this program offering because their options for the non-board program will increase.

In addition, the Bachelor of Science in Office Administration (BSOA) is a four-year degree program designed to equip students with the business and office management knowledge and abilities required in a variety of workplaces, including general business, legal, and medical offices (Interface Computer College, Inc., 2020). Furthermore, according to CHED Memorandum Order No. 19 Series of 2017, the program equips students with the ability to manage clerical, administrative, supervisory, and managerial tasks. Graduates of this program enjoy numerous career opportunities, including roles such as clerk/

encoder, stenographer, bookkeeper, call center post-sales, customer relations specialist, customer service representative, administrative officer, office manager, supervisor, executive secretary, administrative assistant, as well as legal or medical secretary. The curriculum of the BSOA is broken down into 119 units wherein General Education Courses has 36 units, National Service Training Program has 6 units, Physical Education Courses has 8 units, Core Business and Management Education Courses (CBMEC) has 6 units, Office Administration Core Courses has 45 units, and Elective Courses has 18 units. Further, Local College added 3 units for the institutional course, thus having a total of 122 units.

In order to establish the viability of offering Bachelor of Science in Office Administration at MonCAST, there is a need to conduct feasibility study. The feasibility study can determine if this program will succeed in a long-term basis or withstand financial risk that may come (Ravi, 2016). It can also help in identifying the cash flow in order to foresee the expenses related to the program offering. Further, by conducting this study, top management and department heads will have an idea whether to offer or not the Bachelor of Science in Office Administration (BSOA).

In addition, the feasibility study covers six (6) aspects which are the following; the project, industry analysis, marketing strategy, technical feasibility, financial feasibility, and operations and management aspect. These aspects are relevant in determining the viability of this project and provide guidelines that help the proponent in completing this study. Further, the respondents of the study were the grade 12 students of Municipality of Monkayo only and do not include the other nearby municipalities.

Objectives of the Study

A critical component of a successful research engagement is a set of clearly defined and meaningful objectives. Having well-defined objectives narrows and focuses the research and ensures that the findings are relevant to decision-makers. Therefore, the following are the objectives in conducting the study:

1. To determine the students and occupational demand of the program.
2. To establish the program description and structure.
3. To check the financial feasibility of the program.

METHODOLOGY

The research employed a descriptive research design and employed several tools to gather the information in this study. These tools encompassed the utilization of a questionnaire, interviews, and documentary analysis. Initially, the study identified its target participants as grade 12 students across secondary schools in Monkayo, Davao de Oro. Subsequently, a concise one-page questionnaire was meticulously prepared and validated by the study's advisor. To ensure authorization, the researcher submitted approval letters to both the DepEd District Supervisor of Monkayo, Davao de Oro, and the President of a private higher education institution, seeking permission to conduct a survey and interviews, respectively. After the letters were approved, the proponent administered the questionnaires to all the secondary schools of Monkayo, Davao de Oro and had the senior high students of the 3 schools answered a one-page questionnaire.

Respondents of the Study

The respondents of this study encompassed grade 12 Senior High School students from three Secondary Schools in Monkayo, Davao de Oro: namely, Monkayo National High School, CASA Amazing Grade School, and Assumption Academy of Monkayo. These institutions are notably recognized as the primary feeder schools of Monkayo College of Arts, Sciences, and Technology (MonCAST). The study's scope encompassed a total population of eight hundred fifty-nine (859) grade 12 students from the aforementioned schools, and a meticulously calculated sample size of 274 was thoughtfully chosen to ensure statistical validity and accuracy.

Data Gathering Tools

A survey questionnaire was utilized to collect the necessary information for this study. This tool played a pivotal role in gathering the necessary information, enabling a comprehensive understanding of the demand for the BSOA program at MonCAST

Validation of the questionnaire

The questionnaire was validated by the proponent's adviser and some of the proponent's colleagues, the purpose of which is to determine the clarity and understanding of the questionnaire, and find out which item or items needs to be modified, deleted or changed. Items which were vague or needed improvement were revised. The questionnaire was then reproduced for the final distribution.

Stratified Sampling Technique

The utilization of a statistical technique was instrumental in determining the appropriate sample size from each participating school within the population. This approach ensured a representative and unbiased representation of the students' perspectives and preferences towards the BSOA program at Monkayo College of Arts, Sciences, and Technology (MonCAST).

Keys to Success

Key success factors include human, technical and financial resources which are needed for effective and efficient implementation of offering Bachelor of Science in Office Administration at MonCAST. Human resources include key persons in an educational institution as reflected in the organizational chart. The strong advantage of MonCAST against its competitors in the province of Davao de Oro is the free education or otherwise known as the Republic Act 10931 "Universal Access to Free Tertiary education Act". Aside from free education, the college should also give importance to the other crucial factors that will interest the students to enroll Bachelor of Science in Office Administration, like: (a) faculty pool, (b) facilities and equipment, (c) location, (d) campaign strategies/advertisement. Further, the program should get the Certificate of Program Compliance (COPC) from CHED and should be accredited at least Level 1 status by the AACUP in not more than 5 years of operation in order to continue its operation.

Industry Analysis

Industry analysis helps the business to predict changes and further allows the business to react strategically. This also provides the business an in-depth understanding of the industry and it helps the planners to position their companies in the market.

Industry Outlook and Growth Potential

The Educational Services Industry is composed of establishments that provide instruction and training on a wide variety of subjects. These institutions, including schools, colleges and universities and training centers, are either privately or publicly owned. Private institutions may be further classified as "for-profit" or "not-for-profit". Since education is an important part of life, the amount and type of education that individuals receive are major influence on both the types of jobs they are able to hold and their earnings. Lifelong learning is important in acquiring new knowledge and upgrading one's skills, particularly in this age of rapid technological and economic changes. The educational services industry includes a variety of institutions that offer academic education, vocational or career and technical instruction, and other education and training to millions of students each year.

Moreover, the graduates of the BS Office Administration program from the education sector have wide career opportunities because office administrative services industry has fast and large growing market not only here in the Philippines but even in other countries. The office administrative services comprise establishments primarily engaged in providing a range of day-to-day office administrative services, such as financial planning; billing and recordkeeping; personnel; and physical distribution and logistics, for others on a contract or fee basis.

RESULTS AND DISCUSSION

This section encompassed the study's discussion, conclusion, and recommendations, with the primary objective of ascertaining the demand for and financial feasibility of the program.

Marketing Strategy

Marketing Strategy is the marketing logic by which the business unit expects to achieve its marketing objectives." While according to Dibb and Simkin (2016), "Marketing Strategy indicates the specific markets towards which activities are to be targeted and the types of competitive advantage to be exploited."

This area discusses the target market of the Bachelor of Science in office Administration Program of MonCAST and identifies the list of the feeder schools of the college. Further, it also determines the promotional tools that will be used by the college in order to attract its target market. Lastly it enumerates and discusses the possible jobs that can be availed by the graduates of this program.

Markets and Customers

Table 1.0 Respondents of the Study

Name of School	Number of Grade 12 Students	Percent Share	Sample Units
Monkayo National High School	669	77.67	214
CASA Amazing Grace School	82	9.64	26
Assumption Academy of Monkayo	108	12.69	34
TOTAL	**859**		**274**

The respondents of this study were drawn from three secondary schools located in Monkayo, Davao de Oro. These schools are known as feeder schools for the College. The combined number of grade 12 students in these schools totals eight hundred fifty-nine (859).

Enrolment Forecast

Table 2.0 Enrollment Forecast

Year	1	2	3	4	5
Total Number of Students	274	500	822	1123	1440

The attrition rate was computed by multiplying 10% with the supply for MonCAST. With the availability of the above data; the enrolment forecast can now be calculated by simply subtracting the attrition number from the Supply of Local College. In connection to that, MonCAST supply for year 1 is 274 less the attrition rate of 10% which resulted to 27; thus, the enrolment forecast is 274. In year 2, with the Local College supply of 555 and the attrition number of 55; the enrolment forecast is now 500. In year 3 to year 5, the Local College supply is 860, 1,120 and 1,145 respectively while the attrition number is 86, 112 and 114 stated in chronological order. Furthermore, it resulted to 774 enrolment forecast for year 3, 1,008 for year 4 and 1,031 for year 5.

Table 3.0 Marketing Strategies

Third question in the survey questionnaire	
If yes, which of the following items below encouraged you to enroll in MonCAST?	
Choices	**No. of Respondents**
Facilities & Equipment	16
Free education	163
Campaign strategy of MonCAST	17
Accessibility of the location	24
School performance	23
Parental influence	15
Faculty Pool	0

MonCAST is taking proactive steps to attract students by conducting comprehensive career guidance sessions across all secondary schools in Monkayo, Davao de Oro. The study's findings shed light on additional factors influencing the preferences of grade 12 graduates, transferees, and returnees to choose MonCAST as their preferred college. The primary motivator is the allure of free education, closely followed by the convenient location, impressive school performance, MonCAST's effective campaign strategy, excellent facilities and equipment, and the influence of parental guidance. To further bolster student recruitment efforts, MonCAST should invest in additional campaign strategies such as radio announcements and strategically placed tarpaulins in every barangay of Monkayo and nearby towns. These targeted approaches will heighten awareness and establish stronger connections with potential students, fostering higher enrollment rates.

Service Strategy

To attract enrollees in Bachelor of Science in Office Administration, it is recommended that the guidance office will promote its potential to the feeder schools of the College. Posters, flyers, radio announcements and other forms of promotion should be given utmost importance in order to attract the senior high school graduates to enroll in BSOA. This study will also explore on factors that would influence the senior high school graduates to choose BSOA program and pursue it in MonCAST. Based on the survey conducted by the proponent, the factors are the following: (a) free education, (b) faculty pool, (c) facilities and equipment, (d) location, (e) campaign strategies/advertisement, (f) parental influence. Furthermore, it is very important that MonCAST should take into consideration and take ways to improve all the factors mentioned above in order to attract lots of enrollees for the BSOA program.

Demand for Graduate/ Employment Opportunities

Based on Commission on Higher Education Memorandum Order number 19 series of 2017, highlighted on section 5.4, the following are the specific professions, careers or occupations of the BSOA graduates, to wit:

A. Entry-level Jobs

1. Clerk/Encoder – encodes letter and reports from draft of from dictation to professional format and does manual or electronic filing.
2. Stenographer/Transcriber – takes and transcribes proceedings conventions, seminars, court depositions, investigation, etc. and encodes resolutions, summons, court decisions and other documents from draft or from dictation to professional format.
3. Bookkeeper – keeps the books of accounts of the business/organizations and performs bookkeeping and other functions that may be assigned to him/her by the accountant.
4. Call Center Post Sales – attends to inquiries and/or complaints of customers by telephone, promote the sale or use of a product or service, persuade customers to update or settle their account and provides technical/post sales supports.
5. Customer Relations – receives and transfer calls. Receives and directs visitors, performs multiple office support tracks as assigned by multiple supervisors.
6. Customer Service Representative – communicates effectively and courteously with customers through e-mail, regular mail, fax, etc; provides information in response to inquiries about products or services, handles and resolves customers' complaints, assist customers in business dealings with the company, files and retrieves customers' correspondence and records, and ensures high standards of customer service.

B. Advanced Office Positions

1. Administrative Officer – works as manager in a business, government agency, or a school; supports the Executive Director, Senior Director, Finance and Operations and the Board of Trustees; ensures the smooth running of the entire operation of the office.
2. Office Manager/Supervisor – coordinates various office support services; communicates effectively with people of diverse cultures from different levels in both oral and in written form; supervises office administrative staff; and perform basic accounting functions.
3. Executive Secretary or Assistant – performs administrative duties for executive management such as: making travel and meeting arrangements, training and supervising support staff, preparing reports and financial data, etc; does research using various resources such as internet; coordinates projects, and works well with all levels of internal management and staff, as well as other stockholder of the company.

4. Administrative Assistant/Department Assistant/coordinator – performs administrative and office support activities for multiple supervisors such as: transferring calls, receiving and directing visitors, encoding, filing and faxing; performs jobs such as: multimedia researcher, coordinates video conferencing functions such as: preparing schedules, sites, procuring equipment, hosting conferences; and coordinates various office support services.

C. Specialized Office Administrative Personnel

Performs the functions of an office manager, executive assistant or administrative assistant, including:

1. Legal Secretary – prepares correspondence and legal papers such as summonses, complaints, motions, responses, and subpoenas under the supervision of a lawyer; transcribes the legal papers, legal documents, and court proceedings.
2. Medical Secretary – transcribes dictation; prepares correspondence, assists physicians with reports, speeches, articles and conference proceedings; records simple medical histories; arranges for patients to be hospitalized and order supplies; and transcribes from tape-recorded messages, medical history and medical records.
3. Court Stenographer – attends court hearings; takes stenographic notes of testimonies during hearings; prepares accurate and complete documentation of entire proceedings; prepares and provides transcripts of stenographic notes to all hearing offices and attendees in hearings.

D. Entrepreneurial and Self-employment Opportunities Ventures such as:

1. Freelance stenographer and encoder of various documents
2. Trainer of administrative support staff
3. Owner of placement agency specializing in Office Administration.

Technical Feasibility

Location

The accessibility of the school location is one of the major factors that the senior high school graduates will take into consideration in choosing a school. Based on the survey conducted by the proponent, most of the SHS graduates in Monkayo want to enroll in MonCAST because of its accessibility. Further, the Bachelor of Science in Office Administration (BSOA) will be offered only in MonCAST located at P-6 L.S. Sarmiento St., Poblacion, Monkayo, Davao de Oro.

Product

As stated in the Commission on Higher Education Memorandum Order number 19, series of 2017 section 5.2, the Bachelor of Science in Office Administration (BSOA) is a four-year course that prepares the students for a career in an outcomes-focused, technology rich, professional environment. Courses in the curriculum are those that will thoroughly familiarize the students with current techniques in office practices and procedures, developments in office systems and technology. In addition, good teamworking, management skills, application of the principles of good human relations and communications to prepare them to be key players in day-to-day office operations. Lessons in writing routine reports and correspondence and speaking effectively to employers, employees and the general public are provided in selected courses. The BSOA programs also trains the students to work independently, without need for on-site supervision. Moreover, to ensure effectiveness and the attainment of the goals and objectives of BSOA, outcomes-based teaching and learning and modern means of curriculum delivery that will expose the students to the real world of administrative professionals' tasks like simulation and cooperative education internship in office systems are used.

In addition, it was stipulated in section 6.3 that a graduate of BSOA should be able to: (a) provide general administrative and clinical support to high-level executives guided by the Code of Ethics for office professionals; (b) coordinate office management activities; (c) manage office communications; (d) organize files, information, and office related supplies; and (e) to exhibit acceptable human relations in a diverse environment.

Moreover, the program goals or the expected outcomes for the BSOA graduates within 2 to 5 years from now are the following:

1. Quality for a career in office administration specifically in various general and specialized administrative supports, supervisory and managerial positions; and
2. Acquire the competencies, skills, knowledge and work values necessary for self-employment.

Proposed Curriculum Design

The curriculum for BSOA is designed to support aspiring office professionals to develop the appropriate entry-level technical competence, professional skills, values, ethics, and attitudes to complete their studies with successful practical experience, and pass the Civil Service Commission (CSC) Professional Examination. It covers all major areas for an Office Administration professional course. (CMO Number 19 Series of 2017). In addition to that, there are 119 units for the BSOA program but the Commission on Higher Education encourages Higher Education Institutions (HEIs) to incorporate additional courses to reflect their particular contexts and their respective missions. This is a competency-based curriculum containing a balanced program of General Education Courses, Physical Education, National Training Service Program, Office Administration Courses and Elective Courses.

The breakdown of the 119 units is the following:

Table 4.0 BSOA Courses Breakdown

COURSES	MINIMUM UNITS PRESCRIBED
General Education Units	36
National Service Training Program	6
Physical Education Courses	8
Sub-total	**50**
Core Business and Management Education Courses (CBMEC)	6
Office Administration Core Courses	45
Elective Courses	18
Internship (3 units included in Core Courses and 3 units included in Elective Courses)	
Sub-total	**69**
TOTAL	**119**

The 36 units in General Education Courses are in accordance with CHED Memorandum No. 20 series of 2013. As stated in section 9 of CMO No. 19 series of 2017, these courses can significantly prepare the students as they transition from high school to tertiary education and pursue professional level of education. This component of BSOA education is purposely designed to strengthen three (3) important learning outcomes or competencies:

• Communication skills – ability to write and speak clearly and persuasively, gather evidence and construct a coherent argument; shape speech and writing to the nature of one's audience.

• Logical and critical thinking – ability to analyze, synthesize and evaluate information and ideas from multiple perspectives; differentiate between objective information and subjective points of view and identify ways of making provisional judgments.

• Quantitative reasoning and computer literacy – development of quantitative reasoning in mathematics or statistics combined with a basic computer literacy which is essential in contemporary technological society.

A broad general education can significantly contribute to the acquisition of professional skills. This component of the curriculum focuses on the development of non-professional knowledge, intellectual skills, personal skills, interpersonal, and communication skills. A good foundation of general education, although not an end in itself, is one way of helping students become broad-minded individuals who think and communicate effectively and who have the basis for conducting inquiry, carrying out logical thinking and undertaking critical analysis. This foundation will enable students to make decisions in the larger context of the society, to exercise good judgment and professional competence, to interact with diverse groups of people, to think globally, and to begin the process of professional growth. The acquisition of these skills is more important than the way in which they are learned.

Further, the 6 units component of the Core Business and Management Education Courses such as Strategic Management and Operations Management (TQM) cover all the major functional areas of business, and provide the foundation and the context in which a BSOA graduate will work. This curriculum is vertically aligned with the Accounting, Business and Management (ABM) strand of the senior high school academic track. For students who did not take the ABM academic strand, HEIs should offer bridging courses such as the specialization courses in K-12 ABM strand, but not limited to said courses to make them at par with those who have taken the ABM academic strand and comply with K-12 requirements. Finally, there are 45 units in the Office Administration Core Courses, 18 units in Professional Elective Courses and the Internship is 600 hours which is equivalent to 6 units wherein 3 units is included in the OA Core Courses and the other 3 units is in the Professional Elective Courses.

Financial Feasibility

As stated in CHED Memorandum Order No. 19 Series of 2017, Bachelor of Science in Office Administration has a minimum of 119 units. Further, the HEIs offering this program has the right to add more units as deemed necessary.

Projected Financial Statements

Table 5.0 Statement of Financial Performance

MONKAYO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY
L.S. SARIMIENTO ST., POBLACION, MONKAYO, DAVAO DE ORO
STATEMENT OF FINANCIAL PERFORMANCE
All Funds
Five Year Projection
(In Philippine Peso)

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Service and Business Income	2,452,300.00	4,661,250.00	7,563,400.00	9,420,600.00	9,619,950.00
Total Revenue	**2,452,300.00**	**4,661,250.00**	**7,563,400.00**	**9,420,600.00**	**9,619,950.00**
Less: Current Operating Expenses					
Personnel Services	1,406,820.00	2,110,230.00	3,282,580.00	3,985,990.00	4,220,460.00
Maintenance and Other Operating Expenses	1,015,000.00	1,793,910.00	1,600,500.00	1,964,250.00	3,000,037.50
Non-Cash Expenses	175,940.00	263,910.00	395,865.00	593,797.50	623,487.38
Total Current Operating Expenses	**2,597,760.00**	**4,168,050.00**	**5,278,945.00**	**6,544,037.50**	**7,843,984.88**
Surplus/(Deficit) from Current Operations	**- 145,460.00**	**493,200.00**	**2,284,455.00**	**2,876,562.50**	**1,775,965.13**

During the initial year of operation, MonCAST enrolled 274 students, generating a total of 8,780.00 for tuition and miscellaneous fees for the entire year. With a lean but dedicated team, the college had 6 instructors on board. Assumptions encompassed maintenance, operating expenses, property, plant, equipment costs, and office supply purchases.

In the subsequent year, MonCAST experienced a remarkable surge in revenue, reaching 2,208,950.00, owing to an increase in student enrollment from 274 to 500. Naturally, with a higher number of students, personnel services, maintenance, and other operating expenses also witnessed a proportional rise, striving to maintain the institution's exceptional standards.

The venture further flourished in year 3, with a notable net surplus increase of 2,902,150.00, followed by 1,857,200.00 in year 4. However, in the fifth year, revenue slightly declined to 199,350, aligning with the year's student enrollment of 317.

Operations and Management

Management Overview

Monkayo College of Arts, Science and Technology (MonCAST) was established under Mayor Manuel B. Brillantes, Jr.'s administration through Municipal Ordinance No. 21 on August 19, 2008. It became the first LGU-owned local college in Compostela Valley Province with a Permit to Operate granted by the Commission on Higher Education (CHED) for Bachelor of Science in Business Administration (BSBA), Bachelor of Elementary Education (BEEd), and Bachelor of Secondary Education (BSEd) programs.

MonCAST's 2.9-hectare campus in Purok 6, Poblacion Monkayo, Davao de Oro, houses a 5-classroom building constructed in 2009, supporting its inaugural year with 142 students enrolled across the programs. With limited resources, the college was led by an Acting Administrator, SB member Remigio T. Saldua, and a dedicated team of part-time program heads and faculty members.

In its initial year of operation, MonCAST achieved significant milestones, winning the over-all championship in the LGU-sponsored Literary, Musical & Arts Competition. The college also gained membership in the Association of Private Schools, Colleges, and Universities Regional Association of Higher Education Institutions (APSCUR-RAHEI) in Region II. It further participated in the CHED Academic, Sports, and Cultural Festival, representing Region II in the CHED National Games at UP Diliman in February 2010.

In the subsequent years, the college expanded its programs, and in 2012, it received CHED recognition for Bachelor of Science in Business Administration (major in Marketing Management), Bachelor of Elementary Education - Generalist, and Bachelor of Science in Secondary Education (major in English and Social Studies).

MonCAST celebrated a significant milestone with the appointment of Dr. Gary P. Lagatiera as the new College Administrator, further bolstering its commitment to meet the rigorous standards set by the Commission on Higher Education (CHED) and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA) in delivering exceptional tertiary education.

In recent developments, the local government unit of Monkayo, under the leadership of Mayor Manuel "Waykurat" Zamora, and with unwavering support from Congresswoman Maricar Zamora, is actively working towards transitioning MonCAST into a state college. This transformative initiative will elevate the institution's status to become Davao de Oro State College, poised to broaden its academic horizons and contribute even more profoundly to the educational landscape of the region.

This visionary move signifies the shared commitment of MonCAST and the local government to continuously enhance the quality of education and create more opportunities for students in Davao de Oro and beyond. With the unwavering dedication of its leaders, faculty, and staff, Davao de Oro State College is set to make a lasting impact on the lives of its students and the advancement of higher education in the province.

Organizational Chart

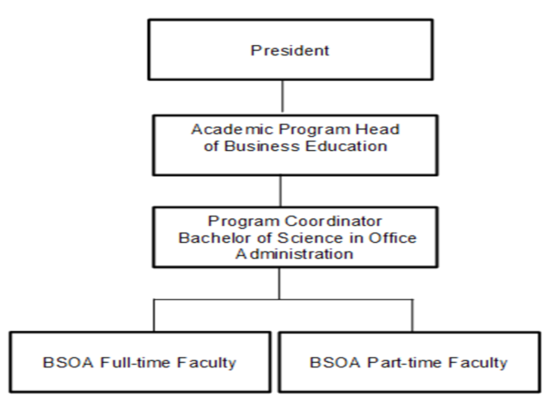

Fig. 1 Proposed Organization Chart of BSOA Program

An organizational chart is a graphical representation of the roles, responsibilities, and relationship between individuals within an organization and it is a simple way to visualize how workflows within a business. It can be used to depict the structure of an organization as a whole or broken down by departments or units.

Organizational charts can help HR departments clearly know how the company is staffed, whether it is reasonable or not and makes appropriate adjustments if necessary. It is a great tool for budgeting when organizing annual activities and avoids unnecessary waste. Moreover, it clearly depicts the relationship and contact information within a business which helps the employee to contact each other more conveniently. Lastly, it helps the define roles in the organizations wherein employers define the roles of each employee and check their duties accomplishment at fixed periods at the same time, employees will be fully aware and guided on their duties and responsibilities.

Personnel Qualifications

The following are the qualifications for the administrative personnel and faculty members for the program, Bachelor of Science in Office Administration as stated in CHED Memorandum Order No. 19 Series of 2017.

Dean or the Director of the BSOA Program

The following are the minimum qualifications that the Dean or Director of the program should possess:

a. A Doctoral Degree in Business Administration/Management; or a Doctoral degree in a related field and a Master Degree in Administration/Management;

b. Must have atleast 5 years' teaching experience in the tertiary level and;

c. Must have atleast 5 years' experience in administrative or supervisory capacity in an educational institution, in an office or in a business enterprise.

Chair or Coordinator of the BSOA Program

The following are the minimum qualifications that the Chair or Coordinator of the program should possess:

a. Must be a holder of atleast Master's degree in Business Education, Business Administration/ Management or in any business- related field;

b. Must have atleast 3 years' teaching experience in the tertiary level.

Full-time Faculty

The minimum qualifications of faculty members who will teach office administration courses are the following:

a. Must be a holder of atleast Master's degree in Business Education, Business Administration/ Management or in any business- related field;

b. Must be graduates of BS Office Administration, Bachelor in Business Teacher Education or any related business programs with at least 18 units of education courses;

c. Must have a minimum of 3 years work experience that is directly relevant to the course being taught and any bachelor's degree for a faculty who will teach Office Administration subjects;

d. Must have at least 3 years' teaching experience in the tertiary level.

Part-time Faculty

a. Must have a minimum of 3 years work experience that is directly relevant to the course being taught and any bachelor's degree in any field in cases where the above academic requirements are not met, for a faculty who will teach Office Administration subjects;

Library

Library personnel, facilities and holdings should conform to the existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the BS Office Administration.

Other Resources

These include classrooms, audio visual room, ICT Laboratory, Science Laboratory, Speech Laboratory and facilities for support services.

Further, to promote a conducive teaching-learning process, the maximum class size for is 40 students and the minimum is 15 for core courses and 25 for general education courses.

CONCLUSION AND RECOMMENDATIONS

The findings, alongside the fact that the respondents are much aware of the program, presented in the analysis of the financial performance of the study conclusively demonstrate the viability of implementing the Bachelor of Science in Office Administration program at MonCAST. The institution's ability to consistently increase student enrollment, generate revenue, and achieve a net surplus over a period of five years highlights its strong capability to not only sustain but also thrive in its objective of providing high-quality education and preparing students for success in their professional endeavors.

Furthermore, to create a truly immersive and enriching educational environment, it is recommended that the MonCAST administration proactively seeks supplementary financial resources. The allocation of these resources should be prioritized towards significant enhancements in classroom facilities and laboratory spaces, ensuring their alignment with the advanced standards of the 21st century. Simultaneously, it's essential that the faculty development program should be developed and updated to ensure that the teaching staff is equipped with the latest methodologies for instructions and subject competence.

This deliberate and comprehensive distribution of resources would not only emphasize MonCAST's dedication to providing high-quality education but also solidify its standing as an institution focused on fostering academic excellence. These investments will make a substantial contribution towards providing students with the requisite skills and knowledge needed for successful and gratifying professions in the future.

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DIGITAL LITERACY AMONG COLLEGE STUDENTS: BASIS FOR AN ENHANCEMENT PROGRAM

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ABSTRACT

This study investigates the digital literacy levels of first-year students at MonCAST, examining their competence in navigating and utilizing technology for communication, education, and social engagement. Using a quantitative-descriptive survey research design, data was collected through standardized questionnaires. The results reveal that both male and female first-year students possess high levels of digital literacy, with distinctions in specific areas such as media analysis and technology application. Consequently, there may not be an immediate need for additional enhancement programs, but rather a focus on optimizing the utilization of digital resources in teaching and learning. Recommendations include providing convenient media channels, offering organized web-based training, webinars on digital literacy, and promoting the use of freely available digital resources. This research contributes to understanding the digital literacy landscape among first-year students and offers insights for enhancing their academic performance and social integration through effective technology utilization.

Keywords: Digital Literacy, Computer, Information Literacy, Technology, College Students, Monkayo

INTRODUCTION

Digital readiness encompasses the prerequisite digital skills that people need to take advantage of technology in useful, meaningful, and innovative ways. Since the beginning of the 21st century, online learning has become entrenched in higher education worldwide (Falvo & Johnson, 2007; Kasim & Khalid, 2016; Zawacki-Richter et al., 2015). Many colleges and universities should reconsider and help their students in demonstrating and enhancing their level of computer proficiency. Currently, many educational institutions offer introductory computer courses like educational technology, technology for teaching and learning, media and literacy, living in the IT Era, and other integrated subjects. These are incorporated to assist students in meeting the educational requirements. Other institutions are considering eliminating introductory computer courses with the expectation that students will demonstrate adequate computer knowledge through the proficiency examination.

Giving the students the option of taking a computer proficiency exam in place of a required course allows students to take other required, elective, or optional courses that will assist them in completing their degree requirements. However, not offering the introductory computer skills course may, likewise, be detrimental to students who would otherwise benefit from the knowledge gained from such a course. The inclusion of the course instruction was effective for students to achieve the desired effect of providing meaningful knowledge in information technology concepts and skills (Wallace & Clariana, 2005).

Hignite, Michael, et al., (2009), the computer literacy was often focused primarily on technology-based definitions, concepts, and skills, information literacy is much more oriented toward a higher-level set of concepts and abilities. Information literacy is concerned with a student's ability to collect, analyze and utilize information gathered via the use of information technology and to use that information to make effective decisions. The question then becomes not whether a student can simply manipulate technology to complete a given task, but whether that student make good decisions from the information now at hand.

The digital readiness gap impacts Americans of all ages, including “digital natives.” Without these digital skills, students will face challenges as they need to perform research and produce creative artifacts in school, as they navigate a digital world for community building and social interactions, and as they enter the workforce and are expected to employ technology as a means to accomplish projects and communicate professionally. In today's society as stressed out by Surma et al., (2012), it is generally accepted that one of the keys to being successful is to be computer literate or to have a certain level of technical competence. Children are taught to use computers at a young age and as they proceed through primary and secondary grades they regularly come into contact with various technologies. Because of this they become adept at being users of technology. Recently, there has been much research trying to identify basic computer literacy skills that are needed for all college-level students and to determine if a need exists for a general computer literacy/skills course for all undergraduate students. A starting point for considering this issue is to define what is meant by computer literacy and to discuss if that is what is truly needed or whether the related "information literacy" or "digital literacy" is more appropriate.

Information literacy is a concept that has evolved as a result of recent efforts to move technology-based instruction and research to a level above the long-held concepts previously associated with "computer literacy"; the focus of information literacy education being the development of students' abilities to construct/collect and analyze information in a way that provides the basis for effective decision making (Hignite, Michael, et al., 2009).

In determining the content of a university computer literacy course, Hoffman, M., & Blake, J. (2003), consideration needs to be given to nontraditional students who have not been exposed to computers as well as those students who enter the university with a variety of skill levels. Additionally, an improved and extended coverage of database and spreadsheets might be warranted in a college level computer course. Since required computer literacy competencies are continually changing for high school graduates, it is imperative that universities monitor design and content of the curriculum to provide an adequate computer literacy background for university students.

Technology continues to shape the definition of computer literacy. Portable computing and computer devices are becoming present and changing the definitions and assumption of literacy. In the 21st century and the digitalized environments of the classroom, laptop and computers with the used of internet and social media platforms are prevalently practiced and developed. Furthermore, technology clearly mediates how students and teachers perceive our modern world.

Knowing how to use digital technologies in university life is critical for academic success (Goode 2010). Technology plays a vital role today. We are now living in the IT Era and for that very reason, students should now be exposed in using the technology. Determining the digital skills of the first year students in MonCAST will help the school in demonstrating and enhancing their level of computer proficiency. It is imperative that universities monitor design and content of the curriculum to provide an adequate computer literacy background for university students.

Purpose of the Study

As technology pervades every aspect of students' digital literacy and acquisitions of different technology integration and digital platforms, the ability to navigate and successfully accomplish tasks through technology grows. It is now necessary to have some technology skills both to communicate with the outside world and to perform social, creative, and educative tasks. The continued increase and use of online media content for information gathering also challenges the learner to organize and compose information in a nonlinear fashion while often integrating visual media to synthesize that information. This skill set is commonly called digital literacy. Digital literacy refers to the assortment of cognitive-thinking strategies that consumers of digital information utilize (Eshet, 2004).

Theoretical Framework

This study was anchored on the Media Naturalness Theory of Kook (2001) which emphasized that the builds on human evolution ideas and has been proposed as an alternative to media richness theory. Media naturalness theory argues that since our Stone Age hominid ancestors have communicated primarily face-to-face, evolutionary pressures have led to the development of a brain that is consequently designed for that form of communication. Other forms of communication are too recent and unlikely to have posed evolutionary pressures that could have shaped our brain in their direction. Using communication media that suppress key elements found in face-to-face communication, as many electronic communication media do, thus ends up posing cognitive obstacles to communication. This is particularly the case in the context of complex tasks (e.g., business process redesign, new product development, online learning), because such tasks seem to require more intense communication over extended periods of time than simple tasks.

It is also relative to the Media Richness Theory of Daff & Lengel (1986), also known as Information Richness Theory, which shares some characteristics with social presence theory. It posits that the amount of information communicated differs with respect to a medium's richness. The theory assumes that resolving ambiguity and reducing uncertainty are the main goals of communication. Because communication media differ in the rate of understanding they can achieve in a specific time (with "rich" media carrying more information), they are not all capable of resolving uncertainty and ambiguity well. The more restricted the medium's capacity, the less uncertainty and equivocality it is able to manage. It follows that the richness of the media should be matched to the task so as to prevent over simplification or complication.

Ba et a., (2002) offered a broad definition of digital literacy. They describe digital literacy as a “set of habits through which youngsters use information technologies for learning, work, and fun”. This definition is general, but sheds light on a key paradox in contemporary education; that is, the skills demanded for an increasingly technological and changing work-place are not being learned in school, but rather outside the sphere of the school environment. As the Internet has become this generation’s defining technology for literacy and learning, classrooms have yet to take up Internet integration into the classroom or begin instruction in the new literacy skills the Internet requires (Leu et al., 2007).

Conceptual Framework

Presented in Figure 1 is the conceptual framework of the study. It is composed of four indicators: ability to use digital learning tools, managing digital learning platforms, ability to use advanced level digital tools, and security and ethics. The framework is adopted from the study of Baterna et.al, (2020) about Digital Literacy of STEM Senior High School Students.

Another concept is that information literacy is the broader concept, since “information” need not be digital in format. The concept of information literacy has usually emphasized the contextual nature of information seeking, as well as the importance of information quality (Koltay, 2011). For some (e.g., Hobbs, 2010), information creation is an important aspect of digital literacy; that additional aspect relates digital literacy to the term “media literacy” which is also a commonly used term. The information literacy that emphasizes participatory online environments (Mackey & Jacobson, 2011)). Bawden (2008) focuses on competencies, suggesting that digital literacy consists of competency in internet searching, hypertext navigation, knowledge assembly, and content evaluation. Koltay (2011) believes that these competencies include notions of critical thinking (a traditional conceptual foundation of information literacy), knowledge assembly (collecting quality information), as well as publishing and communicating information. A broad definition of digital literacy is offered by Martin (2006, p. 19).

