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SOCIAL MEDIA CULTIVATION: A POLITICAL PSYCHOLOGICAL PROCESS

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ABSTRACT

This study aimed to determine the extent of the role of social media in shaping individuals' political and psychological processes. Social media had become an essential platform for communication, knowledge exchange, and public discourse in the digital era. Students were among the most active users, and their engagement with online content was crucial in shaping their perceptions and beliefs. Grounded in cultivation theory, this study examined how students, particularly social studies majors, internalized and trusted political information encountered on social media. Given their frequent participation in political discussions, debates, and critical analyses, understanding how social media influenced their political psychology and emotional responses was essential. This research sought to explore these dynamics, shedding light on the impact of social media on students' political cognition and emotional engagement. The researchers used a descriptive research design. A personal survey questionnaire served as the primary tool for gathering data. After analyzing and interpreting the data, the researchers found that the respondents agreed on the extent of the role of social media in shaping individuals' political and psychological processes in terms of information accessibility, filter bubbles and echo chambers, engagement and mobilization, and misinformation and disinformation. The respondents agreed to a certain degree, though the specific level of agreement was not stated. Likewise, there was no significant difference between the extent of the role of social media and the respondents' profiles in terms of year level, social media platforms used, number of social media accounts, and time spent on social media. However, there was a significant difference between the extent of the role of social media in shaping individuals' political and psychological processes and the respondents' profiles in terms of gender. Based on these findings, the researchers prepared social media infomercial material geared toward social studies students to promote critical thinking, empathy, and informed civic engagement among users.

Keywords: social media; cultivation; political psychological process; online political behavior; and political awareness

INTRODUCTION

Background of the Study

Social media is a form of online communication that allows users to share content, information, and opinions with other users in a virtual community. Social media platforms enable users to create, share, or exchange user-generated content, such as text, photos, videos, and other forms of media, which can be accessed and interacted with by users across the globe. Popular social media platforms such as Facebook, Twitter, Instagram, YouTube, and TikTok social media have drastically changed how people communicate, connect, and interact with one another and have become an important tool for individuals and businesses to build brand awareness, foster relationships, and engage with their target customers.

In the age of digital communication, social media have become the center of communication where users exchange their opinions and information and engage in diverse dialogues. This growth in technology, especially in online communication, has spurred a shift in social and political interaction dynamics. Notably, educational institutions, especially universities, have witnessed the spreading influence of these platforms, significantly shaping students' perspectives about the political landscape. As Batangas State

University embraces the current generation of students, primarily referred to as digital natives, the institution cannot overlook the strong impact of social media on their political awareness.

On the other hand, political awareness refers to an individual's level of understanding and knowledge about political issues, policies, and the political environment in general. It is the ability to recognize political agendas, the impact of decisions made by officials, and the overall political system and how it affects society. Someone who is politically aware is knowledgeable about current events and has a broader understanding of the social and economic systems that shape politics. Being politically aware helps an individual make informed decisions about their political beliefs and participate meaningfully in the political process by voting and engaging in political discussions.

It is undeniable that political awareness, which encompasses an individual's understanding of political dynamics, is a foundation for democratic societies. Through social media, students can now access political content, ranging from policy discourses in the real-time global arena to disinformation. However, the vast layers of information available may also be accompanied by disinformation, raising concerns about students' ability to discern authentic political narratives.

As social media platforms continue to facilitate the spread of political information and disinformation, it is essential to understand the relationship between social media exposure and the political awareness of the students. However, the problem lies in investigating the relationship between social media exposure and the political awareness of social media students. Due to the dominance of social media and the internet, social studies students' awareness, morality, and participation in social media might affect the whole community, both physical and online realms, considering teens or young adults make up a considerable number of social media users.

Since students have a widespread influence of social media, they usually need to be considered since most of them, and according to cultivation theory, particularly students, always believe what they see on the internet. Also, students are continually active on social media platforms, sharing political information and trending issues, and sometimes do critical thinking. Continuing as we consider students' political awareness will also lead to their increased awareness, informed opinions, and civic engagement. Furthermore, social media also serves as a dynamic platform for students to access political content, including news, opinions, and discussions. It helps them be updated on current events and give their perspectives and opinions to understand political issues.

Recent studies, such as Role of social media news consumption in cultivating opinion polarization published in Information Technology & People, apply cultivation theory to examine how social media news consumption influence's opinion polarization, particularly through the mechanisms of mainstreaming and resonance. The study's findings indicate that resonance—where media effects are amplified among individuals whose life experiences align with media content—is a significant pathway through which social media fosters political polarization. Notably, the study highlights that platforms like WhatsApp intensify this polarizing effect, whereas YouTube usage may mitigate it. This insight further reinforces the necessity of understanding how varying platforms influence students' political opinions and behavior.

Specifically, this study aimed to know how social media cultivates social studies major students regarding their political and psychological processes and reactions to political agendas. The results of this study shed light on trends in social media use and voter preferences that can impact community processes and outcomes.

The study is especially essential for students majoring in Social Studies with a Bachelor of Secondary Education because it examines and addresses the role social media plays in the classroom to influence students' political engagement. Social media is a crucial component in every student's educational cycle, holding education opportunities but also causing risks, especially considering the context of social studies education, which addresses government, citizenship, and the political system. The study also helps to identify potential risks and benefits of social media use in the classroom. It also provides valuable insights into how educators can leverage social media to enhance students' political engagement while minimizing the adverse effects. This research is also crucial because it can inform policies that govern the use of social media in the classroom. Policy-makers can use this research to develop guidelines and best practices for integrating social media into social studies classes, ensuring that students receive a high-quality education that prepares them for active participation in our democracy. Overall, this research has significant implications for the future of social studies education and the health of our democracy.

STATEMENT of OBJECTIVES

This study aimed to examine media cultivation and how a student's political and psychological process reacts to the political agenda. Specifically, this study sought to achieve the following research objectives:

1. To determine the profile of the social studies students in terms of:
    1.1 Gender;
    1.2 Year level;
    1.3 Social media platforms used;
    1.4 Number of social media accounts; and
    1.5 Time spent in social media.
2. To assess the extent to which social media cultivate the respondents' political and psychological process relative to:
    2.1 Information accessibility;
    2.2 Filter bubbles and echo chambers
    2.3 Engagement and mobilization; and
    2.4 Misinformation and disinformation.
3. To determine whether there is a significant difference between the extent of social media's influence on political and psychological processes and the respondents' profile variables.
4. To develop a proposed social media campaign material aimed at promoting critical thinking, empathy, and informed civic engagement among social studies students.

METHODOLOGY

Research Design

The researchers employed a descriptive research design to systematically and accurately characterize the psychological and political effects of social media use among respondents. According to McCombes (2019), descriptive research is intended to objectively describe characteristics of a population, phenomenon, or situation without influencing it. This design was appropriate for identifying and presenting variations in psychological and political processes as influenced by social media use.

In this study, the independent variables included aspects of the respondents' profiles—such as age, gender, educational attainment, or frequency of social media use—while the dependent variables were the respondents' psychological and political orientations or behaviors.

Respondent of the Study

The subjects of this study were the 143 randomly selected Social Studies major students of the College of Teacher Education, Batangas State University Main Campus I. In gathering the respondents, the researchers used simple random sampling, wherein pure-chance selection was used, and they ensured that every member had the same opportunity to be in the sample. In order to compute the sample, the Raosoft Calculator was used to get the sample size with a 5% margin of error and 95% confidence level.

Table 1 Distribution of Respondents

Year Level	Population	Respondents
First Year	39	25
Second Year	43	27
Third Year	33	21
Fourth Year	112	70
Total	227	143

Data Gathering Instrument

Data was collected using a questionnaire made by researchers to seek answers to specific problems. The researchers considered the following procedures: the questionnaire's construction, validation, and administration. The questionnaire was used as the primary gathering instrument constructed by the researchers. The questionnaire was divided into two parts, which are the profile of the respondents in terms

of gender, social media platforms, number of social media accounts, the time spent on social media, and the role of social media in shaping the individual's political, psychological processes in terms of information accessibility, filter bubbles and echo chambers, engagement and mobilization, and misinformation and disinformation.

Table 2 Verbal Interpretation of the Scale Range

Option	Population	Respondents
4	3.50-4.00	Highly Manifested
3	2.50-3.49	Moderately Manifested
2	1.50-2.49	Slightly Manifested
1	1.00-1.49	Least Manifested

Statistical Treatment of Data
In this study, statistical tools were used to interpret the data gathered in the questionnaire formulated by the researchers and align it with the research questions. Thus, the statistical tools that were used are the following:

ANOVA. This was used to determine if there is an existing significant difference in the political and psychological process when grouped according to gender, year level, social media platforms used, number of social media accounts, and the time spent on social media daily.

Composite Mean. This weighted average combines multiple different means or variables into one overall average, giving more importance to specific values based on their weights or significance.

Percentage. This statistical treatment was used to convert the frequency into percent, wherein it will only have the highest percentage of 100. It allows researchers to communicate findings in a way that is easier to understand and compare.

Independent T-test. It was used to determine whether the data obtained from the respondents were significantly different from each other.

Weighted mean. This assesses the relative importance of each quantity in the average. This was used to determine the values needed in the computation. The scales used for this tool will be presented in the research instrument.

FINDINGS

Based on the data obtained, the following are the findings po this study.

1. Profile of the Respondents
The gathered data were organized into tables to clarify and better understand these characteristics. The gathered data were organized into tables to clarify and better understand these characteristics.

Table 3 Distribution of Respondents by Gender

Gender	Frequency	Percentage
Female	99	69.2
Male	41	28.7
Prefer not to say	3	2.1
Total	143	100.0

One of the items under the profile of the students needed in the study is gender to determine their political and psychological process. Table 1 show that among the 143 respondents, 99 were female, 41 are male and the other 3 prefer not to say their gender. The second variable in the profile of the respondents is their year level.

Table 4 Distribution of Respondents by Year Level

Year Level	Frequency	Percentage
1st Year	25	17.5
2nd Year	27	18.9
3rd Year	21	14.7
4th Year	70	49.0
Total	143	100.0

Table 4 shows that there are 25 1st year students, 27 21 2nd year students, 21 3rd year students and 70 4th year students.

Table 5 Distribution of Respondents by Social Media Used

No. of Social Media	Frequency	Percentage
1-3	42	29.4
4-6	98	68.5
7 and more	3	2.1
Total	143	100.0

Table 5 shows that there are 42 students who uses 1-3 social media platform. 98 uses 4-6 social media platform. And 3 students use 7 and more social media platforms. Based on the data gathered, those 3 other social media are Telegram, Weverse and Weibo. Those social media platforms were used to be engaged with exclusive content, to participate in discussions, and support their favorite creators or groups.

Table 6 Distribution of Respondents by Number of Social Media Accounts

No. of Accounts	Frequency	Respondents
1-3	65	45.5
4-6	63	44.1
7 and more	15	10.1
Total	143	100.0

On the other hand, table 6 shows that most of the respondents have approximate 1-3 social media accounts with a frequency of 65. There are 63 students who have 4-6 social media accounts. And lastly, there are 15 students who have 7 and more social media accounts.

Table 7 Distribution of Respondents by Time Spent on Social Media

Time Spent	Frequency	Respondents
1-3 Hours	25	17.5
4-6 Hours	71	49.7
7 and more Hours	47	10.5
Total	143	100.0

Furthermore, table 7 shows that most of the respondents spend approximately four to six hours on social media. Meanwhile, some students recognize that their average social media usage is over seven hours. However, twenty-five social studies students spend one to three hours on social media daily. The results showed that most respondents' average time spent on social media was four to six hours.

2. The Extent of Role of Social Media
Social media's role in the respondent's information accessibility, filter bubbles and echo chambers, engagement and mobilization, and misinformation and disinformation.

2.1 Information Accessibility

The researchers explore the role of social media in providing information accessibility. Most students moderately manifested that social media platforms have significantly enhanced their ability to effortlessly access a wide variety of political information from diverse sources with a weighted mean 3.38 This underscores the convenience and immediacy these platforms offer in staying informed.

Similarly, Intyaswati et al. (2021) noted in that students view social media as a powerful tool for accessing diverse perspectives on political topics, contributing to their awareness and understanding of current issues.

Table 8 The Social Media formation Ac-   **Extent of Role of Relative to In-cessibility**

Indicators	Weighted Mean	Verbal Interpretations
1. I believe that social media provide easy access to diverse source of political information	3.38	Moderately Manifested
2. Social media helps me to discover political news or analysis that I might have missed from traditional media sources.	3.35	Moderately Manifested
3. I frequently use social media platforms to stay informed about political issues.	3.29	Moderately Manifested
4. I believe social media provides me with a comprehensive understanding of political issues.	3.27	Moderately Manifested
5. I feel overwhelmed by the volume of political information on social media	3.13	Moderately Manifested
6. I follow political figures, organizations, or news outlets on social media posts.	3.13	Moderately Manifested
7. I enrich my political awareness merely through social media posts.	3.11	Moderately Manifested
8. I participate in discussions or debates about political issues on social media platforms	2.69	Moderately Manifested
Composite Mean	3.17	Moderately Manifested

However, many students also felt overwhelmed by the sheer volume of political content in their feeds. Alodat et al. (2023) identified this as a common concern, noting the need for better filtering mechanisms to manage information overload. Kahne et al. (2019) also stressed that political actors must address young people's expectations to ensure their perspectives are represented in decision- making processes.

Lastly, students noted that engaging in discussions or debates on social media broadened their understanding of current affairs and enhanced their critical thinking skills. Alodat et al. (2023) observed that these interactions often involve lively exchanges of diverse viewpoints, fostering a deeper grasp of pressing issues.

2.2 Filter Bubbles and Echo Chambers

Table 9 shows that social studies students are aware of the potential biases in the political content they consume on social media. Students today exhibit a high level of awareness regarding the potential biases in the political content they come across on social media platforms, which is a crucial skill in this digital age. Similarly, Hunt et. Al. (2017) examines the role of social media in spreading fake news during the 2016 U.S. presidential election. Individuals, including students, are becoming more conscious of the biases and inaccuracies in political content shared on social media platforms.

However, the second to the highest respondents agreed that they are aware of the tendency of social media to create an echo chamber where people only hear opinions they agree with. It is important to be aware of the tendency of social media to create an echo chamber where individuals are exposed predominantly to opinions that align with their own, reinforcing beliefs and potentially hindering open- mindedness and critical thinking.

On the other hand, the respondents also agreed that social media platforms use personalized recommendations to reinforce users' political beliefs. Social media platforms utilize sophisticated algorithms that analyze users' preferences and interactions to tailor personalized recommendations, often intensifying and perpetuating individuals' pre-existing political ideologies. This is similar to Wu (2016), who highlights how attention-grabbing algorithms and personalized recommendations significantly shape users' online experiences, often dictating the type of content they are exposed to.

Table 9 The Extent of Role of Social Media Relative to Filter Bubbles and Echo Chamber

Indicators	Weighted Mean	Verbal Interpretations
1. I am aware of the potential biases present in the political content I consume on social media.	3.36	Moderately Manifested
2. I am aware of the tendency of social media to create echo chamber where people only hear options they agree with	3.25	Moderately Manifested
3. I believe that social media platforms use personalized recommendations to reinforce users' existing political beliefs.	3.14	Moderately Manifested
4. I actively seek out news sources or social media accounts that present viewpoints different from my own.	3.06	Moderately Manifested
5. I do not activate filters on posts that contain political agenda	2.88	Moderately Manifested
6. I intentionally sought out political content on social media that challenge my own beliefs.	2.83	Moderately Manifested
7. I followed someone on social media because of their political belief	2.62	Moderately Manifested
8. I felt that my own political beliefs were influences by the content I saw on social media.	2.58	Moderately Manifested
Composite Mean	2.96	Moderately Manifested

These mechanisms create filter bubbles and echo chambers, reinforcing specific beliefs while limiting exposure to diverse perspectives. This supports the idea that algorithm-driven content on social media plays a pivotal role in shaping individuals' political understanding and psychological responses by influencing the accessibility and type of information consumed.

2.3 Engagement and Mobilization

Table 10 illustrates that a significant proportion of students pursuing a major in social studies agreed on the impact of social media on altering individuals' engagement in political activities and promoting social causes. The findings highlight a widespread view among social study majors that social media platforms have fundamentally transformed the dynamics of political participation and advocacy efforts for societal transformation.

Miao et al. (2022) highlighted that social media platforms have significantly reshaped political engagement and activism by providing individuals with innovative tools for advocacy and promoting societal change. This assertion underscores the transformative role of digital platforms in enabling users to amplify their voices, organize movements, and influence public discourse, aligning with research that emphasizes the impact of social media on political mobilization and participation. These findings support the argument that social media is a critical driver of modern political and psychological processes, fostering engagement and collective action in a rapidly evolving digital landscape.

On the other hand, social study students have collectively concurred that social media platforms offer an accessible avenue for individuals to openly and unabashedly articulate their diverse

Table 10 The Extent of Role of Social Media Relative to Engagement and Mobilization

Indicators	Weighted Mean	Verbal Interpretations
1. I believe that social media has changed the way people participate in politics and advocate for social change.	3.39	Moderately Manifested
2. Social media platforms provide a platform for individuals to express their political opinions freely	3.27	Moderately Manifested
3. It is easier to mobilize individuals for political activism or collective action through social media.	3.17	Moderately Manifested
4. I use social media to connect with like-minded individuals and organizations to collaborate on political initiatives.	3.05	Moderately Manifested
5. Through social media, I can facilitate meaningful engagement with political issues.	3.02	Moderately Manifested
6. I do engage with political content on social media awareness (e.g., liking sharing, commenting).	2.97	Moderately Manifested
7. I shared political content on social media to raise awareness about a particular issue.	2.97	Moderately Manifested
8. I participated in political campaigns and movements that were organized or promoted through media.	2.75	Moderately Manifested
Composite Mean	3.07	Moderately Manifested

In their study, Alodat et al. (2023) highlighted that many students nowadays utilize various social media platforms to actively participate in political discussions and debates, fostering a more profound and impactful involvement with important societal issues. Social media platforms have allowed young people to communicate with individuals with the same ideas and share their views on political issues. They have also provided platforms for young people to participate in public debates and to express their opinions, often in ways that were not possible before the arrival of social media.

The data presented in Table 11 shows that students majoring in social studies demonstrated a proactive approach by fact-checking their political information before disseminating it on social media platforms. Brodsky et al. (2021) found that despite students' heavy internet and social media use, they rarely 'read laterally' to assess the credibility of online information. This suggests that while students frequently engage with digital content, they may not always apply critical evaluation strategies, potentially affecting the accuracy of the information they share. As a result, there is a need to promote media literacy and critical thinking skills to ensure responsible information dissemination.

On the other hand, students have widely acknowledged and voiced their agreement that the accountability for disseminating misinformation and disinformation relating to political matters should precisely fall upon social media platforms. As the primary mediums for sharing news and information, such platforms are directly responsible for upholding truth and accuracy within the digital sphere. The study by Pamela Madrid (2023) highlights that, according to USC, the primary driver behind the spread of fake news on social media is not the scarcity of users but rather the inherent design of the platforms and their information dissemination mechanisms. This suggests that social media algorithms, engagement-driven content distribution, and the rapid virality of posts contribute significantly to the amplification of misinformation. Consequently, addressing the spread of fake news requires focusing on platform policies, algorithmic transparency, and digital literacy initiatives rather than merely increasing the number of informed users.

Table 11 The Extent of Role of Social Media Relative to Misinformation and Disinformation

Indicators	Weighted Mean	Verbal Interpretations
1. I usually do fact-check on political information before sharing it on social media.	3.48	Moderately Manifested
2. I suppose social media platforms should be held responsible for the spread of misinformation and disinformation about political issues.	3.29	Moderately Manifested
3. I have not shared any political content on social media without verifying its accuracy.	3.26	Moderately Manifested
4. I have not changed my political views or opinions based on false information I encountered on social media.	3.16	Moderately Manifested
5. I believe that there is a need to repost misinformation and disinformation when I encounter it on social media.	2.73	Moderately Manifested
6. I have not been personally affected by the misinformation and disinformation spread through social media.	2.71	Moderately Manifested
7. I have not witnessed the deliberate spread of the false information by political actors or organizations on social media.	2.57	Moderately Manifested
8. I do not encounter false or misleading information about political issues on social media.	2.06	Slightly Manifested
Composite Mean	2.91	Moderately Manifested

Students also unanimously acknowledged that before sharing any political content on social media, they actively engage in fact-checking to ensure its accuracy and reliability, underscoring their commitment to spreading only verified information. Li et al. (2022) highlighted the emergence of organizations such as PolitiFact and Snopes as key players in combating misinformation. These fact- checkers play a vital role in verifying information and detecting fake news, aiming to reduce the spread of false narratives. The study emphasizes that implementing fact-checking tools is essential in promoting societal trust and acceptance, particularly in an era dominated by digital media and the rapid dissemination of information. This aligns with the findings of Olan et al. (2022), who argue that fact- checking initiatives are crucial for fostering credibility and counteracting the harmful effects of misinformation. Together, these studies demonstrate the importance of fact-checking to maintain the integrity of information shared on social media platforms.

3. Differences Between Profile of the Respondents and the Role of Social Media

This study determined whether there is a significant difference between the extent of the role of social media in shaping students' political and psychological processes and reactions and their profile variables, specifically the gender, year level, social media platforms used, number of social media accounts and time spent on social media.

Table 12 highlights significant differences in how social media influences four key areas: Information Accessibility, Filter Bubbles and Echo Chambers, Engagement and Mobilization, and Misinformation and Disinformation. The findings indicate that social media significantly increases information access and political engagement.

However, notable differences are absent in the areas of filter bubbles and misinformation, suggesting that while social media effectively disseminates information and encourages engagement, it does not substantially contribute to the formation of echo chambers or the spread of misinformation in this dataset. This overall pattern of significant differences underscores the prominent role of social media in shaping political awareness and interaction, while downplaying its perceived impact on reinforcing existing viewpoints or disseminating false information.

Table 12 Difference Between Extent of Role of Social Media Grouped According to Gender

	x^2	df	p-value	Decision on Ho	Remark
Information Accessibility	8.455	2	.015	Reject	Significant
Filter Bubbles and Echo Chamber	.582	2	.748	Failed to Reject	Not Significant
Engagement and Mobilization	7.357	2	.025	Reject	Significant
Misinformation and Disinformation	4.481	2	.106	Failed to Reject	Not Significant
Overall	6.571	2	.037	Reject	Significant

Supporting this notion, Bronholt's (2020) study highlights that both genders use social media platforms as their primary source for political news. However, they may interact with content differently, with specific topics or formats resonating more with one group. The widespread use of social media for political engagement also contributes to forming echo chambers, where individuals often reinforce their existing political views without critically engaging with opposing perspectives.

Table 13 Difference Between Extent of Role of Social Media Grouped According to Year Level

	x^2	df	p-value	Decision on Ho	Remark
Information Accessibility	3.559	3	.313	Failed to Reject	Not Significant
Filter Bubbles and Echo Chamber	5.964	3	.113	Failed to Reject	Not Significant
Engagement and Mobilization	1.482	3	.686	Failed to Reject	Not Significant
Misinformation and Disinformation	2.493	3	.477	Failed to Reject	Not Significant
Overall	7.233	2	.065	Failed to Reject	Not Significant

Table 13 presents the differences in the extent of the role of social media when grouped according to their year level. The role of social media is not significantly associated with their year level. Therefore, the student's year level is not determined when considering how much social media influences their political behavior and attitudes. Therefore, there is no significant difference in the extent of the role of social media when grouped according to their year level.

Table 14 Differences Between Extent of Role of Social Media Grouped According to Social Media Platform Used

	x^2	df	p-value	Decision on Ho	Remark
Information Accessibility	1.694	2	.429	Failed to Reject	Not Significant
Filter Bubbles and Echo Chamber	5.362	2	.068	Failed to Reject	Not Significant
Engagement and Mobilization	4.197	2	.123	Failed to Reject	Not Significant
Misinformation and Disinformation	1.287	2	.526	Failed to Reject	Not Significant
Overall	2.026	2	.363	Failed to Reject	Significant

Table 14 presents the differences in the extent of social media's role when grouped according to the social media platforms used. The role of social media is not significantly associated with the social media used by social studies students. Therefore, the student's social media platforms do not appear to be a determining factor when considering how much social media influences their political behavior and attitudes.

As stated in Table 5, social media platforms such as Telegram, Weverse, and Weibo are distinct social media platforms serving different purposes and audiences. Each platform caters to specific user needs, from communication to entertainment and social engagement. Telegram, Weibo, and Weverse are primarily designed for communication, entertainment, and social interaction rather than distributing political information.

Table 15 presents the differences in the extent of social media's role when grouped according to the number of social media accounts.

Table 15 Differences Between Extent of Role of Social Media
Grouped According to Number of Social Media Account

	x²	df	p-value	Decision on Ho	Remark
Information Accessibility	.573	2	.751	Failed to Reject	Not Significant
Filter Bubbles and Echo Chamber	1.155	2	.561	Failed to Reject	Not Significant
Engagement and Mobilization	5.147	2	.076	Failed to Reject	Not Significant
Misinformation and Disinformation	3.654	2	.161	Failed to Reject	Not Significant
Overall	.097	2	.953	Failed to Reject	Significant

The data presented in the table indicate that the number of social media accounts held by social studies students does not significantly associate with the role of social media in shaping their political behavior and attitudes. This suggests that the quantity of social media accounts is not a determining factor in the extent of social media's influence on these aspects. Consequently, no significant difference is observed in the role of social media when analyzed based on the number of accounts students maintain.

This aligns with Boulianne's (2015) findings, who noted that social media's impact on political engagement and attitudes is more closely related to the nature and quality of interactions on these platforms rather than the sheer number of accounts or platforms used. Similarly, Valenzuela et al. (2018) emphasize that the intensity of social media use and engagement in politically oriented activities plays a more critical role in shaping political behavior than mere access to multiple social media accounts.

Table 16 Differences Between Extent of Role of Social Media
Grouped According to Time Spent on Social Media

	x²	df	p-value	Decision on Ho	Remark
Information Accessibility	3.500	2	.174	Failed to Reject	Not Significant
Filter Bubbles and Echo Chamber	3.032	2	.220	Failed to Reject	Not Significant
Engagement and Mobilization	6.543	2	.038	Failed to Reject	Not Significant
Misinformation and Disinformation	.369	2	.831	Failed to Reject	Not Significant
Overall	3.917	2	.141	Failed to Reject	Significant

Table 16 presents an analysis of social media's role, categorized by the time users spend on these platforms. The findings indicate no significant differences across various dimensions—including information accessibility, filter bubbles and echo chambers, engagement and mobilization, and misinformation and disinformation—based on time spent. This suggests that the duration of social media use does not substantially influence individuals' political and psychological processes or reactions to political agendas.

These results align with the study by Dahlstrom et al. (2011), which found that students spend several hours online daily, primarily engaging with social networking sites to be socially active, informed, and community oriented. This underscores that the quality of interactions on social media, rather than the quantity of time spent, plays a more pivotal role in shaping political behaviors and attitudes. Supporting this perspective, Boulianne (2015) conducted a meta-analysis examining the relationship between social media use and political participation. The study concluded that while social media use positively correlates with political engagement, the strength of this relationship varies depending on the nature of the interactions and the context in which social media is used rather than the amount of time spent on these platforms.

4. Social Media Campaign

The researchers proposed and prepared an infomercial, a social media campaign focused on the political and psychological process of social studies regarding information accessibility, filter bubbles and echo chambers, engagement and mobilization, and misinformation and disinformation. This creative, engaging, and practical information is used to cultivate students' social media skills and improve their mastery and expertise while using social media.

One of the most challenging aspects of utilizing social media for students is how they cultivate the information content effectively and successfully. In today's digital age, social media is pivotal in shaping political discourse and influencing public opinion. However, the rapid spread of information on these platforms often leads to misinformation, echo chambers, and polarization. The campaign uses social media to address these challenges to enhance political and psychological understanding. By harnessing the power of these platforms, it aims to foster critical thinking, empathy and informed civic engagement among users.

In this era marked by rapid information dissemination and polarization, enhancing social media cultivation for political and psychological understanding is more important. The infomercial promotes critical thinking, empathy, and informed civic engagement among users. By scanning the QR code, everyone can access the full video, which dives deeper into the findings and provides valuable insights.

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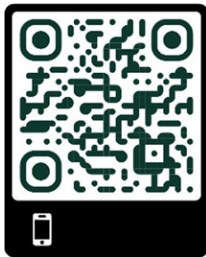
SOCIAL MEDIA CAMPAIGN

Navigating Political Realities

The social media campaign aimed to raise awareness about how information in digital platforms shapes political beliefs and action. The campaign focused on key concepts including accessibility, filter bubbles and echo chambers, engagement and mobilization, and misinformation and disinformation.

In the introduction part, the researcher opened the campaign with a posing question addressing the audience directly. This engaged the audience, raise their curiosity about the psychological processes behind political behavior.

Through visuals of people accessing news on their gadgets, this highlighted how accessible information impacts opinions formation. It underscored the importance of diverse and accurate perspectives in promoting informed decision-making while cautioning against limited access leading to biased news.

With the filter bubbles and echo chambers, the audience learned how algorithm-driven content creates echo chamber that amplify certain viewpoints while silencing opposing ones, contributing to societal force.

Through the video, the researchers showcased people participating in voting and rallies illustrating how social media inspire political action. It emphasized the psychological drive behind engagement and how online platforms foster connections that lead to grassroots movements.

The researchers explored the impact of false content on political trust. The audience was educated on the difference between misinformation and disinformation, emphasizing the importance of critical thinking.

The researchers concluded with a powerful call to action, encouraging the audience to stay informed and critical of the content they consume. Inspiring music and the closing message – "Be informed. Be engaged. Be responsible." – left a lasting impression on viewers.

CONCLUSIONS

1. Profile of the Respondents
The study found that 99 females, 41 males, and three individuals who preferred not to say their gender were the respondents, totaling 143 social studies education students.

2. The Extent of Role of Social Media
Based on the statistical findings, there is a high level of agreement among the respondents regarding the significant role that social media plays in both political and psychological aspects of people's lives. The data shows that many individuals now rely heavily on social media not only for staying updated but also for forming opinions and reacting to political issues. This high agreement reflects how deeply social media has become woven into daily life, influencing not just how people communicate but also how they think and engage with the world around them.

3. Differences Between Profile of the Respondents and the Role of Social Media
There was no significant difference in the extent to which social media shaped individuals' political and psychological processes in terms of gender, year level, social media platforms used, some social media accounts, and time spent on social media.

4. Output
The researchers prepared a social media campaign infomercial to promote critical thinking, empathy and informed civic engagement among users, specifically in the social studies of the College of Teacher Education.

RECOMMENDATION

Considering the study's findings, the following recommendations are offered:

1. Future researchers could create campaigns addressing different ways social media influences political views, primarily focusing on the gender difference observed in the study.

2. Educators and researchers may use the findings to guide educational campaigns, using social media to foster critical thinking, civic engagement, and responsible consumption of political information among students.

3. The government may establish platforms or discussion forums where students can actively engage with individuals holding diverse political perspectives, encouraging mutual understanding and reducing polarization.

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FINANCIAL RISK TOLERANCE, MANAGEMENT PRACTICES, JOB SATISFACTION, AND PROFESSIONAL DEVELOPMENT OF TEACHERS

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ABSTRACT

This study explored the financial risk tolerance, financial management practices, job satisfaction, and professional development of public-school teachers in Ubay III District for the school year 2023–2024. Using a descriptive-correlational research design, the study examined relationships among the variables and how financial behaviors impact teachers' well-being and career growth. A total of 279 teachers and 22 school heads participated, with data collected through structured survey questionnaires. Statistical analyses, including Chi-square and Spearman rho correlation tests, assessed the associations between financial risk tolerance and various demographic factors, as well as its effects on financial management, job satisfaction, and professional development. The findings indicated that teachers exhibited moderate financial risk tolerance and strong financial management skills, particularly in financial planning and debt management, though budgeting and saving required improvement. Job satisfaction was very high, primarily driven by student relationships and a sense of purpose, yet salary limitations and financial security concerns remained challenges. Significant correlations were found between financial risk tolerance and teaching experience, educational attainment, financial management, job satisfaction, and professional development, suggesting that more experienced and highly educated teachers were more financially confident and stable, positively influencing their professional growth.

INTRODUCTION

The teaching profession, a cornerstone of societal progress, plays a pivotal role in shaping individuals and fostering a thriving future. However, educators globally face multifaceted challenges that impact their well-being and effectiveness, particularly in the realm of financial security. Research underscores the critical role of financial literacy and management practices in promoting overall well-being (Atatsi et al., 2023), emphasizing the need for comprehensive financial education programs to empower teachers to manage their finances effectively.

In Asia, where education is highly valued, the well-being of teachers is crucial for the region's economic and social development. However, teachers in many Asian countries face financial challenges, limited access to professional development opportunities, and a lack of support for their overall well-being (Chin, Ching, Castillo, Wen, Huang, Castillo, Gungon, and Trajera, 2022). These factors can negatively impact job satisfaction and ultimately hinder the quality of education provided.

The Philippines, as a nation striving for educational excellence, recognizes the importance of supporting its teachers. While the government has implemented policies aimed at promoting financial literacy and professional development (DepEd Order No. 022, s. 2021), challenges remain in addressing the specific financial needs and aspirations of teachers, particularly in public elementary schools. In consonance, a Pulse Asia survey that Senator Gatchalian commissioned in June, as reported by Tamayo (2022) in The Manila Times, revealed that 50% of Filipinos believe public school teachers "are underpaid."

Financial risk tolerance, a central concept in this study, refers to an individual's willingness to accept the possibility of financial loss in exchange for the potential for higher returns (McBride, 2024). Teachers, like individuals in other professions, demonstrate varying levels of this tolerance, influenced by factors such as age, income, financial goals, and personal experiences (Reddy and Mahapatra, 2017).

Job satisfaction is influenced by various factors, including work environment which refers to the physical, social, and emotional conditions of the workplace (Zhenjing, Chupradit, Ku, Nassani, and Haffar, 2022); student relationships which entails the quality of interactions, connections, and communication between teachers and their students (Luo, 2024); leadership and support which means the quality of guidance, mentorship, and assistance provided by leaders and colleagues in the workplace (Montuori et al., 2022); sense of purpose and accomplishment which refers to the feeling of meaning, fulfillment, and achievement individuals derive from their work (Montuori et al., 2022); and compensation and benefits (Annaliza, 2023).

Finally, professional development, a crucial factor influencing teacher effectiveness and job satisfaction (Thahir, Komariah, and Kurniady, 2021), is examined in this study. Teachers who participate in high-quality professional development programs tend to report higher levels of job satisfaction, improved teaching practices, and a greater sense of professional growth (Toropova et al., 2021). However, access to relevant and effective professional development opportunities can vary significantly across different schools and districts. Furthermore, research suggests that professional development programs that address teachers' financial literacy needs can positively impact their financial well-being and overall job satisfaction (Gonzales, Arroyo & Bayani, 2024).

