

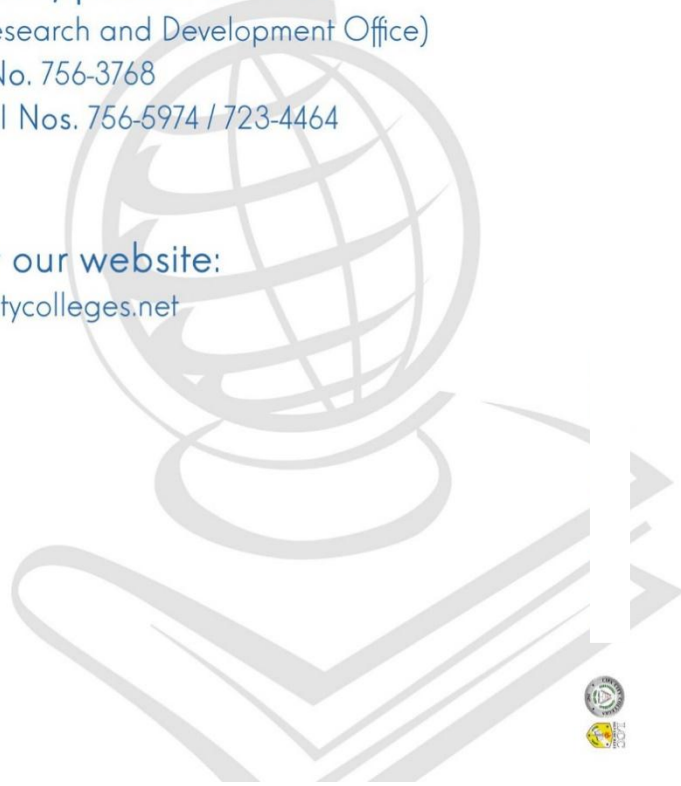
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LCC STUDENT RESEARCH JOURNAL

Lipa City Colleges Official Student Research Journal

GRADUATE SCHOOL
SY 2020-2021



INSTITUTIONAL PROFILE

The earnest and noble desire of the late educators, Ricardo and Marcella Bonilla, was realized when the Lipa Business Institute was founded in July 1947. Its humble origin began with classes held in rented buildings along B. Morada Avenue, Lipa City. With an enrolment initially consisting of 65 students enrolled in a Secondary Course, what would later on become the Lipa City Colleges thus began.

As the population grew bigger on School Year 1948-1949, the administrators decided to acquire a bigger building not far from its former site. This paved the way for the complete Secondary Course and Collegiate Courses such as Liberal Arts, Junior Normal Education, Commerce and One-Year Secretarial Course.

Not to rest on his achievement and ever fueled by hard work and dedication, Mr. Bonilla obtained a more spacious location at G.A. Solis St., Lipa City, where the school is now presently housed. Hand-in-hand with its new edifice and the burning desire to be the first institution in the city to offer three levels of education – elementary, secondary, and tertiary, the name of the school was changed to Lipa City Colleges on its third year of operation at its new site, after which, successes were reaped continuously in the form of increasing population and improving image in the community as a provider of quality education.

The cause to serve the people in the City of Lipa and adjacent towns continued in the succeeding years, prompting the administrators to put up adjacent five-storey and four-storey buildings to house the needed facilities and serve as home to its growing workforce and clientele. The College of Law was opened and a provincial radio station was installed to tap the talent of students with interest in the field of Broadcast Communication.

Today, Lipa City Colleges is entering into a new phase in its history. Replacing the late Mr. Carlos R. Mojares who has made an indelible marks in the institution's progress, the wife Ms. Glecy B. Mojares is now taking the challenge as the new president with the able assistance of her daughters Ms. Marjorie M. Abiera and Ms. Beverly M.

Mendoza, as Vice-Presidents for Finance and Internal Affairs and External Affairs, respectively, and sons-in-law, Dr. Joe Vincent Abiera and Mr. Patrick Mendoza, as Vice-Presidents for Administration and Corporate Affairs and General Services, respectively.

For more than 60 years, the institution has continued to turn its vision and mission into reality, being one of the leading institutions in the region, producing responsible and competent individuals who have started their journey toward a milestone achievement.

Today, Lipa City Colleges is composed of the following departments - College of Business Education and Accountancy, College of Computer Studies, College of Criminology, College of Education and Liberal Arts, College of Computer Engineering, College of Hospitality Management, College of Nursing, High School Department, and the Graduate School.

The accredited status of the institution spawned a different milieu consisting of hardworking faculty and staff exhibiting dynamism and devotion with most of them having successfully obtained graduate and post graduate degrees.

In School Year 2009-2010, the institution was authorized to confer degree in Computer Engineering to serve the individuals who have an immense passion in this field of study which is vital in this age of complexity and modern technology. Part also of the incessant development to meet the demands of the changing times, the institution successfully completed its own swimming facilities. Continuous improvement of facilities and the acquisition of an additional lot where the Annex Building now stands are further testaments of the school's commitment to be the best in the region. Said building houses Computer and Nursing Skills laboratories and the adjacent lots contain provisions for athletics. Add to this are the improved instruction, research, upgraded laboratory equipment and supplies, increased library collections, more varied and responsive student services, strengthened community involvement as well as the furthering of teacher's qualification and excellence via further studies and trainings. What

we now have is Lipa City Colleges at its best and still on its way to outdoing itself by continuously living up to its vision of being a premier provider of higher education.

VISION

Lipa City Colleges is a dynamic provider of quality education. In the spirit of commitment, excellence and service, the institution forms responsible and competent individuals who participate meaningfully in social transformation.

MISSION

Inspired by our vision, Lipa City Colleges will become a leading institution in the region recognized for the quality of its programs and services. With its corps of professionally qualified and committed personnel, up-to-date technology and functional facilities, the institution offers responsive and innovative programs that integrate theory and practice for the holistic development of men and women in the service of God and country.

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As an academic publication, the LCC Student Research Journal is primarily dedicated to publish research articles for widest dissemination to scientific community.

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As an academic publishing journal, The LCC Student Research Journal maintains the highest ethical standard. The academic publication is dependent on the trust built among the Editorial board, the Institutional Ethics Review Committee, peer reviewers and authors. Each of them has ethical responsibilities to execute the publication process. As part of the publication ethics, it is the responsibility of the Editorial Board to ensure that the articles published are original works of the authors and are not plagiarized or copied from other scholarly works. The Editorial Board shall strongly investigate in coordination with the proper authorities, any accusation of publication misconduct prior to and after publication and to take measures to contact institutions or funders of authors if needed. If evidence of misconduct such as plagiarism and submission of previously-published articles is clearly found, the necessary steps shall be taken to correct the scientific record which means issuing a correction or retracting the articles from circulation. The Institutional Ethics Review Committee is responsible in safeguarding the rights, safety, and well-being of all research participants, whether human or non-human. The following are the policies and ethics of publications for authors, editors and peer reviewers.

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- exercise the highest standards of personality integrity in their work as editor of the journal, recognizing and planning for instances where they could have a competing interest or the appearance of a competing interest
- work with authors, reviewers, and Editorial Board members as necessary to ensure they are sufficiently advised regarding their journals' ethics and publishing policies and that the journal's stewardship on ethical matters is fair, unbiased, and timely.

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- call to the editor's attention any substantial similarity between the manuscript under consideration and any published paper or manuscript submitted concurrently to another journal.
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- not use or disclose unpublished information, arguments, or interpretations contained in a manuscript under consideration, except with the consent of the author.

The Publication Process

The publication process starts from the time the manuscript is received by the Research Office until the manuscript is peer-reviewed and accepted for publication. The LCC Journal follows the following publication process:

Step 1. Submission of the Manuscript

1.1. The author(s) shall submit the manuscript to the Editorial Board following the given institutional publication format.

Step 2: Preliminary Review by the Editorial Board

2.1. The manuscript should be reviewed by Editorial Board to ensure that the content, grammar and plagiarism are properly checked.

Step 3: Peer-Review Process

All manuscripts that passed the preliminary review by the Editorial Board will undergo the peer-review process. Note that only the manuscript that has the approval of the Editorial Board shall proceed to the review process. The following process applies:

- a. Submission of the manuscript and proof of approval (Peer-Review Form) to the Internal Referee (expert in the discipline).
- b. Author revises the paper according to the Internal Referee’s suggestions.
- c. Re-submission of the revised manuscript by the author to the Internal Referee, until approves.
- d. Endorsement of the reviewed manuscript to the External Referee (expert in the discipline)
- e. Author revises the paper according to the External Referee’s suggestions.
- f. Editor-In-Chief reviews the manuscript if the author follows the External Referee’s suggestions.
- g. Editor-In-Chief sends the manuscript to the External Referee, until approves.
- h. Author sends the final paper to the Institutional Ethics Review Committee for the review of ethical standards.
- h. Editor-in-chief does the final round of the manuscript review.

All manuscripts undergo one or more rounds of review depending on the recommendations of the peer reviewers. After each round, the author(s) must modify their submissions in line with the reviewers’ comments and this process is repeated until the peer reviewers and the Editor are satisfied and the manuscript is accepted for publication.

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DISASTER PREPAREDNESS OF SELECTED SCHOOLS WITHIN THE 14 KM RADIUS OF TAAL VOLCANO

JONATHAN A. EVA

ABSTRACT

Department of Education has a significant role and responsibility in promoting the safety culture to the stakeholder by implementing the School Disaster Risk Reduction Management (SDRRM) Plan. This study assessed the disaster preparedness of selected schools within the Batangas Province and addressed the related issues to DRR using a quantitative research design. Two respondents, such as SDRRM Chief and Coordinator in the fifteen (15) schools within the fourteen (14) kilometer radius danger zone of Taal Volcano, were chosen through the purposive sampling method.

The results revealed that the SDRRM Chief and Coordinator- respondents agreed that the schools were prepared most of the time and always before a disaster, and then always prepared during and after a disaster. However, the respondents have different perspectives regarding the least prioritized activities before and during the disaster. It was found that the SDRRM Chiefs have the least prioritization on the DRRM budget. While SDRRM Coordinators rarely initiate the conduct of unannounced drills that measure the student's emergency response.

Moreover, the respondents have a significant difference in the response about the activities and governance regarding the school's disaster preparedness in terms of physical protection measures for the students, staff, and facilities and disaster and emergency response skills. It was revealed that the school should give more attention to physical risk reduction and maintenance of safe facilities and to conduct more training to protect students and staff from physical harm and promote a safety culture. Furthermore, the precautionary measures have a high negative effect on the students.

Relatively, the key result areas were proposed to address the significant findings of the study further. Specifically, this research recommends that the conduct of unannounced

drills; allocation of budget for the SDRRM organization to support the training, materials, and facilities; development and customization of standard emergency procedures considering the student's age, gender, behavior, perspective, and environment; promotion of the culture of safety through community involvement and DRR; and implementation of learning continuity plan.

Keywords: disaster readiness, disaster risk reduction and management, SDRRM Chief, SDRRM Coordinator, Batangas Province

INTRODUCTION

The Philippines is an archipelago, an island country located in Southeast Asia. It consists of about 7 100 islands that are broadly categorized under three main island groups from north to south, namely Luzon, Visayas, and Mindanao. The country's geographic location, situated within the equator and Pacific Ring of Fire, is mainly attributed to its high vulnerability to natural disasters such as typhoons, earthquakes, and volcanic eruptions. These natural disasters affect the country in various aspects.

The Philippine Government, International Non-government Organizations (INGOs), and local NGOs are attempting to address the impact of different disasters and climate change at various levels. The government has made significant strides in the implementation of disaster risk reduction (DRR) planning and activities through the development of Republic Act No. 10121, known as the "Philippine Disaster Risk Reduction and Management Act of 2010," which aims to develop and strengthen the capacity of vulnerable and marginalized groups to mitigate, prepare for, respond, and recover from the effects of the disaster.

These ideals and policies were being implemented and developed from the national down to the local level through the government's wide range and immeasurable efforts and the different agencies and departments. The Department of Education (DepEd) is one of those stakeholders who develop, adopt, integrate, and implement holistic,

integrated, comprehensive, and proactive disaster risk reduction and management approaches. It was centered on lessening the socio-economic and environmental impacts of disasters, including climate change. It also promotes the involvement and participation of all sectors and all stakeholders concerned, at all levels, in reducing disaster risks, including projected climate risks, increasing the capacity through enhancement of disaster preparedness and response capabilities, and building a disaster-resilient nation and communities. These are clearly stated on the department's mission, vision, and goals intended for the welfare of the learners, stakeholders, and society.

Batangas Province, which is located in the southernmost part island of Luzon, is one of those well-known provinces in the country due to its abundant natural resources and biodiversity. It has wide coastal areas, lakes, agricultural lands, and mountain ranges which play an important role in times of disaster. These mountain ranges protect and lessen the effects of typhoon in the province, which seems to be a blessing for the natives. Taal Volcano, that is considered the world's smallest volcano, is one of the points of pride of the Batangueños, which provides scenic beauty and livelihood for them, and Taal Heritage town, which is a small town that has ancestral houses and structures dating back to the 19th century.

Despite having these characteristics, it could not escape from the effects of these natural disasters. In 2017, an earthquake swarm occurred from early April to mid-August 2017, affecting the province of Batangas and other nearby areas. Damages on some buildings, resorts, and houses have been reported. Basilica of Saint Martin of Tours, located in Taal, Batangas, which is considered the largest Roman Catholic Church in Asia and, sustained damage during the April 4 earthquake. The April 8 earthquakes caused concrete blocks to fall from the church facade. During the April 8 quake, the Basilica of the Immaculate Conception Church in Batangas City also sustained damage to its walls.

Moreover, around 1 p.m., last January 12, 2020, Taal Volcano, considered the second most active volcano in the Philippines, erupted, spewing ashes up to 14

kilometers high, with the ashfall reaching CALABARZON, Metro Manila, and other parts of Northern Luzon. It is one of the recent disasters that forced people within Taal Volcano 14 kilometer radius danger zone to evacuate because series of volcanic earthquakes that have been experienced. Also, National Disaster Risk Management Council (NDRRMC) reported that there are 16 174 families are taking shelter in 300 evacuation centers (140 schools across Batangas, Cavite, and Laguna), and 39 people died. Also, it was reported that the damaged crops caused by the eruption are estimated to be Php 3.06 billion, and all the businesses near and within the Taal Volcano Lake were ruined, and people could not live there anymore.

In a survey by Bollentino et al. (2018) it was revealed that a large portion of Filipinos, 38% felt they would have difficulty recovering from the disasters if they were to happen in the near future, and only 22% said they would be able to recover. In the current situation of the Batangas province, work and classes were suspended; many school requirements are pending; people suffered from the scarcity of food and necessities; business establishments were also affected, leading to bankruptcy and unemployment; and coming back to school and work is still uncertain. Given these facts and problems, lack of preparedness and low level of strategic planning are the reasons why people are pessimistic about recovering after the disasters. Indeed, many Filipinos have experienced property damage; they have a low perception of adapting to and recover from a disaster, and they are not fully prepared because they neglect to address it. This is a significant gap requiring attention from the government, private sector, and NDRRMP to prepare its countrymen for the "new normal life" after these disasters.

As one of the implementing partners of RA 10121, DepEd has the roles and responsibilities to ensure learning continuity, to reduce the impacts of the disaster through the appropriate formulation of planned mitigation and prevention, preparedness, response and rehabilitation,, and recovery programs and activities; to assess and evaluate school preparedness before, during and after the disasters; to identify areas needing capacity building of DepEd offices/school personnel, students and stakeholders on how

they will respond and manage themselves before, during and after the disaster; and to guide continuous monitoring, evaluation and review of the region/division/school DRRM prevention and mitigation and preparedness activities and programs incorporated in the daily operations of the department.

In light of this, evaluating the disaster preparedness of the schools within the 14 km radius from Taal Volcano is necessary in order to address the roles and responsibilities of DepEd as one of the institutions under NDRMM. Different stakeholders play vital roles in performing the implemented DRRM's standard operating procedures (SOP). Each of them has various roles and responsibilities that are essential, especially to the chosen locale of the study, given the current situation wherein their location is considered most vulnerable to the disasters such as volcanic eruption and earthquake. Addressing the stakeholders' specific duties can be a great help in disseminating disaster information and in implementing the SOP. With this reality, the study aims to look into disaster risk management issues, address the impacts of the current precautionary measures during disasters, and promote a contingency plan that will strengthen the Disaster Risk Reduction Management Plan of the schools in the selected setting of the study. These objectives sought to evaluate the level of school disaster preparedness to promote the culture of safety and provide a learning continuity plan.

METHODOLOGY

This study made use of a quantitative research design. Quantitative research, as defined by Bhat (2020), is the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. The research sampling method used in this study focused on the types of data collected, sources of data consulted, data collection methods, and the instruments, which include questionnaires and interviews. The section explained the rationale for selecting the research methods and sampling techniques used. The research instrument used in gathering data was an adopted standardized survey questionnaire from the study of

Donnalyn Javier, published last March 2018, entitled Disaster-Preparedness of Public Elementary and Junior High Schools in Area III of the Division of Batangas Province: Basis for a Localized Action Plan. The researcher prepared such questionnaires for the respondents.

This study used a questionnaire divided into four parts to gather the required data. Part I of the questionnaire was the respondents' demographic profile, including the name of respondents, school name, and address. Part II consisted of questions in the table, which was answerable by checking the box with the corresponding numerical scale of the answer regarding the level of school preparedness before, during, and after a disaster. On the other hand, Part III consisted of the activities and governance regarding the school's readiness in terms of ongoing committee activities, assessment and planning for disaster mitigation, physical protection measures, emergency response skills, and policies and procedures for disasters and emergencies. Part IV consisted of questions that correspond to their agreement with the given statements about the effects of the precautionary measures on the students. This questionnaire allowed the respondents to determine their answers based on the fixed choices easily.

RESULTS AND DISCUSSIONS

As displayed in Table 1, the SDRRM Chief - respondents assessed that their schools always conduct an earthquake drill whenever a memorandum requires to do so before a disaster which gained the highest weighted mean of 4.40 and the highest rank of 1. This result is supported by the finding of FEMA (2005), which stated that teaching students to take immediate positive action can help them and those around them come through the disaster safely.

Table 1
Level of Disaster Preparedness of the Different Schools Before a Disaster

	SDRRM Chief	SDRRM Coordinator
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Items	WM	VI	R	WM	VI	R
Our school:						
1. conducts an earthquake drill whenever a memorandum requires to do so.	4.40	A	1	4.71	A	1
2. seeks assistance from the Local Disaster Risk Reduction and Management Council whenever we conduct drills.	4.00	MT	5.5	4.21	A	6.5
3. requests the Local Government Units as those of the Bureau of Fire Protection, Philippine National Police, and Municipal Engineering Department to evaluate or assess the drills and preparation done.	3.87	MT	7.5	4.00	MT	8
4. conducts unannounced drills among students and teachers to test their responsiveness and awareness.	3.73	MT	9	3.86	MT	10
5. updates and posts school hazard and evacuation maps within school premises and explains each to the students/pupils.	4.20	A	2.5	4.50	A	3
6. checks on the availability, functionality, and usability of facilities, materials, and equipment conducted for emergency occurrences.	4.13	MT	4	4.50	A	3
7. lists down possible hazards and reduces the risks by applying immediate and temporary solutions onto such.	4.20	A	2.5	4.50	A	3
8. improvises materials needed for disaster and emergency occurrences to complete the requirement of the DRRMC.	4.00	MT	5.5	4.21	A	6.5
9. apportions specific budget for School Disaster Risk Reduction and Management Organization	3.40	MT	10	3.93	MT	9
10. situate a room intended only as Temporary Learning Space during a disaster.	3.87	MT	7.5	4.29	A	5
Composite Mean	3.98	MT		4.27	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
MT = Most of the Time R = Rank

One of the ways to teach them is through the Quarterly Nationwide Simultaneous Earthquake Drill (NSED) promoted by the Office of the Civil Defense. Meanwhile, the said group of respondents agreed that their school apportions specific budget for School Disaster Risk Reduction and Management Organization most of the time, with the least weighted mean of 3.40 and least rank of 10. Based on DepEd Order No. 8, s. 2019, School MOOE shall be used to fund activities identified in the approved School Improvement Plan (SIP) for implementation in the current year and as determined explicitly in the Annual Implementation Plan (AIP), which shall follow the calendar year format. However, it focused more on the procurement and funding of the school supplies

and other consumables for teachers and students necessary for the conduct of classes rather than allocating funds for school disaster management programs.

Table 2
Level of Disaster Preparedness of the Different Schools During a Disaster

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
The school head, faculty, staff, and students/pupils of our school:						
1. know the emergency hotlines such as those of the BFP, PNP, and nearest clinic/hospitals.	4.33	A	3.5	4.64	A	5.5
2. are aware of which way is safe and easiest to take to go to the safe holding area in times of disaster.	4.40	A	1.5	4.64	A	5.5
3. can identify a specific safe holding area within or outside the school.	4.40	A	1.5	4.64	A	5.5
4. know who shall be prioritized among the group during evacuation.	4.27	A	5.5	4.64	A	5.5
5. have at least the basic skills in first aid such as on bandaging and carrying victims.	4.13	MT	9	4.43	A	10
6. familiarize themselves with the hazards in schools, thus, avoids them during disasters	4.20	A	7	4.50	A	9
7. know their duties and responsibilities as designated members of the SDRRMO	4.13	MT	9	4.64	A	5.5
8. know where the materials and equipment intended for disaster occurrences are kept	4.13	MT	9	4.71	A	1.5
9. are completely aware of the impacts of any disaster	4.27	A	5.5	4.64	A	5.5
10. know the basics of disaster preparedness such as the duck-cover-hold for earthquake	4.33	A	3.5	4.71	A	1.5
Composite Mean	4.26	A		4.62	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
MT = Most of the Time R = Rank

As gleaned in Table 2, the SDRRM Chief - respondents responded that the school head, faculty, staff, and students/pupils of their schools are always aware of which way is safe and easiest to take to go to the safe holding area in times of disaster and can always identify a specific safe holding area within or outside the school which made the highest and equal-weighted means of 4.40 and the highest ranks of 1.5. Shaw et al. (2004) affirmed this result as they stated that school education, coupled with self, family, and community education, can help a student develop a culture of disaster preparedness

which, in turn, will urge them to make the right decisions and actions as adults. Thus, it is important that the school and community both create disaster preparedness plans, such as allocating the safest evacuation area where people can go.

Contrary wise, the said group of respondents assessed that the school head, faculty, staff, and students/pupils of their schools have at least the basic skills in first aid such as bandaging and carrying victims, know their duties and responsibilities as designated members of the SDRRMO and know where the materials and equipment intended for disaster occurrences are kept most of the time with the least equal-weighted means of 4.13 and least ranks of 9. Fennis and Johnston (2010) recommended that students participate in hazard education programs to have better knowledge of safety behavior, higher household preparedness, and emergency response skills.

On the part of the SDRRM Coordinator - respondents, they assessed that the school head, faculty, staff, and students/pupils of their school always know where the materials and equipment intended for disaster occurrences are kept; and always know the basics of disaster preparedness such as the duck-cover-hold for earthquake as shown by the highest yielded weighted means of 4.71 and the highest ranks of 1.5. This result is being supported by Roland and Johnston (2005). They emphasized that educated groups had a much higher level of factual knowledge about mitigation and emergency response. Students who are well-trained during the drills will possess a culture of disaster preparedness. Meanwhile, they also assessed that the school head, faculty, staff, and students/pupils of their schools always have at least the basic skills in first aid, such as bandaging and carrying victims, as seen by the least computed weighted mean of 4.43 and least rank of 10. Newport and Jawahar (2003) suggested that to make community participation more practical, there has to be a need for a concentrated effort in education, training, and awareness development.

Table 3
Level of Disaster Preparedness of the Different Schools After a Disaster

	SDRRM Chief	SDRRM
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Items				Coordinator		
	WM	VI	R	WM	VI	R
The school head, faculty, staff, and students/pupils of our school:						
1. memorize at least one's (family member, co-teacher, classmate) contact number or details	4.53	A	3	4.64	A	3
1. know when is the proper time to evacuate	4.60	A	1.5	4.71	A	1.5
2. understand the risks of immediately going back to the school premises after any disaster	4.60	A	1.5	4.71	A	1.5
3. can manage available resources such as food in order to suffice with the possible future insufficiencies	4.40	A	5.5	4.36	A	9.5
4. aware of where or from whom to get valid information and news in order not to worsen the situation nor cause panic among others.	4.40	A	5.5	4.50	A	4
5. can secure a safe area to hold people affected by the disaster.	4.40	A	5.5	4.43	A	6.5
6. are able to sustain classes by locating a Temporary Learning Space (TLS) for all of the affected students/pupils in cases that the school building and the pre-assigned TLS are no longer safe for anyone	4.27	A	9.5	4.43	A	6.5
7. can easily retrieve important documents, files, and other teaching and learning materials	4.40	A	5.5	4.36	A	9.5
8. are familiar of the means to avoid or cut further damages on school buildings and facilities	4.27	A	9.5	4.43	A	6.5
9. have in-tack coordination with the LGUs for immediate response after a disaster	4.47	A	8	4.43	A	6.5
Composite Mean	4.43	A		4.50	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
 MT = Most of the Time R = Rank

As revealed in Table 3, the SDRRM Chief - respondents assessed that the school head, faculty, staff, and students/pupils of their schools know when is the proper time to evacuate and always understand the risks of immediately going back to the school premises after any disaster which garnered the highest and equal-weighted means of 4.60 and the highest ranks of 1.5. Lauten (2002) stated that actively involved people are aware of particular hazards, educated on how to adequately protect the people around them, and what to do to seek help. It means that in the perspective of the SDRRM Chief, the school head, faculty, staff, and students are educated and actively involved in disaster preparedness. On the other hand, the said group of respondents assessed that the school head, faculty, staff, and students/pupils of their school are always able to sustain classes by locating a Temporary Learning Space (TLS) for all of the affected

students/pupils in cases that the school building and the pre-assigned TLS are no longer safe for anyone, and are always familiar of the means to avoid or cut further damages on school buildings and facilities with the least equal-weighted means of 4.27 and least ranks of 9.5. Ahmedabad Action Agenda for School Safety (2007) clarified that the purpose of school disaster management is to protect the lives of the students and staff and ensure the educational continuity of students. It is essential to have TLS to minimize the disruptions on learning and ensure the continuity of education for all children.

Concerning the SDRRM Coordinator - respondents, they assessed that the school head, faculty, staff, and students/pupils of their school always know when is the proper time to evacuate and always understand the risks of immediately going back to the school premises after any disaster as given by the highest yielded equal-weighted means of 4.71 and the highest ranks of 1.5. Nevertheless, they also assessed that the school head, faculty, staff, and students/pupils of their schools can always manage available resources such as food to suffice with the possible future insufficiencies and can always easily retrieve important documents, files, and other teaching and learning materials as seen by the least computed equal-weighted means of 4.36 and least ranks of 10. Zantal-Wiener and Horwood (2010) elaborated that this result revealed that the school personnel and students have a rapid coordinated and effective response in an emergency in terms of the mobilization of human and material resources.

The composite means were 4.43 for the SDRRM Chief and 4.50 for the SDRRM Coordinator - respondents. These safely signified that the schools were always prepared after a disaster. The study revealed that the schools adopted Zantal-Wiener and Horwood's (2010) emergency management policies, procedures, and plans for rapid response; develop and incorporate a universal design to increase accessibility and identify response, roles, and responsibility; and coordinate communication.

Table 4

Activities and Governance on School’s Disaster Preparedness In Terms of Ongoing Committee on Disaster Management

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
1. An ongoing committee is tasked with leading school disaster management on an ongoing basis.	4.47	A	4	4.43	A	4
2. School disaster management has the full support of school leadership.	4.73	A	1	4.79	A	1
3. School disaster management committee takes lead in ongoing planning for prevention, mitigation, response and recovery.	4.67	A	2	4.71	A	2
4. School disaster and emergency management plan is reviewed and updated at least annually.	4.53	A	3	4.50	A	3
Composite Mean	4.60	A		4.61	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
 MT = Most of the Time R = Rank

As shown in Table 4, the SDRRM Chief - respondents assessed that school disaster management always has the full support of school leadership, which gained the highest weighted mean of 4.73 and the highest rank of 1. Concerning this, SEAMEO INNOTECH (2014) emphasized that the main role of the school disaster management committee is to provide policies and guidance at the school level for school-based assessment and planning, risk reduction, and response preparedness as part of regular school management and improvement and to encourage the participation of the school-community – school staff members, students, parents, and other community stakeholders. Hence, the schools included in this study can fulfill the roles of the school disaster management committee and leaders, given the idea that the school disaster management has the full support of its community and through the school leadership.

On the other hand, the said group of respondents responded an ongoing committee is always tasked with leading school disaster management on an ongoing basis, with the least weighted mean of 4.47 and least rank of 4. SEAMEO INNOTECH (2014) also added that the other duties of a school disaster management in terms of technical leadership aims to adopt or adapt standard operating procedure; engages school communities in developing meaningful and effective early warning and early action systems; identifies alternate locations for temporary learning spaces and alternate modes

of instruction, and to establish school-level contingency plans based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards to support educational continuity. As the SDRRM Chief, the respondents are the one who approves and takes charge in all the policies, plans, and programs relative to DRRM that should be appropriately implemented, such as school disaster management. It ranked least because of the different factors affecting their response as it is being influenced by the Sangguinang Barangay and Local Government Unit. The SDRRM Chief follows the organizational flow in executing the appropriate response and actions.

For the SDRRM Coordinator - respondents, they assessed that the school disaster management always has the full support of school leadership as presented by the highest obtained weighted mean of 4.79 and the highest rank of 1. However, they also assessed that an ongoing committee is always tasked with leading school disaster management on an ongoing basis which was supported by the least computed weighted mean of 4.43 and least rank of 4.

The composite means were 4.60 for the SDRRM Chief and 4.61 for the SDRRM Coordinator - respondents. These safely concluded that the schools always practiced the activities and governance on school's disaster readiness in terms of the ongoing committee on disaster management. It was found out that the school disaster management committee imbibed the DepEd Order No. 21, s. 2015. They can reconstitute their School Disaster Risk Reduction and Management (SDRRM) Committee to spearhead the conduct of Disaster Risk Reduction/Climate Change Adaptation (DRR/CCA) - related programs, projects, and activities in their respective schools. Based on the result, their SDRRM Team is aligned with DepEd's DRRM Framework (DepEd Order 37, s. 2015), incorporating the Four Thematic Areas of DRRM: Prevention and Mitigation, Preparedness, Response, and Rehabilitation.

Table 5
Activities and Governance Regarding on School’s Disaster Preparedness In Terms of Assessment and Planning For Disaster Mitigation

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
1. Hazards, vulnerabilities, risks, capacities and resources are researched and assessed	4.47	A	4	4.43	A	5
2. Mitigation measures are identified and prioritized for action.	4.47	A	4	4.50	A	4
3. Building evacuation routes and safe assembly areas are identified.	4.53	A	1.5	4.57	A	2.5
4. Area evacuation and safe havens for family reunification are identified, as needed.	4.53	A	1.5	4.57	A	2.5
5. Educational continuity plans are in place for recurring hazards and high impact hazards (including alternate locations and transitional learning spaces as needed).	4.47	A	4	4.64	A	1
Composite Mean	4.49	A		4.54	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
MT = Most of the Time R = Rank

As gleaned in Table 5, the SDRRM Chief - respondents assessed that building evacuation routes and safe assembly areas are always identified, and area evacuation and safe havens for family reunification are always identified as needed, which obtained the highest and equal-weighted means of 4.53 and the highest ranks of 1.5. According to Trobe and Davis (2005), this assessment can be done through community field visits wherein the people create hazard risk and vulnerability maps of the village, including areas under hazard threat. After the assessment, the leader will discuss which assets are under threat by which hazard, where evacuation routes or safety platforms are located, which groups are the most vulnerable, and what mechanisms exist. This will help them in disaster situations.

On the other hand, the said group of respondents responded that hazards, vulnerabilities, risks, capacities, and resources are always researched and assessed, mitigation measures are always identified and prioritized for action, and educational continuity plans are always in place for recurring hazards and high impact hazards (including alternate locations and transitional learning spaces as needed) with the least

equal-weighted means of 4.47 and least rank of 5. Despite this effort of the school disaster management committee, the participation of communities in developing disaster preparedness and mitigation system is needed in determining a community's resources, capabilities, coping mechanisms, and facilities, as reported by Newport and Jawahar (2003). Proper coordination with the barangay and LGU will help local hazard risk diagnoses and vulnerability assessments, awareness-raising of risks, and practical and affordable preventative/mitigation measures.

Table 6
Activities and Governance on School’s Disaster Preparedness In Terms of Physical Protection Measures

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
1. School buildings and grounds are maintained and repaired for disaster resilience (e.g., against moisture, termites, fungus)	4.13	MT	7	4.57	A	2
2. Fire prevention and fire suppression measures are maintained and checked regularly.	4.27	A	3.5	4.50	A	6
3. Safety measures related to building non-structural elements, furnishings and equipment are taken to protect students and staff from hazards within the building (especially due to earthquakes, severe weather etc.)	4.33	A	2	4.71	A	2
4. Measures are taken to protect equipment and materials from wind and water damage (from floods, storms)	4.20	A	5.5	4.64	A	4
5. School infrastructure, including access routes, shelters and safe havens are developed as needed and maintained for safety.	4.20	A	5.5	4.50	A	6
6. Crime, vandalism, and bullying prevention measures are maintained and students and staff feel safe and secure on school premises.	4.27	A	3.5	4.50	A	6
7. Measures are taken to provide clean drinking water, food security, drought and hazardous materials protection (e.g., rainwater harvesting, school gardens, solid waste management, erosion prevention).	4.47	A	1	4.71	A	2
Composite Mean	4.27	A		4.59	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
MT = Most of the Time R = Rank

As discussed in Table 6, the SDRRM Chief – respondents assessed that measures are always taken to provide clean drinking water, food, security, drought, and

hazardous materials protection (e.g., rainwater harvesting, school gardens, solid waste management, and erosion prevention), which yielded the highest weighted mean of 4.47 and the highest rank of 1. The schools can develop and maintain a culture of safety (UNISDR, 2008) because they prepare the necessity that humans need in the occurrence of a disaster. Meanwhile, the said group of respondents responded that school buildings and grounds are maintained and repaired most of the time for disaster resilience (e.g., against moisture, termites, fungus) with the least weighted mean of 4.13 and least rank of 7. Based on the perspective of the SDRRM chief, the physical risk reduction and maintenance of the safe facilities are being prioritized to protect students and staff from physical harm (UNISDR, 2008).

For the SDRRM Coordinator - respondents, they assessed that the school buildings and grounds are always maintained and repaired for disaster resilience (e.g., against moisture, termites, fungus); safety measures related to building non-structural elements, furnishings, and equipment are always taken to protect students and staff from hazards within the building (especially due to earthquakes, severe weather, etc.). Measures are always taken to provide clean drinking water, food security, drought, and hazardous materials protection (e.g., rainwater harvesting, school gardens, solid waste management, erosion prevention) as stated by the highest obtained equal-weighted means of 4.71 and the highest ranks of 2.

However, they also assessed that fire prevention and fire suppression measures are always maintained and checked regularly; school infrastructure, including access routes, shelters, and safe havens, are always developed as needed and maintained for safety; and crime, vandalism, and bullying prevention measures are always maintained, and students and staff feel safe and secure on school premises which were supported by the least computed weighted means of 4.50 and least ranks of 6. The response of the SDRRM Coordinators is almost similar to the SDRRM Chief, which means that the school has a risk reduction plan and teaching that will promote a culture of safety (UNISDR, 2008).