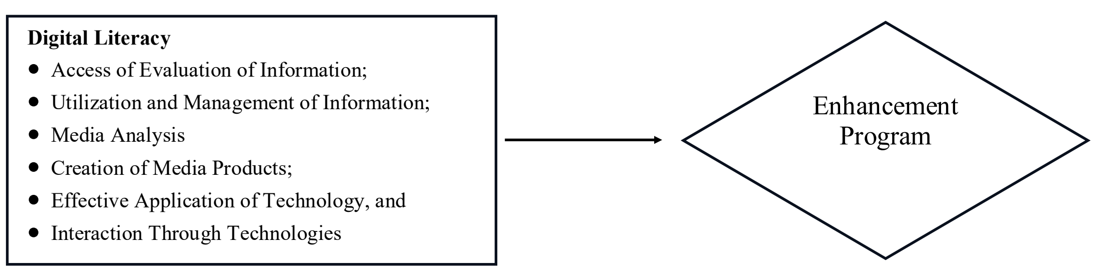

Figure 1. Conceptual Framework of the Study

Research Objectives

1. To determine the demographic profile of first year students in MonCAST in terms of
   1.1 Sex
   1.2 Course
2. To determine the level of digital literacy among first year students in terms of:
   2.1 Access and Evaluation of Information;
   2.2 Utilization and Management of Information;
   2.3 Media Analysis;

2.4 Creation of Media Products;
2.5 Effective Application of Technology; and
2.6 Interaction through Technologies

METHODOLOGY

Research Design

This study uses a quantitative-descriptive survey research design. A systematic approach used by researchers to collect and analyze numerical data in order to describe and summarize the characteristics, behaviors, opinions, attitudes, or experiences of a specific population. This design is widely used in various fields, such as social sciences, marketing, education, and public health, where researchers aim to gain insights into the prevailing trends and patterns within a given population.

A quantitative-descriptive survey research design is an effective and widely used method to gather valuable data and describe the characteristics of a population in a structured and quantitative manner. By employing rigorous sampling techniques and standardized questionnaires, researchers can produce reliable and generalizable results, contributing to the understanding of various social, economic, and behavioral aspects of a population.

Respondents of the Study

A total of 741 respondents took part in the study. These respondents were from the four courses of the Monkayo College of Arts, Sciences and Technology (MonCAST) namely Bachelor of Science in Business Administration, Bachelor of Science in Secondary Education, Bachelor in Elementary Education and Bachelor of Agricultural Technology.

Sampling Techniques

Total population sampling, also known as census or complete enumeration, is a sampling technique where the researcher includes the entire population or target group in the study rather than selecting a sample from it. The study includes all first-year students. In this approach, every individual or item in the defined population is considered part of the research, and data is collected from each one. As a result, the sample size is equal to the total population size.

Statistical Treatment

In presenting, interpreting and analyzing the data gathered, varied statistical tools and techniques were used. Statistical Package for Social Sciences (SPSS) was utilized in the analysis of the data. Descriptive statistics such as frequency counts and percentages were used to determine the respondents' profile. After which, results of survey responses were further treated by comparing of means.

RESULTS

The interpretation of the data was done through the application of Descriptive Average Weighted Mean. The presentation of findings was illustrated based from the digital literacy of MonCAST students on the new normal modality.

Table 1. Demographic Profile of the Respondents

Profile	Frequency	Percent
Sex		
Male	220	29.7
Female	541	70.3
Total	741	100.0
Course		
BEED	113	15.2
BSED	174	23.5
BSBA	437	59.0
BAT	17	2.3
Total	741	100.0

Frequencies and percentages for respondents demographics were presented in Table 2. A total of 741 respondents took part in the study. It had also been illustrated that the total of number of respondents were equally divided in 220 males (29.7%) and 441 females (71.6%). These respondents were from the four courses of the Monkayo College of Arts, Sciences and Technology (MonCAST). It was illustrated that the Bachelor of Science in Business Administration took the highest number of respondents (n=437, 59%), followed by the students from Bachelor in Secondary Education (n=174, 23.5%), Bachelor in Elementary Education (n=113, 15.2%), and the remaining 2.8% (n=17) were gleaned by the Bachelor of Agricultural Technology.

Table 2. The Overall Descriptive Statistics in the Digital Literacy Level

	N	Minimum	Maximum	Mean
Access and Evaluation of Information	741	1.60	4.00	3.1489
Utilization and Management of Information	741	1.60	4.00	3.0797
Media Analysis	741	1.60	4.00	3.2089
Creation of Media Products	741	1.60	4.00	3.0797
Effective Application of Technology		1.60	4.00	3.2882
Interaction through Technologies	741	1.60	4.00	3.2043

The overall descriptive results of digital literacy level of all respondents were summarized in the Table above. This scale used a four-point Likert-type scale that ranged from an illiterate to extremely literate interpretations. In this study, the highest mean for all indicators collected from the respondents was the effective application of technology with a M=3.2882 and the lowest mean is 3.0797 in both utilization and management of information and creation of media products indicators.

This study collected further information regarding the digital literacy of the first year students, as the respondents, from other questions in addition to the above-mentioned items. The three of these are media analysis with a M=3.2089, interaction through technologies with a M=3.2043, and access and evaluation of information in its M=3.1489.

In today's modern trend students were more exposed to technology applications. Online class modality helped them to somehow utilize and apply their basic technology skills and literacies since some of their requirements were sent and submitted through online and some media platforms. Consequently, media analysis, interaction through technologies, access and evaluation of information, utilization and management of information, and creation of media products have the same range of highly literate assumptions in all digital literacy. This finally discusses that regardless to the experienced Pandemic and global crisis in the world of teaching and learning process and instructions, the students still manage to handle the digital ways of learning. They were able to adopt the situation they have been experiencing in the new normal modality.

It can be stated that the findings of this study had consistent results in all six indicators which evidently showed that the level of digital literacy in Monkayo College of Arts, Sciences and Technology first year students were on the same pace of extremely and highly literate.

DISCUSSION

The analysis of demographic information revealed that female students had the highest mean in both media analysis and effective application of technology; that was, male and other female respondents reported the same level of digital literacy, as they gleaned the approximate and the almost means which can be interpreted to have a highly literate digital literacy level. In addition, Bachelor of Science in Business Administration first year students perceived greatest number of participants compared to other departments. In terms of descriptive results, the level of digital literacy in all indicators, the Bachelor in Secondary Education marked the foremost results. 741 MonCAST first year students participated in this study and formulated the presented data above.

In the context of digital literacy where access to information and critical evaluation is central to economic and personal well-being, Reddy et.al, (2023) stressed out that in the 21st century people are required to have digital literacy to survive and thrive. The term "information literacy" is used in this paper to refer to the set of skills required to identify information sources, access information, evaluate it, and use it effectively, efficiently, and ethically. This study was motivated by a recognized gap between the importance placed upon information literacy skills, generally within the literature on information literacy and particularly with respect to students' expected skill levels, and the actual skills that students are able to demonstrate. Thus, despite clear evidence that sophisticated information literacy skills are beneficial to academic success, students are generally unsophisticated information seekers in academic contexts.

The management of the information technology (IT) investment process is an increasingly critical problem facing line and information systems (IS) managers. This is highlighted by the fact that IT investments are estimated to be 50% of all new capital investments made annually by major U.S. corporations (Kriebel, 1989). The increasing number of competitive applications of information technology and its centrality to enabling a flexible and adaptive organization make the IS investment process a critical senior management concern. However, senior executives are increasingly frustrated by the difficulty of evaluating IT investment alternatives and effectively exploiting them to realize a positive return on investments. Kambil et al., (1991) believed that much of the management frustration with the justification or realization of benefits from IS investments arises from the lack of an appropriate framework to conceptualize the IS investment process. They also argued that strategic information systems (SIS) and infrastructure investments provide firms with managerial flexibility and real options to effectively respond to changing business environments, or achieve business growth and cost savings through the exercise of information processing based strategies. The options perspective augments current methods and provides a more rigorous and analytically sound approach to linking information technology investments to increasing the value of the firm.

Technological development and innovation have led to the emergence of new social networks that meet user needs (Liu et al., 2021). In most children's leisure-time experiences, computers are much more than devices for information retrieval: they convey images and fantasies, provide opportunities for imaginative self-expression and play, and serve as a medium through which intimate personal relationships are conducted. These media cannot be adequately understood if we persist in regarding them simply as a matter of machines and techniques, or as «hardware» and «software». The internet, computer games, digital video, mobile phones and other contemporary technologies provide new ways of mediating and representing the world, and of communicating. Outside school, children are engaging with these media, not as technologies but as cultural forms. If educators wish to use these media in schools, they cannot afford to neglect these experiences: on the contrary, they need to provide students with means of understanding them. This is the function of what I am calling digital literacy.

According to Küng (2013), innovation in media organizations has mostly been associated with content creation (i.e., the product). However, over the past few years, the rapid technological and digital changes in the sector have forced the industry to innovate organizationally and in relation to the market (i.e., in terms of processes, positions, and paradigms). Storsul & Krumsvik (2013, p. 17) argue that not even the four Ps cover the full scope of innovation in the media sector. They argue for adding the concept of social innovation to the list of factors to account for the additional aim of meeting social needs and improving people's quality of life. Quinn (2005) distinguishes between journalistic and economic justifications for innovation and convergence in media companies. The economic arguments focus on increasing productivity so as to "grab as large a share of the advertising pie as possible" at the lowest possible cost.

As to the effective application of technology phase began towards the end of the 1980s with the appearance of simple graphical user interfaces and easy-to-use mass market applications, which opened up computers to mass usage. In this phase, the computer is seen as a tool that can be applied in education, work, leisure and the home. Use of applications software becomes the focus of literacy activity, and definitions of computer or IT literacy focus on practical competences rather than specialist knowledge. This is accompanied by the appearance of mass certification schemes focusing on basic levels of IT competence (Martin, 2003).

Successful coping with technology is relevant for mastering daily life, as pointed out by Frankie, et al. (2019). Based on related conceptions, they proposed affinity for technology interaction (ATI), defined as the tendency to actively engage in intensive technology interaction, as a key personal resource for coping with technology. They presented the 9-item ATI scale, an economical unidimensional scale that assesses ATI as an interaction style rooted in the construct need for cognition (NFC). Results of multiple studies (n > 1500) showed that the scale achieves good to excellent reliability, exhibits expected moderate to high correlations with geekism, technology enthusiasm, NFC, self-reported success in technical problem-solving and technical system learning success, and also with usage of technical systems. Further, correlations of ATI with the Big Five personality dimensions were weak at most. Based on the results, the ATI scale appears to be a promising tool for research applications such as the characterization of user diversity in system usability tests and the construction of general models of user-technology interaction.

CONCLUSIONS

More number of male and female first year students obtained digital literacy from accessing and evaluating of information to media analysis and interaction through technology whereas majority of female students obtained extremely literate in media analysis and effective application of technology. The results obtained after the analyzed data may help whole MonCAST institution in providing long-term strategy for improving digital literacy education and training for students in the effective utilization of technology for better academic performance and social integration.

Analysis of the data collected from first year students revealed that they are digitally literate. Majority of the above students are extremely literate in digital literacy level. The first year students were engaged to utilizing internet, search engines, e-mail, multimedia and simulations / animations for some academic concerns.

RECOMMENDATIONS

Since the large number of the first year students both male and female obtained an extremely and a highly literate results in terms of digital literacy, therefore, it can be interpreted that there should no enhancement program to be realized. It is obvious that there is proper training supported to efficient use of digital resources in the teaching and learning instructions. Some general recommendations and suggestions to increase the usage level of digital resources: (1) To provide good media channel where every information is conveniently recognized. (2) More organized web-trainings and webinars on digital literacy. (3) The school and the faculty forces should take initiatives to subscribe free digital resources.

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EMPLOYABILITY SKILLS OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION GRADUATING STUDENTS IN DIGITAL BUSINESS OF MONKAYO COLLEGE OF ARTS, SCIENCES AND TECHNOLOGY

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ABSTRACT

The Organization for Economic Cooperation and Development state that graduates need employability skills to meet the demands of the digital workplace. Graduates need digital and written communication skills (Marsh, E. 2018). On nine (9) years of producing graduates, this Program receives feedbacks from the industry partners highlighting that On-the-Job Trainees must have employability skills more particularly on digital skills. To address this pressing concern and provide concrete evidences for an intervention program, the researcher established this study. With a few months until graduation, it is important to assess whether Bachelor of Science in Business Administration of Monkayo College of Arts, Sciences and Technology students' digital business employability abilities are fully attained. A non-experimental descriptive quantitative research approach and a random sampling technique was utilized that came up with the sample size of 207. An adopted survey questionnaires were used to collect data, and the Mann-Whitney U-test and Kruskal-Wallis H-test were employed to analyze it. The results of the study revealed that the respondents' digital skills were average regardless of their gender or the program in which they were enrolled. In light of this, the researcher hopes that the institution will develop a program or incorporate it into the curriculum to help students improve their digital skills. It is hoped that the institution will provide further trainings or workshops to students in order to assist them in enhancing their employability skills in the field of digital business and making them more competent and competitive in the working world.

INTRODUCTION

The fourth industrial revolution shifts the business model hierarchy from traditional to digital. Work in the digital business sector necessitates a mix of digital and non-cognitive abilities (Suarta, I. M., & Suwintana, I. K. 2021). In the past, education has always placed a greater emphasis on the teaching of ideas rather than the acquisition and learning of practical skills. Employability skills aren't just for getting a job; they're also for surviving and succeeding in a career (Kispeter, E., 2018). Since the previous two decades, graduate employability has been a major concern (Ahuja, R., Khan, D., Symonette, D., desJardins, M., Stacey, S., & Engel, D. 2019). Employability skills among graduating students is a serious case in times of pandemic. The shift to remote learning has made it difficult for students to develop some of the essential skills that employers are looking for, such as teamwork, communication, and problem-solving. It has also changed the way that work is done. Many businesses are now operating remotely, which requires different skills than traditional office work. It has led to a number of changes in the workplace, such as the increased use of remote work and the need for new digital skills. These changes have made it even more important for graduating students to have the skills that employers are looking.

The rapid pace of technological breakthroughs, digitalization, and globalization is transforming the workplace. Technology has rapidly changed employment, work methods, and skill requirements in society during the past decade (PwC 2018; WEF 2016; Pennington and Stanford 2019; World Bank

2019). The digital workplace is constantly changing, and the skills that are required for success in this environment are also constantly changing. Employers elucidate the concept of employability skills as encompassing soft, transferable, or generic talents that students ought to acquire through their educational pursuits (Bhatti, M. A., Saat, S. a. M., Aleidan, M., Murshidi, G. H. M. A., Alyahya, M., & Juhari, A. S. 2022). As a result, it is important for graduates to have a broad set of skills that will allow them to adapt to change and succeed in the digital workplace. According to the Organization for Economic Co-operation and Development, occupation-specific skills are no longer adequate for graduates to satisfy the demands of the digital workplace, and a set of employability skills is required (World Economic Forum, 2020). Graduates must have communication skills such as written and spoken communication abilities, as well as digital communication skills (Marsh, E 2018).

The Bachelor of Science in Business Administration (BSBA) program at Monkayo College of Arts, Sciences and Technology has been producing graduates for nine years. In that time, the program has received feedback from industry partners that graduates need to have stronger employability skills, particularly in digital skills. To address this concern, the researcher has established a study to assess the digital business employability skills of BSBA students at Monkayo College of Arts, Sciences and Technology. With the few months before graduation, there is a need to assess whether the viewed employability skills acquired by Bachelor of Science in Business Administration students in digital business are fully achieved and thus, there is an urgency to conduct the study.

OBJECTIVES

The main objective of the study is to determine the level of employability skills of Bachelor of Science in Business Administration (BSBA) graduating students of the institution.

Specifically, study seeks to attain answer the following objectives:

1. To determine the level of employability skill in digital business of respondents in terms of: Digital Business Communication, Digital Business Teamwork, Digital Complex Problem Solving, Business Creativity and Innovation, Self-Management Skills, and Business Digital Learning Skills
2. To determine the significant difference between the level of employability skills in digital business when respondents are grouped into; Gender and Course.

The results of the study will be important and beneficial for BSBA programs, students, and employers. For BSBA programs, the results will help them to identify areas where they can improve their curriculum to better prepare students for the workforce. It will help to develop new assessment tools to measure the digital business employability skills of their students. This will help them to track the progress of their students and identify areas where they need additional support.

For the students, they can use the findings of the study to identify areas where they need to improve their digital business employability skills. To develop a personal development plan that outlines their goals for improving their digital business employability skills. This plan can help them to track their progress and stay motivated.

For employers, the results will help them to identify the skills that they are looking for in BSBA graduates. This will help them to write job postings that attract the best candidates and to select the most qualified candidates for employment. Employers can use the findings of the study to develop training programs for their employees. This training can help employees to improve their digital business employability skills and stay up-to-date on the latest trends.

METHODOLOGY

The study used a non-experimental descriptive quantitative research design. This means that the study did not involve any manipulation of the independent variable, and the data was collected in a descriptive way. The data was collected using survey questionnaires which were adopted from Suarta, I. M., & Suwintana, I. K. It was administered via google forms. Survey questionnaires is the common method for collecting quantitative data. The sample size of the study was 207, which is a relatively large sample size. This means that the results of the study are likely to be generalizable to the population from which the sample was drawn.

The respondents of the study were the graduating student of Monkayo College of Arts, Sciences and Technology graduating students of batch 2022-2023 across all bachelor of science in business administration program. The fact that the respondents were all graduating students means that they were about to enter the workforce and that their employability skills were of particular interest to the researchers. The researchers wanted to know how well prepared these students were for the digital business world, and whether there were any differences in their employability skills based on their gender or their specialization.

The Mann-Whitney U-test and Kruskal Wallis H-test were utilized to interpret the data. These are nonparametric statistical tests that can be used to compare two or more groups of data. These tests are used when the data is not normally distributed, which is often the case with survey data. In this study, the researcher used the Mann-Whitney U-test to compare two groups of data, and the Kruskal-Wallis H-test to compare three or more groups of data. The results of these tests were used to determine whether there were statistically significant differences between the groups.

RESULT AND DISCUSSION

Table 1. Significant difference when respondents are grouped according to their courses

Indicators	HRDM (mean)	Description	FM (mean)	Description	MM (mean)	Description
Digital Communication	**3.09**	Average	**2.92**	Average	**3.04**	Average
Digital Business Teamwork	**3.44**	Average	**3.30**	Average	**3.43**	Average
Digital Business Complex Problem Solving	**3.08**	Average	**2.98**	Average	**3.05**	Average
Business Creativity and Innovation	**3.11**	Average	**3.04**	Average	**3.16**	Average
Self-Management Skill	**3.32**	Average	**3.28**	Average	**3.34**	Average
Business Digital Learning Skills	**3.23**	Average	**3.26**	Average	**3.35**	Average
Total **(Overall mean)**	**3.21**	Average	**3.13**	Average	**3.29**	Average

The study found that there was no significant difference in the digital business employability skills of BSA students, regardless of their major. This means that all BSBA students, regardless of their major, have an average level of proficiency in digital business. The lack of skills among recent college graduates may contribute to unemployment and underemployment in established and emerging economies (Koys, Daniel J., Kenneth R. Thompson, William Marty Martin, and Phil Lewis., 2019). However, the study also found that there were some minor differences in the digital business employability skills of BSBA students by major.

Specifically, the study found that financial management and marketing management students had the lowest mean for digital communication. This means that these students may need to improve their skills in using digital technologies to communicate effectively. The study also found that human resource management students had the lowest mean for complex problem solving in digital business and problem -solving skills is one of the four most important employability qualities employers look for in entry-level workers (Strong, Mark H., Gary J. Burkholder, Emily G. Solberg, Amy Stellmack, William D. Presson, and Jean-Bernard Seitz., 2020). This means that these students need to improve their skills in using digital technologies to solve complex problems.

In addition, to the result, grouping the respondents by gender does not result in significant differences. Male respondents' digital communication (2.97) and business digital complex problem solving (2.97) scored the lowest on indicators of respondents' employability skills, and female respondents' digital communication (3.00) and business digital complex problem solving (3.04) scored similarly. In terms of measures for the same gender, the mean for digital teamwork was the highest (3.31) for men and (3.38) for women. A student with strong academic credentials but weak interpersonal, collaboration, critical thinking, and communication skills may struggle in their first graduate job. (Succi, Chiara, and Magali Canovi., 2020).

On the other hand, the study found that there was no significant difference in the digital business employability skills of BSBA students, regardless of their gender. This means that both male and female BSBA students have an average level of proficiency in digital business. However, the study also found that there were some minor differences in the digital business employability skills of BSBA students by gender. Specifically, the study found that male respondents had the lowest mean for digital communication and business digital complex problem solving. This means that male respondents may need to improve their skills in using digital technologies to communicate effectively and solve complex problems.

Furthermore, female respondents had the highest mean for digital teamwork. This means that female respondents may be better at working effectively with others in a digital environment. The findings of the study revealed that both male and female BSBA students have an average level of proficiency in digital business. However, the study also found that some BSBA students may need to improve their skills in specific areas of digital business, such as digital communication or complex problem solving.

Lastly, the findings of the study revealed that all BSBA students, regardless of their major and gender have an average level of proficiency in digital business. As per corporate entities, the primary employability attributes that hold utmost significance for entry-level positions among recent business graduates encompass effective communication, adept problem-solving abilities, positive attitudes and behaviors, as well as proficient collaborating skills (Mainga, W., Daniel, R. M., & Alamil, L., 2022). Therefore, BSBA students may need to improve their skills in specific areas of digital business, such as digital communication or complex problem solving. The significance of these findings lies in their relevance to BSBA programs and students, as they offer insights into the potential for recent graduates to secure their initial employment and establish a trajectory towards continuous learning and professional growth throughout their careers. (Mainga, W, et al., 2022)

CONCLUSIONS

The study's findings led the researcher to the following conclusions:

- there is no statistically significant variation in response rates when respondents are classified according to their gender and course of study. This means that the response rates of BSBA students were similar regardless of their gender or course of study. In other words, there was no evidence to suggest that gender or course of study had an impact on the likelihood the students responding to the survey.
- students obtaining a bachelor's degree in business administration typically have a basic understanding of digital business. This means that BSBA students are familiar with the concepts and terminology of digital business, and they have some basic skills in using digital technologies in business. However, it is important to note that a basic understanding of digital business is not the same as expertise in digital business. Students may need to further develop their skills in digital business in order to be successful in the workforce.

RECOMMENDATIONS

In light of the findings, conclusions, and interpretations of the data, the following recommendations were made:

- the researcher hopes that the institution will develop a program or incorporate it into the curriculum to help students improve their digital skills.
- the researcher suggests that s students must improve their skills in specific areas of digital business, such as digital communication or complex problem solving.
- it is hoped that the institution will provide further trainings or workshops to students in order to assist them in enhancing their employability skills in the field of digital business and making them more competent and competitive in the working world.
- additionally, it is hoped that the results of the study will provide school administrators with ideas on how to prepare students to be digitally literate, skilled, equipped, and job- and career-ready.
- furthermore, to develop students' skills in digital business, they may:

- Take additional courses in digital business;
- Get involved in extracurricular activities related to digital business;
- Internships or volunteer work in digital business;
- Attend conferences and workshops on digital business;
- Read books and articles about digital business.

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SPEAKING ANXIETY OF ENGLISH MAJOR STUDENTS IN USING SECOND LANGUAGE IN THE CLASSROOM: A PHENOMENOLOGICAL STUDY

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ABSTRACT

Speaking is one of the most crucial parts of language learning that students should master. Many students, however, continue to struggle with English, particularly in four-cornered classrooms. This phenomenon was observed at Monkayo College of Arts, Sciences, and Technology, especially among secondary school English students. This study used a phenomenological research design to uncover the students' experiences. The participants in the study were MonCAST students enrolled in the education department's English program. This group consisted of seven English major students who were anxious about speaking English in the classroom. This study was anchored to the theory of Horwitz, Horwitz, and Cope (1986), the Three-Part Model of Language Anxiety of foreign language anxiety. Based to the findings, four themes corresponded to the speaking anxieties experienced by English major students were misarticulating words and syntactically ill-formed sentences, lack of confidence, and fear of being inferior, among others. Self and mirror talk, watching online tutorials, speaking English with peers and other people, and encouraging students to practice speaking English in the classroom were the four themes that emerged from the students' coping mechanisms. English as a vital language in Communication, English as a universal language, English as the medium of learning materials in the Philippines, and English as a language in Commerce are the themes circled on the students' insights. This study will aid the college in developing remedial program for English major students who have troubled pronouncing words correctly and constructing grammatically accurate sentences. The college could use this program to help students who are afraid of public speaking and want to become English mentors in the future.

Keywords: speaking, anxiety, English major, second language, phenomenology

INTRODUCTION

Speaking is one of the important aspects that should be mastered by the students in learning a language. It is required to express what the speaker's purpose to say as effectively as possible to convey the message for the listeners but if someone intends to say something, they should be aware to construct the meaning to get an understanding from the listener and to avoid misunderstanding between the speaker and listener. In short speaking is the ability to perform linguistic knowledge in actual communication in oral form. However, many students are still struggling to use English language especially in the four-cornered classroom. They can speak, it is just that anxiety hits them first before they can utter ideas.

In speaking anxiety, speaking may affect the learners negatively which makes them nervous to speak in the target language. According to Basic (2011) states, speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have capacity to express themselves and knowledge that is worth hearing. It means students with speaking anxiety experience failure; he or she will rather remain quiet than take the risk of failing again. It is frequently suggested that children who have not been encouraged to speak from an early stage also contribute to limited opportunities to practice oral skills.

Horwitz, et.al (1986) studied three types of speaking anxiety which are communication apprehension (the fear of communicating with other people), fear of negative evaluation (worry about how others view the speaker), and test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance). Communication apprehension is a type of shyness which is characterized by fear of or anxiety that occurs when somebody communicates with others. Then, fear of negative evaluation is avoidance of evaluative situations and expectation that others will evaluate them negatively. In test anxiety, students are covered by fear of failure in a test while doing speaking performance.

Furthermore, Iverach et al. (2011) determined fear of negative self- evaluation as another source of English-speaking anxiety. Park and Lee (2005) singled out criticism as one of the three main components of anxiety for Korean learners of English, aside from communication and examination. Von Worde (2003) and Huimin (2008) include teachers as a source of the anxiety wherein students portray their language teachers as someone who "tries to make you feel stupid," "very intimidating," "apathetic," "condescending," "a very nasty person," "very stern and mean she almost scared me," and even "obnoxious." Generally, students reported instances where the teacher had either humiliated them or made them feel very uncomfortable. Tsiplakides (2009) argues that teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation, or low performance. As to fear of failing, being corrected when speaking is among the important factors leading to speaking-in-class anxiety.

In addition, learners' individual personality traits, such as introversion or extraversion, are associated with anxiety arousal (Brown et al. 2001; Gregersen and Horwitz 2002). Young (1991) identified six potential sources of language anxiety from three areas of arousal: the learner, the teacher, and the instructional practice. He claimed that language anxiety is caused by (1) learners' personal and interpersonal anxiety, (2) learners' beliefs about language learning, (3) instructors' beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures, and (6) language testing.

Purpose of the Study

The aim of this phenomenological study is to identify and investigate the causes behind the anxiety of English major students in speaking English language inside the classroom in undergraduate program and recommend steps or training that could be adopted to overcome their anxieties in speaking the second language inside the classroom.

Research Questions

The research questions used for this qualitative phenomenological study focused on the experiences of English major students in their speaking anxiety in using the second language inside the classroom.

1. What are the speaking anxieties experienced by English major students in utilizing English/ second language inside the classroom?
2. What are the coping mechanisms used by the English major students in overcoming their speaking anxieties experienced in utilizing English/second language?
3. What are the insights of the English major students on the importance of speaking English/second language as a secondary future educators?

Theoretical Lens

This research study is anchored to the theory of Horwitz, Horwitz and Cope (1986), the Three-Part Model of Language Anxiety. This model suggests that it is useful to draw a parallel between language anxiety and three related performance anxieties, i.e. communication apprehension, test anxiety, and fear of negative evaluation. Due to its emphasis on interpersonal interactions, the construct of communication apprehension is strongly relevant to the conceptualization of foreign language anxiety. The first component, communication apprehension, is 'a type of shyness characterized by fear of oral face-to-face communicating with people'. Manifestations of communication apprehension are difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage fright), or in listening to a spoken message (receiver anxiety).

Horwitz, Horwitz, and Cope (1986) propose that language students have mature thoughts and ideas but an immature second language vocabulary to express them. Those who typically have trouble speaking in groups are likely to 24 experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation, and the performance is constantly monitored. The inability either to express oneself or to comprehend another person leads to frustration and apprehension.

The second component, test anxiety, refers to 'a type of performance anxiety stemming from a fear of failure' (Sarason, 1980). It is relevant to foreign language anxiety because performance evaluation is an ongoing feature of most foreign language classes. Students who are anxious about tests in their foreign language classes probably experience considerable difficulty since they must take tests and quizzes frequently as a requirement of continual evaluation.

The last component of language anxiety is fear of negative evaluation. It is defined as 'apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively' (Watson and Friend, 1969). Besides, fear of negative evaluation often stems from competitiveness, i.e., from students' evaluating themselves relative to other students rather than from evaluation by teachers (Abernathy, 1998).

This theory is also supported by Self-Determination Theory by Edward Deci and Richard Ryan (2012). This is a theory of human motivation developed by psychologists Edward Deci and Richard Ryan. Motivation, in this context, is what moves us to act. The theory looks at the inherent, positive human tendency to move towards growth, and outlines three core needs which facilitate that growth. Those needs are Autonomy, Competence and Relatedness. Competence – The need to experience our behaviors as effectively enacted (to feel like we've done a good job). Autonomy – The need to experience behavior as voluntary and "…reflectively self-endorsed" (to feel like we have control over what we do). Relatedness – The need to "…interact, be connected to, and experience caring for others" (to have meaningful relationships and interactions with other people).Here's why these needs are so critical: SDT outlines two types of motivation, intrinsic and extrinsic. The three needs promote intrinsic motivation.

This type of motivation initiates "behavior for its own sake," because it's inherently satisfying or engaging. That innate human tendency to move towards growth, mentioned earlier is, essentially, intrinsic motivation. On the flip side, extrinsic motivation initiates behavior for the sake of getting a reward (more on this later) or achieving an external goal. While extrinsic motivation doesn't automatically lend itself to the satisfaction of the three core needs, SDT defines different types of extrinsic motivation that can (through a process called internalization) ultimately provide support for them. Back to the idea of rewards – within this concept of extrinsic motivation, there are both extrinsic and intrinsic rewards.

METHODOLOGY

The study employed Phenomenological Research Design. According to Gupeteo (2014) phenomenological research seeks essentially to describe rather than explain and to start from a perspective free from hypotheses or preconceptions.

Research Participants

The study considered the students of Monkayo College of Arts, Sciences and Technology under the education department- English program as the participants. This is composed of seven English major students who experienced speaking anxiety in speaking English language in the classroom.

Data Gathering Methods

The researcher agreed to commit this qualitative research and found a relevant study that would add to the body of knowledge and provide new information to the students, teachers, administration, and the entire institution. In the first phase of realizing the study, the researcher conceptualized the direction of the study. After which, the researcher then asked permission to the chosen students as participants of the study. When permission was granted, the researcher then informed the participants regarding the conduct of the study. Before the observation, exploratory interview, recorded conversation, and research questions were employed, the researchers gave an ample of information on the purpose of the study and the flow of gathering the information needed to the participants.

Furthermore, to collect more responses from the participants, research questionnaire was sent via google form wherein they were allowed to express their verbatim responses in Bisaya, Filipino or English. After the collection of the information and responses, we then categorized, summarized, and interpreted the data.

FINDINGS

This chapter provides a rich description of the whole process undertaken for the fulfillment of this phenomenological study. Added to this section are other important matters which transpired right after the results have been gathered, especially on the emerging themes and statements generated. Included in this phase are the decisions on each essential theme, matched with its literature and own reflection of the researcher. Moreover, this chapter also highlights the implications for practice and implications for future research and everything put together to arrive at concluding remarks.

With full effort dedicated to fulfill the objectives of this research, this phenomenological study was able to capture the statements on what are the experiences of the students on having speaking anxiety in utilizing English/second language in the classroom. Moreover, to dig into the subject of the study, the challenges experienced on having speaking anxiety of utilizing English/second language in the classroom were also documented as well as the possible coping mechanisms to address the said inquiry.

Moreover, this study absolutely coincides with the theory the Three-Part Model of Language Anxiety by Horwitz, Horwitz and Cope. This suggested that it is useful to draw a parallel between language anxiety and three related performance anxieties, i.e., communication apprehension, test anxiety, and fear of negative evaluation. The theory also added that due to its emphasis on interpersonal interactions, the construct of communication apprehension is strongly relevant to the conceptualization of foreign language anxiety. (Horwitz, Horwitz and Cope 1986).

Based on their clinical experience with foreign language students in university classes during their teaching process, and feedback received from 30 students attending a support group for language learning, Horwitz, Horwitz and Cope suggested that foreign language anxiety should be viewed as a situation -specific anxiety arising from the uniqueness of the formal learning of a foreign language, not just a case of general classroom anxiety being transferred to foreign language learning. According to Horwitz et al., no other fields of study implicate self-concept and self-expression to the same degree as foreign language study. This feature makes the anxiety caused by foreign language learning distinctive from other academic anxieties. It is possible that students with general anxiety are likely to experience FLA; however, it is not uncommon to find those who are very good at other subjects frustrated in learning a foreign language. Therefore, there must be something unique to the language learning experience that makes some students anxious.

Speaking Anxieties Experienced by English Major Students in Utilizing English/ Second Language Inside the Classroom

The speaking anxieties experienced by the students in utilizing English language as second language in the classroom were the focus of this study, the analyzed data and responses from observations, and IDI discovered three themes. Revealed are as follows misarticulating of words and syntactically ill-formed sentences, insufficient English vocabulary, insufficient English vocabulary, and lack of confidence. As findings of the study, it was found out that students specializing English have struggles in ***misarticulating of words and syntactically ill-formed sentences aspect***. Based on their narrations, having the ability to pronounce English words properly with a correct structure of words in a sentence when speaking is an edge. However, there are students who are enrolled in English major class who find it difficult to speak because they cannot pronounce the words correctly and they are afraid to speak up in the classroom because they have a bad grammar.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes great difficulties in language learning (Pourhosein Gilakjani, 2012).

Grammar enables learners to combine linguistic units in a grammatical sentence with its rules (Afdaleni, 2018; Patoc & Lasaten, 2019). Adequate grammar competence enables learners to make effective communication because they always apply grammatical accuracy in using the language (Marashi, 2014). By using grammar, students can explain their thoughts vividly and meaningfully (Bradshaw in

Sioco & Vera, 2018). If students do not have good grammar knowledge, they do not understand how to write sentences grammatically and how to comprehend their meaning (Cam & Tran, 2017).

Furthermore, based on the data gathered, other participants expressed more on their difficulties about ***insufficient English vocabulary*** aspect. The result of the study revealed that speaking English is never an easy task for every individual who is not born as native speaker of this language. There are students who admit that the reason for their speaking anxiety is the insufficient English vocabulary which hinders them to speak out in the class during recitation, and other classroom activities.