To understand the complex interplay of the variables, the study draws upon several prominent theoretical frameworks. According to Cherry (2024), the Self-Determination Theory (SDT) by Ryan and Deci (2000) proposes that individuals are motivated to engage in activities that fulfill their basic psychological needs for autonomy, competence, and relatedness. In this context, teachers' financial risk tolerance and management practices could be influenced by their desire for autonomy in managing their finances, competence in making informed financial decisions, and relatedness to their financial goals. A positive relationship between financial well-being and job satisfaction would be supported by this theory, as teachers feel more autonomous, competent, and connected to their work and their financial goals.

Teachers in Ubay III Southwest District face a challenging financial reality, often struggling to bridge the gap between their income and expenses. Many have adopted creative strategies, taking on additional roles like beauty product sales or working for networking firms, to supplement their income. These efforts, while commendable, often reflect a need to combat rising inflation and secure financial stability. However, the economic pressures have led some teachers to seek opportunities abroad, while others, driven by a desire for financial security, have unfortunately fallen prey to deceptive investment schemes. This highlights the vulnerability of teachers facing financial hardship and the need for greater financial literacy and support.

Hence, the researchers urged to investigate the complex interplay between financial stability, professional development, and job satisfaction among public elementary school teachers in Ubay III District, Schools Division of Bohol during the 2024-2025 school year. This research explores the link between financial well-being, professional development, and job satisfaction among Filipino teachers, highlighting the importance of financial literacy and support in creating a more fulfilling teaching profession and a stronger education system.

Objectives of the Study

The main thrust of the study was to evaluate the levels of financial risk tolerance, financial management practices, job satisfaction, and professional development of the public elementary and secondary school teachers in Ubay III District, Schools Division of Bohol during the school year.

Specifically, this sought to answer the following questions:

1. What is the teachers' level of financial risk tolerance in terms of risk perception, risk attitude, financial goals, investment time horizon, and financial literacy?
2. What is the teachers' level of financial management practices in the aspects of financial planning, budgeting and saving, debt management, investment knowledge and experience, and financial literacy and resources?
3. What is the teachers' level of job satisfaction in the areas of work environment, student relationship, leadership and support, sense of purpose and accomplishment, and compensation and benefits?

4. What is the teachers' level of professional development in terms of knowledge and skills, confidence and motivation, and impact and recognition
5. Is there a relationship between the teachers' demographic profiles and their level of financial management practices?
6. Is there a relationship between the teachers' level of financial risk tolerance and their levels of financial management practices, job satisfaction, and professional development?

RESEARCH METHODOLOGY

This study utilized a descriptive survey was the research method used to collect data and describe a population, group, or phenomenon. It aimed to provide a comprehensive outline of the subject under study by gathering information about its characteristics, behaviors, attitudes, or attributes.

The research locale were the 17 public elementary schools and 5 public secondary schools in the Municipality of Ubay, specifically in the district of Ubay III Southwest, Schools Division of Bohol, Philippines. There were total of 301 respondents, comprising of 279 teachers and 22 school heads in the elementary and secondary schools of Ubay III Southwest District were selected to participate in the survey. Teachers under the provisionary or contractual status and those who were part of the pilot testing of questionnaires were no longer covered by the online survey.

This study utilized an online survey questionnaire which had five parts, consisting of the teachers' demographic profile, level of financial risk (Villanova, 2024). The tolerance, level of financial management practices (Zaimah, 2016; Obenza & Tanuntanud, 2023), level of job satisfaction (Cocchi, 2023), and level of professional development (Abdi, 2024). This questionnaire was pilot-tested to the teachers of the neighboring district for readability and validity. Part I evaluated the demographic profile of teachers including age, sex, position, highest educational attainment, years in teaching, monthly income, and monthly expenses.

The research was subjected to proper protocol by seeking permission from the Schools Division Superintendent of Bohol to conduct the study. The researcher then sent a letter granting authorization to administer the questionnaires. Finally, data collected via DepEd Google Forms were tallied, aggregated, and statistically treated to address the primary purpose of the study.

RESULTS AND DISCUSSION

Table 1 presents the financial risk tolerance levels of teachers in Ubay III District. The financial risk tolerance was examined across five constructs: risk perception, risk attitude, financial goals, investment time horizon, and financial literacy. The composite mean of 3.14 indicates that, overall, teachers fall under the category of Moderately Risk-Taker, suggesting a balanced approach to financial decision-making.

Table 1. Level of Teachers' Financial Risk Tolerance

Statements	Teachers'		School Heads'		Overall	
	WM	DV	WM	DV	WM	DV
Risk Perception	3.03	Moderately Risk-Taker	3.31	Highly Risk-Taker	3.17	Moderately Risk-Taker
Risk Attitude	3.05	Moderately Risk-Taker	3.32	Highly Risk-Taker	3.19	Moderately Risk-Taker
Financial Goals	3.01	Moderately Risk-Taker	3.01	Moderately Risk-Taker	3.01	Moderately Risk-Taker
Investment Time Horizon	2.93	Moderately Risk-Taker	3.04	Moderately Risk-Taker	2.99	Moderately Risk-Taker
Financial Literacy	3.22	Moderately Risk-Taker	3.48	Highly Risk-Taker	3.35	Highly Risk-Taker
Composite Mean	**3.05**	**Moderately Risk-Taker**	**3.23**	**Moderately Risk-Taker**	**3.14**	**Moderately Risk-Taker**

The highest-rated construct in financial risk tolerance is financial literacy, with an overall weighted mean of 3.35, classified as Highly Risk-Taker. This suggests that teachers demonstrate confidence in their financial knowledge, including budgeting, investing, and debt management. Additionally, they actively seek financial advice and engage in continuous learning about personal finance and investment strategies. This aligns with findings from Lusardi (2020), which emphasize that individuals with higher financial literacy tend to make more informed and strategic financial decisions, reducing financial stress and enhancing overall well-being.

Furthermore, the assessment by school heads (WM = 3.48) rated teachers' financial literacy even higher, reinforcing the idea that educators are perceived as financially knowledgeable. This high rating indicates that teachers recognize the importance of financial education, which can be attributed to initiatives like DepEd Order No. 022, s. 2021, which integrates financial education into the K-12 curriculum (Department of Education, 2021).

On the other hand, the lowest-rated construct is investment time horizon, with a weighted mean of 2.99, still within the Moderately Risk-Taker range. This suggests that while teachers recognize the benefits of long-term investments, they tend to favor short-term financial security over long-term wealth accumulation. This finding aligns with Rahman et al. (2021), who found that financial stress often leads individuals to prioritize short-term financial stability over long-term financial planning.

Teachers' preference for quick returns and short-term financial security (as seen in items rated below 3.00) could be influenced by income limitations and high monthly expenses, as observed in Table 1. Additionally, Atatsi et al. (2023) emphasized that individuals with lower financial risk tolerance tend to be more conservative in their investment approach, opting for less risky and more liquid assets.

In general, school heads provided higher ratings for teachers' financial risk tolerance across all constructs. Notably, school heads assessed teachers as Highly Risk-Taker in risk perception (WM = 3.31) and risk attitude (WM = 3.32), whereas teachers rated themselves as only Moderately Risk-Taker in these areas. This discrepancy suggests that teachers may underestimate their own financial risk-taking behavior, or that school heads perceive them as more financially confident than they feel. This aligns with Topa et al. (2018), who found that individuals often downplay their own financial confidence, even when they actively engage in financial decision-making.

Overall, while teachers in Ubay III District demonstrate moderate financial risk tolerance, the need for stronger investment planning and confidence-building strategies is evident. Strengthening these areas can lead to better financial security, reduced financial stress, and enhanced job satisfaction in the long run.

Table 2 presents the financial management practices of teachers. The assessment covers five key constructs: financial planning, budgeting and saving, debt management, investment knowledge and experience, and financial literacy and resources. The composite mean of 3.18 indicates that, overall, teachers demonstrate high financial management practices, suggesting a strong awareness and implementation of financial strategies.

Table 2. Level of Teachers' Financial Management Practices

Statements	Teachers' Assessment		School Heads' Assessment Perception		Overall Assessment	
	WM	DV	WM	DV	WM	DV
Financial Planning	3.36	VH	3.36	VH	3.36	VH
Budgeting and saving	3.07	H	2.95	H	3.01	H
Debt Management	3.35	VH	3.04	H	3.20	H
Investment Knowledge and Experience	3.09	H	3.21	H	3.15	H
Financial Literacy and Resources	3.11		3.21		3.16	H
Composite Mean	**3.20**		**3.15**		**3.18**	

Among the constructs, financial planning was rated the highest with an overall weighted mean of 3.36, categorized as Very High. This suggests that teachers have a clear understanding of their financial goals, actively plan for their long-term financial security, and are comfortable seeking professional financial advice. This finding aligns with Lusardi (2020), who emphasized that individuals with structured financial plans are better equipped to handle financial uncertainties and achieve their financial objectives.

Both teachers and school heads provided identical ratings (WM = 3.36), indicating a shared perception that teachers are proactive in financial planning. This strong financial awareness could be attributed to financial literacy initiatives, such as DepEd's Financial Education Policy (DepEd Order No. 022, s. 2021), which aims to integrate financial literacy into the education system.

Meanwhile, the lowest-rated construct is budgeting and saving, with an overall weighted mean of 3.01, still within the High range. While teachers acknowledge the importance of tracking their income and expenses, prioritizing savings, and using budgeting tools, the relatively lower rating suggests challenges in maintaining consistent savings habits.

A notable discrepancy is observed in saving behavior (Item 6), where teachers rated themselves at 3.15 (High), while school heads provided a lower rating of 2.71 (High). This suggests that while teachers perceive themselves as financially responsible, school heads may observe inconsistencies in their actual saving practices. Rahman et al. (2021) highlighted that financial stress, often linked to low salaries and high expenses, can impact one's ability to save regularly, a concern reflected in Table 1's findings on teachers' income and expenses.

Interestingly, teachers rated themselves slightly higher (composite mean = 3.20) than school heads did (3.15). However, school heads provided higher ratings in investment knowledge and experience (WM = 3.21) and financial literacy and resources (WM = 3.21), suggesting that teachers may underestimate their own financial knowledge and access to resources. This aligns with Topa et al. (2018), who found that individuals often lack confidence in their financial skills, even when they possess adequate financial knowledge.

Overall, teachers in Ubay III District exhibit strong financial management skills, particularly in financial planning and debt management. However, strengthening their budgeting, saving, and investment strategies can lead to greater financial security and improved job satisfaction.

Table 3 presents the job satisfaction levels of teachers. The assessment covers five key constructs: work environment, student relationships, leadership and support, sense of purpose and accomplishment, and compensation and benefits. The composite mean of 3.38 indicates that, overall, teachers experience very high job satisfaction, suggesting a strong sense of fulfillment, motivation, and engagement in their profession.

Table 3. Level of Teachers' Job Satisfaction

Statements	Teachers' Assessment		School Heads' Assessment Perception		Overall Assessment	
	WM	DV	WM	DV	WM	DV
Work Environment	3.32	VH	3.35	VH	3.34	VH
Student Relationship	3.44	VH	3.53	VH	3.49	VH
Leadership and Support	3.34	VH	3.38	VH	3.36	VH
Sense of Purpose & Accomplishment	3.46	VH	3.52	VH	3.49	VH
Compensation and Benefits	3.22	High	3.24	High	3.23	High
Composite Mean	**3.35**	**VH**	**3.41**	**VH**	**3.38**	**VH**

The highest-rated constructs in job satisfaction are student relationships and sense of purpose and accomplishment, both with an overall weighted mean of 3.49, categorized as Very High. These findings suggest that teachers derive significant satisfaction from their interactions with students and their perceived impact on students' lives.

Specifically, the highest-rated statement under student relationships is, "I feel satisfied when I see my students learning and growing" (WM = 3.51), reflecting the intrinsic motivation and fulfillment that teachers gain from their role in student development. This aligns with Toropova, Myrberg, and Johansson (2020), who emphasized that positive teacher-student relationships contribute to greater job satisfaction, higher motivation, and lower burnout rates.

Similarly, in the sense of purpose and accomplishment category, teachers rated "I feel a sense of purpose in my work and believe that I am making a positive impact on the lives of my students" (WM = 3.52) the highest. This confirms Self-Determination Theory (Ryan & Deci, 2000), which suggests that teachers who find meaning in their work tend to be more engaged, productive, and satisfied in their profession. These findings highlight the intrinsic rewards of teaching, reinforcing that strong student engagement and a clear sense of purpose enhance teachers' overall job satisfaction.

Nevertheless, the lowest-rated construct is compensation and benefits, with a weighted mean of 3.23, still within the High category. While teachers recognize the career growth opportunities available to them (3.30 for advancement and 3.34 for collaboration with peers), their satisfaction with salary and financial security is lower.

Specifically, the lowest-rated statement in this construct is "I can afford necessities and maintain a comfortable standard of living with my current salary" (WM = 3.05), indicating financial concerns among teachers. Research by Wang (2024) found that compensation significantly impacts teacher retention and job satisfaction, with lower salaries often leading to higher financial stress and reduced morale. Similarly, Tamayo (2022) highlighted that 50% of Filipinos believe public school teachers are underpaid, which aligns with the finding that salary dissatisfaction is a recurring issue in the teaching profession.

Notably, teachers rated their job satisfaction slightly lower (composite mean = 3.35) than school heads did (3.41). The biggest gap is observed in work environment, where school heads rated the category higher (3.35) than teachers did (3.32). However, teachers and school heads strongly agreed on the importance of leadership and support, with both groups rating the statement "I feel that my school is a place where I can thrive and make a difference" at 3.40. This finding supports Montuori et al. (2022), who found that effective school leadership is a major factor in teacher satisfaction and retention.

Overall, teachers in Ubay III District find great fulfillment in their profession, particularly in student relationships and their sense of purpose. However, addressing compensation concerns and ensuring ongoing

Statements	Teachers' Assessment		School Heads' Assessment Perception		Overall Assessment	
	WM	DV	WM	DV	WM	DV
Knowledge and Skills	3.35	Very High	3.55	Very High	3.45	Very High
Confidence and Motivation	3.44	Very High	3.04	High	3.24	High
Impact and Recognition	3.37	Very High	3.13	High	3.25	Very High
Composite Mean	**3.39**	**Very high**	**3.24**	**High**	**3.32**	**Very High**

workplace support will be essential in maintaining their long-term job satisfaction and motivation.

Table 4. Level of Teachers' Professional Development

	Variables	X^2	df	p-value	Interpretation
Financial Risk Tolerance	Age	4.61	3	0.203	Not Significant
	Sex	2.48	1	0.115	Not Significant
	No. of Years in Teaching	36.56	4	<.001	Significant
	Highest Educational Attainment	30.06	4	<.001	Significant

Table 4 presents the self-assessed and school heads' evaluated professional development levels of teachers in Ubay III District. The assessment covers three key constructs: knowledge and skills, confidence and motivation, and impact and recognition. The composite mean of 3.32 indicates that, overall, teachers experience very high professional development, reflecting strong engagement in continuous learning and skill enhancement.

The highest-rated construct is knowledge and skills, with an overall weighted mean of 3.45, categorized as Very High. This suggests that teachers feel well-equipped with new teaching strategies and more effective in addressing student needs because of professional development activities. This aligns with Thahir, Komariah, and Kurniady (2021), who emphasized that high-quality professional development enhances teachers' instructional effectiveness, ultimately improving student outcomes.

Conversely, the lowest-rated construct is confidence and motivation, with a weighted mean of 3.24, still within the High category. This suggests that, while teachers feel motivated to grow professionally, there are areas where they may require more encouragement and support. This aligns with Stanley (2023), who found that while professional development enhances skills, its impact on motivation depends on how relevant and engaging the training is to teachers' actual classroom experiences.

Overall, teachers in Ubay III District demonstrate strong professional development engagement, particularly in knowledge and skills acquisition. However, enhancing motivation, recognition, and feedback mechanisms will be crucial in ensuring sustained career growth and job satisfaction.

Table 5 presents the results of the Chi-square test, assessing the relationship between teachers' financial risk tolerance and their demographic profiles. The findings indicate a significant association between financial risk tolerance and both years of teaching experience (X^2(4, N=279) = 36.564, p < .001) and highest educational attainment (X^2(4, N=279) = 30.055, p < .001). These results suggest that as teachers gain more experience and higher educational qualifications, they become more confident in managing financial risks. More experienced teachers may have better financial stability, allowing them to engage in higher-risk financial decisions, while those with advanced degrees are likely to have greater financial literacy, enabling them to assess financial risks more effectively.

This aligns with the findings of Agarwal et al. (2022), who noted that longer work experience contributes to increased financial risk tolerance due to exposure to financial decision-making. Similarly, Lusardi and Mitchell (2014) found that higher education enhances financial knowledge, leading to improved risk assessment and investment confidence. However, Topa et al. (2018) cautioned that education alone does not automatically lead to higher risk-taking behavior, as individual financial circumstances and goals also play a role.

On the other hand, the analysis found no significant association between teachers' financial risk tolerance and age (X^2(3, N=279) = 4.605, p = 0.203) or sex (X^2(1, N=279) = 2.480, p = 0.115). The lack of association with age contradicts traditional economic theories, such as the Lifecycle Hypothesis (Modigliani & Brumberg, 1954), which posits that younger individuals are more likely to take financial risks, while older individuals adopt more conservative financial behaviors.

These findings highlight the importance of professional experience and education in shaping teachers' financial behaviors. As a result, financial literacy programs should be tailored to different career stages, ensuring that both early-career and experienced teachers receive the appropriate financial education and support. Moreover, since financial risk tolerance is influenced more by experience and education rather than age or gender, policy interventions should focus on integrating financial management training within teacher development programs to enhance financial decision-making and long-term security.

Table 6.1 Test of Relationship Between the Teachers' Financial Risk Tolerance and Financial Management Practices

Variables		r	p-value	Interpretation	Decision
Financial Risk Tolerance	Financial Management Practices	0.68	<.001	Significant	Reject H_0

Correlation is significant at 0.05 level (2-tailed)

Table 6.1 presents the results of the correlation analysis examining the relationship between teachers' financial risk tolerance and financial management practices. The findings indicate a strong positive correlation between these two variables, r(277) = 0.684, p < .001, leading to the rejection of the null hypothesis. This suggests that teachers with higher financial risk tolerance tend to exhibit better financial management practices, including effective financial planning, budgeting, saving, and investment behaviors. As teachers become more comfortable with financial risks, they are likely to adopt proactive financial strategies that contribute to their overall financial stability.

The significant relationship between these variables aligns with the findings of Borres (2023), who emphasized that individuals with higher financial risk tolerance are more likely to engage in informed financial decision-making, leading to improved financial outcomes. Similarly, Lusardi and Mitchell (2014) found that risk-tolerant individuals tend to have better financial literacy, which directly enhances their ability to manage personal finances effectively. Additionally, Topa et al. (2018) suggest that those who seek investment knowledge and financial education are more likely to develop both risk-taking confidence and sound financial management skills.

Table 6.2 presents the results of the correlation analysis assessing the relationship between teachers' financial risk tolerance and job satisfaction. The findings indicate a moderate positive correlation, r(277) = 0.459, p < .001, leading to the rejection of the null hypothesis. This suggests that teachers with higher financial risk tolerance tend to experience greater job satisfaction. A higher willingness to take financial risks may contribute to better financial security, reduced financial stress, and a greater sense of confidence in managing personal and professional financial matters, all of which can enhance overall job satisfaction.

Table 6.2. Test of Correlation Between the Teachers'
Financial Risk Tolerance and Job Satisfaction

Variables		r	p-value	Interpretation	Decision
Financial Risk Tolerance	Job Satisfaction	0.46	<.001	Significant	Reject H_0

*Correlation is significant at 0.05 level (2-tailed)

These findings align with Rahman et al. (2021), who found that financial well-being significantly influences job satisfaction, as individuals with stable financial conditions tend to be more engaged and motivated at work. Similarly, Toropova, Myrberg, and Johansson (2020) emphasized that job satisfaction is strongly linked to financial stability, as financial stress can negatively impact a teacher's ability to focus and perform effectively in the classroom. Moreover, Bakker and Demerouti's (2017) Job Demands-Resources (JD-R) Model suggest that financial security serves as a critical resource that helps teachers manage work-related stress and maintain job satisfaction.

Table 6.3 presents the results of the correlation analysis examining the relationship between teachers' financial risk tolerance and professional development. The findings indicate a moderate positive correlation, $r(277) = 0.582$, $p < .001$, leading to the rejection of the null hypothesis. This suggests that teachers with higher financial risk tolerance are more likely to actively engage in professional development activities, such as further studies, training, and skill enhancement. The willingness to take financial risks may reflect a proactive mindset, where teachers invest in their career growth despite the potential financial costs associated with continued education and professional training.

Table 6.3 Test of Correlation Between the Teachers' Financial
Risk Tolerance and Professional Development

Variables		r	p-value	Interpretation	Decision
Financial Risk Tolerance	Professional Development	0.58	<.001	Significant	Reject H_0

*Correlation is significant at 0.05 level (2-tailed)

These findings align with the Human Capital Theory (Becker & Schultz, 1950), which suggests that individuals invest in their education and skills to enhance their productivity and career prospects. Teachers who demonstrate higher financial risk tolerance may view professional development as a long-term investment with potential returns in the form of career advancement and financial growth. Similarly, Thahir, Komariah, and Kurniady (2021) found that teachers who actively participate in professional development programs tend to experience greater career satisfaction and long-term financial stability. Furthermore, Nickeson (2024) noted that financially literate individuals with a higher risk tolerance are more likely to seek career-enhancing opportunities, as they are comfortable making financial investments in their professional growth.

The results presented in this chapter provide a detailed overview of the financial risk tolerance, financial management practices, job satisfaction, and professional development of teachers in Ubay III District. The analysis highlights key trends, such as the moderate financial risk tolerance among teachers, their strong financial planning skills, and their high levels of job satisfaction, particularly in areas related to student relationships and professional growth. However, concerns regarding salary limitations and financial security were evident, emphasizing the need for financial literacy programs and institutional support to help teachers navigate financial challenges.

Additionally, the statistical analyses revealed significant relationships between financial risk tolerance and teachers' years of experience, educational attainment, financial management practices, job satisfaction, and professional development. These findings suggest that as teachers gain more experience and knowledge, they develop greater confidence in making financial decisions. The insights gathered in this chapter serve as a foundation for further discussions in the succeeding sections of this study, particularly in identifying strategies to strengthen financial literacy, enhance financial stability, and improve overall teacher well-being.

CONCLUSION

While teachers exhibit moderate financial risk tolerance, they demonstrate strong financial management skills, particularly in planning and debt management. Their job satisfaction is commendable, driven by student relationships and a sense of purpose, yet concerns over salary limitations and financial security persist. Additionally, teachers show a strong commitment to professional development, actively seeking career growth opportunities.

Teachers' financial risk tolerance and teaching experience, educational attainment, financial management practices, job satisfaction, and professional development have been favorably associated among each other. This posits that as teachers gain more experience and education, they become more financially confident and capable of making informed financial decisions. Furthermore, the link between financial stability and job satisfaction underscores the need for financial literacy programs, salary improvements, and professional development initiatives to enhance teachers' financial security, motivation, and career growth.

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A STUDY ON STUDENTS' AWARENESS REGARDING ARTICLE V OF REPUBLIC ACT 11313 OTHERWISE KNOWN AS SAFE SPACES ACT

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ABSTRACT

The study assessed the awareness of Batangas State University – The NEU - Pablo Borbon Campus students regarding Article V of Republic Act 11313 (Safe Spaces Act). The research profiled students by year level, sex, department, social class, and community type. It evaluated their awareness of rights and protection, reporting mechanisms, institutional responsibility, and sanctions. The study also investigated the influence of education/curriculum, peers, media, and family on their awareness. Furthermore, it examined significant differences and relationships among the variables. Employing a quantitative descriptive-comparative and correlational design, the researchers used a stratified random sample of 375 students and a validated survey questionnaire. Data were analyzed using frequency, percentage, weighted mean, composite mean, Chi-Square, Kruskal-Wallis, Mann-Whitney U tests, and correlation. Key findings revealed that most respondents were third-year females from CABEIHM with poor social class and rural residence. Overall awareness of Article V was high across all assessed components. Family influence significantly impacted awareness, while education/curriculum, peers, and media had a moderate influence. Significant differences in awareness were found across year levels (rights/protection), departments (rights/protection, reporting mechanisms, institutional responsibility), social class (reporting mechanisms, institutional responsibility), and community type (reporting mechanisms), but not for sanctions. A significant relationship existed between overall awareness and all influencing factors. Based on these findings, an Information Education Campaign (IEC) material, a Safe Space Orientation guide, was developed.

INTRODUCTION

Gender-based violence, especially violence against women and girls, represents an immense global crisis, affecting women throughout their lives. This widespread issue inflicts deep physical and psychological wounds on survivors and their families, shattering lives and disrupting communities. The result extends beyond individual trauma, imposing significant social and economic burdens on societies as a whole.

In fact, cited by World Bank Group (2019), 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence; 7% of women have been sexually assaulted by someone other than a partner and as many as 38% of murders of women are committed by an intimate partner.

However, women do not only experience this saddening and alarming issue, but it affects people all over the world regardless of the gender. What is more frustrating is includes individuals in educational institutions. This kind of harassment hinders the victims from achieving their academic dreams apart from having negative psychological impacts on the victims (World Health Organization [WHO], 2021).

This calls the need for the urgency of creating effective policies and laws to prevent such harassment. Educational institutions must be places where students can learn and grow without fear of harassment or discrimination. In the Philippines, the government has taken steps to address this issue by enact-

ing Republic Act 11313, also known as the Safe Spaces Act. This law aims to prohibit gender-based sexual harassment in public places and schools (Philippine Commission on Women, 2020).

Despite this significant act, there remains a gap between the existence of the law and the awareness of it among students. Many students do not fully understand their rights under this act or are unaware of its provisions.

This lack of awareness weakens the law's effectiveness in promoting a safe campus environment. For instance, in the study of Alampay, Liao, and Mendez (2020) it was revealed that there is a general lack of awareness and understanding among students regarding the provisions and mechanisms of Republic Act No. 11313 in selected universities in the Philippines. Only a small percentage of students were aware of the law, and even fewer had knowledge of the reporting procedures or available support systems for victims of sexual harassment.

Several universities have even introduced programs to sensitize students about gender violence, yet initial assessments show that many students still lack a complete understanding of Article V of the Safe Spaces Act. This is particularly concerning because an informed student is crucial for maintaining a safe learning environment. Students need to know their rights and how to protect themselves and others from harassment. Without this knowledge, efforts to create a safe campus are less likely to succeed.

This study aimed to assess the level of awareness of Article V of Republic Act 11313, Otherwise Known as Gender-Based Sexual Harassment in Educational Institutions, among students at Batangas State University. By identifying areas where knowledge was lacking, this study hoped to contribute to the improvement of strategies for implementing the Safe Spaces Act. Ultimately, the goal was to create a safer campus environment where all students could thrive.

The study was particularly timely and relevant given the ongoing challenges in implementing the Safe Spaces Act effectively. Although previous studies, such as the one conducted by Remoto and Villalobos (2021), had explored the implementation of the Safe Spaces Act in local government units specifically Negros Occidental, there was a significant lack of research focused on higher education institutions.

Specifically, there had been no studies on the awareness of Article V of Republic Act 11313, Otherwise Known as Gender-Based Sexual Harassment in Educational Institutions, among undergraduate students at Batangas State University-The NEU-Pablo Borbon Campus. This study aimed to fill this gap by examining students' knowledge and understanding of the Safe Spaces Act and its implications for creating a safer campus environment.

One of the reasons for choosing this study was based on the observations and personal experiences of the researchers. Many students seemed unaware of the protections offered by the Safe Spaces Act, and this lack of awareness could lead to unsafe environments. By focusing on Batangas State University, the study aimed to provide insights that were directly applicable to the institution. The findings would help in developing a material that align with the law's objectives and create a safer, more inclusive campus environment. The aim was to enhance students' understanding of their rights and protections, thereby contributing to a safer and more supportive educational experience for everyone.

STATEMENT of OBJECTIVES

The study assessed the awareness among students at Batangas State University – The NEU - Pablo Borbon Campus regarding Article V of Republic Act 11313, Otherwise Known as Safe Spaces Act.

Specifically, this study sought to address the following:
1. Profile of the respondents that may affect:
    1.1. year level
    1.2. sex
    1.3. department
    1.4. social class
    1.5. type of community
2. How can the students' level of awareness be assessed in relation to:
    2.1. rights and protection
    2.2. reporting mechanisms
    2.3. institutional responsibility

2.4. sanction for violators?
3. To what extent do different factors influence students' awareness in terms of:
    3.1. education and curriculum
    3.2. peer influence
    3.3. media coverage
    3.4. family influence?
4. Is there a significant difference between the profile of the respondents and the students' level of awareness?
5. Is there a significant relationship between the students' level of awareness and the extent to which different factors influence the students' awareness?
6. Based on the results, what information campaign material may be produced?

METHODOLOGY

This study employed a quantitative research approach utilizing descriptive-comparative and descriptive-correlational research designs to assess student awareness of Article V of Republic Act 11313. A stratified random sampling technique was used to select 375 student respondents from a population of 15,130 across seven departments within five colleges and the Integrated School.

Respondents	N	n
College of Accountancy, Business, Economics, and International Hospitality Management	7296	181
College of Arts and Sciences	2515	62
College of Teacher Education	1691	42
College of Health Sciences	1893	47
College of Criminal Justice Education	822	20
Junior High School- Integrated School	686	17
Senior High School – Integrated School	230	6
Total	15, 130	375

The data were statistically analyzed and interpreted using frequency, percentage, weighted mean, composite mean, Chi-Square Test, Mann – Whitney U and Kruskal-Wallis Test.

Frequency. This calculates the actual total of respondents to the questionnaire's questions.

Percentage. This limits the frequency to the actual number of survey respondents.

Weighted Mean. This measures the central tendency by giving different weights to the responses based on their importance or relevance. It is useful for understanding the average level of knowledge or awareness, considering the varying degrees of significance of each response.

Composite Mean. This provides an overall average by combining the means of different sub-categories.

Chi-Square Test. A statistical test for categorical data. It is used to determine whether your data are significantly different from what you expected.

Kruskal-Wallis Test (H Test). A non-parametric statistical test used to compare three or more independent groups to determine if there are statistically significant differences between them. It is an extension of the Mann-Whitney U test, which is used for comparing two groups.

Mann-Whitney U Test. This was used in identifying and interpreting the significant differences between students' level of awareness when grouped according to respondent's profile variable.

RESULTS AND DISCUSSION

The data gathered from the respondents yielded the following results.

4.1. Profile of the Respondents
4.1.1. Year Level. Table 1 shows the distribution of the respondents in terms of Year Level

Table 1. Distribution of Respondents by Year Level

Year level	Frequency	Percentage
1st Year	85	22.7
2nd Year	88	23.5
3rd Year	98	26.1
4th Year	81	21.6
Junior High School	17	4.5
Senior High School	6	1.6
Total	**375**	**100.0**

The majority of the respondents are third year students with a number of 98 or 26.1 percent while the least respondents went to the senior high school students with a number of 6 or 1.6 percent.

Consistent with Flores (2024), the findings indicate varying levels of awareness regarding the Safe Spaces Act across different year levels. This highlights the need for targeted awareness campaigns to ensure all students understand the law and its implications.

4.1.2. Sex. Table 2 shows the demographic profile of the respondents in terms of Sex.

Table 2. Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	117	31.2
Female	258	68.8
Total	**375**	**100.0**

Out of 375 respondents, 117 or 31.2 percent are males on the other hand 258 or 68.8 percent are females. It was shown on the data above that the majority of the respondents were females. This distribution portrays a wide gender with women making up the larger proportion of the respondents. This aligns with Cruz's (2020) findings, suggesting that Filipino female students exhibit greater awareness regarding the impact of sexual harassment, potentially leading to increased advocacy for laws like the Safe Spaces Act.

4.1.3. Department. Table 3 shows the demographic profile of the respondents in terms of Department.

Table 3. Distribution of Respondents in terms of Department

Department	Frequency	Percent
College of Accountancy, Business, Economics and International Hospitality Management (CABEIHM)	181	48.3
College of Arts and Sciences (CAS)	62	16.5
College of Criminal Justice Education (CCJE)	20	5.3
College of Health Sciences (CHS)	47	12.5
College of Teacher Education (CTE)	42	11.2
Junior High School – Integrated School	17	4.5
Senior High School – Integrated School	6	1.6
Total	**375**	**100.0**

The College of Accountancy, Business, Economics, and International Hospitality Management accounted for the largest portion of respondents, with 181 or 48.3 percent. This supports Soriano's (2023) indication of the significant role of university departments, particularly those related to business, economics, and hospitality management, in ensuring awareness and compliance with the Safe Spaces Act

through structured programs on gender equality and harassment prevention. Conversely, Senior High School students represented the smallest portion at 1.6 percent. This aligns with Alvero's (2020) observation that even at the Senior High level, schools are increasingly adopting the Safe Spaces Act to safeguard students from socio-psychological disadvantages and gender-based violence within educational environments.

4.1.4. Social Class. Table 4 shows the demographic profile of the respondents in terms of Social Class.

Table 4. Distribution of Respondents in terms of Social Class

Social Class	Frequency	Percentage
Poor (Below ₱10, 957)	132	35.2
Low Income (₱10, 958 - ₱21,914)	102	27.2
Lower Middle Class (₱21, 915 - ₱43, 828)	74	19.7
Middle Class (₱43, 829 - ₱76, 669)	47	12.5
Upper Middle Income (₱76, 670 - ₱131, 484)	11	2.9
High Income (₱131, 485 - ₱219, 140)	6	1.6
Rich (₱219, 141 and above)	3	0.8
Total	**375**	**100.0**

Among 375 respondents, the majority (132 or 35.2 percent) were from families considered poor. Only 3 or 0.8 percent of respondents belong to the rich social class, making it the smallest group. This aligns with Rivera (2022) who highlights on how local government units (LGUs) in the Philippines are implementing the Safe Spaces Act. It also discusses the challenges and successes of enforcement, with an eye on socioeconomic differences that affect the implementation in poorer communities.

4.1.5. Type of Community. Table 5 shows the demographic profile of the respondents in terms of Type of Community.

Table 5. Distribution of Respondents in terms of Type of Community

Community	Frequency	Percent
Rural	195	52.0
Urban	180	48.0
Total	**375**	**100.0**

Among the 375 respondents, 195 or 52 percent were from rural areas, in comparison ,180 or 48 percent were from urban areas. This implies that most of the respondents were from in rural areas. Bishop's (2018) findings suggest that rural communities may have stronger community-driven, personalized education regarding gender violence and sexual harassment, potentially increasing awareness of the Safe Spaces Act. However, Bautista (2021) indicates that urban areas often have more advanced gender awareness programs related to understanding gender-based sexual harassment under the Act. This implies that while both rural and urban communities are important, they may have different approaches to awareness and protection under Article V of RA 11313.