Table 7
Activities and Governance on School's Disaster Preparedness in Terms of Disaster and Emergency Response Skills

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
1. School personnel are ready to organize disaster response using a standard emergency management system (e.g., incident command systems).	4.27	A	4	4.71	A	1.5
2. School personnel receive training in a range of response skills including, as necessary: building and area evacuation, first aid, light search and rescue, student supervision, shelter, nutrition and sanitation.	4.13	MT	5	4.50	A	5
3. School maintains first aid supplies.	4.47	A	1	4.64	A	3
4. School maintains fire suppression equipment.	4.33	A	2.5	4.57	A	4
5. School maintains emergency water, nutrition and shelter supplies to support expected staff and students for a minimum of 72 hours.	4.33	A	2.5	4.71	A	1.5
Composite Mean	4.31	A		4.63	A	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
MT = Most of the Time R = Rank

As given in Table 7, the SDRRM Chief - respondents assessed that the school always maintains first aid supplies, which got the highest weighted mean of 4.47 and the highest rank of 1. On the other hand, the said group of respondents responded that the school personnel receives training most of the time in a range of response skills including, as necessary: building and area evacuation, first aid, light search and rescue, student supervision, shelter, nutrition, and sanitation with the least weighted mean of 4.13 and least rank of 5.

The SDRRM Coordinator - respondents assessed that the school personnel is always ready to organize disaster response using a standard emergency management system (e.g., incident command systems). The school always maintains emergency water, nutrition, and shelter supplies to support expected staff and students for a minimum of 72 hours, as shown by the highest obtained equal-weighted means of 4.71 and the highest ranks of 1.5. On the contrary, they also assessed that the school personnel always receive training in a range of response skills including, as necessary: building and area evacuation, first aid, light search and rescue, student supervision, shelter, nutrition, and

sanitation which was supported by the least computed weighted mean of 4.50 and least rank of 5.

Table 8
Activities and Governance on School's Disaster Preparedness in Terms of School Policies and Procedures for Disaster and Emergencies

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
1. Policies and standard operating procedures are adopted to address all known hazards.	4.53	A	1.5	4.43	A	2.5
2. Standard operating procedures include: building evacuation and assembly, evacuation to safe haven, shelter-in-place, lockdown, and family reunification procedures.	4.53	A	1.5	4.50	A	1
3. School has identified the safe assembly and everyone knows how to go there after building evacuation.	4.47	A	3	4.43	A	2.5
4. School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians.	4.33	A	4	4.29	A	4.5
5. School drills are held at least twice yearly to practice and improve upon disaster mitigation and preparedness skills and plans.	4.00	O	5	4.29	A	4.5
6. One of these drills is a full scenario drill to practice response preparedness	3.47	O	6	3.21	S	6
Composite Mean	4.22	A		4.19	O	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
MT = Most of the Time R = Rank

As shown in Table 8, the SDRRM Chief - respondents assessed that policies and standard operating procedures are always adopted to address all known hazards; and standard operating procedures always include building evacuation and assembly, evacuation to a safe haven, shelter-in-place, lockdown, and family reunification procedures which gave the highest equal-weighted means of 4.53 and the highest ranks of 1.5. Meanwhile, the said group of respondents responded that one of these drills is often a full scenario drill to practice response preparedness with the least weighted mean of 3.47 and least rank of 6. According to Moosa et al. (2009), it is important to note that the Head of School is responsible for the health and safety of students and staff during an emergency. Although there is a standard operating procedure, the Head of School must

exercise discretion in implementing standardized operational procedures and consider modifications necessary to ensure all personnel's health and safety during an emergency. Concerning the SDRRM Coordinator - respondents, they assessed that standard operating procedures always include: building evacuation and assembly, evacuation to a safe haven, shelter-in-place, lockdown, and family reunification procedures as given by the highest obtained weighted mean of 4.50 and the highest rank of 1.

On the other hand, they also assessed that one of these drills is sometimes a full scenario drill to practice response preparedness which was supported by the least computed weighted means of 3.21 and least rank of 6. The SDRRM Manual 1 indicated that the standard evacuation procedures depend on the hazard and should be customized to your unique circumstances. These are built around six basic emergency procedures such as building evacuation, shelter-in-place, lockdown, assemble and shelter outside to safer grounds, and evaluating student-family reunification.

The SDRRM Coordinator has the authority to assess and evaluate the appropriate standard operating procedure applicable to the school. However, due to the quarterly execution of the drills correlative to the standard operating procedure, students tend to forget what to do; thus, following Roland and Johnston (2005) about giving students with proper preparedness skills through conducting a series of drills and training can help them develop those skills and carry them in their adulthood.

The composite means were 4.22 for the SDRRM Chief and 4.19 for the SDRRM Coordinator - respondents. These safely implied that the schools always and sometimes practiced the activities and governance on school's disaster readiness in terms of school policies and procedures for disaster and emergencies. Republic Act No. 10121 is the state's policy to adopt and implement a coherent, comprehensive, integrated, efficient, and responsive disaster risk reduction program incorporated

Table 9
Effects of Precautionary Measures on the Students

Items	SDRRM Chief			SDRRM Coordinator		
	WM	VI	R	WM	VI	R
1. Most are familiar with and able to carry out safe, quiet and orderly building evacuation procedures.	3.27	S	11	3.29	S	10
2. Most are familiar with and able to participate in safe assembly areas or safe haven.	3.47	O	9.5	3.36	S	9
3. Most are familiar with and able to participate in silent lockdown procedure.	3.73	O	8	3.50	O	8
4. Most are familiar with and able to participate in shelter-in place procedure.	4.13	O	6	4.14	O	7
5. Most students are familiar with and ready to comply with safe family reunification procedures	4.27	A	5	4.36	A	4
6. Most students were hurt during the mock exercise.	4.47	A	3	4.43	A	2.5
7. Most of students did not follow the instruction set by the trainings	4.53	A	1.5	4.50	A	1
8. Students talk with their classmates as the seminar for disaster risk management is ongoing.	4.53	A	1.5	4.43	A	2.5
9. Students panicked when they hear the signal for evacuation.	4.33	A	4	4.29	A	5.5
10. Students were able to carry out routine tasks.	4.00	O	7	4.29	A	5.5
11. Students were able to concentrate as they follow the precautionary procedure.	3.47	S	9.5	3.21	S	11
Composite Mean	4.02	O		3.98	O	

Legend: A = Always WM = Weighted Mean VI = Verbal Interpretation
 MT = Most of the Time R = Rank

As gleaned in Table 9, the SDRRM Chief - respondents assessed that most of the students did not follow the instruction set by the training; and students talk with their classmates as the seminar for disaster risk management is ongoing, which gained the highest equal-weighted means of 4.53 and the highest ranks of 1.5 interpreted as "always." Gustafson (2009) cited that by incorporating preparedness education on the curriculum, children may see preparedness as a societal value rather than an exercise. It was suggested to have a school competition about the International Day for Disaster where children demonstrate their knowledge on disaster risk reduction through drama, art, and music.

Based on the findings of PVA, Nepal drew up a comprehensive disaster preparedness plan. Students conduct their own vulnerability mapping wherein they learn

to clean and protect their vicinity to minimize the effect of disaster. In addition, they also performed drama to raise awareness of hazards and preparedness in school communities. This suggestion of Gustafson can be adopted in the school so that the teachers can get the students' attention, and they can learn disaster preparedness by doing it creatively. Meanwhile, the said group of respondents responded that most are familiar with and able to carry out safe, quiet, and orderly building evacuation procedures with the least weighted mean of 3.27, least rank of 11, and rated as "sometimes." Shaw and Shiwaku (2007) said that students should be encouraged to know disaster risk reduction, collect information related to pre-disaster, mitigation and implement it. In the study, the students are familiar with the evacuation procedure, but there is a lack of application of this knowledge.

Table 10
Difference on the Responses on the Level of Disaster Preparedness of the Different Schools, Activities, and Governance Regarding School Disaster Preparedness and Effects of the Precautionary Measures.

Variables	t-value	p-value	Decision	Interpretation
Level of Disaster Preparedness of the Different Schools				
Before a Disaster	1.86	0.03965	p<0.05, Reject Ho	Significant
During a Disaster	2.09	0.02554	p<0.05, Reject Ho	Significant
After a Disaster	0.50	0.31157	p>0.05, Accept Ho	Not Significant
Activities and Governance Regarding School Disaster Preparedness				
Ongoing Committee on Disaster Management	0.20	0.42186	p>0.05, Accept Ho	Not Significant
Assessment and Planning For Disaster Mitigation	0.44	0.33258	p>0.05, Accept Ho	Not Significant
Physical Protection Measures for Students	1.82	0.04272	p<0.05, Reject Ho	Significant
Disaster and Emergency Response Skills	1.97	0.03221	p<0.05, Reject Ho	Significant
School Policies and Procedures For Disaster And Emergencies	0.08	0.46856	p>0.05, Accept Ho	Not Significant
<i>Effects of the Precautionary Measures</i>	0.10	0.46072	p>0.05, Accept Ho	Not Significant

As seen in the table, in terms of the level of preparedness of different schools, the computed t-values of 1.86 before a disaster and 2.09 for during a disaster have

corresponding p-values of less than 0.05, thus rejecting the null hypothesis. On the other hand, the computed t-value of 0.50 after a disaster had a corresponding p-value of more than 0.05, thus accepting the null hypothesis.

These safely concluded that the respondents' assessment on the level of preparedness of different schools before and during a disaster have significant differences while there is no significant difference after a disaster. The SDRRM Chief and Coordinator have a different perspectives regarding the least prioritized activities before and during the disaster. Since the SDRRM Chief approved the school's budget, they prioritized more on the materials and school supplies of the teachers and students than the budget allocation for DRRM. While SDRRM Coordinator is not able to test the responses of the students during unannounced drills, given the fact that they only follow the quarterly simultaneous earthquake drill.

CONCLUSIONS

Based on the findings, the following conclusions are made regarding the schools' disaster preparedness within Taal Volcano 14 km radius:

1. School's disaster preparedness before and during a disaster should be strengthened.
2. Physical protection measures for students and disaster emergency and response skills should be prioritized as a key results area in the SDRRM Plan.
3. The SDRRM Chief and Coordinator have varied perspectives due to their different responsibilities and roles in the school management committee.
4. The least prioritized indicators were the basis for designing the SDRRM Plan.

RECOMMENDATIONS

Under the umbrella of the quantitative data, explored results and findings, produced implications and references, and the general conclusions, the following

recommendations to the school within Taal Volcano 14 km radius are offered to extend the constructs of this research endeavor:

1. Schools should conduct regular drills focusing on before and during disaster preparedness.
2. Promote a safety culture through community involvement and student disaster risk reduction and management competitions that are integrated into the curricular and co-curricular activities.
3. The SDRRM Chief and Coordinator should have a consultation, evaluation, and validation of the results of the hazard and vulnerability mapping and assessment procedures.
4. Future researchers should include in the study the Local Government Unit in assessing the school's disaster plan, preparedness, mitigation, and response to avoid bias and promote community awareness regarding the disaster.
5. The schools should implement the SDRRM Plan designed by the researcher to address the weaknesses as revealed in the study.

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FATHER FIGURES AND THE SUCCESS OF ADOLESCENTS IN SCHOOL: A QUALITATIVE INVESTIGATION

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ABSTRACT

The quest thrust to comprehend the influences of father figures on adolescents' success in school. The paper specifically probed on unearthing the present figures exhibited predominantly by fathers to support adolescents' schooling, how these father figures influence the success of the students in school in terms of scholastic outcomes and behavioral outcomes, and the teenagers' perspective about how important their father figures are. The paper is also geared toward the analysis of the implications of the findings to the secondary schools' educational programming and the construction of a theoretical model as outputs of the study. This qualitative study employed phenomenology as a research design to yield its data from the respondents' lived experiences. Seven students with success stories and seven students with failure stories enrolled in Inosloban- Marawoy Integrated National High School (IMINHS) for School Year 2020-2021 were involved in the study through a purposive sampling method following stringent research ethics and data privacy.

A semi-structured interview was facilitated in the data gathering procedure using a researcher-made interview guide checked and validated by three experts in the area of study. Open coding, axial coding, and selective coding were performed to generate the results and findings of the academic investigation. Based on the result, fathers' predominant figures in the present revolved around the display of responsibility, provision of directions, and communication with adolescents. Father figures as disciplinarians and father figures as co-parents promise a high success rate. They employ consistent democratic discipline and balance their work and domestic chores through meaningful activities such as preparing meals for their children. Also, father figures as

breadwinners would better influence the success of students in school through the efficient provision of enough resources for the adolescents, father figures as teachers will be more appreciated if they present the skills and interests they are usually involved in to create a better sense of direction, and father figures as friends could bank on the dimension of playfulness to provide more avenues of communication.

More so, as breadwinners demonstrating sacrifice, adolescents learn competence, and the latter start taking responsibility for their actions. As disciplinarians and teachers, adolescents are immersed in self-regulation through the direction, dreams, and words that make them comprehend school and the people in school better. As co-parents and friends, positive connections and quality communication with adolescents teach positive self-talk, which develops self-esteem and grit. Father figures are important influences in adolescents' success in school because they are critically perceived to nurture these youth's affective side. Among the developed attitude and values that are important to a more desirable scholastic and behavioural outcomes are perseverance, social performance, morals and values, and wisdom. Through the careful analysis of the codes, the researcher formulated a theory that posits that successful students are happy adolescents. To be enriched in the affective side means to provide the components such as responsibility, direction, and communication which father figures could best provide. Responsibility is oriented towards the physiological and physical needs of adolescents.

The economic provision and the practical efforts of father figures to raise the family are intrinsic. They serve as a model of competence for adolescents in their approaches to their dealings in school. Second, the direction is geared towards the needs for safety and security of the adolescents. The desire for a guide is fulfilled with disciplinarians for right and wrong and teachers for practical lessons. The quality of consistent democratic discipline and the transfer of personal expertise represent the adolescents' expectations and henceforth promote a sense of self-regulation. Finally, communication is grounded in connection, love, and belonging, which are equally necessary for teenagers. The quality of the bond measured by the quantity of time shared

by father figures with their adolescents at home, whether a chore or play, provides the opportunity to firm up self-esteem and grit.

Henceforward, the findings of the study led to the recommendations, which included stronger partnerships between schools and homes that provide responsibility, directions and communications for the adolescents, creation of highly participative parenting programs and intensive skills seminar on the importance of father figures, focus on the development of the affect among schools and its activities for the learners, and an extensive review of the current curriculum in terms of the orientation of families and their roles and the practical skills needed by the adolescents for home-building and parenting.

Keywords : Adolescents, Father Figure, Behavioral Outcomes

INTRODUCTION

Students' success in school has been one of the focal concerns which kinds of literature and scientific studies in education have centered on since time immemorial. Institutional leaders, education pioneers, teachers, and scientific researchers have intrepidly explored various underpinnings towards the best grasp and development of learners because these youth are considerably inclined to need a type of environment that tailors to the development of their innate abilities and caters to their covert needs. The schools and institutions' mechanisms are at most grounded to this premise because the learners have been considered by society as the future of nations and this said stage is the preparation for real life and the best time to possibly treat concealed dents acquired in the students' growing years.

Now, a contemporary trend is gaining the interest of modern thinkers, which, by its very nature, enshrines the significance of families and underscores their support to a child, with them being the basic foundational unit of society. More specifically, while a mother's influence is constant and is generally always present, modern studies pointed out that the effect of a father is, on the other hand, unique and vital.

Fathers are the male parents in an acknowledged relationship who are expected to participate in the life of their children, but modern family constructs introduce people called father figures who can be biological, foster, adoptive, stepfathers, or grandfathers who may or may not have legal custody of a child as carefully defined by Yogman and Garfield (2016).

Father figures are explicitly the adults most committed to a child's well-being. They are expected to be most involved in rearing them regardless of their living situations, marital status, and biological conditions. They may be involved in activities such as providing for the family, imposing discipline, teaching at home, acting as protectors and masculine symbols, fostering emotional development, bonding on leisure and other young people's activities, nurturing and caring, collaborating with mothers in parenting, guiding children in spiritualism, and exemplifying models worthy of emulation. Nevertheless, these people may go beyond the stereotype and perform the same variety of roles to involve themselves in their considered children's lives.

Further, father figures are the crucial variables which are believed to be most impactful, with them expected to be the primary pillars of their respective homes. When a father involvement in a child's education provides consistency, attention, time, and compassion, everyone benefits. Kirsch (2020) and Higgins (2020) affirmed that the influence of fatherhood is an objective and documented phenomenon as there are data-driven reasons why a child does better when a father figure is in his or her life to prove that the topic is not subjective. They used "The Father Effect" as the umbrella terminology for the male parent's presence to further bring fathers to the realization that what they do matters as their kids are always watching and that involved fathers have a significant and positive impact on their children's development.

Father figures impact their children's academic and non-academic lives, and that their positive effect is greatest when the former is highly and constructively involved in the children's development in school. The participation of fathers in the education of their children has unique and long-term results. In contrast, children with engaged fathers are

most likely to succeed in school and avoid high-risk behaviors such as dropping out of school, engaging in premarital sex, and the likes, as provided by the Pediatrics Associates of Franklin (2020).

Specifically, success in school could be simplified into two critical areas that father figures could significantly impact, such as fostering academic achievement and teaching positive behavior and proper decorum. The former refers to the male parent's participation, which explicitly aims to raise adolescents' educational outcomes by helping them with school work, attending parent-teacher conferences, providing daily allowances, monitoring children's progress, and the like. On the other hand, the latter pertains to a father's participation grounded on improving the youth's values as manifested by helping teens become content and well-balanced individuals, comforting and advising them, and giving good examples worthy of emulation. With all these, it is safe to conclude that fathers and their involvement are among the most significant developments in the study of children and families.

However, pressing concerns have surfaced with the changing times, which threaten the young learners' expected supportive environment. The Fatherhood Institute (2020) articulated that fatherhood is at a turning point in the 21st century as Raeburn (2020) posited a developing shift and used the term "the missing link" to refer to fathers and the phenomenon where fewer are in close participation in their children's lives. In this regard, father figures do not see themselves as equally knowledgeable as compared to mothers or teachers in terms of their children's education and are admittedly less involved with the activities of their children. More so, father figures are faced with conflicts between what is expected of them by the norms and what the contemporary structures of families require them to suit in. Eizirik and Bergmann (2020) provided literature on shreds of evidence of a changing modern family construct and the adverse effects of father absence. They argued that father absence could generate conflicts to both the emotional experiences and children's behavioral aspects. This threat is alarming because a disappearing or missing father's effects can be profound and counterintuitive. With the

family demographics continuing to change with time, it becomes high time that research on the various effects and implications of a father figure's presence and influence on a child's life be explored. Because of the changing setup of family structures in the past years where roles are mixed up, it will be constructive to review and visit the current make-up.

The challenge now abounds in the present situation's unearthing and the changing fathering activities and familial roles. Probing on the various father figures and their influences on their children's lives in school is necessary, with fatherhood characterized as a role that helps children become happy and healthy adults. Wilding (2020) described the teenage years as a struggle because teens are bombarded with meaningful and challenging tasks of changing personal identity and learning how to deal with an increasingly complex social environment. She also mentioned that the development of the frontal cortex, the surging of hormones, and the budding urge for independence from parents and related conflicts are almost inevitable. Adolescents who experience physical, emotional, and social challenges as they transition from youngsters to adults would benefit from male parents, who are considered significant variables among family relationships.

Henceforth, the need for this study titled "Father Figures and the Success of Adolescents in School: A Qualitative Investigation" was felt whose chief rationale centered on the solid comprehension of the teenagers' phenomenon and lived experiences. This aimed to fill the gaps in the literature as very few research studies have capitalized on the perceptions and experiences of this set of respondents and break away from the traditional tendency of referring parental involvement as a unit and not as individual efforts of the parents focusing on the independent role father figures play for their children in school.

Furthermore, with the respondents' voices and views are taken into consideration and value, this study's directions were envisioned toward helping the educational programming of high schools in developing related innovations, policies, and programs,

and the eventual success of the students. The results may be used to give information when planning concerted partnerships with families and the rest of the stakeholders. Also, this study looked to forward its theoretical model to the school leaders and high school teachers with the hope of contributing to the contemporary viewpoint of adolescents who take a significant ratio in the population of academies and societies.

METHODOLOGY

This study's primary purpose was to investigate father figures' influence on high school students' eventual success en route to probing its implications to the school's educational planning and creating a theoretical model. This qualitative study resided on the use of a phenomenological research design to achieve the said aim.

The study engrossed in Inosloban-Marawoy Integrated National High School (IMINHS) as its research locale, which homes at most 3000 junior and senior high school students from a wide range of catchment areas in Lipa City such as Inosloban, Marawoy, Plaridel, San Lucas, Sabang, Dagatan, Balintawak, Bugtong, and Sto. Toribio. The school was considered one of the city's three largest public secondary schools. It is believed, with much diversity, to contain the current stereotypical adolescents in high school.

A total of 14 students participated in the study after screening and carefully deliberating their qualifications to the research's set criteria. The sample respondents possessed exceptional or deviant success or failure stories regarding their academic standings and behavioral outcomes as determined and assessed by their respective class advisers, subject teachers, the school's guidance counselor, and the researcher himself.

To assure that the study involved the most helpful kinds of participants in the study who can provide important information and insights, class advisers and subject teachers were sought for suggestions while strictly following the school's policy on data privacy. The guidance counsellor's assistance was also solicited to finalize the members of the desired number of participants.

The interview phase was scheduled with the chosen adolescents after class with

a waiver secured and signed by their respective parents or guardians. The interviewer guaranteed that the atmosphere was kept non-threatening, friendly and bias-free. In addition, ethical considerations were followed while in this process of data gathering, which includes assuring the participants' safety, prioritizing the dignity and privacy of the identities of the sample population and ensuring the anonymity of the learners participating in the research.

More so, all communications were done observing transparency and honesty through an online modality that suits the interviewees' choice and conveniences, such as in a videoconferencing platform or the chat facility of the widely used social media. Interview questions were from the validated set of inquiries of three professionals related to the field of study, which was sometimes translated in the vernacular language better to grasp the inquiries among the participating high school students. The interview raised follow-up questions solely to clarify and make clear statements provided by the respondents.

RESULTS AND DISCUSSIONS

The quest thrust to comprehend the influences of father figures on the adolescents' success in school. The paper specifically probed on unearthing the present figures exhibited predominantly by fathers to support adolescents' schooling, how these father figures influence the students' success in school in terms of scholastic outcomes and behavioural outcomes and the teenagers' perspective about how important their father figures are. The paper also geared towards analyzing the implications of the findings to the secondary schools' educational programming and constructing a theoretical model as outputs of the study.

This qualitative study employed phenomenology as a research design to yield its data from the respondents' lived experiences. Seven students with success stories and seven students with failure stories enrolled in Inosloban- Maraway Integrated National

High School (IMINHS) for School Year 2020-2021 were involved in the study through a purposive sampling method following stringent research ethics and data privacy.

A semi-structured interview was facilitated in the data gathering procedure using a researcher-made interview guide checked and validated by three experts in the area of study. The researcher performed open coding, axial coding and selective coding to generate the results and findings of the academic investigation.

In summary, the researcher yielded the following findings:

1. Figures Predominantly Exhibited by Fathers to Support the Schooling of Adolescents

The results validated that the perennial roles of breadwinning, disciplining, teaching, co-parenting and befriending the adolescents remained present among father figures. Under the theme, father figures are people who display responsibility; the two groups of the respondents have all provided that their father figures are the breadwinners of their families.

The second theme was father figures as the adults who provide direction. Under this, father figures as disciplinarians were only predominant among the students with success stories and classified consistent and democratic discipline as most useful. In contrast, father figures as teachers were present to both groups but only those who share their interests, expertise, and work skills assure better school performance.

Lastly, the third theme is compelled to father figures as family members who engage themselves in communication with adolescents, represented by those who perform the roles of co-parents and friends. Father figures as co-parents were prevalent only to the successful group of learners and were unified by one specific category: the amusement and appreciation of adolescents to the cooking efforts of their father figures. Meanwhile, father figures as friends existed to both groups of respondents, but the dimension of playfulness appeared to be present only to the successful students in school.

Ergo, father figures of successful adolescents were the good providers, consistent democratic disciplinarians, utilitarian educators, active and present co- parents and youthful friends to adolescents.

2. How Father Figures Influence the Success of Adolescents in School in Terms of Scholastic Outcomes and Behavioral Outcomes

The effects of father figures' roles have detoured in general to the development of the students' affective domain instead of their cognition, which in turn induced better scholastic performance and more desirable behavioural outcomes among secondary school students. Being the models of competence that they are, father figures who display responsibility as breadwinners influence adolescents to sacrifice, work harder and do better in their studies.

Father figures who provide directions as disciplinarians and teachers influence the students through the expectations in their children's educational achievements that the former pronounces. Through discipline and life lessons, adolescents can better comprehend the present situations in school and are equipped with a sense of self-regulation.

Finally, father figures who connect with teens through meaningful conversations as co-parents and friends validate the latter's capabilities to progress and win. These adults develop self-esteem and grit through a quality time of communicating with the youth.

3. How Important are Father Figures in the Perspective of the Adolescents

With all the said fathering tasks generalized as displaying responsibility, providing direction and engaging in communication, school success is better ensured. This fact is so because the quality of adolescents' affective domain depends on the

involvement of their father figures in their lives. Persevering personalities and better social performance in school rely on father figures. More so, the set of morals and values of adolescents which keep them from dealing well with other people in school are earned from the father figures. Lastly, father figures are the primary source of wisdom, and they provide a strong sense of right and wrong.

4. Implications of the Study to the Educational Programming of Secondary Schools

When father figures are implicitly involved in the development of adolescents' affect, high school students achieve more in terms of the scholastic outcomes and behavioural outcomes. Education policymakers may consider redesigning the curriculum, which adapts to the current realities as reflected in the findings. The contents about families, its structure and roles in the Edukasyon sa Pagpapakatao (EsP) subjects of high school students may be revisited while Home Economics and Industrial Arts of the secondary school's Technology and Livelihood classes must be made mandatory rather than optional to provide aptitudes and practical skills needed by students who will be adults and parents in the future.

Meanwhile, through its administrators, teachers, counsellors, and psychologists, the schools need to involve more the father figures in the institution's curricular, co-curricular and extracurricular activities, having known their importance to the learners. Teachers may weigh in the development of the affective domain in their classes as much as they do on cognition. Their action research could spotlight Child Protection alongside Curriculum and Instruction.

5. Theoretical Model

The learners with higher success rates are the happy adolescents as their affective domain orchestrates their cognitive functions and significantly impacts students'

performance. The quality of this emotional state has implications in the scholastic outcomes and behavioural outcomes of these teens. Three premises encapsulate the theory with happiness considered recurring positive feelings complemented by a general sense that one's life has meaning. Responsibility, direction and communication are the cornerstones of the triad that impact the happiness of the learners.

Responsibility is oriented towards the physiological and physical needs of adolescents. The economic provision and the practical efforts of father figures to raise the family are intrinsic. They serve as a model of competence for adolescents in their approaches to their dealings in school.

Second, direction is geared towards the needs for safety and security of the adolescents. The desire for a guide is fulfilled with disciplinarians for the right and wrong and teachers for practical lessons. The quality of consistent democratic discipline and the transfer of personal expertise represent the adolescents' expectations and henceforth promote a sense of self-regulation.

Finally, communication is grounded in connection, love and belonging, which are equally necessary for teenagers. The quality of bond measured by the quantity of time shared by father figures with their adolescents at home, whether a chore or play, provides the opportunity to firm up self-esteem and grit.

These meaningful involvements of a father figure in a child's life, directly and indirectly, stimulate competence, spark wisdom, and develop emotional toughness, thus, is integral to student achievement.

CONCLUSIONS

Based on the results yielded, the following conclusions were made:

1. The predominant figures exhibited by father in the present revolved around the display of responsibility, provision of directions, and communication with the adolescents. Father figure of successful adolescents were the good providers, consistent

democratic disciplinarians, utilitarian educators, active and present co-parents and youthful friends to adolescents.

Father figures as disciplinarians and father figures as co-parents promise a high success rate. They employ consistent democratic discipline and balance their work and domestic chores through meaningful activities such as preparing meals for their children. Also, father figures as breadwinners would better influence the success of students in school through the efficient provision of enough resources for the adolescents, father figures as teachers will be more appreciated if they present the skills and interests they are usually involved in to create a better sense of direction, and father figures as friends could bank on the dimension of playfulness to provide more avenues of communication.

2. As breadwinners demonstrating sacrifice, adolescents learn competence, and the latter starts taking responsibility for their actions. As disciplinarians and teachers, adolescents are immersed in self-regulation through the direction, dreams and words that make them comprehend school and the people in school better. As co-parents and friends, positive connections and quality communication with adolescents teach positive self-talk, which develops self-esteem and grit.

3. Father figures are essential influences in the success of the adolescents in school because they are perceived to critically nurture these youth's affective side. The development of this domain depends on the involvement and participation of father figures in their children's schooling and education. Among the developed attitude and values that are important to a more desirable scholastic and behavioural outcomes are perseverance, social performance, morals and values, and wisdom.

4. The importance of father figures is a significant consideration for the curriculum and policies as their involvement in the education of the secondary school students is impactful to higher success rates in terms of the youth's scholastic and behavioural outcomes.

5. Successful students are happy adolescents. To be enriched in the effective side means to provide the components such as responsibility, direction and

communication which father figures could best provide.

RECOMMENDATIONS

Based on the abovesaid conclusions, the following recommendations were made:

1. Homes and schools must work together to foster an environment that displays figures who take responsibility for the adolescents, provide clear directions towards success, and engage in meaningful conversations. After all, the parents, other family members, teachers, and school administrators could be father figures for high school students. They may fill in the provision of resources, enact consistent democratic discipline and co-parenting as father figures. Exposition and transfer of skills and playfulness are approaches that could be exploited to bridge oneself closer, motivate and inspire adolescents. School activities and programs must induce more participation from homes, which will allow father figures to realize and learn their value and for learners to experience their covert needs to happy school life.

2. Schools and social welfare organizations can hold highly participative parenting programs and intensive skills seminars tackling the importance and how father figures influence school success when they suit in as good providers, consistent democratic disciplinarians, utilitarian educators, active and present co- parents and the youthful friends to adolescents.

3. Teachers as educators, guidance counsellors, and researchers in their classrooms are strongly called to put weight on their approaches to profoundly develop the high school students' affect as a pedagogical pursuit to secure higher scholastic outcomes and behavioural outcomes.

4. Curriculum developers and education policymakers are urged to review the existing contents about families and their functions in the development of the children embedded in the Edukasyon sa Pagkakatao (EsP) area to suit the current setups, thus, assure that no child is left behind. With this, it is high time that the restoration of Good

Manners and Right Conduct (GMRC) in the curriculum be realized. Also, they may consider making Home Economics and Industrial Arts as regular contents of the Technology and Livelihood Education (TLE) classes in high school to vest learners with practical skills necessary in homebuilding. In summary, fathering skills must be embedded as a non- gendered role to make the best future parents among the learners.

5. It is recommended that the theory formed in this research be further verified by considering to explore on the interplay of the three cornerstones discussed in the theory of the study involving subsets such as adolescents with two of the three types of father figures only and adolescents with only one of the three categories of father figures only.

6. Lastly, it is recommended that this investigation be replicated using different respondents such as the elementary and college students using other qualitative and quantitative approaches to prove this study's findings.

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THE FACTORS ASSOCIATED WITH READING DIFFICULTIES AND THE CHALLENGES ENCOUNTERED BY TEACHERS ON THE IMPLEMENTATION OF THE INSTRUCTION OF READING

IRENE I. AGUILA

ABSTRACT

The study assessed the relationship of reading comprehension skills and the challenges encountered by the teachers in the instruction of reading of Grade 4 learners in the Division of Lipa City, as it described the current issues or problems through a process of data collection. It involves the collection of facts in order to answer questions relative to the nature of the study being pursued. It provides the adequate and accurate interpretation of findings, describing what actually exist in the public school as far as teaching-learning process is concerned.

The respondents of the study were one hundred (100) learners and twenty (20) teachers in Grade 4 in the Schools Division of Lipa City. All learner-respondents were chosen purposively. The results revealed that the learners must be given proper intervention. However, teachers should help the learner lessen their reading difficulties by constantly monitoring and giving follow-up lesson to the learners.

Furthermore, the results revealed that 94% of the Grade 4 learner-respondents have reading level which is below their grade level. Likewise, it was found out that majority of the pupils have reading levels belonging to the frustration level which means that they have difficulty reading passages and text. It was also established that the low results of the reading ability test of the pupils are of high significant relationship with their Comprehension Skills. In totality there is really a great need to improve the students comprehension skills to improve their ability.

Relatively, from the conclusions drawn, a localized action plan was proposed to further address the significant findings of the study. Specifically, this research recommends that teacher should give instrumentation such as "one story a week" to improve the learners skills in predicting content. This also suggests that teachers can give

exercises/intervention such as brotherhood/sisterhood. Secondly, teachers should continue to use different strategies to further develop the reading comprehension skills.

Keywords: reading comprehension skills, reading ability, learners, Schools Division of Lipa City

INTRODUCTION

Reading is an activity characterized by the translation of symbols, or letters into words and sentences that have meaning to the individual. The ultimate goal of reading is to understand written material, evaluate it, and use it for one's needs. The ability to read and understand plays a vital role in pupils' learning both in and outside the classroom. The truth about classroom set-up is some students can read effectively, and some students can read but cannot comprehend, so they fail to grasp ideas and thus are categorized as a reader at a frustration level.

Students with good reading skills can search out knowledge, dig deeper into topics, and better understand the world around them. When students are unable to read well, they become discouraged and frustrated, which can lead to absences from school and, in the worst-case scenario, high school dropouts, low test results, and other adverse effects, all of which can have significant and long-term consequences for the school and, in particular, the students. A student who struggled with reading developed low self-esteem and felt overlooked. Without sufficient encouragement and support, the student can lose interest in reading and learning.

According to Keyser (2020), to accomplish success, one needs to have good reading and comprehension skills. Without these skills, children will struggle to grow academically as reading is the foundation of all academic subjects such as History, Mathematics, and Science and influences their ability to write. A lack of solid reading comprehension skills affects a child's success at school as academic progress depends on understanding, analyzing, and applying information gathered through reading

With this, Pardede (2011) stated that there are factors associated with the learners' reading difficulties. These factors include intellectual factors, emotional factors, and environmental factors. Intellectual factors refer to the potential for learning. Intellectual factors can be divided into several components. Intelligence tests measure academic aptitude. Although much of what is called intelligence is inherited, a child's intelligence can be dramatically influenced by environmental conditions. In general, the child's experiences and environment, including teaching, can make a significant difference. This factor includes how learners acquire phonemic awareness, word memory, word recognition, and word vocabulary.

Emotional factors can influence reading achievement. Among the emotional factors exhibited by poor readers is emotional blocks, hostility, aggressiveness, learned helplessness, low self-esteem, depression, and anxiety. On the other hand, environmental factors include the home, school, cultural, and social environments. The home is a child's first setting, where important early learning takes place. The school setting is another critical framework for pupils, and it can be particularly challenging for students with reading difficulties. Students with reading disabilities tend to have difficulty in their social environments. The cultural climate is another system that affects attitudes and interest in reading. With these factor that affect the learners' reading difficulties, the teachers' role in improving the reading instruction process is significant. However, reading teachers experience different challenges in reading instruction. These include readiness of the learners to read, availability of materials, and parental involvement. Readiness occurs when the learners are capable of what the teacher is instructing them to do. It is the learners' knowledge capacity in understanding the reading materials being presented by the teacher by the purpose of reading.

Availability of reading materials is also a challenge for reading teachers. Reading materials to be used must be within the ability of the learners. Most of the time, teachers need localized materials to help learners read. The challenge is not all reading materials are readily available within the school. Another challenge is the parental

involvement of the parents. Teachers knew that they could not do everything to help the learners read, they need partners, and in this case, parents are the most valuable partner that could help them give follow-up learning at home. When these challenges continue to hinder reading instruction among teachers, they could not assure that all learners will be readers. Thus, if these challenges are being addressed, the teachers and the learners will be beneficial.