Vocabulary learning helps acquire language, develop the learners' reading proficiency, and is beneficial for reading comprehension (Tozcu & Coady, 2004). In addition, vocabulary plays a vital role in human communication. Vocabulary is significant for written and oral discourses in any language. As reviewing a study on teaching vocabularies, vocabulary is a large stock of words in a language. Memorizing many vocabularies in any language can help the speakers to communicate with people effectively. (Oljira, 2015). Similarly, Yang and Dai (2012) report that in learning a mother tongue or any foreign language, vocabulary is the most significant component. Language acquisition cannot take place without learning its words with unlimited shifts in meaning caused by various contextual variables. Therefore, vocabulary is important for effective communication, whether it is oral or written communication. The lack of vocabulary leads to communicative barriers, particularly the majority of the second and foreign-language speakers struggle to speak the language due to insufficient vocabulary. Effective oral communication is regarded as a flow of speech. Therefore, a large number of vocabulary words is needed for fluent speaking.

Moreover, lack of confidence was also stipulated. As the interview conducted, it was found out that aside from having poor vocabulary, mispronunciation, and grammatical error, participants shared that having no confidence upgrades their anxiety in speaking English in the classroom. Students just remain behave on their seat while listening to their other classmates who have enough confidence to speak using English language. According to Horwitz (1986, p.127) states that, "Anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety", such demotivation would probably make 10th grade students give up easily when they have to: 1) face situations when they do not feel confident enough, 2) solve tasks they find difficult in the English class or 3) choose to work other subjects they find easier or more attractive. Additionally, Dörnyei (2005, p.211) when he stated that "The concept of self- confidence is closely related to self-esteem, both share an emphasis on the individual's perception of his or her abilities as a person".

Another struggle of having speaking anxiety is the fear of being inferior. Speaking anxieties shoulder another burden for some students who are afraid to speak using English language in the classroom, and it is being afraid to be judged by their classmates when they commit mistakes in speaking the target language. Because of this reason, they prefer to stay quiet in the corners of the classroom, then to converse and be judged and laughed at. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in speaking activities (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Themes on The Coping Mechanisms Used by the English Major Students in Overcoming their Speaking Anxieties Experienced in Utilizing English/Second Language

Themes extracted from the IDI were the following: *Self and Mirror Talk, Watching Online Tutorials to Improve English Speaking Skills, Speaking with Peers and Other People, and Encouraging Students to Practice Speaking English in the Classroom*. The findings revealed that students specializing English are also overcoming their anxiety in speaking English in the classroom.

The result of the study revealed that the learners apply ***self, and mirror talk*** to cope with their speaking anxiety in utilizing English in the classroom. English speaking anxieties can be overcome by different strategies to improve the communication skills and other factors related to this. As such, one of the ways that was being shared by the participants is through self-talk and mirror talk. As stipulated by (Rajala et al., 2012, p.64), oftentimes, students engage in self-talk+ when they are confused about the answer, want to determine the correct answer, or are assisting their peer in determining the answer. Redirecting or restructuring a students' thought process helps students further engage in the process of obtaining answers or solution.

Similarly, Fernyhough (2009, 2016) argues that inner speech is fundamentally dialogic and permits people to take perspectives on, understand, and integrate their internal and external worlds. This process includes creating representations of the inner experiences of other people. As such, it is reasonable to predict that some kinds of self-talk will be positively associated with certain types of inner dialogues. For example, social-assessing self-talk is probably like dialogues that include an imagined social mirror.

Another finding that is being divulged by the participants is through ***watching online tutorials to improve English speaking skills.*** Part of participants' ways of overcoming their anxieties in speaking English language in the classroom is through watching online tutorials to improve their English-speaking skills. It was found out that through tutorial videos, it reduces their apeaking anxiety in utilizing English language in the classroom.

Satar and Özdener (2008) state that CMC could become an efficient tool as it allows more time for a learner to practice and prepare for their speech. This could avoid potential judgments from the audience, which can, in turn, reduce anxiety and boost confidence when speaking. One notable CMC platform is an online video-based system named video blogs. This statement is also supported by Watkins (2012) who states that video blogs (in short, vlogs) are text-based blogs in the form of videos, whereas „vlogging" is an act of candidly recording videos on matters of interest and posting the content on the internet. One popular website that supports this media content sharing, among others, is YouTube. Video blogs have garnered vast attention and interest, not only for the masses, but also among educators. These video blogs are userfriendly, flexible in terms of content production, interactive and beneficial in facilitating language learning. This digital learning environment is aligned to the needs of Education 4.0, especially at tertiary level. Additionally, this video blog platform is usually chosen as the medium of speech for the public speaking experience of learners as it can positively affect their willingness to communicate by providing a safe environment for self-expression and peer interaction (Alm, 2009). T

Furthermore, ***speaking with peers and other people*** was also added by the participants on their coping mechanisms. Reaching out with others would help the students with speaking anxieties in utilizing English language in the classroom. In this way, they could enhance their speaking skills as well as their confidence in speaking in front of others. This global language feature of English fuels a 'demand' for English (Tsan, 2008), which is used in communication all over the world and made it a must to be learned and understood. It is therefore a must for the academe to continuously improve and enrich the use of English and engage the youth in using the language for the common good.

Consequently, using English fluently and accurately in a variety of purposes and settings becomes a priority of English language learners. Fluency as the ability to converse with others, much more than to read, write, or comprehend oral language (Nasiruddin & Sahril, 2018, p. 3). According to Nasiruddin & Sahril, the teachers regard speaking or oral communication as the most important skill to acquire; further, they assess students' progress regarding their accomplishments in oral or spoken communication (Nasiruddin & Sahril, 2018, p. 3). As an important language skill, speaking skill needs additional time to practice it.

In addition, Richards and Renandya (2002:204) states that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language and expressions are needed in conveying messages directly without any accompanying speech. On the the other hand, Brown (2007:225) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gesture, eye contact, physical distance and other nonverbal 13 messages. The nonverbal messages will help the speaker to enhance listener attention. So, communication will be more effective.

Moreover, ***encouraging students to practice speaking English in the classroom*** was given emphasis by the participants that would also help them cope with their speaking anxiety. As shared by the participants, encouraging the students to practice speaking English in the classroom would be a great help to improve the anxiety of speaking second language. As suggested, teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments. In relation to learners' perception of low ability, teachers should make interventions in the classroom environment and practices and create a “sense of community in the classroom”, so that students do not perceive it a competitive, while pair and group work can be incorporated (Kitano, 2001). Castrillón (2003) also added in her project “Encouraging the development of children’s oral communicative competences through play” shows that activities such as linguistic games, drama, songs, sketches, presentations of little tasks, constitute useful tools for the students participate actively and require them to work cooperatively. She also suggests considering relevant aspects when using games for learning purposes such as the learner’s characteristics, their lives, interests, and cultural contexts to define and “contextualize the language through the use of concrete activities related to the children’s lives” (p. 64).

In addition, we sometimes use games to motivate them or at the end of a term but diminish their pedagogical use not just as an essential axis around which language is learnt and oral production can be promoted; we often forget that many other abilities and values can be acquired. Humor is also a way to reduce anxiety. The study also revealed that the teacher can use some embarrassing situations or mistakes to have fun and show it happens to others; that she/he is not the only one. When the students have a certain security that they are not going to be judged they are more likely to participate in the events. From the beginning we made agreements with respect to this in the group. We emphasized they were in a stage of the learning process, that it was common and normal to make mistakes in pronunciation or spelling; that they occur everywhere. “Mistakes are okay because without mistakes there is no learning and there is a lot of learning from mistakes” (Dörnyei, 2002, p. 93).

The insights of the English Major Students on the Importance of Speaking English/Second Language as Secondary Future Educators

Themes focusing on their insights on the importance of speaking English/ second language as future educators are the following: *English as Vital in Communication, English as a Universal Language, English as the Medium of Learning Materials in the Philippines, and English as Language in Commerce*.

The responses on the theme ***English as vital in communication*** revealed that the ability to speak English language nowadays in communication is considered important. Hence, Sneddon, (2003) asserted that as a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. In this kind of international interactions, English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate among different people from different countries.

Similarly, Khan & Arshad (2012) have highlighted the need for knowing English as a subject and a language. They believe that learners require to listen to English with correct pronunciation and do kind of exercises and take part in debate races. They analyzed 20 male students and 20 female students. They concluded that it is necessary to teach English as a subject. English as a language is not given chance to learners to improve their speaking ability. Teachers should be more responsible by having expert knowledge and abilities to develop second language ability, more emphasis on the quality of books, more given time to speaking and more phonetic exercise of learners. Teachers should also provide a friendly environment for students and improve boldness and self-assurance in learners for asking questions.

Further, ***English as a universal language*** was also divulged by the in this finding that English dominates not just in selected countries, but it is in the whole world which makes it a universal language. English has been much more used than before because of the globalization and a need to reduce distances through such tools of communication (Bern, 2012).

Similarly, Luchayar (2015) states that there is no doubt that English language has become the most important language in this technological era and even it is spreading more and more due to internet and many other reasons. As a result, it has many advantages for the world. One of the most important points is that English is the official language of international travelling and the whole world is speaking it. Therefore, they can communicate with each other easily. Another reason is that in our modern and technological societies, technological and electronic gadgets such as mobile and many other devices are using English to communicate, nd this has led to the great spreading of this language. Thirdly, in global world English language has become important part to make in every field and nowadays people who know English, they are easily getting career opportunity in home country and overseas due to English language.

On the other hand, ***English as the medium of learning materials in the Philippines***. Was also extracted from the response of the participant as it revealed that English is considered as the second language here in the Philippines, and widely spoken as medium of instruction in the academe. It means that English language must be learnt for this is the medium used in books and other learning materials. English is arguably the most important subject in the Philippine school curriculum and to be able to understand his or her teachers in all other subjects effectively, a student needs at least fair knowledge of the English language. English language is referred to as the key to all other subjects. To be eligible for admission to universities and other higher institutions of learning, a student must pass English language at credit or distinction level. English is also the sole medium of communication in the university communities in the Southeast Asia, particularly in the Philippines (Kirkpatrick, 2014).

Additionally, the Philippine education system has been using English as a medium of instruction from elementary to university level for decades (Gonzalez, 2003). This has also reinforced the notion that English is easy - even a child can do it - and available. It is a tool for learning and a medium of communication. More than this, English is the language of power and progress. In the Philippines, it is highly valued not only because it is functional and practical and washes over us constantly, but more importantly, because it is an affordable item, a skill that can be used to increase one's position, respectability and marketability. In most cases, the greater one's ability to understand and use English, the 2018 TESOL International Journal Vol. 13 Issue 3 , ISSN 2094-3938 TESOL International Journal 89 better chances of career advancement. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere (Crystal, 2003; Antimoon, 2012).

Consequently, ***English as language in commerce*** indicated that as a popular language in the world, English also dominated in economic sector. It is now considered as the language of business. Based on Khan & Arshad (2012), they have highlighted the need for knowing English as a subject and a language. They believe that learners require to listen to English with correct pronunciation and do kind of exercises and take part in debate.

English language is a universal language, and it is an essential tool for communication with the rest of the world. To develop the country in every aspect, in order to advance further and becomes equal in the international world, it is necessary to develop the potential of the country's population, to have the knowledge and ability in English communication (Jenjira Chaipan and group, 2013). From the above-mentioned situation, both, the government offices and private sectors have been giving the importance more for the youth development in the use of English for communication (Yaowaluck Yimon, 2014). Especially, the institutions of higher education, government, and private institutions, have set up programs of English Language Communication for Business (Vichian Puncreobutr, 2016).

However, the format in business operation in the present days has changed dramatically ever since digital technology and communication has a role in the daily life of society. Bringing various factors of technology and new communication systems, to be a part in deciding. Having mechanism in operating business with the new, modern system, known as the e-commerce which is an important part in operating the business both at present and in the future (Jakrit Manvicha and Group, 2016). Therefore, English is the main language in business communication, in various transactions through computer network and a part in the driving force of Thailand 4.0 (Vichian Puncreobutr, 2017). I

Moreover, Sneddon (2003) says, "As a global language, it is obvious that English plays an important role in international interaction. International interaction includes economic relationship among countries, international business relationship, global trading and others". English is used as lingua franca in these international interactions.

CONCLUSIONS

The students' experiences in having speaking anxiety using English/second language must be put into the pedestal of priority. Certainly, this can battle the chains of having poor speaking skills of the students, especially those who are enrolled in education specializing English, and to the institution and the teachers.

Thus, the challenges in terms of misarticulating of words and syntactically ill-formed sentences, insufficient English vocabulary, insufficient English vocabulary, and lack of confidence deserved full attention. This is to cater effective remedies to all these existing dilemmas, and thus solidify the students' experiences, aid them to face the challenges, and help them cope with their situation in speaking anxiety using the second language in the classroom.

An overview of the theory used in this study concerning the speaking anxiety of the students utilizing English language indicates that this is a common experience not just here in the Philippines, but worldwide. This clearly shows that students, regardless of country, have anxieties in speaking English language be it in the academe, or in business field, which can be a notable dilemma for aspiring English language teachers.

RECOMMENDATIONS

Based on the results gathered in the study on the speaking anxiety experienced by the English major students using English/ second language in the classroom in Monkayo College of Arts, Sciences and Technology (MonCAST), Poblacion, Monkayo, Davao de Oro. This research presents the suggested recommendations based on the findings on the findings, analysis, and results from the conducted form the investigation.

*Monkayo College of Arts,Sciences and Technology (MonCAST).*This research would help the institution in designing a remedial program for English major students who have difficulty in pronouncing the words correctly, and having difficulties composing grammatically correct sentences. Through this program, the institution could lift up the students who are having speaking anxieties and are planning to become English mentors in the future.

Teachers. Based on the findings of the study, elucidated that the teachers must have classroom activities that will trigger the students' speaking skills all the time, so they can manage their speaking difficulties in the classroom and improve their pragmatic competence.

Students. Students are said to be the main highlight of this study. As to the gathered information, it is recommended that English major students must be encouraged to be involved in any language activities to practice their skills, and to cope with their speaking anxiety using English.

Future Researchers. Since the problems, and somehow the silver lining of the situation presented by the research participants, a good intervention program can be crafted to address the difficulties and strengthen the hopes of the participants that this research can brace their experiences in speaking anxiety using English/second language in the classroom.

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MATTHEW EFFECTS IN LEARNING DURING CONTAGION

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ABSTRACT

Utilization of modular learning as an alternative type of instruction during the pandemic gave parents a crucial role in monitoring, and assisting their children's education. However, Matthew's Effects on learning was observed in the learning of the students, this phenomenon states that the wealthiest get richer and the poor get impoverished. This phenomenological study aimed to uncover the experiences of slow reader parents in Pasian, Monkayo, Davao de Oro who assisted their slow reader children. It is also meant to describe parents' efforts to help their children learn the modules' contents despite their limited reading ability. The first research question yielded five themes: difficulty in reading comprehension, struggle in accessing school, struggle in seeking help from others, lack of background, and experience exhaustion. Sharing of schemata, skipping difficult lessons, seeking help from knowledgeable others, reprimanding the children, and giving of rewards were the five key themes for the second research question. Themes circled on the third research question: parents' role in reading development of the kids, illiteracy affects quality learning, and scaffolding enhances learning. For recommendations, schools should conduct proper monitoring, teachers should plan learning opportunities that can assess students, they should encourage parents to assist their children, they should find solutions to address the needs of parents and students, reading programs and remedial sessions should be conducted, and a reading session should be held for students who have difficulty in reading.

Keywords: Matthew Effects in Learning, Frustrated Reader Parents, Contagion, Phenomenology, Monkayo.

INTRODUCTION

The adoption of modular learning during the pandemic has imposed significant responsibilities on parents, requiring them to support, oversee, and assist their children's education. Educated parents have found it manageable to sit alongside their children, addressing their queries and actively engaging in their learning journey. Some parents have taken an active role, from acquiring the learning modules to aiding with their completion. However, Cao and Li (2020), revealed that many parents harbored negative sentiments about online learning, preferring traditional methods due to the challenges brought about by the pandemic, their children's insufficient self-regulation, and their own lack of time and expertise in supporting online education. Balancing various responsibilities, motivating learners, ensuring accessibility, and achieving desired learning outcomes have become demanding tasks for parents, making them integral contributors to their children's education.

It is evident that certain parents encountered difficulties while supervising and assisting their children's learning. Their involvement in module-related activities often proved exasperating, time-consuming, and a test of their patience. A global perspective, as highlighted by Bhamani, Makhdoom, et al. (2020) in their study titled "Home Learning in Times of COVID: Experiences of Parents," revealed that the sudden closure of schools deeply unsettled parents, leaving them concerned about their children's daily routines and academic progress. Parents found themselves taking on more homework-related responsibilities, including explaining worksheets and tasks. Consequently, some students struggled to read or grasp the module content, heavily relying on their parents for assistance, even when these parents had their own work commitments. The unfortunate reality complicating parents' roles during home learning was their inadequate reading skills, further exacerbated by their children's frustrating reading abilities.

In the Philippines, with education shifting away from traditional school settings, parents have become indispensable partners in the learning process (FlipScience, 2020). Their primary role in modular learning is to establish a strong connection with their children and provide guidance. According to the Department of Education (DepEd, 2020), parents and guardians assume distinct roles in Modular Learning, including Module-ator, Bundy-clock, and Home Innovator. As Module-ators, they collect and submit printed Self-Learning Modules to and from schools or barangay halls each week. Acting as Bundy-clocks, their responsibility is to ensure their children adhere to the provided schedule or workweek plan to prevent cramming or submission delays, which could impact their child's performance. Lastly, as Home Innovators, parents create conducive learning environments to help their children concentrate on their studies and aid in understanding module content.

The demand for modular learning has presented challenges for certain parents. Those grappling with reading comprehension may find it arduous to assist their children with module-related tasks. Likewise, children with poor reading skills may encounter difficulties completing the modules effectively. This scenario has underscored the impact on learning and reading skills during lockdowns, particularly affecting children at risk of reading difficulties, especially if they lack exposure to reading. Cited by Lukong et al. (2020), in terms of learners' motivation and learning outcomes, parents have noted shortcomings in their children's attention to lessons, difficulties in keeping pace with instructions, challenges in completing and comprehending desired outputs, as well as health-related concerns. Students' attitudes, learning styles, and lifestyle adjustments have played significant roles in shaping their learning outcomes.

The shift to modular learning has compelled parents to be fully engaged in supporting their children's education. Nevertheless, some parents, particularly those with slow reading skills, encounter difficulties in comprehending module content and explaining lessons to their children. Furthermore, their children's limited reading abilities present obstacles to their academic progress. To gain insights into the experiences of parents who are slow readers and are assisting their struggling reader children during the pandemic, a phenomenological study is planned. This study aims to reveal the strategies employed by these parents to guide their children in reading and learning from the modules, despite their own limited educational background and reading capabilities.

Purpose of the Study

This phenomenological study delved into the experiences of slow-reader parents in Barangay Pasian particularly in Pasian Elementary School, Monkayo, Davao de Oro, as they navigated teaching and assisting their struggling children during the pandemic. The research sought to shed light on the challenges faced by these parents and the efforts they exerted to guide their children in comprehending and learning from the modules, despite their limited reading abilities. Through in-depth exploration, the study aimed to provide valuable insights into the unique circumstances and strategies employed by slow-reader parents in supporting their children's education during these unprecedented times.

Statement of the Problem

The primary objective of this research is to explore the Matthew Effects in Learning of parents who have reading difficulties and who have been involved in instructing and assisting their children with reading challenges during the implementation of modular learning. It sought also to explain the Matthew Effect phenomenon experienced by the parents to the learning of their children.

Specifically, it aimed to answer the following research questions:

1. What are the experiences of slow reader parents in teaching and assisting their laggard children during the pandemic?

2. What specific coping learning strategies do the parents or guardians implement at home to help their laggard children answer their modules?

3. What are the insights of the slow reader parents in teaching their laggard children during the pandemic?

METHODOLOGY

Qualitative research method is the most appropriate design for this research because in understanding experience of slow reader parents, the researcher looked in the story of the parents, noting their involvement in the learning of their children. Phenomenology is used since it dwells on lived experiences of parents and it uses gathered information from the parents to describe their experiences. Phenomenological Research Design, which, according to Gupeteo (2014), aims to describe rather than explain, starting from a perspective devoid of hypotheses or preconceptions. Phenomenology begins by exploring a condition or experience and investigates its effects and perceptions through participants' narrations of their shared experiences or conditions. This research method examines the phenomenon from the subjective perspective of the participants. As Willis (2007) cited by Bound (2011) explained, phenomenology centers on the subjectivity of reality and emphasizes the importance of understanding how humans perceive themselves and the world around them. The participants of this research were those poor reader parents in Pasian Elementary School, Monkayo, Davao de Oro. They were identified and referred by the teacher of the pupils and underwent a reading activity evaluation conducted by the researcher.

The study involved five (5) parents who were categorized as slow readers after a reading activity conducted by the researchers. These parents were actively supporting their children's education during the pandemic's modular learning. They were identified through snowball sampling, which involved referrals from existing study participants. According to Nikolopoulou (2022), snowball sampling is a non-probability sampling method where new units are recruited by other units to form part of the sample. Snowball sampling can be a useful way to conduct research about people with specific traits who might otherwise be difficult to identify (e.g., people with a rare disease). Also known as chain sampling or network sampling, snowball sampling begins with one or more study participants. It then continues on the basis of referrals from those participants. This process continues until you reach the desired sample, or a saturation point.

In the initial phase of the study, the researcher, with the support of the institution's research office, formulated the study's direction and obtained approval and validation for the questionnaires. Subsequently, permission was sought from the Program Head of the Teacher Education Department and to the school principal of Pasian Elementary School to conduct the research. When permission was granted, the five participants, parents facing reading difficulties due to poor educational foundations, were informed about the study.

In collecting data, in-depth-interviews, and recorded conversations were used to address the research questions, the participants were extensively informed about the study's purpose and the data-gathering process. During the interviews, the researcher allowed the participants to respond in their preferred language, encouraging them to freely express their feelings, experiences, and insights related to the study. Additionally, the researcher employed observation to take note of the parents' experiences during the new learning modality, capturing essential details about their challenges and difficulties.

This research followed a phenomenological design, aiming to describe and understand the experiences of parents facing reading difficulties. The data were carefully organized, with multiple questions asked and the responses sorted and reviewed. The shared experiences of the parents were transcribed and thoroughly examined. In the analysis process, data categories were created to identify essential themes by sorting data based on shared characteristics of responses. The researcher summarized the crucial details, ensuring they addressed the research questions through thematic analysis; thematic analysis is a qualitative data analysis method involving the identification of patterns in meaning across the data set, such as transcripts from in-depth interviews (Braun and Clarke, 2006).

RESULTS AND DISCUSSION

This section encompassed the study's discussion, conclusion, and recommendations, with the primary objective of exploring the Matthew Effects of Learning in the experiences of slow-reader parents as they assisted or taught their struggling children during the modular learning. As a qualitative study, data were collected through in-depth interviews and analyzed using thematic and content analysis. The essential themes identified served as a foundation for expanding the discussion and findings. To provide further context, these themes were connected to existing local, national, and international literature.

Experiences of Slow Reader Parents in Teaching and Assisting their Children During the Contagion.

Six (6) themes corresponded to the experiences of the slow reader parents in teaching their frustrated reader children during the pandemic: *Difficulty in Reading and Comprehending, Struggle in Accessing Children's School, Struggle in Seeking Assistance from Others, Poor Background Knowledge, and Experience Exhaustion*.

Difficulty in Reading and Comprehension. Parents with limited educational backgrounds faced notable challenges when it came to supporting their children, particularly those who have difficulty in reading during the pandemic. Among the participants in this study, they openly acknowledged the hurdles they encountered. Primarily, their own difficulties in reading and comprehending the educational materials were their main problem experienced in helping their children. When their children sought assistance and help in understanding the modules, these parents found themselves unable to provide precise answers or teach them the appropriate techniques for reading and comprehending the module content. Regrettably, these difficulties led to a reduced level of parental involvement in their children's learning during contagion.

"I cannot assist them in answering their modules since I cannot read properly"
"During modular learning, parents should comprehend the modules in order to help their kids."

Parents during contagion were more providers, ensuring that their children have the needed learning and support to access education and schooling, they had taken full responsibility for home-schooling their children (Ceka & Murati, 2016; Emerson et al., 2012). However, in the citation of Sorensen (2012), his study revealed the most challenging aspect of the new learning modality for parents was keeping their children in teaching and monitoring, part of it was their understanding and comprehension of the learning materials.

Struggle in Accessing Children's School. Another prevalent theme that emerged was the significant challenges parents faced was accessing their children's school and teachers, primarily due to issues related to distance and their own busy schedules. With the introduction of the new learning modality, the traditional avenue of physically going to the school to seek help or obtain additional explanations from teachers became largely impractical. This limitation stemmed from various factors, including geographical distances and the parents' commitments and responsibilities.

Because of these constraints, parents found themselves in a situation where they could not readily reach out to teachers for guidance. In this context, they heavily relied on the occasional assistance and support from their neighbors and friends. These informal networks of support became crucial in bridging the gap left by the inability to directly engage with teachers or school personnel.
In a study conducted by Irvin et al (2010), it was reported that some parents believed their children lacked literacy skills and proficiency required to excel in modular education. Furthermore, certain parents expressed dissatisfaction with the concept of distance learning, asserting that it should not serve as a substitute for traditional face-to-face education. Despite the acknowledged advantages of distance learning, such as time and effort savings for students, these parents felt that it did not adequately address the educational requirements of their children, leading to overall dissatisfaction with their children's progress. Additionally, some parents contended that the inflexibility of the distance learning approach hindered their child's learning experience, as immediate clarification for unclear concepts was not readily available when needed (Irvin et al, 2010).

"I cannot go to school to ask for help."
"We are far from the school. We cannot go directly there to ask for help."

In the research conducted by Hoover-Dempsey et al (2005), he exposed the different factors that influence a parent's ability to actively contribute to a child's education; these were the parent's skill, knowledge, energy, and time availability. His research underscored the importance of considering these four factors when assessing a parent's potential to actively participate in their child's education. Understanding the interplay of skill, knowledge, energy, and time availability provides valuable insights into how parents can best support their children's educational endeavors.

Struggle in Seeking Assistance from Others. Parents in this study commonly struggled in seeking assistance from others, they engaged in asking help from individuals who possessed knowledge or expertise in the educational materials or topics. Their reason for doing so was rooted in the desire to enhance their own understanding, thereby equipping themselves with valuable insights to share with their children. This experience reflected the parents' commitment to supporting their children's education. By seeking help from knowledgeable individuals, whether these were educators, friends, or family members with expertise, parents aimed to bridge any gaps in their own comprehension. This pursuit of knowledge from external sources was driven by their aspiration to better assist their children and serve as effective educational guides.

Furthermore, parents acknowledged that the educational materials, particularly in the context of the new learning modality, could be complex and challenging to grasp. In light of this, they encouraged their children to seek help from their peers, siblings, and neighbors. This approach was rooted in the recognition that multiple perspectives and collaborative learning could facilitate comprehension.

"Sometimes, I sought help from our college neighbors to help my kids."
"I told my kids to ask help from their cousins or friends to teach them how to read."
"I told them to work on their own, let them ask help from those they have known. If I have ideas, I teach them."
"I sometimes asked our neighbor who was a teacher to explain to me the lesson."

In a recent study by John Paul Luana (2021), he described, as the schools abruptly shifted from face-to-face learning to distance and modular learning due to the pandemic, novel education-related problems emerged which include parents, friends, neighbors, and others answering their children's modules. This transition gave rise to a series of novel challenges and issues within the realm of education, and one noteworthy problem that emerged was the phenomenon of parents, friends, neighbors, and other individuals taking an active role in answering children's educational modules.

This transformation in the educational landscape disrupted the traditional roles and boundaries that existed among educators, parents, and the broader community. With the closure of physical school facilities and the shift toward remote learning, the educational process began to rely more heavily on the involvement of parents to facilitate their children's education. In certain instances, this parental involvement extended beyond mere facilitation and supervision, as parents and other individuals were observed actively providing answers and support to children as they worked through their educational materials. Furthermore, in order to effectively aid their children's education, it was essential for parents to possess a solid grasp of technology and literacy skills, as emphasized by Bukhkalo et al (2018). Proficiency in technology and literacy among parents proved especially valuable for students facing barriers to participation in traditional learning settings, (Knouse in 2010).

Lack of Background Knowledge to Share to Children. Within the context of the study, it was evident that parents experienced difficulty in helping their children by just relying on their own background knowledge, some parents felt confident in their ability to assist their children effectively, primarily drawing from their own educational backgrounds and knowledge. When their children sought help, these parents readily provided guidance and support, leveraging their own learning experiences. However, this support had its limitations. Parents who based their assistance on their personal backgrounds and learning often encountered challenges when they encountered parts of the educational materials that were confusing or difficult to comprehend. Faced with these complexities, they employed a strategic approach. Instead of persisting in trying to explain or understand the challenging content themselves, they made a pragmatic decision to skip those sections or seek help from others.

"I helped them based on my capacity, I got their modules, and I checked also if they had answered already. When it comes to reading, I also assisted them but not all I can teach."
"I accompanied my child if he asked for help from our neighbors. Sometimes, I went to the teacher to ask about the content of the modules."

In many literatures and articles, it was explained by the authors and researchers the essence of parental involvement during the new learning modality. In the citation of Borup et al., (2014), parental involvement is an important factor for student achievement in learning. However, parents take on new and unfamiliar roles and responsibilities like comprehending the contents of the lessons. So, they only shared a few learning based on what they knew and learned.

Experience Exhaustion. The shifting of traditional classes into a new learning modality demanded more time for parents to be engaged in the learning of their children; however, as they helped their children, they were annoyed, exhausted, and irritated. Being bothered, irritated, and exhausted were the experiences of the parents during the pandemic's new learning modality.

"It's very hassle because I have difficulty in reading."
"It drained my brain. It's draining the fact that I can't read properly."
"It's a hassle because it's sudden, I was used to that teachers were teaching my children."

In the research Luana (2021), enumerated the factors why they considered parental involvement a hassle and irritating, he explicated that parents were irritated and exhausted in assisting their children because of the offshoot of the challenges faced by the parents, to wit: a) poor reading and writing skills of their children; b) time constraints due to work and household chores; c) too many children to attend to; d) too difficult lessons and subjects; and e) too many learning activities in the modules.

Coping Learning Strategies of Parents or Guardians Implemented at Home to Help their Laggard Children.

Five (5) essential themes elicited regarding the coping learning strategies of parents in teaching or assisting their laggard children; these were *Sharing of Schemata, Seeking Help from the Neighbors, Neglecting and Skipping the Difficult Part in the Module, Reprimanding Children, and Giving of Rewards*.

Sharing of Schemata. Based on the responses reiterated by the participants, sharing their little knowledge about the materials was one of their ways to help their kids. However, due to their struggles in comprehending and reading, their shared learning was limited and inaccurate. In addition, it caused some confusion for the kids when the shared information was irrelevant and vague. Despite the situation, the parents did their best to assist their kids in answering the learning materials. Keun (2011) investigated the effects of schema activation on pupils' reading comprehension, the findings of the study demonstrated that schema activating tasks helped learners' reading comprehension, guessing skills, and also positively improved their perceptions towards learning reading.

"I only taught what I understood or heard. If I have an idea about the topic, I shared it with them, but if I do not know the topic."
"I assisted them by teaching the sounds of the letters. I teach them if there are words I know how to read. Sometimes, it's really hard to understand the meaning of what I read."

Seeking Help from Knowledgeable Others. In times when they had difficulty understanding the lesson they sought help from their neighbors, parents believed that by asking for support from educated people, they can gain something to share with their children. In other details also, parents encouraged their children to seek out help from their friends, siblings, and neighbors for they had a tough time grasping the contents materials.

"We just waited for help from our neighbors or other teachers."
"I requested our neighbors to help my kids, I seek help from others for us to understand."

In a recent study by John Paul Luana (2021), he described, as the schools abruptly shifted from face-to-face learning to distance and modular learning due to the pandemic, novel education-related problems emerged which include parents, friends, neighbors, and others answering their children's modules.

Skipping Difficult Lessons. In times when parents cannot understand the materials, they opted to neglect and skip the difficult part of the module, parents shared that assisting their kids was a hassle and very time-consuming. They got annoyed or irritated sometimes because it added to the chores they needed to do at home.

"Sometimes, I accompanied them, but we skipped those topics that are hard to understand. We just waited for help from our neighbors or other teachers."
"Sometimes, I can't pay attention to them. I can't monitor them, but I reminded them to answer. When the task in the module is very complicated, we asked for help from others."

In the study presented by Malaguzzi (2020), she stipulated that no one expects parents to be full-time teachers or to be educational and content matter experts. They were expected to provide support and encouragement and expect their children to do their part. However, due to their struggles in comprehending the lessons, they opted to neglect or skip the parts of the modules that are hard to understand.

Reprimanding Children. Reprimanding was also done by the parents to discipline the children in reading or answering their modules. As this new way of learning continues, behavior patterns also began to adjust. Early on during the quarantine period, parents noticed changes in their child's behavior like laziness and uninterested; disruption to their routines, combined with their fears and the visible stress of adults in the home were experienced by the parents.

"I reprimanded them if they always depended on me. I pinched them, especially in times when they became lazy."
"I'm worried about a situation like this. I got irritated because sometimes I don't know how to answer. I asked for help from others."

In certain situations, parents resort to reprimanding their children when the latter exhibit misbehavior during their learning activities. This form of discipline serves a dual purpose (Kazee, 2020). This approach not only helped maintain a conducive learning environment but also reinforces the importance of responsibility and commitment to education. However, the effectiveness of reprimands in achieving these goals may vary depending on individual factors and the nature of the misbehavior, underlining the importance of balanced disciplinary strategies and effective communication between parents and children in the context of remote learning (Kazee, 2020).

Giving of Rewards. On the other hand, rewarding and encouraging children to answer their learning materials was imposed also by the parents, it was a way of uplifting and showing their support to their children. In the same citation from the study of Kazee (2020), during the pandemic, you have to tell good words to the child to encourage them. Use praises and reinforcing words so that the child will have the eagerness to spend time working on his materials.

Perspectives and Insights of the Parents in Teaching Their Laggard Children during the Pandemic

The response of the participants impelled three themes that were related to the experiences of the slow reader parents in teaching their frustrated reader children during the pandemic. In particular, the themes circled on the insights, perceptions, or reflections of the slow reader parents during the new learning modality. The essential themes were; Parents' Roles in Reading Development of the Kids Illiteracy Affects Quality Learning, and Scaffolding Enhances Learning.

Parents' Roles in Reading Development of the Kids. As realized by the parents, the pandemic demanded their time to spend together with their kids, especially in assisting them in learning their materials. Stated by them that as parents, it is imperative to be always ready to teach in explaining or elucidating the modules; sadly, their circumstance or situation of being poor readers affected the quality of learning they shared with their children.

"As a parent, we should always be ready to teach our kids, but if you're illiterate, it's very hard to teach them."

"During the pandemic, I realized the importance of the role of a teacher to improve the reading skill of the child. So with the parents, they should be learned and capable to teach the children."

"As a parent, we should always be ready to teach our kids, but if you're illiterate, it's very hard to teach them."

Some parents feel more connected to their child's schoolwork while others see this as an additional burden (Selwyn et al., 2011). In addition, since schools and teachers simply do not have enough guidance to improve the parental engagement experience, it encouraged the parents to be ready in providing help to their kids. Several studies indicated increased academic achievement with students that have involved parents (Epstein, 2009).

Illiteracy Affects Quality Learning. Another theme elicited regarding the insights or reflections of the parents was illiteracy of parents affects reading skills, parents had admitted that their poor reading skills affected the learning and reading skills of their kids. The involvement of the parents in modular learning was limited for the fact that they struggled in reading and comprehending the modules.