4.2. Students' Level of Awareness of Article V Of Republic Act 11313

4.2.1. Rights and Protection. Table 6 shows the overview of the extent to which students at Batangas State University- Pablo Borbon Campus are aware of the rights and protection outlined in the Article V of Republic Act 11313.

Table 6. Students' Awareness of Article V of RA 11313 in terms of Rights and Protection

I am aware that…	WI	VI
1. schools are obligated to provide a Gender sensitive environment for victims of Gender-Based Sexual Harassment (GBSH)	3.44	Aware
2. schools must investigate reports or knowledge of potential GBHS incidents	3.43	Aware
3. schools must have a code of conduct that addresses GBSH and its consequences	3.42	Aware
4. schools are responsible for preventing and addressing GBSH that creates a hostile environment	3.39	Aware
5. school heads are responsible for disseminating information about the Safe Spaces Act	3.37	Aware
6. schools may impose sanctions on perpetrators of GBSH, such as expulsion.	3.33	Aware
7. schools must have a designated officer to receive complaints about GBSH.	3.32	Aware
8. RA 11313, or the Safe Spaces Act, protects people from gender-based sexual harassment in educational institutions.	3.30	Aware
9. school heads can be held liable for failing to address reported GBSH incidents	3.27	Aware
10. the Committee on Decorum and Investigation (CODI handles GBSH cases in your school	3.03	Aware
Composite Mean	**3.33**	**Aware**

Legend: **WM** – Weighted Mean; **VI** – Verbal Interpretation

The table reveals that students demonstrated an overall awareness of rights and protection regarding gender based sexual harassment and the composite mean of 3.33 it indicates that students are generally aware of their roles in addressing gender- based sexual harassment.

Based on the data, students demonstrated awareness regarding institutional responsibilities under Article V of the Safe Spaces Act. They were aware that schools are obligated to provide a gender-sensitive environment for victims of Gender-Based Sexual Harassment (GBSH) (weighted mean = 3.44), must investigate reports or knowledge of potential GBHS incidents (weighted mean = 3.43), and must have a code of conduct that addresses GBSH and its consequences (weighted mean = 3.42). This aligns with Sanders (2020), emphasizing the increasing student awareness of the need for schools to establish clear codes of conduct and implement investigations to foster safer, more inclusive environments. Students were also aware of the Committee on Decorum and Investigation (CODI) handles GBSH cases in school (weighted mean = 3.03). The respondents are aware that school heads can be held liable for failing to address Gender Based Sexual Harassment incidents (weighted mean = 3.27). Students are also aware that RA 11313, or the Safe Spaces Act, protects people from gender-based sexual harassment in educational institutions (weighted mean = 3.30). Mercado (2023) supports this, highlighting the crucial role of schools in educating students and providing accessible information that empowers them to seek justice and feel supported in addressing GBHS.

4.2.2. Reporting Mechanisms. Table 7 shows the overview of the extent to which students at Batangas State University- Pablo Borbon Campus are aware of the Reporting Mechanisms outlined in Article V Republic Act 11313.

Table 7. Students' awareness of Article V of Republic Act 11313 in terms of Reporting Mechanisms

I am aware that…	WI	VI
1. schools keep reports confidential as part of their policies.	3.34	Aware
2. the school provides information on how to report harassment.	3.30	Aware
3. schools have policies to encourage students to report harassment.	3.21	Aware
4. the school provides reporting platforms that are accessible to all students.	3.19	Aware
5. school have trained teachers and staff to handle harassment reports.	3.18	Aware
6. schools have formal mechanisms for reporting gender-based sexual harassment under RA 11313.	3.16	Aware
7. schools prohibit actions or words that discourage students from reporting harassment.	3.14	Aware
8. schools allow the use of online platforms to report harassment.	3.14	Aware
9. our school educates students on the process of reporting harassment.	3.14	Aware
10. our school prohibits punishment against students who report harassment.	3.08	Aware
Composite Mean	**3.19**	**Aware**

Legend: **WM** – Weighted Mean; **VI** – Verbal Interpretation

The table reveals that students demonstrated an overall awareness of the reporting mechanisms related with Gender Based Sexual Harassment as indicated by the composite mean of 3.19 This suggest that most of the students in Batangas State University- Pablo Borbon are familiar with how to report incidents of Gender-Based Sexual Harassment.

Regarding reporting mechanisms, students were aware that the school keep reports confidential as part of their policies (weighted mean = 3.34), consistent with Alvar (2016)'s emphasis on the necessity of confidentiality to encourage reporting. They were also aware that the school provides information on how to report harassment (weighted mean = 3.30), aligning with Inductivo (2024)'s observations on public schools' efforts to implement gender-responsive policies and ensure students know how to report and receive support. Furthermore, students were aware that school have policies to encourage students to report harassment (weighted mean = 3.21), which Gonzales (2022) highlights as crucial for creating safe educational spaces and protecting students.

Students were also aware that the school prohibits punishment against students who report harassment (weighted mean = 3.08), educates students on the process of reporting harassment (weighted mean = 3.14), allow the use of online platforms to report harassment (weighted mean = 3.14), and prohibit actions or words that discourage students from reporting harassment (weighted mean = 3.14). This is aligned with Barcellano (2024)'s findings on student awareness of RA 11313 and the importance of accessible reporting channels and support services.

4.2.3. Institutional Responsibility. Table 8 shows the overview of the students' awareness of institutional responsibility regarding Article V of Republic Act 11313.

Table 8. Students' awareness of Article V of Republic Act 11313 in terms of Institutional Responsibility

I am aware that…	WI	VI
1. schools are responsible for organizing campaigns to educate students and staff about preventing gender-based harassment.	3.35	Aware
2. schools can expel or penalize those found guilty of harassment to uphold accountability and ensure a safe environment.	3.34	Aware
3. the school can keep confidential regarding reports on gender-based sexual harassment.	3.32	Aware
4. institutions are responsible for protecting both the complainant and the accused during investigations.	3.31	Aware
5. schools have a formal process for students and teachers to file complaints about harassment.	3.28	Aware
6. schools can coordinate with the PNP Anti-Cybercrime Group for cases of online gender-based harassment.	3.28	Aware
7. schools have clear policies and procedures for reporting and resolving harassment complaints.	3.24	Aware
8. schools have a specific office or committee to handle harassment complaints.	3.21	Aware
9. schools conduct training and activities to help students and staff understand the importance of respect and how to prevent harassment.	3.19	Aware
10. schools that fail to comply with RA 11313 can face administrative penalties.	3.17	Aware
Composite Mean	**3.27**	**Aware**

Legend: **WM** – Weighted Mean; **VI** – Verbal Interpretation

The table reveals that students demonstrated an awareness of institutional responsibility with a composite mean of 3.27, interpreted as Aware, that indicates that students generally recognize their school's role in addressing gender-based harassment.

Specifically, students were aware that schools are responsible for organizing campaigns to educate students and staff about preventing gender-based harassment (weighted mean = 3.35). This aligns with Delgado et al. (2020), who emphasized the influence of institutional campaigns in fostering a culture of respect and providing safer learning environments through proactive education. Furthermore, students were aware that schools that fail to comply with RA 11313 can face administrative penalties (weighted mean = 3.17). This supports Mendez and Salazar (2021)'s argument that the potential for sanctions reinforces the necessity for strict implementation of the law within educational institutions.

4.2.4. Sanctions for Violators. Table 9 shows the overview of the extent to which students at Batangas State University–Pablo Borbon Campus are aware of the sanctions for violators outlined in Article V of Republic Act 11313.

Table 9. Students' awareness of Article V of Republic Act 11313 in terms of Sanctions for Violators

I am aware that per Article V of RA 11313…	WI	VI
1. the school can impose disciplinary actions, such as suspension or expulsion, on students found guilty of gender-based sexual harassment.	3.37	Aware
2. the school must take steps to prevent future incidents of gender-based sexual harassment, such as conducting awareness campaigns and training programs.	3.35	Aware
3. schools can suspend and expel a student found guilty of GBSH.	3.31	Aware
4. the school can provide support services to both the victim and the perpetrator of GBSH.	3.29	Aware
5. the school can implement other appropriate disciplinary measures, as stated in its handbook	3.26	Aware
6. the severity of sanctions for GBSH can vary depending on the nature and impact of the offense.	3.24	Aware
7. there may be criminal penalties for severe GBSH offenses.	3.19	Aware
8. school heads can be fined for failing to address and implement their duties related to preventing GBSH.	3.14	Aware
9. teachers or school staff can be terminated from their employment if they fail to address reported GBSH incidents	3.13	Aware
10. schools can strip the diploma of a student found guilty of GBSH.	2.95	Aware
Composite Mean	**3.22**	**Aware**

Legend: *WM* – *Weighted Mean; VI* – *Verbal Interpretation*

The table reveals that students demonstrated an overall awareness of the sanctions for violators associated with gender-based sexual harassment, as revealed by the composite mean of 3.22. This suggests that students are generally informed about the disciplinary actions that can be imposed on violators.

Based on the table, students were aware that the school can impose disciplinary actions, such as suspension or expulsion, on students found guilty of gender-based sexual harassment (weighted mean = 3.37). This aligns with Delgado et al. (2020), who emphasized that the strict implementation of disciplinary actions reinforces the institution's commitment to preventing harassment and ensuring community safety. Furthermore, students showed awareness that schools can strip the diploma of a student found guilty of GBSH (weighted mean = 2.95). Erdianti et al. (2022) noted existing gaps in public awareness and law enforcement, suggesting that institutions need to further educate students about the full range of sanctions under the law to enhance their understanding and awareness.

4.3. Extent of Influence of Different Factors on Students Awareness Regarding Article V of Republic Act 11313

4.3.1. Education and Curriculum. Table 10 shows the extent to which education and curriculum influence students' awareness regarding Article V of Republic Act 1131.

Table 10. Extent of Influence of Education and Curriculum on Students' Awareness

The education and curriculum influence my awareness regarding Article V of RA 11313 by…	WI	VI
1. ensuring teachers and staff know their role in handling harassment cases, as required under Article V.	3.46	Moderate Extent
2. educating students on how and where to report harassment incidents in school.	3.45	Moderate Extent
3. teaching students about their legal rights and responsibilities under the Safe Spaces Act.	3.44	Moderate Extent
4. engaging students in digital advocacy by sharing informative posts about the Safe Spaces Act.	3.44	Moderate Extent
5. ensuring that all new students learn about the law and the school's anti-harassment policies.	3.43	Moderate Extent
6. educating students about online harassment, cyberstalking, and the penalties under RA 11313.	3.42	Moderate Extent
7. encouraging students to lead campaigns and discussions on gender-based violence.	3.42	Moderate Extent
8. including gender sensitivity and anti-sexual harassment education in subjects like Social Studies, Values Education, Ethics, etc	3.42	Moderate Extent
9. inviting legal experts, psychologists, and advocates to discuss gender-based harassment.	3.37	Moderate Extent
10. posting educational materials about RA 11313 in bulletins, classrooms, and hallways.	3.35	Moderate Extent
Composite Mean	**3.42**	**Moderate Extent**

Legend: *WM* – *Weighted Mean; VI* – *Verbal Interpretation*

The table reveals that students perceive education and curriculum as having a moderate extent of influence on their awareness of RA 11313, as reflected in the composite mean of 3.42.

Based on the table, students were aware that schools ensure teachers and staff know their roles in handling harassment cases, as required under Article V of RA 11313 (weighted mean = 3.46). This aligns with Levtov (2018), who noted the crucial role of training programs in raising awareness and equipping individuals to address harassment appropriately, reflecting institutional preparedness. Lastly, students acknowledged the posting of educational materials about RA 11313 in bulletins, classrooms, and hallways (weighted mean = 3.35), indicating an awareness of this practice, which is supported by Cardinal (2021)'s emphasis on the importance of easily accessible materials in reinforcing students' understanding of their rights and fostering a culture of accountability.

The findings indicate that while education and curriculum moderately influence students' awareness of RA 11313, further efforts such as more interactive discussions, training sessions, and visible educational materials can enhance their understanding and ensure a stronger institutional commitment to preventing gender-based sexual harassment.

4.3.2. Peer Influence. Table 11 shows the overview of the extent to which students are influenced by their peers in developing awareness regarding Article V of Republic Act 11313.

Table 11. Extent of Peer Influence on Students' Awareness

My peer influences my awareness regarding Article V of RA 11313 by…	WI	VI
1. modelling and promoting respectful behavior towards all genders	3.51	Great Extent
2. encouraging respectful discussions about gender norms and behaviors.	3.51	Great Extent
3. reinforcing the importance of clear and voluntary consent in all situations, especially social interactions.	3.51	Great Extent
4. encouraging self-reflection and responsibility for one's actions in interactions with peers.	3.49	Moderate Extent
5. providing emotional support and guidance to those who experience harassments	3.48	Moderate Extent
6. demonstrating appropriate behavior in words and actions that encourages others to the same.	3.46	Moderate Extent
7. helping victims feel safe in reporting harassment.	3.46	Moderate Extent
8. correcting misinformation by clarifying myths and misconceptions about harassment and consent.	3.45	Moderate Extent
9. calling out inappropriate jokes, comments, or actions towards others.	3.43	Moderate Extent
10. openly discussing about rights and responsibilities under the Safe Spaces Act.	3.38	Moderate Extent
Composite Mean	**3.47**	**Moderate Extent**

Legend: **WM** – Weighted Mean; **VI** – Verbal Interpretation

The table reveals that students demonstrated a moderate extent of awareness influenced by their peers, as indicated by the composite mean of 3.47. This suggests that peer interactions play a vital role in shaping students' understanding of gender-based harassment and appropriate behavior in social settings.

Based on the table, students rated modelling and promoting respectful behavior towards all genders, encouraging respectful discussions about gender norms and behaviors, and reinforcing the importance of clear and voluntary consent in social interactions to a Great Extent (weighted mean = 3.51 for each). This aligns with Lim (2020) and Villanueva (2021), suggesting that students readily adopt consistent actions and observable respectful behaviors demonstrated by their peers, especially in daily interactions. Conversely, indicators requiring more personal engagement, emotional sensitivity, or confidence to act, like "openly discussing about rights and responsibilities under the Safe Spaces Act," were rated to a Moderate Extent (lowest weighted mean = 3.38), supporting Mendoza (2019)'s observation that discomfort or lack of information can hinder such open discussions. The findings underscore the need to enhance peer discussions and support systems to improve students' understanding of RA 11313 and their role in preventing gender-based sexual harassment.

4.3.3. Media Coverage. Table 12 shows the overview of the extent to which students are influenced by media coverage in developing awareness regarding Article V of Republic Act 11313.

Table 12. Extent of Influence of Media Coverage on Students' Awareness

Media Coverage influences my awareness regarding Article V of RA 11313 by…	WI	VI
1. educating people about their rights and responsibilities under the law.	3.53	Great Extent
2. encouraging victims to speak out and seek justice.	3.50	Great Extent
3. emphasizing how educational institutions must implement anti-harassment policies as required by Article V.	3.47	Moderate Extent
4. highlighting real cases of harassment to pressure authorities to take action.	3.47	Moderate Extent
5. guiding victims on where and how to report harassment cases.	3.44	Moderate Extent
6. establishing through news and discussions that harassment is unacceptable.	3.44	Moderate Extent
7. reporting online gender-based violence and promoting responsible digital behavior.	3.44	Moderate Extent
8. sharing survivors stories and supporting movements that educate people on safe spaces.	3.43	Moderate Extent
9. shifting narratives from blaming victims to holding perpetrators accountable.	3.42	Moderate Extent
10. using social media hashtags and trends to make the law more accessible to the youth.	3.41	Moderate Extent
Composite Mean	**3.45**	**Moderate Extent**

*Legend: **WM** – Weighted Mean; **VI** – Verbal Interpretation*

The table reveals that students demonstrated a moderate extent of awareness influenced by media coverage, as indicated by the composite mean of 3.45. This implies that media platforms play a crucial role in shaping students' understanding of gender-based harassment, legal protection, and institutional responsibilities.

The findings revealed that students highly valued the media's role in educating them about their rights. Specifically, "educating people about their rights and responsibilities under the law" and "encouraging victims to speak out and seek justice" were rated to a Great Extent. This was supported by the Philippine Commission on Women (2021), which stated that media channels play a significant role in educating students and the public, while Ramos (2019) emphasized that the media serves as a primary tool to educate the public about legal frameworks.

On the contrary, the remaining statements were rated to a Moderate Extent. While important, they are either less emphasized in media or not as clearly conveyed to the audience. Ilagan (2023) pointed out that media platforms, like social media, give victims a place to tell their stories, while Cruz (2023) emphasized that media platforms help to expose and address online gender-based violence. Despite their significance, these messages may not consistently reach students in a direct or frequent manner.

4.3.4. Family Influence. Table 13 shows the overview of the extent to which students are influenced by their families in developing awareness regarding Article V of Republic Act 11313.

Table 13. Extent of Family Influence on Students Awareness

My family influences my awareness regarding Article V of RA 11313 by…	WI	VI
1. showing how mutual respect and consent should be part of all relationships.	3.54	Great Extent
2. teaching children from young age that personal boundaries must always be respected.	3.52	Great Extent
3. helping the children understand the legal, emotional, and social impact of harassment.	3.51	Great Extent
4. creating a safe space at home where children can ask questions and share concerns.	3.51	Great Extent
5. parents modelling and encouraging respectful interactions between all family members.	3.50	Great Extent
6. educating their children to participate in gender sensitivity programs and safe spaces advocacy.	3.50	Great Extent
7. teaching children how to report harassment and seek help.	3.50	Great Extent
8. ensuring that inappropriate behavior within the family is addressed and concerned.	3.50	Great Extent
9. teaching children on refraining from sexist or inappropriate remarks that normalize harassment.	3.46	Moderate Extent
10. educating the children on the provisions of the Safe Spaces Act.	3.44	Moderate Extent
Composite Mean	**3.50**	**Great Extent**

*Legend: **WM** – Weighted Mean; **VI** – Verbal Interpretation*

The table reveals that students demonstrated a great extent of awareness shaped by family influence, as indicated by the composite mean of 3.50. This implies that families significantly contribute to students' understanding of gender-based harassment by instilling values of respect, educating them on legal provisions, and promoting open communication.

Based on the table, the family's emphasis on values and behaviors showing how mutual respect and consent should be part of all relationships, teaching children from young age that personal boundaries must always be respected, and helping the children understand the legal, emotional, and social impact of harassment was rated to a Great Extent. This aligns with Remoto and Villalobos (2021), who underscored the family's crucial role in education, open communication, and victim support, significantly impacting students' awareness. Conversely, more specific topics like teaching children on refraining from sexist or inappropriate remarks that normalize harassment and educating the children on the provisions of the Safe Spaces Act were rated to a Moderate Extent. Montano et al. (2019) suggested that community values and fears can limit detailed family discussions on these topics, resulting in a lesser influence compared to broader family teachings on respect and consent.

4.4. Difference On the Students' Level of Awareness When Grouped According to Profile

The study identified that there were significant differences in respondents' level of awareness when grouped according to their profile variables, including year level, department, social class and type of community. However, it has also been identified that there is no significant difference only on the students' awareness when respondents are grouped according to their sex.

4.4.1. Students' Level of Awareness as to Year Level. Table 14 shows the difference on the students' level of awareness as to year level.

Table 14. Differences in the Students' Level of Awareness as to Year Level

Variables	Chi-square	Df	p-value	Decision on H_0	Interpretation
Rights and Protection	18.417	5	.002	Reject	Significant
Reporting Mechanisms	4.777	5	.444	Not Reject	Not Significant
Institutional Responsibility	11.043	5	.051	Not Reject	Not Significant
Sanction for Violators	7.619	5	.179	Not Reject	Not Significant

The table shows that there is a significant difference in the students' year level and their awareness of the rights and protection provision under Article V of Republic Act 11313, with a chi-square value of 18.417 and p value of .002. This means that as the students advance in their academic levels, they become more aware of their rights and protection.

Consistent with Borito (2022) and Reyes (2019), the study found that awareness of RA 11313 is crucial for preventing gender-based sexual harassment in educational settings and is generally enhanced with more education. Specifically, significant differences in awareness of 'Rights and Protection' across year levels corroborate Rivera et al. (2022), suggesting that structured education aids comprehension of legal entitlements. Similar to Domingo (2020), school environment communication strategies can also empower students regarding their rights.

However, minimal variation in awareness of reporting mechanisms, institutional responsibility, and sanctions across year levels contrasts with Tulfo (2020) and Delos Reyes (2023), who suggested continuous campaigns should increase awareness across all levels. This discrepancy may indicate a gap between institutional mandates and student engagement or inconsistent curriculum integration, particularly in early study stages.

Further analysis revealed a significant difference in awareness of rights and protection based on year level, with Junior High School students showing greater awareness than 3rd and 4th Year College students. This unexpected finding contrasts with the anticipated progression of awareness with educational maturity, as supported by Borito (2022) and Rivera et al. (2022), and the intent of DepEd, CHED, and TESDA Comprehensive Sexuality Education modules. The lack of significant differences between college year levels, contrary to Tulfo (2020) and Domingo (2020)'s emphasis on continuous legal education, suggests inconsistencies in the delivery and reinforcement of awareness initiatives across college year

4.4.2. Students' Level of Awareness When Grouped According to Sex. Table 15 shows the difference on the students' level of awareness when grouped according to sex.

Table 15. Differences between the Students' Level of Awareness When Grouped According to Sex

Variables	Sex	N	Mean Rank	U-value	p-value	Decision on H_0	Interpretation
Rights and Protection	Male	117	175.76	13661.50	.139	Not Reject	Not Significant
	Female	258	193.55				
Reporting Mechanisms	Male	117	190.33	14820.50	.778	Not Reject	Not Significant
	Female	258	186.94				
Institutional Responsibility	Male	117	182.73	14476.00	.522	Not Reject	Not Significant
	Female	258	190.39				
Sanction for Violators	Male	117	176.27	13720.50	.155	Not Reject	Not Significant
	Female	258	193.32				

The findings indicate that there is no significant difference in the level of awareness of Article V of Republic Act 11313 between male and female students across all four measured domains: rights and protection with a p-value of .139, reporting mechanisms with a p-value of .778, institutional responsibility with a p-value of .522, and sanctions for violators with a p-value of .155. In all cases, the null hypothesis was not rejected, suggesting that awareness levels among students were statistically similar regardless of sex.

This implies that gender was not a determining factor in awareness of gender-based sexual harassment laws within the institution, despite potential differences in lived experiences. This balance may indicate the effectiveness of inclusive institutional awareness campaigns, consistent with Borito (2022) and Rivera et al. (2022), who suggested that institutions can increase awareness across genders through active, school-wide efforts. Reyes (2019) also noted the potential of the Safe Spaces Act to promote uniform awareness through extensive promotion like educational modules and IEC materials.

However, this contradicts Abad (2019) and Balderrama (2021), who posited that female students are typically more aware due to greater exposure to gender-based harassment and societal expectations. The absence of such a difference in this study might reflect the institution's success in equal information distribution or potentially deeper, unmeasured differences in how students internalize the information.

4.4.3. Students' Level of Awareness as to Department. Table 16 shows the difference on the students' level of awareness as to department.

Table 16. Differences in the Students' Level of Awareness as to Department

Variables	Chi-square	Df	p-value	Decision on H_0	Interpretation
Rights and Protection	26.215	6	.000	Reject	Significant
Reporting Mechanisms	17.687	6	.007	Reject	Significant
Institutional Responsibility	20.205	6	.003	Reject	Significant
Sanction for Violators	11.866	6	.065	Not Reject	Not Significant

The analysis reveals that there is a significant difference in students' level of awareness across various academic departments in three key areas of Article V of Republic Act 11313: rights and protection with a chi-square value of 26.215, p-value of .000, reporting mechanisms with a chi-square value of 17.687, p-value of .007, and institutional responsibility with a chi-square value of 20.205, p-value of .003. These findings indicate that a student's departmental connection plays a notable role in shaping their awareness of gender-based sexual harassment laws, especially concerning their personal rights, the procedures for reporting violations, and their understanding of institutional responsibilities.

The findings are consistent with the idea that students' knowledge on Article V of RA 11313 is influenced by the departmental context, especially in terms of their rights and protection, reporting mechanisms and institutional responsibility. Thus, there is an urgent need for educational institutions to incorporate Safe Spaces Act education in all academic departments. This would not only help to ensure equitable dissemination of knowledge but also build a culture of accountability, regardless of the academic discipline. Additionally, the lack of awareness of sanctions for violators shows a possible gap that insti-

tutions need to fill by having institutional disciplinary guidelines and clear and explicit orientation programs.

The study revealed significant differences in students' awareness of rights and protection based on their academic department. Specifically, Junior High School students exhibited greater awareness compared to students in the College of Arts and Sciences (CAS) and the College of Teacher Education (CTE). This aligns with De Chavez and Nardo (2022) and Santos (2018), who highlighted the crucial role of academic departments in exposing students to gender-related policies and legal frameworks through curriculum and faculty involvement. Montano (2021) and Reyes and Cruz (2020) further emphasized the impact of a supportive departmental environment and direct departmental involvement on student awareness and engagement with legal literacy. The higher awareness among Junior High School students might reflect a stronger initial emphasis on these topics, while the lack of significant differences among most other departments suggests inconsistencies in the implementation of legal literacy initiatives.

Furthermore, a statistically significant difference in awareness of reporting mechanisms was found between the College of Health Sciences (CHS) and CTE, with CTE students showing greater awareness. This supports Borito (2022) and Reyes (2019)'s argument on the importance of understanding reporting channels for the successful implementation of the Safe Spaces Act. It also aligns with Tulfo (2020) and Gomez (2019)'s emphasis on accessible and safe institutional reporting mechanisms, and Cunanan (2021)'s point on the need for visible and enforced systems to build student trust. The higher awareness in CTE may reflect a more proactive departmental stance on educating students about reporting procedures, while the lack of significant differences across most other departments indicates a potentially uneven dissemination or contextual relevance of institutional information on reporting.

The study also found a significant difference in students' awareness of institutional responsibility based on their academic department, specifically between Senior High School and CTE, with Senior High School students demonstrating higher awareness. This may stem from a greater emphasis on child protection policies and students' rights within the basic education system, as suggested by Save the Children Philippines (2021). This finding is consistent with Delos Reyes (2023) and Ramos (2023)'s recommendations for proactive school policies and clearly outlined grievance procedures, and Santos and Villamor (2022)'s emphasis on the role of academic institutions in fostering a culture of respect and accountability. The lack of substantial differences between CTE and other college departments, despite Aquino (2019) and De Chavez and Nardo (2022)'s assertion that all departments should institutionalize anti-harassment education, suggests a potentially disproportionate focus on certain departments or the influence of external awareness sources.

4.4.4. Students' Level of Awareness as to Social Class. Table 17 shows the difference on the students' level of awareness as to social class.

Table 17. Differences in the Students' Level of Awareness as to Social Class

Variables	Chi-square	Df	p-value	Decision on H_0	Interpretation
Rights and Protection	0.540	1	.086	Not Reject	Not Significant
Reporting Mechanisms	11.819	1	.007	Reject	Significant
Institutional Responsibility	12.105	1	.004	Reject	Significant
Sanction for Violators	4.746	1	.164	Not Reject	Not Significant

The findings show that there is a statistically significant difference in students' awareness of reporting mechanisms with a chi-square value of 11.819, p-value of .007 and institutional responsibility with a chi-square value of 12.105, p-value of .004 by their social class. These findings suggest that students' social class has an important bearing on the way they perceive some aspects Article V of Republic Act 11313, especially those pertaining to reporting mechanisms institutional responsibility.

This suggests that socioeconomic status significantly impacts how students perceive these aspects of the law. Notably, students from higher-income families tended to exhibit greater awareness of reporting procedures and institutional accountability, potentially due to increased access to resources and learning opportunities, a pattern supported by Mendez et al. (2022) and Corpus and Quitain et al. (2019). Alampay, Liao, and Mendez (2020) also emphasized the need for tailored awareness strategies for less privileged students. Interestingly, awareness of basic rights and sanctions did not significantly differ

across income levels, possibly due to widespread dissemination through general campus initiatives. However, knowledge of procedural and institutional dimensions appeared unevenly distributed, highlighting the need for inclusive and context-sensitive awareness programs to bridge socioeconomic gaps.

Specifically, regarding reporting mechanisms, a significant difference was observed between students from Low Income and Poor social classes (adjusted p = 0.012), with the Low Income group showing higher awareness. This suggests that even within lower socioeconomic strata, marginal differences in financial constraint can influence access to information, as noted by Corpus & Quitain et al. (2019) and Magaji et al. (2020), and aligns with Mendez et al. (2022)'s findings on the impact of economic disparities on access to education-related information. However, most other social class comparisons showed no significant differences, potentially indicating a degree of consistent awareness across much of the student population, as suggested by Sumadsad & Tuazon (2016).

Similarly, regarding institutional responsibility, significant differences emerged between the Low Income and Poor social classes (adjusted p = 0.01), with the Low Income group again showing higher awareness, and between the Low Income and Lower Middle Class social groups (adjusted p = 0.005), with the Lower Middle Class showing higher awareness. This supports Magaji et al. (2020)'s observation that less privileged students may struggle with understanding institutional support and Sumadsad and Tuazon (2016)'s point about the role of gender and development programs aim to educate students about institutional duties, and varying levels of exposure to or engagement with these programs or other sources of information might explain the differences in awareness across these social classes. In contrast, most other social class comparisons for institutional responsibility were not significant, suggesting that awareness of this aspect is relatively similar across many socioeconomic levels, potentially due to broad awareness initiatives (Rivera, 2022).

4.4.5. Students' Level of Awareness When Grouped According to Type of Community. Table 18 shows the difference on the students' level of awareness when grouped according to type of community.

Table 18. Differences between Students' Level of Awareness When Grouped According to Type of Community

Items	Type of Community	N	Mean rank	U - value	p-value	Decision on H_0	Interpretation
Rights And Protection	Urban	180	178.8639	15905.50	.11470	Not Reject	Not Significant
	Rural	195	196.4333				
Reporting Mechanisms	Urban	180	172.6861	14793.50	.00811	Reject	Significant
	Rural	195	202.1359				
Institutional Responsibility	Urban	180	178.5722	15853.00	.10271	Not Reject	Not Significant
	Rural	195	196.7026				
Sanction For Violators	Urban	180	176.8889	15550.00	.05491	Not Reject	Not Significant
	Rural	195	198.2564				

As indicated in the table there is significant difference between the type of community and on one pillar, namely the Reporting Mechanisms as revealed by the p-value. Rights And Protection with a U value equal to 15905.50 and a p-value of .11470; Reporting Mechanisms with a U value of 14793.50 and a p-value of .00811; Institutional Responsibility with a U value of 15853.00 and a p-value of .10271; and Sanction for Violators with a U value of 15550.00 and a p- value of .05491.

This suggests that while awareness of rights, institutional responsibilities, and sanctions is similar across urban and rural students, their understanding of reporting mechanisms differs significantly based on community type. This finding aligns with Bautista (2021), who stated that community type influences the awareness and reporting of gender-based sexual harassment in educational institutions, specifically highlighting the role of community in students' knowledge of reporting procedures.

4.5. Relationship between the Students' Level of Awareness and the Extent to which Different Factors Influence the Students' Awareness

The relationship between students' level of awareness and the extent to which different factors influence their awareness, including education and curriculum, peer influence, media coverage, family influence, is examined in tables 19, 20, 21, and 22.

Table 19. Relationship between the Students' Level of Awareness in terms of Rights and Protection and Extent to which Different Factors Influence their Awareness

Different Factors	Rights and Protection			
	Rho (ρ)	p- value	Decision on H_0	Interpretation
Education And Curriculum	.515	.000	Reject	Significant
Peer Influence	.544	.000	Reject	Significant
Media Coverage	.544	.000	Reject	Significant
Family Influence	.471	.000	Reject	Significant

The table indicated a significant relationship between students' awareness of rights and protection and the influencing factors ($p < .001$). Specifically, Education and Curriculum ($ρ = .515$, $p = .000$), Peer Influence ($ρ = .544$, $p = .000$), Media Coverage ($ρ = .544$, $p = .000$), and Family Influence ($ρ = .471$, $p = .000$) all showed a significant relationship with students' awareness of their rights and protection.

The significant relationship between Education and Curriculum and awareness of rights aligns with Rivera et al. (2022), who found that educational programs on the Safe Spaces Act significantly impact students' understanding of their rights regarding gender-based sexual harassment. Similarly, the significant relationship with Peer Influence corroborates Endriga and Frio (2021), suggesting that peer discussions and shared experiences affect awareness of sexual harassment rules. The significant relationship with Media Coverage supports the Philippine Commission on Women (2021)'s assertion about the media's crucial role in educating about rights and obligations under RA 11313. Lastly, the significant relationship with Family Influence echoes Remoto and Villalobos (2021)'s findings on the family's role in raising awareness through education, open communication, and support.

Table 20. Relationship between the Students' Level of Awareness in terms of Reporting Mechanisms and Extent to which Different Factors Influence their Awareness

Different Factors	Reporting Mechanisms			
	Rho (ρ)	p- value	Decision on H_0	Interpretation
Education And Curriculum	.458	.000	Reject	Significant
Peer Influence	.457	.000	Reject	Significant
Media Coverage	.457	.000	Reject	Significant
Family Influence	.396	.000	Reject	Significant

The table indicated a significant relationship between students' awareness of reporting mechanisms and the influencing factors ($p < .001$). This suggests that students' understanding of how to report incidents is closely linked to the extent these factors shape their knowledge.

Specifically, Education and Curriculum ($ρ = .458$, $p = .000$) showed a significant relationship, aligning with Republic Act No. 11313 Section 33, which mandates the inclusion of the law's provisions and reporting procedures in school curricula across all levels. Peer Influence ($ρ = .457$, $p = .000$) also showed a significant relationship, supporting Mendoza (2019)'s point that open peer conversations clarify legal rights and responsibilities, ensuring students understand how to protect themselves and others. Media Coverage ($ρ = .457$, $p = .000$) had a significant relationship, underscoring the media's vital role in informing victims about legal reporting channels, as stated by Sandoval (2021). Lastly, Family Influence ($ρ = .396$, $p = .000$) demonstrated a significant relationship, highlighting that family education on the legal and emotional impact of harassment strengthens children's ability to recognize and report incidents effectively, as emphasized by Cruz (2023).

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Table 21. Relationship between the Students' Level of Awareness in terms of Institutional Responsibility and Extent to which Different Factors Influence their Awareness

Different Factors	Institutional Responsibility			
	Rho (ρ)	p- value	Decision on H_0	Interpretation
Education And Curriculum	.546	.000	Reject	Significant
Peer Influence	.549	.000	Reject	Significant
Media Coverage	.549	.000	Reject	Significant
Family Influence	.468	.000	Reject	Significant

The table showed a significant relationship between students' awareness of institutional responsibility and the influencing factors (p < .001). This indicates that students' understanding of institutional duties is strongly linked to the extent these factors shape their knowledge.