In the Philippine situation, the public schools measured the learners' reading level through the use of the Philippine Informal Reading Inventory (Phil – IRI). It is the anchor on the Department of Education's flagship program, "Every Child a Reader Program" the goal of which is to enable every Filipino child to communicate proficiently both in Filipino and English through effective reading instruction. With this tool, pupils from Grade 3 to 7 can be assessed the reading level in Filipino while Grades 4 to 7 can be assessed the reading level in English. The pupils' reading level can be classified into frustration, instructional, and independent levels.

For instance, in Loddod Elementary School, there were 160 out of 653 or 24.50% of the learners who belong to frustration level in Filipino. This means that these learners could not read the passage and comprehend the questions given on their grade level. These learners have been affected by different factors associated with their reading difficulties. Aside from this, teachers in these grade levels experienced challenges in reading instruction.

In connection with this, the Schools Division of Lipa City issued Division Memorandum No. 102 s. 2020 entitled SDO Lipa Bawat Bata Bumabasa Program. This program aims to provide specific mechanisms on how schools could effectively implement the program, provide technical assistance to school heads and teachers in implementing their school reading program, and develop Division monitoring and evaluation processes and tools to ensure its performance. Thus, each school is mandated to create its reading program to help the learners. Loddod Elementary school, for instance, crafted its reading intervention for Filipino entitled "Project TARA BUMASA." This

project aims to improve all Filipino learners' reading levels using different strategies such as brotherhood and sisterhood in reading, adopt – a- child in reading, and partnership with parents. Teachers gave reading materials suited to the learners' level to help the learners improve their reading level.

Banked on this information, the researcher is a Filipino teacher in Grade 4 of the said school, becoming interested in finding the factors of reading difficulties and the challenges teachers encounter in implementing the instruction of reading. This research study believes that it would be beneficial not only for the teachers like her but also for learners with low reading ability.

METHODOLOGY

The descriptive research was utilized in this study since it aimed to describe the relationship between the factors of reading difficulties and the challenges encountered by teachers in the implementation of instruction of reading.

The study respondents were 20 public elementary teachers teaching Grade Filipino and 100 registered learners of the Schools Division of Lipa City school year 2020-2021.

The total number of respondents in this study is presented in Table A. As reflected, twenty teachers teaching Filipino and 100 learners were chosen as the venue of this study. Random sampling was used to recruit study participants. Simple random sampling is the most straightforward approach to getting a random sample. It entails determining the optimal sample size and selecting observations from a population in such a way that each observation has an equal probability of being selected before the sample size is reached.

The instrument used in collecting the data from the sample respondents is a questionnaire. It is a set of systematically structured questions used by a researcher to get needed information from the respondents. The questionnaire was self-administered, posted, or in an interview format. It may include a checklist, attitude scales, projective

techniques, and rating scales.

To obtain the result of the study, the researcher prepared the letters for the School Division Superintendent Office –in-Charge in Lipa City, for the Public Schools District Supervisors of Lipa City South District, for the School Principal of the schools, for the parents of the learner – respondents, and the respondent for their approval. The researcher conducts the survey questionnaire to the respondents by sending the google link to them. The researcher gathered the data through the google link. Tabulation and computation of the collected data from the study's respondents were followed, which the expert did.

RESULTS AND DISCUSSIONS

Table 1
Assessment of the Respondents on the Extent Intellectual Factors Affects Reading Difficulties of Grade 4 Learners

INDICATORS	Teachers			Learners		
	WM	VI	R	WM	VI	R
The learner						
1.mixes up letters when reading	3.70	GE	5	3.15	NE	5.5
2.finds it difficult to read aloud.	3.70	GE	5	3.21	NE	3
3.mixes up words when reading.	3.65	GE	7	3.08	NE	7
4.mispronounces words when he read	3.70	GE	5	3.15	NE	5.5
5.needs to go back to the text to check their understanding.	3.85	GE	1.5	3.38	NE	2
6. needs to read slowly to avoid misunderstanding	3.75	GE	3	3.57	GE	1
7. do not understand the meaning of the words he reads.	3.85	GE	1.5	3.19	NE	4
Composite Mean	3.74	GE		3.25	NE	

Legend: Scale 4.50 – 5.00 Verbal Interpretation Very Great Extent WM – Weighted Mean
 3.50 – 4.49 Great Extent VI – Verbal Interpretation
 2.50 – 3.49 Normal Extent R – Rank
 1.50 – 2.49 Limit Extent
 1.00 1.49 None at All

Table 1 shows the extent to which intellectual factors affect the reading difficulties of Grade 4 learners. For teachers, the weighted mean of 3.85 indicates that the learner needs to go back to the text to check their understanding, and they do not

understand the meaning of the words they read at "Great Extent," being the highest among the other indicators at rank 1.5. In contrast to this, item "the learner mixes up words when reading" obtained the lowest rank on the teacher's assessment with a weighted mean of 3.65 or a great extent.

On the other hand, learner-respondents assessed that they need to read slowly to avoid misunderstanding to be the highest rank with a weighted mean of 3.57 or a great extent. This was followed by the item "The learner needs to go back to the text to check their understanding." with a weighted mean of 3.38 at normal extent. However, they assessed that they mix up words while reading at the lowest rank with a weighted mean of 3.08.

Table 2
Assessment of the Respondents on the Extent Emotional Factors Affects Reading Difficulties of Grade 4 Learners

INDICATORS	Teachers			Learners		
	WM	VI	R	WM	VI	R
The learner						
1. is not motivated to read.	3.30	NE	6.5	3.01	NE	4
2.feels not confident while reading.	3.45	NE	4.5	3.02	NE	3
3.do not read for pleasure because he believes that reading is a difficult task.	3.45	NE	4.5	3.10	NE	1
4.could not concentrate whenever he reads.	3.60	GE	2.5	2.97	NE	5
5.feels nervous when he reads.	3.60	GE	2.5	2.94	NE	6
6.gets bored when he reads.	3.30	NE	6.5	2.81	NE	7
7.gets tired when he is given long text to read.	3.75	GE	1	3.09	NE	2
Composite Mean	3.49	NE		2.99	NE	

Legend: Scale 4.50 – 5.00 Verbal Interpretation Very Great Extent WM – Weighted Mean
 3.50 – 4.49 Great Extent VI – Verbal Interpretation
 2.50 – 3.49 Normal Extent R – Rank
 1.50 – 2.49 Limit Extent
 1.00 1.49 None at All

Based on the result, teachers assessed item 3, “The learner gets tired when he is given long text to read,” as the greatest emotional factor affecting reading difficulties of the learners with a weighted mean of 3.75, while it ranks second for learners with a weighted mean of 3.09. The learners assessed, “The learner does not read for pleasure because he believes that reading is a difficult task “To be of highest rank with a weighted

mean of 3.10, while it ranks 4.5 for teachers with a weighted mean of 3.45.

On the contrary, the teacher assessed items “The learner is not motivated to read.” And “The learner gets bored when he reads.” to have the lowest weighted mean of both, 3.30. On the other hand, learners assessed “The learner gets bored when he reads.” obtained the lowest weighted mean of 2.81. It is followed by “The learner feels nervous when he reads.” with a weighted mean of 2.94 at rank 6.

To sum it up, teacher-respondents assessed emotional factors affecting the reading difficulty at the normal extent with a composite mean of 3.49, while learner-respondents assessed this factor at a normal extent with a weighted mean of 2.99.

Table 3
Assessment of the Respondents on the Extent Environmental Factors Affects Reading Difficulties of Grade 4 Learners

The learner INDICATORS	Teachers			Learners		
	WM	VI	R	WM	VI	R
1. belongs to big class size.	3.55	GE	1	3.36	NE	1
2. is not given timely and accurate feedback because the teacher gives more attention to those learners who were in attentive.	3.10	NE	5	2.91	NE	5
3. belongs to class with shifting schedule.	2.35	LE	6	2.47	LE	6
4. belongs to the school with the presence of construction of building with disruptive sounds.	3.30	NE	4	3.09	NE	3
5. belongs to a class with classroom which have poor condition such as lack of lighting and ventilation.	2.25	LE	7	2.35	LE	7
6. belongs to a family who have low monthly family income.	3.35	NE	3	3.16	NE	2
7. is not given follow – up lesson at home.	3.40	NE	2	3.04	NE	4
Composite Mean	3.04	NE		2.91	NE	

Legend:

<i>Scale</i>	<i>Verbal Interpretation</i>	<i>WM – Weighted Mean</i>
4.50 – 5.00	Very Great Extent	VI – Verbal Interpretation
3.50 – 4.49	Great Extent	R – Rank
2.50 – 3.49	Normal Extent	
1.50 – 2.49	Limit Extent	
1.00 1.49	None at All	

Based on the result, both teachers and learners assessed item 1, “The learners belong to big class size.” The most significant environmental factors affecting the learners' reading difficulties with a weighted mean of 3.55 and 3.36 for teachers and learners, respectively. It is followed by “The learner is not given follow-up lesson at

home” for teachers with a weighted mean of 3.40 while “The learner belongs to a family with low monthly family income.” for learners with a weighted mean of 3.16.

On the contrary, item “The learner belongs to a class with a classroom with a poor condition such as lack of lighting and ventilation.” It has the lowest rank with a weighted mean of 2.25 for teachers and 2.35 for learner-respondents.

The study's result states that there are still classes having learners more than what is standard, which can affect reading difficulty. Teachers handling big class sizes find difficulty teaching reading because they could not focus more attention on those struggling in reading. On the other hand, when teachers have fewer students, more attention and tailored instructions can be given. Every educator would argue strongly that large classes have an adverse impact on education, learning, and society. In teaching reading, being in a small class would allow teachers to identify the students' language needs, their areas of strengths and weaknesses. Large class size affects learning, and the teacher or education classes have low morale and self-esteem. Motivation fails, and classroom approaches are reduced to nothing more than lecture, which has been proven to be the most inefficient of all teaching methods. New and more dynamic instructional methods and techniques cannot be applied in overcrowded classrooms. Increased class size also affects students' behavior and, as such reduces the opportunities for schools to provide the level and quality of teaching that is needed to enhance student learning and achievement.

Murphy (2015) suggested that smaller classes have only moderately positive effects than larger class sizes. These relatively positive effects were only seen in students that had experienced smaller class sizes for three or more consecutive years. It would be more beneficial to hire additional teachers to provide one-to-one tutoring rather than reduce class size, and the effects on student's reading achievement would be just as significant. She also pointed out that reduced class size could improve school tone and morale and aid in teacher retention.

Table 4
Assessment of the Respondents on the Challenges Encountered by Teachers in Reading Instruction in terms of Readiness of the Learners

The learner	INDICATORS			Teachers			Learners		
	WM	VI	R	WM	VI	R	WM	VI	R
1.can recognize all the words in the selection.	3.15	MC	7	3.62	C	5			
2.can demonstrate oral capabilities such as listening and speaking.	3.44	MC	3	3.53	C	7			
3. can identify the meaning of unfamiliar words in the selection read.	3.40	MC	4	3.60	C	6			
4. can give the motive question in the selection to be read.	3.46	MC	2	3.66	C	3			
5. is aware of the book and print details of the story to be read.	3.35	MC	5.5	3.65	C	4			
6. can read the selection within his grade level	3.35	MC	5.5	3.71	C	2			
7.can answer the comprehension skills given to him after he read the selection	3.55	C	1	3.72	C	1			
Composite Mean	3.39	MC		3.65	C				

Legend: Scale 4.50 – 5.00 Very Great Extent
 3.50 – 4.49 Great Extent
 2.50 – 3.49 Normal Extent
 1.50 – 2.49 Limit Extent
 1.00 1.49 None at All

Verbal Interpretation
 WM – Weighted Mean
 VI – Verbal Interpretation
 R – Rank

Based on the result of the study, "The learner can answer the comprehension skills given to him after he read the selection." obtained the highest weighted mean from both teachers and learners with a weighted mean of 3.55 and 3.65, respectively. The item follows it, "The learner can give motive question on the selection to be read" at rank 2 for teachers with a weighted mean of 3.46 while "The learner can read the selection within his grade level." for learner-respondents with a weighted mean of 3.71.

On the contrary, teacher-respondents assessed, "The learner can recognize all the words in the selection." To be the little indicator of reading readiness of learners in Filipino with a weighted mean of 3.15. Meanwhile, learner-respondents assessed "The learner can demonstrate oral capabilities such as listening and speaking." to be the least challenging among the indicator of their readiness.

Teachers assessed the learners' readiness to be moderately challenging with a composite mean of 3.39, while learner-respondents assessed this category as challenging.

Table 5
Assessment of the Respondents on the Challenges Encountered by Teachers in Reading Instruction in terms of Availability of Materials

INDICATORS	Teachers			Learners		
	WM	VI	R	WM	VI	R
1.The reading materials given to me is within my interest.	3.90	C	7	3.88	C	6
2.The reading materials given to me is within my reading level.	4.15	C	4.5	3.92	C	3.5
3. Localized reading materials were used by my teacher during reading period.	4.40	C	1	4.09	C	1
4. Each one of us was given appropriate reading materials.	4.30	C	2.5	3.89	C	5
5.Our classroom has reading corner wherein we can barrow books that we want to read.	4.30	C	2.5	3.57	C	7
6.Our teacher used modern technology during our reading class	4.15	C	4.5	4.03	C	2
7. Our teacher used varied reading materials to teach us reading.	4.10	C	6	3.92	C	3.5
Composite Mean	3.39	MC		3.65	C	

Legend: Scale 4.50 – 5.00 Very Great Extent
 3.50 – 4.49 Great Extent
 2.50 – 3.49 Normal Extent
 1.50 – 2.49 Limit Extent
 1.00 1.49 None at All

Verbal Interpretation
 WM – Weighted Mean
 VI – Verbal Interpretation
 R – Rank

Results revealed that both respondents assessed my teacher used the indicator "Localized reading materials during reading period." to be of highest rank with a weighted mean of 4.40 and 4.09 for teachers and learners, respectively. This is followed by indicators "Each one of the learners was given appropriate reading materials." and "The classroom has reading corner wherein learners can borrow books that they want to read." for teachers who gained 4.30 at rank 2.5. Whereas indicator "The teacher used modern technology during the reading class." earned 4.03 at rank 2 for the learners.

On the other hand, teacher respondents assessed "The reading materials given to the learner is within his interest." to be the least challenging among the indicators in terms of availability of materials. It obtained a weighted mean of 3.90. Learner-respondents assessed "The classroom has reading corner wherein learners can borrow books that they want to read." at rank 7 with a weighted mean of 3.57.

To sum it up, both respondents assessed the availability of materials challenging in the teacher's reading instructions as reflected by the composite mean of 4.19 and 3.90

for teachers and learners, respectively.

Table 6
Assessment of the Respondents on the Challenges Encountered by Teachers in Reading Instruction in terms of Parents' Involvement

The parent... INDICATORS	Teachers			Learners		
	WM	VI	R	WM	VI	R
1. attends quarterly parent-teacher conference.	3.55	C	6	3.81	C	5
2. attends the homeroom PTA meeting to improve the reading performance of their child.	3.60	C	5	3.62	C	6.5
3. informed the teacher about the health status of their child.	3.65	C	3.5	3.92	C	2
4. accepts the feedback given by the teachers regarding the academic performance of their child	3.70	C	1.5	3.62	C	6.5
5. helps their child to have follow up reading at home.	3.50	C	7	3.90	C	3
6. support the teacher in the school activities by allowing their child to join them such as extending class hours for remedial reading.	3.65	C	3.5	3.89	C	4
7. finds someone else who can help their child improve their reading level.	3.70	C	1.5	3.97	C	1
Composite Mean	3.62	C		3.82	C	

Legend: Scale 4.50 – 5.00
3.50 – 4.49
2.50 – 3.49
1.50 – 2.49
1.00 1.49
Verbal Interpretation Very Great Extent
Great Extent
Normal Extent
Limit Extent
None at All
WM – Weighted Mean
VI – Verbal Interpretation
R – Rank

Table 5 presents the data on teachers' challenges in reading instruction in terms of parents' involvement. The researcher, in characterizing this category, used seven (7) items. Based on the result, teacher-respondents assessed indicators "The parent accepts the feedback given by the teachers regarding the academic performance of their child." And "The parent finds someone else who can help their child improve their reading level." To be in the highest rank of 1.5 with a weighted mean of 3.70. Whereas learner-respondents assessed indicator "The parent finds someone else who can help their child improve their reading level." to have the highest weighted mean of 3.97 at rank 1. It is followed by the indicator "The parent informed the teacher about the health status of their child," with a weighted mean of 3.92 at rank 2.

Table 7
Test of Significant Difference Among the Assessment of the Respondents

Variables Compared	t-value	p-value	Description	Decision	Interpretation
Factors affecting the Reading Difficulty of the Learners	1.800	0.080	Not Significant	p > 0.05	Accept Ho
Challenges encountered by Teachers in Reading Instructions	-0.420	0.067	Not Significant	p > 0.05	Accept Ho

Based on the result, there is no significant difference in the assessment of both respondents on the factors affecting the learners' reading difficulties and the challenges encountered by teachers in reading instruction as reflected in the computed t-values of 1.800 and -0.420 against the p-values of 0.080 and 0.067, respectively. These p-values exceed the 0.05 level of significance; thus, both null hypotheses for these variables were accepted.

The result revealed that both respondents believe that reading is an essential skill to be developed among learners. This can be an avenue for learning other subjects as well. Both respondents agreed that factors are affecting the reading difficulties of the learners. The learners' intellectual factors affect their reading difficulties, emotional factors, and environmental factors affect as well.

Table 8
Significant Relationship Between Reading Performances of Learners in Filipino and Factors affecting their Reading Difficulties

Variable	R	P - value	Interpretation		
			Significance	Decision	
Reading Performances of Learners in Filipino	Intellectual Factors	0.056	0.575	Not Significant	Accept Ho
	Environmental Factors	0.002	0.985	Not Significant	Accept Ho
	Emotional Factors	0.097	0.333	Not Significant	Accept Ho

This result could be attributed to the respondents' assessment that most of the factors enumerated had an average extent effect on the reading difficulties of the learners.

These factors may affect, but there are no significant differences in the learners' reading performances. These can be attributed to the teachers' interventions to improve the reading level of the learners. Each school in Lipa City had developed an intervention to address the learners' reading difficulties in support of the Deped Memorandum 173 s. 2019 entitled "Hamon Bawat Bata Bumabasa." All schools had joined this campaign wherein they developed school intervention/innovation to improve all learners' reading levels both in English and in Filipino.

Table 9
Significant Relationship Between Reading Performances of Learners in Filipino and the Challenges Encountered by Teachers in Reading Instruction

Variable		R	P - value	Interpretation	
				Significance	Decision
Reading Performances of Learners in Filipino	Readiness of the Learners	0.071	0.482	Not Significant	Accept Ho
	Availability of Materials	0.177	0.078	Not Significant	Accept Ho
	Parents' Involvement	0.070	0.487	Not Significant	Accept Ho

Table 8 indicates that all compared variables have no significant relationship with each other. The Filipino learners' reflected reading performances compared to the learners' readiness, availability of materials, and parents' involvement obtained the computed r - values of 0.071, 0.177, and 0.070, respectively. Their p- values of 0.482, 0.078, and 0.487 do not exceed the 0.05 level of significance; thus, null hypotheses for these variables were accepted.

The result could be attributed to the teachers' support by their school head, Public Schools District Supervisor, and the EPS in Filipino. Although teachers encounter these problems in teaching reading, these are somehow addressed through the teachers' support. The school head allotted funds to reproduce reading materials to be used in giving interventions among learners who are identified to be under frustration level. Words of encouragement and technical assistance provided by the Public Schools District

Supervisor and EPS in Filipino had helped teachers deal with their challenges in reading instruction.

Table 10
Significant Relationship Between Reading Factors Affecting Reading Difficulties of the Learners and the Challenges Encountered by Teachers in Reading Instruction

Variable		R	P - value	Interpretation	
				Significance	Decision
Factors affecting Reading Difficulties of the Learners	Challenges encountered by Teaching in Reading Instructions	0.338	0.000	Highly Significant	Reject Ho

The result could be attributed to the learners' experience that may affect their reading difficulties and the challenges encountered by teachers in reading instruction. We cannot deny the fact that teachers experience difficulties in reading instruction, especially in this time of the pandemic. Their limited time to see and give follow-up among learners has been a big challenge for this. The actual reading instruction can only be done if the teachers and learners have a strong internet connection. And because of this limited reading instruction, learners experience reading difficulties.

CONCLUSIONS

The following conclusions had been drawn from the findings and interpretations of the study.

1. Reading difficulties associated with intellectual, emotional, and environmental factors find a normal effect on pupils.
2. Teachers found out that intellectual, emotional and environmental are challenging factors in the implementation of reading.
3. Intellectual and emotional factors are significant aspects of the reading difficulties of pupils.

RECOMMENDATIONS

Based on the draw conclusions, the researcher hereby states the following recommendations:

1. Teachers shall attend different seminars/ webinars/workshops about different strategies to develop comprehension skills among learners, crafting and using localized reading materials, and strong partnerships among parents and guardians to improve the reading level of the learners.

2. Teachers should focus on activities that would lessen the learners reading difficulties, such as conducting remedial reading instruction. The school head shall help the teachers address the challenges encountered in reading instruction, such as conducting seminars, SLAC, and mentoring among teachers.

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FACTORS INFLUENCING PERFORMANCE AND JOB SATISFACTION OF TEACHERS IN SELECTED PRIVATE SCHOOLS IN LIPA CITY: BASIS FOR PROFESSIONAL DEVELOPMENT PROGRAM

MARIA ANA ISABEL K. AGUILA

ABSTRACT

The main purpose of this research is to find out the factors that influence the performance and job satisfaction of teachers. It is vital for the teachers to be satisfied with their jobs in order to perform their job duties up to the required standards. The main areas that have been taken into account include, factors influencing the performance of teachers, factors influencing the job satisfaction of teachers, professionalism within teachers, performance appraisal methods, effects of performance appraisal methods and qualities of the teachers. The study was descriptive type. Population was teachers from three different private schools in Lipa City. The schools selected were based in the heart of the city and was observed to have the most significant number of teachers transferred to public schools. The researcher proposed a professional development program to enhance teachers' competencies through professional development contributing to their over-all school performance. The researcher recommends the Proposed Professional Development Plan will be implemented or considered or practiced.

Keywords: teacher's teaching performance, teacher's job satisfaction, professional development

INTRODUCTION

Teachers play a significant role in nation-building. One of their prominent roles in ensuring that student performance increases every year since they are in charge of the

classroom and the curriculum. However, as educators continue to improve school systems to continuously meet the ever-changing society's needs, they also need support and motivation to play their role perfectly. Thus, they need to be satisfied with their jobs to perform their duties up to the required standards.

Moreover, it cannot be denied that every employee does not always attain job satisfaction. More so, whether an individual has a white or a blue-collar job, the level of his job satisfaction is still unsure. This job satisfaction may also relate to his performance at work. If a specific worker is satisfied with his job, he will perform very well in it. Otherwise, he may not give his best in doing so.

Job satisfaction and performance are essential in an organization. Even in a learning institution, teacher's accounts may be affected by their satisfaction with their job. A private school needs to meet their teachers' need for them to perform their job well. In addition, it is undeniable that teachers are like the usual workers who are more dedicated to the organization if they are satisfied with their jobs. As a result of this, they tend to work happily and more productively. Further, employees who are happy with their work are enthusiastic and devote more time and energy to attain their work goals. For this reason, it is common knowledge that teachers who do not have job satisfaction demotivated may weaken not just the educational aims but also its programs.

Furthermore, the performances and job satisfaction of the teachers were influenced by certain factors. Under the influence of these factors, they may perform their job duties with diligence and enthusiasm or leave their jobs. Therefore, the said influence can either affect teacher's performance and job satisfaction either negatively or positively (Kapur, 2018).

In the Philippines, teaching was regarded as one of the most in-demand jobs. This profession may not be the most popular but undoubtedly one of the most populated. Mercado (2020) stated that it is evident as the Department of Education Undersecretary Jess Mateo bared that there are 988,567 positions in the department nationwide. Hence, DepEd is eyeing to hire 65,000 individuals for teaching and non-teaching posts in 2021.

However, some teachers teach in public schools, while some work in private institutions. Still, whichever they prefer to work at, their field of work and the importance of their positions is just the same.

In connection, private school teachers were expected to be equipped with the proper skills and knowledge from their school level to handle any situation in schools like public-school teachers. Keeping these facts in view would be very beneficial if teachers are not just knowledgeable and skilled but could also showcase better performance at work. Thus, each of them must also be satisfied with their chosen job.

But then, teachers working in private sectors may have varied job satisfaction levels. This could also be the same with their performances. Malik et al. (2010) cited that the differences between public and private sector teachers regarding job satisfaction with underlying reasons could be probed. Sharma and Jeevan Jyoti, as quoted in Nigama et al. (2018), revealed the level of satisfaction among the teachers are not high, and the private school teachers are delighted when compared to government teachers, while Agarwal, as also cited by Nigama et al. (2018) stated otherwise. In addition, Susmitha et al. (2018) revealed in their study that public school teachers are more satisfied than private school teachers. Due to the flexibility, security of a job, high wages, and independence enjoyed by public school teachers. Therefore, it is undeniable that there are underlying reasons with regards to their job satisfaction and performance.

It has been supported by Leynes (2017) when he cited in his study that in research, job satisfaction, work productivity, and professional development of teachers with the promotion are associated. Promotion, being regarded as a passage to a higher rank, is one of the motivating factors of the employees. So, for instance, job satisfaction, as one of the crucial factors of employment, is at stake due to disgruntled employees. In this context, the researcher conducted this study. It has been observed here in Lipa City that most private school teachers do not stay long in a private institution and seek to transfer to public schools.

As discussed previously, this study conceptualized the recognized significance in education that is crucial for the professional development of private school teachers in every private institution of one's nation as discussed previously that this study conceptualized. The desire to enrich the quality of primary education motivated the researcher to determine the factors influencing teachers' performance and job satisfaction in selected private schools. In Lipa City, generating findings that have profound value on basis for the design of a professional development program relevant to the present educational system.

As a teacher, this study will help the researcher understand the factors influencing performance and job satisfaction of teachers in selected private schools in Lipa City. This will be beneficial to make them more professionally developed in their field. It is also believed that this study would be an eye-opener for the private school administrators most especially in Lipa City to do something for improvement as this could give baseline data on how it may affect the school management.

METHODOLOGY

The present study utilized a descriptive research design. In the study of Johnson et al. (2014), the primary purpose of descriptive research is to provide an appropriate and proper description of the characteristics of a situation or phenomena.

This study was conducted in Lipa City, province of Batangas. Lipa City has several private schools, and to provide confidentiality, the three chosen schools were named School A, School B, and School C. The researcher chose these schools to be the subject of her study because these schools are located in the heart of the City of Lipa and was observed to have the most significant number of teachers transferred to public schools. The respondents of the study involved fifty-two (52) elementary teachers in selected schools in Lipa City. In addition, it also concluded their demographic characteristics such as age, sex, highest educational attainment, monthly salary, and years of service.

To achieve the stated objectives of the study, the researcher utilized a questionnaire to obtain data from the respondents. Since the research was done during the time pandemic, it was conducted online using google forms. To achieve the stated objectives of the study, the researcher utilized a questionnaire to obtain data from the respondents. Since the research was done during the time pandemic, it was conducted online using google forms. For the construction of the questionnaire, the researcher scanned similar studies, which she looked for some questions used in the past. The questionnaire was patterned after the lessons of Hallig (2015) and that of Kapur in 2018. Some items were even rephrased and revised to make them more suitable to the chosen respondents of the present study.

The questionnaire has three parts. The first part comprises the profile of the respondents, the second part includes the job performance, and the third part was all about job satisfaction. The items in the questionnaire were measured using a 5-point scale and have a verbal interpretation that corresponds to each numerical equivalent. The 5-point scale and the vocal arrangements were applied wherein five is the highest, and one is the lowest.

RESULTS AND DISCUSSIONS

Table 1
Extent of Teacher's Performance in Terms of Learning Environment

Items	Mean	Interpretation	Rank
1. The environment promotes fairness.	2.79	Moderate Extent	5
2. Classrooms are conducive to learning, safe and secure.	4.02	Great Extent	2.5
3. Communicates higher learning expectations to each learner.	3.73	Great Extent	4
4. Establishes and maintains consistent standards of learner's behavior.	4.02	Great Extent	2.5
5. Creates a healthy psychological climate for learning.	4.15	Great Extent	1
Composite Mean	3.74	Great Extent	

As presented in the table, the respondents perceived that the learning environment creates a healthy psychological climate for learning to a great extent at, ranked first with the highest mean of 4.15. Meanwhile, the said group of respondents

replied that the learning environment promotes fairness to a moderate extent which got the lowest weighted mean of 2.79 and least rank of 5. The composite mean of 3.74 implied that the learning environment is a factor of a teacher's performance to a great extent.

In a related study, a learning environment is a diverse platform where users engage and interact to learn new skills. While learners can learn in an array of settings, the term refers to the more preferred and accurate alternative to the traditional classroom. The term does not pass on a traditional or limited connotation, such as a room full of desks and a chalkboard. Developing an engaging and positive learning environment for learners, especially in a particular course, is one of the most creative aspects of teaching.

Table 2
Extent of Teacher's Performance in Terms of Communication Skills

Items	Mean	Interpretation	Rank
1. Teachers understand how to facilitate efficiency during instructions.	3.96	Great Extent	5
2. Sensitivity to student's needs are being manifested by teachers.	4.29	Very Great Extent	2
3. Ability to carry variations to avoid boredom in class is evident.	4.31	Very Great Extent	1
4. Teachers are capable to disseminate information and knowledge.	4.23	Very Great Extent	3
5. The ability to carry out decisions in class deliberation is observed in teachers.	4.17	Great Extent	4
Composite Mean	4.19	Great Extent	

As stated in the table, the teacher-respondents assessed that they have the ability to carry variations to avoid boredom in class to a very great extent as evidenced by the highest obtained rank of 1 and the highest weighted mean of 4.31. On the contrary, the teachers understand how to facilitate efficiency during instructions to a great extent which got the lowest rating with the mean of 3.96 and the least rank of 5.

The composite mean of 4.19 signified that communication skills are a factor of teacher's performance to a great extent.

Table 3

Extent of Teacher’s Performance in Terms of Interpersonal Relationship

Items	Mean	Interpretation	Rank
1. Friendliness is encouraged in the group.	4.10	Great Extent	4
2. Meetings are conducted to enrich social contact among teachers.	3.92	Great Extent	5
3. Teachers work as team to achieve positive result.	4.17	Great Extent	2
4. Equality and fair treatment is evident among teachers.	4.21	Very Great Extent	1
5. Social activities are geared towards development of teachers.	4.15	Great Extent	3
Composite Mean	4.11	Great Extent	

As reflected in the table, the item “equality and fair treatment is evident among teacher” ranked first with a mean of 4.21 and rated as a very great extent. Meanwhile, the item “Meetings are conducted to enrich social contact among teachers” which got the lowest weighted mean of 3.92 and the lowest rank of 5.

The composite mean of 4.11 generalized that interpersonal relationship is a factor of teacher’s performance to a great extent.

The related study examines the classroom environment from an interpersonal perspective on teaching, which concerns creating and maintaining a positive, warm classroom atmosphere conducive to learning. The focus is on the relationship between students and teachers. Teachers have both a direct and an indirect influence on students.

As a result, they contribute to the learning environment of these students. For example, between teacher characteristics, interpersonal teacher behavior, and teacher well-being, teaching behavior, teaching styles, and student perception of the learning environment have been studied and found to be related to student learning. There are three dimensions in interpersonal such as relationships within the classroom, personal development and goal orientation, and maintenance and changes within the system. From an interpersonal perspective, it is the first dimension that interests us. This dimension represents the nature of personal relationships within the classroom, particularly the support a teacher offers his students. Involvement and affiliation are also classified under this dimension.

Table 4

Extent of Teacher’s Performance in Terms of Competence

Items	Mean	Interpretation	Rank
1. Teachers are knowledgeable and have an adequate level of education.	3.85	Great Extent	4
2. The skills based on the concepts and theories of science are profound.	3.79	Great Extent	5
3. Duties and functions as a teacher with a maximum capability are performed.	4.02	Great Extent	3
4. Allows development in line with the dynamics of life.	4.31	Very Great Extent	2
5. Code of ethics, as a reference in carrying out its duties and functions is evident in teachers.	4.35	Very Great Extent	1
Composite Mean	4.06	Great Extent	

As written in the table, the teacher-respondents assessed that they practiced the code of ethics to a very great extent, as a reference in carrying out its duties and functions, as shown by the highest obtained rank of 1 and the highest weighted mean of 4.35. On the contrary, they assessed that they their skills are profoundly based on the concepts and theories of science to a great extent which got the lowest rank of 5 with a weighted mean of 3.79. The composite means of 4.06 inferred that competence is a factor of a teacher’s performance to a great extent.

Table 5
Extent of Teacher’s Performance in Terms of Learner Outcomes

Items	Mean	Interpretation	Rank
1. Pupils view teachers as role models and is reflected on their attitudes.	4.10	Great Extent	4.5
2. Pupils’ achievement and progress is evident.	4.10	Great Extent	4.5
3. There is pupils’ understanding on teachers’ class management.	4.13	Great Extent	3
4. Acceptance of pupils towards teachers’ limitation in handling the subject matter is shown.	4.29	Very Great Extent	1
5. Pupils’ expectation on the teachers’ ability is there.	4.27	Very Great Extent	2
Composite Mean	4.18	Great Extent	

As seen in the table, the item “Acceptance of pupils towards teachers’ limitation in handling the subject matter is shown.” ranked first with a weighted mean of 4.29 and rated as very great extent. Conversely, the items “Pupil’s view teachers as role models and is reflected on their attitudes.” and “Pupils’ achievement and progress is

evident” got the lowest ranks of 4.5 with equal weighted means of 4.10 interpreted as great extent. The composite means of 4.18 generalized that learner outcomes is a factor of teacher’s performance to a great extent.

Table 6
Extent of Teacher’s Job Satisfaction in Terms of Working Conditions

Items	Weighted Mean	Interpretation	Rank
1. Working climate is independent and stress- free.	4.02	Satisfied	1
2. Harmonious relationship is observed.	3.85	Satisfied	3.5
3. Working environment is safe.	3.85	Satisfied	3.5
4. Technical assistance in all aspects are given.	3.88	Satisfied	2
5. Sufficient facilities are provided.	3.65	Satisfied	5
Composite Mean	3.85	Satisfied	

As presented in the table, the teacher-respondents are satisfied because the working climate is independent and stress- free with the highest weighted mean of 4.02 and highest rank of 1. On the other hand, the said group of respondents were also satisfied because sufficient facilities are provided which made the least weighted mean of 3.65 and least rank of 5. The composite means of 3.85 signified that teachers were satisfied in their job working conditions.

Table 7
Extent of Teacher’s Job Satisfaction in Terms of Supervision

Items	Mean	Interpretation	Rank
1. The principal do his job at the best of his knowledge.	3.83	Satisfied	4
2. Ensures the participation of the teachers to the organizational processes.	3.69	Satisfied	5
3. Principal has the basic skills, personal qualifications, as well as the knowledge and professional skills	3.87	Satisfied	3
4. Teacher performance in the school environment is recognized by the principal.	3.94	Satisfied	2
5. Understanding the pillars of worldview and its influence on leadership, learning and the school.	4.13	Satisfied	1
Composite Mean	3.89	Satisfied	

As gleaned in the table, the teacher-respondents were satisfied in understanding the pillars of worldview and its influence on leadership, learning and the school with the

highest weighted mean of 4.13 and highest rank of 1. Contrary wise, the said group of respondents were satisfied in ensuring their participation to the organizational processes which got 3.69 the least weighted mean of and least rank of 5.

The composite mean of 3.89 concluded that teachers were satisfied in the supervision for their job.

In a related study, the teachers are satisfied with achievement, promotion, and professional growth, and unsatisfied with their recognition and supervision. Regarding the work success of the teachers in terms of their students’ achievement, majority of the teachers have students with satisfactory rating. A very satisfactory rating was noted in teaching performance of teachers.