"If you're illiterate, it's very hard to teach them"

"If the parents are good readers, children will be good also. But if they are illiterate, it's just a grace if the child is capable to read."

Studies also indicated that parental involvement is most effective when viewed as an important role of the parents (Emeagwali, 2009; Epstein, 2009). By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement.

Scaffolding Enhances Learning. One of the notable insights shared by the parents was the idea on how scaffolding enhances the learning of the kids. Lipscom et al, (2004), opined that scaffolding is an approach to ensure the learning of the pupils. The teachers or parents therefore offer assistance with only those skills that are beyond the students' capability. It is important to note that while scaffolding from parents is valuable, it should gradually decrease as children develop independence and self-reliance. The goal is for children to become capable, confident learners who can tackle challenges on their own. However, early guidance and support from parents are essential in laying the foundation for academic success and lifelong learning.

CONCLUSIONS AND RECOMMENDATIONS

The Matthew Effect is a social phenomenon often associated with the idea that the already privileged tend to gain more advantages while the less privileged struggle to make progress. Sociologist Richard C. Merton and his wife, Harriet Zuckerman, introduced this concept in 1968. Later, psychologist Keith Stanovich applied it to education, particularly reading. In the educational context, the Matthew Effect refers to the idea that strong readers tend to improve further, while struggling readers fall behind, affecting their interest in reading and learning.

Based on the study's results, it was evident that there was a Matthew Effect in Learning or Reading during the pandemic. The parents' difficulties in reading and learning influenced their children's classification as laggard learners. This phenomenon impacted parental involvement during the new learning modality, affecting children's learning experiences, as parents were expected to take on teaching roles in modular learning.

The study highlights the possibility that parents' poor reading skills can impact their children's reading and learning abilities. Recommendations for schools, teachers, and parents include understanding the challenges parents face in managing their time and assisting their children. Schools should regularly monitor students' progress, and learning opportunities should be designed to assess their reading and learning skills accurately.

To enhance parental involvement, modular learning should include academic support and encourage parents to help their children answer the modules. For parents facing difficulties in reading, reading programs and remedial sessions can be provided, ensuring students receive adequate support.

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THE STORIES BEHIND FIGURES: TEACHER'S PERCEPTIONS ON EVALUATION SYSTEM

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ABSTRACT

Exploring the thoughts and ideas of the teachers about the evaluation system of the school is the main purpose of the qualitative-phenomenological study. As one of the implemented institutional procedures, the personal views of the teachers and their appreciation to students' evaluation are solicited and put into records. Taken from the students' evaluation results of the Academic Year 2019-2020, three participants in each scale (very satisfactory, average, and not satisfactory) were selected to participate the triangulated type of interview. Data triangulation has been applied in this research study in which the participants were classified in their assigned year level, programs and department, years of experience, content/subject taught, and their given grades to the students. In-depth interview and online-related data collection are utilized to gather and transcribe relevant responses from the participants. The impact on the teaching performance, the connection to the standard and rubric-based process, validity and invalidity of the assessment tool, the quality on education costs, modification of the tool used, and bases for assessment are some of the themes taken from the responses of the participants. Whereas, these are defined in order to help the institution in understanding the teacher's perceptions on the implemented evaluation system of the institution. It is evident that teacher evaluations will continue to be a significant part of in an open education. With this, school leaders can look for ways to ensure teachers are affirmed outside of the quantitative evaluation data. Leaders would do well to look for and name teacher accomplishments outside of evaluation data as well as celebrate growth within evaluation data. Finally, leaders would positively affect teacher perceptions with increased transparency about decisions and considerations made.

Keywords: Evaluation System, MonCAST, Teacher's Perception, Student's Appreciation, Validity .

INTRODUCTION

Background of the Study

Evaluation on the performance of the teachers is a significant process which every institution is highly mandated to conduct to. Performance evaluation is a timely institutional procedure which explores the appreciation of the students to the teaching performance and instructions of their instructors, vice versa the teachers' perceptions on the evaluation system. Succeeding to the conduct of this evaluation system, the school could also determine the effectiveness of its teachers in the teaching-learning process, the quality of giving instructions and assessments, and their teaching performance. Education reform mandates regarding teacher evaluation have brought about great change. These changes include increased student testing, and introduction of merit pay. As well, teachers have experienced great increase in accountability related to their job evaluations (Papay, 2012).

According to Darling-Hammond (2013), one needs a systemic approach to teacher evaluation. The goal of the teacher evaluation system should be to create a coherent, well-grounded approach to developing teaching. This should be created collaboratively by state leaders and district leaders with teachers' voices as a part. A part of this systemic approach is a professional development component that is linked to the evaluation that offers ongoing opportunities for ongoing and applied learning.

Papay (2012) further elaborated that evaluation systems can serve two main purposes. First, they can assess how effectively teachers are doing their jobs. In other words, they are measurement tools that districts can use to hold teachers accountable, removing teachers who do not meet the districts' standards and possibly rewarding top performers. Second, evaluations can provide valuable information to drive professional growth and, as such, can raise teacher effectiveness. As a formative professional development tool, evaluation provides feedback on teachers' instructional strengths and weaknesses, highlights areas for improvement, and supports teachers' continued development.

Hall and Hord's (2015) stages revealed that perceptions to change can change over time and increase in a positive way. This implies the need for patience and understanding on the part of those implementing the change. Positive change is not about forcing teachers to conform to the new mandates. It is more about allowing teachers to individually and collaboratively reflect, thus building trust, sharing visions, inviting risk taking, and making sense of the change so they can merge the change into their professional practices in a way that makes sense to them personally (Price, 2012).

The Teacher's Advancement Program (TA) is a system of teacher evaluation and teacher training that tightly links ongoing teacher support to professional development and formal evaluation feedback. Teachers meet weekly for professional development sessions called clusters which are led by master and mentor teachers (Darling-Hammond, 2013). These trained master and mentor teachers also help carry the evaluation and coaching load with their principal in a collaborative effort. TAP is organized by a career ladder approach where teachers who are skilled in teaching can apply for positions as mentor or master and receive additional training in leading professional development, evaluation, and coaching, once moved into the position (Darling-Hammond, 2013).

In most current debates about education reform, policy makers are focusing on the development or refinement of a system to measure teacher performance (Papay, 2012). In the midst of great educational shifts and changes, especially in the area of teacher evaluation, one could argue that some of teachers' esteem needs have been overlooked.

Sense of teachers' evaluation beliefs is proposed as a necessary antecedent to successful teaching and learning process for a list of reasons. Firstly, the current national priority for systemic approaches to the reform of curriculum has led to unprecedented interest in research on the efficacy of education. Secondly, in response to this priority, a focus on self-directed learning, problem-based learning and collaborative learning to curriculum reform resulted in the great concern on the discussion how to evaluate students' academic achievement in the classroom. Thirdly, as the driving force of the whole teaching and learning process, evaluation acts more important role and involves itself into innovation as peer evaluation, authentic evaluation, portfolio evaluation, performance evaluation, summative evaluation (Chinese Ministry of Education, 2002).

As discussed by Lisa M. Puckett (2017), some teachers described a need for a slower pace for new learning, which would allow teachers to internalize one strategy or effective teaching practice before moving to another one. These teachers described the pace to be robust and tiring over time, referring to the weekly professional development sessions, the evaluations, and the various coaching meetings. They perceived the evaluation process to be a forced-learning pace that makes learners weary over time.

Research on teacher effectiveness has demonstrated that there are specific teacher characteristics and practices that are related to student achievement (Wayne & Youngs, 2003). Recent research has demonstrated the importance of instructional practice in teacher effectiveness. As indicated by Munoz and Chang (2007), instructional practices, such as engaging classroom discussions and high-level questioning, have been related to growth in student achievement.

In Monkayo College of Arts, Sciences and Technology, it was observed that there are a number of teachers who are facing predicaments relative to teaching and learning process, mastery on the handled subjects, and preparation of instructional materials. This is, among others, the reason why they get low evaluation rating from the students. This qualitative-phenomenological study allowed the researcher to explore the performance evaluation situating from the point of view of the teachers. Yin (2014) explained that this kind of study enables researchers to conduct an exploration from an angle that is both holistic and real-world.

RESEARCH QUESTIONS

This study focused on perceptions of teachers regarding the evaluation program conducted and implemented by MonCAST and its impact to their teaching. I, as the researcher of the study, seek to answer the following questions:

1. What are the teacher's perceptions about the performance evaluation system of MonCAST?
2. How do teachers perceive the performance evaluation system of MonCAST?
3. What are the insights of the MonCAST teachers on the implemented Teacher's Evaluation Program?

METHODOLOGY

Participants of the Study

The participants of this study are nine (9) instructors of Monkayo College of Arts, Sciences and Technology (MonCAST).

Table 1. Participants Information

Pseudonym	Gender	Research Code
Mario	Male	IDITPES01
Maresol	Female	IDITPES02
Marjun	Male	IDITPES03
Mary Ann	Female	IDITPES04
Marites	Female	IDITPES05
Marina	Female	IDITPES06
Marjorie	Female	IDITPES07
Marlon	Male	IDITPES08
Marlou	Male	IDITPES09

Key Informants. During the collection of data, nine (9) informants were chosen, these faculty members of MonCAST were classified in their assigned year level, programs and department, years of experience, content/subject taught, and their given grades to the students.

Data Gathering

In gathering data for this case study, I, as the researcher will only focus on an individual's perceptions. I will consider the teacher's perception of his or her current evaluation system. This was done using

Interview guide questions which will be sent through email, Google form, Messenger and other convenient channel to collect their answers. Teachers were provided opportunities to explore, discuss, and openly share their lived experiences and perceptions related to experiences with their current evaluation program. According to Fontana and Frey (2005), "Interviewing is much more than the impartial exchange of asking questions and getting answer; It is two people involved in a collaborate, active process that leads to a contextually bound and mutually created strong- the interviews". In this study, researchers will use the in-depth interview approach in interviewing the study participants. It is a kind of interview that very useful especially when you want detailed information about a person's thoughts and behaviors or want to explore new issues in depth.

In using social media interview, it can provide much more detailed information than what is available through other data collection methods, such as in-depth and face-to-face interview. Furthermore, in-depth interviews are a time-consuming evaluation activity as it takes more time for conducting an interview. More time is used for conducting interviewing them, and analyzing its results, during the planning phase for an in-depth interview, time must be included for transcription and for analyzing data. With those valid justifications, social media interview can be the safest way to channel the interviews without risking the health of both interviewer and interviewees and to follow the protocols of the COVID-19 Pandemic. This has greater opportunity to ask follow-up questions, probe for additional information, and circle back to key questions later on in the interview to generate a rich understanding of attitudes, perceptions, motivations, etc.

Prior to the interview date, the researcher and participants have the freedom to explore additional points and change the direction of the process when necessary. It is an independent research method that can adopt multiple strategies according to the needs of the research and it allows you to gain insight into the experiences, feelings and perspective of the interviewees.

Data Analysis Plan

In presenting the collected data, the researcher will use a report presentation. I will narrate and discuss it in a way like what Denzin and Lincoln (2003) had stated: "More will be pursued than was volunteered. Less will be reported than was learned". In this case, we, as the researchers will be the one to do the presentation (Wolcott, 1994). In doing qualitative, the answer of the participants will be analyzed using thematic analysis. Thematic analysis is a method of analyzing and reporting pattern or themes with data (Boyatzis, 1998; Roulston, 2001). Using thematic analysis on this study is very helpful because it is flexible and a useful research tool that can probably grant a substantial, complex, and rich account of the data. As suggested by Boyatzis (1998), we will perform the following steps in analyzing the data as to mention: familiarize data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report.

In presenting the results of the study, the researcher will use their perspective, which was defined to interpret behaviors and practices in terms of the system of meanings created by and operative within a particular cultural context. . In this study, the researcher will be the reporter to discuss the collected data about the focusing on the research problem. Using their perspective is appropriate in attempting to know about others point of view through our own perspective (Whittemore, Chase and Mandle, 2001). Thus, it will as if the researcher will be the one to do the talking in relaying the concern and answer of the participants. On the other hand, researcher will also use the their perspective in stating our made interpretations of the results. In this, we will be

FINDINGS

This chapter presents the major findings gathered from in-depth and online interviews conducted to the identified instructors of MonCAST. The results were taken from a triangulation technique that analyzes the gathered responses from different participants who received not satisfactory, average, and high satisfactory ratings from the student's evaluation.

Furthermore, the results and findings of the study on The Stories Behind Figures: Teacher's Perceptions on Evaluation System were presented and discussed based on the order of questions found in the interview guide.

Teacher's Perception on Evaluation System

Table 2. Teacher's Perception on Evaluation System

Participant	*Actual Narrative*	*Formulated Theme*
IDITPES01	• *It was hard or difficult for us to fit our performance to the tool.*	*The Challenging Part of Evaluation*
IDITPES03	• *The most difficult part of the evaluation process is the evaluation itself. Although, the evaluation process is done via Google Forms, which is easy to access, but the criteria set in the evaluation form is somehow difficult to achieve due to the limitations brought about by the pandemic.*	
IDITPES04	• *The most difficult part of the evaluation is the confusion of how we are going to rate ourselves. These are based on human assessment and are subject to rater errors and biases. Can be a waste of time if not done appropriately.*	
IDITPES01	• *If the students, peers and program head will only answer honestly, then the result will inform us on what aspects in our teaching performance should be improved.*	*The Commendable Results of the Evaluation*
IDITPES04	• *The best part of the evaluation is knowing that your effort is being evaluated, appreciated or if there is an opportunity for growth and improvement. This is also a way of making sure that you are on the right path, to avoid getting complacent and lacking, considering that, teachers have freedom in handling students.*	
IDITPES05	• *Performance evaluations benefit both employee and employer. It is the time where job performance is discussed, what are the things that are lacking and how it can be improved.*	
IDITPES06	• *The nicest thing is that we know what questions will be asked and included in the tool. These allow us to see where we need to improve which also allow us to assess oneself.*	
IDITPES09	• *When the institution is recognizing the instructors who got high ratings. Giving an award and recognition is very fulfilling knowing that your works and efforts were paid off.*	

IDITPES01 IDITPES02	• *Back then, I become pressured when the evaluation period was about to happen, but as it went on and repeatedly done every semester, I only found it as a requirement. Another thing, it doesn't bother me because it brings no changes or effects to my salary.* • *Before the evaluation, faculty expectation about the evaluation must be set. There must be intervention or assistance extended on the faculty's hurdles since each member of the faculty are struggling at any given point of the tasks assigned to them.*	*The Pre-Conduct of the Evaluation*
IDITPES02 IDITPES03	• *During the evaluation, the policies and guidelines that are set must be reflected on the evaluation tool so that the students and other evaluators have the bases how the evaluation will go through.* • *The current evaluation system is merely to comply with the ALCU-COA's or COPC's documentary proofs of quality assurance but not directed towards a truly quality driven business administration.*	*The Conduct of the Evaluation System*
IDITPES03	• *I am not so sure with what happens before and during the evaluation process. However, the post process of the evaluation includes the recognition of the faculty members with highest average. Sometimes, there is also an open forum made to enlighten the faculty members with their standing on the evaluation process.*	*The Feedbacks from the Evaluation*

As revealed to the responses of the participants, student and peer ratings, standardized tool, subjectivity, unreliable results, and confusion, are some of the mentioned **challenging parts of evaluation**. A theme was coded related to the perceived subjectivity and inconsistency of the evaluation scores is one of the challenging and difficult parts of the entire process. The perceived outcome of the evaluation process (Deneire et al., 2014; Jiang et al., 2015) affects greatly the teacher's embrace of the process. Based on the data, some participating teachers had negative perceptions of evaluation scoring. Participants shared negative perceptions of inconsistency among the three evaluators they worked with during a particular year.

Participants admitted that there were advantages to the dynamic understanding of the leadership team regarding the rubric, but the impact on growth in scores over time was a negative point. The lack of consistency in scoring from building to building across the district was also a concern to some participants (Papay, 2012).

However, there are also **commendable results from the evaluation** as perceived by the teachers. As highlighted by Tuma et al., (2018), perceived fairness of the evaluation and feedback system depended on understanding the purpose of the system. Teachers who believed that evaluation systems were intended to promote teacher growth and development were more likely to rate those systems as fair. Most teachers who agreed with the survey statement, "The teacher evaluation system is intended to promote teacher growth and development," reported that the system had been fair to them, while a smaller percentage of teachers who disagreed with the same statement believed that the system was fair. Similarly, it was reported that the evaluation system was fair to all teachers, regardless of their personal characteristics or those of the students they teach. Interestingly, teachers who understood the evaluation systems as playing a critical role in teacher promotion (which is a high-stakes use that might engender negative reactions) did not perceive the system as more or less fair in any significant way.

On the **pre-conduct of the evaluation**, some researchers began to make strong claims of finding individual teacher effects (Wayne & Youngs, 2003). What matters for student growth is the individual teacher's effectiveness in the classroom more than the teacher's qualifications or other characteristics. From a policy perspective, if teacher preparation mattered most, then we should devote some public resources for program preparations. If other qualifications mattered most, we should screen teachers for those qualifications. However, since student achievement growth is more closely related to teacher differences that are not identified by these characteristics, researchers and policymakers have turned their attention to the individual teacher's performance in the classroom as the key to improving instruction. This perspective implies that instructional practice varies among teachers in important ways, which in turn suggests that schools need ways to evaluate and improve the instructional practice of their teachers.

As the practice and **the conduct of the evaluation**, evaluations are rarely used to inform teachers about instructional areas in need of improvement. Studies have established the generally low emphasis given to instructional improvement and the poor quality of feedback made available to teachers as the result of the evaluation (Frase & Streshley, 1994)

Commonly, a teacher is observed at most once a year by a principal who rates the teacher in the highest category unless some egregious fault is noticed (Daley and Kim, 2010). In efforts to improve educational outcomes for students and increase accountability for teachers, the public and policymakers are calling for a better approach to teacher evaluation; more systematic observation of classrooms, use of multiple measures of teacher effectiveness, and more attention to using evidence of teacher effectiveness in improving student outcomes. Research shows that individual teachers are the most important school-related factor in student achievement gains that effectiveness varies greatly between teachers and those differences in effectiveness are not well predicted by traditional qualifications. Yet teacher performance in the classroom is seldom evaluated in any rigorous way.

The practice of teacher classroom evaluations came to be predominately structured as at most once or twice yearly occasions, in which an administrator briefly stopped by a classroom to complete a checklist or ratings form (Peterson, 2004). In many places, this structure became embodied in collective bargaining agreements and/or district and state policies. It has continued to be the dominant approach to teacher evaluation into the 21st century (Weisberg, Sexton, Mulhern, & Keeling, 2009).

The **feedback after the evaluation** is also one of the highlighted perceptions of the teachers about the evaluation per se. The resultant evaluation procedures have never been geared towards helping teachers, individually or collectively, improve their skills. Evaluations are generally conducted as infrequent and perfunctory events in satisfaction of bureaucratic requirements (Weisberg et al., 2009).

In a similar sentiments experienced by the MonCAST faculty after the evaluation (not receiving ample feedback), a recent survey in 12 districts of Santa Monica found that nearly 75% of teachers had not received specific feedback on how to improve their instructional practice. Newly inducted teachers also reported they had not received feedback on any area of performance in need of improvement over the course of their first three years as teachers (Weisberg et al., 2009). Furthermore, the same study found that districts rarely undertook formal dismissal procedures for poorly performing teachers; in half of the districts studied, not a single non-probationary teacher was dismissed on the grounds of poor performance within a five-year period (Weisberg et al., 2009).

Observations on the Process of Evaluation

Table 3. Observations on the Process of Evaluation

Participant	*Actual Narrative*	*Formulated Theme*
IDITPES02	• *It has not impacted in anyway because the tool did not reflect that of the exact dimensions of quality to be measured. It has impacted in a way the weight of the student's evaluation almost consumed the entire system. Faculty will have tendency of just conforming to the students desires at the quality of education costs. Meaning, instructors will have to determine students "delight" and direct his/her efforts in satisfying it.*	*The Impact on the Teaching Performance*
IDITPES02 *IDITPES03*	• *As I observed, there are significant distinction between items stated in the tool, the commitment aspects alone. This only means the tool to be used for evaluation defines the quality of the evaluation itself. This requires thorough scrutiny and wide consultation.* • *I think the evaluation is acceptable because the criteria or questions being asked is set in the context of blended learning modality (IDITPES03).*	*The Acceptable Conduct of Evaluation*

IDITPES07 *IDITPES09*	• *The school is using the tool that is based on the standards of the institution created by the heads, so I can say that it is reliable and rubric-based process.* • *By using the tool on the evaluation system, the rating of the certain instructor become low or not satisfactory that serves as student's revenge or something which defeat the purpose of the true evaluation and the standard criteria of the process (IDITPES09).*	*The Standard and Rubric-Based Process*
IDITPES01 *IDITPES02* *IDITPES08*	• *The fact that the tool was not suited to the new learning modality, it was hard or difficult for us to fit our performance to the tool.* • *The tool cannot accurately measure the desired factors of the performance matrix which was the bases for investigations.* • *The evaluation is valid if the criteria reflected on the flexible modality we are situating in; it becomes invalid, on the other hand, if the tool used is still on the face-to-face modality.*	*The Validity versus Invalidity of the Tool*
IDITPES05 *IDITPES07*	• *One of the major outcomes of the implemented evaluation system of the institution is to improve and innovate our ways in teaching and dealing our students. This could also help to enhance our teaching career amidst pandemic.* • *The comment taken from the students were the bases as the reflections of who we are as teachers to our students. They were able to assess and somehow reflect to what they have observed there teachers and the instructions per se.*	*The Quality on Education Costs*

The results of this research highlight **the impact** of evaluation **on the teacher performance** of MonCAST instructors. As cited by Brandt (2011), teacher perceptions are also impacted by whether or not the evaluation contains a quality judgement and is linked in some way to student achievement. When teachers know that they are highly effective and know specifically why they are effective, it can be empowering. Lastly, when teachers have had input or a voice on how their effectiveness is determined and measured, their perception is positively impacted (Mathis, 2015; Walsh, 2013). The perceived fairness of the evaluation process affects greatly the teacher's embrace of the process. Overall, as stressed out by Weisberg et al., (2009), practices of recent decades have failed to assure the implementation of effective teacher evaluation systems and allowed for a teaching profession with limited opportunities for growth and little accountability.

As **the acceptable conduct of evaluation** is concerned, some of the participants elaborated meaningful observations. The evaluation is acceptable if you can clearly see that there are actions conducted by the school. As elaborated by Koblitz (1990), if an instructor feels compelled to put students under pressure (assigning a lot of homework, giving challenging exams), then only the most serious and mature students are at all likely to respond with high ratings at the end of the course. Most students are inclined to "punish" the instructor.

Since student ratings are the most, if not the only, influential measure of teaching effectiveness, active participation by and meaningful input from students can be critical in the success of such teaching evaluation systems. Nevertheless, very few studies have looked into students' perception of the teaching evaluation system and their motivation to participate. This study employs expectancy theory to evaluate some key factors that motivate students to participate in the teaching evaluation process (Chen, Y., & Hoshower, L. B. (2003).

These standards-based systems are generally guided by systematic rubrics and observation protocols and minimize opportunity for observer subjectivity as they utilize specific evidence observed and linked to rubric indicators and descriptors (Danielson & McGreal; 2000, Darling-Hammond, 2013). Although rubrics may decrease subjectivity, Papay warned that completely limiting bias in standards-based observations is not feasible because such observations rely on the human judgments of the one doing the observation.

Hill and Grossman (2013) proposed conditions for evaluation systems that are more than accountability, and thus support teachers' growth; evaluations need to be subject-specific and include content experts in the process. Evaluations also need to be accurate and useful if they are to be perceived positively by teachers.

The specificity that rubrics afford also impacts the kind of feedback that teachers receive and helps them (evaluators and teachers) in naming their next growth steps because of a common language that results between leader's and teacher's use of standards-based rubrics (Walsh, 2013)

Human assessment are subject to natural biases. This happens all the time. Person in charge should know and understand the stream of the evaluation

The participants of this research also considered **the validity versus invalidity of the tool**. As one of the responses stressed out human assessment are subject to natural biases. This happens all the time. Person in charge should know and understand the stream of the evaluation

There remain a variety of system design and implementation decisions that states can optimize to increase the reliability and validity of their teacher evaluation scores (Herlihy et al., 2014). While a state may engage in auditing scores, for instance, it may miss the gains to reliability and validity that would accrue from periodic rater retraining and recertification, a stiff program of rater monitoring, and the use of multiple raters per teacher. Most troublesome are decisions about which and how many lessons to sample, which are either mandated legislatively, result from practical concerns or negotiations between stakeholders, or, at best case, rest on broad research not directly related to the state context.

With or without evaluation, teachers must perform their duties as the channel of best instructions and a quality education. The quality education can still transpire amidst trying times and global crisis. That elaborately emphasized **the quality on education costs**. Teacher evaluation processes concentrate on the core activity of teaching covering areas such as planning and preparation, the classroom environment and instruction of teaching (Husan, 2016). The primary purpose of such feedback is to help the faculty to identify the strengths and weaknesses of their teaching and evaluation methods. A key to effective teaching evaluation is to collect data from multiple sources; peers, students, instructors, administrator, making sure that all education-related activities are rated by the people best qualified to rate them (Felder, 2004)

Insights of MonCAST Teachers on the TEP

Table 3. Insights of MonCAST Teaches on the TEP

Participant	*Actual Narrative*	*Formulated Theme*
IDITPES06	• *In order for an institution to succeed, all stakeholders must be heard. We are pro-students, but we must also be pro-instructors/teachers. We are also a player with a stake in the outcome. And we won't have any students if we don't have somebody to educate them.*	*The School Implementation and Supervision*
IDITPES07	• *During the new modality, evaluations were sent through Gmail and we cannot read the feedbacks given by the students. It should not be used also as basis in choosing or awarding the best teacher in the school because it only focuses on the perception of the students.*	
IDITPES09	• *The evaluation ends only on the rating system and awarding, no feedback to see which specific criteria the teacher must take consideration. There is no system which allows us to see if the gathered evaluation data coming from the students are valid, reliable, or just a random answer.*	*The Insightful Thoughts on the Evaluation*

IDITPES03 *IDITPES08*	• *As teachers, there are a lot of adjustments to be made and circumstances to consider. It is difficult to fully satisfy the evaluation, more so the interest of the students.* • *Given the fact that my instructions and teaching in the new normal modality is not affected, then I do not matter the evaluation conducted by the school. As teacher who has also struggles in this pandemic and the online classes, evaluation of my students and my peers in not my cup of tea (IDITPES08).*	*Its Impact to New Normal Modality*
IDITPES01	• *Considering the giving similar evaluation tools to students who are on OJT or practicum, there is similar set of items for subjects that are highly technical to subjects that are under GenEd. Each pose unique characteristics and therefore must be evaluated accordingly. Like Purposive Communication classes, for example, this differs greatly in instructional manners as compared to an Accounting class*	*The Modification of the Tool Used*
IDITPES03	• *This will also guide the teachers to improve and enhance their weak points and enrich their strong points as educators.*	*Bases for Assessment*

The school implementation and supervision of the educational evaluation system or tool is necessary. This highlighted a response that the school must place its highest degree of concern on drafting the appropriate policies and guidelines on how the evaluation should be conducted. As discussed by Bennett (2001), educational leaders are in a servant-leadership profession; they are involved in training and developing individuals and organizations. Servant attributes are especially important when leaders are involved in the evaluation process; as these servant leadership attributes enhance the teacher's perception of the leader, the teacher becomes more perceptive to the evaluation feedback.

Developmental supervision is one of two main categories of teacher evaluation. A developmental model is based on empowering teachers and seeks to determine the level of support needed based on years of experience and current ability (Walsh, 2013). This model seeks to promote professional growth among all teachers. Walsh (2013) compared this type of evaluation to formative evaluation.

When education leaders choose a method of evaluation, considering a systemic approach far exceeds choosing the measuring tool. The measuring tool and method should be connected to solid student curriculum, and present an ongoing opportunity for teacher support and learning as well as monitoring student achievement in a coherent way. School systems must ensure that their teacher evaluation is connected to-not isolated from-daily teaching that happens in the classroom (Darling-Hammond, 2013). A successful system must also address next steps for teachers who do not improve with feedback and assistance.

One of the highlighted **insightful thoughts on the evaluation**, as a response to the interview guide question, is when a generic evaluation tool is used to measure each of these instructor's performances, a certain gap will obviously appear.

Understanding the needs as well as the teacher perceptions on how they construct meaning within educational evaluation reforms, can provide valuable insight for educational leaders. In addition to implementing evaluation mandates, educational leaders also need to engage teachers in cultivating ownership and embrace of the reform policy. This can be done through discussion, debate, feedback, and reflection, with the ultimate outcome of ownership of the change and long term sustaining the reform policies (Roussin & Zimmerman, 2014).

As defined by Danielson (2000), teacher evaluation can be an opportunity for genuine professional learning. When organized around clearly established and accepted standards of practice, teacher evaluation offers an opportunity for educators to reflect seriously on their practice, and promote learning.

Talking about evaluation **and its impact to new normal modality**, participants stressed out that there are a lot of adjustments to be made and circumstances to consider. An evaluation model design can be used to determine the effectiveness of the one education activity namely the synchronous learning implementation at vocational universities (Suyasa & Divayana, 2021). The research method used to achieve the objectives of this research was the development method by the Borg and Gall model development design. The absence of an evaluation model that can be used to evaluate the effectiveness of educational activities at vocational universities in the view of six domains causes the need to find innovations in an evaluation model. The implication of this research results was the existence of a new design of the educational evaluation model. This design combines two evaluation models to produce good functionality integration in determining the effectiveness level of the synchronous learning implementation in all universities generally and in vocational universities.

Policy makers are focusing on the development or refinement of a system to measure teacher performance. Great educational shifts and changes, especially in the area of teacher evaluation, is one could argue that some of teachers' esteem needs have been overlooked. That is why the **modification of the tool used** must be considered.

Based on this evidence presented by Puckett (2017), participants perceived the evaluation program to need adjustment but to also be worthy of adjusting. There was an element of hope in their perceptions as they shared advice for making it work smoother. There was not a tone of hopelessness or "let's get rid of this all together," as participants acknowledged how it had helped them become more effective teachers. Suggestions varied from logistical details like number of evaluation, percentages of announced to unannounced evaluations, and fewer weeks in an unannounced window, to items of more theoretical concepts such as having related arts teachers be evaluated by experts in their own field, and finding ways to have the evaluation process more closely mirror the job description of special education teachers.

Of course, this research is conducted as **bases for better assessment** not only for the tool used but also for the instructions and performance of the teachers and the role of the school leaders, as supervisors. Teacher evaluation systems that are based on standards (sometime the same standards as state licensing and certification systems) can serve both evaluation needs of assessment and development simultaneously (Darling-Hammond, 2013)

Papay (2012) evaluation systems can serve two main purposes. First, they can assess how effectively teachers are doing their jobs. In other words, they are measurement tools that districts can use to hold teachers accountable, removing teachers who do not meet the districts' standards and possibly rewarding top performers. Second, evaluations can provide valuable information to drive professional growth and, as such, can raise teacher effectiveness. As a formative professional development tool, evaluation provides feedback on teachers' instructional strengths and weaknesses, highlights areas for improvement, and supports teachers' continued development.

CONCLUSIONS

It is evident that teacher evaluations will continue to be a significant part of in an open education. With this, school leaders can look for ways to ensure teachers are affirmed outside of the quantitative evaluation data. Leaders would do well to look for and name teacher accomplishments outside of evaluation data as well as celebrate growth within evaluation data. Leaders need also to seek input from teachers on all topics that are negotiable, thus communicating esteem for the teachers' opinions and voices. Finally, leaders would positively affect teacher perceptions with increased transparency about decisions and considerations made.

RECOMMENDATIONS

The researcher presented the suggested recommendations based on the findings, analysis, and results from the gather responses. These are defined in order to help the institution in understanding the teacher's perceptions on the implemented evaluation system of the institution. The addressee of these implications are; MonCAST institution, the school administrator, the program heads, teachers, and the students. This section also implicates the recommendation for future researcher.

MonCAST. From the findings of this research, it is highly recommended that an evaluation committee that included the program director assigned security levels. Residents and faculty were allowed access to their evaluations and could view a rank list of how they compared with their peers with only their names being identified on the list. Rotation directors could review evaluations of their rotations. The program director, associate program directors, and chair of medicine could review all evaluations. Requests for information outside the assigned security level were considered individually by the program director, adhering to the principles of confidentiality defined by the evaluation committee.

The institution must further enhance its tasks delegation mechanism. ALCOA has already recommended that multi-tasking is not to be imposed; hence, decision makers must learn to measure the scope of the tasks to be assigned to each faculty and determine the desired output. This would help in order to avoid comprising the teaching instructions and performance of the teachers that might lead to poor evaluation rating.

Administrator. In creating better supervision and updates to the teaching personnel, the school administrator may consider the recommendations of the participants. The distribution of weights may be equally distributed among the Supervisors, Peers, Students, and Self. Meaning 25% from each indicator included in the tool may be considered. Considering the fact, that everyone is working amidst the crisis and the new normal modality. His responsible act for overseeing the administrative duties will ensure a safe and productive learning instruction for both students and faculty in MonCAST institution.

Program Heads. As bases for reviewing and evaluating the teachers in terms of their performance, instructions and materials, pedagogical application, mastery of the subject taught, and their ways of assessing and handling students, it is highly recommended supervisors must evaluate instructors according.

Teachers. As bases in making instruction and evaluation system better, to be sensitive on the students' needs, improve their teaching approach, and to avoid compromising the relationship their the colleagues, it is highly recommended that peers in the same program, course, and taught subjects must do peer evaluation. Some teachers are not aware of what teams do to address and build inter-rater reliability, nor are they aware of how it is measured or monitored. Furthermore, some teachers were not informed on how evaluators were selected or what the requirements were for such evaluation. That might contribute negation to credibility and trust from teachers. It is important that there should be identified peer who will evaluate the teaching instruction and performance per se. Hence, if they teachers and the identified peer evaluators knew the data and the steps taken to measure, monitor, and address the concerns, their perceptions would be more positive. This knowledge would build credibility and trust from teachers. To arrive at a more comprehensive peer evaluation tool, it is also best to solicit similar ideas from the general teaching population in similar procedures as indicated in item letter c of the MonCAST Standard Tool for Evaluation.

Students. As to the results and findings of this study, students must understand and know the essence fair evaluation. They should avoid subjectivity. They must focus on the generic and objective questions like:

a. How would you evaluate your instructor according to his/her expertise of the subject matter?
b. How would you know if your instructor is committed to giving out feedbacks?
c. How do you define empathetic temperament from your instructor?

Future Researchers. Future research could be done with a larger sample group the complete-generated sample group, which may elaborate various scopes and ideas using evaluation systems. Another helpful study would compare teacher perceptions of various evaluation systems within the same study to compare the evaluation programs. A comparison study of different evaluators within the same program could offer further insight by comparing the perceptions of teachers evaluated by them. This could help identify the characteristics desired in evaluators.