Specifically, Education and Curriculum (ρ = .546, p = .000) had a strong influence, aligning with Delgado, Tan, & Cruz (2020)'s point that institutional campaigns and proactive education foster a culture of respect and safer learning environments. Peer Influence (ρ = .549, p = .000) also showed a significant relationship, supporting Mendoza (2019)'s emphasis on open conversations clarifying legal rights and responsibilities. Media Coverage (ρ = .549, p = .000) demonstrated a significant relationship, underscoring the media's role in highlighting institutional responsibility in enforcing anti-harassment policies and pressuring compliance, as noted by Gonzaga (2022). Lastly, Family Influence (ρ = .468, p = .000) showed a significant relationship, highlighting that family education on the impact of harassment strengthens understanding of institutional responsibility in addressing such incidents, as emphasized by Cruz (2023).

Table 22. Relationship between the Students' Level of Awareness in terms of Sanction for Violators and Extent to which Different Factors Influence their Awareness

Different Factors	Sanction for Violators			
	Rho (ρ)	p- value	Decision on H_0	Interpretation
Education And Curriculum	.497	.000	Reject	Significant
Peer Influence	.541	.000	Reject	Significant
Media Coverage	.541	.000	Reject	Significant
Family Influence	.456	.000	Reject	Significant

The table indicated a significant relationship between students' awareness of sanctions for violators and the influencing factors (p < .001). This suggests that students' understanding of the legal consequences for offenders is strongly linked to the extent these factors shape their knowledge.

Specifically, Education and Curriculum (ρ = .497, p = .000) had a strong influence, supported by Kimmel (2016)'s observation on the effectiveness of prevention programs in reducing harassment. Peer Influence (ρ = .541, p = .000) also showed a significant relationship, aligning with Endriga and Frio (2021)'s findings on the impact of peer discussions on awareness of sexual harassment policies, including sanctions. Media Coverage (ρ = .541, p = .000) demonstrated a significant relationship, underscoring the media's role as a primary tool for educating about legal frameworks against harassment, as highlighted by Ramos (2019). Lastly, Family Influence (ρ = .456, p = .000) showed a significant relationship, emphasizing the family's role in educating about sanctions for gender-based sexual harassment through open communication and support, as stated by Remoto and Villalobos (2021).

4.6. Proposed Safe Space Orientation Guide

Based on the findings, a comprehensive Safe Space Orientation Guide magazine is proposed to effectively achieve the goals of informing students about Article V of Republic Act 11313. The analysis of collected data has identified key areas that require focused attention to address the specific issues highlighted in the study.

The orientation guide, for use at the start of every school year aims to inform, guide and enhance student awareness about Article V of Republic Act 11313 within Batangas State University thereby contributing to a safer educational environment that upholds respect for all individuals conducive to academic success and social responsibility.

CONCLUSIONS

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

1. The majority of the respondents were in their third year of study, predominantly female, and were enrolled in the College of Accountancy, Business, Economics and International Hospitality Management (CABEIHM). They primarily belonged to the poor social class and resided in rural areas.

2. The students demonstrated a notably high level of awareness regarding Article V of Republic Act 11313 across various aspects. They exhibited awareness concerning their rights and protections, reporting mechanisms, institutional responsibilities, and sanctions for violators.

3. Factors influencing students' awareness were primarily rooted in family influence to a great extent. Meanwhile, education and curriculum, peer influence, and media coverage contributed to a moderate extent in shaping their understanding.

4. The findings of this study indicated notable differences in students' levels of awareness regarding Article V of Republic Act 11313, particularly when examining the profile variables of respondents. While overall awareness concerning rights and protections, institutional responsibilities, reporting mechanisms, and sanctions for violators remained consistent across sex, it was revealed that year level significantly influenced perceptions related to rights and protection. Furthermore, the department played a significant role in perceptions related to rights and protection, reporting mechanisms, and institutional responsibility. Social class appeared to impact awareness regarding reporting mechanisms and institutional responsibility, while the type of community predominantly affected perceptions of reporting mechanisms. Conversely, sanctions for violators showed no variation based on respondent profiles.

5. In examining the relationships between students' levels of awareness and various influencing factors, the study demonstrated a significant correlation between awareness levels concerning Article V and factors such as education and curriculum, peer influence, media coverage, and family influence. This suggested that an individual's understanding of gender-based sexual harassment in educational institutions was closely linked to these external influences. Thus, enhancing educational strategies could serve to improve overall student awareness on this critical issue.

6. The prepared orientation guide, for use at the start of every school year, aimed to enhance student knowledge about Article V of the Safe Spaces Act within Batangas State University, thereby contributing to a safer educational environment that upholds respect for all individuals, conducive to academic success and social responsibility.

RECOMMENDATIONS

Considering the study's findings, the following recommendations are offered:

1. Batangas State University may implement awareness programs on gender-based harassment under Article V of Republic Act 11313. The Office of Student Affairs and Services, with faculty, may lead training on rights and reporting. The Guidance and Counseling Office may include gender sensitivity in activities. The Student Discipline Organization may share resources via social media and bulletin boards and Faculty and staff may train on gender issues, while student groups may hold workshops to raise awareness and encourage participation.

2. The university may adopt the developed orientation guide as a mandatory part of student orientation at the start of each academic year. Faculty, student leaders, and administrators may also receive specialized training to ensure the effective delivery of these sessions.

3. Future researchers may explore other aspects not covered in this study, such as the effectiveness of different educational campaigns, the role of digital platforms in spreading information, and other factors that may influence students' understanding of their rights and protections.

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THE EFFECT OF SOCIAL MEDIA UTILIZATION OF LEARNERS ON THEIR SOCIALIZATION, BEHAVIORAL AND EDUCATIONAL IMPROVEMENT

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ABSTRACT

The study aimed to determine the utilization of social media and its effect on the socialization, behavior, and educational improvement of learners in San Miguel District during the School Year 2024-2025. This study employed a descriptive survey research method with a quantitative approach. The respondents were 36 elementary teachers, eight secondary teachers, two hundred fifty-two (252) public elementary learners, and eighty 80 secondary school learners, totaling 376 participants. In selecting the participants, stratified random sampling was used for public school teachers and learners. The study found that both teachers and learners see social media as beneficial for socialization and education but less effective for bullying and political engagement. Learners' age affects their social media usage and views on educational benefits, while gender influences behavioral perceptions but not socialization or academic impact. The study concluded that students widely use social media platforms like YouTube, TikTok, Instagram, and Snapchat, with YouTube remaining the most popular and Facebook usage declining significantly. They spent substantial time online, using these platforms mainly for entertainment, communication, and socializing, with boys favoring entertainment and communication and girls slightly more focused on academic content, though both benefitted similarly. Schools are encouraged to implement age-appropriate social media literacy programs integrating platforms like YouTube and TikTok into teaching. At the same time, teachers should use video-based content to foster critical thinking about online media. Students need to set healthy boundaries for social media use, supported by school leaders through tailored teacher training and digital wellness initiatives.

Keywords: Social Media, Utilization, Effect, Socialization, Behavior, Educational Improvement, Learners

INTRODUCTION

Social media has become a prevalent tool for student communication and information sharing. However, the impact of social media on knowledge sharing among students is an area of ongoing research. Social media can positively and negatively affect student knowledge sharing. Previous studies have shown that social media can facilitate sharing information and ideas among students, leading to increased learning and collaboration. The excessive use of social media can lead to distractions and decreased face-to-face interactions, which can negatively impact knowledge. Future research is needed to understand better how social media can be leveraged to enhance student knowledge sharing.

With the shift to online learning in 2020 and 2021, platforms such as Zoom and Google Meet have become crucial tools for communication and instruction, allowing for remote one-on-one consultations and making it easier for students to access educational resources. In a conservative country like the Philippines, there are still many assumptions from parents that social media has adverse effects on student's creative thinking, socialization, and behavioral effects.

The above scenario and circumstances ignited the researcher to evaluate the utilization of social media and its effect on the San Miguel District learners' socialization, behavior, and educational improvement and point out the connections between these variables. Therefore, this study aims to address the research gap, as no existing data currently determines the correlation between the utilization of social

media and its effect on the socialization, behavior, and educational improvement of learners, which is a significant component in the teaching and learning process. The researcher would also like to formulate a proposed action plan that benefits the research participants.

According to Abdulrahman and Soetan (2018), ICT uses scientific tools and techniques to develop, document, and communicate information to solve problems or provide needed services in various areas of human endeavor, including teaching and learning processes.

Information and Communication Technology (ICT) is the totality of methods and tools used to gather, store, process, and communicate information. Technology is changing how people learn, work, conduct business, access information, and Interact. ICT is regarded as the means of acquiring, processing, storing, and disseminating information by combining computer and telecommunication tools and techniques.

The study by Sivakumar, Jayasingh, and Shaik (2023) highlighted the importance of participant observation in understanding the motivation behind individuals' decisions to share information on social networking sites. The literature review suggests that more research is needed on the impact of social media on knowledge sharing among university students.

The study by Bashir, Malik, and Mahmood (2021) discussed how the internet has evolved with social networking sites transforming from a technical hub for socialization to an educational, economic, and social administrative agency. The study also highlighted the recent development of the growth and acceptance of social networking sites and how social media characteristics can alternate approaches to participating in open debates about knowledge. Some techniques have a positive impact, while others have a detrimental impact.

Akdim et al. (2022) study the impacts of phone applications and social media on various aspects of education and learning. They include the balance between subjective enjoyment and utilitarian factors in phone apps and the benefits of social media for knowledge sharing and student engagement.

Rasheed et al. (2020) and Khan et al. (2021) support the idea that social media can positively affect learning outcomes, mainly understanding the role of social media during a pandemic for student career excellence.

Iwamoto and Chun, 2020 social media has become an essential element of individuals' lives, including students, in today's communication. Its use is growing significantly more than ever before, especially in the post-pandemic era, which is marked by a great revolution in educational systems. Recent investigations of social media use show that approximately 3 billion individuals worldwide are now communicating via social media. As described by Iwamoto and Chun (2020), when students are affected by social media posts, mainly due to the increasing reliance and social media use in life, they may be encouraged to begin comparing themselves to others or develop great unrealistic expectations of themselves or others, which can have several affective consequences.

Keles et al. (2020) provided a systematic review of the effect of social media on young and teenage student's depression, psychological distress, and anxiety. They found that depression acted as the most frequent affective variable measured. Similarly, Mathewson 2020, investigated the effect of social media on college students' mental health. The participants stated their experiences of anxiety, depression, and suicidality.

As harmonized by Mathewson (2020), the susceptibility of effective variables to social media should be interpreted from a dynamic lens. This means that social media ecology can change learners' emotional experiences. More specifically, students' affective variables might self-organize into different states under the influence of social media.

Technology has fundamentally changed people's lives (Sendur & Atabek, 2020). Many examples of technology-related applications have become popular recently, the most prominent of which is social media. Social media consists of services that allow users to generate and share online content. It also incorporates social networking, defined as services enabling users to manage relationships in online communities (Karahoca & Yengen, 2018).

Cain (2020) agrees that the positive impacts of social media must be investigated to identify their potential and reflections on different aspects of life. Social media is essential to today's technologically rich higher education environment and has created conditions for developing new educational paradigms and modalities. The use of social media transforms students from passive receivers to active learners through the facility to download and upload text, images, videos, and links, to complete online presenta-

tions and assignments, and join blogs, wikis, forums, and social bookmarking for the sharing of information, news, and opinions, (Giannetto et al.; Zachos et al., 2018).

Social media use may enhance student, teacher, and peer interactions (Froment et al. & Umar, 2018). It offers Increased engagement, promoting a deeper connection between students, educators, and course content (Junco et al., 2018). Consistent with these benefits, Chaijum (2020) argued that social media and its associated learning methods, such as brainstorming, can enhance teamwork Skills and improve students' analysis and problem-solving skills.

Technology-enabled education systems ranging from administration to testing and modalities of teacher-student interaction in and out of classrooms have revolutionized school practices (Meng et al., 2023). Specifically, smart devices, e-learning platforms, and social media use have dramatically transformed teacher-student relationships, pedagogical approaches, and how classes have been conducted (Calvo et al., 2020; Caniglia et al., 2018). Social media, though not explicitly designated as part of the broader learning environment, are online platforms that facilitate social interaction among the academic community and the sharing and consumption of teaching-learning resources (Gambo & Musonda, 2021).

Interestingly, social media use was the only variable in the model that did not predict student satisfaction despite its role in predicting student performance. The effect of social media on student satisfaction and academic performance highlights that all students think it is adequate for their instructors to improve their usage of social media tools.

Escalating social media use has become a worldwide phenomenon, with easier daily access. Teenagers seem particularly likely to use these expanding platforms.

This study is grounded in three key learning theories: Social Cognitive Theory, Self-Determination Theory, and Behaviorist Theory. The Social Cognitive Theory (Bandura, 1960) explains that learners acquire knowledge and behaviors by observing others within social contexts, such as social media platforms like YouTube and TikTok, where attention, retention, reproduction, and motivation are essential for modeling behavior.

The Self-Determination Theory (SDT) (Ryan & Deci, 1985) emphasizes that learners' intrinsic motivation and fulfillment of psychological needs-autonomy, competence, and relatedness-drive their social media use for educational and social purposes. When social media content supports these needs, such as through academic videos or peer interactions, learners are more motivated and likely to exhibit positive behavioral and educational outcomes.

The Behaviorist Theory (Skinner, 1953) relates to the study by viewing social media as a platform where behaviors are shaped through reinforcement and punishment, like likes and comments, which encourage repeated actions and influence learning and social interactions.

OBJECTIVES OF THE STUDY

The study primarily aimed to determine the effects of social media utilization on the socialization, behavioral, and educational improvement of learners in San Miguel District during the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
   1.1 age;
   1.2 sex; and
   1.3 hours spent on social media?
2. What are the most utilized social media sites for learner-respondents?
3. What is the effect of social media utilization on learners' socialization as perceived by the respondents?
4. What is the effect of social media utilization on learners' behavior as perceived by the respondents?
5. What is the effect of social media utilization on learners' educational improvement as perceived by the respondents?
6. Is there a significant association between the number of hours learners spend on social media sites and their profiles?

7. Is there a significant difference between the perceived effect of social media utilization on learners' socialization, behavior, and educational improvement when grouped according to sex profile?
8. Is there a significant difference between the perceived effect of social media utilization on learners' socialization, behavior, and educational improvement when grouped according to age profile?

RESEARCH METHODOLOGY

This study employed a descriptive survey research method with a quantitative approach to examine social media usage patterns and impacts. It was conducted in the San Miguel district, Division of Bohol, which comprises eighteen barangays, each with fully operational public elementary and secondary schools. The study involved 376 respondents, including 36 elementary teachers, eight secondary teachers, 252 elementary learners, and 80 secondary learners, selected through stratified random sampling from all public schools within the district.

The study used a self-made questionnaire adapted from Tenaja and Oco's (2023) research to gather demographic data on learners' age, sex, social media usage hours, and preferred platforms. Validated questionnaires from Gupta and Bashır (2018) and Cissel (2018) were employed for socialization, behavior, and educational improvement. These questionnaires used Likert-scale items to assess learners' and teachers' social media usage, behaviors, and perceived educational benefits.

RESULTS AND DISCUSSION

The treated data revealed the following findings:

Table 1 shows the demographic profile of teachers and learners regarding age, sex, and hours spent on social media. The Table reveals that teachers are primarily young to mid-career adults aged 21–40, with a substantial female majority (90.91%), while learners are mostly early adolescents aged 11–15, with a more balanced but female-skewed gender distribution (59.34%).

Social media usage differs notably between the groups: teachers generally spend 1–4 hours daily online, whereas learners exhibit a wider range. Many spend 5–8 hours on social media, including 16.27% using it for 7–8 hours, indicating potential overuse and the importance of promoting digital literacy and healthy usage habits among students.

Table 1. Profile of the Respondents
N_1=44; N_2=332

	Teachers N_1=44		Learners N_2=332	
1.1 Age	**F**	**(%)**	**F**	**(%)**
21-30 years old/10 years old	15	34.09	18	5.42
31-40 years old/11 years old	15	34.09	92	27.71
41-50 years old/12 years old	12	27.27	57	17.16
51-65 years old/13 years old	2	4.55	52	15.66
14 years old	0	0	26	7.83
15 years old	0	0	46	13.86
16 years old	0	0	33	9.94
17 years old	0	0	8	2.41
Total	**44**	**100%**	**332**	**100%**
1.2 Sex				
Male	4	9.09	135	40.66
Female	40	90.91	197	59.34
Total	**44**	**100%**	**332**	**100%**
1.3 Hours spent on Social Media				
1-2 hours	17	38.64	102	30.72
3-4 hours	19	43.18	79	23.80
5-6 hours	8	18.18	75	22.59
7-8 hours	0	0	54	16.27
Others	0	0	22	6.63
Total	**44**	**100%**	**332**	**100%**

Table 2 conveys the respondents' Perceptions of the most utilized social media sites. The Table shows a clear generational divide in social media preferences: Teachers primarily use traditional, utility-focused platforms like Facebook (34.09%), YouTube (18.18%), and Google (15.91%) for communication and professional purposes, with little to no use of Instagram, WhatsApp, or Telegram.

Table 2. Respondents' Perception of the Most Utilized Social Media Sites
$N_1=44$; $N_2=332$

Most Utilized Social Media Sites	Teachers $N_1=44$		Learners $N_2=332$	
	F	(%)	F	(%)
Tiktok	4	9.09	34	10.24
Instagram	0	0	18	5.42
Facebook	15	34.09	38	11.45
Twitter	1	2.27	20	6.02
YouTube	8	18.18	31	9.34
Telegram	0	0	19	5.72
Viber	0	0	17	5.12
WhatsApp	0	0	21	6.33
Threads	0	0	16	4.82
Pinterest	2	4.55	19	5.72
Google	7	15.91	29	8.73
Yahoo	1	2.27	22	6.63
Spotify	1	2.27	21	6.33
ChatGPT	5	11.36	27	8.13
Total	**44**	**100%**	**332**	**100%**

In contrast, learners engage with a broader range of platforms that blend entertainment and education, with Facebook (11.45%), TikTok (10.24%), and YouTube (9.34%) leading, alongside educational tools like Google (8.73%) and ChatGPT (8.13%), highlighting their combined use of social interaction and learning. This suggests that digital literacy programs tailor support to educators' focus on productivity and students' diverse, entertainment-driven usage while noting the shared interest in AI tools like ChatGPT.

Table 3. Respondents' Perception of the Effects of Social Media Utilization on Learners' Socialization
N1=44; N2=332

Statements	Teachers $N_1=44$		Learners $N_2=332$	
The social media can…	WM	DI	WM	DI
1. become more sociable.	3.02	SA	2.59	A
2. keep in touch with my relatives	3.50	SA	2.78	A
3. use social media to seek help.	3.25	SA	2.74	A
4. use social media to get jobs related information	3.32	SA	2.70	A
5. use social media to share new ideas.	3.18	A	2.77	A
6. use social media to create their social identity.	2.95	A	2.66	A
7. use social media to attend social gatherings.	2.75	A	2.59	A
8. use social media to get information regarding current social events.	3.07	A	2.78	A
9. use social media for online academic group discussions.	3.20	A	2.75	A
10. use social media for reading news.	3.27	SA	2.85	A
11. use social media for sharing pictures.	3.20	A	2.82	A
12. use social media sites to do research work.	3.20	A	2.92	A
13. use social media to learn about their curricular aspects.	2.98	A	2.72	A
14. use social media to communicate with friends via social sites in preparation for their exams.	3.16	A	2.72	A
15. use social media to get relief from academic stress.	3.14	A	2.66	A
16. use social media for watching movies.	3.30	SA	2.79	A
17. use social media for their collaborative learning.	3.25	SA	2.81	A
18. use social media to solve their academic problems.	3.32	SA	2.68	A
19. use social media to look funny sharing.	3.25	SA	2.64	A
Average Weighted Mean	**3.17**	**A**	**2.74**	**A**

Legend:

Rating Scale	Description	Interpretation	Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)	Very Satisfactory	
2.50 – 3.24	Agree (A)	Satisfactory	
1.75 – 2.49	Disagree (D)	Fair	
1.00 – 1.74	Strongly Disagree (SD)	Poor	

Table 3 displays the respondents' Perceptions of the effects of social media utilization on learners' socialization. Teachers perceive social media as a valuable tool for socialization, particularly highlighting its role in helping learners "keep in touch with my relatives," which received the highest weighted mean of 3.50 (Strongly Agree). They generally agree that social media supports various social and academic interactions. However, they see its role in facilitating attendance at social gatherings ("use social media to attend social gatherings") as less significant, with the lowest weighted mean of 2.75 (Agree).

Learners also recognize the benefits of social media, especially in academic contexts, with the highest weighted mean of 2.92 (Agree) for the item "use social media sites to do research work." However, learners are more moderate in their Perception of social media's impact on their sociability, as reflected by the lowest weighted mean of 2.59 (Agree) for the item "become more sociable." Their overall Perception is satisfactory but less enthusiastic than teachers, with an average weighted mean of 2.74 (Agree), indicating a more nuanced or cautious view of social media's social benefits.

Table 4.1. Respondents' Perception of the Effect of Social Media Utilization
on Learners' Behavior in Terms of Connectedness
N1=44; N2=332

Statements	Teachers N$_1$=44		Learners N$_2$=332	
	WM	DI	WM	DI
1. find the self actively involved in others' posts on social media.	2.77	A	2.50	A
2. feel more connected to social media friends when they like or comment on their posts.	2.93	A	2.67	A
3. find themselves connecting on others' posts on social media.	2.93	A	2.63	A
4. frequently updating their personal information on social media keeps them connected to others.	2.61	A	2.57	A
5. accept friend requests from people they do not know to make more connections.	2.36	D	2.43	D
6. accept friend requests from people they do not know to feel connected to more people.	2.30	D	2.47	D
7. social media is a good method to make new friends.	2.59	A	2.69	A
8. feel disconnected from the world if they have not been on social media.	2.39	D	2.30	D
9. feel that their life is incomplete when no one likes their social media post.	2.39	D	2.23	D
10. They feel less connected with others if they do not frequently post about daily life.	2.45	D	2.24	D
Average Weighted Mean	**2.57**	**A**	**2.47**	**D**

Legend:
Rating Scale	Description	Interpretation	Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)	Very Satisfactory	
2.50 – 3.24	Agree (A)	Satisfactory	
1.75 – 2.49	Disagree (D)	Fair	
1.00 – 1.74	Strongly Disagree (SD)	Poor	

Table 4.1 Respondents' Perceptions of the effect of social media utilization on learners' behavior in terms of connectedness. Teachers perceive social media as a generally effective tool for fostering connectedness among learners, primarily through interactive behaviors such as liking, commenting, and engaging with others' posts. This is reflected in the highest weighted means for items like "feel more connected to social media friends when they like or comment to their posts" and "find themselves connecting on others' posts on social media," both rated 2.93 (Agree). However, teachers are cautious about learners accepting friend requests from strangers, as indicated by the lowest weighted mean of 2.30 (Disagree) for the item "accept friend requests from people they do not know to feel connected to more people." Overall, teachers hold a positive but moderate view of social media's influence on learners' connectedness, with an average weighted mean of 2.57 (Agree).

Learners also recognize the value of social media in enhancing connectedness, particularly in making new friends, which received the highest weighted mean of 2.69 (Agree). At the same time, learners show a healthy skepticism about becoming emotionally dependent on social media validation, as seen in the lowest weighted mean of 2.23 (Disagree) for the item "feel that their life is incomplete when no one likes their social media post." Their overall Perception is somewhat cautious, with an average weighted mean of 2.47 (Disagree), suggesting that learners are aware of both the benefits and limitations of social media in fostering genuine social connections.

Table 4.2 shows the respondents' perception of the effect of social media utilization on learners' behavior in terms of prosocial. Teachers perceive those learners often use social media to distract themselves when stressed, as indicated by the highest weighted mean of 3.16 (Agree) for the item "use social media as a distraction when they feel stressed." This suggests that teachers acknowledge social media's role in emotional regulation and stress management among learners.

Table 4.2. Respondents' Perception of the Effect of Social Media Utilization on Learners' Behavior in Terms of Prosocial
N_1=44; N_2=332

Statements	Teachers N_1=44		Learners N_2=332	
	WM	DI	WM	DI
1. use social media as a distraction when they feel stressed.	3.16	A	2.57	A
2. use social media as a method of avoiding other responsibilities.	2.27	D	2.32	D
3. worry about what will happen if I do not intervene when someone is bullied on social media.	2.48	D	2.30	D
Average Weighted Mean	**2.64**	**A**	**2.40**	**D**

Legend:
Rating Scale	Description	Interpretation	Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)	Very Good	
2.50 – 3.24	Agree (A)	Good	
1.75 – 2.49	Disagree (D)	Fair	
1.00 – 1.74	Strongly Disagree (SD)	Poor	

However, teachers show concern about learners' prosocial behavior, particularly their low sense of responsibility in intervening during cyberbullying incidents, reflected in the lowest weighted mean of 2.48 (Disagree) for the item "worry about what will happen if I do not intervene when someone is being bullied on social media." Overall, teachers view social media's effect on prosocial behavior as generally positive but limited, with an average weighted mean of 2.64 (Agree).

Learners share a similar perception regarding using social media for stress relief, with the highest weighted mean of 2.57 (Agree) for the same item about distraction during stressful times. This indicates that learners also recognize social media's role in helping them cope emotionally. However, learners show even less concern than teachers about prosocial intervention in bullying, as seen in the lowest weighted mean of 2.30 (Disagree) for the item about worrying over intervening in bullying situations. Their overall Perception of social media's impact on prosocial behavior is fair, with an average weighted mean of 2.40 (Disagree), suggesting limited engagement in prosocial actions on social media.

Table 4.3. Respondents' Perception of the Effect of Social Media Utilization on Learners' Behavior in Terms of Avoidance
N_1=44; N_2=332

Statements	Teachers N_1=44		Learners N_2=332	
	WM	DI	WM	DI
1. use social media as a distraction when they feel stressed.	2.50	A	2.39	D
2. use social media as a method of avoiding other responsibilities.	2.59	A	2.23	D
Average Weighted Mean	**2.55**	**A**	**2.31**	**D**

Legend:
Rating Scale	Description	Interpretation	Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)	Very Good	
2.50 – 3.24	Agree (A)	Good	
1.75 – 2.49	Disagree (D)	Fair	
1.00 – 1.74	Strongly Disagree (SD)	Poor	

Table 4.3 illustrates the respondents' Perception of the effect of social media utilization on learners' behavior in terms of avoidance. Teachers perceive those learners frequently use social media to avoid their responsibilities, as reflected in the highest weighted mean of 2.59 (Agree) for the item "use social media as a method of avoiding other responsibilities." They also agree, though slightly less strongly, that

social media serves as a distraction when learners feel stressed (2.50, Agree). Overall, teachers view social media's influence on avoidance behavior as significant, recognizing its dual role as a coping mechanism and a potential source of procrastination, with an average weighted mean of 2.55 (Agree).

Learners, however, tend to downplay these avoidance behaviors. Their highest weighted mean is 2.39 (Disagree) for the item "use social media as a distraction when they feel stressed," indicating a more moderate or cautious acknowledgment of this behavior. They show even less agreement with the idea that social media is used to avoid responsibilities, with the lowest weighted mean of 2.23 (Disagree) for that item. The learners' overall Perception is fair, with an average weighted mean of 2.31 (Disagree), suggesting they may not fully recognize or admit the extent to which social media contributes to avoidance.

Table 4.4 discloses the respondents' Perception of the effect of social media utilization on learners' behavior in terms of anti-bully. The highest weighted mean (2.47) is for "think liking someone's posts will greatly improve their day," reflecting moderate disagreement or ambivalence about the positive impact of such passive online gestures.

Table 4.4. Respondents' Perception of the Effect of Social Media Utilization on Learners' Behavior in Terms of Anti-bully
N_1=44; N_2=332

Statements	Teachers N_1=44		Learners N_2=332	
	WM	DI	WM	DI
1. worry about others' self-esteem if they do not like my post.	2.27	D	2.34	D
2. I think liking someone's posts will significantly improve their life.	2.27	D	2.52	A
3. liking someone's posts will significantly improve their day.	2.50	A	2.44	D
4. feel obligated to respond when they see someone is being bullied on social media.	2.50	A	2.30	D
Average Weighted Mean	**2.39**	**D**	**2.40**	

Legend:
Rating Scale Description Interpretation Weighted Mean (WM)
3.25 – 4.00 Strongly Agree (SA) Very Good
2.50 – 3.24 Agree (A) Good
1.75 – 2.49 Disagree (D) Fair
1.00 – 1.74 Strongly Disagree (SD) Poor

Teachers perceive learners' anti-bullying behavior on social media as moderate but somewhat limited. Their highest weighted means of 2.50 for the items "think liking someone's posts will greatly improve their day" and "feel obligated to respond when they see someone is being bullied on social media" suggest that teachers recognize some prosocial awareness among learners, particularly in offering online support and feeling a degree of responsibility to act against bullying. However, teachers' lowest weighted means of 2.27 for "worrying about others' self-esteem" and "believing that liking posts greatly improves someone's life" indicate skepticism about learners' emotional investment and deeper understanding of social media's psychological impact. With an average weighted mean of 2.39, teachers see learners' anti-bullying attitudes as fair but not strongly developed.

Learners share a similar fair perception of their anti-bullying behavior, with an average weighted mean of 2.40. They most strongly agree with the statement "think liking someone's posts will greatly improve their life" at 2.52, reflecting their belief in online gestures' social and emotional value. However, learners show the lowest agreement of 2.30 with "feel obligated to respond when they see someone is being bullied on social media," indicating limited motivation or awareness to respond to cyberbullying actively.

Table 4.5. Respondents' Perception of Social Media Utilization as Behavioral Effect in Terms of Political
N1=44; N2=332

Statements	Teachers N_1=44		Learners N_2=332	
	WM	DI	WM	DI
1. enjoy starting controversial arguments on social media.	1.93	D	2.38	D
2. When people see someone's posts about political opinions that differ, they feel inclined to make their opinions heard as well.	2.32	D	2.44	D
Average Weighted Mean	**2.13**	**D**	**2.41**	**D**

Table 4.5 arrays the respondents' Perceptions of social media utilization as a behavioral effect in politics. Teachers perceive learners' political social media engagement as passive and cautious. With the highest weighted mean of 2.32 for the statement "see someone's posts about political opinions that differ, they feel inclined to make opinion heard as well," teachers believe learners are unlikely to voice their political opinions when confronted with differing views actively. The lowest weighted mean of 1.93 for "enjoy starting controversial arguments on social media" further suggests that teachers think learners avoid initiating political conflicts. With an average weighted mean of 2.13, teachers view learners' online political behavior as limited and disengaged.

Learners share a similar perspective. The highest weighted mean of 2.44 for "see someone's posts about political opinions that differ they feel inclined to make opinion heard as well " indicates that they also tend to refrain from expressing opposing political views. Their lowest weighted mean of 2.38 for "enjoy starting controversial arguments on social media" reflects a reluctance to engage in confrontational political discussions. The average weighted mean of 2.41 shows learners perceive their political behavior on social media as fairly passive.

Table 5.1 exhibits the respondents' Perceptions of the effect of social media utilization on learners' educational improvement in terms of academic Teachers strongly perceive social media as an effective tool for enhancing learners' academic behavior, particularly emphasizing its role in facilitating "online academic group discussions," which received the highest weighted mean of 3.30 (Agree). They also acknowledge its usefulness in helping with research and communication, though they see "solving academic problems" through social media as somewhat less prominent, with a weighted mean of 2.84 (Agree). Overall, teachers positively view social media's impact on academic collaboration and support, reflected in an average weighted mean of 3.09 (Agree).

Table 5.1. Respondents' Perception on the Effect of Social Media Utilization on Learners Educational Improvement in Terms of Academic
N_1=44; N_2=332

Statements	Teachers N1=44		Learners N2=332	
	WM	DI	WM	DI
1. solve academic problems.	2.84	A	2.66	A
2. help make research work.	3.27	SA	2.78	A
3. use social media for online academic group discussions.	3.30	A	2.52	A
4. Use social media to communicate with friends via social networking sites to prepare for the exam.	2.95	A	2.61	A
Average Weighted Mean	**3.09**	**A**	**2.64**	**A**

Legend:
Rating Scale	Description	Interpretation	Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)	Highly Improved	
2.50 – 3.24	Agree (A)	Moderately improved	
1.75 – 2.49	Disagree (D)	Less Improved	
1.00 – 1.74	Strongly Disagree (SD)	Not Improved	

Learners similarly agree that social media supports their academic activities, especially in "helping do research work," which scored the highest weighted mean of 2.78 (Agree). However, learners show relatively less agreement on using social media for "online academic group discussions," with a weighted mean of 2.52 (Agree), indicating that they may not as widely or effectively utilize this function. The overall average weighted mean of 2.64 (Agree) suggests learners find social media a satisfactory academic tool, though their enthusiasm is more moderate than that of teachers.

Table 5.2 depicts the respondents' Perceptions of the effect of social media utilization on learners' educational improvement in informativeness. Teachers strongly perceive social media as a valuable tool for enhancing learners' educational informativeness, especially in "sharing new ideas," which received the highest weighted mean of 3.30, indicating strong agreement. They also recognize its role in learning curricular content and collaborative learning. However, they express some concern about learners potentially postponing academic tasks due to excessive social media use, reflected in the lowest weighted mean of 2.86, showing agreement. Overall, teachers view social media utilization as moderately to highly beneficial for intellectual engagement, with an average weighted mean of 3.17 indicating agreement.

Table 5.2. Respondents' Perception on the Effect of Social Media Utilization on Learners Educational Improvement in terms of Informativeness
N₁=44; N₂=332

Statements	Teachers N₁=44		Learners N₂=332	
	WM	DI	WM	DI
1. use social media for reading news.	3.23	A	2.66	A
2. use social media to share new ideas.	3.30	SA	2.64	A
3. use social media sites to concentrate on their studies.	3.02	A	2.42	D
4. use social media to seek help with classroom-related information.	3.23	A	2.49	D
5. use social media to learn about curricular aspects.	3.27	SA	2.67	A
6. use social media for collaborative learning.	3.27	SA	2.71	A
7. They usually postpone their academic task to spend more time on social media.	2.86	A	2.55	A
8. use social media sites to seek help.	3.20	A	2.67	A
Average Weighted Mean	**3.17**	**A**	**2.60**	**A**

Legend:

Rating Scale	Description	Interpretation	Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)	Highly Improved	
2.50 – 3.24	Agree (A)	Moderately improved	
1.75 – 2.49	Disagree (D)	Less Improved	
1.00 – 1.74	Strongly Disagree (SD)	Not Improved	

Learners similarly acknowledge the benefits of social media for educational improvement, particularly valuing its use to "seek help," with a weighted mean of 2.67, reflecting agreement. However, learners are less convinced about the effectiveness of social media for accessing "classroom-related information," which received the lowest weighted mean of 2.49, indicating disagreement. With an average weighted mean of 2.60, learners perceive social media as a moderately helpful academic resource, supporting collaborative learning and idea sharing. However, they see room for improvement in its use for specific educational tasks.