Table 8
Extent of Teacher’s Job Satisfaction in Terms of Salaries and Benefits

Items	Mean	Interpretation	Rank
1. Salaries are given accordingly with job performance.	3.98	Satisfied	1
2. Compensation according to position and length of service is given.	3.94	Satisfied	2
3. Sick leave with or without pay are given.	3.87	Satisfied	3
4. Financial incentives and assistance are received on time.	3.73	Satisfied	4
5. Salary received sustains decent way of living.	3.58	Satisfied	5
Composite Mean	3.82	Satisfied	

Table 8 reflects the extent of teacher’s satisfaction to their job in terms of Salaries and Benefits.

As presented in the table, the teacher-respondents perceived that they are satisfied when salaries are given accordingly with job performance with the highest weighted mean of 3.98 and highest rank of 1. On the other hand, the said group of respondents were also satisfied when the salary that they received sustain decent way of living which made the least weighted mean of 3.58 and least rank of 5.

As presented in the table, the teacher-respondents perceived that they are satisfied when salaries are given accordingly with job performance with the highest

weighted mean of 3.98 and highest rank of 1. On the other hand, the said group of respondents were also satisfied when the salary that they received sustain decent way of living which made the least weighted mean of 3.58 and least rank of 5.

The composite mean of 3.82 generalized that teacher were satisfied in their job in terms of salaries and benefits.

The results of the related study showed that job satisfaction is related to teachers' job status and interpersonal relationship; financial and the physical resources of the school and supervision. The salary did not gain the majority of responses in any level. Most of the teachers however responded that they are satisfied with their salary. In the job satisfaction, majority of the teachers responded that they are much satisfied with their work and responsibility.

Table 9
Extent of Teacher's Job Satisfaction in Terms of Professional Development

Items	Mean	Interpretation	Rank
1. Allows teachers to keep up with new trends or innovations in the field of teaching.	3.38	Moderately Satisfied	1
2. The management provides empowerment to experiment and make judgment for the pupils' welfare.	3.35	Moderately Satisfied	2
3. There are opportunities and chances provided by the school teachers to go forward.	2.65	Moderately Satisfied	4
4. Teachers are encouraged to attend further studies and trainings for own development and flexibility.	2.79	Moderately Satisfied	3
5. Awards are being provided by schools to the achievements of teachers in the task of his profession.	2.23	Fairly Satisfied	5
Composite Mean	2.88	Moderately Satisfied	

Table 9 reflects the extent of teachers' satisfaction to their job in terms of Professional Development. As discussed in the table, the teacher-respondents perceived that they are moderately satisfied when they were allowed/required to keep up with new trends or innovations in the field of teaching, with the highest weighted mean of 3.38 and the highest rank of 1. Conversely, the said group of respondents were fairly satisfied when schools are providing awards to the achievements of teachers in the task of his profession, which gained the least weighted mean of 2.23 and least rank of 5. The

composite mean of 2.88 proved that teachers were moderately satisfied in their job in terms of professional development.

The value of the related study lies in the stories told, both through the survey administration and follow-up interviews, of the daily work lives of teachers. Teachers are powerful work-agents insofar as they have the ability to shape the lives of succeeding generations.

Their success depends on access to resources, appropriate support, and a measure of understanding of the complexities inherent in the teaching profession. Hopefully, this study will contribute to that understanding and help teachers translate improved work satisfaction to ever more successful teaching with the likely outcome of well- educated generations of students.

Table 10
Extent of Teacher's Job Satisfaction in Terms of Promotion System

Items	Mean	Interpretation	Rank
1. Policy, fair play, and due merits are granted to deserving teachers.	2.56	Fairly Satisfied	3
2. The criteria to award teachers for excellent job performance is in accordance with certain standards.	2.40	Fairly Satisfied	5
3. There is due process on horizontal and upward position movement based on performance.	2.69	Moderately Satisfied	1
4. The quality and promotion granted according to the capability and competence of teachers is there.	2.50	Fairly Satisfied	4
5. Criteria being set on the selection of qualified applicants for promotion is fair and just.	2.65	Moderately Satisfied	2
Composite Mean	2.56	Fairly Satisfied	

As given in the table, the teacher-respondents perceived that they are moderately satisfied even if there is due process on horizontal and upward position movement based on performance with the highest weighted mean of 2.69 and highest rank of 1. On the contrary, the said group of respondents were fairly satisfied even if the criteria to award teachers for excellent job performance is in accordance with certain standards, which yielded the least weighted mean of 2.40 and least rank of 5.

The composite means of 2.56 signified that teacher were fairly satisfied in their job in terms of the promotion system. The related study reveals that the significant factors considered in describing the teaching performance of college teachers are pay/salary and supervision.

Table 11
Significant Difference on the Extent of Teacher's Job Satisfaction
(Working Conditions) when Respondents are grouped according to Profile using
Analysis of Variance (ANOVA)

Variables	F-value	p-value	Decision	Interpretation
Working Conditions Versus:				
Age	4.25	0.012	p<0.05, Reject Ho	Significant
Sex	3.26	0.109	p>0.05, Accept Ho	Not Significant
Highest Educational Attainment	4.98	0.027	p<0.05, Reject Ho	Significant
Monthly Salary	4.12	0.043	p<0.05, Reject Ho	Significant
Year of Service	3.89	0.029	p<0.05, Reject Ho	Significant
Supervision Versus:				
Age	2.26	0.099	p>0.05, Accept Ho	Not Significant
Sex	5.97	0.040	p<0.05, Reject Ho	Significant
Highest Educational Attainment	3.99	0.047	p<0.05, Reject Ho	Significant
Monthly Salary	4.42	0.036	p<0.05, Reject Ho	Significant
Year of Service	3.42	0.043	p<0.05, Reject Ho	Significant
Salaries and Benefits Versus:				
Age	1.45	0.255	p>0.05, Accept Ho	Not Significant
Sex	2.22	0.175	p>0.05, Accept Ho	Not Significant
Highest Educational Attainment	4.07	0.045	p<0.05, Reject Ho	Significant
Monthly Salary	2.08	0.168	p>0.05, Accept Ho	Not Significant
Year of Service	3.67	0.035	p<0.05, Reject Ho	Significant
Professional Development Versus:				
Age	2.78	0.055	p>0.05, Accept Ho	Not Significant
Sex	2.09	0.186	p>0.05, Accept Ho	Not Significant
Highest Educational Attainment	5.66	0.019	p<0.05, Reject Ho	Significant
Monthly Salary	2.11	0.164	p>0.05, Accept Ho	Not Significant
Year of Service	3.58	0.037	p<0.05, Reject Ho	Significant
Promotion System Versus:				
Age	2.67	0.062	p>0.05, Accept Ho	Not Significant
Sex	1.98	0.197	p>0.05, Accept Ho	Not Significant
Highest Educational Attainment	5.44	0.021	p<0.05, Reject Ho	Significant
Monthly Salary	2.19	0.155	p>0.05, Accept Ho	Not Significant
Year of Service	3.42	0.043	p<0.05, Reject Ho	Significant

As As gleaned in the table, when the assessment of the respondents on working conditions, the computed F-values of 4.25 for age, 4.98 for highest educational attainment, 4.12 for monthly salary, and 3.89 for years of service have corresponding p-

values of less than 0.05, thus rejecting the null hypothesis. On the other hand, the computed F-value of 3.26 for sex has a corresponding p-value of more than 0.05, thus accepting the null hypothesis.

These safely signified that the assessment of the teacher-respondents on working conditions has significant differences when grouped according to their age, highest educational attainment, monthly salary, and years of service, and no significant difference when grouped according to their sex. This result was almost the same with as that of Wangai (2012) when it was obtained in the collection and analysis of data that there was a number of significance difference between the computed means of the overall levels of jobs satisfaction and variables of age, academic qualification and the teaching experience. There were however no significant differences realized between the means of the overall levels of job satisfaction and the variables of gender and students' performance.

These safely signified that the assessment of the teacher-respondents on working conditions have significant differences when grouped according to their age, highest educational attainment, monthly salary and years of service; and no significant difference when grouped according to their sex. This result is almost the same with a that of Wangai (2012) when it was obtained in the collection and analysis of data that there was a number of significance difference between the computed means of the overall levels of jobs satisfaction and variables of age, academic qualification and the teaching experience. There were however no significant differences realized between the means of the overall levels of job satisfaction and the variables of gender and students' performance.

In terms of the assessment of the respondents on supervision, the computed F-values of 5.97 for sex, 3.99 for highest educational attainment, 4.42 for monthly salary and 3.42 for years of service have corresponding p-values of less than 0.05, thus rejecting the null hypothesis. On the contrary, the computed F-value of 2.26 for age has a corresponding p-value of more than 0.05, thus accepting the null hypothesis. These safely generalized that the assessment of the teacher-respondents on supervision have significant differences when grouped according to their sex, highest educational

attainment, monthly salary and years of service; and no significant difference when grouped according to their age. Bacharo (2015) reveals that the significant factors considered in describing the teaching performance of college teachers are pay/salary and supervision.

Table 12
Result of Pearson r Correlation between the Teaching Performance (Learning Environment) and the Extent of Job Satisfaction

Variables	R-values	p-value	Decision	Interpretation
Working Conditions Versus:				
Learning Environment	0.56	0.000	p<0.01, Reject Ho	Highly Significant
Communication Skills	0.61	0.000	p<0.01, Reject Ho	Highly Significant
Interpersonal Relationships	0.73	0.000	p<0.01, Reject Ho	Highly Significant
Competence	0.52	0.000	p<0.01, Reject Ho	Highly Significant
Learners Outcome	0.59	0.000	p<0.01, Reject Ho	Highly Significant
Supervision Versus:				
Learning Environment	0.32	0.010	p<0.01, Reject Ho	Highly Significant
Communication Skills	0.37	0.003	p<0.01, Reject Ho	Highly Significant
Interpersonal Relationships	0.57	0.000	p<0.01, Reject Ho	Highly Significant
Competence	0.35	0.005	p<0.01, Reject Ho	Highly Significant
Learners Outcome	0.43	0.001	p<0.01, Reject Ho	Highly Significant
Salaries and Benefits Versus:				
Learning Environment	0.37	0.003	p<0.01, Reject Ho	Highly Significant
Communication Skills	0.41	0.001	p<0.01, Reject Ho	Highly Significant
Interpersonal Relationships	0.49	0.000	p<0.01, Reject Ho	Highly Significant
Competence	0.32	0.010	p<0.01, Reject Ho	Highly Significant
Learners Outcome	0.47	0.000	p<0.01, Reject Ho	Highly Significant
Professional Development Versus:				
Learning Environment	0.30	0.015	p<0.05, Reject Ho	Significant
Communication Skills	0.27	0.026	p<0.05, Reject Ho	Significant
Interpersonal Relationships	0.30	0.015	p<0.05, Reject Ho	Significant
Competence	0.27	0.026	p<0.05, Reject Ho	Significant
Learners Outcome	0.32	0.010	p<0.01, Reject Ho	Highly Significant
Promotion System Versus:				
Learning Environment	0.26	0.031	p<0.05, Reject Ho	Significant
Communication Skills	0.30	0.015	p<0.05, Reject Ho	Significant
Interpersonal Relationships	0.24	0.043	p<0.05, Reject Ho	Significant
Competence	0.23	0.050	p<0.05, Reject Ho	Significant
Learners Outcome	0.01	0.472	p>0.05, Accept Ho	Not Significant

As reflected in the table, it was observed that when working conditions were compared with teaching performance, the computed r-values of 0.56 for learning

environment; 0.61 for communication skills; 0.73 for interpersonal relationship; 0.52 for competence; and 0.59 for learners' outcome have corresponding p-values of less than 0.01, thus rejecting the null hypothesis.

These indicate that working conditions were directly and highly related to learning environment; communication skills; interpersonal relationship; competence; and learners outcome. This is true as it was stated in the study of Kapur in 2018 which regarded the working environmental conditions as important in influencing the job satisfaction of the teachers. Within the working environment the number of factors include, provision of adequate space, classrooms, teaching-learning materials, equipment, restrooms, clean drinking water, heating and cooling equipment in accordance to the weather conditions and so forth. The classrooms should have proper furniture and seating arrangement for the students and teachers. The blackboards and technology should be kept in an appropriate manner, as these are important in the implementation of teaching-learning processes.

CONCLUSIONS

Based on the data gathered, the following conclusion has been drawn:

1. Teachers in private schools received a lower salary as compared to public school teachers even if they earned their MA Degree.
2. Teachers in private schools consider learning environment, communication skills, interpersonal relationships, competence, and learner outcomes in teaching in a private school.
3. Training given in private school is almost the same as in public school, but they tend to use teaching in private school as a training ground before applying in public school.
4. The researcher realized that these teachers' job satisfaction in the private institutions where they are teaching greatly affects their performance in teaching.

RECOMMENDATIONS

Based on the conclusions made, the recommendations are as follows:

1. It is recommended that the Proposed Professional Development Plan will be implemented or considered or practiced.
2. Teachers should improve and enhance their communication skills as a further indication of good teaching performance and must develop their competencies in teaching any subject they will be handling and assigned according to their expertise through training.
3. Schools must monitor the evaluation given to each teacher that can be used as basis for the promotion and recognition of teachers.
4. Human Resources should implement improvement on the aspect of releasing salaries and benefits as part of the indication of job satisfaction of teachers.
5. A follow-up study may be conducted to further supplement the findings of this study.

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FACTORS AFFECTING THE READING COMPREHENSION OF GRADE 6 PUPILS OF SELECTED PUBLIC SCHOOL IN LIPA CITY

JENNIFER G. BARONIA

ABSTRACT

The study assessed the factors affecting the reading comprehension of Grade 6 learners of selected elementary public schools in Lipa City. It involves the collection of facts to answer questions relative to the nature of the study being pursued. It provides an adequate and accurate interpretation of findings, describing what actually exists in the public school as far as reading comprehension performances are concerned.

The study respondents were one hundred forty-four (144) registered learners in Grade 6 of selected elementary public schools in Lipa City in the Division of Lipa City School Year 2019-2020. All learner-respondents were chosen purposively. This concludes that the pupils need to read with the comprehension that involves factors that affect their performances.

Furthermore, it was found out that the respondents have low results in Phil- IRI reading test. Based on the study results, 122 out of 144 or 84.72 Grade 6 pupils fall in frustration level under grade-level passage. Eighteen or 12.50% belong to the instructional level, and 4 or 2.78% belong to the independent level.

Likewise, it was found out that the majority of the pupils have reading levels belonging to the frustration level, which means that they have difficulty reading passages and text. It was also established that the low results of the reading ability test of the pupils are of high significant relationship with their Comprehension Skills. In totality, there is really a great need to improve the student's comprehension skills to improve their ability.

Relatively, from the conclusions drawn, a localized action plan was proposed to further address the significant findings of the study. Specifically, this research recommends that teachers should give instrumentation such as “one story a week” to

improve the learners comprehension performances in all areas of reading with the help of factors that affect their reading comprehension performances. This also suggests that teachers can give exercises/interventions such as brotherhood/sisterhood and Adopt- A – A- Child in reading to improve the learners' reading ability. Secondly, teachers should continue to use different strategies to further develop the listening comprehension skills in terms of listening for details, predicting content, listening for gist, and inferring meaning.

Keywords: listening, comprehension performances, reading ability, learners, Lipa City

INTRODUCTION

The fundamental of learning is comprehension, and the fundamental of comprehension is reading. Reading comprehension requires the effective utilization of cognitive structure, and the latter requires sentient behaviors by the individual, namely, awareness of his own cognition system.

Reading comprehension is the perception, making sense of and comprehension of written matters, in more clear words it is to cognize in all respects the information, feelings, and thoughts that are desired to be transmitted as they are, without having caused any misunderstandings, in its course and without leaving any doubtful points behind. A prosperous reading comprehension necessitates the reader's active participation, commencing and arranging the reading process on his own. In this context, the control of an individual over his reading and reading comprehension is subject to the utilization of cognitive strategies and cognitive awareness. As a matter of fact, when the sources upon reading comprehension are examined, it will be noticed that concepts such as cognition and metacognition remain at the forefront of reading comprehension.

According to Plocher (2016), reading comprehension is essential. Without proper comprehension skills, students lack the ability to understand what they read. The point of reading isn't to make sounds in your brain or out loud, but rather to understand important lessons, stories, and arguments. Through writing, our ancestors have recorded important knowledge that we can understand simply by reading. By understanding what we read, we pick up important information, understand scientific theories, past opinions, and new frontiers.

There are factors affecting reading comprehension. These are the external factors or those factors that surround the learners. This includes teaching strategies done by the teachers, classroom management of the teacher, peer influence, school environment, and parent's participation. Another factor affecting reading comprehension competence is internal factors or those factors in the learner's innate that affect their reading comprehension. This includes attitude, study habits, readiness, self-efficacy, and motivation.

In this regard, San Juan (2018) discussed in her article in Phil Star that the Philippines scored the lowest in reading comprehension among the 79 countries and economies in the 2018 Programme for International Student Assessment (PISA). PISA is a worldwide study by the Organization for Economic Co-operation and Development that test students' knowledge in reading, mathematics, and science. Reading was the main focus assessed among 15-year old students in the 2018 PISA. The Philippines had an average reading score of 340, more than 200 score below China (555) and more than 100 score less than the OECD average (487).

Reading comprehension in Philippine Education is being assessed using the Philippine Informal Reading Inventory (Phil – IRI). It is the anchor on the Department of Education's flagship program, "Every Child a Reader Program," the objective of which is to enable every Filipino child to communicate proficiently both in Filipino and English through effective reading instruction. In Llodlod Elementary, for instance, there are 64 out of 188 Grade 6 pupils or 34% who were found to have frustration level and

68 out of 188 pupils or 36. 17% were found to have the instructional level in reading comprehension based on Phil- IRI assessment in English. This means that these pupils could not answer questions within their grade-level standards. As a result, factors affecting their reading comprehension play a great role in improving their comprehension. If these external and internal factors affecting reading comprehension were not improved, more learners would be expected to have reading comprehension under frustration level.

Banked on this information, the researcher being an elementary public school teacher school becomes interested in finding how extent the external and internal factors affect the reading comprehension competence of the Grade 6 pupils in Lipa City. By her research study, she believes that the proposed plan of action can help the pupils and the teachers to improve the reading comprehension competence of the pupils.

METHODOLOGY

This study used the descriptive design of research. It involved the use of the collection of data to test the different hypotheses that were formulated and the different questions that have been posited with regards to the external and internal factors affecting the reading comprehension of the Grade 6 pupils in Lipa City. The respondents of the study were 48 Grade 6 teachers and 144 registered pupils in Grade 6 in Lipa City Division. The study used the questionnaire to find the answers to the different problems posited in this study. The external and internal factors affecting reading comprehension competence will be given considerations in preparing the questionnaire. Each component was composed of five corresponding questions, which led to the cropping up of much-needed data and information to complete the study.

The questionnaire was composed of three parts. The first part is about the profile of the pupil-respondents that dealt with the reading comprehension level. The second part is about the external factors affecting the reading comprehension competence that include

teachers' teaching strategies, classroom management of the teacher, peer influence, school environment, and parents' participation. The third part is the internal factors affecting reading comprehension, including attitude, study habits, readiness, self-efficacy, and motivation.

RESULTS AND DISCUSSIONS

Table 1
Reading Level of the Respondents Based on Phil – IRI Graded Passages

Grade Level Passage	Reading Level of the Respondents					
	Frustration		Instructional		Independent	
	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%
Grade 6	122	84.72	18	12.50	4	2.78

Based on the study results, 122 out of 144 or 84.72 Grade VI pupils fall in frustration level under their grade level passage. Eighteen or 12.50% belong to the Instructional level, and 4 or 2.78% of them belong to the independent level.

The result could be attributed to the activities done by the teachers in identifying the reading performance level of the learners. The teachers conducted a group screening test among learners, and after that, they are given passages within their level, and they have identified this result.

The result have also shown that most of the pupils-respondents were not ready to read passages within their grade level based on the Phil-IRI oral reading test. This test aims to identify the student's miscues in oral reading; record the number of words that a student reads per minute, and determine how well a student understands the passage read.

The pupils must be able to recognize words and understand them well. Five (5) to eight (8) questions with different answers are given to measure the learners' understanding.

Table 2
Assessment of the Respondents on the Extent of Teaching Strategies Affect the Reading Comprehension of the Grade 6 Pupils

Indicators The teacher...	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. unlocks difficult words before giving a selection to be read.	4.67	VGE	3.5	3.86	GE	3
2. asks questions that allow pupils to give what I want to know about the selection to read.	4.67	VGE	3.5	3.97	GE	1
3. gives questions that arise pupil's interest.	4.78	VGE	1	3.80	GE	4
4. asks different questions about the story.	4.75	VGE	2	3.67	GE	5
5. gives follow-up question to guide the pupils in answering. questions.	4.69	VGE	5	3.87	GE	2
Composite Mean	4.71	VGE		3.83	GE	

Legend: VI = Verbal Interpretation
 R = Rank
 WM = Weighted Mean

Scale
 4.50 – 5.00
 3.50 – 4.49
 2.50 – 3.49
 1.50 – 2.49
 1.00- 1.49

Verbal Interpretation
 Very Great Extent
 Great Extent
 Normal Extent
 Limit Extent
 None at All

Table 2 presents the data on the respondents' assessment on the extent of teaching strategies affect the reading comprehension of the Grade VI pupils. The researchers in characterizing this category used five (5) items. Results revealed that teacher-respondents assessed indicator “The teacher gives questions that arise my interest” got the highest rank with a weighted mean of 4.78. In contrast, the pupil-respondents assessed indicator “The teacher asks questions that allow me to give what I want to know about the selection to read.” got the highest rank with a 3.97 weighted mean. This is followed by indicators “The teacher asks different questions about the story” and “The teacher gives follow-up question to guide me in answering questions.” with a weighted mean of 4.75 for teachers and 3.87 for pupils, respectively.

On the other hand, teacher-respondents assessed the indicator “The teacher gives follow-up question to guide me in answering questions.” at the least rank with a weighted mean of 4.69. Whereas pupil-respondents assessed the indicator “The teacher asks different questions about the story.” with a weighted mean of 3.67 at rank 5.

Table 3
Assessment of the Respondents on the Extent of Classroom Management Affects the Reading Comprehension of the Grade 6 Pupils

Indicators The teacher...	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. sets seating arrangement	4.42	GE	4	3.67	GE	4
2. encourages pupils to ask questions.	4.75	VGE	2	4.01	GE	2
3. warns pupils who made much noise and punishes those who made mistakes	3.83	GE	5	3.26	NE	5
4. complements pupils when they have done things well.	4.72	VGE	3	3.88	GE	3
5. establishes and maintains a friendly environment while and during teaching – learning process.	4.78	VGE	1	4.04	GE	1
Composite Mean	4.50	VGE		3.77	GE	

Legend: VI = Verbal Interpretation
 R = Rank
 WM = Weighted Mean

Scale
 4.50 – 5.00
 3.50 – 4.49
 2.50 – 3.49
 1.50 – 2.49
 1.00- 1.49

Verbal Interpretation
 Very Great Extent
 Great Extent
 Normal Extent
 Limit Extent
 None at All

Table 3 presents the data on the assessment of the respondents on the extent to of classroom management affects the reading comprehension of the Grade VI pupils. In characterizing this category, the researchers used five (5) items.

Results revealed that both respondents assessed the indicator “The teacher establishes and maintains a friendly environment while and during the teaching-learning process.” to have the highest rank with a weighted mean of 4.78 for teachers and 4.04 for pupils. This is followed by the indicator “The teacher encourages pupils to ask questions.” With a weighted mean of 4.75 for teachers and 4.01 for pupils.

Conversely, both respondents assessed the indicator “The teacher warns pupils who made much noise and punished those who made mistakes.” to be the least rank in the classroom management of the teacher, with a weighted mean of 3.83 for teachers and 3.26 for pupils.

Generally, teachers assessed classroom management to be very great extent in affecting the reading comprehension of the pupils with a composite mean of 4.50, while pupils assessed it to a great extent with a composite mean of 3.77.

Table 4
Assessment of the Respondents on the Extent of Peer Influence Affect the Reading Comprehension of the Grade 6 Pupils

Indicators	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. The mentor and the mentee collaborate with each other to perform all the given tasks for the day.	4.67	VGE	1	4.03	GE	1
2. High performing pupils can motivate those low performing ones to read more.	4.42	GE	2	3.74	GE	5
3. The peer assists the pupils to improve reading level	4.39	GE	3	3.76	GE	4
4. The pupil together with his peer usually reads selection/books during their lunch break.	4.31	GE	4	3.86	GE	2.5
5. The peer helps the pupil to choose reading materials to read. materials	4.25	GE	5	3.86	GE	2.5
Composite Mean	4.41	GE		3.85	GE	

Legend: *VI = Verbal Interpretation* *Scale* *Verbal Interpretation*
R = Rank *4.50 – 5.00* *Very Great Extent*
WM = Weighted Mean *3.50 – 4.49* *Great Extent*
2.50 – 3.49 *Normal Extent*
1.50 – 2.49 *Limit Extent*
1.00- 1.49 *None at All*

Table 4 presents the data on the assessment of the respondents on the extent of peer influence affects the reading comprehension of the Grade VI pupils. The researchers in characterizing this category used five (5) items.

Based on Table 4, both respondents assessed the indicator “The mentor and the mentee collaborate with each other to perform all the given tasks for the day” to be the best indicator of how peer influence affects reading comprehension of the Grade 6 pupils. It obtained a weighted mean of 4.67 or very great extent for the teachers and 4.03 or great extent for the pupils.

On the contrary, teacher – respondents assessed “The peer helps the pupil to choose reading materials to read materials.” to be the least indicator of the extent peer influence affects reading comprehension of Grade 6 pupils. It obtained a weighted mean of 4.25. On the other hand, pupil-respondents assessed “High performing pupils can motivate those low performing ones to read more.” to have a least weighted mean of 3.74 to a great extent.

Table 5
Assessment of the Respondents on the Extent of School Environment Affect the Reading Comprehension of the Grade VI Pupils

Indicators	Teachers			Pupils		
	WM	VI	R	WM	VI	R
The pupil belongs to school...						
1. with ongoing construction of building having disruptive noise	3.64	GE	1	3.26	NE	2
2. with crowded pupils.	3.44	NE	2	3.28	NE	1
3. with frequent changes in teacher handling English.	3.08	NE	3	3.00	NE	3
4. to classroom with poor condition such as lack of lighting and ventilation.	2.78	NE	4	2.21	LE	5
5. with shifting schedule of classes being implemented.	2.61	NE	5	2.76	NE	4
Composite Mean	3.11	GE		2.90	NE	

Legend: *VI = Verbal Interpretation* *Scale* *Verbal Interpretation*
R = Rank *4.50 – 5.00* *Very Great Extent*
WM = Weighted Mean *3.50 – 4.49* *Great Extent*
2.50 – 3.49 *Normal Extent*
1.50 – 2.49 *Limit Extent*
1.00- 1.49 *None at All*

Based on the result of the study, teacher respondents assessed “The pupil belongs to school with ongoing construction of building having disruptive noise.” as the best indicator with a weighted mean of 3.64 for the teachers. At the same time, it ranks second for the pupils with a weighted mean of 3.26 or normal extent. Likewise, pupil-respondents assessed the indicator “The pupil belongs to school with crowded pupils.” The best indicator of school environment affecting reading comprehension with a weighted mean of 3.28 for pupils, and it ranks second for the teachers with a weighted mean of 3.44.

On the other hand, teacher-respondents assessed indicator “The pupil belongs to school with shifting schedule of classes being implemented.” To be the least indicator of school environment affecting reading comprehension of the Grade 6 pupils. Whereas pupil-respondents assessed indicator “The pupil belongs to school whose classroom has poor condition such as lack of lighting and ventilation.” to be the lowest rank with a weighted mean of 2.21.

Table 6
Assessment of the Respondents on the Extent of Parent’s Partnership Affect the Reading Comprehension of the Grade 6 Pupils

Indicators The parents...	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. attend Parent-Teacher conference.	4.08	GE	1	4.19	GE	2
2. donate materials that contribute to have conducive learning environment.	3.89	GE	3	3.81	GE	4
3. assist me in doing my tasks at home.	3.78	GE	4	4.13	GE	3
4. accept my teacher’s feedback about my reading status.	4.06	GE	2	4.26	GE	1
5. look for someone (tutor) who could help me in my reading problems.	3.42	NE	5	2.74	NE	5
Composite Mean	3.84	GE		3.83	GE	

Legend: VI = Verbal Interpretation
 R = Rank
 WM = Weighted Mean

Scale
 4.50 – 5.00
 3.50 – 4.49
 2.50 – 3.49
 1.50 – 2.49
 1.00- 1.49

Verbal Interpretation
 Very Great Extent
 Great Extent
 Normal Extent
 Limit Extent
 None at All

Based on the result of the study, teacher-respondents assessed the indicator “The parents attend Parent-Teacher conference.” as the best indicator of parent’s participation affecting reading performances of the Grade 6 pupils with a weighted mean of 4.08 at great extent. Simultaneously, it ranks second for pupil-respondents with a weighted mean of 4.19 to a great extent. The pupil-respondents assessed indicator ‘The parents accept my teacher’s feedback about my reading status.’ to be in the highest rank with a weighted mean of 4.26 while it ranks second for the teacher-respondents with a weighted mean of 4.06.

On the contrary, both teachers and pupil-respondents assessed the indicator “The parents look for someone (tutor) who could help me in my reading problems.” at the lowest rank with a weighted mean of 3.42 and 2.74, respectively.

Results of the study could be attributed to the strategies done by the school to encourage the parents to attend parent-teacher conferences. It is important the parents attend this conference so that teacher can give feedback on the status of the pupils in the school.

Table 7
Assessment of the Respondents on the Extent of Attitude Affects the Reading Comprehension of the Grade 6 Pupils

Indicators The pupil...	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. read only if he must.	3.50	GE	4	2.98	NE	5
2. like talking about the selection he read with his classmates.	3.92	GE	1	3.69	GE	4
3. will be happy of someone will give me a book as a present.	3.47	NE	5	3.94	GE	3
4. think reading is interesting.	3.64	GE	3	4.15	GE	2
5. is very willing to answer the questions given by his teacher regarding the selection he read.	3.81	GE	2	4.19	GE	1
Composite Mean	3.67	GE		3.79	GE	

Legend: VI = Verbal Interpretation
 R = Rank
 WM = Weighted Mean

Scale
 4.50 – 5.00
 3.50 – 4.49
 2.50 – 3.49
 1.50 – 2.49
 1.00- 1.49

Verbal Interpretation
 Very Great Extent
 Great Extent
 Normal Extent
 Limit Extent
 None at All

Results revealed that teacher-respondents assessed that “The pupil likes talking about the selection he read with his classmates” obtained the highest rank with a weighted mean of 3.92. it is followed by “The pupil is very willing to answer the questions given by his teacher regarding the selection he read.” with a weighted mean of 3.81. However, pupil-respondents assessed this indicator to be the highest rank with a weighted mean of 4.19 or great extent.

On the other hand, teacher-respondents assessed indicator “The pupil will be happy if someone will give me a book as a present.” to be on lowest rank with a weighted mean of 3.47 while pupil-respondents assessed “The pupils read-only if he has to.” to be on lowest rank with a weighted mean of 2.98. Generally, both teacher-respondents and pupil respondents assessed internal factors such as attitude to be of great extent in affecting the reading comprehension of the Grade 6 pupils, as reflected with its composite mean of 3.67 and 3.79, respectively.

Results revealed that both teachers and pupils believe that the attitude of the pupils can affect their reading comprehension. Pupils who show a willingness to answer questions of the teacher about the selection read and pupils who like talking about the

selection read is the attitude of pupils that has a great impact on the reading comprehension.

Table 8
Assessment of the Respondents on the Extent of Reading Habits Affect the Reading Comprehension of the Grade 6 Pupils

The pupil...	Indicators	Teachers			Pupils		
		WM	VI	R	WM	VI	R
1. used to read whenever he has free time.		3.58	GE	4	3.85	GE	2
2. reads the book of his interest every after class.		3.64	GE	2	3.51	GE	5
3. used to practice asking and answering questions based on the selection he reads.		3.72	GE	1	3.79	GE	3
4. includes reading as part of his study habits.		3.50	GE	5	3.56	GE	4
5. makes reading goals and ensure that he achieve them.		3.61	GE	3	3.92	GE	1
Composite Mean		3.61	GE		3.73	GE	

Legend:
VI = Verbal Interpretation
R = Rank
WM = Weighted Mean

Scale
 4.50 – 5.00
 3.50 – 4.49
 2.50 – 3.49
 1.50 – 2.49
 1.00- 1.49

Verbal Interpretation
 Very Great Extent
 Great Extent
 Normal Extent
 Limit Extent
 None at All

Table 8 revealed that teacher-respondents assessed “The pupil used to practice asking and answering questions based on the selection he reads.” as the best indicator of reading habits that affect reading comprehension of the Grade 6 pupils with a weighted mean of 3.72. It is followed by “The pupil reads the book of his interest every after class.” which got a weighted mean of 3.64 at rank 2. On the other hand, pupil-respondents assessed “The pupil makes reading goals and ensures that he achieve them.” as the best indicator of reading habits of the pupils that affect their reading comprehension. It obtained a weighted mean of 3.92 or a very great extent. It is followed by the indicator “The pupil used to read whenever he have free time.” which obtained a weighted mean of 3.85 at rank 2. In contrast to this, teacher-respondents assessed “The pupil includes reading as part of his study habits.” to be the least indicator of the reading habits of the pupils that affect their reading comprehension. It got a weighted mean of 3.50 to a great extent. Whereas pupil-respondents assessed “The pupil reads the book of his interest every after class.” at the lowest rank with a weighted mean of 3.51.

Table 9
Assessment of the Respondents on the Extent of Readiness of the Pupils Affects the Reading Comprehension of the Grade 6 Pupils

The pupil...	Indicators	Teachers			Pupils		
		WM	VI	R	WM	VI	R
1. can identify the meaning of unfamiliar words in the selection.		3.92	GE	1	3.49	NE	4
2. can identify the setting of the story he reads.		3.81	GE	4.5	3.66	GE	2.5
3. can communicate with the teacher regarding the selection he reads.		3.89	GE	2	3.72	GE	1
4. can use his prior knowledge in answering the questions of the teacher.		3.81	GE	4.5	3.66	GE	2.5
5. can relate the story he reads with the real-life situation if the teacher asks him to evaluate what he reads.		3.86	GE	3	3.40	NE	5
Composite Mean		3.86	GE		3.59	GE	

Legend:
VI = Verbal Interpretation
R = Rank
WM = Weighted Mean

Scale
 4.50 – 5.00
 3.50 – 4.49
 2.50 – 3.49
 1.50 – 2.49
 1.00- 1.49

Verbal Interpretation
 Very Great Extent
 Great Extent
 Normal Extent
 Limit Extent
 None at All

As shown in the table, the indicator “The pupil can identify the meaning of unfamiliar words in the selection.” obtained the highest weighted mean of 3.92 for the teachers at rank 1. It is followed by the indicator “The pupil can communicate with the teacher regarding the selection he reads.” with a weighted mean of 3.89 at rank 2 for teachers and 3.72 at rank 1 for pupils.

On the other hand, teacher respondents assessed indicators “can identify the setting of the story he reads” and “can use his prior knowledge in answering the questions of the teacher” at the lowest rank of 4.5 with a weighted mean of 3.81. Pupil-respondents assessed “can relate the story he reads with the real-life situation if the teacher asks him to evaluate what he reads” at lowest rank with a weighted mean of 3.40.

Results could be attributed to the difficulty of the pupils to identify the meaning of unfamiliar words. Teachers believe that to make pupils ready for the story to be read, the pupils must first understand the meaning of unfamiliar words. This will help them understand the story well. When pupils have a wider vocabulary, their imagination will also widen, which will help them comprehend the story.