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SILENT SCREAMS: INSTRUCTORS' PLIGHTS IN HAVING MULTIPLE PREPARATIONS OF INSTRUCTIONAL MATERIALS

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ABSTRACT

Instructional materials or the "teachers' aids" are significant channels of communication which a teacher can utilize to maximize successful delivery of relevant and intended instructional information to learners. Unfortunately, if teachers are assigned to teach multiple subjects, preparation instructional materials latter may be jeopardized and that the effective teaching-learning process may also be at stake. This qualitative- phenomenological study was conducted to explore and unveil the lived experiences of the instructors of Monkayo College of Arts, Sciences and Technology (MonCAST) who were assigned to teach multiple subjects. The participants of this research were five (5) full-time education instructors who were assigned to teach multiple subjects (4 preparations or more). The theory used in this study is the Zone of Proximal Development or ZPD of Lev Vygotsky's (1978). This study utilized in-depth interview (IDI) and focus group discussion (FGD) in collecting the necessary data. The gathered data were analyzed through thematic analysis to determine the plights of the participants in the said phenomenon. The results of the study revealed that being assigned to Out-of-Field Subjects, Lack of Resource Materials and References, Multiple Non-Teaching Tasks, and Lack of Time Management, among others, are the reasons of the teachers' difficulties in teaching multiple subjects. All of these led to the following recommendations: Alignment of Subject Assignment, De-Loading of Subject Assignment, and Attendance to Relevant Trainings to address the said educational problem.

Keywords: Silent Screams, Plights, Multiple Preparations, Instructional Materials, Teachers' Aids

INTRODUCTION

Background of the Study

Successful teaching is generally a by-product of a teacher's readiness, careful planning and preparation prior to the delivery of any instruction. This means that teachers have, always, to allocate preferential time and effort in making not only himself or herself ready, at hand, but also relevant instructional materials, that will greatly aid the teaching-learning process, before they are presented to the learners. When a teacher is well-equipped and prepared, teaching process will go smoothly, but, what if a teacher is assigned to teach multiple subjects, thus, require multiple preparations of instructional materials but with limited time?

The indispensableness of instructional materials in the teaching-learning process can never be questioned. The making of IMs is something that all teachers need to perform as a call of their profession. Unfortunately, the fact that some of the teachers are assigned to be teaching multiple subjects, this means that they have to have multiple preparations of instructional materials, it is sad to note that others have taken this for granted and that quality instructions are being jeopardized. Richards (2001) argued that instructional materials are beneficial for both teachers and learners. He highlighted that some teachers use instructional materials as their primary teaching resource. The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. In other situations, materials serve primarily to supplement the teacher's instruction. For learners, materials may provide the major source of contact they have with the lessons apart from the teacher. It implies that the role of instructional materials is not only limited to the learners' needs but also for the teachers' responsibility.

In Nigeria, Crist (2014) reported that instructional materials were inadequate and that the available ones are not usually in good conditions, thus, making professionally qualified teachers no matter how well trained would be unable to put his ideas into practice. This is why Crawford (2018) argued that the instructional materials must be effective. Therefore, instructional materials must be developed properly so that the materials can motivate effective and joyful learning. Crawford (2018) argued that the instructional materials must be realistic and contextual.

Additionally, Crawford (2018) stressed out that teachers must make sure that the instructional materials that they have chosen and developed should; Arouse the learners' interest; Remind them of earlier learning; Tell them what they will be learning next; Explain new learning content to them; Relate these ideas to learners' previous learning; Get learners to think about new content; Help them get feedback on their learning; Encourage them to practice; Make sure they know what they are supposed to be doing; Enable them to check their progress; and Help them to do better. It implies that the role of the teachers not only to develop the instructional materials but they also have to activate previous knowledge of the learners, provide assistance and feedback, motivate learners to learn, and guide the learners in both teaching and practicing.

Despite all the roles of instructional materials, most teachers still teach in schools without instructional materials, reasons being that they are not available, some concepts do not require instructional materials or worst is that they have not made them because they lack time due to multiple subjects loading and that they have to make multiple preparations of instructional materials.

Inferentially, above discussed educational malpractice is prevalent in most institutions as far as subject loading is concerned, consequently leaving the teachers to have multiple preparations of instructional materials. This has become a challenge for the teachers especially so that they have only limited time and that some of the subjects are new to them. When teachers are assigned to multiple subjects (more than 4 preparations), it is a very clear defiance to the standard set by the Commission on Higher Education. To support this claim, pursuant to CMO No. 52, s. of 2007, the teaching load requirements for the teacher education program shall be, among others, (1) A faculty should not be assigned more than (4) different course/subject within a semester/ term.

Above discussed phenomenon is also observed in Monkayo College of Arts, Sciences and Technology. A number of teachers, even up to this time, are still facing this plight and that they have nothing to do about it but endure. Finally, this study aims to explore and unveil the experiences of the teachers to make them as baseline data so that this institutional dilemma will be addressed and that the quality instruction will be delivered the students.

RESEARCH QUESTIONS

The research questions used for this qualitative phenomenological study focused on the experiences of teachers who have multiple preparations of instructional materials.

1. What are the experiences of the teachers who have multiple preparations of instructional materials?
2. What are the coping mechanisms the teachers employ to make their teaching of multiple subjects effective?
3. What are the insights teachers gained from teaching multiple subjects and preparing multiple instructional materials?
4. What academic supports do the teachers need to address their situation?

METHODOLOGY

The study employed a Phenomenological Research Design. According to Gupeteo (2014) phenomenological research seeks essentially to describe rather than explain and to start from a perspective free from hypotheses or preconceptions. Phenomenology begins with a condition or an experience and, through participants' narration; of either a shared experience or condition, investigates the effects and perceptions of that experience. The method examines the phenomenon, through the subjective eyes of the participants. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience.

Research Participants

The participants of this study are five (5) full-time education instructors of Monkayo College of Arts, Sciences and Technology (MonCAST).

Key Informants. During the collection of data, five (5) informants were chosen, all are regular education faculty members of MonCAST who are currently assigned to teach multiple subjects, thus, obliged to prepare multiple instructional materials.

Table 1. Participants Information

Pseudonym	Gender	Research Code
Barats	Male	IDIIMP1
Esmeralda	Female	IDIIMP2
Gusion	Male	IDIIMP3
Guinevere	Female	IDIIMP4
Hilda	Female	IDIIMP5

Data Gathering Method

The researcher agreed to commit this qualitative research and found a relevant study that would add to the body of knowledge and provide new information to the students, teachers, administration and the institution. In the first phase of realizing the study, the researcher conceptualized the direction of the study. After which, the researcher then asked permission to the chosen teachers as participants of the study. When permission was granted, the researcher then informed the participants regarding the conduct of the study. Before the observation, exploratory interview, recorded conversation, and research questions were employed, the researchers gave an ample of information on the purpose of the study and the flow of gathering the information needed to the participants.

Furthermore, to collect more responses from the participants, research questionnaire was sent via google form wherein they were allowed to express their verbatim responses in Bisaya, Filipino or English as support for triangulating the data gathered. After the collection of the information and responses, we then categorized, summarized, and interpreted the data.

Data Analysis Plan

The design of this research is phenomenological in nature which aims to describe what is happening and to understand the effects of some educational intervention. First, the researcher made sure that all the data were organized. The researcher had asked more than one question, sort the data according to question and reread everything at least once. The researcher also transcribed and listened to the shared experiences of the instructors during the departmental meeting. In analyzing, the researcher involved creating categories. Creating categories was used to sort data according to shared characteristics of the responses. After creating or writing the shared characteristics, the researcher then summarized the essence of these and made sure that it all answered the research questions. The summary of the important details was used to do thematic analysis. Thematic analysis is a method of analyzing and reporting pattern or themes with a data (Roulston, 2001). Using thematic analysis on this study is very helpful because it is flexible and a useful research tool that can probably grant a substantial, complex, and rich account of the data. As we will follow the steps in analyzing the data as to mention: familiarize the data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report.

FINDINGS

This part of the study provides a rich description of the whole process undertaken for the fulfillment of this phenomenological study. Added to this part are the important matters which transpired right after the results have been gathered, especially on the emerging themes and statements generated. Included in this phase are the decisions on each essential theme, matched with its literature and own reflection of the researcher.

The structured and the emerging themes were made as bases in broadening the discussions of the findings of the study. As to proper and appropriate presentation, each theme was linked to related literature and studies which made the substantial corroboration and the alignment of this study.

Experiences of the Teachers in Teaching Multiple Subjects

Table 2. Experiences of Teachers in Teaching Multiple Subjects

Participant	***Actual Narrative***	***Formulated Theme***
IDIIMP1	• *Having multiple subjects is not easy, I need to prepare various materials for different subjects*	Multiple Preparations of Instructional Materials.
IDIIMP2	• *It needs more time and efforts to prepare the needed materials for all the subjects.*	Time Consuming
IDIIMP3	• *Time management! I think this is the skill I need to have given the fact that instructors are multifunctional. There is really a need to have time management especially in preparing different lessons in different subjects.*	Lack of Time Management
IDIIMP4	• *The skill of reading. This is because of too much preparations. You need to read, analyze and interpret the content, and there are contents that are difficult to analyze so you have to read it again and again.*	Lack of Reading Skill
IDIIMP5	• *Also, out-of-field subjects or subject that are not in line to my expertise, this means that you have to have another adjustment.*	Out-of-Field Subjects

In the account of the responses of the participants, it was revealed that Multiple ***Preparations of Instructional Materials*** is one among the experiences of the teachers in teaching multiple subjects which caused difficulty in their teaching. Accordingly, Ajayi and Ogunyemi (1990) stated that when instructional materials are provided to meet relative needs of the teaching process, students will have access to the reference materials mentioned by the teacher, and also each student will be able to learn at his or her pace. The overall result is that students will perform much better. Unfortunately, what if the teacher is assigned to teach multiple subjects, thus, required to prepare multiple instructional materials? There would always be time that the teacher will be exhausted and that the instructional materials he or she prepared will not be of quality.

It is sad to note that, based on the results of the interviews, one of the reasons why teachers who are teaching multiple subjects find it burdensome because it is ***Time Consuming***. Multiple preparations of instructional materials require too much time especially so that some of the contents of the subjects are new to the teachers; others subjects are also out-of-field. The 'no enough time but too many required preparations' concept is not new to teachers who are assigned to teach multiple subjects. It is a common refrain among teachers. The sense of time constraints appears to be shared by many across different parts of the world as far as teaching multiple subjects is concerned. Time is available to all people equally but could not return once it is lost. The fact that teachers are assigned to teach multiple subjects, which is very time consuming, time has become a very important factor to make necessary preparations. Time management, it is the science of ideal exploitation to time where the priorities go to the tasks according to their importance; it basically depends on concepts of planning, coordination, stimulation, directing, pursue and contact. It is a quantities and qualitative process that trends toward the future (Alian, 2007).

There are a number of predicaments expressed by the participants of this study as to what are their experiences in teaching multiple subjects and in preparing multiple instructional materials, among these is the ***Lack of Reading Skill***. Remember that when teachers are not familiar with the subjects, they have to make efforts so that delivery of instructions will not be compromised. It is imperative that teachers should possess the skill of reading more specifically if you are assigned to multiple subjects. This skill will greatly aid the teachers to totally grasp the contents of every topic, consequently providing a full blast knowledge to the learners. Teachers should read, understand the topic, then, teach to the students. Alderson (2000) notes that the reader's knowledge affects what they understand. This means, when the teachers read a lot, they understand a lot. And when they have understanding of what they read, they can teach better.

Teachers who are teaching multiple subjects, based on the findings of the study, find it difficult because they ***Lack of Time Management***. Time management is straight forwardly defined as the management of time in order to make the most out of it (David, 1999), it refers to all of the practices that individuals follow to make better use of their time (Allen, 2001) and narrowly refers to the principles and systems that individuals use to make conscious decisions about activities that occupy their time. Profoundly, time management is the application of self-regulation processes (Griffiths, 2003). The teachers lack of time management, as suggested by the literature enumerated can, contextually, deliver them to difficulties, disorganization, ineffectiveness and inefficiency.

As the results of the study, it was revealed that one of the reasons why teachers suffered too much difficulty in teaching multiple subjects is that sometimes they are assigned to subjects that are not in line with their field of expertise or the ***Out-of-Field Subjects***, thus, doing out-of-field teaching. Out-of-field teaching is described as the practice in which the teachers are engaged in teaching subjects outside their fields of specialization or areas of expertise (Plessis, 2015). Placing teachers outside their field of competency is a prevalent occurrence affecting teacher quality.

Ingersoll (2004) argued that one of the reasons on the existence of out-of-field teaching problem is that administrators and principals are using existing instructors to fill the holes in their schedules with the least costly alternative, that school officials take the cheaper and easier route by placing an existing teacher, regardless of content knowledge (degree held or credential for the subject) into these "gaps" rather than pay for another instructor. Unfortunately, in today's educational arrangement, assigning teachers to teach out- of-field under these conditions becomes a pragmatic and acceptable administrative practice (McConney, 2009). It became a crucial issue in the educational system for unqualified teachers may negatively affect student achievement (Ingersoll, 2004).

Coping Mechanisms of Teachers in Teaching Multiple Subjects

Table 3. Coping Mechanisms of Teachers in Teaching Multiple Subjects

Participant	*Actual Narrative*	*Formulated Theme*
IDIIMP1	• *I also have timeline; I always prepare ahead of time every subject so that everything will be organized*	Prepare Ahead of Time
IDIIMP2	• *Be flexible and be resourceful especially in subjects that are not in line with your specialization*	Be innovative, Flexible, and Resourceful
IDIIMP3	• *We have this peer teaching. Also, aside from moral support, they also teach me effective techniques on how to properly prepare the lessons to be taught to my students since they are already experienced in the field of teaching. They teach me how to simplify everything to so that I will be effective in my teaching*	Peer and Team Teaching
IDIIMP4	• *They give me valuable inputs on the subjects I am assigned to teach; they also share to me their knowledge and their materials*	Share Tasks
IDIIMP5	• *Have proper time management. You must be versatile enough to manage you time and you must be knowledgeable enough to discuss the lesson*	Practice Time Management.

When a teacher is assigned to teach multiple subjects, multiple preparations are indeed a requirement. This is a struggle all teachers suffer from. Based on the results of the study, it was found out the teachers cope with their situations in teaching multiple subjects by ***Preparing Ahead of Time***. Relatively, preparing ahead of time means planning the lessons ahead of time. It could be argued that a teacher's role is not to teach but to arrange for learning (Danielson, 2007). The importance in lesson planning, connecting it to teaching of multiple subjects, is evident in the many discussions as teacher must make in order to prepare students for the learning experience. Panasuk, Stone, & Todd (2002) agreed that lesson planning involves a conscious effort by teachers to develop “a coherent system of activities that promote the development of students’ cognitive structures” (p. 808). Now, if preparations of lessons are done by the teachers ahead of time, teaching-learning process may go smoothly and that possible difficulties along the way may be foreseen, thus, possible solutions can also be conceptualized.

It is already given that teaching is demanding. You always have to exert efforts just give and deliver utmost and quality to your learners. The responses revealed that ***Be Innovative, Flexible and Resourceful*** are the skills needed by the teachers assigned to teach multiple subjects just to cope with their plights.

Hattingh, Aldous, and Rogan (2007) underlined that the capacity to innovate and improve teaching and learning depends on teacher factors. The very concept of teaching multiple subjects and preparing multiple instructional materials, among others, is being able to adjust to its various demands. This means that if you wanted to endure teaching, you have to employ various self-mechanisms such as resourcefulness and flexibility. You have to equip yourself with skills necessary to incline yourself with the new challenge set before you.

It is a fact in teaching that not all concepts are easy to be taught and delivered by the teachers to the students. When teachers are assigned to teach multiple subjects and are obliged to prepare multiple instructional materials, they will most likely suffer burnouts. This is what the participants of this study shared. One of the coping mechanisms they employed is ***Peer and Team Teaching***. The peer-teaching and team-teaching strategy for learning knowledge and skills in a collaborative way in which teachers teach each other, and it is an example of a teaching method that is based on Vygotsky’s theory (Eagels et al., 2018; Nind et al., 2020). In this set-up, an experienced and knowledgeable teacher of a certain topic, literally teaches his or her peer or group/s of teachers. Participants of the study shared that this strategy greatly aided them so that they can understand their assigned subjects, well, consequently, teach them to their students, well.

It is a common idea that ‘No man is island’. We are not living alone. The same concept with teaching. Teachers are not alone in the teaching field. There are times that the subjects assigned to you are the same with the assigned to some teachers. Now, to cope with the predicaments in teaching of multiple subjects and in preparing of multiple instructional materials, teachers said that they ***Share Tasks***. This strategy simply, based on the responses of the participants, aided them especially if they have a lot of work, others are non-teaching works. They do this to lessen the burden and multiple the products or the results.

Teachers’ teaching really affects the performance of the students. Therefore, teacher must know how to ***Practice Time Management*** in everything he or she does, more specifically if the preparation of subject lessons and instructional materials are the main concern. Based on the findings of the study, effective time management to address the plight in teaching multiple subjects is one of the insights teachers gained from their experiences. The impact of teacher time management is directly proportioned with the performance of students. This was supported by Ayodele & Oyewole (2012) as they stated that effective utilization of teachers’ time management directly impacts students’ academic performance. It is therefore recommended that teachers should improve their time management skills through consciousness about controlling their time (Kayode, Ayode, 2015).

Insights Gained by Teaching in Teaching Multiple Subjects

Table 4. Insights Gained by Teaching in Teaching Multiple Subjects

Participant	*Actual Narrative*	*Formulated Theme*
IDIIMP1	• Seek help and guidance from your co-teachers and from people who are, you think knowledgeable on the topics. Also, do not complicate things, instead, simplify them. IDIIMP2)	Seek Help from Colleagues
IDIIMP2	• *Work smartly. Try to think of ways on how to make your task easier, but make sure you cannot sacrifice the quality of education you give to your* • *students. Study and explore*	*Work Smartly*

IDIIMP3	• *We have to see every task as a challenge to acquire knowledge and experience. It is hard and challenging, yes, but if there are possibility to lessen your load, it would make it better. Being assigned to be teaching multiple subjects requires multiple preparations, more time, resources, efforts,*	See Task as a Challenge
IDIIMP4	• *You have to be flexible. You have to be knowledgeable on the subjects even if they are not aligned to your field of mastery. You also have to be open to learn whatever subject assigned to you especially those that are not familiar to your part.*	Be Flexible and Open-minded

The responses of the participants revealed that one of the coping mechanisms they employ to mitigate their situations and to become efficient in their teaching is to ***Seel Help from Colleagues***. The invaluable inputs that their colleagues can give them can greatly aid them to become effective teachers of multiple subjects especially so that some of their assigned subjects are new to them and that some of the contents are, form them, challenging to teach.

The teacher is the one who has the total overall control in the class and in the teaching and learning process. Teachers, based on the responses of the participant, should ***Work Smartly*** so that they can avoid hassle and to avoid being burned out. This means that teachers of multiple should innovate personal teaching techniques and strategies to make their teaching successful but not tedious. If the topics are difficult, as they are, teachers may simplify them the way that is easy for them to teach them along their level and in the same time easy for the learners to understand every topic and content.

Based on the results of the interviews, it is good to note that teaching of multiple subjects, teachers ***See Task as a Challenge***. Indeed, it is a challenging task. The good thing about this challenging task is that teachers are able to learn new things and that they become resourceful and innovative to serve the purpose. They become creative on how to device teaching strategies and approaches just to deliver the contents intended to be learned by the students.

On the brighter side, despite the plights experienced by the teachers in teaching multiple subjects, they still learn invaluable lessons to become better in their teaching. ***Be flexible and be Open-minded*** turned out to be one of these lessons as revealed in the responses of the participants. Accordingly, it is important that teachers should be open for opinions and suggestions. Hattie (2009) discussed the important contribution of teacher openness and fostering of efforts. Loughran (2010) underlined open-mindedness as a preparedness to listen to all perspectives, to re-consider existing knowledge, beliefs and procedures. Knowledge becomes applicable when it is owned. Teachers need to own knowledge before they can share it. Loughran further stated that learning and teaching involve intellectual challenges, linking and highlighting the relevance of subject matter.

Academic Supports Needed by the Teachers in Teaching Multiple Subjects

Table 5. Academic Supports Needed by the Teachers in Teaching Multiple Subjects

Participant	***Actual Narrative***	***Formulated Theme***
IDIIMP1	*The institution must assign instructors to have at least one (1) to two (2) preparations, if possible, only.*	Evaluation of Subject Loading
IDIIMP2	*The institution must provide more instructional and resource materials and reference books, those that are Philippine-based, for the students and the teachers so that they can get the lessons effectively*	Provision of Additional Resource Materials
IDIIMP3	*Regulate the class sizes to ensure that the number of students in every class will be catered and that none of them will be left behind*	Regulation of Class Sizes
IDIIMP4	*Also, provide relevant trainings and seminars to ensure that they are knowledgeable in their teaching.*	Provision of Relevant Trainings and Seminars to Teachers

After all the experiences divulged by the participants relevant to teaching of multiple subjects and preparing of multiple instructional materials, they also suggested some of the academic supports they need to mitigate their plights. Regular ***Evaluation of Subject Loading*** is one of these suggestions. This suggestion was articulated by the participants because all of them were assigned to teach multiple subjects (more than 4 preparations) which is a very clear defiance to the standard set by the Commission on Higher Education. To support this claim, pursuant to CMO No. 52, s. of 2007, the teaching load requirements for the teacher education program shall be, among others, (1) A faculty should not be assigned more than (4) different course/subject within a semester/ term.

Teachers are considered to be the most important resource materials inside the classroom to aid students' learning. However, learning of the learners becomes more successful if teachers and learners are ***Provided with Additional Resource Materials***. Based on the results of the study, it was suggested that there should be available and adequate resource materials in which teachers and students can use to be their reference in their teaching and learning, respectively. Adequacy of Teaching and Learning Resources refers to satisfactory or acceptable quality and quantities of material resources, physical facilities and human resources. According to DFID (2007), adequacy of instructional materials such textbooks which is the main instruction material is the most cost- effective input affecting student performance. This idea was supported Fredriksen, et al., 2015 they stated that the scarcity of textbooks, libraries and physical facilities will constraint educational system from responding more fully to new demands of teaching the learners.

Teachers, in all levels, are aware that there are plenty of things to consider in teaching so that they will become effective and efficient in educating their learners. One of these, as also finding in this research, is the ***Regulation of Class Sizes***. Contextually, class size is known as an administrative decision over which teachers have little or no control. Class size refers to an educational tool that can be used to describe the average number of students per class in a school (Adeyemi, 2008).) The participants of the study suggested that class sizes should be regulated by the institution, every now and then, to ensure that teacher can have enough time to spend with individual learners and that their concerns can be addressed. This idea was acquiesced by Coomeyras (2000) as he argued that effective teaching is impracticable for teacher educators having large classes of 50, 75, 100 or more.

Lastly, based on the data gathered, it was found out that one of the academic supports teachers need in teaching multiple subjects, to deliver quality education to the students is the ***Provision of Relevant Trainings and Seminars to Teachers***. It can be said that when teachers are provided with relevant training, even those training about how to teach out-of-field subjects, their skills in teaching are honed and sharpened, consequently, they can be able to teach effectively. Loughran (2010) is believed that institutions' attention should be paid to how teachers' skills, knowledge and abilities are developed, warning teachers against developing a false sense of confidence that might undermine the recognition and awareness they should have to move beyond skills alone.

Loughran's idea was supported by Darling-Hammond (2010b) when he commented that schools have a responsibility to provide "good teaching" and support "powerful learning". Darling-Hammond added that professional development programs are most effective when they provide "hands on" options and develop their teachers' content knowledge.

CONCLUSION

Teachers who are assigned to teach multiple subjects, thus, required to prepare multiple instructional materials are experiencing numbers of difficulties relative to their teaching. These plights were brought and exacerbated by many factors including; limited time, assignment to out-of-field subjects, limited and or lack of resource materials and references, and multiple non-teaching tasks, among others. This is one of the reasons why teachers, sometimes, get to compromise their teaching and that the quality of what they give to the students is also being sacrificed.

The results of the study will become of great aid for the institution to make regular evaluation and reviews on the teachers' subject loading. This kind of phenomenon is not new to the institution even in big schools across the country. This has become, unconsciously, a normalized practice. Now, if the problems relative to the assignment of multiple subjects and preparing of multiple instructional materials are solved, there is a high guarantee that effective and quality teaching will be given by the teachers to the learners.

As the nature of any research stresses replicability, this phenomenological study suggests a closer examination of the different cases of which the plights of the teachers in teaching multiple subjects and preparing of multiple instructional materials are involved. There are still so many teachers with unique experiences who were not targeted as participants in this endeavor, but, their stories could contribute to another phenomenological research study.

Since the plights, and coping mechanisms of the situation presented by the research participants, a good intervention program can be crafted in order to address the difficulties, and strengthen the hopes of the participants that this research can brace their experiences in teaching of multiple subjects and in preparing of multiple instructional materials.

RECOMMENDATION

Based from the results gathered in the study on the Silent Screams: Instructors' Plights in Having Multiple Preparations of Instructional Materials in Monkayo College of Arts, Sciences and Technology (MonCAST), Poblacion, Monkayo, Davao de Oro, implications for practice are being conceptualized. This research presents the suggested recommendations based on the findings on the findings, analysis, and results from the conducted form the investigation. These are defined in order to help the teachers who are assigned to teach multiple subjects and prepare multiple instructional materials. The recipients of these recommendations are the Monkayo College of Arts, Sciences and Technology (MonCAST), Teachers, Students and Future Researchers.

- *Monkayo College of Arts,Sciences and Technology (MonCAST).* This research would help the institution for this would serve as basis to review the subject loading of its instructors to ensure that they are not assigned to multiple subjects, thus, required to prepare instructional materials and also to ensure that the subjects assigned to them are in line to their field of specialization and mastery.

- *Teachers*. Based on the findings of the study, it is recommended that teachers must do personal strategies to mitigate and cope with their plights, in teaching of multiple subjects and in preparing of multiple instructional materials. They have to become innovative, creative, resourceful, and learn how to be smart in working to ensure that they can provide quality instructions to their learners and that none of the assigned subjects is being compromised.

- *Students*. Students can also benefit from this study. The results would be a baseline data to inform the students that their teachers, despite being considered to the 'more knowledgeable other' inside the classroom, may also experience difficulties in teaching more especially so if they are assigned to teach multiple subjects. Students will be informed also that their teachers are assigned to multiple non-teaching tasks. Consequently, they may develop sense of understanding to their teachers if there are times that the teachers may, all the time, have difficulty in presenting the lessons to them.

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EVALUATION OF THE COMMUNITY OUTREACH PROGRAM OF A HIGHER EDUCATIONAL INSTITUTION IN A COMMUNITY IN MEYCAUAYAN CITY

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ABSTRACT

This study evaluates the effects and outcomes of the community outreach program of a Higher Education Institution (HEI) in Meycauayan City adopted community. The program aims to promote educational, social, and economic development in the community through various initiatives and activities. The respondents of the study were the 19 families beneficiaries of the extension programs specifically residents of Calvario in Meycauayan City. Each respondent was given enough time to answer the questionnaire given. The researcher gathered the instrument after it was answered by the respondents. The effect of the community extension programs to the community is measured through a multiple response questionnaire. There were eleven (11) indicators that measured the effectivity of the programs. Respondents were asked to identify the effects of the community extension programs to the community. The evaluation is based on a survey conducted among the program beneficiaries, including students, parents, and community members. Based on their responses, the community extension programs helped in promoting health and wellness among the residents. The results indicates that the programs are effective at different levels and extent as shown by the mean scores. This means that the beneficiaries of the outreach programs should be studied, planned, and organized. Programs should be based on the needs of the community.

Keywords: outreach program, community extension, community program, adopted community, beneficiaries

INTRODUCTION

The success of community outreach programs in higher education institutions (HEIs) is an important factor in evaluating their impact on society. Community outreach program (COP) is an essential component that converges the curriculum and provides opportunities to the people in the academe to apply the theories and concepts into actual life settings (Tubo, 2017). In Meycauayan City, several HEIs have adopted various strategies to engage with the local community and address their needs. One such program was implemented by the institution, which focused on evaluating the effectiveness of the community outreach program in achieving its goals and identifying areas for improvement and make recommendations for future programs.

According to Calimpos and Madrigal (2023), the community outreach serves as a core function of higher education institutions which helps promote sustainable development goals worldwide. In the Philippines, universities have been mandated to provide extension activities and reach the most vulnerable communities in the country. The Community Outreach Program is an initiative of the Higher Education Institution (HEI) to provide assistance and support to the adopted community in Meycauayan City. The program aims to improve the quality of life of the community members through various activities, such as health and wellness programs, livelihood training, and environmental projects.

This evaluation aims to assess the impact of the Community Outreach Program on the adopted community in Meycauayan City. The evaluation will focus on the following areas, community participation and engagement, impact on the community's quality of life and sustainability of the program. Individuals are also influenced and empowered by these programs either financially or personally. The community programs touches the respondents in numerous ways. Residents became more concerned with their neighbors' welfare and they showed eagerness to help one another (Segismundo et al., 2018). The community outreach program was initiated in response to the growing need for local organizations to take an active role in addressing the needs of the community. The program aims to create an environment where individuals can come together to share ideas, resources, and support one another in achieving their goals. This program has been successful in fostering a sense of community among residents and has helped to address some of the most pressing issues facing the community today.

The main objective of our community outreach program is to provide assistance to underprivileged families in our local area. We aim to improve their quality of life by offering services such as free medical checkups, educational resources, and food donations. Another important objective is to establish long -lasting relationships with these families. By building trust and rapport, we hope to create a sustainable support system that will continue to benefit the community for years to come.

OBJECTIVES

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The main objective of the study was to evaluate the community extension programs of a HEI in a community in Meycauayan City. Specifically, the study sought answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
    - 1.1 Age;
    - 1.2. Gender;
    - 1.3. Civil Status; and
    - 1.4. Educational Attainment?
2. What is the evaluation of community programs based on the effect of community extension on the:
    - 2.1. Community; and
    - 2.2. Individual?
3. What are the reasons of the respondents' participation and non-participation in the community extension programs?
4. How may the community extension programs be improved?

METHODOLOGY

To evaluate the community outreach program, the researchers made use of impact evaluation type of research. This involved both quantitative data collection method to provide a comprehensive analysis of the program's impact. Quantitative data was collected through surveys and questionnaires distributed to program participants and community members. The questionnaire used was originally adopted from Dilao (n.d.) and Codamon-Dugyon, (2016).There were some modifications made with the questionnaire to achieve the study's objective. The questionnaire was a 5 likert scale type of questions and composed of three (3) parts. The first part of the questionnaire is the profile of the respondents namely: age, gender, civil status and educational attainment. The second part is the impact of community extension programs and activities, which is composed of seven (7) questions. It covers the effects of community extension programs of the community; effect of community extension to the individual participant, recipient, beneficiary; how community extension touches the respondents and reasons why do the respondents participate in the LMC's community extension services. Part three is the need for improving the community extension; and the reasons for improvement and the last part cover the ways to improve the extension program. In order to attain the objectives of the study, the statistical tool used were frequency count, percentages and ranking. Frequency is the number of times the event occurred in an experiment or study. This was used in tabulating the data of the survey questionnaires given to the respondents of the study. This is the initial step in analysing the data for statistical treatment. While ranking is a scale of achievement or status to classify the responses according to its level or priority. Percentage is a tool used to determine the ratio of the response out of total population. The standard formula for percentage was utilized. The respondents of the study were the 19 families beneficiaries of the extension programs specifically residents of Calvario in Meycauayan City. Each respondent was given enough time to answer the questionnaire given. The researcher gathered the instrument after it was answered by the respondents. There were instances that the researcher explained some questions to the respondents in order for them to fully understand the rationale of the instrument. All inquiries were properly answered and the respondents' showed willingness to answer the questionnaire. The respondents were able to accomplish all the questions in the questionnaire knowing that their identity will not be revealed and the confidentiality of the information they provided will be used only for the purpose of the said study and nothing else.

FINDINGS

Profile of the Respondents

As shown in Table 1, there were 19 female respondents of the study. This can be associated with the active participation of mothers in most of the activities provided by the community.

Table 1: Distribution of Respondents According to Age

Age Range	Frequency	Percentage
16-25	3	15.79
26-35	7	36.84
36-45	3	15.79
46-55	3	15.79
56-65	3	15.79
Total	**19**	**100**

The data revealed the diverse age range of the adopted beneficiaries of Calvario As shown in the table, majority of the respondents were 26 – 35 years old with a frequency count of 7. It can also be observed 15.79% were 16 –25 of age, 15.79% were 36-45 and also 15.79% were 56 and above. It can be perceived that majority of the respondents were young adults.

Table 2: Levels of Educational Attainment of Respondents

Educational Attainment	Frequency	Percentage
Elementary	7	36.84
High School	7	36.84
College Undergraduate	5	26.32
Total	**19**	**100**

The levels of educational attainment of the respondents' were collected and summarized in Table 2. The data revealed that majority of the respondents reached elementary and junior high school level with 36.84 % and 26.32% college undergraduate level. The data shows that the respondents can be considered as literate since they have attended certain levels of education.

Table 3: Distribution of Respondents According to Civil Status

Civil Status	Frequency	Percentage
Single	9	47.37
Married	10	52.63
Total	**19**	**100**

Data showed in Table 3, single respondents has a greater number compared with married with 52.63% and single 47.37%.

Evaluation of community extension programs

The perceived influence of the community extension programs to the community is measured through a multiple response questionnaire. There were eleven (11) indicators that measured the effectiveness of the programs. As shown in table 4, respondents were asked to identify the effects of the community extension programs to the community. Based on their responses, the community extension programs helped in promoting health and wellness among the residents as the topmost effect.

Table 4: Effect of community extension programs to the community

Indicators	Mean	Interpretation
1. It helped a lot to the community.	4.47	Agree
2. It enhanced the knowledge and skills of the residents.	4.29	Agree
3. It motivated the residents to clean their surroundings.	4.22	Agree
4. It motivated the residents to establish livelihood projects in the community.	4.29	Agree
5. It motivated the residents to adapt and apply new technologies.	4.00	Agree
6. It helped in promoting health and wellness among residents.	4.36	Agree
7. It helped in promoting peace and order, and good governance in the barangay.	4.40	Agree
8. It helped in promoting conservation and preservation of the national resources.	3.91	Agree
9. It helped the residents become aware of their rights, responsibilities and duties as citizens or members of the community	4.51	Strongly Agree
10. It helped augment the income of the families	4.14	Agree
11. It prevented the youth and the mothers not to be indulged with vices (drugs, gambling).	4.16	Agree
Average	**4.25**	**Agree**

Majority of the respondents claimed that these programs helped the residents become aware of their rights, responsibilities and duties as citizens or members of the Community (4.51), helped the community in so many ways (4.47), helped in promoting peace and order, and good governance in the barangay (4.40), helped in promoting health and wellness among residents (4.36), their knowledge and skills were enhanced and they became motivated to clean their surroundings and motivated the residents to establish livelihood projects in the community (4.29), motivated the residents to clean their surroundings (4.22), prevented the youth and the mothers not to be indulged with vices (drugs, gambling) (4.16), helped augment the income of the families (4.14), motivated the residents to adapt and apply new technologies (4.00) and helped in promoting conservation and preservation of the national resources (3.91)..The results showed that the programs are effective at different levels and extent as shown by the mean of 4.25.

Table 5: Effect of community extension on the individual.