Table 6 shows the association test between the number of hours learners spend on social media and their profile.

Table 6. Test of Association Between the Number of Hours Spent by Learners in Social Media and Their Profile
N = 332

Variables		X^2	df	p-value	Interpretation
Number of Hours Spent in Social Media	Age	22.70	9	0.007	Significant
	Sex	6.60	3	0.086	Not Significant

Correlation is significant at 0.05 level (2-tailed)

The results revealed a significant association between the number of hours spent by the learners on social media and their age profile, $X2(9, N=332)=22.70$, $p=0.007$. This means that the amount of time learners spend on social media is significantly related to their age, suggesting that social media usage patterns vary across age groups. Older learners may have more.

However, there is no significant association between the number of hours the learners spend on social media and their sex profile, $X2(3, N=332)=6.60$, $p=0.086$. This suggests that both male and female learners spend relatively similar amounts of time on social media, indicating that gender does not play a significant role in determining the frequency or duration of social media use. Regardless of sex, learners appear to engage with social media at comparable levels, possibly due to shared interests, equal access to technology, or similar social and academic demands.

The results presented in Table 7 revealed a significant difference between the perceived effect of social media utilization on the behavior of the male and female learners, $t(330)=2.595$, $p=0.010$. This infers that gender plays a role in how learners perceive the behavioral impact of social media.

**Table 7. Test of Difference Between the Perceived Effect of Social Media Utilization
When Grouped According to Sex Profile of Learners**

Variables	Mean		t-value	p-value	Interpretation	Decision
	Male	Female				
Socialization	2.74	2.73	0.04	0.96	Not Significant	Accept H_0
Behavior	2.50	2.38	2.59	0.01	Significant	Reject H_0
Educational Improvement	2.61	2.62	0.09	0.93	Not Significant	Accept H_0

Difference is significant at 0.05 level (2-tailed)

However, there is no significant difference between the perceived effect of social media utilization on socialization (t(330)=0.045, p=0.964) and educational improvement (t(330)=0.089, p=0.929) of the male and female learners. This deduces that regardless of gender, learners share similar perceptions of how social media affects their social interactions and academic development.

**Table 8. Test of Difference Between the Perceived Effect of Social Media Utilization
When Grouped According to Learners Age Profile
$N_1 = 110$; $N_2 = 109$; $N_3 = 72$; $N_4 = 41$**

Variables	Mean				F	p-value	Interpretation	Decision
	10-11 yrs	12-13 yrs	14-15 yrs	Above 15 yrs				
Socialization	2.69	2.77	2.79	2.68	1.381	0.251	Not Significant	Accept H_0
Behavior	2.43	2.45	2.38	2.43	0.485	0.693	Not Significant	Accept H_0
Educational Improvement	2.61	2.49	2.76	2.70	4.343	0.006	Significant	Reject H_0

The results illustrated in Table 8 show that there is a significant difference in the perceived effect of social media utilization on learners' educational improvement when grouped according to age profile: F (3, 142)=4.343, p=0.006. This indicates that the impact of social media on educational outcomes varies significantly across different age groups.

However, there is no significant difference between the perceived effect of social media utilization on socialization, F(3, 142)=1.381, p=0.251, and behavior, F(3, 1142)=0.485, p=0.693, of learners when they are grouped according to age profile. This denotes that those learners, regardless of age, tend to have similar perceptions regarding the influence of social media on their socialization and behavior.

CONCLUSIONS

The study concluded that students use social media in diverse ways, with some spending excessive time online, underscoring the need for strategies that promote a healthy balance between social media use and academic and personal responsibilities. While entertainment platforms like YouTube and Tik-Tok are popular, Facebook remains widely used; social media effectively fosters peer connections and prosocial behavior but is less impactful for avoidance, anti-bullying, or political engagement. Usage patterns vary more by age than gender, with boys favoring communication and entertainment and girls focusing more on educational content. However, both genders benefit similarly from social media's social and academic support. Managing students' online behavior thus requires age-specific approaches rather than gender-based distinctions.

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INSTRUCTIONAL APPROACHES: IT'S IMPACT ON MULTI-GRADE LEARNERS' BEHAVIOR, SATISFACTION AND ACADEMIC SUCCESS

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ABSTRACT

This study explored the effects of instructional approaches in multigrade classes on learners' behavior, satisfaction, and academic success in public schools of Candijay, Alicia, Mabini, Anda, and Guindulman for 2024-2025. Utilizing a quantitative-descriptive method with a modified survey, the research included 356 respondents: 16 principals, 40 multigrade teachers, and 300 multigrade pupils. Findings revealed that instructional strategies significantly influenced learning behavior and success. Individual learner profiles, including age and grade, were vital in determining educational outcomes. Recommendations include providing support and professional development for multigrade teachers to enhance strategies and foster positive learning environments, ultimately promoting a quality educational experience and lifelong learning for students.

Keywords: instructional approaches, multigrade classes, learners' behavior, satisfaction, academic success

INTRODUCTION

Teaching encompasses both the affective domain and classroom dynamics, emphasizing social engineering as crucial for student development. In multi-grade settings, educators must navigate unique challenges while fostering effective approaches to promote learning. However, there is insufficient research on specific methods to enhance student achievement in such environments, calling for further exploration into classroom strategies to improve behavior and satisfaction. The study aims to examine how various teaching approaches impact learners' academic development and satisfaction in multigrade classrooms.

Multigrade classes play a crucial role in education, particularly in resource-constrained areas where separate classes for each grade may not be feasible. This educational model fosters cooperation and community among students of varied ages and abilities, creating a supportive and engaging learning environment.

According to Engin (2021), multigrade classrooms enhance peer teaching and collaborative problem-solving, which are essential for developing social and cognitive skills among students. Teachers are prompted to use innovative and personalized teaching methods tailored to the diverse needs of their students, highlighting the adaptive nature of multigrade education (Tongel, 2023).

The study by Tredoux (2021) indicates that multigrade schools have existed for over a century, particularly in developing countries, demonstrating their necessity in widening access to quality education for all.

Historically, classrooms have evolved from one-room schools to adaptable settings accommodating multiple grades. Despite the challenges teachers face, such as a lack of training specifically for multigrade environments, research suggests that student performance in multigrade classrooms is comparable to that in single-grade settings (Miller, 2019).

According to Msimanga, (2020) multigrade teachers often find themselves shedding most of their learned single-grade pedagogical practices because they simply do not fit. The beauty and challenge of a multigrade pedagogy is that it borrows most of its pedagogical practices from multiage pedagogy and, when relevant, uses single-grade pedagogy, then applies these practices contextually.

The multigrade classroom also serves as a unique learning environment where learners collaborate, develop empathy, and acquire a sense of responsibility. Teachers in these settings have the flexibility to differentiate instruction based on individual needs, allowing for tailored pedagogical practices that acknowledge each pupil's strengths and weaknesses (Buaraphan, Inrit, & Kochasila, 2020).

Furthermore, multigrade education emphasizes socialization and builds a strong sense of community among students. Children learn from each other, which fosters leadership qualities and a collaborative spirit (Blease & Condy, 2020).

Multigrade classes have been shown to enhance student engagement by utilizing students' diverse skill sets, with older or more advanced students often taking on facilitative roles for their younger peers (Mathot, 2021). However, the challenges of managing multiple grade levels can be daunting, requiring significant multitasking skills and careful planning (Kalender & Erdem, 2021).

Sitabkhan, (2022) states successful multigrade instruction involves establishing a learning environment that accommodates various activities simultaneously while ensuring that students remain engaged. Teachers must implement diverse instructional approaches and cater to the unique needs of their students. Elements such as flexible grouping, differentiated tasks, and integrating peers as resources for learning all contribute to an effective multigrade classroom (Hyry-Beihammer & Hascher, 2022).

As per the learning environment, learning process, and learning outcome (LEPO) framework defined by Msimanga (2020), teachers must prioritize careful preparation of the learning environment, appropriate time allocation for student engagement, and well-matched assessment tasks. Each class will exhibit different characteristics based on its context, allowing for a rich tapestry of educational experiences where students learn from varied grade levels (Little, 2021). Engagement in collaborative group activities promotes self-directed learning, reinforcing the importance of the teacher's role in managing group dynamics (Cornish, 2021).

Effective classroom management in a multigrade setting involves structuring instructional time to maximize student engagement and productivity. Teachers often implement routines and clear expectations, allowing students to understand their responsibilities and how to navigate their learning tasks independently or in small groups. The findings from Hencox, (2022) highlight that strategies like differentiated instruction and collaborative learning significantly improve academic outcomes.

Differentiated instruction is vital, as it allows teachers to modify their teaching approaches based on learner variability, optimizing the educational experience for every child in the classroom (Taylor, 2019). Teachers employ various approaches, including flexible grouping and diverse activity options, to accommodate different learning styles and preferences (PASTEP, 2020).

Furthermore, collaborative learning arrangements have been identified as beneficial in multigrade contexts, as students work together in groups, sharing ideas and strategies to solve problems collaboratively (Kaur, 2021). This approach ensures that students, regardless of their grade level, can contribute meaningfully to the classroom environment by utilizing their strengths.

The Escuela Nueva model, an educational innovation from Colombia, is another significant approach to multigrade education, promoting the development of students' soft skills while adapting to different contexts, particularly in the Philippines (Le, 2020). Daily Lesson Logs are commonly used to enhance time management and instructional organization (Ballesteros & Ocampo, 2021). Teachers frequently connect lessons to real-life situations to ensure students can relate their learning to their experiences, thereby promoting deeper learning and understanding of content (Naparan & Alinsug, 2021).

Additionally, the fostering of positive behaviors and classroom engagement is critical in multigrade settings. Collaborative learning enhances social interactions, with older students modeling desirable behaviors for younger peers, thereby contributing to a socially cohesive classroom (Mcclelan, 2021).

Multigrade environments foster gender equality among students and develop self-esteem, motivation, and academic confidence, leading to improved educational outcomes (Veenman, 2021).

The interrelated nature of topics in multigrade classrooms facilitates vertical learning, allowing connections across multiple subjects and grade levels. This cross-curricular approach promotes critical thinking and collaborative problem-solving among students while reinforcing their understanding of complex concepts (Sampson, 2021). Furthermore, the multi-grade instruction framework can significantly enhance academic achievement, provided that teachers are supported with effective instructional strategies (de Kock & Basson, 2021).

Miller (2019) asserts that despite multigrade teaching presenting substantial challenges, research indicates that it can be as effective as single-grade instruction. A review of relevant literature showed that

multigrade classrooms tend to create positive social dynamics and that teachers must possess robust organizational skills to maximize the educational experience for all learners. In examining the impacts of multigrade instruction, factors such as teacher training, curriculum materials, and assessment methods are essential components that determine success (Beukes, 2019).

The implementation of multigrade education in the Philippines is rooted in policies institutionalized by the Department of Education, emphasizing quality and accessibility of education. Systems have been put in place to equip teachers with the necessary resources and training to enhance their instructional practices (DepEd, 1997).

Furthermore, reforms in the overarching education system seek continuous improvement through regular monitoring, training, and resource allocation to establish a solid foundation for multigrade education (DepEd, 2010). Additionally, recent collaborations with organizations such as UNICEF aim to evaluate and enhance the efficacy of existing programs related to multigrade education (SEAMEO, 2021).

Despite the challenges posed to multigrade teachers, those who employ effective teaching strategies can create stimulating learning environments. Teachers are pivotal in overcoming the inherent difficulties in multigrade classrooms, demonstrating resilience and resourcefulness in providing high-quality education to diverse learners.

Hence, this study was conducted to examine how instructional approaches used in multigrade classes influence learners' behavior, satisfaction, and academic success in public multigrade schools in the municipalities of Candijay, Alicia, Mabini, Anda, and Guindulman for the School Year 2024–2025. The findings of this research aim to contribute to the improvement of teaching strategies in multigrade settings and support the development of more responsive and effective educational practices that enhance learner outcomes.

STATEMENT OF THE PROBLEM

The main thrust of the study was to determine the impact of instructional approaches in multigrade classes towards the learners' behavior, satisfaction and academic success of the public multigrade schools of Candijay, Alicia, Mabini, Anda and Guindulman for School Year 2024-2025.

Specifically, it aims to answer the following questions:
1. What is the demographic profile of teachers in terms of:
    1.1 age;
    1.2 sex;
    1.3 educational attainment;
    1.4 position;
    1.5 number of years in teaching multigrade classes; and
    1.6 trainings/seminars/workshops attended relative to multigrade teaching?
2. What is the demographic profile of pupils in terms of:
    2.1 sex;
    2.2 age;
    2.3 grade level and;
    2.4 GPA for the first and second quarter?
3. What is the perception of the respondents on the instructional approaches employed by multigrade teachers in terms of:
    3.1 interactive instruction;
    3.2 cooperative learning;
    3.3 experiential learning; and
    3.4 explicit teaching?
4. What is the perception of the respondents on the learners' behavior in multigrade class?
5. What is the perception of the respondents on the learners' level of satisfaction in terms of;
    5.1 classroom management; and
    5.2. instruction?
6. Is there a significant relationship between the respondents' profile and their;
    6.1 behavior;
    6.2 level of satisfaction; and

6.3 academic success?
7. Is there a significant relationship between the instructional approaches used by multigrade teachers and;
    7.1 learners' behavior;
    7.2 level of satisfaction;
    7.3 academic success?
8. What enhancement program maybe proposed based on the findings?

RESEARCH METHODOLOGY

The research employed a descriptive survey design with cluster sampling to investigate the relationship between teachers' instructional approaches and the behaviors, satisfaction, and academic success of multigrade learners. Conducted in the eastern part of Bohol province, the study involved 356 respondents, including 300 multigrade learners, 40 multigrade teachers, and 16 school heads, selected randomly to ensure comprehensive data collection. Academic success was assessed using students' grade point averages from the first quarter.

RESULTS AND DISCUSSION

The treated data revealed the following findings:

Table 1 illustrates the profile of the teacher-respondents. It can be gleaned from the table that out of the 40 respondents, 30% (12) were in the age range of 36-40 years old. Meanwhile, only 2 or 5% were 46 years old and above. The data showed that the research locale was dominated with middle-aged adults breed of public-school multigrade teachers.

The demographic profile of the respondents suggests a relatively young and early-career teaching workforce, with 70% having 1 to 10 years of teaching experience and the majority aged between 31 to 40 years. All respondents are female, and most hold entry-level positions, with 50% as Teacher I, although 40% have advanced to Teacher III, indicating career progression.

A strong commitment to professional growth is evident, as 50% are pursuing and 37.5% have completed a master's degree. Participation in relevant trainings and seminars, particularly those focused on multigrade instruction, highlights the teachers' responsiveness to professional development needs, especially in addressing the challenges of handling multigrade classes. These findings imply that while the teaching force is motivated and academically driven, the prevalence of less experienced teachers underscores the need for sustained mentorship and institutional support to enhance instructional quality and career advancement.

Table 1. Teacher-Respondents' Profile

1.1 Age	Frequency	Percentage (%)
26 - 30 years old	8	20
31 - 35 years old	11	27.5
36 - 40 years old	12	30
41 - 45 years old	7	17.5
46 years old and above	2	5
Total	**40**	**100%**
1.2 Sex		
Female	40	100
Total	**40**	**100%**
1.3 Position		
Teacher I	20	50
Teacher II	2	5
Teacher III	16	40
Master Teacher I	2	5
Total	**40**	**100%**

1.4 Educational Attainment		
Bachelor's Degree	3	7.5
with units in Master's Degree	20	50
Master's Degree graduate	15	37.5
with Doctors' Degree Units	2	5
Total	**40**	**100%**
1.5 Number of Years in Teaching		
1 - 10 yrs	28	70
11 - 20 yrs	6	15
21- 30 yrs	4	10
31 yrs and above	2	5
Total	**40**	**100%**
1.6 Relevant trainings/webinar/ seminar attended		
Division Training Workshop on Classroom Strategies in Handling Mg Classes	14	35
Training-Workshop in Differentiated Instruction for Mg	8	20
Division Training in The Utilization of MG Instructional Package	10	25
Training Workshop in Teaching English, Science and Math in Mg Classes	6	15
Total	**40**	**100%**

According to Grether (2019), teachers who earn their advanced studies show a deep level of understanding and commitment to profession, allowing them to modify curriculum goals, adjust teaching methods, and enter leadership positions to enact the system-wide changes in education they wish to see.

Table 2. Pupil-Respondents' Profile

2.1 Age	**Frequency**	**Percentage (%)**
6 – 8 years old	100	33.33
9 – 10 years old	64	21.33
11– 12 years old	136	45.33
Total	**300**	**100%**
2.2 Sex		
Male	153	51
Female	147	49
Total	**300**	**100%**
2.3 Grade level		
Grade I	28	9.33
Grade II	47	15.66
Grade III	30	10
Grade IV	32	10.66
Grade V	70	23.33
Grade VI	93	31
Total	**300**	**100%**
2.4 GPA Q1		
75 - 79	17	5.66
80 - 84	62	20.66
85 - 89	107	35.66
90 - 100	114	38
Total	**300**	**100%**
2.5 GPA Q2		
75 - 79	8	2.66
80 - 84	50	16.66
85 - 89	107	35.66
90 - 100	135	45
Total	**300**	**100%**

The table 2 reflects the grade level of multigrade learners. There were 93 of the 300 learners or 31% are in Grade VI level while only 28 (9.33%) are in Grade I. This result implies that there are greater number of learners enrolled in the key stage 2 or in grades four to grade six.

Overall, the data indicates that all multigrade learners included in the study passed both quarters, with a significant portion consistently performing at high levels. This may reflect the effectiveness of the multigrade teaching strategies employed in the classroom, as well as the learners' adaptability and motivation. However, the slight decrease in the number of top-performing students in the second quarter may

signal the need for sustained instructional support to maintain high academic standards throughout the school year.

These findings reinforce the importance of providing continuous professional development for multigrade teachers particularly in subject-specific instruction as this can directly impact learner outcomes. Ensuring that teachers are well-equipped can help sustain, or even improve, learner performance across grading periods (Aparicio and Rappa, 2021).

Table 3.1 shows the perception of the respondents on the instructional approaches employed my multigrade teachers in terms of interactive instruction, item number 5 "provides learning tasks or activities that cater diverse learners' learning needs" got the highest weighted mean of 3.91 described as Strongly agree or "Always" employed while item number 4 "groups pupils by shared interests, topic or ability for assignments" got the lowest weighted mean of 3.62 still described as "Always" employed.

Table 3.1 Perception of the Respondents on the Instructional Approaches Employed by Multigrade Teachers in terms of Interactive Instruction

Statements	Pupils WM	Teachers WM	School Heads WM	Overall Perceptions WM	Overall Perceptions DV
1. establishes appropriate learning stations in the classroom.	3.81	3.85	3.88	3.85	SA
2.utilizes instructional materials at varying readability levels	3.73	3.8	3.88	3.80	SA
3. models lessons based on students' learning styles	3.73	3.8	3.88	3.80	SA
4. groups pupils by shared interest, topic or ability for assignments	3.50	3.6	3.75	3.62	SA
5. provides learning tasks or activities that cater diverse learners' learning needs	3.84	3.9	4	3.91	SA
Composite Mean	**4.47**	**3.79**	**3.88**	**3.80**	

Legend:
Rating Scale	Description	Interpretation
3.26 – 4.00	Strongly Agree (SA)	Always Employed
2.51 – 3.25	Agree (A)	Sometimes Employed
1.76 – 2.50	Disagree (DA)	Rarely Employed
1.00 – 1.75	Strongly Disagree (SD)	Never Employed

The results revealed that school heads, teachers and learners have perceived that multigrade have always employed the instructional approaches specifically interactive interaction in class. Generally, it has been strongly agreed by the respondents that the multigrade teachers have "Always" employed interactive instruction in multigrade classes.

Item number 1, which states "engages pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates," received the highest weighted mean of 3.82, described as "Always" or "Strongly Agree" regarding its application in the classroom. This suggests that cooperative learning is consistently implemented in multigrade settings, allowing students to actively engage with one another and participate in group tasks, ensuring inclusivity and collaboration across all learning levels.

Table 3.2 presents the respondents' perceptions regarding the instructional approaches employed by multigrade teachers, specifically in terms of cooperative learning.

The relatively high mean indicates that the majority of teachers prioritize cooperative learning in their instructional practices, which likely plays a key role in enhancing student engagement and achievement in multigrade classrooms (Hawkridge, 2023).

Meanwhile, table 3.3 portrays the respondents' perception on the instructional approaches employed by multigrade teachers in terms of experiential learning.

Table 3.2 Perception of the Respondents on the Instructional Approaches Employed by Multigrade Teachers in terms of Cooperative Learning

Statements	Pupils WM	Teachers WM	School Heads WM	Overall Perceptions WM	Overall Perceptions DV
1. engages pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates	3.72	3.85	3.88	3.82	SA
2. provides opportunities that are both social and academic in nature.	3.64	3.7	3.63	3.66	SA
3. examines cross-level progress to verify deliverables are handed over from seniors to juniors on time to begin their project	3.52	3.65	3.63	3.60	A

4. makes interaction between group members to bring about active responses to one another	3.58	3.8	3.56	3.65	SA
5. applies grading mechanism that rewards vertical cooperation	3.66	3.7	3.63	3.66	SA
Composite Mean	**3.62**	**3.74**	**3.67**	**3.68**	**(SA)** **Always Employed**

Legend:
Rating Scale	Description	Interpretation
3.26 – 4.00	Strongly Agree (SA)	Always Employed
2.51 – 3.25	Agree (A)	Sometimes Employed
1.76 – 2.50	Disagree (DA)	Rarely Employed
1.00 – 1.75	Strongly Disagree (SD)	Never Employed

Table 3.3 Item number 1 "develops creative and interactive instructional materials with the aid of technology" ranked the first with the highest weighted mean of 3.77 interpreted as "Always" employed. On the other hand, it was Strongly Agreed by the respondents that item number 3 "gives them access to innovative resources" gained the lowest weighted mean of 3.39 but still described as "Always" employed teaching approach.

Table 3.3 Perception of the respondents on the instructional approaches
employed by multigrade teachers in terms of Experiential Learning

Statements	Pupils	Teachers	School Heads	Overall Perceptions	
	WM	WM	WM	WM	DV
1.develops creative and interactive instructional materials with the aid of technology	3.73	3.7	3.88	3.77	SA
2. prepares interactive lessons using the laptop or computer, projector and screen	3.59	3.85	3.75	3.73	SA
3. gives them access to innovative resources	3.38	3.3	3.5	3.39	SA
4. applies hands-on activities for multigrade learners to work on	3.58	3.55	3.44	3.52	SA
5. utilizes different types of technology in the classroom, including a virtual classroom, creates learners who are actively engaged with learning objectives.	3.51	3.75	3.69	3.65	SA
Composite Mean	**3.56**	**3.63**	**3.65**	**3.65**	**(SA) Always Employed**

Legend:
Rating Scale	Description	Interpretation
3.26 – 4.00	Strongly Agree (SA)	Always Employed
2.51 – 3.25	Agree (A)	Sometimes Employed
1.76 – 2.50	Disagree (DA)	Rarely Employed
1.00 – 1.75	Strongly Disagree (SD)	Never Employed

These findings suggests that teachers frequently use technology to create engaging, creative, and interactive materials that enhance the experiential learning process. Teachers who prioritize technology in this way may be more successful in adapting their instructional practices to the diverse needs of multigrade learners, as it allows for individualized learning experiences (Msimanga, 2020).

Table 4 means that students consistently demonstrate strong cooperation, whether working individually or in groups, which is a key indicator of positive engagement and collaboration in the classroom. The lower weighted mean could reflect a need for further development or reinforcement of study skills, particularly in terms of consistency and application. Generally, the respondents assessed that learners have "Very Good" learning behavior given the overall composite mean of 3.68.

Since students from different grade levels learn together, they often collaborate, which fosters a sense of responsibility and teamwork. Generally, the respondents assessed that learners have "Very Good" learning behavior given the overall composite mean of 3.68. In study on multigrade teaching, Veenman (2021) found that peer interaction and group work helped bridge the academic gaps between students of different ages. In multigrade settings, cooperative learning behaviors such as helping peers, working in groups, and engaging in discussions are critical to creating a supportive and inclusive learning environment.

This highlights the importance of fostering a classroom culture that values collaboration and mutual support, especially in multigrade settings where diversity in age and ability levels is present. The "Very Good" rating suggests that learners are not only adapting well to the instructional setup but are also developing interpersonal skills essential for academic and social growth. Teachers play a crucial role in encouraging cooperative learning by designing activities that promote shared responsibilities and peer assistance.

Table 4. Respondents' Perception the Learning Behavior of Multigrade Learners

Statements	Pupils WM	Teachers WM	School Heads WM	Overall Perceptions WM	DV
1. displays empathy by perceiving sensitively and walking in someone else shoes	3.5	3.7	3.63	3.61	SA
2. uses productive habits of mind/study habits	3.51	3.45	3.63	3.53	SA
3. reflects on the meaning of the learning experience.	3.54	3.8	3.75	3.70	SA
4 cooperates actively in group or individual classroom tasks	3.68	3.75	4	3.81	SA
5. maintains positive relationship with classmates and the teacher	3.54	3.6	3.88	3.67	SA
6. visibly works on assignment either individually or in group	3.52	3.65	3.75	3.64	SA
7 reads assignment or text silently or aloud.	3.58	3.6	3.63	3.60	SA
8. holds positive beliefs about themselves	3.61	3.55	3.75	3.64	SA
9. participates in regular classroom experiences appropriate to their cognitive and maturational levels.	3.71	3.75	3.88	3.78	SA
10. shows interest in selecting learning materials may be more beneficial in promoting academic success	3.68	3.7	3.88	3.75	SA
11. has strong interest in what they learn and will be learned in class	3.63	3.75	3.75	3.71	SA
12. likes high challenge academic tasks to expend the maximum level of effort	3.46	3.6	3.75	3.60	SA
13. interacts and works alongside peers and adult	3.63	3.85	3.75	3.74	SA
14. communicates with peers about the activity or task assigned	3.69	3.8	3.88	3.79	SA
15. frequently asks the teacher questions about the lessons or texts read	3.65	3.5	3.5	3.55	SA
Composite Mean	**3.60**	**3.67**	**3.76**	**3.68**	**(SA) Very Good**

Legend:
Rating Scale   Description   Interpretation
3.26 – 4.00   Strongly Agree (SA)   Very Good
2.51 – 3.25   Agree (A)   Good
1.76 – 2.50   Disagree (DA)   Fair
1.00 – 1.75   Strongly Disagree (SD)   Poor

Table 5.1 Perception of the Respondents on the Learners' Level of Satisfaction in terms of Classroom Management

Statements	Pupils WM	Teachers WM	School Heads WM	Overall Perceptions WM	DV
1. ensures that your pupils know the rules and why they are in place should be enough to stem most casual behavior issues	3.75	3.8	3.75	3.77	SA
2. involves pupils in the creation of rules or code of conduct for the classroom, such as by designing a poster or reward system for a display is a way to build your expectations into the class culture	3.67	3.8	3.75	3.74	SA
3. does not allow the bad discipline to take over the lesson – deal with the incident and move quickly back to the learning activities you have planned	3.69	3.85	3.88	3.81	SA
4. plans engaging lessons that involve movement to reduce the likelihood of discipline issues, especially if the class can expend some energy at the same time	3.72	3.9	4	3.87	SA
5. makes it clear to your pupils that you wipe the metaphorical slate clean daily, and everyone gets a fresh chance each day	3.71	3.8	3.75	3.75	SA
6. creates an exciting and friendly learning environment	3.62	3.8	4	3.81	SA
7. enhance pupils learning achievement through enrichment and intervention activities	3.76	3.9	4	3.89	SA
8. motivates each pupil to take part or participate in class activities	3.80	3.9	3.88	3.86	SA
9. allows pupils to do independent learning tasks	3.75	3.95	3.88	3.86	SA
10. model good relationship with pupils and parents	3.79	4	4	3.93	SA
Composite Mean	**3.73**	**3.87**	**3.90**	**3.83**	**(SA) High-ly Satisfied**

Legend:
Rating Scale   Description   Interpretation
3.26 – 4.00   Highly Satisfied   Strongly Agree (SA)
2.51 – 3.25   Agree (A)   Moderately Satisfied
1.76 – 2.50   Disagree (DA)   Slightly Satisfied
1.00 – 1.75   Strongly Disagree (SD)   Not Satisfied

Moreover, table 5.1 elucidates the respondents' perception of the learners' level of satisfaction in terms of classroom management. The result indicates that among the evaluated classroom management practices, "modeling good relationships with learners and parents" was perceived most positively by respondents, earning the highest weighted mean of 3.93. This suggests that teachers are particularly effective in building strong, respectful, and supportive relationships with both students and their families an essential aspect of fostering a positive learning environment. The high rating reflects learners' satisfaction with how teachers communicate, show empathy, and engage families as partners in education (Inman & Marlowe, 2021).

Table 5.2 indicates that learners greatly appreciate teachers' ability to deliver well-organized lessons and to tailor instruction based on individual learning needs and preferences.

Meanwhile, item number 3 "consistently implements the existing classroom rules" gained the lowest weighted mean of 3.69, still described as "Highly Satisfied". This slight variation suggests that while classroom rule enforcement is effective, it may be perceived as slightly less consistent compared to other instructional strategies.

A study by Tredoux (2021) aligns with the given findings which examined the relationship between different instructional practices and various student outcomes, including motivation, cognitive strategies, and academic achievement. The research found that constructivist instructional practices, which emphasize student-centered learning and active engagement, positively influenced students' deep processing strategies, self-efficacy, task values, and academic performance.

**Table 5.2 Perception of the Respondents on the Learners'
Level of Satisfaction in terms of Instruction**

Statements	Pupils WM	Teachers WM	School Heads WM	Overall Perceptions WM	Overall Perceptions DV
1. ensures classroom lessons run smoothly as planned	3.73	3.9	4	3.88	SA
2. prepares useful instructional materials	3.73	3.75	3.75	3.74	SA
3. consistently implements the existing classroom rules	3.68	3.65	3.75	3.69	SA
4. assigns class leaders each day	3.64	3.7	3.88	3.74	SA
5. understands each pupil's learning styles and interest	3.73	3.9	4	3.88	SA
6. provides concrete applications to knowledge and skills learned in the classroom	3.71	3.85	3.75	3.77	SA
7. encourages pupils to be aware of the choices they make and how they fit into a greater societal context	3.72	3.95	3.88	3.85	SA
8. prepares lesson plans that inspire creativity, imagination, and the motivation to pursue self-initiated learning in the pupil	3.78	3.9	3.88	3.85	SA
9. implements activities that have relevance to a pupil's life	3.8	3.7	3.75	3.75	SA
provides classroom materials that relate to their real-world/everyday life	3.8	3.9	3.86	3.85	SA
Composite Mean	**3.73**	**3.82**	**3.83**	**3.79**	**(SA) Highly Satisfied**

Legend:
Rating Scale	Description	Interpretation
3.26 – 4.00	Strongly Agree (SA)	Highly Satisfied
2.51 – 3.25	Agree (A)	Moderately Satisfied
1.76 – 2.50	Disagree (DA)	Slightly Satisfied
1.00 – 1.75	Strongly Disagree (SD)	Not Satisfied

Table 6.1 reveals a significant relationship between the respondents' profile specifically age, sex, and grade level and learners' behavior in multigrade classes, as indicated by p-values (Age = 0.005, Sex = 0.0023, Grade Level = 0.009), all of which are below the 0.05 significance level.

Table 6.1 Significant Relationship Between the Respondents' Profile and Their Behavior

Variables		∝	p-value	Interpretation
Profile of the Respondents				
Learners' Behavior in Multigrade Class	Age	0.05	0.005	Significant
	Sex	0.05	0.0023	Significant
	Grade Level	0.05	0.009	Significant

This leads to the rejection of the null hypothesis, confirming that demographic factors are significantly associated with student behavior. The implication is that learners' profiles influence how they interact and behave in multigrade settings, and that teachers' approaches are effective as evidenced by active pupil participation. Supporting this, Gonzalez et al. (2021) found that age and gender significantly affect classroom behavior, with younger students being more impulsive and female students displaying more compliant behavior.

Table 6.2 indicates a significant relationship between the respondents' profile age, sex, and grade level and their level of satisfaction, with all p-values (0.003, 0.004, and 0.002) falling below the 0.05 significance level. This leads to the rejection of the null hypothesis, confirming that learner characteristics significantly influence satisfaction in multigrade classes. The results imply that when teachers understand and adapt to students' diverse learning styles and interests, satisfaction with classroom instruction increases. This is supported by Buaraphan, Inrit, and Kochasila (2020), who found that students are more satisfied when teaching methods align with their individual preferences.

Table 6.2 Significant Relationship Between the Respondents' Profile and Their Level of Satisfaction

Variables		∝	p-value	Interpretation
Profile of the Respondents				
Level of Satisfaction	Age	0.05	003	Significant
	Sex	0.05	0.004	Significant
	Grade Level	0.05	0.002	Significant

Table 6.3 Significant Relationship Between the Respondents' Profile and Their Academic Success

Variables		∝	p-value	Interpretation
Profile of the Respondents				
Academic Success	Sex	0.05	0.003	Significant
	Age	0.05	0.002	Significant
	Grade Level	0.05	0.004	Significant

Table 6.3 reveals a significant relationship between the learners' profile specifically sex, age, and grade level and their academic success in a multigrade class, as indicated by p-values (Sex = 0.003, Age = 0.002, Grade Level = 0.004), all below the 0.05 significance level. This leads to the rejection of the null hypothesis, confirming that demographic characteristics significantly influence academic outcomes. The majority of learners achieved "Outstanding Performance" with GPAs ranging from 90–100, suggesting that these demographic factors may positively shape learning engagement and effectiveness of instruction. This is supported by research from Kaisa (2022) and Hyry-Beihammer & Hascher (2022), which highlight how gender, age, and grade level can affect academic performance and learning behaviors, particularly in multigrade settings where peer interaction across levels enhances educational outcomes. These findings imply that understanding and leveraging learner profiles can contribute to creating a more effective and responsive multigrade learning environment that promotes high academic achievement.

Table 7.1 Significant Relationship Between the Instructional Approaches Used by Multigrade Teachers and Learners' Behavior

Variables		∝	p-value	Interpretation
Instructional Approaches Used by Multigrade Teachers				
Learners' Behavior	Interactive instruction	0.05	0.0038	Significant
	Cooperative learning	0.05	0.0060	Significant
	Experiential learning	0.05	0.0032	Significant
	Explicit teaching	0.05	0.0048	Significant

Table 7.1 shows a significant relationship between the instructional approaches used by multigrade teachers and learners' behavior, with all p-values falling below the 0.05 level. This implies that teaching

strategies such as interactive instruction, cooperative learning, experiential learning, and explicit teaching positively influence student behavior. The findings suggest that when teachers use engaging and student-centered methods, learners are more likely to exhibit positive behaviors and participate actively in class. This is supported by Hencox (2022), who emphasized that interactive approaches enhance student engagement and reduce behavioral issues. Therefore, adopting varied and responsive instructional methods is essential for promoting positive learner behavior in multigrade classrooms.