Table 10
Assessment of the Respondents on the Extent Self-Efficacy of the Pupils Affects Reading Comprehension of the Grade 6 Pupils

Indicators The pupil...	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. can grasp the main topic from the selection he reads.	3.58	GE	5	3.71	GE	1
2. knows he can get high grades in reading comprehension when he practices reading and answering questions about the selection.	3.83	GE	1.5	3.63	GE	2
3. can read the selection and answer even without the support of the teacher.	3.72	GE	4	3.47	NE	4.5
4. can make an accurate prediction after he has read the selection.	3.83	GE	1.5	3.51	GE	3
5. can be one of the best in the classroom in terms of reading comprehension.	3.81	GE	3	3.42	NE	4.5
Composite Mean	3.76	GE		3.55	GE	

Legend: *VI = Verbal Interpretation* *Scale* *Verbal Interpretation*
R = Rank *4.50 – 5.00* *Very Great Extent*
WM = Weighted Mean *3.50 – 4.49* *Great Extent*
2.50 – 3.49 *Normal Extent*
1.50 – 2.49 *Limit Extent*
1.00- 1.49 *None at All*

As indicated in the table, “The pupil knows he can get high grades in reading comprehension when he practices reading and answering questions about the selection.” and “The pupil can make an accurate prediction after he has read the selection.” obtained the highest weighted mean of 3.83 at rank 1.5 for teachers. On the other hand, “The pupil can grasp the main topic from the selection he reads.” Obtained the highest weighted mean of 3.71 for the pupils.

On the contrary, “The pupil can grasp the main topic from the selection he reads.” got the lowest weighted mean of 3.58 for the teachers. Whereas “The pupil can read the selection and answer even without the support of the teacher.” and “The pupil can be one of the best in the classroom in terms of reading comprehension.” obtained the lowest weighted mean of 4.37 at normal extent for the pupils. Teachers assessed that if the pupils can give an accurate prediction on what they read, they can improve their comprehension skills. With this, pupils believe that if they have good comprehension skills, they will have good reading grades. If the listeners can accurately predict what

they will hear next, their listening will be much more efficient. There are very few occasions when people listen without having some idea of what they expect to hear.

Table 11
Assessment of the Respondents on the Extent Motivation of the Pupils Affects Reading Comprehension of the Grade 6 Pupils

Indicators The pupil...	Teachers			Pupils		
	WM	VI	R	WM	VI	R
1. wants to read because reading is fun.	3.89	GE	5	4.20	GE	1
2. read more about what the teacher discussed if it is interesting.	3.94	GE	4	3.98	GE	4
3. draws pictures in his mind whenever he read so he can answer the question of the teacher.	3.97	GE	3	3.66	GE	5
4. gets inspire to read when his teacher tells him he is good in reading.	4.19	GE	2	4.09	GE	3
5. is happy to see his name on the list of good readers in their class.	4.31	GE	1	4.17	GE	2
Composite Mean	4.06	GE		4.02	GE	

Legend: *VI = Verbal Interpretation* *Scale* *Verbal Interpretation*
R = Rank *4.50 – 5.00* *Very Great Extent*
WM = Weighted Mean *3.50 – 4.49* *Great Extent*
2.50 – 3.49 *Normal Extent*
1.50 – 2.49 *Limit Extent*
1.00- 1.49 *None at All*

Table 11 shown the assessment of the respondents on the extent internal factors in terms of motivation affects reading performances of the Grade 6 pupils. Based on the result, “The pupil is happy to see his name on the list of good readers in their class.” obtained the highest weighted mean of 4.31 for the teachers while it obtained the second rank for the pupils with a weighted mean of 4.02. On the other hand, pupil-respondents assessed “The pupil wants to read because reading is fun.” as the best indicator of motivation for pupil-respondents.

On the contrary, “The pupil wants to read because reading is fun.” got the lowest rank for the teacher with a weighted mean of 3.89 to a great extent. Pupil-respondents assessed, “The pupil draws pictures in his mind whenever he read so he can answer the question of the teacher.” at lowest rank with a weighted mean of 3.55 at great extent.

Table 12
Significant Relationship Between Reading Comprehension of Grade 6 Pupils and Internal Factors Affecting their Reading Comprehension

Variables	t-value	p-value	Decision	Interpretation
Reading Comprehension of Grade VI Pupils Versus:				
External Factors				
Teaching Strategies	0.18	0.01543	p<0.05, Reject Ho	Significant
Classroom Management	0.11	0.09468	p>0.05, Accept Ho	Not Significant
Peer Influence	0.16	0.02771	p<0.05, Reject Ho	Significant
School Environment	0.05	0.27587	p>0.05, Accept Ho	Not Significant
Parent's Partnership	0.08	0.17025	p>0.05, Accept Ho	Not Significant
Internal Factors				
Attitudes	0.15	0.03637	p<0.05, Reject Ho	Significant
Reading Habits	0.21	0.00576	p<0.01, Reject Ho	Highly Significant
Readiness of the Pupils	0.18	0.01543	p<0.05, Reject Ho	Significant
Self-Efficacy	0.15	0.03637	p<0.05, Reject Ho	Significant
Motivation	0.12	0.07598	p>0.05, Accept Ho	Not Significant

Based on the study results, when the pupils' reading comprehension performance was compared to the external factors, the computed correlation coefficient was 0.18 for teaching strategies and 0.16 for peer influence with corresponding p-values of less than 0.05, rejecting the null hypothesis. Meanwhile, the computed correlation coefficients of 0.11 for classroom management, 0.05 for the school environment, and 0.08 for parent's partnership have corresponding p-values of more than 0.05, thus accepting the null hypothesis.

These safely generalized that when the pupils' reading performance was compared to teaching strategies and peer influence, significant relationships exist. On the other hand, when the pupils' reading performance was compared to classroom management, school environment, and parent's partnership, no significant relationships were found. The result of this study is related to the study of Torres (2017) and Custodio (2020). Based on the study of Torres (2017), external factors such as peer influence (sisterhood/brotherhood), parents' participation, and strategies in reading the teacher had a significant effect on the reading level of the Grade 1 pupils in Tambo Elementary School. As stated in her study, after the intervention in reading, her students have great improvement on their reading level.

Table 13
Relationship Between External and Internal Factors Affecting the Reading Comprehension Performances of Grade 6 Pupils

Variables	Corr. Coeff.	p-value	Decision	Interpretation
External Versus Internal Factors				
Teaching Strategies:				
Attitudes	0.32	0.00001	p<0.01, Reject Ho	Highly Significant
Reading Habits	0.37	1.60 E-7	p<0.01, Reject Ho	Highly Significant
Readiness of the Pupils	0.51	0.00000	p<0.01, Reject Ho	Highly Significant
Self-Efficacy	0.47	0.00000	p<0.01, Reject Ho	Highly Significant
Motivation	0.55	0.00000	p<0.01, Reject Ho	Highly Significant
Classroom Management				
Attitudes	0.37	1.60 E-7	p<0.01, Reject Ho	Highly Significant
Reading Habits	0.41	1.00 E - 8	p<0.01, Reject Ho	Highly Significant
Readiness of the Pupils	0.48	0.00000	p<0.01, Reject Ho	Highly Significant
Self-Efficacy	0.46	0.00000	p<0.01, Reject Ho	Highly Significant
Motivation	0.51	0.00000	p<0.01, Reject Ho	Highly Significant
Peer Influence				
Attitudes	0.38	7.00 E - 8	p<0.01, Reject Ho	Highly Significant
Reading Habits	0.52	0.00000	p<0.01, Reject Ho	Highly Significant
Readiness of the Pupils	0.61	0.00000	p<0.01, Reject Ho	Highly Significant
Self-Efficacy	0.54	0.00000	p<0.01, Reject Ho	Highly Significant
Motivation	0.49	0.00000	p<0.01, Reject Ho	Highly Significant
School Environment				
Attitudes	0.25	0.00036	p<0.01, Reject Ho	Highly Significant
Reading Habits	0.22	0.00150	p<0.01, Reject Ho	Highly Significant
Readiness of the Pupils	0.18	0.00780	p<0.01, Reject Ho	Highly Significant
Self-Efficacy	0.22	0.00150	p<0.01, Reject Ho	Highly Significant
Motivation	0.12	0.05430	p>0.05, Accept Ho	Not Significant
Parent's Partnership				
Attitudes	0.47	0.00000	p<0.01, Reject Ho	Highly Significant
Reading Habits	0.56	0.00000	p<0.01, Reject Ho	Highly Significant
Readiness of the Pupils	0.41	1.00 E - 8	p<0.01, Reject Ho	Highly Significant
Self-Efficacy	0.40	1.00 E - 8	p<0.01, Reject Ho	Highly Significant
Motivation	0.51	0.00000	p<0.01, Reject Ho	Highly Significant

As stated in the table, when the assessment of the two groups of respondents on teaching strategies was compared to internal factors, the computed correlation coefficients of 0.32 for attitudes, 0.37 for reading habits, 0.51 for the readiness of the pupils, 0.47 for self-efficacy, and 0.55 for motivation have corresponding p-values of less than 0.01, thus rejecting the null hypothesis.

These safely concluded that the assessment of the two groups of respondents on teaching strategies has high significant relationship on attitudes, reading habits, pupils'

readiness, self-efficacy, and motivation.

These safely inferred that the assessment of the two groups of respondents on classroom management has high significant relationships on attitudes, reading habits, pupils' readiness, self-efficacy, and motivation.

In terms of peer influence, the computed correlation coefficients of 0.25 for attitudes, 0.22 for reading habits, 0.18 for the pupils' readiness, and 0.22 for self-efficacy have corresponding p-values of less than 0.01, thus rejecting the null hypothesis. Meanwhile, the computed correlation coefficient of 0.12 for motivation has a corresponding p-value of more than 0.05, thus accepting the null hypothesis.

CONCLUSIONS

The following conclusions had drawn from the findings and interpretations of the study.

1. Most of the pupil-respondents belong to frustration level in terms of their reading comprehension, which should be address by the teachers.

2. The teachers and pupil-respondents generally assessed external factors affecting reading comprehension performances of the Grade 6 pupils to a great extent. They found that indicators such as giving questions that arise the interest of the pupils, establishing and maintaining a friendly environment during the teaching-learning process, the collaboration of mentor and mentee in doing the tasks, pupils belonging to school with presence of construction and with crowded pupils, and attending the parent-teacher conference and accepting feedback of the teachers are the indicators that may affect the reading performances of the learners. Thus, these indicators must be improved to increase the reading performances of the Grade 6 pupils.

3. Both groups of respondents generally assessed external factors affecting reading comprehension of Grade 6 pupils to a great extent. They assessed that willingness to answer questions and talking about the selection read, making reading goals, getting the meaning of unfamiliar words, believing that they can have good grades if they

practice reading, believing that reading is fun, and feels happy when they are recognized as good readers as indicators of internal factors that had a great effect on the reading comprehension performances of the Grade 6 pupils. Thus, these indicators must be strengthened to improve the reading comprehension performance of the Grade 6 pupils.

4. Components of external factors affecting reading comprehensions such as teaching strategies and peer influence as well as the components of internal factors affecting reading comprehension such as attitude, the readiness of the pupils, and self-efficacy were found to be significant to reading performances of the pupils. At the same time, reading habits were found to be highly significant. Thus, all these factors must be developed to ensure the improvement of reading comprehension of the Grade 6 pupils.

5. There is a highly significant relationship between all external factors and internal factors affecting the reading comprehension of the pupils except for school environment and motivation. This means that all components of external and internal factors must be strengthened to improve the reading comprehension of the pupils further.

6. The proposed action plan is designed to improve the reading comprehension performances of the Grade 6 pupils.

RECOMMENDATIONS

Based on the draw conclusions, the researcher hereby states the following recommendations:

1. Teachers must develop different interventions to address the learners' need to improve their reading comprehension performances, especially those pupils who belong to frustration level.

2. The school's leadership, through the school head, must establish a safe and friendly environment for the pupils. The school must maintain a good parent-teacher partnership through continuous reporting on the status of the pupils. The school should conduct a school-based learning action cell that would help teachers in reading instruction delivery.

3. Teachers must use different strategies in developing a good reading attitude among pupils, such as having a reading corner in the classroom, establishing reading time activities, helping pupils crafting reading goals, and conducting monthly recognition of the most improved reader.

4. The teachers must attend different webinars/workshops to improve their teaching strategies in reading and develop a positive attitude, motivation, and self-efficacy among pupils.

5. School head must continue to develop a program for the school that would benefit the pupils. Together with the teachers, the school head must develop school interventions focusing on improving the pupils' reading comprehension skills. Teachers must continue to attend seminars/workshops that would enhance their skills in teaching reading. Parents as partners of the teachers must continue to support the program of the school in improving the reading comprehension skills of the pupils.

6. The researcher's proposed action plan may be used to enhance and strengthen factors affecting the reading comprehension performances of the pupils to result in improved reading performance of the pupils.

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**PROPOSED 3-YEAR DEVELOPMENT PLAN FOR SCUOLA SAN GIUSEPPE
MARELLO IN THE DIVISION OF SAN PABLO CITY**

EDNA B. BAUTISTA

ABSTRACT

This study is conducted to propose and examine the prospects of implementing the three (3) - year development plan for Scuola San Giuseppe Marelo, Division of San Pablo City. It clearly presents the initial year of what may transpire upon the application of the plan. The areas that need to be addressed properly are given full concentration and attention in order to achieve the desired transformation.

Using both quantitative and qualitative research design, the researcher was able to obtain data and information from the administration, other school heads from the Oblates of St. Joseph and the division supervisors that are absolutely needed in the pursuit of this study. These were used as inputs in formulating a propose three-year development plan in SSGM “Scuola San Giuseppe Marelo”.

From the data gathered, analyzed and interpreted, the following findings are summarized. The prevalent status of SSGM in San Pablo City based on the DepEd requirements in the areas of: Faculty, result revealed that the assessment of the respondents on the prevalent status of SSGM in terms of faculty is fair as reflected on its composite mean of 1.96. All indicators presented had been assessed to be Good by the respondents. Instruction, based on the result of the study, respondents assessed the prevalent status of SSGM in San Pablo in terms of instruction to be good with its composite mean of 2.67. All indicators presented in this area obtained weighted mean under Good verbal interpretation. Library, result of the study shown that the respondents assessed prevalent status of SSGM in San Pablo City in terms of Library at good condition as reflected on its composite mean of 2.72. Laboratory, the indicator given for laboratory of SSGM was assessed to have needs improvement as shown in its weighted mean of 1.12. Physical Facilities, result of the study shown that respondents of the study

assessed that the physical facilities of SSGM in San Pablo City needs improvement as reflected on its composite mean of 1.48. Social Orientation and Community Involvement, the indicator for social orientation and community involvement of SSGM in San Pablo City was assessed by the respondents to be good. A three- year development plan could be proposed, the plan is aligned with the aim of SSGM, DepEd, and the government. It contained the set of guidelines as well as activities in various areas to improve such as faculty, instruction, library, laboratory, physical facilities, social orientation and community development. The three-year development plan will be used as a guideline for the year starting 2021 to 2024. The present status is tested and analyzed in the first part of the study, and that all areas are needing of improvement to better serve the goal of promoting quality education as well as producing globally competitive graduates.

INTRODUCTION

Any school has a plan of action that directs it towards achieving its goals. The development plan is the school's strategic plan which requires immediate action to enhance areas for providing quality education. The planning is created by the school planning team headed by the researcher herself. The principal, the head of the school, leads in profiling and data gathering. The plan's success will be based on the help of the organization itself, the local government, the community, the stakeholders, the donors, and the collaborative efforts of the faculty staff. The School Improvement Plan 2020-2023 is being developed by a joint force of all internal and stakeholders led by the School Planning Team. This will serve as the school's bible for implementing the different programs and projects to achieve ultimate goals of success in different aspects of the organization, with the learners as the primary beneficiary. It will be undertaken for a period of three consecutive years. This plan aims to improve the three key result areas in basic education: access, quality, and governance. It is also based on evidence-based, result-based and child/learner-centered. The plan is the principal basis of the School Annual Improvement Plan.

The development of the SIP is not the end; otherwise, this is just the beginning that requires dedication and commitment to make Scuola San Giuseppe Mareello as one of the best homes or institutions for lifelong learners.

The development plan delineates how the school might achieve its priorities through the available resources. The plan is in accordance to the governance of the Basic Education Act of 2001 (Republic Act 9166). In this act, the school is guided by the principle of the School Improvement Plan is anchored by the DepEd vision, mission, core values, strategies and division, and school's goals. Through all these guidelines, the researcher set the three-year plan's general objectives, which analyzed the school's processes to set activities related to the development plan. After knowing the root cause of the focal area, brainstorming follows, then the development of the project designs budget matrix.

In pursuance of Republic Act No. 9155, schools shall begin a new SIP cycle using the enhanced planning process. These guidelines, It is mandated in DepEd Order No. 44, s. 2015, entitled Guidelines on the Enhanced School Improvement Plan (SIP) Process and the School Report Card (SRC), that all schools are expected to begin a new School Improvement Plan Cycle (SIP) will serve as a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, undertakes within a period of three (3) consecutive school years. It aims to improve the three key result areas in basic education: access, quality, and governance. The regional office and the school divisions' offices are requested to support mechanisms and orient schools. In making the School Report Card (SRC), the school will compile everything that had been accomplished for the year (as the plan started). It will serve as presented evidence that the school is following the DepEd Mandates in applying strategy to improve the school's quality standard in all aspects of learning and attaining quality education.

In compliance also to the strict implementation of the said plan and to follow the curriculum-based education guided by the K—12 curriculum guidelines (Enhanced Basic

Education Act of 2013), the school has to meet the educational changes by applying both of the said acts that would surely follow the pattern of the Department of Education.

Despite all the accomplished projects of the DepEd, as proved through the stated fact of the present DepEd secretary in one of her signed memoranda, DepEd Order No. 44. 2015, she reiterated the challenges of upgrading the education system by encouraging all the school leaders to continue helping the system make improvement plans. Insufficient budget is the department's main concern that impedes the possibility of successful implementation of the changes in the educational system. Along the way, private schools are also affected by this change, in a way that the private schools are given the right to use public utilities when holding training and seminars. Private schools are included in the public agenda regarding the dissemination of the Department of Education Memoranda. They are also privileged to join in public school competitions in academic and non-academic activities. These proved that private schools are truly part of the DepEd.

In an article of Merlina in Manilla Bulletin dated February 26, 2021, the advocacy group pushed to focus on improving the quality of education in the coming years; DepEd should resolve the remaining gaps in access to education. In terms of quality, the department shall conduct a review of the curriculum and upgrade the professional development of teachers and school leaders through NEAP. To further improve education, the DepEd secretary said that "the curriculum is continually being revised and learning resources are to be continually developed especially in light of climate change." As the department gears for the new School year, she also assured the public that the Department of Education is willing to give unwavering support to everyone who is also willing to invest in education and shall pursue the agenda for the benefit of the Filipino Learners, Whereas, SSGM is particularly associated to this.

Since Scuola San Giuseppe Mareello (SSGM) had given requirements to the DepEd Division of San Pablo City to show School Improvement that would be of great help for the school to be accredited and to operate by securing a long-term permit (into to

operate) rather than a yearly renewal of the permit, the school board decided to comply at once. The three-year development plan was the major concept needed for the said requirements. This became a prepared call for the researcher to go on with the study. With all the encouraging remarks from the secretary and her optimistic perception to help SSGM, the researcher used the quantitative and qualitative data to address the problems and exiguous supply needed by the school to meet the demand of continuous changes in the field of education by making a three-year development plan. This is also an opportunity for the school to comply with the Department of Education regarding the school's compilation of documents for the school record profiles as exhibited by the DepEd Division of San Pablo City's visiting team.

The researcher was able to provide figures and information regarding the status of the school SSGM in terms of planning. This would also lead to thriving strategic plan implementation and utilization of all the needed resources.

METHODOLOGY

The purpose of this study is to determine the extent of implementing the quantitative design in SSGM through the utilization of the descriptive method.

A descriptive research method is a study with an adequate and accurate interpretation of findings. It is an approach that describes mainly the answer to the questions “what is it”. This describes what exists in the prospects' current condition, practices, or actual situation. This is considered as an appropriate method to be used in the annual development plan in SSGM in getting the concrete data as patterned to Demeuse and Scheerens (2005).

The respondents of the study were Scuola San Giuseppe Mareello, the school head and faculty, and supervising team from the division office. This was determined through population sampling. In gathering data, principals and faculty become the participants. The study used the questionnaire as one of the basic instruments in finding answers to the different problems discussed in this study. The different components of

various strategies were noted and were given consideration in the preparation of the questionnaire. These questionnaires contained close-ended questions. The closed-ended questionnaires were easier to code responses and analyzed them by use of a computer.

RESULTS AND DISCUSSIONS

Table 1
Prevalent Status of SSGM and Perspective of SSGM DepEd Division of San Pablo City in Terms of Faculty

Items	Weighted Mean	Interpretation	Rank
1. The school show changes for faculty improvement by employing competent and licensed teachers.	1.50	Needs Improvement	3
1. The school offered seminars and trainings that develop faculty's professionalism and etiquette internalization.	2.24	Fair	1
2. The school employs fully committed teachers diligently perform duties and participate in school activities in exigency of service.	2.13	Fair	2
Composite Mean	1.96	Fair	

As given in the table, the school offered fair seminars and training that developed the faculty's professionalism and etiquette internalization, evidenced by the highest obtained weighted mean of 2.24 and the highest rank of 1.

The foremost consideration in this study is the faculty because the teaching-learning process serves as the determining factor in encouraging clients. In this study, information about the status and prospects was gathered through personal interviews/validating questionnaires to the respondents. That, the faculty should be competent and reliable when quality learning is concerned.

Meanwhile, the item which gained the least weighted mean of 1.50 was on “the school show changes for faculty improvement by employing competent and licensed teachers” rated as Needs Improvement. Ambrosino and Peel (2011) said that faculty members who took pedagogical credits reported higher self-efficacy than those who did not. Unfortunately, faculty development workshops are often viewed as just one more item on the “to-do” list and are not necessarily valued. However, well-designed faculty

development programs can enhance the quality of teaching and assessment practices. School shows changes for faculty improvement by employing competent and licensed teachers.

Table 2
Prevalent Status of SSGM and Perspective of SSGM DepEd Division of San Pablo City in Terms of Instructions

Items	Weighted Mean	Interpretation	Rank
1. The statement in making plans/ changes is made by the school with a comprehensible vision and mission incline or similar with that of the department of Education through the division office.	2.81	Good	1.5
2. The school has given approval by the division representative for Validation of School Improvement Plan.	2.81	Good	1.5
3. The school shows accountability system and data system to measure learners in school progress through the use of school facilities.	2.63	Good	4
4. The school is in line with the phase of internal assessments about pupils' progress and welfare.	2.50	Good	6
5. Improvement of instructions' application are manifested in terms of client's approval in academic and non-academic areas.	2.69	Good	3
6. There is an element of parental choice and marketing sample on the trading of learners when quality learning is concerned	2.56	Good	5
Composite Mean	2.67	Good	

As stated in the table, the statement in making plans/changes made by the school with a comprehensible vision and mission incline or similar with that of the Department of Education through the division office, and the school has been approved by the division representative for validation of School Improvement Plan made the highest equal weighted means of 2.81 and equal ranks of 1.5.

The result of the study can be attributed to the belief of the school personnel at vision of the school is an important part of being an effective school leader. For school leaders/administrators, setting vision and direction are among the biggest contributors to their success. A vision is a clear statement of what the school is trying to achieve so that all stakeholders-teachers, students, their families, and community members- are working

together.

Table 3
Prevalent Status and Perspective of SSGM DepEd Division of San Pablo City in Terms of Library

Items	Weighted Mean	Interpretation	Rank
1. There are supplement reading materials adapted for the fast technology that are required for library classes	2.88	Good	1
2. The school employs librarian that underwent seminars and trainings to be addressed as qualified librarians and pilot of the said school activities	2.56	Good	2
Composite Mean	2.72	Good	

Table 3 indicates the prevalent status and perspective of the SSGM DepEd Division of San Pablo City in terms of the library. As reflected in Table 3, the respondents assessed that “the school are supplemented by reading materials adapted for the fast technology progress that requires for library classes’ which obtained the highest weighted mean of 2.88 and the highest rank of 1. In addition, the school employs librarians that underwent seminars and training to be addressed as qualified librarians and pilots of the said school facility, which yielded a weighted mean of 2.56 and a rank of 2. Both were assessed as “good”.

The main purpose of establishing school libraries is to meet the information needs of pupils, students, and staff. A school librarian or media specialist manages a school library. Most school libraries look like academic libraries in that they serve those whose next library encounter will be at the university; they can also cater to pre-literate young children. The library, therefore, complements the school by encouraging private study, which is required by students and teachers who want to attain an academic height. The school library thus, stands as a symbol for the truthful expression of man’s knowledge and experience.

Table 4
Prevalent Status and Perspective of SSGM DepEd Division of San Pablo City in Terms of Laboratory

Item	Weighted mean	Interpretation	Rank
1. The school passes initial report on the status of the school laboratory improvement	1.12	Needs Improvement	1
Composite Mean	1.12	Needs Improvement	

As shown in Table 4, the only “the school passes initial report on the status of the school laboratory improvement” made a weighted mean of 1.12 and rated as needs improvement. Science laboratory is a unique mode of instruction and learning environment. According to Avi Hofstein (2006), it is the same as library when observing silence and concentration on the activities. Therefore, it is necessary to have laboratory to upgrade the learning capability of the learners.

For the last three years, there were limited laboratory apparatus available because there was no place to put the said apparatus. The academic areas which are related to laboratory activities were held in the TLE room.

Table 5
Prevalent Status and Perspective of SSGM DepEd Division of San Pablo City in Terms of Physical Facilities

Items	Weighted Mean	Interpretation	Rank
1. The school improvement plan formulated with consultation to parents on the stated guidelines including the school context and profile plus the school priorities and improvement aims.	1.37	Needs Improvement	3
2. The improvements are compiled with the supported manuscripts and documents.	1.56	Needs Improvement	1
3. The school presents sustainable improvements pertaining to the presence of undergoing construction of school facilities or repairing and remodeling areas.	1.50	Needs Improvement	2
Composite Mean	1.48	Needs Improvement	

Table 5 presents the prevalent status and perspective of the SSGM DepEd Division of San Pablo City in terms of Physical Facilities. As written in Table 5, the

school improvements compiled with the supported manuscripts and documents need improvement, as shown by the highest computed weighted mean of 1.56 at rank 1. On the contrary, the school improvement plan formulated in consultation with parents, within the stated guidelines, including the school context and profile plus the school priorities and improvement aims, also needs improvement, which has the least weighted mean of 1.37 and least rank of 3.

The composite mean of 1.48 concluded that the physical facility status and perspective of the SSGM DepEd Division of San Pablo City need improvement.

Table 6
Prevalent Status and Perspective of SSGM DepEd Division of San Pablo City in Terms of Social Orientation and Community Involvement

Items	Weighted Mean	Interpretation	Rank
1. Community involvement and school ties could be a great help in promoting community-friendly school	2.94	Excellent	1
Composite Mean	2.94	Good	

As stated in Table 6, the respondents assessed that community involvement and school ties could be a great help in promoting community-friendly schools was good which got a weighted mean of 2.94.

SSGM has an outstanding built-in relationship with the community. The orientation proper had been adapted and followed by the school. That any plan of program and activities that will be held in the vicinity of the barangay should be addressed to the proper authority, permission must be asked with requested assistance from the office. Besides, the community plays an important role in patronizing the school. Maier, A., Daniel, J., Oakes, J., and Lam L (2017) concluded that well-implemented community schools lead to improvement in student and school outcomes and contribute to meet the educational of low-achieving students in high-poverty schools. Although the said community involvement mentioned some causes why there is a social orientation, there is no doubt that the joint forces of community and school play an important role when improvement of the school is concerned.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Instruction, library, and social orientation and community involvement of SSGM were good however, areas such faculty, laboratory, and physical facilities needs to be improved.
2. A three-year development plan is necessary to promote the quality of education being catered to the learners and to meet the standards set by the government and all the existing laws.

RECOMMENDATIONS

Based on the conclusion drawn and for future studies, the researcher recommends the following:

1. The school needs to focus on areas such faculty, laboratory, and physical facilities. For faculty, qualification standards for hiring must be established. The school determine ways on how they can provide laboratory for the learners. Likewise, physical facilities must be improved if they wanted to increase the number of learners in their school.
2. The proposed three-year development plan must be implemented to ensure delivery of quality education among the SSGM learners.
3. That future researchers may conduct another study on the prevalent status of the schools under their district.

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**CHALLENGES, PREPAREDNESS AND RESPONSES OF SCHOOL IN
CRISES AMONG PUBLIC SCHOOLS IN LIPA CITY**

GRACE D. BRAVO

ABSTRACT

This study aimed to determine the challenges, level of preparedness, and extent of school responses towards prospective crises from the aspect of the effectiveness of school principals and SDRRM coordinators; and to develop some recommendations due to the obtained results. The research methodology used in this study to solicit the views of school principals and SDRRM Coordinators was an online approach where data was obtained through an online google form questionnaire. In the research, the views of school principals and SDRRM Coordinators was an online approach where data was obtained through an online google form questionnaire. In the research, the views of school principals and SDRRM Coordinators were taken by a Likert-type questionnaire developed by the researcher herself. The data were computed through t-test and ANOVA according to parametric or non-parametric situations.

The study utilized the descriptive approach as the research design. It utilized 54 principals, 54 SDRRMCO, and one (1) LDRRM Head in Lipa City as its respondents. They were selected using stratified sampling. The findings showed that out of the 109 respondents, ten belong to the ages 30 and below, 33 belong to 31-40, 48 belong to 41-50, and the rest belong to 51 and above. It revealed that the preparedness level of the schools is not so well for prospective crises, and there are significant differences among the respondents' views. This research is limited by the views of the teachers and principals obtained in the Division of Lipa City. This study focused on transformational leadership and its relation to employees' job satisfaction in selected Oblates of St. Joseph Schools.

INTRODUCTION

Children considered school as the second home and the most significant socializing institutions after the family. However, the recent experiences with natural disasters, fires, and the threat of pandemic diseases demonstrate schools' need to be prepared for all-hazard crisis possibilities.

While schools are thriving to meet the pupils' educational needs and the community as a whole, they are open to every kind of security threat coming from inside and outside the school environment. Due to our time's social, economic, and cultural conditions, various individual or group threats may consciously or unconsciously exert on schools. Pandemic diseases and other natural disasters may also expose schools, such as earthquakes, volcanic eruptions, typhoons, etc. Together with the school community, the school management has to be prepared for all kinds of threads and develop strategies to deal adequately with them.

The past experiences have indicated that the communities' ability to respond to disasters is weak. Most of the time, they fall short on disaster preparedness (DepEd Regional Memo No.120 s. 2015). Thus, it is necessary for these communities to improve or enhance their programs on disaster preparedness to decrease vulnerabilities, resulting in reduced damages when an actual disaster strikes. The strengthening of disaster and risk reduction programs, particularly in communities prone to disasters, is one of the international leaders' concerns.

Over the last decade, natural disasters such as typhoons, floods, earthquakes, landslides, volcanic eruptions, and tsunamis have impacted millions of Filipinos. The World Risk Index ranked the Philippines 3rd in 2012 and 2nd in 2014 due to Typhoon Yolanda (international name Haiyan). Volcanic eruptions and earthquakes are not as regular and frequent, but these are equally devastating to the affected communities. Schools must brace for any disaster that comes. It is only by being prepared that we can be able to save ourselves.

Many countries of the world have experienced natural disasters that have negative impacts on schools. Earthquakes destroyed school buildings and volcanic eruptions; for example, the disasters killed many teachers and students. After more than 40 years, the Taal volcano erupted on January 12, 2020, sending a massive volcanic ash towering plume over the Philippines. Taal Volcano's eruption was a phreatomagmatic eruption from its main crater that spewed ashes across Calabarzon, Metro Manila, and parts of Central Luzon Ilocos Zone, causing school classes, work schedules, and flights to be canceled in the city. Of the nine divisions, Batangas had the most affected schools with 762, Batangas City with 104, Lipa City with 85, and Tanauan City with 59. Following government warnings, the Lipa village was evacuated entirely after becoming apparent that a major eruption was imminent. The government has extended the danger zone around the volcano to a 17-kilometer radius, rendering Lipa City a high-risk prone area.

After the eruption on February 13, 2020, the Philippine Institute of Volcanology and Seismology (PHIVOLCS) reported 2,484 volcano-tectonic earthquakes near the volcano, of which felt 176. According to the Department of Education, over 8 million students from nearly 7,900 schools were affected by class disruptions, and schools were closed or damaged due to ashfall in affected municipalities.

Following the Taal Volcano's eruption in January 2020 was the outbreak of COVID-19 only a few short weeks later, where schools need to be close for everyone's safety. Time seems to be testing the resilience of Lipeños. Last October 2020, two typhoons entered the country in a row - typhoon Pepito and typhoon Quinta. The typhoons have already devastated many, particularly typhoon Quinta, which devastated the Bicol region and Luzon's southern part. The typhoon Quinta victims did not recover completely; it was immediately followed by typhoon Rolly, the strongest typhoon in the world this year. Typhoon Rolly has not yet left the country; it is immediately followed by another typhoon named 'Sony,' which entered the Philippine Area of Responsibility (PAR) on November 1. In just almost three weeks, four typhoons have entered our country.

In many aspects of life, the COVID-19 pandemic has had a drastic and unexpected impact; employment, leisure time, and family alike. These changes have also influenced educational systems in formal and informal learning settings. Public institutions such as nursery settings, schools, universities, and higher education providers have avoided teaching on-site and switched to distance learning or entirely closing down.

In this kind of situation, school operation is being affected. It is undeniably evident that schools face difficulties implementing disaster risk reduction and management due to a lack of facilities, equipment, supplies, and materials, which has been identified as a significant barrier to effective disaster risk reduction and management implementation. The lack of facilities in schools can be considered a public issue—the same with people involved in Disaster Risk Reduction and Management. Not to say that the impact would have been unimaginable might the disaster occurs during school hours.

This study aimed to learn more about the challenges, preparedness, and responses of schools in crisis times to assist policymakers and planners in disaster and risk policy management in the Lipa Region.

METHODOLOGY

This study utilized a quantitative research design with descriptive analysis using survey methods. The design is deemed fit for the task. It has the advantage of exploring the current level of challenges, preparedness, and responses of schools in crises among schools situated in Lipa City, thereby revealing summarized statistics by showing responses to all possible questionnaire items that lead to identifying needed changes. This study's respondents were 60% of the school heads and 60% SDRRM coordinators in the Division of Lipa City and the LDRRMO Head. The researcher calculated the size of the sample using the Slovin method to select the appropriate sample size. The sub-sample sizes from the four districts of Lipa City were determined using stratified sampling. The research used the survey questionnaire to gather the data needed. The use of

questionnaires enabled efficient use of time since collected information came from a large number of people that is SDRRM Coordinators. The questionnaires had two sections. Part I gathered demographic data, and part II gathered information on challenges, preparedness, and response based on research objectives.

The questionnaire's content was formulated based on the DRR Manual of DepEd and United Nations International Strategy for Disaster Reduction (UNISDR), which dealt with descriptions of a disaster-resilient school. Meanwhile, the researcher used a 5-point Likert-type scale of the self-made questionnaire to determine the schools' level of challenges, preparedness, and responses.