Indicators	Mean	Interpretation
1. It helped a lot to the community.	4.67	Strongly Agree
2. It enhanced the knowledge and skills of the residents.	4.25	Agree
3. It motivated the residents to clean their surroundings.	4.34	Agree
4. It motivated the residents to establish livelihood projects in the community.	3.86	Agree
5. It motivated the residents to adapt and apply new technologies.	3.95	Agree
6. It helped in promoting health and wellness among residents.	4.23	Agree
Average	**4.22**	**Agree**

It may be gleaned from Table 5 that the community extension programs on the individual showed different effects as indicated by the mean value of 4.22. A number of respondents claimed that these programs helped the community in so many ways (4.67), motivated the residents to clean their surroundings (4.34), their knowledge and skills were enhanced (4.25), helped in promoting health and wellness among residents (4.23), motivated the residents to adapt and apply new technologies (3.95) and motivated the residents to establish livelihood projects in the community (3.86).

Table 6: How community extension touches the respondents.

Indicators	Mean	Interpretation
1. I now love to help my neighbor's haring to them what I have learned from the trainers (extension implementers).	4.45	Agree
2. It awaken the spirit of volunteerism in me.	4.41	Agree
3. It made me more proud.	4.64	Strongly Agree
4. It made me feel that, there are others who care for our community too.	4.57	Strongly Agree
5. I was touched by the trainers (extension implementers) for their patience and willingness to help.	4.77	Strongly Agree
Average	**4.57**	**Strongly Agree**

Table 6 shows how the community extension touches the respondents with a mean of 4.57. As shown in the table, majority of the respondents confirmed that was touched by the trainers (extension implementers) (4.77), they made them more proud (4.64), made me feel that, there are others who care for our community too (4.64) and awaken the spirit of volunteerism in me (4.41)

Table 7: Reasons why do respondents participate in community extension services.

Indicators	Mean	Interpretation
1. I want to learn and to gain many skills.	4.71	Strongly Agree
2. I find it beneficial.	4.53	Strongly Agree
3. I was recommended then eventually I loved joining it.	4.63	Strongly Agree
4. I am interested to join the programs	4.63	Strongly Agree
5. I was ashamed that the extension implementers will be the one to clean our surroundings.	4.45	Agree
6. I am required by the Barangay officials	4.24	Agree
Average	**4.22**	**Strongly Agree**

Table 7 presents the respondents' reasons of participation in community extension services. The topmost answer was respondents' wanted to learn and gain many skills (4.71), they are very much interested in joining the program and interested to join the programs (4.63), the programs were beneficial (4.53), some claimed that they were ashamed if the implementers will be the one to clean their surroundings (4.45) and the requirement of barangay officials to participate (4.24). This shows that these beneficiaries are very much eager to learn and they are willing to participate in the different programs with a mean of 4.53.

Table 8: Need to improve the community extension

Indicators	Frequency	Percentage
Yes	19	100
No	0	0
Total	**19**	**100**

As shown in Table 8, the respondents' claimed that there is a need to improve the community extension programs of MCCOEO as manifested by the 100% while none of the respondents said that there is no need to improve the current programs. These respondents wanted by the institution to continue the current programs and develop more diverse programs.

Table 9: Suggestions for improvement

Indicators	Mean	Interpretation
1. Trainings must be continuous for us not to forget the skills we learned	4.66	Strongly Agree
2. There must be advanced or higher trainings (especially on sewing, food preservation, processed foods, baking and other livelihood)	4.61	Strongly Agree
3. Clean-up drive must be weekly to see greater impact	4.53	Strongly Agree
4. Many can avail the programs	4.51	Strongly Agree
5. There should be screening of the participants (to ensure their interest)	4.63	Strongly Agree
6. All programs must be facilitated by MCOEO to avoid duplication of programs	4.43	Agree
Average	**4.56**	**Strongly Agree**

Table 9 shows the reasons for improving the community extension programs of MCCOEO with a mean of 4.56. Continuous trainings of the participants is recommended (4.66), screening of participants should also be considered by the program implementers (4.63), advanced or higher level of trainings for the different livelihood programs (4.61), a weekly cleanliness drive for greater impact (4.53), many can avail the programs (4.51) and programs must be monitored to avoid duplication (4.43).. This also means that beneficiaries of the programs should be studied, planned, and organized. Programs should be based on the needs of the community.

Table 10: Ways to improve the extension program

Indicators	Mean	Interpretation
1. I'll encourage my neighbors to participate in all extension program -more trainings on cooking (variety of menu for meals)	4.89	Strongly Agree
2. Computer literacy program for the mothers and students	4.78	Strongly Agree
3. Advanced training for sewing	4.68	Strongly Agree
4. More (rigid) trainings for Baking, bartending, meat processing etc	4.62	Strongly Agree
5. Clean-up drive with Appropriate tools	4.68	Strongly Agree
6. Skills on basic repairs and welding	4.33	Agree
7. Sewing machines to be loaned by the recipients	4.32	Agree
8. Continue to campaign on Solid Waste Management	4.84	Strongly Agree
9. Activity join when there are other extension programs	4.68	Strongly Agree
10. Continue to assist the students in their programs and Activities	4.92	Strongly Agree
Average	**4.67**	**Strongly Agree**

In terms of the different areas that can be improved, that majority of the respondents would like to continue to assist the students in their programs (4.92), activities encourage my neighbors to participate in all MCCOEO extension program -more trainings on cooking (4.89), . Continue to campaign on Solid Waste Management (4.84), computer literacy program for the mothers and students (4.78), more activities for the clean – up drive program including the appropriate tools, and activity join when there are other extension programs (4.68), More (rigid) trainings for Baking, bartending, meat processing etc. (4.62), advanced training for sewing, skills on repairs and welding (4.33), Sewing machines to be loaned by the recipients (4.32). The result means that they are interested in the community programs and they are very much willing to participate as indicated with a mean score 4.67.

The evaluation of the community outreach program revealed interesting findings. Firstly, that the program was successful in reaching its target audience, with over 90% of participants reporting that they found the program to be informative and engaging. Additionally, the researcher found out that the program had a positive impact on the community, with many participants reporting that they felt more connected to their community as a result of participating in the program.

However, the researcher also identified areas for improvement. While the program was successful in reaching its target audience, there were certain groups within the community that were underrepresented in the program. Moving forward, it will be important to develop strategies to better engage these groups and ensure that the program is accessible to all members of the community.

CONCLUSION

In conclusion, the evaluation of the community outreach program has shown that there is a significant progress in achieving the objectives. The efforts have resulted in increased awareness and engagement within the community, and received positive feedback from participants and stakeholders alike. However, there is still room for improvement, and the institution must continue to strive for excellence in the outreach efforts.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

1. That the future community outreach programs focus on building stronger partnerships with local organizations and businesses, as well as leveraging social media and other digital platforms to reach a wider audience.
2. That there are more resources be devoted to evaluating the effectiveness of these programs, so that the institution can continue to improve and refine the approach.

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THE LEVEL OF ACADEMIC STRESS AMONG BAT STUDENTS IN MONCAST DURING THE PANDEMIC

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ABSTRACT

This study measured the level of academic stress among Bachelor of Agricultural Technology (BAT) students enrolled in Monkayo College of Arts, Sciences and Technology (MonCAST) with the identified four categories of stressors: relations to other people, personal factors, academic factors, and environmental factors during the COVID-19 pandemic using a quantitative non-experimental descriptive research design. The results revealed that the level of academic stress among BAT students differs according to their gender, year level, and GWA. Male students tend to experience high-stress levels compared to female students, considering the four categories of stressors. In addition, third-year BAT students experienced more stress across the four factors of academic stress among other respondents. Students with higher general weighted averages are more stressed than those with lower GWA. Moreover, the findings showed that the four factors of academic stress differ significantly in terms of gender and the GWA of the respondents. The academic stress factors, i.e., relation to other people, academic, and environmental factors, significantly differed across the year levels. However, only the personal factors of academic stress indicated no significant difference across the year levels. Present findings suggest the significance of awareness to the academic stress among agriculture college students during the pandemic.

Keywords: Academic Stress, Covid-19 Pandemic, BAT student, Quantitative Non-experimental Research

INTRODUCTION

Background of the Study

Stress is a multi-factorial mental health disorder among university students that can be attributed to various contributing factors. Specifically, academic stress may be the single most dominant stress factor affecting college students' mental well-being. Moreover, university students are exposed to novel academic stressors, such as an extensive academic course load, substantial studying, time management, classroom competition, financial concerns, familial pressures, and adapting to a new environment (Liu et al., 2019; Karyotaki et al., 2020).

In the study of Pascoe et al. (2020), academic stress leads to feelings of decreased well-being and an increased possibility of developing anxiety or depression. Additionally, students who have academic stress tend to do poorly in school. This shows how stress from academics can prevent learners from doing as well as they could (Deng et al., 2022). More so, some groups of students may experience more stress than others, and the COVID-19 pandemic could further complicate the stress response (Barbayannis et al., 2022).

The rise of the COVID-19 pandemic has severely impacted higher education as universities and colleges closed their premises, and most countries shut their borders in response to lockdown measures (Schleicher, 2020; UNESCO, 2020b). However, most nations have been working to encourage parents and schools to help students continue to learn at home through distance learning (UNESCO, 2020a). On the other hand, the sudden shift in the delivery of instruction may have severely affected the students' learning experiences. Furthermore, the crisis raised questions about the quality of education that universities and colleges offer during the pandemic, specifically regarding the educational content, students' learning experiences, and delivery of instructions.

The closure of learning institutions caused by the pandemic may affect students differently. Students from less advantaged backgrounds suffered more than the advantaged students (Di Pietro et al., 2020). Furthermore, Tadese et al. (2020) found that due to schools' closure, the levels of anxiety, depression disorders, and stress are high among students. The learner's and teacher's preparedness to adapt to different learning modalities and external factors such as internet connectivity and ICT applications is of most significant concern, especially in developing countries.

In the research conducted by Al-Hashmi (2021), it was found that most students are motivated intrinsically at the beginning of their remote online learning experience. However, at least two-thirds of the participants' motivation decreased due to several extrinsic factors, e.g., family obligations, lack of a quiet space, and poor or no internet access. This observation echoes the findings of Yates et al. (2020), who distributed a questionnaire to 1,975 students in six New Zealand high schools. The researchers associated the drop in students' motivation in online learning with contextual issues, including family responsibilities.

In the Philippines, a study by Licayan et al. (2021) among college students revealed high academic stress during the COVID-19 pandemic. Relatedly, a more recent study by Calonia et al. (2022) among university students found that most of the students experienced moderate to extreme stress while the majority had moderate to high levels of mental health problems during the COVID-19 pandemic. The results suggest that academic stress is significantly correlated with mental health.

The COVID-19 pandemic has drastically affected Filipino children's mental health and well-being. While children are more susceptible to these detriments, there remains a deficiency of unified and comprehensive strategies to mitigate the deterioration of Filipino children's mental health (Malolos et al., 2021). Also, the existing interventions focuses only on more general solutions that fail to recognize the circumstances that every Filipino is subjected to, particularly in the academe. More so, academic stress creates numerous obstacles to the community since it hinders learners from learning effectively, which is required to promote societal development and growth. By considering the research gap and the aim to understand the academic stress among college students, specifically in agriculture, this study examines the effects of academic stress on the academic performance of BAT students in Monkayo College of Arts, Sciences and Technology.

Research Objectives

This study sought to measure the level of Academic Stress among BAT students in Monkayo College of Arts, Sciences and Technology during the pandemic. Specifically, it aimed to answer the following research objectives;

1. To determine the demographic profile of BAT students enrolled in MonCAST in terms of:
   - 1.1 Gender;
   - 1.2 General weighted average (GWA); and
   - 1.3 Year Level
2. To determine the level of academic stress among BAT students based on their gender, year level and GWA in terms of:
   - 2.1 Relationship to other people;
   - 2.2 Personal factors;
   - 2.3 Academic factors; and
   - 2.4 Environmental factors
3. To determine if the level of academic stress of students differs significantly in terms of
   - 3.1 Gender;
   - 3.2 General weighted average (GWA); and
   - 3.3 Year Level

Null Hypotheses

This study sought to prove the following null hypotheses:

H_{o_1} : The level of academic stress of students does not differ significantly on their gender.
H_{o_2} : The level of academic stress of students does not differ significantly on their year level.
H_{o_3} : The level of academic stress of students does not differ significantly on their GWA.

Theoretical framework

This study was anchored on the concepts and theories that were critically examined by the researcher, from which relevant variables were taken from Academic Stress Theory by Campbell-Phillips, Halder, & Hasib (2020), which states that personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher-student relationship and inadequate study facilities were concerns of academic stress. Moreover, the theoretical perspective is mainly inspired by the work of Bandura (1986,1992) and Lazarus (1991, 1996). As an introduction, the cognitive-relational theory of stress, coping, and emotions will be briefly characterized. In addition, in the study of Rajendran and Kaliappan (1990), there are four categories of potential sources of academic stress in the life of undergraduate students: the relationship with other people, personal factors, academic factors, and environmental factors.

Conceptual Framework

Independent Variables

Gender
GWA
Year level

→

Dependent Variable

Academic stress:
1. **Relations with other people**
2. **Personal factors**
3. **Academic factors**
4. **Environmental factors**

Figure 1. Conceptual Framework of the study

Based on the literature and research analyzed, the dimensions of the academic stress scale are represented in Figure 1. The independent variables of this study are gender, GWA, and year level of the BAT students. On the other hand, the dependent variable of this study is the potential sources of stress in the life of students, which can be identified as the relations to other people, personal factors, academic factors, and environmental factors.

METHODOLOGY

Research Design

This study is quantitative with a non-experimental descriptive research design. According to Creswell (2014), the design embodies a group of techniques used to conduct research where no manipulation is done to any variable of the study. It is primarily a quantitative research technique in which the researcher administers a survey questionnaire to a sample or, in some cases, an entire population of individuals to describe their attitudes, opinions, behaviors, experiences, or other characteristics of the population.

Research Locale

This study was conducted at Monkayo College of Arts, Sciences and Technology (MonCAST), Davao de Oro, Philippines. MonCAST is one of the local colleges in the Davao Region, operated by the Local Government Unit of Monkayo under the Municipal Ordinance No. 19-2009. The institution is recognized by the Commission on Higher Education and a recipient of Free Tuition Law/Unifast and the Tertiary Education Subsidy. It is also recognized as Level I accredited by the Association of Local Colleges and Universities- Commission on Accreditation (ALCUCOA). Some of its major programs are now working for Level 2 accreditation. It is one of the top 30 performing schools in the Philippines during the 2019 Licensure Examination for Teachers for both the elementary and secondary levels by the Professional Regulation Commission (PRC). For the Academic Year 2020-2021, the total population of the local college is 2,151. Figure 2 shows the research locale of the study.

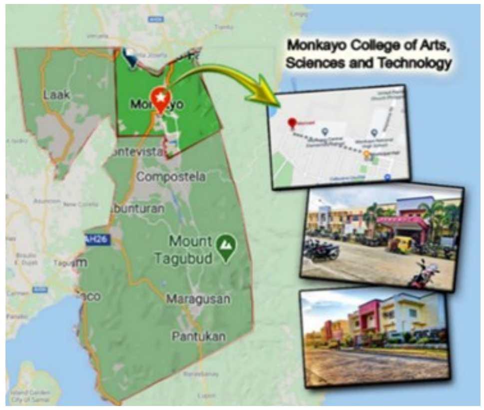

Figure 2. Research Locale

Respondents of the Study

The researcher distributed adapted survey questionnaire to 120 BAT students of Monkayo College of Arts, Sciences and Technology as the respondents of this study using Google form.

Sampling Techniques

Simple Random Sampling was utilized in determining the respondents of this study. Hence, this study focused on the population of first-year, second-year, and third-year students from the Bachelor of Agricultural Technology (BAT) program for the First Semester of the Academic year 2020-2021 as the sampling frame to determine the respondents. The total population of the said department was 171 students. The researcher utilized Slovin's (1960) sampling formula, applied in large populations to generate a representative sample size, as a basis for determining the number of sample sizes. Thus, using this formula, 120 respondents from the given population were designated.

Research Instrument

The researcher used an online survey questionnaire to gather the respondents' responses in this study. The questionnaire was adapted from Rajendran and Kaliappan (1990). It consisted of two sections: the demographic profiles of the respondents and a 33-item questionnaire with a 5-point Likert Scale to identify the respondents' academic stress levels. Moreover, the questionnaire was divided into four stress factors: (a) Stress Relating to Other People, (b) Personal Factors, (c) Academic Factors, and (d) Environmental Factors.

Statistical Treatments

Varied statistical tools and techniques were used to present, interpret, and analyze the data gathered. Statistical Package for Social Sciences (SPSS) was utilized to analyze the data. Descriptive statistics such as frequency counts and percentages were used to determine the respondents' profile. In addition, to determine the respondents' academic stress level, the researcher compared the median scores of the responses from the four stress factors based on their profiles. Moreover, the researcher employed the Mann-Whitney U Test to determine if there is a significant difference between students' academic stress and their gender and GWA. Meanwhile, the Kruskal-Wallis H Test was used to determine if students' academic stress level varies significantly based on their year levels.

Data Collection Procedure

In the data-gathering process, the adapted survey questionnaire used by the researcher was validated by the Office of the Research and Publication. The survey took two weeks to complete and to collect all the required data, and the researcher also utilized Google Forms for the dissemination of the questionnaire.

The researcher used an adapted questionnaire from the Academic Stress Scale developed by Rajendran and Kaliappan (1990). The respondents were asked to provide answers in the most precise and insightful manner possible. Quantitative data was used to present the profile of the respondents, and a 5-point Likert scale was utilized to determine the effects of stress on the academic performance of BAT students. The indicators for each factor were assessed and evaluated using the Likert Scale as follows (see Table 1):

Table 1. Description table to assess the respondents' academic stress

Rating Scale	Median Score Range Interval	Response Anchor	Descriptive Level
5	4.20 to 5.00	Strongly Agree (SA)	Extreme Stress
4	3.40 to 4.19	Agree (A	High Stress
3	2.60 to 3.39	Neither Agree nor Disagree (NA/ND)	Moderate Stress
2	1.80 to 2.59	Disagree (D)	Slight Stress
1	1.00 to 1.79	Strongly Disagree (SD)	No Stress

Ethical Considerations

The research study complied with the standards set by the Monkayo College of Arts, Sciences, and Technology's Guidelines for Ethics in Research. The researcher strictly adhered to reaching the maximum ethical action or consideration level in the scientific research approach. Research ethics involved requirements on actual data gathering, the protection of the respondents, and the publication of the information in adherence to the guidelines set by the college. The compliance with these guidelines assured the respondents' rights, dignity, safety, and welfare. It also guaranteed the credibility of the research results and the ethical principles of beneficence, justice, and autonomy. Hence, the researcher fully complied with the standards of conducting institutional research and corresponding ethical review following the study protocol assessments and standardized criteria. It was with the highest sense of responsibility that the researcher complied with the requirements of the ethical standards not limited to:

1. *Voluntary participation*. All respondents were given the free will to participate without any form of force or intimidation. The respondents were carefully considered and adhered to the purpose and benefits of the study voluntarily.
2. *Respect for anonymity and confidentiality*. The confidentiality and anonymity of all respondents were strictly adhered to in this research. The rights of beneficence, respect for dignity, and fidelity were of utmost consideration in the conduct of this study. The researcher assumed complete private information management to protect the respondents' identity.
3. *Informed consent process*. Respondents offered their approval in this research knowingly, willingly, and intelligently, and in a clear and manifested manner. Free and informed consent needed in this study incorporates an introduction to the study and its purpose and an explanation of the selection of the research respondents and the procedures followed. The questionnaire produced by the researcher was free of complex terms and was readily understood by the research respondents. The research offered a clear perspective of the advantages the researcher can produce to the public and the Monkayo College of Arts, Sciences, and Technology. The questionnaires were administered with the college authority's approval and support. Therefore, no study questionnaire was provided without authorization from the authorities that the vital elements of the informed consent process administered clear disclosure, understanding, competency, and voluntariness of respondents.
4. *Risks*. The research had no intention of difficult circumstances on physical, psychological, or socio-economic implications among the respondents during the conduct of this study.

RESULTS AND DISCUSSIONS

Demographic Profile of the Respondents

Table 2. Gender Distribution of Respondents

Gender	*Frequency*	*Percentage*
Male	40	33.3%
Female	80	66.7%
Total	**120**	**100%**

Table 2 illustrates the gender distribution of the respondents. 66.7% of the respondents are female, with a frequency of 80, while its male counterpart consists of 33.3% or 40 respondents. This indicates that there are more female respondents.

Table 3. General Weighted Average (GWA) of the Respondents

GWA	*Frequency*	*Percentage*
75-80	83	69.2%
86-95	37	30.8%
96-Above	0	0
Total	**120**	**100%**

Table 3 shows the general weighted average of the students in the first semester of the academic year 2020-2021. 69.2% of the total population have a weighted average of 75-80, while 30.8% got 86-95. In addition, no student from the BAT department got 96 and above grades during that semester and academic year.

Table 4. Year Levels of Respondents

Year Level	*Frequency*	*Percentage*
First year	50	41.6%
Second year	40	33.3%
Third year	30	25.1%
Total	**120**	**100%**

The year-level profile of the respondents is described in Table 3. Most respondents belong to the first-year level, comprising 41.6% of the total population. 33.3% of the respondents are second-year, and the remaining 25.1% are third-year students enrolled in the BAT program. This implies that the percentage based on the respondent's population accounts most from first-year and second-year levels.

Results on the level of academic stress of BAT students based on their gender.

Table 5. Level of Academic Stress among BAT Female students

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	3.50	High	Female BAT students experienced high level of academic stress in terms of relation to other people.
Personal factors	2.90	Moderate	Female BAT students experienced moderate level of academic stress in terms personal factors
Academic factors	2.88	Moderate	Female BAT students experienced moderate level of academic stress in terms of academic factors.
Environmental factors	2.50	Slight	Female BAT students experienced slight level of academic stress in terms of environmental factors.
Overall Median Score	**2.88**	**Moderate**	**This implies that the female BAT students experienced a moderate level of academic stress.**

The level of academic stress among female BAT students is tabulated in Table 5. Based on the findings, the level of academic stress among BAT female students in terms of relations with other people is high. However, this group considered personal and academic factors to have a moderate effect on their academic stress. Meanwhile, the environmental factors are considered by the female BAT students to have a slight impact on their academic focus. Overall, this group of respondents regarded academic stress to have a moderate effect on them.

Table 6. Level of Academic Stress among BAT Male students

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	4.00	High	Male BAT students experienced high level of academic stress in terms of relation to other people.
Personal factors	4.25	Extreme	Male BAT students experienced extreme level of academic stress in terms personal factors
Academic factors	4.00	High	Male BAT students experienced high level of academic stress in terms of academic factors.
Environmental factors	4.00	High	Male BAT students experienced high level of academic stress in terms of environmental factors.
Overall Median Score	**4.13**	**High**	**This implies that the male BAT students experienced a high level of academic stress.**

Table 6 describes the level of academic stress experienced by BAT male students. This group of students considered personal factors to have an extreme effect on their academic stress. Furthermore, the male BAT students reflected a high effect of academic stress when it comes to relation to other people, academic factors, and environmental factors. Moreover, this group of respondents considered academic stress to have a high effect on them.

Results on the level of academic stress of BAT students based on their general weighted average (GWA).

Table 7. Level of Academic Stress among BAT students base on their general weighted average (GWA) between the range of 75-85

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	3.50	High	The BAT students with general weighted average within the range of 75-85 highly experienced academic stress in terms of relations to other people.
Personal factors	2.90	Moderate	The BAT students with general weighted average within the range of 75-85 moderately experienced academic stress in terms of personal factors.
Academic factors	2.88	Moderate	The BAT students with general weighted average within the range of 75-85 moderately experienced academic stress in terms of academic experience.
Environmental factors	2.43	Slight	The BAT students with general weighted average within the range of 75-85 slightly experienced academic stress in terms of environmental factors.
Overall Median Score	**2.75**	**Moderate**	**This implies that the BAT students with the GWA between the range of 75-85 experienced a moderate level of academic stress.**

The level of academic stress among BAT students based on their general weighted average (GWA) between the range of 75-85 is illustrated in Table 7. The findings showed that the respondents in this group considered their relations with other people to have a high level of effect regarding their academic stress. Moreover, this group also evaluated personal and academic factors to contribute a moderate level of stress on them, while the environmental factors reflected a slight effect of stress. Overall, BAT students belonging to the group with a GWA between the range of 75-85 considered academic stress to have a moderate effect on them.

Table 8. Level of Academic Stress among BAT students based on their general weighted average (GWA) between the range of 86-95.

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	4.17	High	The BAT students with general weighted average within the range of 86-95 experienced a high level of academic stress in terms of relations to other people.
Personal factors	4.50	Extreme	The BAT students with general weighted average within the range of 86-95 experienced an extreme level of academic stress in terms of personal factors.
Academic factors	4.00	High	The BAT students with general weighted average within the range of 86-95 experienced a high level of academic stress in terms of relations to other academic factors.
Environmental factors	4.26	Extreme	The BAT students with general weighted average within the range of 86-95 experienced an extreme level of academic stress in terms of environmental factors.
Overall Median Score	**2.75**	**Moderate**	**This implies that the BAT students with the GWA between the range of 75-85 experienced a moderate level of academic stress.**

Table 8 shows the results of the level of academic stress among BAT students based on their general weighted average (GWA) between the range of 86-95. According to the results, this group of students considered personal and environmental factors to have an extreme effect on their academic stress. Meanwhile, academic factors and their relations to others evaluated a high-stress level. Generally, BAT students belonging to the group with a GWA between the range of 86-95 considered academic stress to have an extreme effect on them.

Results on the level of academic stress of BAT students based on their year level.

Table 9. Level of Academic Stress among 1st year BAT students

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	3.50	High	The first-year BAT students experienced high academic stress in terms of relations to other people
Personal factors	2.90	Moderate	The first-year BAT students experienced moderate academic stress in terms of personal factors
Academic factors	3.75	High	The first-year BAT students experienced high academic stress in terms academic factors
Environmental factors	2.57	Slight	The first-year BAT students experienced slight academic stress in terms of environmental factors
Overall Median Score	**2.90**	**Moderate**	**This implies that the first-year BAT students experienced a moderate level of academic stress.**

Table 9 illustrates the level of academic stress among first-year students of the BAT program. This group of students considered academic factors and relations to other people to have a high effect on their academic stress. However, they also considered a moderate stress level on the personal factors, while the environmental factors reflected a slight stress level. Generally, the first-year BAT students considered academic stress to have a moderate effect on them.

Table 10. Level of Academic Stress among 2nd year BAT students

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	2.00	Slight	The second-year BAT students experienced slight stress in terms of relations to other people.
Personal factors	3.80	High	The second-year BAT students experienced high stress in terms of personal factors.
Academic factors	3.00	Moderate	The second-year BAT students experienced moderate stress in terms of academic factors.
Environmental factors	2.86	Moderate	The second-year BAT students experienced moderate stress in terms of environmental factors.
Overall Median Score	**2.88**	**Moderate**	**This implies that the second-year BAT students experienced a moderate level of academic stress.**

The level of academic stress among second-year BAT students is tabulated in Table 10. The findings showed that personal factors highly affect these respondents' academic stress. Additionally, they considered academic and environmental factors to have a moderate effect on their academic stress. In contrast, the factor on relations to other people recorded a slight stress level on them. Overall, academic stress has a moderate effect on second-year BAT students.

Table 11. Level of Academic Stress among 3rd year BAT students

Variables	*Median Score*	*Descriptive Equivalent*	*Interpretation*
Relations to other people	4.50	Extreme	The third-year BAT students experienced an extreme level of academic stress in terms of relations to other people.
Personal factors	4.40	Extreme	The third-year BAT students experienced an extreme level of academic stress in terms of personal factors.
Academic factors	4.88	Extreme	The third-year BAT students experienced an extreme level of academic stress in terms of academic factors.
Environmental factors	4.86	Extreme	The third-year BAT students experienced an extreme level of academic stress in terms of environmental factors.
Overall Median Score	**4.65**	**Extreme**	**This implies that the third-year BAT students experienced an extreme level of academic stress.**

Table 11 indicates the level of academic stress among BAT third-year students. This group evaluated all the factors to have an extreme effect on their academic stress. Generally, third-year BAT students consider their relations to other people's personal, academic, and environmental factors of academic stress to have an extreme effect on them.

Results on testing the significant difference between the level of academic stress of BAT students and their Gender, Year Level, and GWA.

Table 12. Mann-Whitney U Test of Significant Difference between the factors of academic stress of BAT students and gender.

Stress Factors	Gender	N	Mean Ranks	Mean Difference	U-value	p-value
Relations to other people	Female	80	53.48	21.07	1038	0.002
	Male	40	74.55			
Personal factors	Female	80	49.32	33.54	705.5	0.000
	Male	40	82.86			
Academic factors	Female	80	50.39	30.34	791	0.000
	Male	40	80.73			
Environmental Factors	Female	80	48.64	35.59	651	0.000
	Male	40	84.23			

$p<0.05$ significant at 5% level

The statistical analysis using the Mann-Whitney U test to identify the significant difference between the factors of academic stress of BAT students and gender is presented in Table 12. On the stress factor aligned to the relations to other people, male BAT students exhibit more stress than their counterparts in this factor when comparing their mean ranks. With a U-value=1038 and a p-value=0.002, it indicates a significant difference between the stress factor concerning the relations to other people and the gender of the respondents. For comparison of personal factors of male and female students, results indicated a significant gender difference, i.e., male students are more affected by personal factors compared to female students (U=705.5, p=0.000). Moreover, for the comparison of academic and environmental factors of stress, the male students exhibit more stress than female students (with U=791, p<0.000; and U=651, p=0.000), respectively.

Table 13. Mann-Whitney U Test of Significant Difference between the factors of academic stress of BAT students and GWA.

Stress Factors	GWA	N	Mean Ranks	Mean Difference	U-value	p-value
Relations to other people	75-85	83	48.89	37.66	571.5	0.000
	86-95	37	86.55			
Personal factors	75-85	83	47.59	41.87	464	0.000
	86-95	37	89.46			
Academic factors	75-85	83	49.93	34.29	658	0.000
	86-95	37	84.22			
Environmental Factors	75-85	83	47.04	43.65	418.5	0.000
	86-95	37	90.69			

$p<0.05$ significant at 5% level

Table 13 reports the statistical analysis using the Mann-Whitney U test to identify the significant difference between the academic stress factors of BAT students and their GWA. A U-value=571.5 and a p-value=0.000 indicates a significant difference between the stress factor concerning the relations to other people and the GWA of the respondents. Similarly, personal, and academic stress factors differed significantly in the students' GWA (with U=464, p=0.000; and U=658, p=0.000), respectively. Furthermore, comparing environmental factors of academic stress to the respondents' GWA, results indicated a significant difference (U=418.5, p=0.000). Generally, the students with a GWA between the range of 86 -95 exhibit more stress across the four factors of academic stress than those with a GWA between the range of 75-85.

Table 14. Kruskal-Wallis H Test of Significant Difference between factors of academic stress of BAT students across year levels

Stress Factors	Year Level	N	Mean Ranks	χ^2	p-value
Relations to other people	1st year	95	64.57	18.759	0.000
	2nd year	15	25.20		
	3rd year	10	74.75		
Personal factors	1st year	95	58.55	2.776	0.250
	2nd year	15	61.43		
	3rd year	10	77.60		
Academic factors	1st year	95	58.74	7.361	0.025
	2nd year	15	53.20		
	3rd year	10	88.20		
Environmental Factors	1st year	95	56.76	8.447	0.015
	2nd year	15	64.77		
	3rd year	10	89.60		

$p<0.05$ significant at 5% level

The Kruskal-Wallis H test was applied to compare the four factors of academic stress of BAT students among certain year levels. Kruskal-Wallis' test results for students' academic stress across year levels are provided in Table 14. Results yielded a significant difference in the stress factor concerning the relations to other people across year levels (=18.759, p= 0.000). Among the year levels, the third-year students exhibit more stress in this factor, followed by the first-year and second-year students, correspondingly, when their mean ranks are compared. On the other hand, results also yielded a significant difference in the academic factors across year levels (=7.361, p= 0.025). When compared using the mean ranks, the third-year students showed more stress in this factor, then the first-year and second-year students, respectively.

The findings on the stress aligned with the environmental factors showed a significant difference across the year levels (=8.447, p= 0.015). Among the year levels, the third-year students exhibit more stress on environmental factors, followed by the second-year and first-year students, correspondingly, when their mean ranks are compared. However, the personal factors showed no significant difference across the year levels (=2.776, p= 0.250). Moreover, when compared using the mean ranks, the third-year students showed more stress on personal factors, then the second-year and first-year students, respectively.

CONCLUSIONS AND RECOMMENDATIONS

Students, particularly those at the tertiary level, face a variety of continuing stressors related to academic demand, especially during the pandemic. This study aimed to present the profiles of the students in terms of gender, general weighted average (GWA), and year level to determine the level of academic stress based on the respondents' profiles in terms of relation to other people, personal factors, academic factors, and environmental factors. This research also sought to determine the significant difference between the factors of academic stress and the profiles of the respondents.

Conclusions

Based on the results and interpretation of the study, the following conclusions have been generated:

1. Most of the respondents are female.
2. Most respondents are first-year BAT students since there is an increase in enrollees in the first semester of the academic year 2020-2021.
3. Majority of the respondents have a general weighted average between the range of 75-80.
4. The level of academic stress among BAT students during the pandemic differs by gender when compared using their median scores, with male students experiencing high-stress levels compared to female students experiencing moderate stress levels.
5. The results on the level of academic stress among BAT students during the pandemic based on their general weighted average showed that the students with a GWA between the range of 86-95 tend to experience a high level of stress compared to those within the GWA range of 75-85 that reported a moderate level of stress when their median scores are compared. According to Martinez-Rubio et al. (2020), students with higher grade point averages and general weighted averages tend to seek mental health services because of the stress that they experience. Maintaining higher grades, pressure from parents and sometimes from the instructors, and fear of failure are reasons why students with higher grades tend to be more stressed than other students.
6. Among the respondents, the third-year BAT students experienced high academic stress during the pandemic based on their median scores. This is due to the increased class workload and dilemmas of academic life due to the demands to fulfill a specific academic program associated with a particular curriculum, and, on top of that, the goal of obtaining high grades is also paramount for students.
7. Based on the results of the Mann-Whitney U test, the four factors of academic stress differ significantly in terms of gender and the GWA of the respondents. Male BAT students experience more stress than females based on their mean rank scores. Moreover, students with a GWA between the range of 86-95 exhibit more stress compared to those students with a GWA range of 75-85 based on their mean rank scores.
8. According to the Kruskal-Wallis H test results, the academic stress factors, i.e., relation to other people, academic factors, and environmental factors, showed a significant difference across the year levels. However, only the personal factors of academic stress indicated no significant difference across the year levels.

Recommendations

Based on the detailed and significant evaluation of results, the researcher recommends the following:

To Monkayo College of Arts, Sciences and Technology. This study suggests that the institution should intensify and strengthen guidance and counseling programs targeting students' mental health, especially during the pandemic. The Office of Student Affairs may also conduct a webinar series related to stress management.

To the Instructors. The study suggests that instructors should consider the mental health of their students. Checking their students is a great help for them, especially during the COVID-19 pandemic.

To Future Researchers. To conduct studies related to the level of academic stress among BAT students in MonCAST during the pandemic. It is also advised that the study be conducted on a broader scale, like conducting this study on other courses, the BSBA and Education department, and comparing private HEIs into SUCs and LUCs.