Table 7.2 Significant Relationship Between the Instructional Approaches
Used by Multigrade Teachers and Learners' Level of Satisfaction

Variables		∝	p-value	Interpretation
Instructional Approaches Used by Multigrade Teachers				
Learners' Level of Satisfaction	Interactive instruction	0.05	0.0041	Significant
	Cooperative learning	0.05	0.0072	Significant
	Experiential learning	0.05	0.0042	Significant
	Explicit teaching	0.05	0.0098	Significant

Table 7.2 reveals a significant relationship between the instructional approaches used by multigrade teachers and learners' level of satisfaction, with all p-values below the 0.05 threshold. This implies that teaching methods such as interactive instruction, cooperative learning, experiential learning, and explicit teaching positively influence how satisfied students feel with their learning experience. When teachers use varied and engaging strategies, students are more likely to feel valued, understood, and motivated. These findings are supported by Smith and Wiggins (2021), who emphasized the role of personalized and collaborative instruction in increasing student satisfaction in multigrade settings. Thus, effective instructional approaches are key to fostering a fulfilling and responsive learning environment.

Table 7.3 Significant Relationship Between the Instructional Approaches
Used by Multigrade Teachers and Academic Success

Variables		∝	p-value	Interpretation
Instructional Approaches Used by Multigrade Teachers				
Academic Success	Interactive instruction	0.05	0.0078	Significant
	Cooperative learning	0.05	0.0031	Significant
	Experiential learning	0.05	0.0052	Significant
	Explicit teaching	0.05	0.0062	Significant
	Explicit teaching	0.05	0.0062	

The findings in Table 7.3 imply that the instructional approaches used by multigrade teachers such as interactive instruction, cooperative learning, experiential learning, and explicit teaching significantly influence learners' academic success. With all p-values below the 0.05 level, it is evident that engaging and learner-centered strategies contribute to better academic performance. This suggests that how teachers deliver content and interact with students directly affects how well students learn and achieve. Supporting studies by Casserly & Maguire (2021) and McClellan (2021) affirm that appropriate instructional approaches enhance student outcomes in multigrade settings. Therefore, thoughtful selection and implementation of teaching strategies are essential in promoting academic excellence.

CONCLUSIONS

The instructional approaches employed by multigrade teachers significantly influence learners' learning behavior, satisfaction, and academic achievement. In multigrade classrooms where learners of varying ages and grade levels learn together effective teaching strategies are essential in cultivating a positive and engaging learning environment that supports academic success. In conclusion, instructional methods in multigrade settings play a critical role in shaping learners' experiences. When appropriately implemented, these approaches promote active engagement, provide meaningful support, and motivate learners to achieve their full potential.

Furthermore, teachers who tailor their instructional approaches to accommodate these diverse learner characteristics are more likely to foster inclusive, responsive, and effective classrooms. By recognizing and addressing the unique needs of their students, multigrade teachers can enhance both satisfaction and academic outcomes, ultimately enriching the overall educational experience.

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MANAGERIAL SKILLS OF SCHOOL HEADS AND TEACHERS' TEACHING EFFECTIVENESS

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ABSTRACT

This study explored the impact of school heads' managerial skills on teachers' teaching effectiveness. Utilized a descriptive survey method, the research aimed to depict participants accurately and collect quantitative data through standardized questionnaires. Sierra Bullones, Bohol, Philippines serves as the study's primary locale, with 230 public school teachers and 24 school heads participating. Modified survey instruments, including questionnaires on school principals' supervisory leadership practices, teachers' school engagement, and teachers' performance management were utilized. Findings revealed that school heads demonstrate high levels of managerial skills, with a significant association found between these attributes and teachers' teaching effectiveness. The study concluded that school heads' managerial skills significantly influence teachers' teaching effectiveness, emphasizing their pivotal role in creating an effective educational environment.

Keywords: Managerial Skills, School Heads, Teachers, Teaching Effectiveness

INTRODUCTION

Education plays a vital role in a country's development, and effective school leadership is crucial in ensuring the quality of education. School heads are responsible for managing and leading the school's operations, creating a conducive environment for learning, and maintaining high teaching standards.

Developing professional competencies and managerial skills is essential for school heads to achieve their goals effectively. The impact of such competencies and skills on teachers' teaching effectiveness cannot be overemphasized.

In the Philippines, the Department of Education recognizes the significant role of school heads in ensuring the delivery of quality education. School heads are expected to possess professional competencies and managerial skills that enable them to provide effective leadership to their teachers. The effectiveness of school heads in their roles has a direct impact on teachers' job satisfaction, which, in turn, impacts students' academic performance.

According to Alinier and Mangan (2018), school heads' leadership style significantly affects teachers' job satisfaction and their teaching effectiveness. Similarly, Alavi, Revaei, and Vakilifard (2019) found that school heads' managerial skills, particularly in the areas of communication, decision-making, and problem-solving, have a significant impact on teachers' job satisfaction and performance. It is essential to prioritize the development of school heads' competencies and managerial skills through relevant training programs and other capacity-building initiatives. By doing so, school heads can lead effectively, create a positive learning environment, and support teachers in providing quality education to students.

Considering this, the researcher is motivated to further explore the professional competencies and managerial skills of School Heads and their impact on teachers' teaching effectiveness in the public elementary and secondary schools of Sierra Bullones District.

OBJECTIVES OF THE STUDY

The main thrust of this study was to ascertain the relationship between the Managerial Skills of School Heads and its Impact to Teachers' Teaching Effectiveness.

Specifically, it seeks to answer the following questions:

1. What is the perception of the respondents on the School Heads' level of Professional Competencies in terms of:
    1.1 Instructional Leadership;
    1.2 Organizational Management; and
    1.3 Interpersonal Effectiveness?
2. What is the perception of the respondents on School Heads' level of Managerial Skills in terms of:
    2.1 Strategic Planning;
    2.2 Financial Management;
    2.3 Human Resource Management; and
    2.4 Communication?
3. What is the assessment of the respondents on the teachers' teaching effectiveness?
4. Which of the school heads' attributes, professional competence and managerial skills, significantly predict teachers' teaching effectiveness?

RESEARCH METHODOLOGY

To evaluate the extent of the impact of teachers' effectiveness from the Professional Competencies and Managerial Skills of the School Heads of Sierra Bullones, Bohol, Philippines. The researchers used the descriptive survey method.

In gathering the data, the study used modified survey instruments: Questionnaire on School Principals' Supervisory Leadership Practices; Questionnaire on Teachers' School Engagement; and Questionnaire on Teachers' Performance Management.

After accumulating the data, it was tallied, tabulated, collated, and subjected to descriptive and inferential statistics for evaluation and interpretation in accord to the problems of the study.

RESULTS AND DISCUSSION

Table 1. Respondents' Assessment on the School Heads' Level of Professional Competence

Statements	School Heads		Teachers		Overall	
	WM	DI	WM	DI	WM	DI
Instructional Leadership	3.42	HC	3.50	HC	3.46	HC
Organizational Management	3.52	HC	3.43	HC	3.48	HC
Interpersonal Effectiveness	3.51	HC	3.55	HC	3.53	HC
Composite Mean	**3.48**	**HC**	**3.49**	**HC**	**3.49**	**HC**

Legend:

Rating Scale	Verbal Interpretation (VI)	Weighted Mean (WM)
3.25 – 4.00	Highly Competent (HC)	
2.50 – 3.24	Moderately Competent (MC)	
1.75 – 2.49	Fairly Competent (FC)	
1.00 – 1.74	Not Competent (NC)	

Table 1 presents the respondents' assessment of the school heads' level of professional competence across three key areas: instructional leadership, organizational management, and interpersonal effectiveness. The respondents include both school heads and teachers, and an overall ranking is provided based on the weighted means of their ratings. The assessment is based on specific statements within each area, and the respondents rate them on a scale of 1 to 4, with 4 being "Highly Competent" and 1 being "Not Competent."

The result shows that both school heads and teachers view the school heads' professional competence positively, with most ratings falling under the "Highly Competent" category. The overall composite mean for each area is consistently "Highly Competent" as well.

In terms of Instructional Leadership, school heads and teachers agree that school heads are effective in providing guidance and resources for curriculum development aligned with educational standards. They also excel in observing and providing constructive feedback on teaching practices to enhance instructional quality.

Meanwhile, in organizational management, the school heads' ability to develop and implement strategic plans that align with the school's vision and goals is recognized as a strong competence. Efficiently allocating resources, such as instructional materials and technology, to enhance teaching and learning experiences is also viewed positively. Utilizing data to identify areas for improvement and making informed decisions to address them is another aspect of organizational management that school heads are rated highly for. The surveyed individuals acknowledged the ability of proficient administrators to establish efficient systems such as accountability frameworks or data-driven decision-making processes (Goddard & Goddard, 2021).

Moreover, they recognized successful implementation of policies promoting collaboration among faculty members as an indicator of strong organizational management competencies. Establishing clear communication channels and effective systems for collaboration and coordination among staff members is also seen as a strength.

Furthermore, in the aspect of interpersonal effectiveness, both school heads and teachers acknowledge that school heads establish open and transparent communication channels with teachers to understand their needs and provide support.

Creating a positive and inclusive school culture that promotes collaboration, respect, and trust among staff members is also recognized. Resolving conflicts and addressing concerns promptly to maintain a harmonious working environment is another strong aspect of interpersonal effectiveness for school heads. Skilled principals excel at building positive relationships not only within their schools but also outside them—an essential aspect for establishing partnerships with families or community organizations (Hallinger et al., 2016).

Overall, the table indicates that the school heads demonstrated a high level of professional competence, as perceived by both teachers and themselves. This positive assessment suggests that school heads possess effective instructional leadership, organizational management, and interpersonal skills, contributing to a positive school environment and student learning outcomes.

In the aspect of strategic planning, school heads and teachers concurred that school heads are effective in aligning instructional goals, curriculum, and assessment practices. They also show competency in setting priorities and allocating resources based on identified needs and objectives. Creating a culture of continuous improvement through regular progress monitoring is also recognized as a strong managerial skill. Respondents emphasized that effective strategic planning requires foresight to anticipate future challenges while identifying opportunities for growth (Smith & Johnson 2018). A study by Brown et al. (2020) highlights how strategic plans must integrate stakeholder input to ensure buy-in from all levels within a school community.

Table 2. Respondents' Assessment on the School Heads' Level of Managerial Skills

Statements	School Heads		Teachers		Overall	
	WM	DI	WM	DI	WM	DI
Strategic Planning	3.43	HC	3.46	HC	3.45	HC
Financial Management	3.51	HC	3.51	HC	3.51	HC
Human Resource Management	3.54	HC	3.52	HC	3.53	HC
Communication	3.60	HC	3.56	HC	3.58	HC
Composite Mean	3.52	HC	3.51	HC	3.52	HC

Legend:

Rating Scale	Verbal Interpretation (VI)	Weighted Mean (WM)
3.25 – 4.00	Highly Competent (HC)	
2.50 – 3.24	Moderately Competent (MC)	
1.75 – 2.49	Fairly Competent (FC)	
1.00 – 1.74	Not Competent (NC)	

Moreover, in the financial management, school heads' ability to allocate resources to support effective teaching and learning receives positive feedback. Additionally, ensuring equitable distribution of resources across classrooms and departments is seen as a strong skill. Making informed decisions regarding resource allocation for maximum impact is also rated highly. According to Simmons and Jackson

(2019), inadequate financial management can hinder schools from achieving their objectives or lead them into unsustainable practices such as deficit budgeting.

Effective leaders should improve their knowledge about diverse funding sources available in both public and private sectors (Jones & Thompson 2017).

In human resource management, both school heads and teachers acknowledge that school heads provide support and professional development opportunities to enhance teachers' skills and knowledge. Creating a positive work environment through effective communication and recognition is also recognized. School heads are seen as effective in establishing a culture of collaboration and teamwork among teachers. Upon assessing survey data collected by Wilson et al., it was found that competent human resource management enhances teacher satisfaction which directly impacts student achievement positively (2021). Leveraging interpersonal skills becomes paramount when fostering collaboration among educators towards professional development initiatives (Smithson & Roseman 2020).

Furthermore, in terms of communication, school heads excel in facilitating open and transparent communication channels between teachers and school leadership. Strong communication skills facilitate effective decision-making processes within an institution (Deremy & Oliyathnalli (2002; Alvessonet.al., 1995). Establishing effective feedback mechanisms to support ongoing professional growth and improvement is also viewed positively.

Encouraging collaboration and the sharing of best practices among teachers is another aspect of communication that school heads are rated highly for. However, engaging parents and community members to promote partnership and support for teaching and learning received a lower ranking compared to other aspects.

Overall, the table indicates that the school heads demonstrate a high level of competency in their managerial skills, as perceived by both teachers and themselves. This positive assessment suggests effective leadership and management within the school environment.

Table 3.1 presents the respondents' assessment of the teachers' teaching effectiveness in terms of commitment. The respondents include 230 individuals, and the assessment is based on specific statements related to the teachers' commitment to their students and profession.

Table 3.1. Respondents' Assessment on the Teachers'
Teaching Effectiveness as to Commitment

Statements	WM	DI
The teacher…/ As a teacher, I		
demonstrate sensitivity to students' ability to attend and absorb content information.	4.01	VS
integrate sensitivity his/her learning objectives with those of the students in a collaborative process.	4.14	VS
make self-available to students beyond official time.	4.02	VS
regularly come to class on time, well-groomed and well-prepared to complete assigned responsibilities.	4.15	VS
keep accurate records of students' performance and prompt submission of the time.	4.14	VS
Average Weighted Mean	**4.09**	**Very Satisfactory**

Legend:

Rating Scale	Verbal Interpretation (VI)	Weighted Mean (WM)
3.25 – 4.00	Highly Competent (HC)	
2.50 – 3.24	Moderately Competent (MC)	
1.75 – 2.49	Fairly Competent (FC)	
1.00 – 1.74	Not Competent (NC)	

The teacher and school head-respondents rated each statement on a scale of 1 to 5, with 5 being "Outstanding" and 1 being "Fairly Satisfactory." Teachers who exhibit high levels of commitment are more likely to inspire and motivate students, fostering an environment conducive to effective learning (Jenkins et al., 2018).

The results indicates that the teachers' teaching effectiveness, specifically in terms of commitment, as highly rated by the respondents. The average weighted mean for all the statements is 4.09, which falls under the category of "Very Satisfactory."

Studies have indicated that higher job satisfaction leads to increased teacher motivation and engagement (Hornstra et al., 2016). When educators experience fulfillment through classroom interactions or

witness positive changes in their students' lives due to effective instruction delivery; they become motivated stakeholders determinedly committed toward achieving both personal growth goals as well as improved student performance outcomes.

Overall, the table indicates that the teachers' commitment to their students and profession is highly valued by the respondents. Teachers are perceived as being sensitive to their students' needs and learning objectives, making themselves available beyond official time, and demonstrating punctuality and preparedness. They are also recognized for keeping accurate records and promptly submitting them. This positive assessment suggests that the teachers are dedicated to their roles and responsibilities, which contributes to their teaching effectiveness and the overall learning experience of their students.

Table 3.2 presents the respondents' assessment of the teachers' teaching effectiveness in terms of their knowledge of the subject matter. Similar to Table 5.1, the respondents rate each statement on a scale of 1 to 5, with 5 being "Outstanding" and 1 being "Fairly Satisfactory." The assessment is based on specific statements related to the teachers' mastery of the subject matter and their ability to present relevant and up-to-date information to their students.

Table 3.2. Respondents' Assessment on the Teachers'
Teaching Effectiveness as to Knowledge of the Subject

Statements	WM	DI
The teacher…/ As a teacher, I		
demonstrate mastery of the subject matter (explain the subject matter without relying solely on the prescribed textbook).	4.26	O
draw and share information on the state on the art of theory and practice in his/her discipline.	4.08	VS
integrate subject to practical circumstances and learning intents/purpose of students.	3.93	VS
explain the relevance of present topics to the previous lessons, and relates the subject matter to relevant current issues and/or daily life activities.	4.05	VS
demonstrate up-to-date knowledge and/or awareness on current trends and issues of the subject.	4.10	VS
Average Weighted Mean	**4.08**	**Very Satisfactory**

Legend:
Rating Scale	Descriptive Interpretation (DI)	Weighted Mean(WM)
3.25 – 4.00	Outstanding (O)	
2.50 – 3.24	Very Satisfactory (VS)	
1.75 – 2.49	Satisfactory (S)	
1.00 – 1.74	Fairly Satisfactory (FS)	

According to Smith (2015), knowledgeable instructors are better equipped to identify both common misconceptions among learners and areas where further explanation or clarification may be necessary. Consequently, they can deliver well-structured lessons with clarity, guiding students towards meaningful comprehension.

The results indicates that the teachers' teaching effectiveness, specifically regarding their knowledge of the subject matter, is highly rated by the respondents. The average weighted mean for all the statements is 4.08, falling under the category of "Very Satisfactory." Research shows that the educator's command over the subject plays a significant role in shaping students' confidence levels and motivation for learning (Brown et al., 2017).

Overall, the teacher's knowledge of the subject matter is highly regarded by the respondents. They recognized for their mastery of the subject, ability to present state-of-the-art information and integration of the subject into practical circumstances. This positive assessment suggests that the teachers possess strong subject knowledge and can effectively convey relevant and up-to-date information to their students, enhancing the overall learning experience.

Table 3.3 displays the respondents' assessment of the teachers' teaching effectiveness concerning teaching for independent learning. Similar to the previous tables, the respondents rate each statement on a scale of 1 to 5, with 5 being "Outstanding" and 1 being "Fairly Satisfactory." The assessment focuses on specific statements elated to the teachers' ability to promote independent learning among their stu-

dents. Active learning methodologies are essential tools employed by exemplary teachers seeking to promote independence among their students (Weimer, 2012).

Table 3.3. Respondents' Assessment on the Teachers' Teaching Effectiveness as to Teaching for Independent Learning

Statements	WM	DI
The teacher…/ As a teacher, I		
create teaching strategies that allow students to practice using concepts they need to understand (interactive discussion).	3.97	VS
enhance students' self-esteem and/or gives due recognition to students' performance/ potentials.	4.01	VS
allow students to create their own course with objectives and realistically defined student-professor rules and make them accountable for their performance.	4.16	VS
allow students to think independently and make their own decisions and holding them accountable for their performance based on their success in executing decisions.	3.85	VS
encourage students to learn beyond what is required and help/guide the students' how to apply the concepts learned.	4.05	VS
Average Weighted Mean	**4.01**	**Very Satisfactory**

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Outstanding (O)	
2.50 – 3.24	Very Satisfactory (VS)	
1.75 – 2.49	Satisfactory (S)	
1.00 – 1.74	Fairly Satisfactory (FS)	

Through engagement in activities such as discussions, group work exercises or hands-on experiments, individuals develop skills like critical thinking, information synthesis and application independently. These approaches positively impact motivation levels among learners while enabling them to take ownership of their academic journey.

The results specify that the teachers' teaching effectiveness, particularly in fostering independent learning, is highly rated by the respondents. The average weighted mean for all the statements is 4.01, falling under the category of "Very Satisfactory." Teachers play a fundamental role in facilitating students' ability to become autonomous learners. Their instructional techniques, classroom management strategies, and supportive environment all significantly influence students' capacity for self-directed study (Brookfield, 2015).

Overall, the table suggests that the teachers are effective in promoting independent learning among their students. They create interactive discussions for students to practice and understand concepts better. Additionally, teachers enhance students' self-esteem and encourage them to take ownership of their learning by allowing them to create their own course and make independent decisions. Furthermore, teachers encourage students to go beyond the required learning and apply concepts in real-world scenarios. This positive assessment indicates that the teachers are successful in fostering a culture of independent learning and self-directed growth among their students.

Table 3.4 presents the respondents' assessment of the teachers' teaching effectiveness concerning the management of learning. The assessment focuses on the teachers' ability to create conducive learning conditions and experiences that enhance students' understanding and contribute to the attainment of collective learning objectives. The results indicate that the teachers' teaching effectiveness in managing learning is highly rated by the respondents, with an average weighted mean of 3.99, falling under the category of "Very Satisfactory."

Table 3.4. Respondents' Assessment on the Teachers' Teaching Effectiveness as to Management of Learning

Statements	WM	DI
The teacher…/ As a teacher, I		
create opportunities for intensive and/or extensive contribution of students in the class activities (e.g. breaks class into dyads, triads or buzz/task groups)	4.15	VS
assume roles as facilitator, resource person, coach, inquisitor, integrator, referee in drawing students to contribute to knowledge and understanding of the concepts at hands.	3.89	VS
design and implements learning conditions and experience that promotes healthy exchange and/or confrontations.	4.01	VS

structure/re-structure learning and teaching-learning context to enhance attainment of collective learning objectives.	3.94	VS
use of Instructional Materials (audio/video materials: fieldtrip showing, computer aided instructions and etc.) to reinforce learning processes.	3.94	VS
Average Weighted Mean	**3.99**	**Very Satisfactory**

Legend:

Rating Scale	Descriptive Interpretation (DI)	Weighted Mean (WM)
3.25 – 4.00	Outstanding (O)	
2.50 – 3.24	Very Satisfactory (VS)	
1.75 – 2.49	Satisfactory (S)	
1.00 – 1.74	Fairly Satisfactory (FS)	

Overall, the results suggests that the teachers are effective in managing the learning process in their classrooms. They create opportunities for active student participation and assume multifaceted roles to facilitate meaningful discussions and learning experiences. Additionally, teachers design learning conditions that encourage healthy exchange and confrontations, promoting deeper understanding of the concepts.

Table 4 shows the multiple regression analysis to determine significant predictors of teachers' teaching effectiveness. Analysis of the data showed that the School Heads' professional competence (Beta=0.515, p=0.038) and managerial skills (Beta=0.904, p<.001) are positively related to teachers' teaching effectiveness. The regression coefficient is positive indicating that as the level of professional competence and managerial skills of the school heads increase, teachers' level of teaching effectiveness also increases.

Table 4. Multiple Regression Analysis to Determine Significant Predictors of Teachers' Teaching Effectiveness

Model	Beta	t	P-value	R-square	Interpretation
Professional Competence of School Heads	0.515	2.080	0.308	0.171	Significant
Managerial Skills of School Heads	0.904	3.779	<.001		Significant

Moreover, the professional competence and managerial skills of school heads are significant predictors of the teachers' teaching effectiveness. The r-square of 0.171 signifies that about 17.10% of the variability of teaching effectiveness of teachers can be explained by the school heads professional competence and managerial skills. The 82.90% can be explained by other variables.

CONCLUSIONS

Based on the thorough analysis and findings of the study, the researcher concluded that the School Heads' Professional Competence and Managerial Skills emphasize its vital role in fostering Teachers' Teaching effectiveness which could lead to an effective educational environment.

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EMPLOYEE'S WORK VALUES THAT AFFECT THE OPERATION OF BEACHES IN THE PROVINCE OF AURORA

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ABSTRACT

The study focused on the work values of employees that affect the operation of beaches in Aurora Province. On the other hand, this research work could simply help the beach owners to enhance the work values exemplified by the personnel for better relationship and achieved the company's goal and objective. In like manner, this research paper could also provide insights and basis to improve the work values of employees in their daily undertakings. Moreover, this research focus on job factor, economic factor, benefit factor, health factor, relationship factor, work load factor and insurance factor. However, the focal point on this paper reveals on the employee's work values. It is believed that values contribute a strong brand identity, helps build trust and loyalty both employees and the clients. It also shapes the overall culture of the workplace fostering a more positive, inclusive and supportive environment. Further, clear and consistent values help create a sense of shared purpose and direction, fostering a more cohesive, engages and satisfied workforce.

INTRODUCTION

In the fast-changing world, especially in the last few decades, in modern industries that require higher skill sets and knowledge-based industries, employers can hardly continue to exploit workers for maximum output while not offering the appropriate and competitive commensuration accordingly.

Accordingly, improved literacy and the easy access to internet, tapping into unlimited and enormous information through the world almost without boundaries, people can now see and hear for themselves and compare what they are currently working as, the job scope and exposure for advancement and the salary that they are drawing versus what the outside world or other companies may be able to offer.

This new globalization reality needs to be understood by the employer and in order to maintain competitiveness, attracting and retaining key talents in this highly competitive global market, the company requires to model and develop the right workforce to excel in their businesses. Few people in this world now will just work contentedly for one company for life if they feel that they can get more elsewhere, whether if it is in terms of money, exposure, job scope enlargement and career advancement.

Moreover, values can act as a strong compass for professional and personal development. Identifying what has relevance, purpose and meaning in one's career is important. Intrinsic work values are the core principles that motivate and engage in the job. On the other hand, hard work pushes to learn and improve. By setting high standards for oneself are striving for excellence and personal growth.

In like manner, it leads to increased productivity, as employees with a strong work ethic are more likely to be dedicated and committed to work. Whereas, one of the most fundamental ways work values impact career successes are by guiding career choices. When individuals understand their work values, they are better to choose career and employees that align with their principles. Defining one's workplace, values will help communicate with the team more clearly and give the whole organization a broader sense of purpose.

Further, values are important because they help the individuals to grow and develop. They help us to create the future we wanted to experience. For every individual and every organization is involved in making hundreds of decisions every day.

Having employees who are willing to voluntarily go beyond their assigned tasks in order to perform extra activities that could promote the attainment of the organizational objectives is advantageous on the

part of a service-oriented industry such as the resort industry. Organ coined this phenomenon as organizational citizenship behavior.

Considering that it is a people industry, it is important to ensure that the employees are committed to its organization so as to ensure that they can genuinely give quality service to their guests and be productive assets to their company in the long run. However, there are many factors that affect the organizational citizenship behavior of employees.

Successful job performance is not conclusive evidence of alignment of company and employee work values, since the latter may do the job well rather from some positive attitude toward the job when values are more perfectly aligned, employee dependability, loyalty and satisfaction can more reliability be inferred and predicted, with benefits for employer and employee alike. Work values are the aspects of individuals' jobs or outlook on work that they find important and include character traits that make them good employees. An employees' values are central among factors that make him/her a good or bad fit for the job and the organization.

The contemporary workplace is complex and the values work that workers possess are changing fast, including within generational cohorts (Elgana & Imran, 2014), through different life stages. Understanding the work values of workforce in each generation with various demographic backgrounds in a specific industry, a company is expected to meet employee needs and wants in order to promote favorable working environments, thereby leading to increased performance and workforce productivity (Kupperschmidt, 2000), employee creativity (Liang, 2012), and employee job satisfaction. Thus, it is important for hotel managers to identify and understand their employees' work values because it will help them maintain a competitive edge due to the imbalance between supply and demand in employment (Solnet & Hood, 2008) and have positive impacts on employee work outcomes and productivity (Liang, 2012).

Work values may be defined as "evaluative standards associated with work or the work environment by which individuals determine what is 'right' or assess the importance of preferences" (Dose, 1997). George and Jones (1999) described work values as employee attitudes towards their workplace expectations and how they are pursued. In addition, Elizur (1984) defined work values as individual perceptions about particular outcomes concerning work attributes which are perceived as critical to work. Work values are considered to be a continuing perspective that leads an employee to assess his/her workplace, whether it is fundamentally right or wrong (Judge & Bretz, 1992). Work values are hierarchically structured around what individuals believe has significance for their working lives (Lyons et.al.,2010). The focus on values as opposed to attitudes was due to the fact that values do not conform to certain conditions or situations and are more likely to be stable (White, 2006). In addition, it is believed that people have fewer values than attitudes and that values have a greater impact on perceptions, attitudes and behaviors (Lyons, Higgins and Duxbury, 2010).

Moreover, managers should try to encourage the values that are beneficial to the organization and try to hire employees that display appropriate values. Human resources department should indicate job descriptions in such a way that the employee will be able to tell as to whether the job aligns with their values.

Employees should develop values, such as honesty that transfer to all jobs; but should also look for jobs that match their preferences, such as working with people or away from people. Employees are the individuals who create and implement innovative solutions in organizations; therefore, their work values are critical to organizational innovation. The literature provides evidence of some individual innovation antecedents; however, only recently has research started to investigate the role of personal work values in explaining innovation.

Because personal work values are the guiding principles in people's lives, affecting their goals and actions. It is particularly promising because values are postulated as being important drivers of actions in organizational settings. However, empirical studies concerning these relationships are scarce. Values are thought to be relatively stable and less malleable than attitudes. This probably explains why many interventions aim at changing attitudes rather than values. Nevertheless, there are two domains in which policy-makers and change-agents have tried to bring about value change.

STATEMENT OF THE PROBLEMS

This research paper aimed to determine the employee's work values that affect the operation of Beaches in the Province of Aurora.

The following are the specific research questions:
1. What is the profile of the respondents in terms of highest educational attainment, number of years in the service and the level of seminars attended.
2. What are the factors that influence the work values of the employees as to:
   2.1 Job Factor
   2.2 Economic Factor
   2.3 Benefit Factor
   2.4 Health Factor
   2.5 Relationship Factor
   2.6 Work Load Factor
   2.7 Insurance Factor
3. What are the challenges that affect towards work values?

METHODOLOGY

The main objective of the study is to find out the employees work values that affect the operation of beaches in the Province of Aurora. Descriptive research is a type of research that attempts to describe the status of the study's focus. Common techniques include questionnaires, interviews, normative surveys, case studies, job analyses, observational research, developmental studies and correlational studies.

The researcher made use of the Descriptive-Survey method to assess the work values among resort employees in the Province of Aurora. Descriptive research method was used when the researcher wants to describe specific behavior as it occurs in the environment. In the case of the present study, interview and focal group discussions with resort managers, and rank and file employees were also conducted to further enrich the information gathered.

To perform data analysis, the statistical tools that were used include percentage and frequency distribution, weighted mean, analysis of variance independent T-test, Pearson-r. Percentage and frequency distribution were used to present the profile of the respondents. The following Likert Scale was used: 4.21-5.00 - Very Satisfied, 3.41-4.20 - Satisfied, 2.61-3.40 – Moderately Satisfied; 1.81-2.60 – Slightly Satisfied, and 1.00 -1.80 – Least Satisfied.

FINDINGS

This study deals with the presentation of the data which analyzed and interpreted in response on the deterrents encountered in this research journal.

Table 1. Profile of the Respondents

Highest Educational Attainment	Frequency	Percentage
High School Graduate	18	72
College Level	5	20
College Graduate	2	8
Total	**25**	**100**
Number of Years in the Service	**Frequency**	**Percentage**
0 – 1 years	12	48
2 – 3 years	6	24
4 – 5 years	3	12
6 years and above	4	16
Total	**25**	**100**
Trainings/Seminars Attended	**Frequency**	**Percentage**
Provincial Level	6	24
Municipal Level	19	76
Total	**25**	**100**

On the respondent's highest educational attainment, it could be seen that high school graduates were dominant as confirmed by the employees themselves. However, there were 5 or 20 percent of the employees finished college level and 2 of them were college graduate.

The employee's number of years in beach resort reveals that most of them were young in terms of service rendered. As seen in the data gathered, there were 12 or 48 percent of the employees working for 0-1 year. On the other hand, there were 6 or 24 percent of the employees were in the beach resort for 2-3 years. Likewise, there were 4 or 16 percent of the respondents working for 6 years and above. Lastly, there were 3 respondents confirmed working for 4-5 years. The data shows that majority of the respondents were young in terms of services rendered in beach resorts.

With regard to the level of seminars attended by the respondents, municipal level was dominant as confirmed by the 12 employees. On the other hand, there were 6 or 24 percent of the respondents attended in the provincial level conducted. As confirmed by the data gathered, that the employees attended in the municipal and provincial level conducted. Trainings is crucial for the organizational success as it enhances employee skills, improves performance, boost morale and fosters a positive work environment, and ultimately contributing to the organization's overall growth and competitiveness.

The researcher utilized the Likert Five-Point Scale in all the variables presented except in the respondent's profile.

Point	Range	Qualitative Description
5	4.21 – 5.00	Very Affective
4	3.41 – 4.20	Affective
3	2.61 – 3.40	Moderately Affective
2	1.81 – 2.60	Slightly Affective
1	1.00 – 1.80	Least affective

Table 2. Factors that Influence the Work Values of Employees

Factors	Weighted Mean	Qualitative Description
A. Job Factor		
Working Hours	4.18	S
Level of Freedom	4.25	VS
Nature of Work	4.07	S
Average Weighted Mean	**4.17**	**Satisfied**
B. Economic Factor		
Grievance Facilities	4.12	S
Salary	4.07	S
Financial Rewards	3.40	MS
Loan Facilities	4.21	VS
Average Weighted Mean	**3.95**	**Satisfied**
C. Benefit Factor		
Leave Facilities	4.23	VS
Promotional Opportunities	3.36	S
Retirement Benefits	4.15	MS
Average Weighted Mean	**3.91**	**Satisfied**
D. Health Factor		
Sanitary Facilities	4.22	VS
Health Care Service	4.18	S
Working condition	3.37	MS
Average Weighted Mean	**3.92**	**Satisfied**
E. Relationship Factor		
Relation with Superior	4.13	S
Relation with Peers	4.09	S
Average Weighted Mean	**4.11**	**Satisfied**
F. Workload Factor		
Work Load	4.12	S
Facilities for Job	4.09	S
Average Weighted Mean	**4.10**	**Satisfied**
G. Insurance Factor		
Insurance Services	4.16	S
Average Weighted Mean	**4.16**	**Satisfied**
Grand Weighted Mean	**4.05**	**Satisfied**

On the factor that influence the work values of employees, the job factor came out dominant among the factors presented. Among others level of freedom had given a mean of 4.25 and interpreted as very

satisfied while working hours and nature of work described as satisfied as confirmed by the computed average mean.

On the other hand, insurance services had given a mean of 4.16 and interpreted satisfied. While, the relationship factor, relation with superior was dominant while peers had given a mean of 4.09.

All of which had given an average weighted mean of 4.11 and described as satisfied. Likewise, workload factor had given an average weighted mean of 4.10 and reveals satisfied.

With regard to the economic factor, the employees rated satisfied as confirmed by the average weighted mean of 3.95. In like manner, health and benefit factors were ranked respectively and the least among the factors presented.

As observed from the data reveals that the factors influence the job satisfaction of the employees in the provincial government.

Table 3. Challenges that Affect Towards Work Values

Deterrents	Weighted Mean	Qualitative Description
Interpersonal conflict	2.53	SD
Communication Problem	2.57	SD
Low Motivation	2.60	SD
Bullying	2.50	SD
Discrimination	2.55	SD
Average Weighted Mean	**2.55**	**Slightly Difficult**

It could be seen from the data gathered on the deterrents affective towards work values utilized by the respondents that employees' low motivation and communication problem were rated slightly difficult problems. While discrimination reveals slightly difficult problem as supported by the computed mean. The workplace is typically an environment in which people with different personalities, communication styles, and worldviews interact. These differences are one of potential sources of workplace issues and can ultimately lead to stress and tension for those involved. Although all employees have the right to be treated fairly and to feel safe in the workplace, some employees face interpersonal conflict, bullying, and/or discrimination. On the other hand, low motivation, or lack of it can stem from various factors, including health conditions, life stressors or ever just being overwhelmed.