RESULTS AND DISCUSSIONS

Table 1
Availability of Equipment, Supplies and Materials

Indicators	Principal		SDRRM	
	WM	VI	WM	VI
1. Fire Extinguisher	4.26	VA	4.00	A
2. Telephone & Cellphones	4.80	VA	4.31	VA
3. Computers with internet connection	4.61	VA	4.09	A
4. Source of sufficient, clean andpotable water	4.80	VA	4.31	VA
5. Temporary Learning Areas	3.20	MA	3.37	MA
6. DRRM kits	4.13	A	4.06	A
Composite Mean	4.30	VA	4.02	A

WM – Weighted Mean 4.21 – 5.00 Very Available (VA) 1.81 – 2.60 Less Available (LA)
 VI – Verbal Interpretation 3.41 – 4.20 Available (A) 1.00 – 1.80 Not Available (NA)
 2.61 – 3.40 Moderately Available (MA)

The result in Table 1 implies that the availability of equipment, supplies, and materials is very available with a weighted mean of 4.30 from the principals' perspective. The respondents' responses on telephone & cellphones and sources of sufficient, clean, and potable water are both very available. Availability of fire extinguishers and computers with internet connection verbal interpretation in DRRM coordinators' level are available while in DRRM kits, respondents have the same verbal interpretation available.

It was observed that the availability of temporary learning areas with a weighted mean of 3.20 and 3.37 for both respondents is moderately available.

Table 2
Adequacy on Knowledge of the SDRRM Team

Indicators	Principal		SDRRM	
	WM	VI	WM	VI
1. Well- oriented disaster on their roles during disaster	4.44	VK	4.13	K
2. Attend DRRM trainings and seminars	4.54	VK	4.22	VK
3. Flow of authority and coordination is clearly indicated in the organizationalchart	4.46	VK	4.13	K
4. Famillar in different DRRM memorandum	4.31	VK	3.93	K
Composite Mean	4.44	VK	4.10	K

WM – Weighted Mean 4.21 – 5.00 Very Knowledgeable (VK) 1.81 – 2.60 Slightly Knowledgeable (SL)
 VI – Verbal Interpretation 3.41 – 4.20 Knowledgeable (K) 1.00 – 1.80 Not Knowledgeable (NK)
 2.61 – 3.40 Moderately Knowledgeable (MK)

The table's data shows that the respondents' overall weighted mean along adequacy on knowledge is 4.44, described as Very Knowledgeable from the principals' perspective. All items along this area were rated Knowledgeable, obtaining weighted means ranging from 3.93 to 4.13 of the three things on the DRRM coordinators' level. Item number 2 attend DRRM training and seminars and got the highest rank obtaining a weighted mean of 4.54 and 4.22, described as Very Knowledgeable in both respondents' levels. In contrast, item number 4, familiar with other DRRM memoranda, got the lowest rank obtaining a weighted mean of 4.31 and 3.93.

Table 3
Level of Challenges in Training and Skills

Indicators	Principal		SDRRM	
	WM	VI	WM	VI
1. Attend Psychological First Aid Training	4.35	HP	4.20	P
2. Attend seminar-workshop about different disaster	4.30	HP	4.20	P
3. Attend orientation on school DRRM manual	4.35	HP	4.07	P
4. Know multi hazard drills	4.17	P	4.04	P
Composite Mean	4.29	HP	4.13	P

WM – Weighted Mean 4.21 – 5.00 Highly Practiced (HP) 1.81 – 2.60 Slightly Practiced (SP)
 VI – Verbal Interpretation 3.41 – 4.20 Practiced (P) 1.00 – 1.80 Not Practiced (NP)
 2.61 – 3.40 Moderately Practiced (MP)

The table indicates that the weighted mean and descriptive equivalent are included under the respondents' training and skills. The overall weighted mean is 4.29,

described as Highly Practiced, and 4.13 with verbal interpretation of practiced. Although the item's transmuted rating is Practiced in SDRRM Coordinators' perspective, there is still a need to sustain or improve along this line.

Table 4
Level of Challenges in Funding Source and Financial Tracking

Indicators	Principal		SDRRM	
	WM	VI	WM	VI
1. The school has plans and strategies to attract financial support from stakeholders	4.02	A	3.87	A
2. Donation, solicitation and voluntary contributions are well-accounted for.	4.24	VA	4.02	A
3. There is a school budget to finance DRRM programs and activities.	4.19	A	3.89	A
4. Transparency is observed in the disbursement of DRRM funds.	4.43	VA	4.20	A
5. Liquidation of funds is made after the DRRM project is done	4.41	VA	4.20	A
6. There is financial support from stakeholders for the implementation of DRRM in the school.	3.94	A	3.70	A
Composite Mean	4.20	A	3.98	A

WM – Weighted Mean 4.21 – 5.00 Very Available (VA) 1.81 – 2.60 Less Available (LA)
 VI – Verbal Interpretation 3.41 – 4.20 Available (A) 1.00 – 1.80 Not Available (NA)
 2.61 – 3.40 Moderately Available (MA)

This revealed that most Lipa City schools observed transparency in DRRM funds' disbursement with a composite mean of 4.20 and 3.98, respectively. It could then be inferred that there are DRRM awareness building and disaster preparedness for school communities. Participation of stakeholders in evacuation plans and drills; they were training in risk reduction for school officials and school community leaders and having a so-called family preparedness plan completed at home by the learners and their childcare providers. In line with this, as contextualized at the school level, Catanus (2018) reveals the strong efforts given by public schools by communicating the DepEd Order No. 43 to all stakeholders at all levels.

Table 5
Capability Assessment of the Respondents

Indicators	Principal	SDRRM
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	WM	VI	WM	VI
1. Capacitate staff for disaster risk management, with a disaster risk reduction perspectives	4.30	VK	4.00	K
2. Regular training drills and rehearsals are held to test and develop disaster reponse programmes	4.44	VK	4.07	K
3. Financial reserves is in place to support effective response and recovery when required	4.09	K	3.85	K
4. Exchange relevant information during hazard events and disasters	4.26	VK	4.09	K
Composite Mean	4.27	VK	4.00	K

WM – Weighted Mean 4.21 – 5.00 Very Knowledgeable (VK) 1.81 – 2.60 Slightly Knowledgeable (SL)
 VI – Verbal Interpretation 3.41 – 4.20 Knowledgeable (K) 1.00 – 1.80 Not Knowledgeable (NK)
 2.61 – 3.40 Moderately Knowledgeable (MK)

Regular training drills and rehearsals are held to test and develop disaster response programs garnered the highest weighted mean among the respondents' level of capability assessment indicators. The assessment of school administrators and SDRRM Coordinators can be attributed to their seminars and training on disaster preparedness.

Table 6
Level of Preparedness in Emergency Planning

Indicators	Principal		SDRRM	
	WM	VI	WM	VI
1. Plans are being implemented to reduce the vulnerability of school population at risk	4.43	HP	4.17	P
2. Enforce building codes	4.22	HP	4.11	P
3. Post disaster recovery and rehabilitation processes	4.17	P	3.39	P
4. Assess disaster risks of major development projects, especially infrastructure in school	4.30	HP	4.09	P
Composite Mean	4.28	HP	4.07	P

WM – Weighted Mean 4.21 – 5.00 Highly Practiced (HP) 1.81 – 2.60 Slightly Practiced (SP)
 VI – Verbal Interpretation 3.41 – 4.20 Practiced (P) 1.00 – 1.80 Not Practiced (NP)
 2.61 – 3.40 Moderately Practiced (MP)

Based on table 6, the level of preparedness in emergency planning is practiced by DRRM Coordinators with a composite mean of 4.07. While in the principals' perspective level, they are highly prepared with a composite mean of 4.28.

Table 7
Level of Preparedness in Capability Maintenance

Indicators	Principal		SDRRM	
	WM	VI	WM	VI

1. School supplies and equipment are ready	4.41	VA	4.13	A
2. There is enough fund to support the program	4.11	A	3.94	A
3. School staff is well-trained to respond	4.31	VA	4.13	A
Composite Mean	4.28	VA	4.07	A

WM – Weighted Mean 4.21 – 5.00 Very Available (VA) 1.81 – 2.60 Less Available (LA)
 VI – Verbal Interpretation 3.41 – 4.20 Available (A) 1.00 – 1.80 Not Available (NA)
 2.61 – 3.40 Moderately Available (MA)

As shown in Table 7, all participating respondents were further asked to provide answers of their capability in the areas of schools' supplies, a fund to support the program, and school staff who is well trained to respond. It is well recognized that readiness on supplies and equipment is ready with a weighted mean of 4.28 as available at the school principals' level. While in SDRRM Coordinator, all items along this area were rated available, obtaining weighted means ranging from 3.94 to 4.13 of the three items.

Table 8
Level of Preparedness in Development Plans

Indicators	Principal		SDRRM	
	WM	VI	WM	VI
1. Create a no cost or low- cost disaster kit	3.91	HP	4.00	P
2. Market plans on disaster preparedness in the school	4.39	HP	4.30	HP
3. Establish personnel support and network	4.39	HP	4.22	HP
4. Conduct planning meeting to determine school needs	4.44	HP	4.15	P
5. Update and post of emergency hotline numbers	4.52	HP	4.24	HP
Composite Mean	4.33	HP	4.18	P

WM – Weighted Mean 4.21 – 5.00 Highly Practiced (HP) 1.81 – 2.60 Slightly Practiced (SP)
 VI – Verbal Interpretation 3.41 – 4.20 Practiced (P) 1.00 – 1.80 Not Practiced (NP)
 2.61 – 3.40 Moderately Practiced (MP)

The table's data shows that the respondents' overall weighted mean along development plans is 4.18, described as Practiced in SDRRM Coordinators. School principals in all items along this area were rated Highly Practiced obtaining weighted means that range from 4.39 to 4.52 of the five items. Item number 5 update and post of emergency hotline numbers got the highest rank obtaining a weighted mean of 4.39 to describe as Practiced while item number 1 create a no-cost or low-cost disaster kit got the

lowest rank obtaining a weighted mean of 3.91. It could be inferred that the respondents are practicing the update and post of emergency hotline numbers.

Table 9
Extent of Schools' Respond During Disaster

Indicators	Principal		SDRRM		LDRRM	
	WM	VI	WM	VI	WM	VI
1. Plans are being implemented to reduce the vulnerability of school population at risk	4.46	HP	4.31	HP	4.00	P
2. Enforce building codes	4.59	HP	4.48	HP	4.00	P
3. Post disaster recovery and rehabilitation processes	4.41	HP	4.15	P	3.00	MP
4. Assess disaster risks of major development projects, especially infrastructure in school	4.67	HP	4.63	HP	4.00	P
Composite Mean	4.53	HP	4.39	HP	3.75	P

WM – Weighted Mean 4.21 – 5.00 Highly Practiced (HP) 1.81 – 2.60 Slightly Practiced (SP)
 VI – Verbal Interpretation 3.41 – 4.20 Practiced (P) 1.00 – 1.80 Not Practiced (NP)
 2.61 – 3.40 Moderately Practiced (MP)

Table 9 revealed that response during a disaster is highly practiced, with an average of 4.46 under the schools' level. The LDRRMO respondent's verbal interpretation in the indicator "situate a room intended only as temporary learning space during a disaster" was moderately practiced with a weighted mean of 3.0.

Table 10
Extent of Schools' Respond After Disaster

Indicators	Principal		SDRRM		LDRRM	
	WM	VI	WM	VI	WM	VI
1. Know when is the proper time to evacuate	4.67	HP	4.59	HP	4.00	P
2. Secure a safe area to hold people affected by disaster	4.65	HP	4.67	HP	4.00	P
3. Sustain classes by locating temporary learning space for all the affected students	4.39	HP	4.35	HP	3.00	MP
4. Continuously update to protect every individual affected by the disaster	4.69	HP	4.57	HP	4.00	P
Composite Mean	4.60	HP	4.55	HP	3.75	P

WM – Weighted Mean 4.21 – 5.00 Highly Practiced (HP) 1.81 – 2.60 Slightly Practiced (SP)
 VI – Verbal Interpretation 3.41 – 4.20 Practiced (P) 1.00 – 1.80 Not Practiced (NP)
 2.61 – 3.40 Moderately Practiced (MP)

It can be gleaned from the table's data that the principal school respondents' overall weighted mean along response after a disaster is 4.57, denoting a transmuted rating of Highly Practiced. All items rated Highly Practiced with weighted means ranging

from 4.35 to 4.67. The LDRRM response with a weighted mean of 3.00, denoting a transmuted equivalent rating of moderately practiced in the indicator about sustains classes by locating temporary learning space, revealed differences in the respondents' response.

Table 11
Difference Between the Assessment of Principal and SDRRM

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				
Availability of equipment, supplies and materials	2.179	0.032	Reject Ho	Significant
Adequacy of Knowledge of the SDRRM Team	2.857	0.005	Reject Ho	Highly Significant
Relevance of Training and Skills	1.078	0.284	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	1.807	0.074	Do not Reject Ho	Not Significant
Level of Preparedness				
Capability Assessment	2.301	0.023	Reject Ho	Significant
School Emergency Planning	1.794	0.076	Do not Reject Ho	Not Significant
Capability Maintenance	1.794	0.076	Do not Reject Ho	Not Significant
Development Plans	1.446	0.151	Do not Reject Ho	Not Significant
Level of Responses				
Schools' Repond During Disaster	1.631	0.201	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	0.509	0.603	Do not Reject Ho	Not Significant

The distribution of data (Table 11) has revealed that the SDRRM coordinators' and principals' views related to the indicators for equipment availability and capability assessment significantly differ from each other. In the adequacy of knowledge, it has an interpretation of highly significant. While in the other indicators, the interpretation showed that there is no significant difference.

Table 12
Test of Difference on Age and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				

Availability of equipment, supplies and materials	2.440	0.063	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	2.505	0.059	Do not Reject Ho	Not Significant
Relevance of Training and Skills	2.497	0.059	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	3.349	0.019	Reject Ho	Significant
Level of Preparedness				
Capability Assessment	1.361	0.254	Do not Reject Ho	Not Significant
School Emergency Planning	4.710	0.003	Reject Ho	Highly Significant
Capability Maintenance	3.541	0.015	Reject Ho	Significant
Development Plans	2.408	0.066	Do not Reject Ho	Not Significant
Level of Responses				
Schools' Repond During Disaster	1.549	0.201	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	2.698	0.045	Reject Ho	Significant

As shown in Table 12, a highly significant interpretation was observed in emergency planning. At the same time, there is a significant difference in the indicators "funding source" "capability maintenance" and schools' respond after a disaster. While no significant differences in indicators "availability of equipment, supplies, and materials" "adequacy of knowledge" "relevance of training and skills" "capability assessment" "development plans" and "respond during a disaster."

While some scholars expected older age to have a positive effect on preparedness (Ablah et al., 2009, Eisenman et al., 2006), more recent work put these expectations into perspective by presenting more ambiguous empirical results about the relationship between age and disaster preparedness (Basolo et al. 2017). The authors identified age as a statistically significant predictor for perceived but not for actual preparedness. In addition to gender, respondents' age was taken into account.

Table 13
Test of Difference on Gender and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				

Availability of equipment, supplies and materials	2.097	0.148	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	1.498	0.222	Do not Reject Ho	Not Significant
Relevance of Training and Skills	1.410	0.236	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	1.158	0.282	Do not Reject Ho	Not Significant
Level of Preparedness				
Capability Assessment	1.161	0.282	Do not Reject Ho	Not Significant
School Emergency Planning	1.722	0.190	Do not Reject Ho	Not Significant
Capability Maintenance	0.660	0.417	Do not Reject Ho	Not Significant
Development Plans	0.025	0.875	Do not Reject Ho	Not Significant
Level of Responses				
Schools' Repond During Disaster	0.001	0.976	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	0.397	0.529	Do not Reject Ho	Not Significant

The findings have (Table 13) revealed no significant differences between the subjects' responses for all the indicators.

Table 14
Test of Difference on Civil Status and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				
Availability of equipment, supplies and materials	2.219	0.110	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	3.427	0.033	Reject Ho	Significant
Relevance of Training and Skills	.291	0.747	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	3.070	0.047	Reject Ho	Significant
Level of Preparedness				
Capability Assessment	1.454	0.235	Do not Reject Ho	Not Significant
School Emergency Planning	.311	0.733	Do not Reject Ho	Not Significant
Capability Maintenance	.443	0.642	Do not Reject Ho	Not Significant
Development Plans	4.523	0.011	Reject Ho	Significant
Level of Responses				
Schools' Repond During Disaster	1.578	0.208	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	5.827	0.003	Reject Ho	Highly Signifacant

The disctrubution of data according to the civil status of the subjects (Table 14) indicates significant differences between married, single, widow/widower subjects' views for "adequacy of knowledge of the SDRRM Team" "funding source and financial tracking" "development plans" and "schools' respond after disaster" indicators. While

indicators "availability of equipment, supplies and materials" "relevance of training and skills" "capability assessment" "emergency planning", and "capability maintenance" indicates no significant differences except in "schools' respond during disaster" with highly significant interpretation.

Table 15
Test of Difference on Years of Experience and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				
Availability of equipment, supplies and materials	0.757	0.470	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	1.765	0.174	Do not Reject Ho	Significant
Relevance of Training and Skills	2.521	0.083	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	1.421	0.243	Do not Reject Ho	Significant
Level of Preparedness				
Capability Assessment	0.090	0.914	Do not Reject Ho	Not Significant
School Emergency Planning	0.242	0.785	Do not Reject Ho	Not Significant
Capability Maintenance	0.054	0.947	Do not Reject Ho	Not Significant
Development Plans	0.062	0.940	Do not Reject Ho	Significant
Level of Responses				
Schools' Repond During Disaster	0.326	0.722	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	0.257	0.773	Do not Reject Ho	Not Significant

There are no significant differences among the subjects' views for years of experience as a principal school variable. It means that principals' years of experience have no impact on challenges, preparedness, and schools' response to disaster preparedness. It can be concluded from such results that school heads perform disaster management. They are religiously and diligently performing their tasks and functions. These findings indicate that the respondents show deep concern in carrying out what to be done. It is indeed interesting to note that as school heads, they exemplify such skills.

Table 16
Test of Difference on Trainings Attended and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				

Availability of equipment, supplies and materials	0.368	0.776	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	4.154	0.006	Reject Ho	Highly Significant
Relevance of Training and Skills	5.173	0.002	Reject Ho	Highly Significant
Funding Source and Financial Tracking	9.329	0.000	Reject Ho	Highly Significant
Level of Preparedness				
Capability Assessment	4.306	0.005	Reject Ho	Highly Significant
School Emergency Planning	2.857	0.037	Reject Ho	Significant
Capability Maintenance	0.889	0.447	Do not Reject Ho	Not Significant
Development Plans	0.040	0.989	Do not Reject Ho	Not Significant
Level of Responses				
Schools' Repond During Disaster	1.836	0.140	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	2.123	0.097	Do not Reject Ho	Not Significant

As revealed in data (Table 16), there is no significant difference between the responses of the subjects for in the indicators of "availability of equipment, supplies, and materials," "capability maintenance," "development plans," "schools respond during a disaster" and "schools' respond after a disaster." However, in indicators, adequacy of knowledge of the SDRRM team, the relevance of training and skills," "funding source and financial tracking," and "capability assessment" have highly significant differences. This is interpreted to mean that the trained DRRM coordinators and principals are perceived to be more effective in their overall preparedness level. This implies that, since the majority of the respondents are without disaster preparedness in other indicators, specifically the latter indicators, the school must take aggressive action in seeing to it that all its members have proper disaster response training and education to gain a more efficient, effective, and strategically economic over-all level of preparedness.

Table 17
Test of Difference on Enrollment Size and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				

Availability of equipment, supplies and materials	1.105	0.353	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	3.369	0.010	Reject Ho	Significant
Relevance of Training and Skills	1.464	0.212	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	1.432	0.222	Do not Reject Ho	Not Significant
Level of Preparedness				
Capability Assessment	0.935	0.444	Do not Reject Ho	Not Significant
School Emergency Planning	1.872	0.114	Do not Reject Ho	Not Significant
Capability Maintenance	1.978	0.097	Do not Reject Ho	Not Significant
Development Plans	4.558	0.001	Reject Ho	Highly Significant
Level of Responses				
Schools' Repond During Disaster	0.506	0.732	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	0.967	0.426	Do not Reject Ho	Not Significant

Table 17 revealed that most of the indicators have no significant differences between enrolment size and school level of challenges, preparedness, and responses. The remaining indicators, "adequacy of knowledge" and "development plans," have significant differences" with highly significant interpretation.

Table 18
Test of Difference on School Location and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				
Availability of equipment, supplies and materials	1.455	0.226	Do not Reject Ho	Not Significant
Adequacy of Knowledge of the SDRRM Team	2.118	0.097	Do not Reject Ho	Not Significant
Relevance of Training and Skills	4.466	0.004	Reject Ho	Highly Significant
Funding Source and Financial Tracking	5.675	0.001	Reject Ho	Highly Significant
Level of Preparedness				
Capability Assessment	.246	0.864	Do not Reject Ho	Not Significant
School Emergency Planning	3.252	0.022	Reject Ho	Significant
Capability Maintenance	3.278	0.021	Reject Ho	Significant
Development Plans	.271	0.847	Do not Reject Ho	Not Significant
Level of Responses				
Schools' Repond During Disaster	4.642	0.003	Reject Ho	Highly Significant
Schools' Respond After Disaster	1.947	0.121	Do not Reject Ho	Not Significant

When school location was examined, the results were statistically significant in urban areas in the relevance of training and skills and funding source except in schools' response during a disaster due to limited space and schools in urban areas. Schools

situated in urban and rural areas have different vulnerabilities, such as the nature of hazards and future risks. There is a common thread between urban and rural schools; a lack of safety culture in schools to have minimum standards/measures to protect students and teachers from any disasters.

Table 19
Test of Difference on Responsible Person and School Level of Challenges, Preparedness, and Responses

Indicators	F- value	p-value	Decision	Interpretation
Level of Challenges				
Availability of equipment, supplies and materials	8.293	0.000	Reject Ho	Highly Significant
Adequacy of Knowledge of the SDRRM Team	3.156	0.025	Reject Ho	Significant
Relevance of Training and Skills	1.924	0.125	Do not Reject Ho	Not Significant
Funding Source and Financial Tracking	11.562	0.000	Reject Ho	Highly Significant
Level of Preparedness				
Capability Assessment	3.005	0.030	Reject Ho	Significant
School Emergency Planning	3.306	0.020	Reject Ho	Significant
Capability Maintenance	4.017	0.008	Reject Ho	Highly Significant
Development Plans	3.416	0.017	Reject Ho	Significant
Level of Responses				
Schools' Repond During Disaster	2.086	0.101	Do not Reject Ho	Not Significant
Schools' Respond After Disaster	.698	0.554	Do not Reject Ho	Not Significant

As shown in Table 19, there is a significant difference in the assigned responsible person in DRRM. The school head may serve as the DRRM Coordinator but shall appoint an alternate among other school personnel to assist in implementing DRRM. The school head assigns teaching and non- teaching personnel as alternate DRRM focal persons (DO 21, s. 2015).

CONCLUSIONS

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

1. Longer experience in the service is a determinant of efficiency on DRRM principles.

2. Public schools in Lipa City are prepared to implement the disaster risk reduction management program as to human resource, material facilities, knowledge, and capabilities.

3. School should have designated Temporary Learning Areas (TLA).

4. Teachers, including members from school safety committee, need to be trained on disaster management to understand the disaster management framework to use it as a tool to manage disaster at school

5. Preparedness of the schools is within the practiced level.

RECOMMENDATIONS

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

1. Capacitate teachers DRRM members to various DRRM training and capability building by sending them to different training at least once a year to optimize their knowledge and skills in disaster-related matters.

2. Establish temporary learning spaces for teachers and students to conduct teaching and learning.

3. Create linkages or connections with the local government unit or non-governmental organizations to maximize available resources found within the community for disaster-related activities.

4. Train personnel but focus on young teachers.

5. Enhance the disaster plan so that the disaster response would be effective, appropriate, and in consonance with the DRRM principles among schools in Lipa City.

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MODULAR DISTANCE LEARNING DELIVERY AND ITS EFFECT TO STUDY HABITS: A CASE OF GRADE IV PUPILS OF MILAGROSA ELEMENTARY SCHOOL, EAST 4 DISTRICT, DIVISION OF CALAMBA CITY, LAGUNA

JONALYN T. CABUG

ABSTRACT

This study analyzed the new normal in education and how the students, as well as parents and educators, adjust to a form of schooling relatively fresh that reforms the education system to keep up with the challenges of the changing times.

The respondents are students from the Grade IV class of Milagrosa Elementary School. This study used the descriptive analysis type of research. The analysis revealed that the pandemic created uncertainty, amazement, and adjustment for everyone, more relatively, the schooling public. However, the pandemic opened new opportunities for the students to be more independent and diligent and for teachers to provide their untiring and devoted services to their students despite the challenges faced by this generation. To improve further the pupil's performance and attention to the lessons with less supervision, the study aims to guide future homeschooling implementation with guidelines tailored to benefit both the learners, teachers, and parents.

Keywords: modular distance learning, study habits, students' performance

INTRODUCTION

The World Health Organization has declared that the pandemic of the novel SARS-CoV2 infection early this year has now become the major public health challenge worldwide. The virus that originated in China became a global scare as it slowly made its way to different countries. COVID-19 pandemic has become a global health issue and cause a severe impact on education. Consequently, even before the school year of 2020 ended, the virus made its way to the Philippines and became a health alert risk that it ordered to stop classes early. No school-related gatherings were allowed to contain the

spread of the dreaded disease. The best way to prevent and slow down transmission is to be well informed about the COVID-19 virus, the disease it causes, and how it spreads.

As the virus became immensely active as it rapidly spreads from one country to another, the global educational system and the worldwide workforce were greatly affected. The consequences of early school closures forced the students to stay home and suspend milestones like graduations. As the formal education landscape disintegrates, the government had no choice but to find ways to continue education despite the challenges. School openings were adjusted to meet the changes of the system wherein both public and private learning institutions are required to come up with necessary solutions to continue education regardless of the insurmountable stumbling blocks. Surveys were conducted to determine the capabilities and preferences of both the learners and parents when it comes to homeschooling. As the results of the survey questions kept pouring in, the majority of the public school students preferred modular distance learning instead of online classes.

The usual school opening is scheduled every June, but due to the pandemic, it was adjusted to October 5, 2020, four months delayed of when it used to be. Health protocols are strictly observed, with only those authorized are allowed to get the modules, with an inflexible observance of health-related arrangements like wearing face masks and face shields and only those with acceptable body temperatures can enter the premises. This is to ensure the safety of everybody.

The global outbreak of the highly contagious new strain of Coronavirus known as COVID-19, for which there is yet no vaccine, continues to pose unprecedented challenges. At this point, the biggest impact of COVID-19 arises from the need to practice stringent social or physical distancing to prevent or mitigate its spread. For the Department of Education (DepEd), this meant the cancellation of classes and other school activities for the remaining weeks of SY 2019-2020, and that for S.Y. 2020-2021, schools must find ways for learning to continue amidst the threat and uncertainties brought about

by COVID-19 while ensuring the health, safety, and well-being of all learners, teachers, and personnel of the Department.

Parents are the number one teacher at home; they are also the ones who molded their children to be in favor of what is good and avoid what is bad. Children always adopt their parent's values and types of behavior. Since the learning modality in most public schools nationwide is currently under (MDL) the Modular Distance Learning wherein lessons take place at their respective home, necessarily, parents must be well-oriented to be always honest by letting their children answer independently to all prescribed activities required by their teachers. Moreover, if parents are a positive influence in their children's everyday lives, and most importantly in their everyday education, they are helping their children adopt a good study habit that will benefit them to a more beautiful, more successful and more productive, and honest citizens who will help improve our country in the future.

Learning environments play a crucial role in student success. Students who study in a positive learning environment are more motivated, engaged, and have a higher overall learning ability. On the other hand, students learning in poor environments that are uncomfortable, loud, or full of distractions will find it far more difficult to absorb information and stay engaged. Parents must do necessary action to help improve or provide room for their children. Surroundings are one of the common factors that affect the way they study, so they must consider some of the best ways to create an ideal learning environment for their children.

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

In the integration of inputs into the BE-LCP, the Office of the Secretary was guided by the following principles, protect the health, safety and well-being of learners,

teachers and personnel, and prevent the further transmission of COVID-19; ensure learning continuity through K-12 curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provision of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners; facilitate the safe return of teaching and non-teaching personnel and learners to workplaces and schools, taking into consideration the scenarios projected by the Department of Health (DOH) and the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), complemented by other credible sources, and balanced with DepEd's own risk assessments; be sensitive to equity considerations and concerns, and endeavor to address them the best we can; and link and bridge the BE-LCP to DepEd's pivot to quality and into the future of education, under the framework of Sulong EduKalidad and Futures Thinking in Education.

In developing the BE-LCP, the Department analyzed data on basic education, as well as the epidemiological picture for the incoming school year, to make informed decisions. It is in this light that DepEd has set the opening of S.Y. 2020-2021 on August 24, 2020, allowing enough time to undertake the necessary preparations for the extraordinarily challenging school year.

The key elements of the learning strategies that shall operationalize the BE-LCP are the streamlining of the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs), and allowing of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning. To help learners, parents, and teachers implement these learning delivery modalities, Self-Learning Modules (SLMs) shall be made available in print and offline/online digital formats, for use this incoming school year. DepEd shall also tap the materials developed by various partners and entities such as SEAMEO INNOTECH, BASA Pilipinas, Knowledge Channel, Frontlearners Inc., and CHED, among many others.

The learning outcomes in the form of knowledge, skills, attitudes, and values will be assessed through a portfolio/e-portfolio to include written works and

performances (and products), whether hardcopy, softcopy, or a combination of these, and through summative tests, as conditions allow. The administration of national examinations shall continue amidst COVID-19. To prepare our teachers and school leaders for multiple learning delivery modalities, they shall be capacitated to implement the learning delivery system, consistent with DepEd's professional development framework and professional standards, and the transformation of the National Educators Academy of the Philippines (NEAP). They will be introduced to learning delivery modalities that they can readily utilize depending on community context, and be provided with tools and mechanisms to inform their decision-making. To ensure the seamless transition of learning activities into formats appropriate to platforms and learning delivery modalities they will adopt, capacity building will be implemented beginning in June until July 2020. Support mechanisms shall also be established to provide teachers and school leaders access to on-demand technical and administrative advice and guidance.

The identification of the MELCs is not only in response to the challenge of delivering learning in the time of COVID-19 but is the accelerated result of the curriculum review that the Secretary has directed as early as two years ago. It responds to the findings that there are overlaps and congestion in the curriculum. The review involved bureau specialists, academic experts, and field implementers working collaboratively and employing consensus judgment. A key partner in the review, which remains ongoing and will still be refined and finalized beyond the COVID-19 period, is the Assessment Curriculum and Technology Research Centre (ACTRC).

A word that may describe an essential learning competency is "endurance," that is, it remains with learners long after a test or unit of study is completed, or it remains useful beyond a single test or unit of study. Examples of such learning competencies include research skills, reading comprehension, writing, map reading, and hypothesis testing, which are essential in many professions and everyday life. Releasing the MELCs does not necessarily replace the use of the curriculum guides. Rather, these serve as supplementary guides for teachers as they address the instructional needs of learners. The

content and performance standards are indicated in Annex “C” for field implementers to recognize that the MELCs are anchored on the prescribed K to 12 standards. Finally, field implementers are encouraged to contextualize the MELCs to accommodate the varying contexts of learners, teachers, learning environment, and support structures considering both the content and performance standards. With these, Filipino learners are guaranteed relevant and quality basic education amidst COVID-19. There shall be a follow-up issuance to further explain how the MELCs should be used, and to clarify their status concerning the ongoing broader K to 12 curriculum review.

Modular Distance Learning involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner’s materials, textbooks, activity sheets, study guides, and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage, and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholders in the community need to serve as para-teachers.

Modular learning entails a less expensive type of medium, which doesn’t require a strong internet connection and contrivance. Modular, though very contemporary is easier to conspire. The maneuver is much like traditional schooling; only, it is done at home with the absence of the teacher. Parents, guardians, or tutors are expected to be the pedagogue. This means that students are expected to be as independent as possible to be able to cope with the defiance of the new normal. Homeschooling in previous times is done only when someone is not capable to attend the regular schooling and to those with special learning needs. But now, homeschooling became the norm, and as the school year progresses, many conservators experienced different struggles. Being oblivious to

certain learning areas, lack of mastery and incognizance, and worst, illiteracy greatly affects the mastery of the students.

The challenges are daunting yet, educators must do everything possible to ensure that all of us are on the right track. Obstacles are genuinely tricky, as this is a contemporary type of learning. Both parents and teachers must try innovative ways to improve the study habits of each learner as we cope with the merciless trials of this pandemic. The learners’ signs of progress are based on their outputs and examinations given at the scheduled time, with learning plans as their guide weekly.

The key purpose of this research was to find out and assess the effectiveness of learners’ study habits under the Modular Distance Learning (MDL) approach, with proper guidance and support from their parents, guardians, and tutors if parents are not available towards their studies. Secondly, to be able to determine the consequences that affects the study habits of the students in the new normal. As the changing times’ flourishes, so does the method of learning. This new normal in education is quite a challenge to some, but a bigger challenge to most. Half the population may adapt easily while the other half may struggle to even understand the module on their own. This is why; this research was conducted to be able to better understand the struggles and hardships, the advantages and accessibility to further improve learners’ study habits under the Modular Distance Learning modality.

METHODOLOGY

This study used a descriptive survey design to determine, describe, and analyze the effectiveness of learners’ study habits under Modular Distance Learning Delivery in Milagrosa Elementary School East IV District division of Calamba City, Laguna.

The researcher used selected Grade IV- learners in Milagrosa Elementary School who are currently enrolled in this school year 2020-2021 and who were active partaker in this fact-finding endeavor.

The intended respondents of this study are randomly selected pupils. It is composed of 45 pupils among three sections, namely Grade IV- Mendel, Grade IV- Galilei, and Grade IV-Einstein. Moreover, they are the most reliable respondents of this study since they are currently experiencing the kind of educational system implemented nowadays.

The researcher created a descriptive questionnaire to surely come up with a result about the study habits of learners under the learning delivery modality used in public schools, which is the (MDL) or Modular Distance Learning.

To realize the purpose of this study, the researcher collected related literature and studies from DepEd Order, Division Order, and journal and published theses from different graduate schools, local and international, through online research since the COVID-19 crisis still exists globally to gain more understanding about the topic. The researcher requested the Supervisor of the East 4 District Division of Calamba City, Laguna, to allow the conduct of a survey questionnaire among the selected 45 Grade IV students in Milagrosa Elementary School, Calamba City.

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RESULTS AND DISCUSSIONS

Table 1

Assessment of the Respondents on the Effect of (MDL) Modular Distance Learning Delivery to their Study Habits in Terms of Content

Items	Weighted Mean	Interpretation	Rank
The contents of the modules are complete.	2.33	Often	5
Some of the topics were unclear.	2.98	Sometimes	4
Every topic has an example for the children to be guided.	4.42	Always	3
The contents were all clear and complete.	4.47	Always	2
All pupils received a complete number of modules in all subjects' areas and the contents are very useful in their studies.	4.58	Always	1
Composite Mean	3.76	Frequent	

As presented in the table, all pupils always received a complete number of modules in all subject areas, and the contents were very useful in their studies, making the highest weighted mean of 4.58 and the highest rank of 1. All the enrolled students are given the same number of modules, which are enough to cover all the learning areas with each respective subject well explained and suitable for independent learning, with all the necessary tools for efficient learning.

On the other hand, the said group of respondents assessed that the contents of the modules often seem to be not complete, which yielded the least weighted mean of 2.33 and least rank of 5. Most modules are well equipped with all the necessary answers and explanations; however, certain areas that needed to be researched, primarily online, to be able to establish much more concrete answers.

The composite mean of 3.76 simply signified that content affected the study habits of the respondents in Distance Learning Delivery. The simplified explanation of the subject areas made it easier to understand, therefore allowing the students to study better using the given modules. This goes to show that modular distance learning is an effective tool in addressing the current educational crisis due to the pandemic. This pioneer batch has the privileged to experience the first-ever modular learning offered by the government to sustain the education of the general public despite the health crisis without compromising education.