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BUDGETING AND SPENDING BEHAVIOR OF TERTIARY EDUCATION STUDENT GRANTEES IN MONKAYO COLLEGE OF ARTS, SCIENCE, AND TECHNOLOGY

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ABSTRACT

BSP Governor Benjamin Diokno highlighted a persistent issue with a concerning statistics indicating that 75% of Filipino adults lack financial expertise. In response, a study was conducted among 218 Tertiary Education Subsidy (TES) grantee of Monkayo College of Arts, Sciences, and Technology, aiming to assess the financial literacy gap and potentially develop an effective financial education program. These students were purposefully selected due to their grant-in-aid status, which provides them with flexibility in managing expenses and saving. This research, primarily descriptive in nature, employed frequency analysis to gather insights. The findings revealed that MonCAST TES grantees are predominantly male, often in their graduating years, frequently pursuing degrees in the Business Education program, and not residing in Poblacion Monkayo. When asked about their typical expenses from their school allowance, common items included transportation costs, household necessities, socializing with friends, internet access, photocopying study materials, books, printing and miscellaneous expenses were uncovered. Notably, a significant portion of TES grantees are influenced by brand preferences when making purchases and have encountered budget deficits. Their preferred strategy to address deficits is seeking financial assistance from parents. Additionally, many respondents express doubt about their ability to improve budgeting skills by reducing spending. While saving from their monthly allowance is not a common practice, their preferred savings methods vary when given the option. These findings underscore the need for targeted financial education programs tailored to the unique circumstances and preferences of MonCAST TES grantees, ultimately aiming to bridge the financial literacy gap and enhance their financial well-being as future adults.

Keywords: Budgeting and Spending Behavior, Tertiary Education Subsidy (TES) Grantee, MONKAYO College of Arts, Sciences and Technology (MonCAST), Monkayo, Financial Literacy

INTRODUCTION

Self-regulation sometimes is called by many names as willpower, self-control, self-discipline, etc. (Moore, 2021) but points out one thing – a system of causal sub-functions and process that underlies purposes of actions through self-monitoring, self-evaluation, and referential comparison. (Bandura, 1991). For society members to achieve success, particularly in the realm of finances, including college students, mastering self-regulation is essential. Research by Pohane (ND) suggests that a student proficient in financial management is more likely to excel academically. Despite its significant relevance, financial management, a specialized field within the academic discipline, has not gained widespread popularity.

The core elements of financial literacy encompassing earning, spending, saving, investing, borrowing, and protecting, have long been in existence. Regrettably, only a minority have been able to fully embrace and embody these ideals. It is imperative for both the government and academic institutions to collaborate in bridging the knowledge gap across all sectors of society, as advocated by Aprea et al. (2016). This effort should commence with a comprehensive understanding of the factors influencing the components of financial acumen, namely earning, spending, saving, investing, borrowing, and protecting.

In countries with strong economic conditions like Canada, Italy, the UK, and the USA, research has shown that national and cultural differences contribute to the diversity in the combinations of factors influencing financial intelligence. However, despite these differences, there is a common thread: the concept of financial intelligence is consistent with the broader context of "the ability to make informed judgments and effective decisions regarding the use and management of money." This concept aligns with the principles of financial literacy and is positively associated with favorable financial behaviors such as saving and wise spending (Cude, 2013).

In essence, while the specific factors and influences on financial intelligence may vary from one country to another due to cultural and national distinctions, the fundamental goal of informed decision-making in financial matters remains a universal objective. This underscores the importance of financial education and literacy in fostering positive financial behaviors across diverse cultural and economic contexts.

Developing countries also recognize the diversity in money management skills, spending habits, and saving practices among the younger generation in the region (Kavita, 2019). In the Philippines, a similar financial knowledge gap has been observed, and the student population has been identified as one of the challenged groups, mirroring trends seen worldwide (Montalbo, 2017). However, these statistics should not deter concerned sectors from coming together to support and implement initiatives aimed at improving the situation.

As the higher education institution acknowledges the pivotal role of education in enhancing the financial skills of the country's populace, scholarship grants have been provided to bridge this knowledge gap. This situation has prompted the researcher to investigate the financial prudence tendencies among student grantees.

Research Objectives

The primary objectives of this study were twofold: first, to delineate the profiles of MonCAST students who are recipients of tertiary education subsidies, and second, to elucidate their budgeting and spending patterns and behaviors. Particularly:

1. To identify the demographic profile of the respondents based on:
    1.1. Sex
    1.2. Course or major
    1.3. Year level
    1.4. Residency
2. To determine the spending behavior of the respondents.
3. To determine the budgeting behavior of the respondents.

METHODOLOGY

Research Design

Descriptive research encompasses the delineation of a phenomenon based on its distinctive traits, the identification of inclinations in terms of frequency or trends, and the classification of subjects into specific categories (McCombes, 2020). The present study employs a Descriptive Quantitative Design, utilizing a modified questionnaire in a sample survey. Its objective is to ascertain the spending and budgeting habits of MonCAST students who are recipients of TES Grants.

Research Locale

The study is conducted in Monkayo, province of Davao de Oro, specifically with students currently enrolled at Monkayo College of Arts, sciences and Technology, a local government funded college located within the heart of the municipality.

Participants of the Study

The participants in this study consist of officially enrolled TES Grantee students. UNIFAST, the agency responsible for grant qualifications, conducts assessments and evaluations based on confidential criteria to determine eligibility. Each academic year, the institution forwards all enrolled students for the semester to the agency. Students are required to complete registration on the agency's official website, and the list of grant qualifiers is communicated through MonCAST's UNIFAST focal office.

During the specific semester when the study took place, there were a total of 382 active grantees, compared to the previous semester's total of 461. Some students had graduated, while others had not enrolled. Out of the 382 TES grantees, only 218 chose to participate in the survey.

Sampling Techniques

The primary goal of this study was to achieve a comprehensive count of the identified TES grantees, with the main objective being the exploration of a shared consensus among them. In total, there were 382 officially enrolled TES grantee students, and all of them were provided with access to the survey questionnaire, ensuring that everyone had the opportunity to participate and respond to the survey.

Statistical Treatments

The study aims to delineate the students' profiles and assess their spending and budgeting tendencies, utilizing the Frequency method as designed in the questionnaire.

Data Collection Procedure

The roster of officially enrolled students benefiting from the TES program was acquired from the school's UNIFAST focal person. Subsequently, the Google Forms survey questionnaire link was individually distributed via personal messenger accounts and the TES grantees' group chat channels. The responses collected through Google Forms were then consolidated and organized based on the necessary data input requirements for subsequent analysis.

Ethical Considerations

The study observed the following:

1. **Voluntary Participation** - Students were afforded the option to opt out of participation, and the survey questionnaire was structured with this flexibility in mind. Moreover, students were explicitly briefed on the research's objectives and their prerogative to abstain from involvement during the distribution of the survey instrument.
2. **Identity Protection** - Students were provided with a guarantee that their privacy would be fully respected and safeguarded. Furthermore, it's important to note that the survey questionnaire did not necessitate the inclusion of any personal identification information.
3. **Safety** - The research instrument posed no health risks whatsoever, and it's essential to emphasize that the entire research duration did not entail any biohazard activities.
4. **Data Protection** - all data gathered during the survey were kept confidential and in no way to be shared to anyone.
5. **Research Integrity** - The researcher diligently followed the institutional research procedures, ensuring that every step of the research adhered to the institution's established standards. These standards encompassed issues like plagiarism, data manipulation, and biases, among others.

FINDINGS

Among the total of 382 TES Grantees, 234 individuals completed the survey questionnaire distributed through Google Forms, with a final count of 218 participants who chose to participate voluntarily.

1. In an effort to determine the demographic profile of MonCAST TES grantees, the table below displays the profiles of the surveyed students.

Table 1. Profile according to Sex

	Frequency	Percent
Male	136	62.4
Female	82	37.6
Total	**218**	**100**

When respondents are categorized by sex, the data reveals that there are 136 males and 82 females, accounting for 62.4 percent and 37.6 percent, respectively. This distribution highlights a predominant male presence among the grant recipients.

Table 2. Profile according to Year Level

	Frequency	Percent
First Year	13	6.0
Second Year	3	1.4
Third Year	64	29.4
Fourth Year	138	63.3
Total	**218**	**100.0**

When respondents are categorized according to their year level, the majority of 138 students are in their fourth year, accounting for 63.3 percent of the sample. There are 64 students in their third year, making up 29.4 percent. In the first year, there are 13 students, constituting 6.0 percent, while only 3 respondents, or 1.4 percent, are in their second year.

Table 3. Profiles according to Course / Major

Course and Major	Frequency	Percent
BEED – Generalist	36	16.5
BSED – English	8	3.7
BSED – Social Studies	27	12.4
BSED – Mathematics	13	6.0
BSBA – Marketing Management	52	23.9
BSBA – Human Resource Development Management	37	17.0
BSBA – Financial Management	29	13.3
BAT – Bachelor in Agriculture Technology	16	7.3
Total	**218**	**100.0**

When respondents are categorized by their course or major, the majority of them are enrolled in the Business Education Program, with BSBA Marketing Management being the most represented. Here is the breakdown of respondents by major:

Business Education Program:
BSBA Marketing Management: 52 students (23.9 percent)
BSBA Human Resource Development Management: 37 students (17.0 percent)
BSBA Financial Management: 29 students (13.3 percent)

Teacher Education Program:
BEED Generalist: 36 students (16.5 percent)
BSED Social Studies: 27 students (12.4 percent)
BSED Mathematics: 13 students (6.0 percent)
BSED English: 8 students (3.7 percent)

Other Program:
Bachelor in Agriculture Technology: 16 students (7.3 percent)

Table 4. Profile according to how many resides in the Poblacion area.

	Frequency	Percent
No	194	89.0
Yes	24	11.0
Total	**218**	**100.0**

Out of the total 218 respondents who participated in the survey, a significant majority, numbering 194 individuals, were not residents of Poblacion Monkayo. This constitutes approximately 89.0 percent of the respondents. In contrast, the remaining 24 respondents, or approximately 11.0 percent, were residents of Poblacion Monkayo.

2. To determine the spending behavior of MonCAST students questions like (1) what is the estimated monthly expenses, (2) do they keep an accounts of records for expenses, (3) what mode of maintaining an account for expenses records do they use, and (4) what consumes their monthly allowance the most? were asked and the results are as follows:

Table 5. Estimated Monthly Expenses

Estimated Monthly Expenses	Frequency	Percent
Above 30,000 pesos	141	64.7
Between 20, 000 pesos to 30, 000 pesos	1	.5
Between 10,000 pesos to 20, 000 pesos	7	3.2
Below 10,000 pesos	69	31.7
Total	**218**	**100.0**

These figures provide a snapshot of the diverse range of monthly expense levels among the surveyed TES grantee students, highlighting variations in their financial circumstances and spending patterns. A significant majority, 141 out of 218 individuals, which corresponds to 64.7 percent of the total responses, indicated that their monthly expenses exceed 30,000.00 pesos. A substantial portion, 69 respondents, equivalent to 31.7 percent, reported that their monthly expenses would be below 10,000.00 pesos. A smaller proportion, specifically 3.2 percent of the respondents, which amounts to 7 individuals, stated that their monthly expenses fall within the range of 10,000 to 20,000 pesos. One respondent mentioned monthly expenses between 20,000 to 30,000 pesos.

The result aligns with the PSA's FIES 2018 Final Report, which estimated an annual family income and expenditure of 239,000 pesos per annum. This study used 2015 data as a basis for comparison, incorporating a fixed inflation rate of 3 percent and considering prevailing commodity prices. This calculation led to an annual expenditure estimate of 260,510.00 pesos, which aligns with the figure revealed in the study, particularly those with monthly expenses of 30,000.00 pesos and above.

The FIES report also provides insights into the top five family expenditures in descending order: food, house rent, bills, transportation, and miscellaneous goods and services. This information sheds light on the spending priorities and patterns of families, which can be valuable for understanding the financial habits and needs of TES grantee students.

Table 6. Keeping an Accounts of Expenses Records

	Frequency	Percent
Yes	92	42.2
No	126	57.8
Total	**218**	**100.0**

In terms of keeping a record of expenses, a majority of the respondents, specifically 57.8 percent or 126 out of 218, admitted to not keeping such records. However, it's worth noting that this item showed a significant difference of only 34 responses when compared to the 92 out of 218 respondents who do maintain expense records. This suggests that there is a substantial portion of students who are not actively tracking their expenses, potentially indicating a varying levels of financial awareness and discipline.

An article in the Philippine News Agency listed several reasons why Filipinos are often regarded as lacking in financial acumen. One of the identified indicators of poor financial management is the neglect of maintaining records for income and expenses (Ledesma, 2021), a practice that is notably neglected by the majority. This oversight underscores the significance of heeding Bhar, A. K.'s (2019) advice emphasizing the crucial necessity of meticulous financial record-keeping, particularly in the present generation.

Such record-keeping becomes indispensable for gaining valuable insights and crafting financial strategies, which have become more necessary than ever before.

Table 7. Mode of Maintaining an Account for Expenses Records

	Frequency	Percent
Manually	27	12.4
Application	65	29.8
None	126	57.8
Total	**218**	**100.0**

This specific inquiry was directed exclusively to individuals who confirmed their practice of maintaining a monthly expense log. Among the 92 respondents, 65 respondents reported their use of dedicated applications for this task, while the remaining 27 respondents opted for manual or traditional means of recording their expenses.

Table 8. What consumes their monthly allowance the most

	Frequency	Percent
Travelling	124	56.9
Dine-out	39	17.9
Lifestyle	27	12.4
Books	21	9.6
Entertainment	5	2.3
Others	2	.9
Total	**218**	**100.0**

Travel expenses emerge as the dominant contributor, representing a substantial 56.9 percent of the total expenditures, closely followed by dine-out expenses at 17.9 percent. Lifestyle expenses constitute 12.4 percent, with books accounting for 9.6 percent, and entertainment expenses at a modest 2.3 percent. To put these percentages into numerical context, they correspond to 124, 39, 27, 21, and 5, respectively, in terms of the actual amount spent.

Table 9. Unavoidable Expenses

	Frequency	Percent
Travelling	77	35.3
Lifestyle	50	22.9
Dine-out	36	16.5
Entertainment	22	10.1
Others	17	7.8
Books	16	7.3
Total	**218**	**100.0**

When considering unavoidable expenses, travel expenses represent 35.3 percent of the total, while lifestyle expenses account for 22.9 percent. Dine-out expenses make up 16.5 percent, entertainment expenses contribute 10.1 percent, other miscellaneous expenses account for 7.8 percent, and books expenses represent 7.3 percent of the total unavoidable expenses.

To address potential cultural variations, the researcher incorporated a qualitative dimension into the questionnaire by drawing from its original source. Within the same research instrument, respondents were prompted to provide a detailed list of expenses they associate with the categories of travel, lifestyle, dine-out, entertainment, books, and miscellaneous expenses. This approach aimed to shed light on the specific cultural nuances and interpretations of these expense categories. The resulting themes, as summarized below, emerged from this qualitative exploration.

Table 10. Emerging themes for travelling, lifestyle, dine-out, entertainment, books, and others

Categories of Expenditures	Emerging Themes
Traveling	Transportation costs or fare from residents to the town proper/school campus
Lifestyle	Household necessities such as rice, viand, snacks, toiletries, etc.
Dine-out	Hanging out with friends especially during special events or parties
Entertainment	Internet access for online gaming
Books	Photocopying of reference books and printing costs of lessons in modules
Others	Internet access for the virtual class and internet connections for classes and for browsing the social media

3. Consistent with the study's third objective, which is to gain insights into the spending habits of MonCAST TES grantees, frequency analysis was employed. This analysis was based on the following guiding questions: Are you brand conscious? Have you experienced budget deficit? Can you improve budgeting by spending less? and How do you resolve budget deficit? These questions aimed to provide a comprehensive understanding of the spending behaviors and financial management strategies of MonCAST TES grantees.

Table 11. Influenced by Brand Preference

	Frequency	Percent
Yes	140	64.2
No	78	35.8
Total	**218**	**100.0**

A substantial portion of TES grantees, specifically 140 individuals or 64.2 percent, acknowledged being influenced by brand preferences when making purchasing decisions. On the other hand, 78 respondents, constituting 35.8 percent of the total, did not identify as brand-conscious. This finding carries notable implications in relation to socialization agents (Ghazali, Z., 2010) and the concepts of conspicuous consumption, status consumption, and self-expression (Assimos, B. M., Pinto, M. D. R., Leite, R. S., & Andrade, M. L. D., 2019). These observations are significant spending indicators, as brand consciousness often plays a pivotal role in driving luxury purchases (Chu, S. C., & Kamal, S., 2011).

Table 12. Had Budget Deficit Experiences

	Frequency	Percent
No	23	10.6
Yes	195	89.4
Total	**218**	**100.0**

When respondents were asked whether they had experienced a budget deficit or not, only 23 out of 218 respondents, equivalent to 10.6 percent, answered in the negative, while the majority, comprising 195 out of 218 respondents or 89.4 percent, indicated that they had indeed experienced a budget deficit.

Table 13. Believed spending less helps to improve Budgeting

	Frequency	Percent
No	14	6.4
Yes	204	93.6
Total	**218**	**100.0**

When respondents were queried about whether they believed they could enhance their budgeting skills by reducing their spending, a significant 93.4 percent, equivalent to 204 out of 218 TES grantees, responded with "No." In contrast, only 14 individuals, comprising 6.4 percent of the TES grantees' respondents, answered with "Yes."

Table 14. Budget deficit resolution

	Frequency	Percent
I will reduce my spending when I almost run out of money	10	4.6
I will borrow money from my friends	29	13.3
I will ask money from my parents	179	82.1
Total	**218**	**100.0**

When assessing the coping mechanisms of students in response to budget deficits under specific circumstances, the findings indicate that: 179 out of 218 respondents, which corresponds to 82 percent, seek financial assistance by asking their parents for help; 29 out of 218 respondents, or 13.3 percent, resort to borrowing money from friends and; a smaller portion, 10 out of 218 respondents, or 4.6 percent, opt to resolve the issue by reducing their spending.

4. One of the most important component of financial wit is the ability to secure savings. A couple of questions were thrown to TES grantee students such as: do you consider saving from your monthly allowance? and how do you want to keep your savings, the ensuing insights are as follows:

Table 15. Consider Saving from monthly allowance

	Frequency	Percent
Yes	9	4.1
No	209	95.9
Total	**218**	**100.0**

Almost unanimously, a striking 209 out of 218 MonCAST TES grantee students, constituting a substantial 95.9 percent, do not contemplate saving from their monthly allowance. Only a small minority, comprising 4.1 percent or 9 individuals, express openness to the idea of saving from their allowances.

Table 16. Mode of Savings

	Frequency	Percent
Secure a Savings Deposit Account	32	14.7
Invest in Financial Market	80	36.7
Cash Savings as in a piggy bank	106	48.6
Total	**218**	**100.0**

When presented with the opportunity to save, students were queried about their preferred methods for keeping their savings, as revealed a substantial 48.6 percent, totalling 106 respondents, favored the traditional "piggy bank" approach. A significant 36.7 percent, consisting of 80 individuals, expressed a preference for the "financial market." While the remaining 14.7 percent, involving 32 individuals, indicated their choice of keeping their savings in a bank deposit.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Taking all the highlights from the results, the following can be concluded:

1. The profile of TES grantee students at MonCAST indicates several predominant characteristics. They are primarily male, often in their graduating years, most frequently enrolled in the Business Education program, and tend to be not residents of Poblacion Monkayo.
2. The analysis of spending habits among MonCAST TES grantees reveals several key insights:
   2.1 Brand Influence: A substantial portion of TES grantees acknowledged being influenced by brand preferences when making purchasing decisions. This suggests that brand recognition and preference play a significant role in their spending choices.

2.2 Budget Deficit Experience: A majority of TES grantees indicated that they had experienced budget deficits. This indicates that managing finances and staying within budget can be a common challenge among this group of students.
2.3 Budgeting Skills: Interestingly, a significant proportion of respondents do not believe they can improve their budgeting skills by reducing their spending. This suggests that some TES grantees may have reservations or constraints when it comes to adjusting their spending habits.
2.4 Coping Mechanisms: In response to budget deficits under specific circumstances, the findings indicate that the preferred coping mechanism for many TES grantees is to seek financial assistance by asking their parents for help. This highlights the importance of family support in times of financial need.

3. MonCAST TES grantee students generally do not consider saving from their monthly allowance. However, when given the option to save, their preferences for storing their savings vary:
   3.1 Traditional "Piggy Bank": A significant portion, representing almost half, favor the traditional "piggy bank" approach. This indicates a preference for a tangible and easily accessible form of saving.
   3.2 Financial Market: Some students opt for investment in the financial market, indicating a willingness to explore more advanced saving and investment methods.
   3.3 Bank Deposit: A smaller number of students prefer to keep their savings in a bank deposit. This suggests a desire for the security and interest that a bank account can provide.

Recommendations

1. Since respondents are primarily male, in their graduating years, and enrolled in the Business Education program, MonCAST may develop and implement a tailored financial literacy programs focussed on practical budgeting and money management skills early in the college curriculum to ensure students receive essential financial knowledge and skills before they graduate and enter the workforce.
2. The wide array of saving preferences among MonCAST TES grantees highlights the significance of providing a range of saving options and comprehensive financial literacy education tailored to meet their unique financial aspirations and requirements. This signifies that although saving may not be a prevalent practice at the outset, there exists a genuine interest in exploring diverse approaches to managing and potentially augmenting their financial resources when they opt to save. To address this need, MonCAST can establish collaborations with local financial institutions and organizations. These partnerships can facilitate the provision of workshops, seminars, and valuable resources aimed at empowering students and their families with the knowledge and skills necessary for effective financial management and savings.
3. A thorough and comprehensive inquiry is imperative to delve deeper into the spending behaviors of MonCAST TES grantees. This entails a meticulous examination of their recurring budget deficits and the prevalent belief that cutting spending cannot improve their budgeting acumen. Resolving this issue holds paramount importance, in line with MonCAST's commitment to comply with the directives stipulated in Section 4 of RA 10922, often recognized as the Economic and Financial Literacy Act. Furthermore, it is prudent to integrate financial literacy components into the Business Education program, given its popularity among the student respondents. This ensures that students enrolled in this program receive tailored financial education, catering to their specific needs and career paths.
4. According to Alsemgeest, L. (2015), financial literacy should transcend mere cognitive factors and embrace non-cognitive and affective elements that shape rational decision-making. In this context, implementing Parental Involvement can offer crucial support to students during budget deficit periods. Additionally, Peer Education, where financially responsible students mentor their peers in budgeting and responsible spending practices, proves an effective strategy. Furthermore, adopting a Gender-Sensitive Approach that acknowledges gender-based differences in financial behavior and tailors programs to address the unique financial challenges and priorities of male students enhances the practicality and relevance of the financial literacy program.

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RELATIONSHIP OF STUDENTS' LEARNING STYLES, STRATEGIES AND ACADEMIC PERFORMANCE

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ABSTRACT

The study aimed to determine the learning styles and strategies of the students concerning their academic performance. It was conducted in the public secondary schools of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) districts, Division of Bohol, to fifty-one (51) teachers, one hundred-eight (108) students and one hundred-eight (108) parents, with a total of two hundred sixty-seven (267) respondents in the school year 2022-2023. A descriptive survey design using pilot-tested modified questionnaires was employed. The results showed that students have different learning styles and strategies. The student's learning styles, such as visual, kinesthetic, auditory, and individual, are directly related to their academic performance. The learning styles and learning strategies are significantly related. The learning styles and strategies are important factors for students to learn well and achieve better academic performance. The researcher recommends that teachers plan and design activities that will cater to the students' different learning styles and strategies to analyze each problem provided in the lessons found in the learning modules. Value the importance of independent learning and enhance critical thinking skills by creating innovations. School heads and teachers may design training and seminars on learning strategies to address the learning needs of students with varied learning styles. Parents may give feedback and communicate with the concerned teachers regarding their children's learning styles and strategies arising from their close monitoring. Students should determine their learning styles and strategies to improve and maintain their academic performance.

Keywords: Academic, Learning Styles, Performance, Relations, Strategies, Students

INTRODUCTION

Students preferentially absorb and process information in diverse ways. Pedagogy should vary accordingly. The knowledge of teachers on the learners' preferred learning styles plays a pivotal role in better teaching and learning processes, contributing to a better-quality education. Still, more is needed to learn about learners' selected learning styles (Timisina, Tschewang, Tshering, Rinchen, Sherab, Dawa, Dorji & Tashi, 2021).

One crucial step to ensuring students' quality and optimal learning experience is considering their different learning styles and preferences. Individual learning differences can be related to differences in learning styles, strategies, and learning concepts. Students' academic performance was quite similar to their unique learning styles. These facts reveal that each learning style has its strengths and weaknesses. At-risk students are a global problem, as evidenced by the participation of so many centers. However, possible solutions have been available in the learning style literature for over three decades. The learning style is how individuals concentrate on, process, internalize, retain new, and acquire academic information United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015).

One of the biggest challenges in Philippine education is for individuals to take responsibility for their learning styles and strategies. Learning style and technique might be one of the issues causing poor delivery of high-quality teaching. Hence, to address this issue, teachers, educational designers, and faculties had to analyze and review how to identify their students' specific learning styles and methods of processing data to enhance their academic performance (Zeeb, 2004).

There is a need to produce competent learners in their specific discipline with the skills and qualities to deal with the ever-changing work environment in the Philippines. One crucial step to ensuring quality and the best learning experience among students is considering their different learning styles (Magulod, Jr. 2019).

The researcher, a secondary school teacher at Anoling National High School, observed that the students have different learning styles and strategies. Empirical data is essential to address students' needs and improve their academic performance. Hence, this study will determine the learning styles and techniques of the students toward their academic performance.

Literature Review

Learning is a never-ending process, and a process is an event that leads to a specific outcome. A successful learning plan will resolve these challenges, resulting in personalized learning to the learner's needs. The mismatch will grow due to ineffective approaches, techniques, and tactics, with the learners recognizing the learner's learning style and preferred modalities, which may lead the teachers to teach successfully.

In Kolb's learning style theory, different people naturally prefer a specific single different learning style, meaning everyone has a unique learning style. The teachers must understand how their students learn, but they must also understand their learning styles. Teachers for many years found out that students are unique individuals; they have the preferred learning style that suits them to understand the lesson better. Faculty should think that knowing the student's learning styles is the key to unlocking the classroom with a teacher knowledgeable in making the class prepared and can match the student's preferences with appropriate methods and techniques.

The Theory of Multiple Intelligences by Gardner (1983) challenges the idea of a single intelligence, where human beings have one central "computer" where intelligence is housed. Gardner (1983) says there are multiple types of human intelligence, each representing different ways of processing information.

According to a study by Veresova (2015), learning styles have a less significant impact on personality but agree that openness directly impacts all learning styles. In another study by Nabia and Siddiqui (2018), respondents showed that learning styles directly affect nature, and the extraversion personality trait is positively related to verbal learning styles.

A study by Syguia et al. (2020) showed that learning styles are essential for students to learn well in school. Recognizing their type of learning will motivate and help them achieve the aim of producing globally competitive students. Thus, the study by Biwer et al. (2020) emphasized that self-study practice is evidence of effective learning strategies.

Saraçoğlu (2020) showed a meaningful relationship between students' motivation levels and learning strategies. Hence, Motivation is vital in learning, both intrinsic and extrinsic, for learners to succeed in a task and feel happy about themselves.

A study by Naparan and Alinsug (2021) showed that classroom strategies using differentiated instructions that connect teaching to real-life situations help students better understand the lesson. Thus, a meaningful and productive teaching-learning process in various learning styles is fostered.

In addition, Rumson (2018) cited Kolb's (1984) learning styles model found in experiential learning cycle theory, the internal cognitive process of one's mind. He then believed that effective learning occurs through a cyclic process of experiencing, reflecting, thinking, and acting. Thus, an individual can learn effectively by not just sharing things but using one's cognition to think and reflect. In this connection, students can learn more if they are in their preferred learning styles and thus have an effective learning process.

Gardner (1983) suggested that learners do not have a single intelligence but a range of intelligence. His notion is that everyone has different intelligences, but each person has noticeable intelligence. There are eight (8) multiple intelligences: verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligence.

Moreover, most people can develop skills in each intelligence and learn through them. The theory implies that learning and teaching should focus on the particular brilliance of each person. For instance, individuals with verbal-linguistic solid or musical intelligence should be encouraged to develop these abilities. Since every student is unique, they also have different bits of intelligence wherein they excel.

Hence, a legal basis for this study is Section 2 (1), Article XIV of the 1987 Philippine Constitution, which states that the state shall establish, maintain, and support a complete, adequate, and integrated education system relevant to the people's and society's needs. The government shall support the Philippine Education System in all ways.

Objectives

The specific objectives of the study are:

1. To determine the students' perception in assessing their learning style.
2. To determine the student's mean percentage of their learning style.
3. To determine the learning strategies used by the students.
4. To determine the learner's academic performance.
5. To determine the relationship between the student's academic performance and learning styles.
6. To determine the relationship between the student's learning styles and learning strategies.

RESEARCH METHODOLOGY

Design

The study employed a descriptive survey design using pilot-tested modified questionnaires. The researchers used survey questionnaires and Google Forms to gather the data and address the primary aim of this study.

Environment and Respondents

Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) Districts, about 99.3 kilometers from Tagbilaran City of Bohol province, being the locale of the study, are in the eastern part of the province. They are composed of eleven (11) public secondary schools.

Meanwhile, this research utilized random selection as a survey method to gather more comprehensive and reliable data. There were a total number of two hundred sixty-seven (267) respondents who were the subjects of the study.

Instruments

The researchers used Reid's Perceptual Learning Style Preference Questionnaire(1984) to determine the students' learning styles. However, minor revisions were made to suit the needs of the learners. The instrument was pilot-tested and validated. The value of Cronbach's alpha of 0.856 is greater than 0.70. It indicates that the items were valid to answer the study objectives.

The questionnaire was in a checklist form wherein the respondents were made to reflect their preference in learning with different items included in each aspect using the corresponding weight equivalent of 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

It consisted of thirty (30) questions to assess the student's learning styles. The questions are divided into six learning styles: Visual, Auditory, Kinesthetic, Tactile, Group, and Individual Learning styles. Items in the questionnaire were pre-arranged randomly to avoid biases and false answers. The groupings of the items in the 30-item questionnaire are: Visual Questions are items 6, 10,12,24, and 28; Auditory Questions are items 1, 7,9, 17, 20; Kinesthetic Questions are items 2, 8, 15, 19, and 26, Tactile Questions are items 11, 14,16, 22 and 25, Group Questions are items 3,4,5,21 and 23, Individual Questions are items 13,18,27,29 and 30. This questionnaire has been designed to help the respondents identify their learning styles.

The mean was determined by getting the sum of the scores and multiplying it by 2 to get the total score for visual, tactile, auditory, group, kinesthetic, and individual. It was identified through major learning styles and minor learning style preferences, including negligible.

Students learn in many different ways. The questionnaire was answered completely and scored, showing which ways the students prefer to learn. Students' learning style preferences show how well students learn the material in different situations.

The explanations of major learning style preferences describe the characteristics of those learners. The descriptions will give some information about how the students learn best.

For visual major learning style preference, the students learn well from seeing words in books, on the chalkboard, and in workbooks. The students remember and understand information and instructions better if they read them. They don't need as much oral explanation as an auditory learner, and they can often learn alone, with a book.

Students with auditory major learning style preferences learn from hearing words spoken and oral explanations. They may remember information by reading aloud or moving their lips as they read, especially when learning new material.

Students classified as having kinesthetic major learning style preferences learn best by experience and being involved physically in classroom experiences. They remember information well when participating in classroom activities, field trips, and role-playing. A combination of stimuli-for example, an audio tape combined with an exercise - will help them understand new material.

Students classified as tactile major learning styles preferred to have the opportunity to have "hands-on" experiences with materials. Working on experiments in a laboratory, handling, and building models, and touching and working with materials provide the students with the most successful learning situation. Writing notes or instructions can help them remember information and physical involvement in class-related activities may help them understand new information.

Students classified as group major learning style preferred to study with at least one other student, and they will be more successful in completing work well when they work with others. They value group interaction and class work with other students and remember information better when they work with two or three classmates. The stimulation from group work helps them learn and understand new information.

Students classified as having individual learning styles think better when they study alone, and they remember information learned by themselves. The students understand new material best when they know it alone and make better learning progress when they work independently.

In most cases, minor learning styles indicate areas where the students can function well as learners. Usually, a very successful learner can learn in several different ways.

A negligible learning style score often indicates that the students may need help learning that way. One solution may be to direct your learning to a more muscular style. Another solution might be to work on some skills to strengthen their learning style in the negligible area.

The instrument for the student's learning strategy was the original learning strategy for college students questionnaire by Cabrera et al. (2007). However, minor revisions were made to suit the needs of the learners. The value of Cronbach's alpha of 0.746 is greater than 0.70. It indicates that the items were valid to answer the study objectives.

The questionnaire was in a checklist form wherein the respondents were made to reflect their preference in learning with different items included in each aspect using the corresponding weight equivalent of 4 (Strongly Agree), 3 (Agree), 2 (Disagree), and 1 (Strongly Disagree).

It comprised thirty (22) questions to assess the student's learning strategies. The questions are divided into three learning strategies: Cognitive, Metacognitive, and Motivational Learning Strategy. Items in the questionnaire were pre-arranged randomly to avoid biases and false answers.

The instrument for the student's academic performance was based on the academic performance of the student respondents. Wherein 90-100 (Outstanding), 85-89 (Very Satisfactory), 80-84 (Satisfactory), 75-79 (Fairly Satisfactory), and Below 75 (Did Not Meet Expectations).

Data Gathering Procedure

The researcher secured an official permit from the Dean of the College of Advanced Studies; then, the researcher sent a request letter to the Campus Director for approval and submitted it to the research adviser for confirmation. Afterward, the researcher sent a formal letter to the Bohol Division Superintendent asking permission to conduct the study in eleven (11) Public Junior High Schools in Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) Districts.

The researcher also observes social distancing and wearing masks upon giving the questionnaires as a minimum health protocol in today's pandemic.

Statistical Treatment

1. Frequency and percentage were used to determine the respondent's profile and the student's learning styles and academic performance.