CONCLUSIONS

From the aforementioned findings drawn, the conclusions arrived at:
1. Personnel are internally and externally satisfied with their work and fulfilled with a fruitful work performance.
2. Employees are contented with the salary recured and other benefits intended for them.
3. Sound human relation inspires everyone to work cooperatively in a conducive atmosphere.
4. Thus, the respondents' employees were satisfied in their workplace.

RECOMMENDATIONS

In the light of the findings and conclusion, the following recommendations are hereby formulated;
1. Heads should be aware on the deterrents encountered by the employees to their respective department.
2. That employees' problems and other related factors should be settled on their level or jurisdiction.
3. That issues and concerns of employees should be discussed carefully during meetings and conferences scheduled.
4. That sound relation among the personnel and department heads should be enhance to arrive at the point of achieving goals and objectives.
5. That employees should undergo higher level of trainings/seminars for personal growth and development.
6. Similar studies should be conducted in the higher level along this line for improvement.

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UTILIZATION OF GENERATIVE ARTIFICIAL INTELLIGENCE IN EDUCATION: POTENTIAL, CHALLENGES, AND EFFECTIVENESS

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ABSTRACT

This study aimed to explore the potential, challenges, and effectiveness of utilizing generative artificial intelligence (AI) in education among public secondary schools in the districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) for the 2024-2025 school year. The study employed a quantitative research approach using a descriptive-comparative design, utilizing structured survey questionnaires administered to school heads, teachers, and learners in the CAMAG Districts. Key findings revealed that ChatGPT was the most widely used AI tool. revealed that both school heads and teachers perceive high potential for generative AI in educational settings, particularly in assessment, where it is valued for generating diverse types of evaluations. The potential for lesson implementation and instructional planning is also recognized but considered less pronounced, especially in adapting teaching materials and recommending resources efficiently. Challenges identified included technical limitations, particularly the lack of technical support, and issues surrounding curriculum alignment, with the need to redesign curricula seen as the most significant hurdle. Ethical concerns, particularly regarding data privacy and student confidentiality, were also highlighted as key challenges. Despite these challenges, generative AI was deemed effective in resource generation, helping educators create diverse materials for various learning styles. However, its impact on instructional support and professional development was considered less effective, particularly in providing personalized recommendations for teacher development. Further, the study found a significant difference in how school heads and teachers perceive the potential and challenges of generative AI. Teachers expressed a more favorable view of its potential and found it slightly more challenging to implement compared to school heads. There was, however, no significant difference between the two groups regarding the perceived effectiveness of generative AI, with both sharing similar positive views. The results suggest that while there is strong recognition of generative AI's value in education, targeted interventions are needed to address technical, curricular, and ethical challenges for effective integration. This study underscores the transformative potential of generative AI in education, particularly in assessment, lesson delivery, and resource generation. It recommends clear ethical guidelines, improved training and infrastructure, active teacher and student engagement, and further research on sustainable AI integration.

Keywords: Generative AI in Education, Artificial Intelligence, Potential, Challenges, Effectiveness

INTRODUCTION

Artificial intelligence (AI) encompasses technology that allows machines to simulate human capabilities such as learning, decision-making, and creativity (Stryker & Kavlakoglu, 2024). Generative AI, a subset of AI, enables the creation of unique content, including text, images, and code, through sophisticated machine learning techniques. Introduced widely through tools like ChatGPT in 2022, generative AI has gained significant traction across various fields due to its capacity to boost efficiency, enhance creativity, and support personalized content creation (Stryker & Scapicchio, 2024). Within education, generative AI holds particular promise for addressing challenges and improving educational practices, as highlighted by United Nations Educational, Scientific and Cultural Organization [UNESCO] (2019), which cites AI's potential to promote inclusive, equitable, and lifelong learning opportunities.

Research suggested that AI can significantly transform the roles of educators and students, fostering a collaborative model that enhances personalized support and student engagement (Fengchun & Mutlu, 2024; UNESCO, 2023). Studies further indicated that generative AI is being used extensively to streamline lesson planning, automate administrative tasks, and provide tailored resources, thus allowing educators to devote more time to student-centered activities (Nguyen, 2024; Milberg, 2024). However, challenges remain, including concerns about data privacy, biases, and the need for continuous professional development to ensure that AI enhances rather than replaces human-led teaching (Bellas et al., 2024; Harbinger Group, 2024).

Despite advancements in AI, research remains limited on its potential, challenges, and effectiveness from the perspectives of school heads and teachers. This study stems from observed challenges in public schools, where uncertainty surrounds AI's role in improving instructional planning, lesson delivery, and assessment. Educators have raised concerns about its technical feasibility, ethical implications, and curriculum alignment. For instance, while tools like Khanmigo show promise in enhancing engagement and supporting instruction, implementation in CAMAG districts has been inconsistent due to limited training, poor internet access, and lack of institutional support.

Thus, this study examined the perception of secondary school heads, teachers, and learners in the CAMAG Districts for 2024–2025, focusing on generative AI's perceived potential, challenges, and effectiveness in education. The findings aim to guide meaningful integration of generative AI in education.

STATEMENT OF OBJECTIVES

The main aim of this study was to determine the potential, challenges, and effectiveness of the utilization of generative AI in education among public secondary schools in the Districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG) for the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. How do school heads and teachers perceive the potential of utilizing generative AI in education in terms of:
    1.1 instructional planning;
    1.2 lesson implementation; and
    1.3 assessment?
2. How do the respondents perceive the challenges of utilizing generative AI in education in the areas of:
    2.1 technical challenges;
    2.2 curriculum alignment (as perceived by school heads and teachers); and
    2.3 ethical concerns (as perceived by school heads and teachers)?
3. How do the respondents perceive the effectiveness of utilizing generative AI in education in the dimensions of:
    3.1 instructional support;
    3.2 resource generation (as perceived by school heads and teachers); and
    3.3 professional development (as perceived by school heads and teachers)?
4. Is there a significant difference between the perception of the school heads and teachers on the following factors:
    4.1 potential of generative artificial intelligence;
    4.2 challenges in the utilization of generative artificial intelligence; and
    4.3 effectiveness of generative artificial intelligence?
5. What intervention strategies can be proposed based on the results of the study?

RESEARCH METHODOLOGY

This study employed a quantitative approach, specifically a descriptive-comparative design, to examine the perceived potential, challenges, and effectiveness of generative AI in education among secondary school heads, teachers, and learners in the Districts of Candijay, Alicia, Mabini, Anda, and Guindulman (CAMAG). The participants of the study consisted of 21 secondary school heads, 315 teachers, and 945 learners from the CAMAG districts.

This study employed a survey questionnaire as the primary tool to collect data on the profiles of school heads and teachers, as well as their perceptions regarding the potential, challenges, and effectiveness of generative AI in education. The questionnaire was designed to facilitate structured and systematic data collection, allowing for an in-depth analysis of generative AI's role in educational settings.

Once the data was gathered, it was systematically tallied, organized into tables, and compiled. It was then analyzed using descriptive and inferential statistics to interpret the results in alignment with the study's research questions.

RESULTS AND DISCUSSION

This part presents the analysis and interpretation of data collected from school heads, teachers, and learners in the CAMAG districts for their perceptions of potential of generative AI in education, and the challenges and effectiveness of its use in education.

Table 1.1. Perception on the Potential of Utilizing Generative AI in Education in terms of Instructional Planning

Statements	School Heads		Teachers		Overall	
Generative AI can…	WM	VI	WM	VI	AWM	VI
1. can enhance lesson planning by providing relevant resources.	3.05	HP	3.20	HP	3.13	HP
2. can support differentiated instruction to meet students' individual needs.	3.05	HP	3.19	HP	3.12	HP
3. can streamline curriculum design by automating routine tasks.	2.95	HP	3.19	HP	3.07	HP
4. can align lessons with educational standards and learning outcomes.	2.86	HP	3.22	HP	3.04	HP
5. may help identify gaps in student knowledge during the planning phase.	3.00	HP	3.14	HP	3.07	HP
6. can enable collaborative lesson planning among teachers through shared resources.	2.86	HP	3.22	HP	3.04	HP
7. may simplify the integration of technology into lesson plans.	2.90	HP	3.29	VHP	3.10	HP
8. may offer real-time feedback on lesson effectiveness for timely adjustments.	2.90	HP	3.25	VHP	3.08	HP
9. may assist in recommending teaching materials and resources efficiently.	2.81	HP	3.16	HP	2.99	HP
Average Weighted Mean	2.93	High Potential	3.21	High Potential	3.07	High Potential

Table 1.1 presents the perception on the potential of generative AI in education in terms of instructional planning. Overall, the combined responses showed that the highest potential of generative AI in instructional planning was in statement 1 in enhancing lesson planning by providing relevant resources, with a weighted mean of 3.13 and interpreted as "High Potential." The lowest-rated item was statement 9 about the assistance in recommending teaching materials and resources efficiently, which received a weighted mean of 2.99, also interpreted as "High Potential." Studies further indicated that generative AI is being used extensively to streamline lesson planning, automate administrative tasks, and provide tailored resources, thus allowing educators to devote more time to student-centered activities (Nguyen, 2024; Milberg, 2024).

The overall average weighted mean across both groups was 3.07, which suggests a general perception of "High Potential" for the use of generative AI in instructional planning among educators. This indicates that while generative AI is viewed as a valuable tool for improving lesson planning, there is still some uncertainty or perceived limitation in its ability to recommend materials efficiently. As noted by Chen (2023), AI provides significant support in instructional planning by simulating student interactions, offering real-time feedback and recommendations, and generating post-teaching reports on classroom dynamics.

Table 1.2. Perception on the Potential of Utilizing Generative AI in Education in terms of Lesson Implementation

Statements	School Heads		Teachers		Overall	
Generative AI can...	WM	VI	WM	VI	AWM	VI
1) provides real-time feedback during the teaching process.	3.05	HP	3.23	HP	3.14	HP
2) assists in creating engaging and interactive lesson content.	2.95	HP	3.25	VHP	3.10	HP
3) allows for the integration of multimedia elements to enhance learning.	3.00	HP	3.25	VHP	3.13	HP
4) can adapt instructional materials based on student performance.	3.00	HP	3.18	HP	3.09	HP
5) fosters student engagement through personalized learning experiences.	3.00	HP	3.22	HP	3.11	HP
Average Weighted Mean	3.00	**High Potential**	3.22	**High Potential**	3.11	**High Potential**

Table 1.2 presents the perceptions of the school heads and teacher-respondents on the potential of utilizing generative AI in education in terms of lesson implementation. Overall, the combined responses of both groups revealed that the highest perceived potential of generative AI in lesson implementation was statement 1 about its ability to provide real-time feedback during the teaching process, which received a weighted mean of 3.14 and was interpreted as "High Potential." The lowest-rated indicator overall was statement 4 about the adaptation of instructional materials based on student performance, which received a weighted mean of 3.09, also interpreted as "High Potential." Additionally, school administrators also utilize generative AI to automate routine administrative duties, optimize resource allocation, and enhance recruitment strategies, thereby boosting the overall efficiency of educational institutions (Nguyen, 2024).

The overall average weighted mean was 3.11, which reflects a collective perception of "High Potential" for the role of generative AI in lesson implementation. This indicates a shared recognition across roles that generative AI can meaningfully support classroom delivery, particularly through its ability to offer immediate instructional support. Similarly, generative AI enhances lesson implementation by personalizing learning experiences, which boosts student engagement and retention (Sharma, 2024). Furthermore, by adjusting content formats to match individual learning preferences—such as visual aids for visual learners or text-based materials for those who learn best through reading—AI promotes deeper understanding and improves learning outcomes (Chawla et al., 2024).

Table 1.3. Perception on the Potential of Utilizing Generative AI in Education in terms of Assessments

Statements	School Heads		Teachers		Overall	
Generative AI can...	WM	VI	WM	VI	AWM	VI
1) can facilitate the creation of diverse assessment types (e.g., quizzes, projects).	3.10	HP	3.29	VHP	3.20	HP
2) provides insights into student performance trends and areas needing improvement.	3.19	HP	3.16	HP	3.18	HP
3) can automate grading, saving time for teachers.	3.00	HP	3.17	HP	3.09	HP
4) assists in developing formative assessments that inform instructional adjustments.	2.95	HP	3.18	HP	3.07	HP
5) enhances the feedback process by providing personalized recommendations.	3.10	HP	3.21	HP	3.16	HP
6) ensures fairness and objectivity in evaluations, reducing bias in grading.	3.05	HP	3.19	HP	3.12	HP
Average Weighted Mean	3.06	**High Potential**	3.20	**High Potential**	3.13	**High Potential**

Table 1.3 shows the perceptions of the school heads and teacher-respondents on the potential of utilizing generative AI in education specifically in the area of assessments.

Considering the responses of both groups, the overall results indicated that generative AI was most favorably perceived in statement 1 for its ability to create diverse assessment types, with a weighted mean of 3.20 and interpreted as "High Potential." The lowest-ranked indicator was statement 2 about the assistance in developing formative assessments, which received a weighted mean of 3.07, still within the interpretation of "High Potential." As Celik et al. (2022) showed that AI assists educators in planning by recognizing student needs, providing instant feedback during lessons, and streamlining assessments such as essay grading.

The combined average weighted mean across all six items was 3.13, suggesting a shared view of "High Potential" for the use of generative AI in educational assessment practices. This reflects a common acknowledgment among educators that generative AI holds substantial potential in enriching and streamlining the assessment process, particularly in generating varied evaluative tools. This aligns with the growing use of generative AI to create personalized and engaging learning materials and assessment tools tailored to specific learning outcomes (Pesovski et al., 2024). This suggests that diverse AI-generated materials can positively influence student participation and support learners who need additional help.

Table 2.1 Perception on the Challenges of Utilizing Generative AI in Education in terms of Technical Challenges

Statements	School Heads		Teachers		Learners		Overall	
Generative AI can…	WM	VI	WM	VI	WM	VI	AWM	VI
1. often lacks sufficient hardware resources for effective implementation in schools.	2.81	C	3.28	VC	2.94	C	3.01	C
2. is hindered by a shortage of appropriate software tools for classroom use.	3.00	C	3.28	VC	2.83	C	3.04	C
3. faces network connectivity issues that disrupt application use during lessons.	2.90	C	3.23	C	3.05	C	3.06	C
4. requires more technical support and expertise for successful integration.	3.29	VC	3.24	C	2.84	C	3.12	VC
5. suffers from inadequate training for teachers, leading to underutilization of tools.	2.95	C	3.20	C	2.67	C	2.94	C
6. incurs high costs that can be barriers for many schools.	3.24	C	3.21	C	2.73	C	3.06	C
7. can create inequities in access to technology for all students.	3.14	C	3.21	C	2.83	C	3.06	C
Average Weighted Mean	3.05	Challenging	3.24	Challenging	2.84	Challenging	3.04	Challenging

Table 2.1 illustrates the perceptions of the school heads, teachers, and learner-respondents regarding the technical challenges of utilizing generative artificial intelligence in education. The most significant challenge across all three groups was statement 4 about the need for more technical support and expertise, while the least pressing challenge was statement 5 about inadequate teacher training. This reflects a collective recognition of the pressing need for robust technical support systems and consistent professional development trainings for teachers to optimize the use of generative artificial intelligence in educational environments. Jack and Heng (2024) emphasized the importance of robust teacher training and professional development, alongside addressing technical barriers like the need for intuitive interfaces and compatibility with existing educational platforms.

Overall, the combined responses from school heads, teachers, and learners yielded an overall weighted mean of 3.04, which was interpreted as "Challenging." Likewise, Guettala et al. (2024) explored how generative AI supports adaptive learning and found it significantly enhances student engagement, performance, and skill development. However, the study also points to persistent technical challenges, including system integration issues, limited technical expertise among educators, and inadequate infrastructure. These findings underscore the importance of addressing technical barriers to fully realize the benefits of generative AI in educational settings.

Statements	School Heads		Teachers		Overall	
Generative AI can…	WM	VI	WM	VI	AWM	VI
1) struggles with aligning tools to existing curriculum standards.	3.10	C	3.25	VC	3.18	C
2) often requires curriculum redesign, posing challenges for educators.	3.43	VC	3.24	C	3.34	VC
3) lacks resources for developing AI-aligned curricula.	2.81	C	3.21	C	3.01	C
4) faces resistance from faculty when adopting new curricular changes.	3.24	C	3.25	VC	3.25	VC
5) complicates the assessment of its effectiveness in the curriculum.	3.33	VC	3.18	C	3.26	VC
6) must ensure tools meet diverse learning objectives.	3.14	C	3.24	C	3.19	C
7) challenges arise in balancing technology with traditional teaching methods.	3.10	C	3.11	C	3.11	C
8) lacks clear guidelines for integrating AI into curricula.	3.29	VC	3.17	C	3.23	C
Average Weighted Mean	3.18	Challenging	3.20	Challenging	3.19	Challenging

Table 2.2 presents the perceptions of school heads and teachers regarding the challenges of utilizing generative artificial intelligence in terms of curriculum alignment.

The most significant challenge identified across the groups was statement 2 about the requirement for curriculum redesign, while the least challenging issue was statement 3 about the lack of resources for developing curricula aligned with artificial intelligence. This reflects a shared understanding that while technical resources are important, the more critical concern lies in the structural and instructional shifts needed to embed generative artificial intelligence within the curriculum. Likewise, Guettala et al. (2024) conducted a comprehensive review of generative AI in adaptive learning, revealing its positive impact on student outcomes—such as engagement, performance, and skill development—while also highlighting ethical, technical, and pedagogical challenges that require collaborative solutions.

The overall average weighted mean for both groups was 3.19, interpreted as "Challenging." Indeed, generative AI holds transformative potential in education, but challenges around curriculum alignment remain significant. Jack and Heng (2024) found that educators struggle to integrate AI tools effectively due to a lack of alignment between AI-generated content and existing curricular goals, which raises concerns about instructional coherence and relevance. The study emphasizes the need for redesigned curricula and teacher training to ensure generative AI complements rather than disrupts educational objectives.

Table 2.3 Perception on the Challenges of Utilizing Generative AI in Education in terms of Ethical Considerations

Statements	School Heads		Teachers		Overall	
Generative AI can…	WM	VI	WM	VI	AWM	VI
1) raises concerns about data privacy and student confidentiality.	3.29	VC	3.19	C	3.24	C
2) can exhibit algorithmic bias, leading to unfair outcomes.	3.19	C	3.22	C	3.21	C
3) presents equity issues regarding access to AI resources for all students.	3.19	C	3.24	C	3.22	C
4) may lead to over-reliance on technology, affecting traditional teaching methods.	3.10	C	3.26	VC	3.18	C
5) faces challenges due to a lack of comprehensive ethical guidelines.	3.24	C	3.17	C	3.21	C
6) requires a balance between innovation and ethical responsibilities.	3.19	C	3.21	C	3.20	C
7) obligates educators to guide ethical AI use among students and staff.	3.14	C	3.21	C	3.18	C
Average Weighted Mean	3.19	Challenging	3.22	Challenging	3.21	Challenging

Table 2.3 presents the perceptions of school heads and teachers regarding the ethical considerations associated with utilizing generative artificial intelligence in education. The most significant shared concern was statement 1 about the protection of data privacy and student confidentiality, while the least pressing issues were statements 6 and 7 about the need for educators to actively guide ethical artificial intelligence use and overreliance to technology. This collective viewpoint emphasizes the necessity of establishing strong ethical standards and institutional safeguards to ensure responsible AI implementation in educational settings. Issues of academic integrity, such as plagiarism and the authenticity of student work, are also pressing, particularly in assessment contexts (Batista et al., 2024).

The overall average weighted mean for both groups was 3.21, interpreted as "Challenging." Concerns around student privacy, data security, and bias in AI-generated content are frequently cited, with systems potentially amplifying existing inequalities (Rashid et al., 2024). Additionally, many AI applications lack transparency in decision-making, making it difficult for educators to ensure fair and equitable treatment for all students.

Table 3.1. Perception on the Effectiveness of Utilizing Generative AI in Education in terms of Instructional Support

Statements	School Heads		Teachers		Learners		Overall	
Generative AI can...	WM	VI	WM	VI	WM	VI	AWM	VI
1) improves the quality of instructional materials available to educators.	3.24	E	3.19	E	3.05	E	3.24	E
2) enhances collaboration among teachers through shared AI resources.	3.33	VE	3.16	E	2.84	E	3.33	VE
3) contributes to better student outcomes in various subjects.	3.19	E	3.21	E	2.91	E	3.19	E
4) provides timely support for students struggling with concepts.	3.29	VE	3.15	E	3.03	E	3.29	E
5) can be effectively integrated into various teaching strategies.	3.38	VE	3.18	E	2.88	E	3.38	VE
6) promotes a more dynamic classroom environment.	3.19	E	3.21	E	2.88	E	3.19	E
Average Weighted Mean	3.27	Very Effective	3.19	Effective	2.93	Effective	3.27	Effective

Table 3.1 presents the perception of school heads, teachers, and learner-respondents regarding the effectiveness of utilizing generative artificial intelligence in education, specifically in terms of instructional support. The overall average weighted mean across all groups was 3.27, categorized as "Effective," indicating that all groups generally perceived the effectiveness of generative AI in terms of instructional support as positive, though with varying levels of perceived effectiveness. The highest-rated statement was statement 5 about AI's effectiveness in integrating to various teaching strategies similar to Zheng et al.(2021) that found a high effect size for AI's impact on learning achievement. However, the lowest was statement 5 about its contribution to various outcomes across different subjects and promoting a dynamic classroom. Similarly, Pahi et al. (2024) highlighted that the integration of ChatGPT alongside teaching assistants in Computer Science courses greatly improved instructional support. ChatGPT provided valuable clarifications and motivational feedback, complementing the TAs' technical assessments and ability to identify conceptual gaps. This collaboration resulted in enhanced feedback quality, fostering higher levels of student engagement and overall satisfaction with the learning experience.

Table 3.2. Perception on the Effectiveness of Utilizing Generative AI in Education in terms of Resource Generation

Statements	School Heads		Teachers		Overall	
Generative AI can...	WM	VI	WM	VI	AWM	VI
1) saves time in resource creation, allowing more focus on teaching.	3.10	E	3.18	E	3.14	E
2) can generate diverse content to meet various learning styles.	3.33	VE	3.29	VE	3.31	VE
3) helps in curating relevant materials from vast online resources.	3.24	E	3.19	E	3.22	E
4) supports the generation of supplementary materials for struggling students.	3.29	VE	3.25	VE	3.27	VE
5) facilitates access to the latest research and educational practices.	3.24	E	3.28	VE	3.26	VE
Average Weighted Mean	3.24	Effective	3.28	Very Effective	3.26	Very Effective

Table 3.2 presents the perception of school heads and teachers regarding the effectiveness of utilizing generative artificial intelligence in education, specifically in terms of resource generation.

The most effective aspect overall was statement 2 about the ability to generate diverse content to meet various learning styles, with a weighted mean of 3.31, while the least effective was statemen 1 about saving time in resource creation, with a weighted mean of 3.14. This highlights that while generative AI's versatility in content creation is highly valued, there may be a need for further development to fully address the efficiency needs of educators. According to Shah (2023), generative AI can support educators by automating grading, providing personalized and timely feedback, and delivering objective, bias-free evaluations. Generative AI also promotes accessibility by offering adaptable assessment formats, making evaluation more inclusive and efficient for diverse student needs.

The overall average weighted mean was 3.26, categorized as "Very Effective," indicating that both school heads and teachers generally perceived the effectiveness of generative AI in terms of resource generation positively, with teachers rating it slightly higher. Correspondingly, Kehoe (2023) found that generative AI greatly improves teachers' ability to efficiently create detailed lesson plans, unit outlines, and curriculum resources.

Table 3.3. Perception on the Effectiveness of Utilizing Generative AI in Education in terms of Professional Development

Statements	School Heads		Teachers		Overall	
Generative AI can...	WM	VI	WM	VI	AWM	VI
1) provides opportunities for personalized professional development.	3.24	E	3.25	VE	3.25	VE
2) enhances access to teaching strategies and pedagogical research.	3.38	VE	3.17	E	3.28	VE
3) facilitates peer collaboration and knowledge sharing among educators.	3.14	E	3.23	E	3.19	E
4) can support ongoing learning through AI-driven recommendations.	3.05	E	3.23	E	3.14	E
5) helps teachers stay updated on the latest trends in education technology.	3.33	VE	3.24	E	3.29	VE
Average Weighted Mean	3.23	Effective	3.22	Effective	3.23	Effective

Table 3.3 presents the perception of school heads and teachers regarding the effectiveness of utilizing generative artificial intelligence in education, specifically in terms of professional development. The most significant strength across all groups was statement 5 about AI's ability to help teachers stay updated to latest trends in educational technology, while the least effective aspect was statement 4 about AI-driven recommendations for ongoing learning. This collective result highlights a positive perception of AI's role staying updated, though both groups may see room for further improvements in personalized learning and ongoing recommendations to better support continuous professional growth. Similarly, it also ensures that educators stay updated with current trends and methodologies in a rapidly evolving educational landscape (Gray, 2023).

The overall average weighted mean was 3.23, categorized as "Effective." Gray (2023) highlighted that generative AI, such as ChatGPT, is highly effective in enhancing teacher professional development by offering personalized learning pathways tailored to individual needs. The use of AI encourages collaboration among educators, promoting the exchange of ideas and best practices in a supportive environment.

**Table 4.1 Test of Difference Between the Perception of the Respondents
on the Potentials of Generative Artificial Intelligence**

Variable	Mean		t-value	p-value	Interpretation	Decision
	School Heads	Teachers				
Potentials of the Generative Artificial Intelligence	3.00	3.21	-6.734	<.001	Significant	Reject H₀

Note: Difference is significant at 0.05 level (2-tailed); Effect Size = -1.211

The results presented in Table 4.1 revealed that there is a significant difference between the perception of teachers (M=3.21, SD=0.208) and school heads (M=3.00, SD=0.134) regarding the potentials of generative artificial intelligence. The t-test yielded a t-value of -6.734, with a p-value less than 0.001, indicating that the difference is statistically significant. The effect size value of -1.211 suggests a large difference in perceptions between the two groups.

A study by Langreo (2024) found that teachers are generally more hesitant and concerned about using artificial intelligence compared to administrators and curriculum designers, who tend to have more positive views about the technology. This aligns with your findings, where teachers expressed a more favorable view of generative AI's potential in education compared to school heads. The study also noted that teachers' familiarity and comfort with AI technology positively influenced their perceptions and ability to integrate it into classrooms. This suggests that increasing AI literacy among educators could bridge the perception gap between teachers and school leaders.

**Table 4.2 Test of Difference Between the Perception of the Respondents on the
Challenges of Generative Artificial Intelligence**

Variable	Mean		t-value	p-value	Interpretation	Decision
	School Heads	Teachers				
Challenges in the Utilization of the Generative Artificial Intelligence	3.14	3.22	-2.776	0.010	Significant	Reject H₀

Note: Difference is significant at 0.05 level (2-tailed); Effect Size = -0.516

The results presented in Table 7.2 revealed that there is a significant difference between the perception of teachers (M=3.22, SD=0.181) and school heads (M=3.14, SD=0.123) regarding the challenges in the utilization of generative artificial intelligence. The t-test yielded a t-value of -2.776, with a p-value of 0.010, indicating that the difference is statistically significant. The effect size value of -0.516 suggests a moderate difference in perceptions between the two groups.

The study by Filiz et al. (2025) examined factors influencing K–12 teachers' readiness to integrate AI into educational settings. Their findings revealed that teachers identified significant challenges, including technical issues, curriculum misalignment, ethical concerns, and cultural barriers, such as difficulties

adapting AI-generated content to local contexts. These challenges were perceived more acutely by teachers than by school leaders, who were more focused on institutional readiness and policy issues.

Table 4.3 Test of Difference Between the Perception of the Respondents on the Effectiveness of Generative Artificial Intelligence

Variable	Mean		t-value	P-value	Interpretation	Decision
	School Heads	Teachers				
Effectiveness of the Generative Artificial Intelligence	3.25	3.22	0.637	0.529	Not Significant	Do Not Reject Ho

Note: Difference is significant at 0.05 level (2-tailed); Effect Size = 0.117

The results presented in Table 3.3 indicate that there is no significant difference between the perceptions of teachers (M=3.22, SD=0.244) and school heads (M=3.25, SD=0.163) regarding the effectiveness of generative artificial intelligence. The t-test produced a t-value of 0.637 with a p-value of 0.529, which exceeds the 0.05 significance threshold, suggesting that the difference is not statistically significant. Additionally, the effect size of 0.117 indicates a small practical difference between the two groups.

A study by Kehoe (2023) examined the perceptions of Australian school leaders regarding the integration of artificial intelligence (AI) in schools. The findings revealed that school leaders recognize the transformative potential of AI in education, acknowledging its capacity to enhance teaching and learning processes. However, the study also highlighted concerns about the challenges associated with AI implementation, including issues related to equity, data privacy, and the need for professional development for educators. Despite these concerns, the overall perception of AI's effectiveness in education was positive among school leaders. This aligns with the findings, where both teachers and school heads hold similar views on the effectiveness of generative AI in education, with only a minor and practically insignificant difference between their perceptions. The study underscores the importance of addressing challenges and providing adequate support to ensure the successful integration of AI in educational settings.

CONCLUSIONS

This study highlights the emerging role of generative AI as a transformative tool in education, with strong perceived potential in educational assessment, lesson implementation, and the generation of diverse learning resources and supporting professional development. While its utility in instructional planning and direct teaching support is regarded as comparatively limited, the widespread adoption of platforms such as ChatGPT underscores its growing relevance in educational contexts. Moreover, both teachers and school heads exhibit greater optimism yet report heightened concern over ethical and curricular challenges—points to the complexity of AI integration in schools. Therefore, it emphasized the imperative for differentiated, evidence-informed strategies that address stakeholder-specific needs and foster the ethical, contextually aligned deployment of AI technologies to support sustainable educational innovation.

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WORK ENVIRONMENT THAT INFLUENCES THE EFFECTIVENESS OF THE PERSONNEL AT MAGDALENA GRAND BEACH AND FARM COTTAGES IN NORTHERN AURORA

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ABSTRACT

A positive work environment fosters a sense of belonging and encourages personnel to be more invested in their work, leading to better job performance. It can be a powerful marketing tool, attracting top talent and building a strong brand reputation. Further, positive work environment is deemed important in any organization to motivate the employees to give their best for the good of the company leading to higher productivity, morale and positive work culture. This journal paper focus on the work environment that influence the effectiveness of the personnel at Magdalena Grand Beach and Farm Cottages in Northern Aurora. It involves the MGB personnel to described their work environment that influence motivation to work effectively and efficiently. On the other hand, this study will serve as a background information for promoting and advocating conducive workplace particular at Magdalena Grand Beach and Farm Cottages. Likewise, this research helps the personnel air out issues and concerns to the management. In like manner this could served as an eye opener to both management and employees to address issues and problems affecting their work environment.

INTRODUCTION

Employees are very important assets in an organization. A good organization is one which takes care of its employees. This is often done by paying attention to the workplace environment. This is because the employees spend substantial part of the time of their lives at the workplace while carrying out their work. Hence, workplace environment influences their cognitive and emotional states, concentration, behavior, actions, and abilities. It plays an important role in the employees' engagement as well as in their performance. In fact, workplace environment has a big contribution for the organization in maintaining a high level of employees' productivity.

Workplace environment can be anything which exists around the employees where they work and which affect how they carry out their work. It consists of both external and internal conditions which can influence the working spirit and hence, reflect in their performance at work. There exists a strong interaction between employees' performance and physical workplace environment. The physical environment at work is critical to employees' performance, satisfaction, social relations and health. The environmental conditions at the workplace are important factors which has an influence on the employees' morale and job satisfaction and hence their performance.

In like manner, workplace environments can greatly affect productivity levels. It can be challenging because of distractions that are present in workplace. In order to ensure that employees have a fruitful day at work, it is important for companies to establish a good working environment for the workers/personnel.

According to (Chandrasekar, 2011), employee performance is influenced by several factors, namely: salary, work environment, organizational culture, leadership and work motivation, work discipline, job satisfaction, communication and other factors. From the several factors above, one way to improve employee performance is to pay attention to the work environment. According to (Nitisemito,2000) work environment is everything that exists around the workers who can influence themselves in carrying out the tasks that are carried out. The work environment in a company is very important to be considered by

management. Although the work environment does not carry out the production process in a company, but the work environment has a direct influence on the employees who carry out the production process. A comfortable work environment for employees can improve performance. Conversely an inadequate work environment will be able to reduce performance and ultimately reduce employee motivation.

The organization as the management must provide a comfortable and conducive work environment that is able to lure employees to work productively. Provision of a comfortable work environment will be able to provide satisfaction to employees on the work done and give a deep impression to employees who in the end employees will have good performance. Research on the work environment conducted by (Strek, 2005) in the book Management of Modern Office Administration by (Badri, 2006), explains that employees expect a comfortable work environment that can spoil employees while working. Then research conducted by (Chao, Schwartz, Milton and Burge Bardi, 2006), explains that an unhealthy and comfortable environment will reduce the level of productivity and morale of employees so that it will affect organizational goals. Unhealthy working environment conditions can cause employees to be easily stressed, not eager to work, come late, and vice versa if the work environment is healthy then the employees will certainly be enthusiastic about working, not easily sick, easy to concentrate 3 so that work becomes fast completed in accordance with the target. The work environment itself has two dimensions, namely the physical dimension (coloring the room, lighting, cleanliness, spatial planning, etc.) and the non-physical dimension (employee welfare, work atmosphere, relations between employees, etc.). The organization must be able to provide both dimensions in good condition so as to enable employees to continue working productively and cooperate with employees and leaders to achieve organizational goals.

As observed, lots of people work in offices with negative impact affects their performance. The continuous noise, lack of privacy, constant interruptions and the lack of social interaction can be very stressful for employees and they are not able to perform at their best. This is why there are so many studies shows that a good workplace is essential for productivity and happiness.

While, conducive workplace for personnel demand effective and efficient performance in any organization. The quality of the work environment impacts on employees' performance and subsequently influences the organization competitiveness, comfortable and motivating. Employees performance is the result effort, ability and perception of tasks. Creating a work environment promotes wellbeing of employees and increase individual performance is viewed as a strategy for enhancing company efficiency and productivity.

Hence, the workplace needs an environment in which the employee can carry out his work without any hindrances. An effective place is required to have an environment where the expected results can be achieved comfortably. Likewise, environment affects how employees in an organization interact, perform tasks, and are led. Environment as an aspect of the work environment has a direct effect on the human sense and it delicately changes interpersonal interactions and thus productivity. This is so because the characteristics of the workplace have consequences regarding productivity and satisfaction level. The workplace environment is the most critical factor for the employees to perform.