Table 2

Assessment of the Respondent's on the Effect of (MDL) Modular Distance Learning Delivery to their Study Habits in Terms of Summative Assessment Tests-Written Tests

	Weighted Mean	Interpretation	Rank
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I separate my initial “learning” from my “studying”	3.80	Frequent	17
I know what to study for an exam.	3.93	Frequent	11
I feel confident in my study methods.	3.82	Frequent	15
I answer practice questions to study.	3.89	Frequent	13
I study in a group, or with a friend.	2.82	Frequent	15
I adjust my study method to different subject areas.	3.78	Frequent	18
I try to find out what the exam will cover and how the exam is to be graded.	3.91	Frequent	12
I feel confident that I am prepared for the examination.	4.04	Frequent	10
I try to imagine possible test questions during my preparation for an examination.	3.69	Frequent	20
I take time to understand the exam questions before starting to answer.	4.27	Always	6.5
I follow directions carefully when taking an examination.	4.51	Always	1
I usually get a good night’s rest before a scheduled examination.	4.27	Always	6.5
I am calmly able to recall what I know during an examination.	4.20	Always	8
I try to prepare notes in preparation for the examination.	3.71	Frequent	19
I carefully read the test instructions before answering.	4.42	Always	2
I finish my exams in the allotted time.	4.33	Always	3.5
I answer the exam questions I know best, first.	4.07	Frequent	9
I map out an essay answer before writing.	3.82	Frequent	15
I take enough time to understand what the problem/question asks.	4.31	Always	5
I studied enough for the examination.	4.33	Always	3.5
Composite Mean	4.00	Frequent	

As discussed in Table 2, the respondents assessed that they always follow directions carefully when taking an exam, with the highest weighted mean of 4.51 and the highest rank of 1. On the contrary, they assessed that they try to imagine frequently possible test questions during my preparation for an exam which obtained the least weighted mean of 3.69 and least rank of 20.

The composite mean of 4.00 simply implied that written assessment affected the study habits of the respondents in distance learning delivery. Most of the students anticipate the most significant and key terms questions during the examination. Most of them studied the highlighted topics or the most important words that define the topic.

Table 3
Assessment of the Respondents on the Effect of (MDL) Modular Distance Learning Delivery to their Study Habits in Terms of Performance Assessment Test

Items	Weighted Mean	Interpretation	Rank
I am able and willing to ask for help when I need it.	3.80	Frequent	10
I use “people-resources” available when needed.	3.98	Frequent	6
I use text, the internet, or any resources when needed to improve my performance skills.	4.40	Always	1
I feel confident about my performance in the different activities given.	4.04	Frequent	5
I attend review sessions when offered.	3.87	Frequent	9
I perform any required activities given by my teacher and send my video online.	4.31	Always	3
I try to find out what the exam will cover and how the exam is to be graded.	3.89	Frequent	7.5
I feel confident that I am prepared for the performance exam.	4.13	Frequent	4
I try to imagine possible test questions during my preparation for an exam.	3.89	Frequent	7.5
I set myself and my mind to be prepared and ready in performing the test.	4.36	Always	2
Composite Mean	4.07	Frequent	

As reflected in Table 3, the respondents always use text, the internet, or any resources to improve their performance skills, which garnered the highest weighted mean of 4.40 and the highest rank of 1. The internet offers various answers to certain topics which makes it easier to understand. One click and everything you need to know is right in the palm of your hands. With the advantage of technology, every learner is capable of having easy access to learning.

Meanwhile, the said group of respondents is frequently able and willing to ask for help when needed, with the least weighted mean of 3.80 and least rank of 10. Most of the respondents have limited resources and a limited educational background to keep up with the homeschooling task, and many needed help sustaining modular learning. In this regard, teachers keep open communication to help those with difficulties studying specific topics.

Table 4

Relationship on the Assessment of the Respondents on the Effect of the (MDL) Modular Distance Learning Delivery When Grouped According to their Profile

Variables	X ² -value	p-value	Decision	Interpretation
Monthly Family Income				
Content	19.36	0.08020	p>0.05, Accept Ho	Not Significant
Written Task	21.06	0.04951	p<0.05, Reject Ho	Significant
Performance Assessment Test	21.32	0.04589	p<0.05, Reject Ho	Significant
Number of Siblings				
Content	19.32	0.01324	p<0.05, Reject Ho	Significant
Written Task	17.67	0.02384	p<0.05, Reject Ho	Significant
Performance Assessment Test	15.79	0.04549	p>0.05, Accept Ho	Significant
Parent's Educational Attainment				
Content	21.74	0.35478	p>0.05, Accept Ho	Not Significant
Written Task	31.52	0.04869	p<0.05, Reject Ho	Significant
Performance Assessment Test	33.30	0.03127	p<0.05, Reject Ho	Significant
Gender of Respondents				
Content	8.67	0.06990	p>0.05, Accept Ho	Not Significant
Written Task	13.24	0.01016	p<0.05, Reject Ho	Significant
Performance Assessment Test	12.78	0.01240	p<0.05, Reject Ho	Significant

As gleaned in the table, the computed chi-square values of 21.06 for written tasks and 21.32 for performance assessment tests have corresponding p-values of less than 0.05, thus rejecting the null hypothesis. On the other hand, the computed chi-square value of 19.36 for content had a corresponding p-value of more than 0.05, thus accepting the null hypothesis. This indicates the significance of written task and performance assessment, regardless of gender, content, and parents' educational attainment.

These safely concluded that the respondents' assessment on the effect of the Distance Learning Delivery in terms of written tasks and performance assessment test has significant relationships, and no significant relationship in terms of content when grouped according to their monthly income.

People with low-income capabilities still pursue their goals of sending their children to public schools despite the minimal means. Parental income is potentially endogenous either because it is correlated with unobservable characteristics which are correlated with the child's educational attainment or because the parental education effect is transmitted through income.

When the respondents' assessment was grouped according to their number of siblings, the computed chi-square values of 19.32 for content, 17.67 for written tasks, and 15.79 for performance assessment tests have corresponding p-values of less than 0.05, thus rejecting the null hypothesis.

These safely generalized that the respondents' assessment on the effect of the Distance Learning Delivery in terms of content, written tasks, and performance assessment test has significant relationships when grouped according to their number of siblings. When siblings go to the same school with the same learning pattern, the adjustment becomes more beneficial. The transition from regular schooling to home study gradually becomes a norm

In terms of parent's educational attainment, the computed chi-square values of 31.52 for written tasks and 33.30 for performance assessment tests have corresponding p-values of less than 0.05, thus rejecting the null hypothesis. On the other hand, the computed chi-square value of 21.74 for content had a corresponding p-value of more than 0.05, thus accepting the null hypothesis.

CONCLUSIONS

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

1. That modular distance learning is an effective way to continue education amidst the crisis.
2. That the new normal form of learning which is Modular Distance Learning or (MDL) brought out an innovative way of reaching out to learners' especially in public schools and helps them cope with the demands of the changing times.
3. That with the new challenge in the education system, a new and much more systematic approach arises.
4. That as technology helps in facilitating the modalities, improvements is visibly achieved gradually. Close monitoring of parents and teachers to the learners during this

Pandemic Crisis will boost their confidence and always motivated them to engage in any form of activities/tasks given in school.

5. That the content of Modular Distance Learning is an important factor in the delivery of timely lessons fitted for their grade level.

6. To provide space at home for students, conducive to learning under (MDL) Modular Distance Learning.

7. That avoidance of distractions such as TV or gadgets while studying is an effective mechanism to improve learners' study skills and habits.

RECOMMENDATIONS

Based on the findings and conclusions presented, the following recommendations are suggested:

1. More simplified instructions should be given to students with difficulties with their lessons.

2. An allowance for submission is implemented to give chances to those who lack academic support from families or peers. A timetable must be strictly followed to ensure the submission of required tasks on time.

3. Parents must make time to participate in seminars that will enhance their knowledge to cope with the changing times of the new normal and constant communication with the teachers/parents or vice versa will help learners improve their study habits and academic performances in all subject areas.

4. Communications regarding certain questions are made using the online platforms for parents, group chats, and text messaging. Parents gain easy access to every information teachers can post updates and information regarding the subject.

5. The delivery of modalities should be timely in to maximize the students' potential and help keep up with their scheduled time of retrieval.

6. Providing a well-ventilated room at home for learners will improve their study habits while studying.

7. Removing distractions such as the TV and portable devices like an iPod, PSP, cellphones, and other gadgets during school days will help the learner stay focused on their studies

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LEVEL OF ADAPTABILITY OF LEARNERS IN THE BLENDED MODE OF DELIVERY IN GENERAL MATHEMATICS IN SELECTED SENIOR HIGH SCHOOLS IN AREA III BATANGAS PROVINCE

SONIA L. DIMAYUGA

ABSTRACT

This study examined learners' level of adaptability in the blended mode of delivery in General Mathematics in selected senior high schools in Area 3, Batangas Province. Specifically, it sought answers to describing students' profiles in terms of age, sex, type of technology used, and access to technology, respectively. It also determined the level of adaptability in the blended mode of delivery of Senior High School in terms of Online Delivery of Learning (ODL) and Modular Distance Learning (MDL). Further, it examined the significant relationship between the respondents' profile and their adaptability level in a blended delivery model. Lastly, it proposed a development program based on the result of the study.

The study was conducted school-year 2020-2021 with systematically randomized learner respondents obtained from clustered districts of Area 3, Schools Division of Batangas Province. The schools comprising the study included Sto. Tomas Senior High School, Senior High School within Bayorbor, Senior High School within Palsara Elementary School, Cuenca Senior High School, Malvar Senior High School, Talisay Senior High School, Mataasnakahoy Senior High School, Alitagtag Senior High School, and Sta. Teresita Integrated National High School, respectively. This study made use of a quantitative descriptive research design. The primary data gathering instrument used is a two-part self-prepared scaled survey questionnaire. It has consisted of the Students' Profile for Part 1 and Part 2, which described the level of adaptability in the blended mode of delivery (ODL, MDL) using the rating scale verbally interpreted as Highly Adaptable (HA) to Not Adaptable (NA).

The researcher drew from the gathered and analyzed data that mobile phones are the most popular devices among most students in ODL. Second, the level of adaptability

was evident in both ODL and MDL. Also, there were highly significant relationships between the respondents' profile and their adaptability level in the blended mode of delivery. The results have shown that mobile internet connection, broadband, cable internet connection, and satellite internet connectivity have shown improvements. Also, increased educational access and choice; and ease through the module. Meanwhile, the key results for continuation and sustenance were Radiofrequency, taking some breaks between classes to revitalize energy and focus and awareness of the academic workload.

Regarding the study's significant findings, and based on the conclusions aforesaid, the researcher recommended providing tangible and functional access to internet connectivity. They are combined with the liberty to use technology devices to become at par with contemporary learners locally and internationally who are utilizing modern devices for academic purposes. Teachers should provide ease of learning and appropriate enjoyment in terms of more interactive and relevant activities. Besides, Teachers should complete clarity and comprehension about the details in doing learning activities incorporated in the ODL/MDL. Lastly, The school head should implement the proposed development program gearing towards providing learners access to the type of technology not usually available for them. Help the students gain higher access to Mobile Internet Connection and Digital Subscription Line, ensuring that they enjoy while they attend MDL/ODL.

Finally, conduct continuous research on the areas aside from the one already studied to enrich further the awareness obtained via the utilization of a more comprehensive set of samples and different research locale towards a more-informed educational system and generalizability of results.

INTRODUCTION

The global crisis unfolding right before the world's eyes today teaches anyone that health is the foundation of a nation's strength. Thus, the current fight against the health pandemic is a global effort that people in all walks of life can reduce, if not

entirely eradicate, the impact of this lethal illness. In the Philippines' educational programming, the effect of this health pandemic mitigated by the Department of Education (DepEd) combined with all government agencies expected to render full assistance and cooperation with each other.

These agencies help mobilize the necessary resources to undertake critical, appropriate disaster response aid and curtail measures and eliminate the threat of COVID-19. Oneness of purpose is under Section 15, Article 2, of the 1987 Constitution, which stipulates that the State shall protect and promote the right to health of the people and instill health consciousness. Section 3 of Presidential Proclamation (PD) No. 929 series of 2020 stated the Department of Education (DepEd) braces for the new normal in education amid the COVID-19 situation in the country (Hernando-Malipot, 2020).

Premised here, the DepEd Management Committee has discussed policies and possible adjustments relevant to the school opening. The COVID-19 situation ushers the Philippine Educational system to a new normal. Moreover, DepEd prepares to adjust to the education environment changes to ensure learning is not compromised. Educators may no longer be allowed to practice the previously-prescribed student-teacher ratio since social distancing would still be encouraged.

What was considered as a minority before may become the new normal amid the COVID-19 crisis. While learners who subscribed to online learning or homeschooling before was only a small percentage, with the current situation today, this reversed according to the DepEd (Hernando-Malipot, 2020). DepEd has existing interventions used for education in emergencies even before the outbreak and used Alternative delivery modes for learners who miss out on school due to natural calamities and others.

The most important thing is that the DepEd prepares for various scenarios as a response to COVID-19. Preparations are needed to adapt to changes and the facilities and equipment utilized for the intervention in schools. Besides, DepEd needs to train its teachers to implement the adjustments and prepare the required facilities and equipment. As a matter-of-fact, the school year may be full of disruptions related to COVID-19, and

DepEd continues to prepare for various scenarios to ensure that students' learning continues.

In the face of uncertainties, there may be teaching modalities that could help both the teacher and learner thrive in ensuring that education continues despite the challenge. ODL or Online Distance Learning may be one, and MDL or Modular Distance Learning could be another. Blended distance learning as a flagship element of the teaching-learning system under a pandemic plagued education. The point to consider here is perhaps an important one is the adaptability of learners in the new standard education system. Supposing the device or technology is available, the primary focus is on making the learning experience something that ensures studying independently with ease, took online assessment with accuracy and precision, or participation in online lecture and discussion within their comforts homes. ODL characterizes a system that would allow students to study at their own pace, supplement their learning through audio cassettes, radio, web, television, and other teaching-learning devices. These are ways truly far different from what used to be in the olden days of teaching-learning in the country's public schools.

Adaptability to using the MDL or Modular Distance Learning modality is essential for learners to showcase a strong engagement in their studies through modules and self-learning materials. Flexibility and building strength can lead students towards accomplishing individual work and independent tasks. It can also put learners' adaptability to this modality of learning in place through family work support, which is an essential ingredient of the learners' success in this pandemic-prompted educational system. MDL may also blend with access to new technology in support of module learning.

Premised on the preceding, the researcher, in her capacity as a school principal in a public senior high school, is greatly moved by advocacy to develop learners' full potentials despite the pandemic period plaguing the educational system. Allied to this is teaching the young people on problem-solving, resilience, and preparedness for

emergencies like the crisis today. In this context, the researcher conducted this research to determine the level of adaptability of SHS learners in the blended mode of delivery in General Mathematics to propose a development program based on the study's result.

Furthermore, the researcher eye-witnessed the struggles both by the teachers and learners in adapting to the new normal of education today. Many questions were playing along intrinsically as she became truly curious to obtain an informed awareness of how individuals would adapt to something, which is admittedly a new way of modalities in the history of public-school teaching and learning. The researcher assessed individuals' adaptability level. If necessary, adjustments could be made as part and parcel of the landscape to offer the best possible solution so that something better and more appropriate may occur. While there may be a shortage of studies leaning to this path, she wants to fill this gap in the literature to make an informed decision regarding the level of adaptability of students in the blended mode of teaching-learning delivery.

It is true that this situation in the educational system now will not always be the case because, in due time, educators and learners would get to choose whether or not they want to use such blended teaching-learning modalities. What remains, perhaps, is the job at this moment to gather as much information to recognize that education is always a work in progress. The more diverse the academic system is, the more accessible and more influential people become, and the better the odds are of indeed leaving no student behind. Finally, the researcher proposed to solve the mess to teaching and to learn as the responsibility; the researcher believes that assessing the level of adaptability of students in the modalities of teaching amidst the crisis today will serve as a basis towards effective instructional practices in the face of the current reality and beyond.

METHODOLOGY

The study used a quantitative descriptive research design since the primary purpose is to describe learners' level of adaptability in the blended mode of delivery.

Descriptive research used more standard measure behavior measures using questionnaires and systemic observations of behavior designed for statistical analysis.

This study's main focus was on assessing the level of adaptability of learners in the blended mode of delivery in General Mathematics in selected senior high schools in Area III, Batangas Province. The researcher obtained the samples through a simple random sampling from students in the research locale, including Sto schools. Tomas Senior High School, Senior High School within Bayorbor, Senior High School within Palsara Elementary School, Cuenca Senior High School, Malvar Senior High School, Talisay Senior High School, Alitagtag Senior High School, and Sta. Teresita Integrated National High School, among others.

RESULTS AND DISCUSSIONS

Table 1
Level of Adaptability in the Blended Mode of Delivery of Senior High School in Terms of Online Delivery Learning

Items	Weighted Mean	Interpretation	Rank
1. I can study independently with ease.	2.80	Adaptable	9.5
2. I can take online assessment with accuracy and precision	2.73	Adaptable	13
3. I am able to submit class on time.	2.95	Adaptable	4
4. I can participate in online lecture and discussion with ease and fluidity	2.75	Adaptable	11
5. I am allowed to study at my own pace	3.05	Adaptable	2
6. I refrain or stay away from any disruptive devices while studying at home	2.74	Adaptable	12
7. I have a working space comfortable for completing school work	2.86	Adaptable	7.5
8. I identify the assigned tasks and plan towards their accomplishments	2.98	Adaptable	3
9. I enjoy an increased educational access and choice	2.72	Adaptable	14
10. I supplement or enrich my learning through audio cassettes, printed modules, radio, web and television.	2.89	Adaptable	6
11. I never hesitate to offer or ask help from others as resources in this challenging time	2.85	Adaptable	7.5
12. I help remove any barriers to education like lack of interest and dishonesty	2.91	Adaptable	5
13. I take some breaks from classes to another to revitalize my energy and focus	3.13	Adaptable	1
14. I can use/ manipulate technology with ease	2.80	Adaptable	9.5
Composite Mean	2.87	Adaptable	

As reflected in the table, the respondents responded that they quickly adapted to ODL by taking some breaks from one class to another to revitalize their energy and focus, as evidenced by the highest obtained weighted mean of 3.13 and the highest rank of 1. This result is explained in the work of Southard (2015), who examined the effectiveness of a signage intervention to promote the use of physically active (AB) compared to inactive (IB) study breaks. This study revealed that a visual reminder to take physically active study breaks while studying could positively influence physical activity. Still, a visible reminder may be necessary for continued physically active study breaks. A one-time signage intervention is not enough to encourage long-term physically active study breaks.

Table 2
Level of Adaptability in the Blended Mode of Delivery of Senior High School in Terms of Modular Delivery Learning

Items	Weighted Mean	Interpretation	Rank
1. I am able to show strong engagement in my studies through modules	2.97	Adaptable	7.5
2. I show flexibility by engaging on the activities in the module	2.93	Adaptable	9
3. My learning is strengthened through an initiative towards individual work and independent study	2.89	Adaptable	11
4. I experience an enhanced family work support to my school activities in the module	2.90	Adaptable	10
5. I am learning to access to new technology in support of module learning	3.04	Adaptable	6
6. I display strong motivation towards realizing the worth of my work in the module	3.13	Adaptable	3
7. I am able to organize my work desk	3.08	Adaptable	4
8. I am able to push forward even when experiencing challenges	3.14	Adaptable	2
9. I follow with precision and accuracy each weekly home learning plan	2.97	Adaptable	7.5
10. I can monitor my own progress through the performance tasks I accomplish.	3.05	Adaptable	5
11. I am aware of my academic workload to finish	3.17	Adaptable	1
12. I learn with ease through module	2.76	Adaptable	12
Composite Mean	3.00	Adaptable	

As discussed in the table, the respondents assessed that they adapt MDL because they are aware of their academic workload to finish, as shown by the highest obtained weighted mean of 3.17 and the highest rank of 1. This result seems reasonably expected because these learners can already be independent in doing things for themselves, including probably studying by themselves through the MDL. Combined with this is the self-instructing nature of MDL materials leading to the creation of resilience and independence in the students themselves.

This result accounts relationship to the work of Claessens et al. (2017), who examined teachers' perceptions of their interpersonal experiences with students in both positive and problematic relationships; encounters in positive relationships were mainly situated outside the classroom context, and conversations during these encounters covered a wide range of topics.

Table 3
Level of Adaptability in Blended Mode of Delivery Relationship Between the Respondents' Profile and Their Level of Adaptability in Blended Mode of Delivery

Variables	X ² Value	p-value	Decision	Interpretation
Age				
Online Delivery Learning	124.76	0.00000	p<0.01,Reject Ho	Highly Significant
Modular Delivery Learning	63.40	0.00000	p<0.01,Reject Ho	Highly Significant
Sex				Highly Significant
Online Delivery Learning	106.54	0.00000	p<0.01,Reject Ho	Highly Significant
Modular Delivery Learning	78.08	0.00000	p<0.01,Reject Ho	Highly Significant
Type of Technology Used				
Online Delivery Learning	392.24	0.00000	p<0.01,Reject Ho	Highly Significant
Modular Delivery Learning	470.54	0.00000	p<0.01,Reject Ho	Highly Significant
Access to Technology				
Online Delivery Learning	285.67	0.00000	p<0.01,Reject Ho	Highly Significant
Modular Delivery Learning	189.36	0.00000	p<0.01,Reject Ho	Highly Significant

As stated in the table, when the participants' responses according to their age, the computed chi-square values of 124.76 for ODL and 63.40 for MDL have corresponding p-values less than 0.01, thus rejecting the null hypothesis.

These safely implied that the respondents' responses on their level of adaptability in a blended learning model in terms of ODL and MDL have significant

relationships when grouped according to their age. Given the age-range as reported by this survey's result, the participants themselves learned independently at their age; thus, they can adapt quite quickly to MD quickly ODL. Therefore, the learning generation's age is considered in this new usual way, usually the educational system. Similarly, this result finds parallelism to the findings of Fidalgo et al. (2020) who examined Distance Education (DE) courses and programs to address the diverse educational needs of students and to stay current with advancing technology. They revealed that students' significant concerns about such programs were time management, motivation, and English language skills in all three countries. Although students were somewhat apprehensive, many indicated they were interested in taking DE courses.

Grouped according to their sex responses were the computed chi-square values of 106.54 for ODL and 78.08 for MDL have corresponding p-values of less than 0.01, rejecting the null hypothesis.

CONCLUSIONS

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

1. Mobile phones are the most popular devices among the majority of students in ODL
2. The level of adaptability was evident in both ODL and MDL
3. There were high significant relationships between the respondents' profile and their level of adaptability in the blended mode of delivery.
4. The key results for improvements are a mobile internet connection, broadband, cable internet connection, and satellite internet connectivity; increased educational access and choice; and ease through the module.
5. The key results for continuation and sustenance were radio frequency, taking some breaks between classes to revitalize energy and focus, and awareness about the academic workload to finish.

RECOMMENDATIONS

Regarding the significant findings of the study, and based on the conclusions aforesaid, here are the following recommendations:

1. Provision for tangible and functional access to internet connectivity combined with the liberty to use technology devices for the students to become at par with contemporary learners locally and internationally who are utilizing modern devices for academic purposes;

2. Providing ease of learning and appropriate enjoyment in terms of more interactive and relevant activities;

3. Allowing learners to experience complete clarity and comprehension about the details in doing learning activities incorporated in the ODL/MDL;

4. Implementing the proposed development program gearing towards providing learners the access to the type of technology not usually available for them, helping them gain higher access to Mobile Internet Connection and Digital Subscription Line, ensuring that they enjoy while they attend MDL/ODL, realizing their ease of learning in MDL/ODL, and boosting their adaptability to MDL/ODL modalities respectively; and

5. Conducting continuous research on the areas aside from the one already studied to enrich further the awareness obtained via the utilization of a more comprehensive set of samples and different research locale towards a more-informed educational system and generalizability of results.

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ISSUES AND CHALLENGES IN THE UTILIZATION OF TECHNOLOGY IN TEACHING IN SELECTED SECONDARY PUBLIC SCHOOLS IN LIPA CITY

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ABSTRACT

This study examined the issues and challenges in the utilization of technology in teaching in selected secondary public schools in Lipa City. It also assessed the respondent's profile in terms of age, sex, monthly salary, educational attainment, years of service, and technology training attended. It determined the issues the teachers confronted in using technology in terms of government budget support, internet accessibility, and availability of technology devices. The research delved too on the challenges encountered by the teachers in the utilization of technology in terms of technology training skills, resistance to change, and administrative support. Furthermore, it assessed the significant relationship between the profile of the respondents and the issues they confronted in the utilization of technology and the challenges encountered. Lastly, it proposed a development program toward an enhanced utilization of technology in teaching.

This study made use of a descriptive quantitative design to obtain a clear image of the population or phenomenon being studied, which for the case of this research, was the utilization of technology in teaching. The study was conducted during the school year 2020-2021 and participated by 130 respondents consisting of 21 males and 109 females selected through systematic random sampling. The main data gathering instrument was a self-made scaled questionnaire forming five parts. The data obtained were presented in tabulated forms, analyzed, and interpreted by the researcher employing appropriate statistical techniques and procedures. The results revealed that the issues teachers confronted and the challenges they encountered in the utilization of technology had a significant relationship in terms of government budget support, internet accessibility,

availability of technology resources, technology training skills, resistance to change, and availability of technology devices. Based on the results, a development plan was proposed in order to enhance the utilization of technology in the conduct of the teaching-learning process.

INTRODUCTION

Boundless learning is one of the many promises of modern technology in 21st-century global education. Boundless learning necessitates the improvement of the quality of the pedagogical system through the use of technology that has been continually initiated. As such, 21st-century education works in innovative ways to promote high-quality teaching and learning by creating cutting-edge online hubs, managing data, or developing high-quality professional development.

Also, boundless learning is an invitation towards broadening scientific and technological knowledge. Technology can transform education by providing equal access to the curriculum for all students, enhancing instruction, and measuring school accountability. Likewise, equal access to education means the right to appropriate instruction, the right to be in schools that provide it, and the right to access learning. Article XIV, Section 2 of the Constitution of the Philippines stipulates that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society, encourage critical and creative thinking, and broaden scientific and technological knowledge (www.officialgazette.gov.ph).

Schools are challenged to respond to the expectations of students, parents, and the community through technology-rich, project-based, collaborative teaching and learning that can help all students to meet high academic standards and prepare for the rest of their lives (National Institute of Justice, 2016). Therefore, in the context of preparing learners for the rest of their lives, schools have to forge partnerships in the realization of technology-based learning communities, through which people share information, resources, and other tools, exchange best practices, and stay current on the

latest developments in educational technology. Indeed, these are the ideal scenarios in the presence of technology in the educational system; however, it cannot be denied that there are issues and challenges in the utilization of technology in teaching. Educational technology is not simply using computers without teacher training.

Effective use of technology in teaching will not happen without training because this is not simply substituting some minutes of reading for certain minutes of computer skill development. It is not prepackaged programs that are often unrelated activities clustered around a particular topic that addresses a few higher concepts or goals. Nor is it teacher-created programs that cover special interests and/or technical expertise but do not fit the content-area curriculum. Knowing what technology utilization is and is not is the first step in deciding how to use technology effectively in the teaching-learning process (Jolene, 2019).

Another issue is deciding how or why to use technology which is something more of a struggle for school administrators, teachers, learners, parents, and other stakeholders. However, both public and private educators agree toward the fact that students need to be proficient computer users. An important reason for the utilization of technology is that if correctly designed, it may redound towards the possibility of more depth understanding and proficiency into the content-area curriculum.

While there is an intrinsic need to learn technology because students are motivated by this, increasing academic engagement time serves as another challenge. Working in more depth with the content, students are able to move beyond knowledge and comprehension to the application and analysis of information. Students learn where to find information in an information-rich world. Computer skills should not be taught in isolation; students develop computer literacy by applying various computer skills as part of the learning process.

With computer literacy, androids could act as calculators, clocks, cameras, calendars, and music players, while traditional forms such as the letter are fast becoming a thing of the past. Similarly, the once regular trips to the highways are slowly being

replaced by the wonders of online shopping, while the e-book, for example, has become a popular alternative to the paperback book. Notably, people may tend to accept or reject technology use. Among the many reasons that could influence technology use, there may be certain issues and challenges that are especially important to address.

People may tend to use or not use technology to the extent they believe it will help them perform their job better. This is referred to as perceived usefulness. Even if potential users believe that a given application is useful, they may, at the same time, believe that the system is too hard to use and that the effort of using the application outweighs the performance benefits of usage. That is, in addition to usefulness, utilization of technology is believed to be influenced by perceived ease of use.

Likewise, the perceived usefulness of technology seems more of a challenge in accord with the degree to which a person believes that using a particular system would enhance his or her job performance. Besides, technology utilization would mean that technology can be used advantageously. It may be emphasized that people within an organizational context are generally reinforced for good performance by raises, promotions, bonuses, and other rewards. In turn, a system high in perceived usefulness is one for which a user believes in the existence of a positive use-performance relationship.

However, people may think that technology utilization would be free of effort or they would enjoy freedom from difficulty or great effort. While effort is a finite resource that a person may allocate to the various activities for which he or she is responsible, all else being equal, people claim that an application perceived to be easier to use than another is more likely to be accepted by users.

Anchored on the foregoing, along with the insatiable curiosity on knowing further the what and why of technology, is the main reason that propelled the researcher to spearhead an investigation about the issues and challenges in the utilization of technology in teaching. According to the Office of Migrant Education(2011), addressing issues and challenges can predominantly lead to understanding what is and what should be in the utilization of technology in teaching. There are procedures to determine or

examine the nature and causes of the issues and challenges and set priorities for future action. Common target groups in education settings include students, parents, teachers, administrators, and the community in general.

Initially, baseline data were preliminarily obtained through empirical observations and informal acquaintances with learners and professionals in the research locale. This would showcase the existing problems in the utilization of technology evident on the target groups, such as but not limited to students, parents, teachers, and others. Hence, to realize this scholarly endeavor, the researcher aims to determine and assess further the profile of the respondents, the issues confronted by teachers in the utilization of technology, and the challenges encountered therein, and eventually, it is the paramount purpose of this paper to design a development program based on the results of the study.

It is the utmost intent of the researcher to contribute something of the essence in the parlance of enhancing the conduct of the teaching-learning system through technology utilization. Having immersed into the depth and scope of the problem under investigation, the researcher is deemed certain to visualize a solution on the issues and challenges in the use of technology in teaching. Premised on the foregoing, it is earnestly hoped that this study would merit the most indispensable approval of concerned school authorities; hence, this proposed paper.

Technology is certainly the next best thing to move the educational system into innovation and relevance. But then again, there are countless and seemingly endless issues and challenges in the utilization of technology in teaching. One of the most common issues in the utilization of technology in teaching is the limited budget. Even if there is an allotment resource, particularly in the purchase of technology, the escalating prices of these commodities are surely a head-bang problem for many educators and school administrators. Coupled to the limited budget in the purchase of updated technology of course is also the limited capacity for the professional training of teachers. Technology utilization is not merely the use of computers per se. Still, such utilization is

anchored on the awareness of the users towards effective and efficient use of said tool. In the absence of professional training for teachers, there can be a lousy reason to utilize technology at its best. Therefore, this professional training for teachers is another issue that confronts the relevance and need for the utilization of technology in teaching.

While being a technology-savvy is already a must for teachers, there can be no denying that not every teacher is willing to use technology; there are those who may showcase resistance to change. This is another pitfall towards an effective utilization of technology, and again, the need for further professional training will come into the scene once more. Additionally, the issue on inadequate network infrastructure or the provision of reliable and sustainable internet connectivity is another issue or problem towards the effective use of technology. It is a known fact that regardless of the genuine quality of any tool like laptop, computers, cellphone, and the likes, without a consistent internet connectivity or good data signal, there can be no effective use of said technology in the teaching-learning system. It goes with the fact that internet connectivity nowadays is really a fundamental aspect of the pedagogical process.

Another load to burden the effective utilization of technology is the unreliable device or software option, and in most cases, there are no available software device because this is not occurring totally in most public school system in the country. Besides, there are no systems to use technology for curriculum. The nation's pedagogical curriculum is hardly showcasing a sort of being anchored to the utilization of technology particularly in the public school system; hence, it cannot be expected to attain a truly effective technology utilization. More often than not, the school district does not see the immediate need for more technology. Likewise, this is another glaring threat towards the effective utilization of technology in teaching.

This unspeakable truth boils into a full blockage on how technology may be utilized with effectiveness and excellence in the teaching-learning system. Therefore, the conduct of this study is deemed timely, relevant and helpful towards the possible halt to the existence of these problems. Capturing the current description and traits of the people

whose participation in this study is considered truly essential is the first of the series of steps to carry-out the conduct of this inquiry. With a clear picture of said people, there can be no denying to the essence of capturing also the issues confronting teachers in the utilization of technology in terms of government budget support, internet accessibility, and availability of technology devices. Likewise, the challenges encountered by teachers in the utilization of technology need also to be discerned relative to technology training skills, resistance to change, and the administrative support. Traversing into whether or not a significant relationship exists between the profile of the respondents and the issues they confronted in the utilization of technology; and the challenges encountered will lead towards the development and design of a program that will be paramount in the effective utilization of technology.

Should this study be carried-out up to its completion, the beneficiaries like teachers, students, parents, school administrators and other stakeholders and interested parties will be predominantly provided with both awareness and support. Awareness is borne out of the relevant and timely information yielded from the results of this research, and support will eventually manifest through the development program which will be designed, and expected to help solve the issues and challenges in the effective utilization of technology in teaching. With these being eyed, there can be an available solution to keep the enhancement of technology utilization at its best as always.

METHODOLOGY

This study made use of a descriptive quantitative research design. The descriptive research design was deemed befitting for this study because, through the surveys, the researcher was able to summarize the processes leading into the realization of the output of the study which was a proposed development plan towards the enhancement of technology utilization in public schools. Furthermore, descriptive research design may either be quantitative or qualitative and uses instruments such as questionnaires and interviews to gather information from a group of subjects.

The population was sampled through a clustered sampling due to the dispersed or scattered nature of the locations of the school districts which served as the research locale. Out of the total population, a simple random sampling was utilized, guided by the use of 95% level of confidence and a 3% (percent) margin of error. Systematic random sampling was applied to the group of teacher respondents in consideration of the huge size of the population. Furthermore, purposive sampling was applied to get the respondents from the middle to the top-level management since the number of members of the population was quite small. On the one hand, cluster or area sampling was the preferred method when the members of the population were dispersed across a wide geographic region (Pulmones & Religioso, 2017). On the other hand, purposive sampling means that all members of the population may be included in the study for a limited or small number of respondents (Chan et al., 2010).

RESULTS AND DISCUSSIONS

Table 1
Issues Confronted by the Teachers in the Use of Technology In Terms of Government Budget Support

Items	Weighted Mean	Interpretation	Rank
1. Allows access to resources provided by government	3.80	Agree	3
2. Provides incentives for teachers for the use of ICT in the classroom	3.62	Agree	7
3. Provides other learning resources in the area of ICT- (Information and Communication Technology)	3.82	Agree	2
4. Provides allowances/financial assistance on the utilization of technology	3.51	Agree	9
5. Promotes policies which have a positive impact on technology education	3.78	Agree	4
6. Sets up programs to support innovation	3.85	Agree	1
7. Allocates budget for the purchase of ICT equipment	3.72	Agree	6
8. Allocates budget for internet connection maintenance	3.48	Agree	10
9. Shows support on development of technological facilities	3.74	Agree	5
10. Provides financial support on teacher's training on utilization of ICT-Information and Communication Technology	3.60	Agree	8
Composite Mean	3.69	Agree	

As stated in Table 1, the respondents agreed that the government set up program

to support innovation with the highest obtained weighted mean of 3.85 and the highest rank of 1. It is the noble intent of the school leadership as well as the DepEd to lead the educational system through the teachers towards innovation. This is the way to make the Filipino learners become abreast with their counterparts in the global stance. To achieve this end, teachers are encouraged to participate in the innovation-based work by keeping themselves updated with the latest developments in their respective areas of concern and discipline. Similarly, the findings of Wei&Liu (2015) link to the result of the study whereby according to this author both the government's vertical support in the form of direct research and development (R&D) subsidies and horizontal support in the form of regional innovation policy positively influence the innovation performance of the educational department. In addition, direct R&D subsidies are more likely to experience the enhanced benefits of carrying out tax credit policy on the innovation performance of firms and agencies.