   Formula:
   $$P = F/N \times 100$$

   Where:
   P = Percentage;
   F = Frequency; and
   N = Number of Cases

2. The researcher used the weighted mean to determine students' perceptions of learning styles and strategies.

   Formula: $$WM = \frac{\sum FX}{N}$$

   Where:
   WM = weighted mean
   $\sum Fx$ = summation of frequency of scale value x
   N = number of cases

3. To determine if there is a significant relationship between the student's learning styles, strategies, and academic performance.

   $$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

   Where:
   x^2 = chi-squared
   O_i = observed value
   E_i = expected value

FINDINGS

Table 1. Assessment of the Students' Learning Styles
N=108

As a student, I…	Students	Parents	Overall		
	WM	WM	WM	DI	Rank
understand better when the teacher tells me the instructions	3.72	3.68	3.70	SA	1
prefer to learn by doing something at home	3.53	3.56	3.55	SA	2
get more work done when I work with others.	3.31	3.38	3.35	SA	21
learn more when I study with a group.	3.40	3.40	3.40	SA	13.5
Learn best when I work with my siblings at home.	3.12	3.24	3.18	A	26
remember best by writing things down several times	3.57	3.46	3.52	SA	4.5
prefer when someone tells me how to do something at home	3.45	3.51	3.48	SA	9
learn better if I do things at home	3.51	3.49	3.50	SA	6
remember things I have heard better than things I have read.	3.32	3.39	3.36	SA	19
remember better when I read instructions	3.51	3.54	3.53	SA	3
Learn more when I can make a model of something.	3.32	3.38	3.35	SA	20
like to write things down or take notes for visual review.	3.48	3.41	3.45	SA	10
remember things better when I study alone	3.41	3.35	3.38	SA	16
learn more when I make something for a project.	3.48	3.40	3.44	SA	11
enjoy learning at home by doing experiments.	3.50	3.48	3.49	SA	7.5
learn better when I make drawings as I study.	3.20	3.21	3.21	A	25
can remember best by listening to a video that includes information, explanations, and discussions	3.40	3.41	3.41	SA	12
learn better when I work alone	3.25	3.18	3.22	A	24
understand things better when I participate and am actively	3.53	3.50	3.52	SA	4.5

learn better when I listen to someone.	3.40	3.35	3.38	SA	17
enjoy working on an assignment with two or more classmates	3.42	3.38	3.40	SA	13.5
Remember what I have learned when I build something	3.39	3.35	3.37	SA	18
I prefer to study with others.	3.23	3.30	3.27	SA	22
learn better by reading than by listening to someone.	3.22	3.23	3.23	A	23
I enjoy working with my hands or making things.	3.44	3.34	3.39	SA	15
learn best when I can participate in related activities.	3.52	3.46	3.49	SA	7.5
enjoy doing schoolwork activities alone rather than doing them with a group	3.09	3.23	3.16	A	28
I prefer working on projects by myself.	3.12	3.16	3.14	A	29
learn more by reading textbooks and modules than by listening to lectures.	2.87	3.20	3.04	A	30
I prefer to work by myself.	3.13	3.20	3.17	A	27
Weighted Mean	**3.36**	**3.37**	**3.37**	**SA**	

Legend: 3.25-4.00 = Strongly Agree (SA), 2.50-3.24 = Agree (A),
1.76-2.49 = Disagree (D), 1.00-1.75 = Strongly Disagree (SD)

It is shown in Table 1 that "understand better when the teacher tells me the instructions" got the highest overall weighted mean of 3.70, described as Strongly Agree. While "learn more by reading textbooks and modules than by listening to lectures" got the lowest overall weighted mean of 3.04, described as Agree.

The study's results parallel Naparan and Alinsug's (2021) study, which showed that classrooms help students better understand the lesson.

Table 2. Mean Percentage of Students' Learning Styles During Pandemic

Learning Style	Mean	F	Percentage (%)	Score Description	Rank
Auditory	40.91	33	29.7	Major Learning Style Preference	1
Group	39.33	10	9.3	Major Learning Style Preference	5
Individual	37.39	10	9.0	Minor Learning Style Preference	6
Kinesthetic	39.57	22	20.7	Major Learning Style Preference	2
Tactile	39.42	19	18.3	Major Learning Style Preference	3
Visual	39.36	14	13.0	Major Learning Style Preference	4
Total	**108**	**108**	**100**		

Table 2 presents the assessment of the learning style of students of the districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG). As can be seen from Table 1, the auditory got the highest rank with the frequency and percentage of 33 and 29.7%, respectively, and was chosen as the most preferred learning style among the participants with a total mean score of 40.91 and described as major learning style preference. This shows that students prefer to learn during the pandemic by listening. They prefer to learn by listening to lectures and hearing audiotapes or videos of lessons learned at home.

This result is similar to the study conducted by Hamidah and Kusuma (2020) that students prefer to learn through listening during the pandemic because most respondents have an auditory learning style. This is due to the current situation today; students are learning online with the use of different platforms like ZOOM, and that is advantageous for students who are auditory as their learning style. They are more likely to learn through listening to lectures, videos, and other ICTs used online.

The individual learning style got the lowest rank with the frequency and percentage of 10 and 9.0%, respectively. With a total mean score of 37.39, it is described as a minor learning style preference. It can be inferred that students during the pandemic learn less when studying and doing their lessons or working on a project alone at home. They prefer to accomplish the tasks and outputs with help. In this connection, the result is similar to the development of the study conducted by Magulod (2019), in which Individual Learning style was also chosen to ensure the quality and the best learning experience among students considering their different learning styles.

The results from the study of Hamed, M., and Almabruk, A. (2021) about Perceptual Learning Style Preferences of English Major Libyan University Students and their Correlations with Academic performance showed that tactile style was the most dominant learning style among the students followed by auditory style while the kinesthetic style was the least favored learning style.

Table 3 presents the assessment of the learning strategies of students. It shows that "do my best, so I can feel proud of myself" got the highest overall weighted mean of 3.57, described as Strongly Agree.

While "make a summary of my lessons" got the lowest overall weighted mean of 3.25, described as Strongly Agree.

Saraçoğlu (2020) studies showed a meaningful relationship between students' motivation levels and their learning strategies. Hence, Motivation is vital in learning, both intrinsic and extrinsic, for learners to succeed in a task and feel happy about themselves.

Table 3. Assessment of Student Learning Strategies

As a student, I…	Students	Parents	Overall		
	WM	WM	WM	DI	Rank
Often consider what I have to study.	3.41	3.41	3.41	SA	14
often arrange, organize, and plan my study time.	3.43	3.46	3.45	SA	10
have the habit of reviewing my lessons.	3.49	3.41	3.45	SA	8
try to memorize and consolidate the points in my lesson.	3.47	3.39	3.43	SA	13
often using translation.	3.30	3.30	3.30	SA	21
focused on what I'm doing in my studies.	3.47	3.40	3.44	SA	12
encourage myself and practice to study and reward myself if I reach a goal.	3.54	3.50	3.52	SA	2
reread books and articles and understand them.	3.36	3.29	3.33	SA	20
test with me with practice tests or self-made test questions.	3.36	3.39	3.38	SA	16
Make a summary of my lessons.	3.21	3.29	3.25	SA	22
underline and mark text.	3.40	3.40	3.40	SA	15
Start with the easiest or most attractive things to get into it.	3.50	3.50	3.50	SA	3
Often relate what I will study with things I already know.	3.44	3.44	3.44	SA	11
Usually use relaxation techniques before I start studying.	3.36	3.38	3.37	SA	17.5
check my work to see if I have done it well once I am finished.	3.56	3.43	3.50	SA	4.5
do my best so I can feel proud of myself.	3.64	3.50	3.57	SA	1
use new words several times when I write or speak.	3.33	3.36	3.35	SA	19
try to finish studying in a pleasant situation.	3.48	3.49	3.49	SA	6
often relate what I will study with things I already know.	3.36	3.38	3.37	SA	17.5
often pay attention to the teacher's explanation.	3.51	3.48	3.50	SA	4.5
usually continually review what I'm weaker at.	3.45	3.45	3.45	SA	8
I usually divide the task, work, or study into parts to make it easier.	3.47	3.43	3.45	SA	8
Average Weighted Mean	**3.42**	**3.41**	**3.42**	**SA**	

Legend: 3.25-4.00 = Strongly Agree (SA), 2.50-3.24 = Agree (A),
1.76-2.49 = Disagree (D), 1.00-1.75 = Strongly Disagree (SD)

Table 4 illustrates the students' academic performance based on the third quarter grade. It shows that the highest frequency is 49 or 45.67% of the students got a grade between 85-89, which is described as Very Satisfactory, while the lowest frequency is 10 or 9% of the students with a grade ranging from 75-79, described as Fairly Satisfactory aside from no one with a grade below 75.

Table 4. Students' Academic Performance Based on the Average Grade of Junior High School Students N=108

Descriptor	Grading Scale	Frequency	Percentage (%)	Rank
Outstanding (O)	90 – 100	12	10.67	3
Very Satisfactory (VS)	85 – 89	49	45.67	1
Satisfactory (S)	80 – 84	37	34.67	2
Fairly Satisfactory (FS)	75 – 79	10	9.00	4
Did Not Meet Expectation (D)	Below 75	0	0.00	5
Total		**108**	**100%**	

It connotes that this study distributes the students evenly to different educational achievement levels. It can also be noted that the least in the rank are those students with satisfactory levels to allow perceptions of those students with average and low grades to be purposively noted.

Table 5 exhibits the relationship between the students' learning styles and students' academic performance and learning strategies. The computed p values of 0.013, 0.030, 0.003, and 0.024 were less than 0.05 for visual, auditory, kinesthetic, and individual learning styles, respectively less than the significance level of 0.05.

Table 5. Relationship between the Students' Learning Styles and Students' Academic performance and Learning Strategies

Variable	Learning Style	p-value	Critical value	Interpretation
Academic performance	Visual	0.013	0.05	Significant
	Tactile	0.723	0.05	Not Significant
	Auditory	0.030	0.05	Significant
	Group	0.786	0.05	Not Significant
	Kinesthetic	0.003	0.05	Significant
	Individual	0.024	0.05	Significant

These values indicate that there is sufficient evidence to reject the null hypothesis. The result implies that the perception of the students and parents towards the performance of the students in cognitive, affective, and psychomotor domains are significantly related to the learning styles. However, the tactile and group domain shows no significant relationship to students' academic performance. The computed p values of 0.0723 and 0.786 were greater than 0.05 for tactile and group learning styles, respectively, which are greater than the level of significance of 0.05. These values indicate that there is no sufficient evidence to reject the null hypothesis. The results confirm that the perception of the students is related to their academic performance.

The results are related to the study conducted by Sönmez (2017), which showed a significant and positive correlation between the domains of learning and learning styles. The student's academic performance is significantly related to their performance in terms of the cognitive, affective, and psychomotor domains.

The study by Hamed and Almabruk (2021) about Perceptual Learning Style Preferences of English Major Libyan University Students and their Correlations with Academic Performance revealed a significant relationship between students' learning style preferences and academic performance. The strongest correlation (r=0.30, P<.01) between the auditory learning style and academic performance was found.

Table 6. Significant Relationship of Learning Styles and Learning Strategies
N1=108, N2=108

Variable	Learning Styles	p-value	Level of significance	Interpretation
Learning Strategies	Visual	0.000	0.05	Significant
	Tactile	0.000	0.05	Significant
	Auditory	0.000	0.05	Significant
	Group	0.000	0.05	Significant
	Kinesthetic	0.000	0.05	Significant
	Individual	0.000	0.05	Significant

Table 6 illustrates the significant relationship between learning styles and learning strategies. The values indicated in the table are all lesser than 0.05 significance level. The result warrants the rejection of the null hypothesis. It implies a significant relationship between learning styles and learning strategies.

According to a study by Veresova (2015), learning styles have a less significant impact on personality but agree that openness directly impacts all learning styles.

A study by Syguia et al. (2020) showed that learning styles are essential for students to learn well in school. Recognizing their type of learning will motivate and help them achieve the aim of producing globally competitive students. Thus, according to the study by Biwer et al. (2020), understanding and self-study practice is evidence of effective learning strategies.

CONCLUSIONS

Based on the findings of the study, the researcher came up with these conclusions:

It was concluded that students have different learning styles and strategies. The student's learning styles, such as visual, kinesthetic, auditory, and individual, are directly related to their academic performance. Further, the learning styles and learning strategies are significantly related. The learning styles and strategies are important factors for students to learn well and achieve better academic performance.

The result further reveals the significant relationship between students' learning styles and academic performance. Students with high academic performance have a higher mean score, described as a Major Learning Style preference. On the other hand, students with low academic performance have a Minor Learning Style preference.

The results showed that the dominant learning styles are Auditory and Kinesthetic (29.7) % and (20. 7) %, respectively. These students were categorized as major learning preferences with outstanding and satisfactory performance.

RECOMMENDATIONS

1. Teachers may plan and design activities that will cater to the students' different learning styles and strategies to analyze each problem provided in the lessons found in the learning modules, value the importance of independent learning, and enhance critical thinking skills through creating innovations.
2. School heads and teachers may design training and seminars on learning strategies to address the learning needs of students with varied learning styles.
3. Parents may give feedback and communicate with the concerned teachers regarding their children's learning styles and strategies arising from their close monitoring.
4. Students should determine their learning styles and strategies to improve and maintain their academic performance.
5. This study may provide future researchers with data, guidance, and references for similar research-related endeavors.

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METACOGNITIVE INSTRUCTION AND ITS EFFECTS ON LEARNERS' MATHEMATICAL PROBLEM-SOLVING SKILLS AND ACADEMIC LEARNING

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ABSTRACT

The study aims to determine the metacognitive instruction and its effects on learners' mathematical problem-solving skills and academic learning in public elementary schools. A descriptive survey design with the aid of questionnaires through Google Forms was employed. There were 330 respondents, composed of 110 teachers and 220 pupils. From the results, teachers always used metacognitive instruction by reviewing the previous lesson, starting with an example, using strategies that have worked in the past, clarifying questions for discussion, supporting learners to evaluate their progress, and developing learners' knowledge and approaches. The learners strongly agree that they could understand what a problem was asking, they had trouble coming up with a plan at the start but were able to solve the problem, they are creative and self-directed in presenting a solution, and they go back to their work to find mistakes. The perception of learners' academic learning in problem-solving with metacognitive instruction agrees that they can translate problems using their own words. The study concluded that teachers' metacognitive instruction significantly affects learners' mathematical problem-solving skills and academic learning. The researcher recommends that administrators and school heads craft and design workshops on strategies for teaching mathematics to teachers on implementing metacognitive instruction. Teachers must select a topic that arouses the student's interest and use divergent questions focused on reasoning, clarification, and explanation by applying metacognitive instruction. Learners may create a plan, monitor their performance in organizing their thoughts, and work independently to prove their worth and improve their problem-solving skills.

Keywords: Academic Learning, Instruction, Mathematical, Metacognitive, Problem-Solving Skills

INTRODUCTION

In an increasingly volatile and uncertain world, the metacognitive instruction of teachers and pupils' problem-solving skills is indispensable. When researching problem-solving, the focus has only been on the knowledge and skills directly influencing the problem-solving process. The intellectual abilities of teachers require attention to facilitate the learning process using metacognitive instruction. The objective of education in the 21st century aims not only to provide students with a huge amount of knowledge and information but also to prepare students to become effective and independent learners with self-regulatory skills. It can achieve academic success as long as life success (Abdelrahman, 2020).

Improving the quality of education is an urgent issue among the Sustainable Development Goals and Education 2030, and it is important to have a good understanding of metacognitive skills as it is indispensable in learning in developed and developing countries. All the articles focused on developed countries' case studies. The situation still needs to be clarified in developing countries, particularly Africa (William & Maa, 2020).

Problem-solving in mathematics is a challenge for students nationwide. In today's test-driven classrooms, students routinely engage in problem-solving scenarios that are rote and formulaic. Mathematics instruction ensures that all students attain minimal mathematical competence, are presented in situations devoid of context, and have limited use in real-world applications. Students have high scores on standardized tests but exhibit great difficulty when presented with tasks and scenarios involving complex, real -life applications of concepts. These weaknesses are most notable in mathematics problem-solving in our third through sixth-grade classrooms but also occur in many other situations that require critical thinking and analysis (David, 2019). Metacognitive skills are an increasingly critical competency for individuals enduring the effects of globalization, climate change, and technological advances, requiring individuals to acquire new knowledge and skills for jobs fundamentally altered or not yet invented (Horvathova, 2019; OECD, 2019).

Hence, the researcher aims to determine the metacognitive instruction and its effect on learners' mathematical problem-solving skills and academic learning. The limited literature on metacognitive instruction on learners' problem-solving skills related to academic performance is limited.

LITERATURE REVIEW

Vygotsky's concept of the "Zone of Proximal Development" (ZPD) relates to the study, which posits that human potential is theoretically limitless. Still, the practical limits of human potential depend upon quality social interactions and the residential environment. This theory is related to the present study in developing the student's ability related to the topic for discussion. It is similar in changing the altitude of each student's difficulty for them to learn at the same level despite their unique abilities and diversity. The theory and concept of metacognition was coined by John Flavell (1976, 1979) to refer to an individual's awareness of thinking and learning: what we are thinking, how we are thinking concerning a learning task or situation, and why we are thinking in a particular way. Metacognition also includes the ability to regulate these thinking processes. Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes about the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective (Flavell, 1976).

Another theory related to the present study is "The Theory of Multiple Intelligences." This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in the 1983 book "Frames of Mind": he indicated that all people have different kinds of intelligence. Gardner proposed eight bits of intelligence and suggested possibly adding a ninth known as "existentialist intelligence."

Metacognition is an important factor in mathematical problem-solving. It is the ability to monitor and control our thoughts, approach the problem, choose the strategies to find a solution or ask ourselves about the situation (Izzati & Mahmudi, 2018). Further, learners can take the necessary steps to plan a suitable method for solving their problems, evaluate consequences and outcomes, and modify the approach based on prior knowledge. Metacognitive instruction of teachers can heighten learners' awareness and learning processes and develop learners' ability to use appropriate strategies. Metacognitive instruction benefits pupils' problem-solving skills and abilities (Pressley & Gaskins, 2006).

The idea of metacognition has recently gained attention and has been actively discussed as an indispensable aspect of learning. Revised edition of the internationally established Bloom's Taxonomy, 'metacognitive knowledge' is a new dimension of knowledge and is ranked extremely high. In addition, the Centre for Curriculum Redesign (C.C.R.) also states that global frameworks, such as twenty-first-century skills and key competencies, have several commonalities, including meta-learning strategies, posited as the fourth dimension of education and learning (Güner & Erbay, 2021).

The quality of education has been positively changed by the rapid development of science (Darling-Hammond et al., 2019). This condition (quality of education) further paved the way for transitioning from teacher-centered to student-centered education, changing the conventional understanding of education (Kasim & Aini, 2012). Furthermore, the crucial components of student-centered education are the study procedures. The teachers use metacognitive instruction while students apply awareness to facilitate their study procedures and motivation. Regarding the relationship between metacognition and academic abilities, various countries have indicated that children with high mathematical skills also have increased cognitive abilities (Okamoto, 1992; Chytry et al., 2020).

Further, according to Ibrahim et al. (2017), the metacognitive strategy is considered one of the basic pillars of academic performance and learning excellence. It shows that metacognition assists a learner in appropriately planning, regulating, organizing, and calibrating their cognitive procedures and intellectual capabilities. Students can take advantage of using strategies under metacognition strategies. Moreover, students can understand metacognitive skills to enhance learning (Fisher et al., 2015; Barenberg & Dutke, 2019).

Furthermore, the development of modeling strategies for students is influenced by metacognition when the effects of self-checking, cognitive process, awareness, and planning are considered (Vettori et al., 2018). Students who carry out better self-checks reflect higher development in their modeling abilities than those who are less skillful in self-checking. Planning skills and cognitive strategy mediate the effect in modeling competencies. The metacognitive and cognitive activities did not occur sequentially in the procedure through which planning activities are most common, while prediction activities are least common (Hidiroglu & Bukova Güzel, 2016).

Differentiations are observed in the metacognitive process while solving math problems. Students spent little time representing or organizing the information they could still learn (García et al., 2016). Metacognition does not work well with learning complexities, even when associated with mathematics problems (Al Shabibi & Alkharusi, 2018).

Arum (2017) has claimed that students must be aware at every step of their thinking to improve metacognition skills. The student will be aware of his thinking procedure and assess the outcomes of his thought process to reduce student mistakes to solve the problem.

In addition, Trisna et al. (2018) have indicated that metacognition allows students to be aware of the thinking process by regulating and rechecking the thinking process.

Learners can not only plan their education process, evaluate their results and monitor their progress but also transition to higher cognitive skills, mastering the subject content and the competent use of visualization methods (David & Sulaiman, 2021).

Metacognition and the steps of solving word problems in mathematical word problems are one of the most challenging problems in mathematics, and many reasons have been identified for their difficult situation (Aaron et al., 2022).

Drigas and Mitsea (2020) found that metacognitive instruction establishes more levels of thinking to promote knowledge, awareness, and intelligence. It also serves as a pillar to encourage the learners to use cognitive processes, self-regulation, functional adaptation to society, pattern recognition and operation, and even meaningful memorization.

A study by Stanton, Sebesta, and Dunlosky (2021) found that metacognition improved awareness and control of thinking for learning. Strong metacognitive skills have the power to impact student learning and performance. It also can develop over time with practice. Many students struggle to engage in metacognitive processes meaningfully.

According to the study by Anthonysamy (2021), students who use metacognitive strategies in learning can evaluate their understanding of the course content and add more effort into regulating their learning process.

Education Act of 2013," section 7 states that "basic education program meets the demand for quality teachers and school leaders. DepEd and the CHED shall conduct teacher education and training programs in collaboration with relevant partners in government, institutions, industry, and nongovernmental organizations.

Guided by these frameworks in the educational revolution, institutions of learning at all levels of education have been consistently looking for the best approaches in teaching to increase student achievement, one of which is metacognitive classroom activities.

OBJECTIVES

The specific objectives of the study are:

1. To determine the teachers' metacognitive instruction on learners' problem-solving skills.
2. To determine the perception of the learners' on their academic learning in problem-solving with metacognitive instruction.
3. To determine the relationship between teachers' metacognitive instruction and learners' academic learning in problem-solving with metacognitive instruction.

RESEARCH METHODOLOGY

DESIGN

The study used a descriptive survey design with a questionnaire through Google Forms and face-to-face. This was administered to the pupils and the teachers of the elementary schools from the districts of Candijay, Anda, Mabini, Alicia, and Guindulman using purposive random sampling of the population.

ENVIRONMENT AND RESPONDENTS

Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) Districts, about 99.3 kilometers from Tagbilaran City of Bohol province, being the locale of the study, are in the eastern part of the province. They are composed of public elementary schools. The study was conducted in this area since this is the researcher's concerned field and workplace location.

Meanwhile, this research utilized random selection as a survey method to gather more comprehensive and reliable data. There was a total of three hundred thirty (330) respondents who were the subject of the survey. The respondents of the study were elementary learners and teachers. The researcher enumerated the one hundred ten (110) teachers, and two hundred twenty (220) pupils were taken and randomly selected subjects. Table A shows the distribution of the respondents.

Table A. Distribution of Respondents

Districts	Teachers	Pupils	Total
Alicia	25	50	75
Anda	19	38	57
Candijay	26	52	78
Guindulman	19	38	57
Mabini	21	42	63
Total	**110**	**220**	**330**

INSTRUMENTS / TOOL

This study utilized a modified questionnaire from Crawford (2022) for the teachers' perception of their metacognitive instruction on learners' problem-solving skills. David (2019) for the effect of strategy instruction on their mathematical problem-solving skills, and Kusaka and Ndihokubwayo (2022) for the learners' academic learning in problem-solving with metacognitive instruction.

The questionnaire has two (2) parts, namely: The first part is teachers' perception of their metacognitive instruction on learners' problem-solving skills composed of five (5) categories with five (5) statements each. The second part is learners' perception of their academic learning in problem-solving with metacognitive instruction composed of ten (10) statements.

The questionnaire follows the 4-Point Likert Scale with the following description: strongly agree (4) the statement is always observed, agree (3) the statement is sometimes observed, disagree (2) the statement is rarely observed, and strongly disagree (1) the statement is never observed.

DATA GATHERING PROCEDURE

The modified questionnaire has undergone the validation process to make sure that the instrument is valid and reliable. Cronbach's alpha test was used to test the questionnaire reliability and obtained 0.835 and 0.794 for teachers' metacognitive instruction problem-solving skills and perceptions of students in their academic learning in problem-solving with metacognitive instruction, respectively.

Permission to conduct the study was secured first from the Dean of the College of Advanced Studies and then from the school division Superintendent and the school heads of the fourteen elementary schools in the district of Anda. The final grade in Mathematics of the pupils for the school year 2022-2023 was secured by the class advisers.

The researcher personally administered the modified questionnaires to the pupils and the teachers, who gave way to clarifying questions that arose. The answered questionnaires were retrieved after the completion.

STATISTICAL TREATMENT

1. The percentage was used to determine the teachers' and pupils' profiles. The formula for simple percentages was used.

$$P = \frac{F}{N} * 100$$

Where:
P = percentage
f = frequency of responses
N = number of cases

2. A weighted mean was used to determine the teachers' perception of their metacognitive instruction on learners' problem-solving skills, their perceptions of the effect of metacognitive instruction on their mathematical problem-solving skills, and their perceptions of their academic learning in problem-solving with metacognitive instruction.

$$WM = \frac{\sum Fx}{N}$$

Where:
WM = weighted mean
$\sum$Fx = summation of frequency of scale value x
N = number of cases

3. A chi-square test of independence was used to determine the relationship between the teachers' perception of metacognitive instruction on learners' problem-solving skills and learners' perceptions of their academic learning in problem-solving with metacognitive instruction.

Formula:
$$x^2 = \sum \frac{(O - E)^2}{E}$$

Where:
x^2 = Chi-squared
O = Observed Frequency
E = Expected Frequency

THE FINDINGS

Table 1. Teachers' Metacognitive Instruction on Learners' Problem-Solving Skills

Statement	WM	DI	Rank
As a teacher, I used metacognitive instruction by …			
3.1 Activating prior knowledge of the learners			
reviewing the previous lesson	3.78	AU	1
determining what the pupil understands about the topic	3.76	AU	2
selecting a topic that applies to the real world	3.55	AU	5
making connections to the lesson	3.73	AU	3
making plans appropriate for the lesson	3.72	AU	4
Weighted Mean	**3.71**	**AU**	
3.2 Modeling of metacognitive learned strategy			
showing the process of a procedure throughout the lesson	3.63	AU	2
deliberately moving from more teacher-lead activities to ones directed by the students	3.33	AU	3
starting with an example	3.65	AU	1
using highly scaffolded activity	3.23	FU	4
requiring the learners to work independently	3.14	FU	5
Weighted Mean	**3.39**	**AU**	

3.3 Memorization using strategy			
setting an appropriate level of challenge related to the real world	3.48	AU	4
giving learners a voice to express their opinion based on previous knowledge	3.60	AU	2
utilizing differentiation in the strategy previously used	3.51	AU	3
giving learners a chance to explain their solution and strategy.	3.46	AU	5
using strategies that have worked in the past	3.63	AU	1
Weighted Mean	**3.54**	**AU**	
3.4 Guided practice for the learners			
asking challenging questions	3.44	AU	4
guiding learners with feedback	3.55	AU	2
finding ways to share and develop effective learning	3.50	AU	3
asking open-ended questions with a focus on reasoning, clarification, and explanation	3.42	AU	5
clarifying a question for discussion	3.59	AU	1
Weighted Mean	**3.50**	**AU**	
3.5 Teaching learners to organize			
teaching learners to manage their independent learning effectively	3.61	AU	3
supporting learners in understanding how to plan	3.54	AU	5
supporting learners in monitoring their process of solving	3.60	AU	4
supporting learners to evaluate their progress	3.66	AU	1
encouraging learners to assess and judge and understand their thinking processes	3.63	AU	2
Weighted Mean	**3.59**	**AU**	
3.6 Structured reflection			
developing learners' knowledge and approaches	3.53	AU	1
understanding and applying differentiated questions to learners	3.49	AU	2
applying questions on higher-order thinking skills	3.48	AU	3
reducing learners' cognitive load	3.22	FU	5
monitoring learners' comprehension	3.43	AU	4
Weighted Mean	**3.43**	**AU**	
Composite Mean	**3.53**	**Always Used**	

Legend: 3.25-4.00 = Always Used (AU), 2.50-3.24 = Frequently Used (FU),
1.76-2.49 = Rarely Used (RU), 1.00-1.75 = Never Used (NU)

Table 1 illustrates the teachers' metacognitive instruction on learners' problem-solving skills. Regarding activating prior knowledge of the learners, "reviewing the previous lesson" got the highest weighted mean of 3.78, described as Always Used. In contrast, "selecting a topic that applies to the real world" got the lowest weight value of 3.55, described as Always Used.

The result parallels the idea of Kostons and van der Werf (2015) that activating prior metacognitive knowledge had a beneficial effect on text comprehension, whereas starting prior topic knowledge after correcting for the amount of previous knowledge. Most studies deal with explicit instruction of metacognitive knowledge. However, existing metacognitive knowledge needs to be activated for students to use this knowledge better.

Regarding modeling of metacognitive learned strategy, "starting with an example," got the highest weighted mean of 3.65, described as Always Used. In contrast, "requiring the learners to work independently" got the lowest weighted mean of 3.14 described as Frequently Used.

The result is parallel with the study of Stanton, Sebesta, and Dunlosky (2021) that metacognition is awareness and control of thinking for learning. Strong metacognitive skills have the power to impact student learning and performance. With practice, metacognition can develop learners' performance over time. Many students struggle to engage in metacognitive processes meaningfully. The researchers focus on three main areas in which faculty can foster students' metacognition: supporting student learning strategies (i.e., study skills), encouraging monitoring and control of learning, and promoting social metacognition during group work.

Regarding memorization using strategy, "using strategies that have worked in the past," got the highest weighted mean of 3.63, described as Always Used. In contrast, "giving learners a chance to explain their solution and strategy" got the lowest weighted mean of 3.46 described as Always Used.

The result is in line with Drigas and Mitsea's (2020) study that it is possible to understand teachers' metacognitive strategy from another approach. It establishes more levels to promote knowledge, awareness, and intelligence, as the eight pillars of the metacognition model illustrate. These pillars allow thought to promote deep learning, cognitive processes, self-regulation, functional adaptation to society, pattern recognition and operation, and even meaningful memorization.

Moreover, in terms of guided practice for the learners, "clarifying a question for discussion" got the highest weighted mean of 3.59, described as Always Used, while "asking open-ended questions with a focus on reasoning, clarification, and explanation" got the lowest weighted mean of 3.42 described as Always Used.

The result parallels the study of Malone (2020) that modeling and questioning are critical components of teaching metacognition. Teachers can facilitate metacognition by modeling their thinking aloud and creating questions that prompt reflective thinking in students. Explicit instruction in how one thinks through a task is essential to building these skills in students. Therefore, teachers must incorporate questions about thinking into their lessons and model for students what responses to these questions might be by playing the role of both a successful and unsuccessful learner. Metacognitive strategies fall into three categories: planning, monitoring, and evaluating one's thinking.

Regarding teaching learners to organize, "supporting learners to evaluate their progress," got the highest weighted mean of 3.66, described as Always Used, while "supporting learners in understanding how to plan" got the lowest weighted mean of 3.54 described as Always Used.

The result parallels Rivas, Saiz, and Ossa (2022) study that metacognition helps form autonomous students, increasing consciousness about their cognitive processes and their self-regulation so that they can regulate their learning and transfer it to any area of their lives.

Lastly, in terms of structured reflection, "developing learners' knowledge and approaches" got the highest weighted mean of 3.53, described as Always Used, while "reducing learners' cognitive load" got the lowest weighted mean of 3.22 described as Frequently Used.

It is a conscious activity of high-level thinking that allows us to reflect on how we learn and control our strategies and learning processes.

The result confirms the ideas of Field (2003), Vandergrift (2004), Goh (2008), and De Souza et al. (2021). They claimed that teachers should know how listeners deduce answers, especially incorrect ones (Field, 2003).

Planned and well-designed listening activities inherently instruct learners to develop metacognitive strategies using different technologies and authentic materials which will go a long way in developing listening skills (De Souza et al., 2021).

Table 2. Perception of the Learners' on Their Academic Learning in Problem-Solving with Metacognitive Instruction

Statement	Learners	Teachers	Overall	DI	Rank
As a pupil, I observed that metacognitive strategies facilitate the effectiveness on how to…	**WM**	**WM**			
understand the problem.	3.05	3.39	3.22	E	1
make the problem easy.	2.87	3.33	3.10	E	4
translate problems using my own words to connect to the real-life situation.	3.13	3.14	3.14	E	2.5
solve the problem with the given data.	2.82	3.19	3.01	E	7.5
give the main points asked in the problem to get the correct answer.	2.87	3.14	3.01	E	7.5
write and organize the essential data given in the problem.	3.00	3.12	3.06	E	6
revise a solution in problem-solving through guided feedback given by my teacher.	2.82	2.91	2.87	E	10
manage and monitor my performance in solving problems.	3.12	3.16	3.14	E	2.5
discuss my solution and share it with other learners so they can understand.	3.00	3.14	3.07	E	5
formulate a plan to provide another solution if my answer is incorrect.	2.81	2.98	2.90	E	9
Weighted Mean	**2.95**	**3.15**	**3.05**	**Effective**	

Legend: 3.25-4.00 = Very Effective (VE), 2.50-3.24 = Effective (E),
1.76-2.49 = Slightly Effective (SE), 1.00-1.75 = Not Effective (NE)

Table 2 illustrates the perception of the learners' on their academic learning in problem-solving with metacognitive instruction. The result shows that "understand the problem" got the highest weighted mean of 3.22, described as Effective. In contrast, "revise a solution in problem-solving through guided feedback given by my teacher," got the lowest weighted mean of 2.87, described as Effective.

The study's result parallels the study of Guner and Erbay (2021) that metacognitive skills significantly affect students' problem-solving success. The study found that students with high metacognitive skills tend to solve problems correctly using appropriate strategies, mathematical notations, and logical reasons. The results also revealed that students with poor metacognitive skills handed help in understanding the problem, selecting appropriate methods, and finding the correct answer.

Table 3. Significant Relationship Between Teachers' Metacognitive Instruction and Learners' Academic Learning in Problem Solving with Metacognitive Instruction

Variable	∝	Sig. value	Interpretation
Teachers' Metacognitive Instruction and Learners' Academic Learning	0.05	0.000	Significant

Table 3 shows the significant relationship between teachers' metacognitive instruction and learners' academic learning in problem-solving with metacognitive instruction. The teachers' metacognitive instruction is the independent variable, described as "always used," and correlated with the dependent variable, the learners' academic learning in which metacognitive strategies are applied, and the students perceived the strategy as "effective." The two variables are correlated in terms of the frequency of the teachers using the metacognitive instruction paired with the student's academic learning, which is based on their perception of the effectiveness of the strategy, which is the learners' performance The chi-squared test of relationships exhibits a sig. value of 0.000, which is less than the level of significance of 0.05. This means a significant relationship exists between teachers' metacognitive instruction and learners' academic learning in problem-solving with metacognitive instruction. The result implies that teachers use metacognitive strategies to teach problem-solving in mathematics, facilitating the students' academic learning.

The result is parallel to the study of Desoete and Roeyers (2020) reported that test scores increased significantly in the third grade of elementary school because learners received guidance on metacognitive strategies, such as predicting whether a problem could be solved with self-evaluating answers.

The result parallels the study of Bryant (2022) that metacognitive strategies that help students plan, monitor, and modify their mathematical problem-solving include self-instruction and self-monitoring. Not only are these strategies relatively easy for students to implement, but they also help students to become better independent problem solvers.

CONCLUSIONS

Based on the study's findings, the researcher concluded that teachers' metacognitive instruction significantly affects learners' mathematical problem-solving skills and academic learning. It was made possible as the teachers established and activated prior knowledge as they started the class by giving examples that have worked in the past, entertaining questions for clarification, and supporting the learner to evaluate their progress as part of the development of learners' knowledge and approaches.

Further, learners understand the problem by translating the difficulties into their own words. They identify the important information and check their outputs to correct misrepresentation, enhancing their problem-solving skills and capacity.

RECOMMENDATIONS

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

1. Administrators and school heads should craft and design seminar workshops on strategies for teaching mathematics to teachers on the implementation of metacognitive instruction.
2. Teachers must select a topic that applies to the real world and use divergent questions focused on reasoning, clarifications, and explanation (HOTS).
3. Parents must support their children in their studies to plan appropriate strategies to improve their problem-solving skills.
4. Learners should create a plan and monitor their performance in organizing their thoughts. Further, they may be flexible in their finding a solution. Learners may work independently to prove their worth, improving their problem-solving skills.

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