Furthermore, a positive and productive work environment is essential to wellbeing and success. This includes open communication, mutual respect, supportive culture and opportunities for growth. Additionally, factors like work life balance, fair compensation and job security are also important for overall satisfaction and a healthy work environment. On the other hand, there were variables presented that influence the effectiveness of the employees that affect their work environment as such: work environment, management support, work values, communication and training and development and the challenges encountered that affect their effectiveness at work.

Firstly, a conducive work environment cultivates sense of belongingness and fostering teamwork and collaboration. Positive work environment raises productivity, increases work satisfaction. Whereas, employees feel respected and supported by the employer is more likely to lead to high level of satisfaction. The atmosphere of a workspace often influenced an employee's mindset and growth.

Personnel working in a positive work environment may feel more motivated to produce high quality work consistently. Learning what is a positive working environment may help boost collaboration and improve productivity. It is believed further that employees who work in a positive atmosphere are more productive, engaged, innovative and likely to speak up. However, a poor workplace culture can negatively impact the company's bottom line, leading to low productivity and high turnover. Moreover, healthy

workplaces can promote and increase worker productivity because they are motivated. Healthy workplace supports healthy behavior patterns.

At this point of view, work conditions can have a significant impact on morale and productivity. In addition, healthy work conditions protect the well-being of employees, reducing the chances of workplace injuries along with resulting financial liabilities and the need to take time off. The researcher is the owner/proprietor of Magdalena Grand Beach and Farm Cottages in Northern Aurora and interested much to focus this journal research on the work environment that influence the effectiveness of the personnel and the like.

STATEMENT OF THE PROBLEM

The research focused on the work environment that influence the effectiveness of the personnel at Magdalena Grand Beach in Northern Aurora.

Specifically, it answers the following questions as follows:
1. What is the profile of the respondents as to age, gender, highest educational attainment, number of years in the beach resort and level of seminars attended?
2. To what extent are the variables influence the effectiveness of work environment of the personnel as to:
    2.1. Work Environment
    2.2. Management Support
    2.3. Work Values
    2.4. Communication
    2.5. Training and Development
3. To what extent are the challenges affect the work performance of the employees?

METHODOLOGY

The main objective of this study was to find out the status of work environment that influence the effectiveness of personnel at Magdalena Grand Beach and Farm Cottages in Northern Aurora. As such, the method most appropriate is the descriptive method. John Best (1970), an authority in educational research asserts that:

"The descriptive method best brings out the nature, status, and characteristics of an individual, a group or a phenomenon through an accurate recording and analysis of data gathered from a large scale. It is the descriptive method, which best presents what is as is."

The data was sourced out from the 25 respondent workers at Magdalena Grand Beach and Farm Cottages in Northern Aurora. To come up with the needed data, the researcher utilized the questionnaire and unstructured interview to counter check the reliability and validity of the data gathered from the respondents. The survey questionnaire was prepared by the researcher based on other research conducted similar to this paper. After a careful scrutiny, the researcher reviewed the manuscript before the final reproduction of the instrument. In addition, the questionnaire provides accurate and relevant information on the topic it investigates.

The respondents profile covers the age, gender, highest educational attainment, number of years in the beach resort and level of seminars attended relevant to their work. It is also discussed about the work environment that influence the effectiveness of the personnel at Magdalena Grand Beach and Farm Cottages in Northern Aurora.

After the preparation of the instrument, it was distributed to the target respondents to gather the needed data.

FINDINGS

In an effort to achieve the objectives of the study, this has been statistically assessed the work environment that influence the effectiveness of the personnel at Magdalena Grand Beach and Farm Cottages in Northern Aurora.

The study involved the presentation of the findings from the analysis done so far. Recommendations were based on the findings that had been provided to improve the work environment that influence the effectiveness of the personnel at Magdalena Grand Beach and Farm Cottages. On the other hand, in an organization with good employee relation provides fair and consistent treatment to all employees so they will be committed to the job and loyal to the company. Thus, workload given to employees is the main source of overworked, where employees find difficult to complete all the assigned tasks which leads to poor performance and diminished productivity. The study deals with the presentation of the data which were analyzed and interpreted in response to the problems presented on this research journal.

Table 1. Profile of the Respondents

Age	Frequency	Percentage
18 – 20	5	20
21 – 23	2	8
24 – 26	3	12
27 – 29	7	28
30 – 32	5	20
33 and above	3	12
Total	**25**	**100**
Gender	**Frequency**	**Percentage**
Male	20	80
Female	5	20
Total	**25**	**100**
Highest Educational Attainment	**Frequency**	**Percentage**
High School Level	20	80
College Level	5	20
College Graduate	0	0
Total	**25**	**100**
Number of Years in the Service	**Frequency**	**Percentage**
1 year	8	32
2 years	3	12
3 years	6	24
4 years	5	20
5 years and above	3	12
Total	**25**	**100**
Level of Seminars Attended	**Frequency**	**Rank**
Provincial Level	15	2
Municipal Level	18	1
Total	**25**	**100**

On the age stratification of respondents, it could be seen that there were 7 or 28 percent of the respondents under the age bracket of 27-29. While, there were 5 or 20 percent who responded belong to 18 -20 and 31-32 age bracket. Moreover, there were 3 of the personnel belong to age bracket of 24-26 and 33 and above. Least among the lists were ages 21-23. As implied by the data, most of the employees belong to younger of age and energetic enough to do the tasks.

With regard to respondent's gender, there were 80 percent of the total populace responded male. Whereas, there were 5 or 20 percent of the employees were female. Further, it is expected that male employees outnumbered the female respondents.

As could be gleaned from the data gathered, shows that there were 20 employees responded finished high school level. While, there were 5 or 20 percent of the total populace were in the college level. none among the respondents finished their college degree.

According to the data gathered, it could be seen that most of the respondents employed for 0-1 year and 3 years respectively. On the other hand, there were 5 or 20 percent responded in the beach for 4 years. Likewise, there were 3 respondents who confirmed working for 5 years and above. The data shows that the employees possessed different number of stay in the beach resort.

However, that the employees attended seminars/trainings conducted intended for them. Where, there were 18 personnel who attended in the municipal level. Accordingly, there were 15 respondents who

attended in the provincial level. It could be seen that the respondents attended level of trainings conducted to upgrade their skills and technical knowhow.

The researcher utilized the Likert Five-Point Scale in all the variables presented except in the respondent's profile.

Point	Range	Qualitative Description
5	4.21 – 5.00	Very Affective
4	3.41 – 4.20	Affective
3	2.61 – 3.40	Moderately Affective
2	1.81 – 2.60	Slightly Affective
1	1.00 – 1.80	Least affective

Table 2. Extent of the Variables that Influence the Effectiveness of Personnel

Factors	Weighted Mean	Qualitative Description
A. WORK ENVIRONMENT		
Thrust and respect from leadership	4.03	I
Clarity of expectations to work	4.12	FI
Freedom to decide one's own work task	4.07	I
Rewards to well performing employees	3.40	MI
Health and safety	4.09	I
Average Weighted Mean	**3.94**	**Influence**
B. MANAGEMENT SUPPORT		
Enhances self esteem	4.13	I
Develops and foster lasting relationship	4.16	I
Ability to cope stressful situations	4.02	I
Alleviates the effects of emotional distress	4.08	I
Promotes lifelong good mental health	4.05	I
Average Weighted Mean	**4.09**	**Influence**
C. WORK VALUES		
Respect company policy	4.22	FI
Shows tolerance	4.05	I
Deliver quality of work	4.15	I
Being positive	4.12	I
Honest	4.07	I
Average Weighted Mean	**4.12**	**Influence**
D. COMMUNICATION		
Facilitates effective communication	4.05	I
Be genuine, rather than manipulative	4.01	I
Flexible towards others	3.34	MI
Uses affirming response	4.03	I
Focuses on issue	3.37	MI
Average Weighted Mean	**3.76**	**Influence**
E. TRAINING AND DEVELOPMENT		
Increases job satisfaction	3.40	MI
Capacity to adopt new technology and methods	4.00	I
Develops innovations in strategies	3.76	I
Performs training needs assessment	3.35	MI
Equal opportunity in attending seminars/ trainings	3.71	I
Average Weighted Mean	**3.64**	**Influence**
F. CHALLENGES ENCOUNTERED		
Unconducive working environment	1.75	NS
Poor relation to peers	2.60	SS
Late dissemination of important information	2.50	SS
Lacks motivation to employees	2.53	SS
Rare opportunity to attend trainings/seminar	2.56	SS
Average Weighted Mean	**2.39**	**Slightly Serious**

On the work environment of employees, it could be seen that clarity of expectations to work described fully influence based on the computed mean. On the other hand, trust and respect from leadership, health and safety of the employees and freedom to decide one's own work tasks described influence. While rewards to well performing employees reveals moderately influence.

Environment in workplace greatly affects the positivity within the firm. Great energy can be created by an attractive, comfortable physical environment. The energy ultimately enhances productivity and success of the organization.

Employee who feels comfortable and supported in their work environment are more likely to be productive and efficient. Likewise, positive environment fosters sense of belongingness and camaraderie leading to increased employee engagement and work satisfaction.

On the management support that influences work environment of employees, the data shows that all the presented items were rated influence based on the computed mean. Meaning, social support greatly influences the work performance of personnel. Whereas, management support in business encouragement, and resources provided to ensure successful implementation and employee's personnel development.

As observed, when personnel feel valued and supported, more likely contribute their best efforts, leading to higher quality work. It can reduce stress environment and absenteeism among the employees. Moreover, it also promoted mental and physical health leading to reduce illness.

Further, employee's work values are work related qualities, principles and standards that really matter in the business or organization. Knowing one's work values can help to plan, look for opportunities in or make a career change. Whereas, work values of employees affect the working environment, however, at MGB it doesn't show Any negative behavior of the personnel.

Work values of employees shows that respect company policy fully influences the personnel as supported by the computed mean. However, items presented that work values described influence to a great extent.

Accordingly, personnel at MGB resort were guided by principles that shapes good attitude and behaviors towards their work. They represent what is important regarding their work environment, job responsibilities and desired outcomes of the beach resort.

Moreover, effective communication is a process of exchanging ideas, thoughts, knowledge and information to personnel in the best possible manner. Goals and values are an integral part of internal communication strategies during times of change. On the other hand, Effective communication reduces the cost associated with conflicts, misunderstanding, and mistakes. Thus, good communication skills are essential to allow employees to understand information more accurately and quickly.

Further, the communication practices presented on this research and uses affirming response were rated influence by the respondents. Likewise, genuine rather than manipulative had rated influence too. On the other hand, focus on issue and flexible towards others described moderately influence. The computed average mean reveals influence. As implied, effective communication is the lifeblood in any organization.

As practice, effective communication builds interpersonal relationships at home and at work. Helos understand individual, overcome diversities and clarify situations. Apparently, clear and transparent employee communication helps to prevent problems and get resolved quickly when do occur as experience. This really helps to preserve a harmonious workplace.

Influence of work environment as to training and development reveals that employees have the capacity to adopt new technology and methods, and develop innovation in strategies were interpreted influence. Whereas, there is an equal opportunity in attending seminars/trainings conducted. However, it also increased work satisfaction and perform training needs assessment described moderately influence. Whereas, training is a program that helps employees learn specific knowledge or skills to improve performance of the current roles.

As to the challenges encountered by the respondent employees reveals that poor relation to peers and rare opportunity to attend trainings and seminars were dominant but interpreted slightly serious. Likewise, lacks motivation to employees and late dissemination of important information were rated slightly serious too. While, unconducive working environment described serious problem.

It is widely accepted that the work environment has an impact positive or negative on employee's performance. The work environment strongly influences the extent of which employees are engaged in their work and committed to the organization. Furthermore, better work environment and the quality of training, the higher the motivation and job satisfaction will further increase employee work productivity. Thus, employee's motivation drives the quality of work and boosts performance in the workplace. Therefore, organizations achieve a great harmony in the whole workflow, influencing productivity positively.

Overall, a conducive work environment contributes to the success of the company by improving employee morale, productivity and retention.

CONCLUSIONS

The findings of this research are the sources of the conclusion and hereby presented:
1. Positive working environment are vital that redound to personnel work satisfaction. As a result, it boosts the work performance of the employees.
2. Positive attitude of the employees at MGB are well defined. It is a universal recognition that employees performance plays a key role in the achievement of the MGB goals.
3. Employees are expected to perform well when the environment is safe and conducive which can boost their performance.
4. The employer takes initiative and motivates the employees which can boost their performance.
5. Work performance increased when employees work cooperatively with others and contribute positively to the overall success of the organization.

RECOMMENDATIONS

Based on the findings and conclusion arrived at, the following recommendations were drawn:
1. Beach owners should establish and maintain conducive working environment among employees/personnel.
2. Managers should disseminate clear and update employees on important communications for proper information and guidance.
3. Both owners and employees should maintain good working environment to facilitate oneness and cooperation that redound to effective work performance and achieved the goals and objectives.
4. Employees should maintain good relation to peers and develop among themselves the sense of belongingness and maintain higher degree of integrity.
5. Heads and employees should upgrade themselves for personnel knowledge growth and development.
6. Further, similar studies should be conducted along this line using other variables to improve work environment in an organization.

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LEARNING DEVELOPMENT AND ENGAGEMENT IN OUTDOOR LEARNING ACTIVITIES

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ABSTRACT

This study investigated the impact on learners' social, emotional, and cognitive development of Grade 5 and Grade 6 learners in public elementary schools through outdoor learning activity engagement. It aimed to assess the learners' engagement across affective, behavioral, and cognitive domains, as well as their development in social, emotional and cognitive development, through a descriptive-correlational quantitative design. The study used purposive sampling to gather reliable data from four districts Danao, Dagohoy, San Miguel, and Trinidad each with 11 public elementary schools, totaling 44 schools. The study revealed that learners in both grade levels exhibited moderate levels of overall engagement and on development, with notable strengths in affective engagement particularly in their enjoyment of school and learning and environmental awareness, especially in caring for nature. No significant differences were found in engagement and development levels between Grade 5 and Grade 6 learners, indicating a consistent experience across both levels. However, the study identified a significant moderate positive correlation between learning engagement and development for both grade levels, suggesting that greater engagement in outdoor activities contributed positively to learners' holistic development. These findings highlight the potential of outdoor learning as an effective educational strategy for enhancing both engagement and growth among elementary students .

Keywords: Outdoor Learning Activity Engagement, Learners' Social Development, Learners' Emotional Development, Learners' Cognitive Development

INTRODUCTION

Outdoor learning (OL) is recognized as a "semantic umbrella" that encompasses a wide range of approaches and practices (Lacoste et al., 2021).   Well defined in various ways as part of a broad field that intersects with environmental education, adventure education, nature tourism, outdoor play, experiential education, and outdoor recreation (Gilbertson et al., 2022)

Today it is evolving, and traditional classroom setups often fail to promote well-rounded learning. Outdoor learning offers a fresh approach by helping learners connect classroom lessons with real-life experiences. It encourages active engagement, deeper understanding, and practical skill development (Rickinson et al., 2004). A systematic review highlighted that nature-specific outdoor learning can effectively produce holistic learning, well-being, and development outcomes. For Grade 5-6 learners, who learn best through hands-on and interactive activities, this method is especially beneficial (Piaget, 1952; Bernardo & Mendoza, 2021).

The K-12 curriculum in the Philippines emphasizes critical thinking, collaboration, and problem-solving, which outdoor learning naturally supports (DepEd, 2013). The Department of Education's MATATAG Curriculum, launched in 2023, aimed to develop competent, job-ready learners, aligning with the experiential nature of outdoor education (DepEd, 2023). However, the effect of outdoor learning on learners' engagement and growth is not yet fully understood, particularly in the Philippine context.

Engagement plays a key role in effective learning. Research shows that learners who are more engaged are more motivated and perform better (Fredricks et al., 2004). A 2022 study found that nature-specific outdoor learning can effectively produce holistic learning, well-being, and development outcomes (Waite et al., 2022).

This study examined how outdoor activities influence learners' cognitive, social, and emotional development. Grade 5-6 learners are at a crucial stage for developing positive attitudes and essential skills. Activities like teamwork and problem-solving in outdoor settings provide an excellent opportunity for growth. A systematic review emphasized that various forms of nature-specific outdoor learning can effectively produce holistic learning, well-being, and development outcomes (Waite et al., 2022).

This study investigated the impact of outdoor learning activities on the engagement and learning development of Grade 5 and Grade 6 learners in public elementary schools within the Sub-congressional (DADASANTRI) District. It specifically aims to compare the effectiveness of outdoor learning experiences with traditional indoor classroom activities in enhancing learners' behavioral, emotional, cognitive engagement, and overall learning development.

OBJECTIVES OF THE STUDY

This study investigated the impact of outdoor learning activity engagement its effect on learners' social, emotional and cognitive development of Grade 5 and Grade 6 learners in public elementary schools within the Sub-congressional (DADASANTRI) District.

The study sought to answer the following questions:

1. What is the perception of respondents on the learners' engagement in outdoor learning activities in terms of:
   1.1 affective: liking for learning;
   1.2 affective: liking for school;
   1.3 behavioral effort and persistence;
   1.4 behavioral extracurricular; and
   1.5 cognitive engagement?
2. What is the perception of the learner respondents on their social development?
3. What is the perception of the learner respondents on their emotional development?
4. What is the perception of the learner respondents on their cognitive development?
5. Is there a significant difference in the assessment of learning development (social, emotional and cognitive) between learners?
6. Is there a significant difference in the level of learners' engagement in outdoor learning activities?
7. Is there a significant relationship between learners' engagement and learning development?

RESEARCH METHODOLOGY

This study employed descriptive-correlational quantitative design with the aid of a survey questionnaire as the main tool in gathering the data. The study involved 528 respondents, including 220 grade five and 220 grade six learners and 88 teachers in all public elementary school in Danao, Dagohoy, San Miguel and Trinidad Districts selected through a purposive sampling method to examine the learning development and engagement in outdoor learning activities.

The study used a self-made questionnaire adapted and validated from the study of Hart, S. R., et al. (2011) were employed for learning engagement and Kellis, I., et al. (2010) for learning development.

The following rating scales categorized the questionnaires into Strongly engaged/developed (4); Moderately engaged/developed (3); Slightly engaged/developed (2); Not engaged/developed (1) for learners and teachers.

RESULTS AND DISCUSSION

The treated data revealed the following findings:

Table 1. Respondents' Perception on the Learners' Engagement in Outdoor Learning Activities =440; =88

Statements	Learners		Teachers	
	WM	DI	WM	DI
1.1 Affective: Liking for Learning	3.30	SE	3.76	SE
1.2 Affective: Liking for School	3.64	SE	3.71	SE
1.3 Behavioral Effort and Persistence	2.93	ME	2.96	ME
1.4 Behavioral Extracurricular	3.40	SE	2.95	ME
1.5 Cognitive	3.39	SE	3.05	ME
Composite Mean	**3.33**	**ME**	**3.24**	**ME**

Legend:
Range   Descriptive Interpretation (DI)
3.25-4.00   Strongly engaged (SE)
2.50-3.24   Moderately engaged (ME)
1.76-2.49   Disagree (D)
1.00-1.75   Not engaged (NE)

Table 1 categorizes engagement into affective (liking for learning and school), behavioral (effort, persistence, and extracurricular), and cognitive domains. The composite mean for Learners is 3.33 (Moderately Engaged, ME) and for Teachers is 3.24 (ME), indicating moderate overall engagement for both learners and the teachers.

Affective: Liking for Learning: The average weighted mean for learners is 3.30 (ME) for learners and 3.76 (Strongly Engaged, SE) for teachers, with an overall mean of 3.53 (SE). Learners show strong engagement in statements like "I enjoy learning new things in class" (3.80, SE) and "I am very interested in learning" (3.76, SE), but lower engagement in "I think learning is boring" (3.71, SE). This suggests learners generally find learning interesting, though some perceive it as less engaging.

Affective: Liking for School: The average weighted mean is 3.64 (SE) for learners and 3.71 (SE) for teachers, with an overall mean of 3.68 (SE). High scores in "I like my school" (3.75, SE) and "I am happy to be at this school" (3.75, SE) indicate a strong emotional attachment to the school environment. Lower engagement in "Most mornings, I look forward to going to school" (3.59, SE) suggests slightly less enthusiasm for daily attendance.

Behavioral Effort and Persistence: The average weighted mean is 2.93 (ME) for learners and 2.96 (ME) for teachers, with an overall mean of 2.95 (ME). Learners showed strong engagement in "I pay attention in class" (3.31, ME) and persistence in "If I have trouble understanding a problem, I go over it again until I understand it" (3.28, ME). However, lower scores in "When I'm in class, I just act like I'm working" (2.81, ME) and "When I'm in class, my mind wanders" (3.01, ME) indicates moderate effort with some disengagement.

Behavioral Extracurricular: The average weighted mean is 3.40 (SE) for learners and 2.95 (ME) for teachers, with an overall mean of 3.18 (ME). Learners were strongly engaged in "When I study, I try to connect what I am learning with my own experiences" (3.23, ME) and "I volunteer to help with school activities" (3.22, ME). Lower engagement in "When I study, I figure out how the information might be useful in the real world" (3.14, ME) suggests moderate participation in practical applications.

Cognitive: The average weighted mean is 3.39 (SE) for learners and 3.05 (ME) for teachers, with an overall mean of 3.22 (ME). Learners excel in "I try to see the similarities and differences between things I am learning" (3.29, ME) and "I try to match what I already know with things I am trying to learn" (3.27, ME). Lower scores in "When studying, I try to combine different pieces of information in new ways" (3.14, ME) indicate moderate cognitive effort with room for deeper synthesis.

Table 2 assesses social development in outdoor activities, with an average weighted mean of 3.29 (Moderately Developed, MD) for learners and 3.68 (Strongly Developed, SD) for teachers, yielding an overall mean of 3.49 (SD).

Learners show moderate development in "I enjoy working with my classmates during outdoor classes" (3.09, MD) and "I talk to my classmates more easily during outdoor classes than indoors" (3.05, MD), indicating some hesitation in social interactions. However, strong development is evident in "I listen to my classmates' ideas during outdoor activities" (3.60, SD) and "I have made new friends through outdoor classes" (3.58, SD), reflecting robust collaboration and relationship-building.

Table 2. Respondents' Perceptions on the Learners' Social Development
=440; =88

Statements	Learners		Teachers		Overall	
	WM	DI	WM	DI	WM	DI
1. I enjoy working with my classmates during outdoor classes.	3.09	MD	3.83	SD	3.46	SD
2. I feel comfortable sharing my ideas with others in outdoor settings.	3.13	MD	3.60	SD	3.37	SD
3. I often help my classmates when they need assistance in outdoor activities.	3.58	SD	3.48	SD	3.53	SD
4. I have made new friends through outdoor classes.	3.43	SD	3.72	SD	3.58	SD
5. I listen to my classmates' ideas during outdoor activities.	3.42	SD	3.77	SD	3.60	SD
6. I feel like part of a team when I'm outdoors with my class.	3.35	SD	3.67	SD	3.51	SD
7. I talk to my classmates more easily during outdoor classes than indoors.	3.05	MD	3.68	SD	3.37	SD
Average Weighted Mean	**3.29**	**MD**	3.68	SD	3.49	SD

Legend:
Range   Descriptive Interpretation (DI)
3.25-4.00   Strongly developed (SD)
2.50-3.24   Moderately developed (MD)
1.76-2.49   Slightly developed (SD)
1.00-1.75   Not developed (ND)

Teachers perceive stronger social development, with high scores across all statements, particularly in "I enjoy working with my classmates during outdoor classes" (3.83, SD). The overall mean of 3.49 (SD) suggested that outdoor activities foster strong social growth, though learners may need support to enhance comfort in group interactions.

Table 3 evaluates emotional development, with an average weighted mean of 3.29 (MD) for learners and 3.66 (SD) for teachers, resulting in an overall mean of 3.48 (SD).

Learners report moderate development in "I feel confident trying new things in outdoor classes" (3.09, MD) and "I feel braver after facing challenges in outdoor classes" (3.05, MD), suggesting some emotional resilience but room for growth in confidence. Strong development is seen in "I feel happy and excited about participating in outdoor activities" (3.65, SD) and "I feel proud of what I accomplish in outdoor classes" (3.58, SD), indicating positive emotional experiences.

Table 3. Respondents' Perceptions on the Learners' Emotional Development
=440; =88

Statements	Learners		Teachers		Overall	
	WM	DI	WM	DI	WM	DI
Emotional Development						
1. I feel confident trying new things in outdoor classes.	3.09	MD	3.70	MD	3.40	SD
2. I can manage my emotions when things get challenging outdoors.	3.13	MD	3.63	MD	3.38	SD
3. I feel happy and excited about participating in outdoor activities.	3.58	SD	3.72	SD	3.65	SD
4. I feel proud of what I accomplish in outdoor classes.	3.43	SD	3.72	SD	3.58	SD
5. I feel calm and relaxed when I'm outdoors with my class.	3.42	SD	3.62	SD	3.52	SD
6. I am able to cheer myself up if something goes wrong outside.	3.35	SD	3.55	SD	3.45	SD
7. I feel braver after facing challenges in outdoor classes.	3.05	MD	3.67	SD	3.36	SD
Average Weighted Mean	**3.29**	**MD**	3.66	**SD**	3.48	**SD**

Legend:
Range   Descriptive Interpretation (DI)
3.25-4.00   Strongly developed (SD)
2.50-3.24   Moderately developed (MD)
1.76-2.49   Slightly developed (SD)
1.00-1.75   Not developed (ND)

Teachers rate emotional development higher, with all statements in the SD range, particularly "I feel happy and excited about participating in outdoor activities" (3.72, SD). The overall mean of 3.48 (SD) highlights that outdoor activities significantly enhance emotional growth, though learners may benefit from strategies to boost confidence and bravery.

Table 4 examined cognitive development, with an average weighted mean of 3.27 (MD) for learners and 3.28 (SD) for teachers, yielding an overall mean of 3.28 (SD).

Table 4. Respondents' Perceptions on the Learners' Cognitive Development
=440; =88

Statements	Learners		Teachers		Overall	
Cognitive Development	**WM**	**DI**	**WM**	**DI**	**WM**	**DI**
1. I learn new things about nature and the environment in outdoor classes.	3.47	SD	3.27	SD	3.37	SD
2. I think critically about what I observe outdoors.	3.52	SD	3.40	SD	3.46	SD
3. I can apply what I learn in outdoor classes to other subjects.	3.39	SD	3.39	SD	3.39	SD
4. I ask questions and seek answers during outdoor activities.	3.02	MD	3.31	SD	3.17	MD
5. I notice small details in nature during outdoor classes.	3.25	MD	3.22	MD	3.24	MD
6. I can solve problems I face while working outdoors.	3.30	MD	3.30	MD	3.30	MD
7. I remember what I learn in outdoor classes better than indoor lessons.	2.93	MD	3.10	MD	3.02	MD
Average Weighted Mean	**3.27**	**MD**	**3.28**	**SD**	**3.28**	**SD**

Legend:
Range   Descriptive Interpretation (DI)
3.25-4.00   Strongly developed (SD)
2.50-3.24   Moderately developed (MD)
1.76-2.49   Slightly developed (SD)
1.00-1.75   Not developed (ND)

Learners show strong development in "I think critically about what I observe outdoors" (3.46, SD) and "I can apply what I learn in outdoor classes to other subjects" (3.39, SD), indicating robust critical thinking and cross-disciplinary application. Moderate development is observed in "I remember what I learn in outdoor classes better than indoor lessons" (3.02, MD) and "I ask questions and seek answers during outdoor activities" (3.17, MD), suggesting less retention and inquiry compared to other cognitive skills.

Teachers align closely with learners, rating most statements as SD, with a slightly lower score for "I notice small details in nature during outdoor classes" (3.22, MD). The overall mean of 3.28 (SD) confirms that outdoor activities promote strong cognitive development, particularly in critical thinking, though retention and inquiry may need further support.

Berandoy and Villonez (2024) explored the effect of Outdoor Learning Inquiry-Based Activities (OLIBA) on the performance of Grade 5 learners in science. The study revealed that students in the experimental group demonstrated outstanding performance in post-tests due to the use of OLIBA. However, the study focused solely on Grade 5 learners and did not compare outcomes with Grade 6 learners. The lack of comparative data between grades supports the notion that outdoor learning benefits may not significantly differ between adjacent grade levels.

While the aforementioned studies support the idea that outdoor learning benefits are consistent across grades, other research suggests that the impact of outdoor education can vary based on specific factors. Wei et al. (2024) assessed the influence of outdoor education programs on learners' performance, mental health, and teacher well-being. The study highlighted that outdoor education could enhance academic attainment and emotional health.

However, it emphasized the importance of program design and implementation, suggesting that the effectiveness of outdoor learning might vary depending on how it's integrated into the curriculum, potentially leading to different outcomes across grade levels.

The analysis reveals no statistically significant difference in learning engagement between Grade 5 (Mean = 3.326, SD = 0.267) and Grade 6 (Mean = 3.308, SD = 0.018) learners, as indicated by the p-value of 0.471, which exceeds the 0.05 significance level (2-tailed test). The small difference in means (0.018) and the relatively low standard deviations suggest consistent engagement levels across both grades.

Table 5. Test of Difference Between the Learners Learning Engagement
N1=220; N2=220

Variables		Mean		SD		T-Value	df	p-value	Interpretation	Decision
		G5	G6	G5	G6					
Level of Learning Engagement (Grade 6)	Level of Learning Engagement (Grade 5)	3.326	3.308	0.267	0.018	0.72	438	0.471	Not Significant	Failed to Reject Ho

Difference is significant at 0.05 level (2-tailed)

The analysis yields a t-value of 0.72, with degrees of freedom (df) of 438, and a p-value of 0.471, which is above the 0.05 significance level. The correlation is assessed at a 95% co for a two-tailed test. These results indicate no statistically significant difference in the level of learning engagement between Grade 5 and Grade 6 learners.

The lack of significant difference suggested that both grade levels exhibit comparable engagement in affective attachment to learning and school, behavioral effort in class and extracurricular activities, and cognitive processing of academic material. This consistency implied that engagement strategies are equally effective across these grades, though targeted interventions could further enhance specific domains like behavioral persistence, where both groups showed moderate scores in Table 1.

Tshering et al. (2024) investigated the impact of active learning strategies on leaners' behavioral and cognitive engagement in physics classes. The study revealed that after implementing active learning strategies, learners exhibited improved enthusiasm, motivation, and active participation, leading to higher levels of behavioral engagement. Furthermore, learners showed an increased willingness to tackle challenging tasks, thereby enhancing cognitive engagement. While the study focused on a specific subject and educational context, it underscores the effectiveness of targeted interventions in enhancing specific engagement domains across grade levels.

Table 6. Test of Difference Between the Learners' Development in Outdoor Learning Activities
N1=220; N2=220

Variables		Mean		SD		T-Value	df	p-value	Interpretation	Decision
		G5	G6	G5	G6					
Level of Learning Development (Grade 6)	Level of Learning Development (Grade 5)	3.346	3.330	0.304	0.343	0.54	438	0.591	Not Significant	Failed to Reject Ho

Difference is significant at 0.05 level (2-tailed)

The analysis indicates no statistically significant difference in learning development between Grade 5 (Mean = 3.346, SD = 0.304) and Grade 6 (Mean = 3.330, SD = 0.343) learners, as evidenced by the p-value of 0.591, which exceeds the 0.05 significance level (2-tailed test).

The analysis produces a t-value of 0.54, with degrees of freedom (df) of 438, and a p-value of 0.591, exceeding the 0.05 significance threshold. The correlation is evaluated at a 95% confidence interval for a two-tailed test.

Avcı and Gümüş (2020) conducted a study examining the effects of outdoor education on primary school learners' achievement and recall levels in social studies. The research utilized a semi-experimental design with pretest-posttest control groups. While the study found that outdoor education positively impacted students' academic success and knowledge retention, it did not specifically differentiate outcomes between different grade levels. This suggests that the benefits of outdoor education may be consistent across various primary grades, aligning with the finding that there's no significant difference between Grade 5 and Grade 6 learners in terms of learning development through outdoor activities

Moreover, Berandoy and Villonez (2024) explored the effect of Outdoor Learning Inquiry-Based Activities (OLIBA) on the performance of Grade 5 learners in science. The study revealed that learners

in the experimental group demonstrated outstanding performance in post-tests due to the use of OLIBA. However, the study focused solely on Grade 5 learners and did not compare outcomes with Grade 6 learners. The lack of comparative data between grades supports the notion that outdoor learning benefits may not significantly differ between adjacent grade levels, while the aforementioned studies support the idea that outdoor learning benefits are consistent across grades, other research suggests that the impact of outdoor education can vary based on specific factors:

Systematic Review on Learning Through Movement (2022) analyzed the effects of integrating physical activity into academic curricula. The review found that physically active lessons positively affect learning and attention. However, it also noted that the application of such programs is limited and varies across schools, indicating that the benefits of outdoor learning might not be uniformly experienced by all learners, potentially leading to differences in learning development between grades.

Table 7 explores the relationship between learning engagement and learning development among Grade 5 learners. The correlation analysis yields an r-value of 0.444, with degrees of freedom (df) of 438, and a p-value of <0.001, which is below the 0.05 significance level. The correlation is significant at a 95% confidence interval for a two-tailed test, leading to the decision to reject the null hypothesis (Ho). This indicates a significant moderate positive relationship between learning engagement and learning development.

Table 7. Relationship Between Learners' Engagement and Learning Development
N1=220; N2=220

Variables		r	df	p-value	Interpretation	Decision
Level of Learning Development	Level of Learning Engagement	0.444	438	<0.001	Significant	Reject Ho

*Correlation is significant at 95% (2-tailed)

The positive correlation suggests that higher engagement in affective, behavioral, and cognitive domains is associated with greater development in social, emotional, physical, cognitive, and environmental areas among Grade 5 learners.

CONCLUSIONS

The study concluded that teachers' well-being depends on their emotional strength, professional dedication, and steady performance. While they shine in empathy and collaboration, challenges arise from emotional regulation, limited academic output, and reaching peak excellence. Their resolve to endure and draw on inner resilience contributes to their overall stability in integrating outdoor learning activities. Teachers frequently rely on the support of their emotional depth and practical commitment to navigate these challenges, particularly in fostering outdoor learning activities suit for learners to be more engaged and developed in academic and curricular activities. Despite the robust tenacity they often embody, external pressures such as modest advancement and the pursuit of exceptional impact continue to shape their experiences and well-being. Career consistency remains a significant concern for these teachers. Addressing these issues through enhanced support systems and resources could further empower teachers, helping them to sustain their resilience and achieve their professional aspirations.

Therefore, the findings highlight the need for a nurturing environment that bolsters teachers' emotional fortitude and unwavering dedication, ensuring their ability to thrive amidst adversity. By fostering a culture of growth and recognition, the educational system can elevate their steady contributions into transformative excellence, securing a brighter future for both teachers and their learners.

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