Table 2
Issues Confronted by the Teachers in the Use of Technology In Terms of Internet Accessibility

Items	Weighted Mean	Interpretation	Rank
1. Shows slow to dysfunctional internet connectivity	3.71	Agree	4
2. Experiences falsity or inaccuracy of actual Mbps capacity	3.74	Agree	2
3. Undergoes unstable to fluctuating power supply	3.63	Agree	6
4. Engages to dysfunctional cell sites	3.65	Agree	5
5. Settles to deceptive internet service promotional advertisements	3.57	Agree	7.5
6. Experiences inability to settle internet payment on time	3.25	Neutral	9
7. Engages interruptions of internet connectivity due to animal bites or insect invasion in routers and devices	3.17	Neutral	10
8. Faces challenges overload number of internet users for limited router capacity	3.72	Agree	3
9. Settles on full inaccessibility issue due to location or dead cell spots	3.57	Agree	7.5
10. Experiences internet signal interruptions caused by heavy rains or typhoon	4.07	Agree	1
Composite Mean	3.61	Agree	

As written in the table, the respondents agreed that they experience internet

signal interruptions caused by heavy rains or typhoons, as evidenced by the highest obtained weighted mean of 4.07 and the highest rank of 1. The result is expected to come out because the time that the survey was conducted had something to do with such a result. It must be noted that the survey was held during the typhoon season in the country, and several hassles related to heavy rains and typhoons were experienced in the country, including the respondents themselves. Internet connectivity is a perennial problem in the country because of poor signals occur almost always in every home with an internet connection. Even if the promise of internet providers is nothing but swift, speedy and steady internet connectivity, they could offer to their clients of, whom mostly are in the educational sector of the country, such as teachers themselves, what actually goes on is a full opposite sometimes of those promises by the internet provider. There could be acceptable reasons to have slow to none at all signal connectivity during typhoon seasons; however, to experience such on a daily or consistent basis even if there is no weather disturbance of any sort is something irresponsible and unacceptable act of foul reasoning to be used by the internet providers as a shield to protect themselves against the havoc and plagues of complaints coming from the internet users among others.

The result is linked to the findings of Khaled&Mcheick (2019), which studied and analyzed how communications were used during various stages of extreme events and identified the main weaknesses and limitations that communications systems suffered based on many case studies. The author found out that natural disasters (ND) caused serious deterioration of social and economic activities, ranging from habitation to nutrition, health facilities, internet and communications systems (CS), power supply, and transportation. Meanwhile, the said group of respondents were found to be neutral on engages interruptions of internet connectivity due to animal bites or insect invasion in routers and devices with the least weighted mean of 3.17 and least rank of 10. It is not usual that the problems on internet connectivity would arise from animal intervention such as biting the cords or breaking the router. In such case, this could be associated to full accident in nature or to the negligence of the internet users themselves. Therefore, the

respondents themselves could have really considered that internet connectivity interruptions caused by animal intervention is not usual, rare and occurring very seldomly.

Table 3
Issues Confronted by the Teachers in the Use of Technology In Terms of Availability of Technology Devices

Items	Weighted Mean	Interpretation	Rank
1. Computer desktop (with or without built-in speakers and camera)	1.48	No	5
2. Laptop	1.99	Yes	1
3. Android tablet	1.22	No	8
4. Android cellphone	1.89	Yes	2
5. Noise-cancelling headphones	1.25	No	7
6. Rojector	1.13	No	9
7. Smart reusable notebook and Smartpen	1.03	No	10
8. Smart TV	1.53	Yes	3
9. Wireless speakers with bluetooth	1.50	Yes	4
10. Portable printer	1.47	No	6
Composite Mean	1.45	No	

As presented in the table, the respondents assessed that the laptop is the first available technology device that they have, with the highest weighted mean of 1.99 and the highest rank of 1. Laptop so-to-speak is the minimum technology available to all teachers in the public school system in the Philippines. Gone are the days that teachers would have manila paper and cartolina in their possession to carry-out the teaching-learning process, although these teaching aids are still usable in teaching. Therefore, the laptop is expected to sprout as the leading technology utilized by the respondents in teaching their students. The result is parallel to that of Efav et al. (2013), whose study revealed that laptops are portable and that the laptops change classroom circumstances, making it easier for teachers to engage students in substantive, collaborative, project-based work. Besides, laptops made planning and group communication easier for the teachers. On Contrarywise, Smart reusable notebook and Smartpen was the least technology device that they have with a computed weighted mean of 1.03 at rank 10.

Table 4

Challenges Encountered by the Teachers in the Utilization of Technology in Terms of Technology Training Skills

Items	Weighted Mean	Interpretation	Rank
1. Connects and collaborates in context during Google meeting	4.32	Strongly Agree	1
2. Knows how to stay securely connected during video conferencing and/or Google meeting	4.24	Strongly Agree	3
3. Shows knowledge on how to secure information and safeguard privacy during video meetings	4.09	Agree	5.5
4. Manifests precision on setting up a virtual meeting and sharing a link	4.13	Agree	4
5. Possesses accurate skills in joining meetings from a calendar event, an email invite, or from Gmail	4.09	Agree	5.5
6. Designs and manipulates slide decks with excellence	3.79	Agree	10
7. Exhibits precision in using google forms	3.94	Agree	8
8. Displays skills in using ZOOM for educational and academic purposes	3.83	Agree	9
9. Uses Facebook and Messenger with precision to accomplish scholarly ends	4.31	Strongly Agree	2
10. Adapts different training programs that support multi-modality on online teaching	4.07	Agree	7
Composite Mean	4.08	Agree	

As stated in the table, the respondents strongly agreed that they encountered challenges in connecting and collaborating in context during the Google meeting as shown by the highest obtained weighted mean of 4.32 and the highest rank of 1. This result is heavily affected by the issue on internet connectivity problems encountered by the teachers. It is too difficult to attend a google meeting with an unstable internet connection; hence, they would experience stuttering or inadvertent signal leading to poor and challenged performance during the virtual meeting.

The result is supported by the paper of Pappas (2015), which revealed that Google Classroom has not integrated Google Hangouts, which creates a problem; online interaction between teachers and learners is only possible through Google documents. Effective education requires interaction and building relationships with learners, and online discussions are the best way to achieve this in a virtual environment. Unfortunately, there is no way to have a live chat in Google Classroom.

Table 5

Challenges Encountered by the Teachers in the Utilization of Technology in Terms of Resistance to Change

Items	Weighted Mean	Interpretation	Rank
exhibits impatience to embrace technology utilization	2.92	Neutral	5
displays inability to respond to change	2.95	Neutral	3.5
believes that old age is an obstacle to utilize technology in teaching	2.87	Neutral	7
manifests negative thoughts about technology	2.59	Disagree	9
develops anxiety toward competence in the use of new technology	2.82	Neutral	8
implements technological changes too abruptly	2.95	Neutral	3.5
encourages to pro-actively take part in implementing technological change	3.52	Agree	2
provides opportunities for communication and collaboration regarding technology utilization	3.84	Agree	1
shows unwillingness in the utilization of technology	2.48	Disagree	10
sees technology utilization as outside their teaching description	2.88	Neutral	6
Composite Mean	2.98	Neutral	

As shown in the table, the respondents agreed that they were challenged in providing opportunities for communication and collaboration regarding technology utilization, as given by the highest obtained weighted mean of 3.84 and highest rank of 1. Collaboration in the use of technology is a common scenario to the teachers in the public school system, and the respondents themselves are of no exemption to this commonality. Teachers love to share and collaborate in doing something that would alleviate or at least help eradicate the problems being experienced by coworkers in the job. Therefore, collaboration is deemed to speak about teachers' nature in using technology. This result has parallelism to the findings of Drosselet al. (2017), who noted that collaboration between teachers constitutes an important predictor of the successful implementation of technology utilization and digital media in schools and teaching.

Meanwhile, they disagreed that they were challenged in showing unwillingness in the utilization of technology with the least weighted mean of 2.48 and least rank of 10. Since the teacher respondents themselves are in the prime of their years of service in the public school system, this trait of their years is indeed the ripened moment for them to get trained and be honed in the utilization of technology through workshops and trainings;

thus, it is extremely expected that they would select resistance to change as a struggle they meet in the course of using technology in teaching today.

Table 6
Challenges Encountered by the Teachers in the Utilization of Technology in Terms of Administrative Support

Items	Weighted Mean	Interpretation	Rank
school head applies essential leadership on utilization of technology	4.42	Strongly Agree	2
prioritizes essential needs on the utilization of technology	4.33	Strongly Agree	8
tracks and monitors budget support	4.25	Strongly Agree	10
provides training opportunities for deserving teachers	4.36	Strongly Agree	6.5
models the implementation of technology utilization	4.32	Strongly Agree	9
supports teacher use of computer technology	4.41	Strongly Agree	4.5
fosters teacher's productivity in the utilization of technology	4.42	Strongly Agree	2
provides technical assistance relative to technology integration and utilization	4.36	Strongly Agree	6.5
taps potential leaders to assist fellow personnel thru school - based training	4.41	Strongly Agree	4.5
assists in the continuous implementation of technology integration	4.42	Strongly Agree	2
Composite Mean	4.37	Strongly Agree	

As discussed in the table, the respondents strongly agreed that they were challenged in the utilization of technology because school head applies essential leadership on utilization of technology, fosters teacher's productivity in the utilization of technology, and assists in the continuous implementation of technology integration which gained equal weighted means of 4.42 and equal ranks of 2. This explains that when there is an obvious reason that support coming from the school administration is present and tangible, teachers are pushed to their limits to showcase reverence and respect to that support by being at their best in the utilization of technology. Supportive school heads, so-to-speak, meet equally supportive teachers also who are willing to come out of their comfort zone in order to develop their skills and knowledge in the utilization of technology in teaching.

Corollary, Uğur& Koç(2019) disclosed that school administrators were apprehensive about technology in the classroom like social media and that they needed to

become more familiar with it to better implement technology effectively in the classroom. To ease their apprehension, principals needed to change their ways of thinking about social media’s use. Professional development in technology skills was necessary to be more available and flexible for principals to become a more visionary technology leader in the 21st digital educational environment.

Table 7
Relationship Between the Profile of the Respondents and the Issues They Confronted in the Utilization of Technology

Variables	X ² -Value	p-value	Decision	Interpretation
Age:				
Government Budget Support	28.02	0.031446	p<0.05,Reject Ho	Significant
Internet Accessibility	19.11	0.263000	p>0.05, Accept Ho	Not Significant
Availability of Technology Resources	4.65	0.325130	p>0.05, Accept Ho	Not Significant
Sex:				
Government Budget Support	9.95	0.041278	p<0.05,Reject Ho	Significant
Internet Accessibility	4.08	0.043394	p<0.05,Reject Ho	Significant
Availability of Technology Resources	10.11	0.038615	p<0.05,Reject Ho	Significant
Monthly Salary:				
Government Budget Support	19.12	0.014231	p<0.05,Reject Ho	Significant
Internet Accessibility	2.11	0.348192	p>0.05, Accept Ho	Not Significant
Availability of Technology Resources	4.15	0.843343	p>0.05, Accept Ho	Not Significant
Educational Attainment				
Government Budget Support	28.27	0.029350	p<0.05,Reject Ho	Significant
Internet Accessibility	11.01	0.026452	p<0.05,Reject Ho	Significant
Availability of Technology Resources	26.69	0.045060	p<0.05,Reject Ho	Significant
Years of Service:				
Government Budget Support	23.08	0.027054	p<0.05,Reject Ho	Significant
Internet Accessibility	3.02	0.388552	p>0.05, Accept Ho	Not Significant
Availability of Technology Resources	25.77	0.011567	p<0.05,Reject Ho	Significant
Technology Trainings Attended:				
Government Budget Support	33.64	0.028666	p<0.05,Reject Ho	Significant
Internet Accessibility	11.12	0.049052	p<0.05,Reject Ho	Significant
Availability of Technology Resources	31.97	0.043619	p<0.05,Reject Ho	Significant

As stated in Table 7, when the responses of the respondents on the issues they confronted in the utilization of technology were grouped according to their age, the computed chi-square value of 28.02 in terms of government budget support has a corresponding p-value of less than 0.05, thus rejecting the null hypothesis. Meanwhile,

the computed chi-square values of 19.11 for internet accessibility and 4.65 in terms of availability of technology resources have corresponding p-values of more than 0.05, thus accepting the null hypothesis.

Table 8
Relationship Between the Profile of the Respondents and the Challenges They Encountered

Variables	X ² -Value	p-value	Decision	Interpretation
Age:				
Technology Training Skills	29.48	0.020893	p<0.05,Reject Ho	Significant
Resistance to Change	21.62	0.149100	p>0.05, Accept Ho	Not Significant
Administrative Support	33.45	0.006439	p<0.01,Reject Ho	Highly Significant
Sex:				
Technology Training Skills	10.34	0.035074	p<0.05,Reject Ho	Significant
Resistance to Change	3.65	0.455434	p>0.05, Accept Ho	Not Significant
Administrative Support	18.29	0.001083	p<0.01,Reject Ho	Highly Significant
Monthly Salary:				
Technology Training Skills	5.67	0.684141	p>0.05, Accept Ho	Not Significant
Resistance to Change	6.62	0.578130	p>0.05, Accept Ho	Not Significant
Administrative Support	44.23	0.000001	p<0.01,Reject Ho	Highly Significant
Educational Attainment				
Technology Training Skills	28.39	0.028389	p<0.05,Reject Ho	Significant
Resistance to Change	5.67	0.991284	p>0.05, Accept Ho	Not Significant
Administrative Support	64.29	0.000000	p<0.01,Reject Ho	Highly Significant
Years of Service:				
Technology Training Skills	11.98	0.447287	p>0.05, Accept Ho	Not Significant
Resistance to Change	14.56	0.266385	p>0.05, Accept Ho	Not Significant
Administrative Support	58.62	0.000000	p<0.01,Reject Ho	Highly Significant
Technology Training:				
Technology Training Skills	67.77	0.000000	p<0.01,Reject Ho	Highly Significant
Resistance to Change	12.15	0.910816	p>0.05, Accept Ho	Not Significant
Administrative Support	83.85	0.000000	p<0.01,Reject Ho	Highly Significant

Ghavifekr& Rosdy(2015) linked their findings to this result, and they revealed that teachers’ well-equipped preparation with ICT tools and facilities is one the main factors in success of technology-based teaching and learning. It was also found that professional development training programs for teachers also played a key role in enhancing students’ quality learning. Thus, there is a need for consideration of other aspects of ICT integration especially from management point of view in regard to strategic planning and policy making.

CONCLUSIONS

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

1. Majority of the respondents had an age range of 31 - 40 years old, and most of them were female teachers whose earning ranged from P21,000 - P30,000 with at least a Bachelor's Degree, and mostly attending school level training, while three of them attended international training on technology.

2. The respondents agreed that the government supported them on the issues they confronted in the use of technology, and they agreed too on the issues they confronted in the use of technology in terms of internet accessibility. They usually have laptop as their first available technology device and they seldom use Smart reusable notebook and Smartpen, and they safely signified that one of the issues they confronted in the use of technology is the availability of technology devices.

3. The respondents encountered challenges in connecting and collaborating in context during Google meeting; also, they were challenged on designs and manipulation of slide decks with excellence. They were challenged in the utilization of their technology training skills, in providing opportunities for communication and collaboration regarding technology utilization, but they were willing to utilize technology and generally signified that they were neutral on challenges in the utilization of technology due to their resistance to change. They were challenged because school heads apply essential leadership on utilization of technology, foster teacher's productivity, and assist in the continuous implementation of technology integration; they were also challenged when the administration tracks and monitors budget support; generally, the composite mean signified that they were challenged in the utilization of technology because of administrative support.

RECOMMENDATIONS

With reference to the conclusions aforesaid, and based on the major findings of the study, the following recommendations are hereby forwarded:

1. Teachers are encouraged to attend trainings and the school administration's support needs to be tangibly provided not only on teachers' attendance to local in-service trainings, but also international trainings on technology to obtain more updated and advanced awareness;

2. Teachers may be encouraged to utilize technology beyond laptops in teaching, but also upgraded and more sophisticated equipment to showcase and adhere innovations in the pedagogical system;

3. Teachers and school heads/administrators are enjoined to attend more and better relevant trainings on technology utilization in teaching, and technology leadership considering that school heads are looked upon as technology leaders themselves;

4. Budgetary allocation and support must be made available towards the upgrading process and enhancement journey of teachers along with accumulating awareness on technology use, and in making technology devices available for teachers observing lesser strictness or bureaucracy in borrowing or requesting for technology utilization in teaching;

5. The proposed development program may be carried-out in schools to provide responsive solutions to issues and concerns on budget allocation, internet connectivity, availability of technology devices, technology trainings, and support of the school administration on technology utilization; and

6. Continuous exploration on the area of investigation of the current research may be carried-out in the future preferably using more varied and bigger sample size to ensure better generalizability of the results.

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THE UTILIZATION OF TECHNOLOGY IN TEACHING AND LEARNING MORAL VALUES EDUCATION IN MOTHER CHIARA BIAGIOTTI SCHOOL AND LA PURISIMA CONCEPCION ACADEMY

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ABSTRACT

This study focused on the utilization of technology in teaching and learning Moral Values Education in Mother Chiara Biagiotti School and La Purisima Concepcion Academy.

The use of technology, as supported by text messaging, is highly effective in making pupils more participative in the lesson. The use of computer graphics as well is highly effective in teaching because pupils pay closer attention and show good performance that helps them retain the information and concepts being discussed. The use of educational audio clips develops pupils' listening skills that made them listen attentively during discussion and were motivated to share the values they have learned. Lastly, the use of educational video clips helped pupils become more participative and attentive during the discussions.

The research design used in the study is appropriate for the type of this study, with sufficient and accurate interpretation of the findings. It describes with emphasis what actually exists and will obtain information concerning the current conditions. In manageable and persuasive evidence on the use of technology than the traditional way of understanding that will associate the nature of multimedia learning with interaction and the way of moral values foster the extent of understanding for education.

The researcher proposed an instructional plan to determine the utilization of technology in teaching and learning moral Values Education in two private Catholic schools. Moral values outcome is one of the aspects that children need to learn and practice in their lives.

Relatively to conclusion, Values Education is one of the foundations in school to strengthen, mold, and holistic development of every student toward a significant way of living. The fact that education transforms lives in whatever ages of a learner, perhaps it is a belief that the importance of values education was being taught to make a difference in the changing world. Society transforms continuously due to the technology wherein children adopt these changes and learn to apply the implications of new technologies, globalization, and increasing cultural diversity.

Keywords: technology, Values Education

INTRODUCTION

The Philippine government have vastly focused on improving Education in the country and have formed strategies and curricula appropriate to achieve students learning goals. Nevertheless, unanticipated human dilemmas made the context of Education in the country more challenging as an abrupt transition from traditional learning approaches to new strategies and environments are highly implemented. To achieve students' learning goals amidst the pandemic, schools use any resources they have to deliver a quality standard of teaching. Specifically, Mother Chiara Biagiotti School and La Purisima Concepcion Academy are Catholic institutions anchored to utilize technology to extend and continue every student's learning opportunity. However, the changes in teaching and learning approaches have lacked preparations that brought several concerns to students and teachers.

One of the prominent impacts of modern technology is the means of interaction with other people by utilizing a digital media platform. This platform has an enormous impact not only on personal preferences but also on teaching applications. The global changes are not entirely about replacing the previous tradition but also a framework to

improve the learning capabilities of our students. One way to build effective teaching strategies is through technology-based.

According to ViewSonic(2021), blended learning is the combination of applying traditional classroom learning and the use of online teaching and learning. It employs digital content for profitable teaching. To an extent, it discovers that blended learning improves the outcome and increases to 61 percent from only 42 percent before. In Education, it is an innovative tool that is considered alternatives to customary teaching and learning. This is a technological platform that is used to deliver information through texts, computer graphics, animation, video, and audio. According to Nagel (2018), both educators and students incorporate technology in educational settings. Based on a study conducted by MidAmerica Nazarene University that less than half of the total number of students or exactly 42 percent of learner's homework is accomplished using paper and pencil. Furthermore, it shows that most of educators are satisfied with using technology in teaching since around 66 percent say that it provides additional motivation and increases the productivity of students. Through this, an integral part of the lesson can be delivered easily and discussed thoroughly to students by employing multiple materials from this platform. However, there are still problems associated with using educational technology, specifically in learning moral values.

The majority of schools employ educational technology as the main platform of teaching and learning during the pandemic. However, due to time constraints, this current approach is not thoroughly planned, and numerous school professionals are not habituated to these changes. Thereupon, students and teachers of these two schools experience apprehension due to some factors that they consider to be barriers in using educational technology effectively. As stated by Dabrowski (2020), technology becomes the key to address this issue for students to have continuous learning despite not being physically present in schools. The transition from traditional classroom learning to blended learning has experienced concerns such as lack of preparedness, access to online resources, availability of gadgets for learning, support of students' learning while at home.

However, the effectiveness of learning by the use of technology is compromised due to some barriers. These barriers are commonly seen to be disadvantageous to students who belong to low and middle-income families to support additional expenses of their children. Thereupon, they are at risk of experiencing learning disruption.

Moreover, teachers are indispensable to values education and abide by it seriously on the unequivocal and implied values corresponding to their work and on the influence on developing values to their students. Teachers may be featured with expectations from students, even parents, and community members. The values that students need to develop are those that were taught in bygone generations, but even now, it is just an application of those values in Education that has changed.

ViewSonic (2021) stated that Project Tomorrow conducts surveys every year with K-12 students, teachers, and parents. In 2015 survey, it shows that technology as instructional material is highly relevant to achieve the core mission of schools to educate students, according to 90 percent of district administrators. While 84 percent of parents said that educational technology expands the learning of their children. Whereas 78 percent of parents emphasized the use of educational technology to develop skills needed for children's success in careers. However, a student's opportunity to learn values Education is sometimes compromised due to the barriers brought by educational technology. Technical problems are associated with learning and teaching moral values through technology. Along with this, students and even teachers of Mother Chiara Biagiotti School and La Purisima Concepcion Academy experience unstable internet connections that distract the process of learning. Whenever a loss of internet connection occurs, students have difficulties in joining online class. Thereupon, they fail to catch the values lessons taught in the class. In addition, the distribution of learning to students is compromised once the teachers have an unstable internet connection. Furthermore, students with no access to a good quality of internet connection due to family economic status are at most risk of experiencing learning deficiency. Bearing upon, values learning outcomes are enormously affected with internet connectivity status during an online class.

Educators often combine multiple forms of media like text, computer graphics, audio, and video clips. It is designed to boost the participation of students and for teachers to serve as an aid in delivering values lectures. Educators utilize text messaging as a platform for updating and reaching student's needs. Cell phone messages, Messenger, WhatsApp, Viber, and the like are the common applications used by teachers and students to have interaction related to academic matters. Through these applications, teachers can easily access their students during the time of the pandemic, where strict social distancing is highly enforced. In addition, students' concerns can be addressed promptly since text can be done in a glimpse. However, the effectiveness of text technology in learning values education can be negatively affected by barriers. Places that have poor signals contribute to the function of text technology in learning values Education. Intractable situations such as being unable to reach students, not deploying lessons, and being unable to respond to students are brought by poor signal and loss of internet connection. Moreover, misunderstanding may be encountered during the sharing of ideas and information when the inappropriate choice of words is selected and a lack of punctuation is employed. The effectiveness of text technology in teaching and learning moral values is perceptible once free from interference.

Commonly in private schools, Values Education is a subject intended to focus on teaching moral lessons. Values Education must be oriented toward the total person of the learner--mind, heart, and entire being, and that the human person is of infinite value. It aims to enable students to gain moral values and to prepare every individual for their future roles in society. Children need both knowledge and morality to prepare them to be good friends, parents, colleagues, coworkers, and citizens in society. Therefore, the goal of incorporating moral values into Education is to ensure that students will acquire knowledge and skills for them to work with success rendering the compassion and emotional wherewithal to be a part of a safe, peaceful, and cooperative society. Schools now see the importance for teachers to use technology tools. The fact that most engaging in teaching-learning strategies are the use of technology that leads to improved

learning and better teaching methods. It is required to determine the present demand and ample understanding of Values Education. Teachers of Mother Chiara Biagiotti School and La Purisima Concepcion Academy want to improve what and how they have been doing, mainly on the teaching-learning needs to help students get through the challenges of this time.

This study focused on how the existing Values of Education and realized the learning outcomes with the use of technology and strengthened the curriculum to become comprehensible for students for them to be able to apply in their daily lives the moral lessons taught in school.

METHODOLOGY

The research study used a quantitative approach and descriptive research design to assess the level of utilization of technology in teaching and learning moral values education to students. Basically, descriptive research was used to compare how different demographics respond to certain variables.

The study's respondents are teachers teaching Values Education and students of intermediate level. There were a total of 88 respondents, of which 12 teachers were from Mother Chiara Biagiotti School and La Purisima Concepcion Academy and students, with a total of 76 respondents from both schools. All students respondents were from the intermediate level or Grade Four to Six. Further, teachers from both schools were all assigned to the intermediate level and had a small number of respondents due to a limited number of total employed educators in the said level. Thereupon, the researcher conducted an assessment of the total population of both respondents.

The researcher constructed questionnaires that were used as the main data-gathering instruments for this study. The parts of the questionnaire were made using relevant literature as a basis.

The questions were structured in a Likert scale format. Furthermore, the self-constructed questionnaire underwent validation by the expert to ensure the reliability and

validity of the items. Items were created based on the research of studies and literature. Moreover, five-point scales were utilized to gather data.

RESULTS AND DISCUSIONS

Table 1
Utilization of Technology to the Teaching of Values Education Among Grades IV-VI Pupils as Assessed by the Teacher-Respondents

Items	Weighted Mean	Interpretation	Rank
<i>The use of technology in teaching Moral Values Education...</i>			
1. increases the pupils' motivation and participation.	3.92	Agree	9.5
2. helps my pupils acquire the values that I have recently discussed.	3.92	Agree	9.5
3. motivates my pupils to apply the values learned in their daily living.	4.00	Agree	8
4. develops my pupils' initiative and eagerness to learn and expand their knowledge.	4.08	Agree	6
5. motivates my pupils to perform well in the class.	4.00	Agree	7
6. aides me in explaining moral values concepts effectively.	4.17	Agree	5
7. improves my pupils' retention of values and concepts discussed.	4.25	Strongly Agree	4
8. helps my pupils easily understand the lesson.	4.42	Strongly Agree	2.5
9. keeps my pupils actively engaged in the discussion.	4.42	Strongly Agree	2.5
10. makes my pupils excited to attend the class.	4.50	Strongly Agree	1
Composite Mean	4.17	Agree	

As seen in the table, the teacher-respondents strongly agree that the use of technology in teaching Moral Values Education is highly utilized in making their pupil's motivation to attend the class, with the highest weighted mean of 4.50 and highest rank of 1. In conclusion, the use of technology as a tool for learning entices the students to participate and listens effectively. And one of the tools used for learning is using videos or presentations that enhance students' satisfaction and focus in watching or listening during the class. As Steffes and Duverger (2012) explained that showing supplementary videos within an entertainment context at the beginning of the class can be used to increase the positive mood of the students.

On the contrary, the said group of respondents agreed that the use of technology in teaching Moral Values Education is utilized to increase the pupils' motivation and

participation and help their pupils acquire the values that they have recently discussed, as shown by the equal-weighted means of 3.92 and equal ranks of 9.5.

Table 2
Assessment of the Respondentson the Level of Utilization of Technology in Learning Moral Values In Terms of Text Messaging

Items	Teachers			Pupils			Total		
	WM	VI	R	WM	VI	R	WM	VI	R
<i>The use of technology as support to text materials in teaching Moral Values Education...</i>									
1. increases the interest of pupils in learning.	4.33	SA	1	4.17	A	5	4.19	A	5
2. enhances pupils' comprehension skills.	4.08	A	4.5	4.33	SA	3.5	4.30	SA	4
3. helps pupils understand better the values presented.	4.17	A	2.5	4.36	SA	2	4.33	SA	2
1. enables pupils to gain a deeper insight about moral values that direct them to become better individuals.	4.17	A	2.5	4.33	SA	3.5	4.31	SA	3
2. makes pupils more involved in the teaching-learning process.	4.08	A	4.5	4.51	SA	1	4.45	SA	1
Composite Mean	4.17	A		4.34	SA		4.32	SA	

As revealed in the table, the teacher respondents strongly agreed that the use of technology as support to text materials in teaching Moral Values Education is highly utilized in increasing the interest of their pupils in learning which obtained the highest weighted mean of 4.33 and highest rank of 1. As technology incorporates people's living, it is also vastly utilized in student's learning. Thereupon, students have shown great interest in learning Moral Values when texts in technology are incorporated into their studies. To support these findings, Smith (2013) illustrated that in line with the findings of the study at Ball State University (BSU), the majority of students show a higher level of interest in engaging in the learning process when technology is supported by texts as they relevant in improving the performance of students compared to traditional texts only.

Contrary wise, the said group of respondents agreed that the use of technology as support to text materials in teaching Moral Values Education enhanced their pupils' comprehension skills, and make pupils more involved in the teaching-learning process which garnered equal-weighted means of 4.08 and equal ranks of 4.5. It is utilized since

the text is the common mode of giving information that aids the student to increase their ability to comprehend. To support this result, Victoria State Government- Education and Training (2019) stated that the teaching and learning cycle is started in the process of teaching reading and writing and the systematic way of teaching through text that enhances the logical ability to think of students. It covers the ability to increase the skills and comprehension of the student.

Table 3
Assessment of the Respondentson the Level of the Utilization of Technology in Learning Moral Values In Terms of Computer Graphics

Items	Teachers			Pupils			Total		
	WM	VI	R	WM	VI	R	WM	VI	R
<i>The use of computer graphics as aide in teaching Moral Values Education...</i>									
1. helps pupils easily understand the concepts discussed.	4.17	SA	3.5	4.48	HI	3	4.44	HI	3
2. stimulates pupils' visual learning to effectively acquire information through graphs, charts, maps, diagrams, etc.	4.17	A	3.5	4.45	SA	4.5	4.41	SA	4
3. helps retain the information and concepts discussed among pupils.	4.25	SA	2	4.72	SA	1	4.66	SA	1
4. makes pupils enjoy learning.	4.08	A	5	4.45	SA	4.5	4.40	SA	5
5. makes pupils pay closer attention and eventually, show good performance.	4.33	SA	1	4.49	SA	2	4.47	SA	2
Composite Mean	4.20	SA		4.52	SA		4.48	SA	

Legend: SA = Strongly Agree R = Ranking WM = Weighted Mean
A = Agree VI = Verbal Interpretation

As reflected in the table, the teacher respondents strongly agreed that the use of computer graphics as an aid in teaching Moral Values Education make their pupils pay closer attention and eventually show good performance which gained the highest weighted mean of 4.33 and highest rank of 1. The respondents agreed that for the students to participare, to focus, and to be active during the discussion, computer graphics graphics are highly effective to use as a tool for teaching.

Contrastingly, the said group of respondents agreed that the use of computer graphics as aids in teaching Moral Values Education help their pupils' enjoy learning

which got the least weighted mean of 4.08 and least rank of 5. The respondents assume is that computer graphics help the discussion to be more interesting and fascinating to students.

Table 4
Assessment of the Respondentson the Level of Utilization of Technology in Learning Moral Values In Terms of Audio Clips

Items	Teachers			Pupils			Total		
	WM	VI	R	WM	VI	R	WM	VI	R
<i>The use of audio clips as aide in teaching Moral Values Education...</i>									
1. makes pupils listen attentively during the discussion.	4.25	SA	2.5	4.54	SA	1	4.50	A	1
2. helps pupils retain the values in their mind.	4.25	SA	2.5	4.51	SA	2	4.48	SA	2
3. motivates pupils to become more participative during the discussion.	4.25	SA	2.5	4.47	SA	3	4.44	SA	3
4. helps pupils easily share the information and values heard and learned.	4.25	SA	2.5	4.46	SA	4	4.43	SA	4
5. enhances pupils' auditory skills, making them understand the moral values effectively.	4.17	A	5	4.45	SA	5	4.41	SA	5
Composite Mean	4.23	SA		4.49	SA		4.45	SA	

Legend: SA = Strongly Agree R = Ranking WM = Weighted Mean
A= Agree VI = Verbal Interpretation

As gleaned in the table, the teacher respondents strongly agreed that the use of audio clips as an aide n teaching Moral Values Education makes their pupils listen attentively during the discussion, in helping their pupils retain the values in their mind, in motivating their pupils to become more participative during the discussion, and in helping their pupils easily share the information and values heard and learned which got the highest equal-weighted means of 4.25 and highest equal ranks of 2.5. Learning moral values through audio clips helps students to become active listeners and provide keen memory to remember the lesson since it provides memorable cues. To support these findings, CourseArc (2020) stated that audio can convey information and indirect message can deliver accurately compare to other modes. In line with this, teachers can deliver information effectively since voice can give memorable cues that will be efficient in retaining and retrieving information.

Meanwhile, the said group of respondents agreed that the use of audio clips as aides in teaching Moral Values Education enhances their pupils' auditory skills and

making them understand the moral values effectively, which garnered the least weighted mean of 4.17 and least rank of 5. It enhances students' auditory ability to actively listen and comprehend the message. Audio clips are influential to convey moral values to students as they can hear the information and remain in their minds.

Table 5
Assessment of the Respondentson the Level of Utilization of Technology in Learning Moral Values In Terms of Video Clips

Items	Teachers			Pupils			Total		
	WM	VI	R	WM	VI	R	WM	VI	R
<i>The use of video clips as aide in teaching Moral Values Education...</i>									
1. helps pupils easily remember the moral concepts.	4.25	SA	3	4.58	SA	2.5	4.53	SA	3
2. aids pupils in achieving satisfaction in learning.	4.33	SA	1	4.58	SA	2.5	4.55	SA	2
3. helps avoid misinterpretation about the topics and gain the right message about moral values presented during the discussion.	4.25	SA	3	4.57	SA	4	4.52	SA	4
4. stimulates the discussion effectively leading to positive learning outcomes among the pupils.	4.17	A	5	4.53	SA	5	4.48	SA	5
5. makes pupils become more participative and attentive.	4.25	SA	3	4.61	SA	1	4.56	SA	1
Composite Mean	4.25	SA		4.57	SA		4.53	SA	

Legend: SA = Strongly Agree R = Ranking WM = Weighted Mean
A= Agree VI = Verbal Interpretation

As revealed in the table, the teacher respondents strongly agreed that the use of video clips as aides in teaching Moral Values Education aids their pupils in achieving satisfaction in learning which obtained the highest weighted mean of 4.33 and the highest rank of 1. Video clips provide moving characters or images that use to encourage the students to continue learning. Thereupon, students are motivated and satisfied in learning moral values.

Contrary wise, the said group of respondents agreed that the use of video clips as an aid in teaching Moral Values Education stimulates the discussion effectively leading to positive learning outcomes among the pupils which garnered the least weighted mean of 4.17 and least rank of 5. Learnings can be delivered more easily when

students have a visual representation of it and they can easily imitate the moral values they have acquired. This can be done more effectively through video clips.

On the part of the student-respondents, they strongly agreed that the use of video clips as an aid in teaching Moral Values Education makes them more participative and attentive which yielded the highest weighted mean of 4.61 and the highest rank of 1. Students become more participative and attentive when video clips are applied in learning values since they can easily understand the message through the deliberation of the characters in the video. Once they have understood the lesson thoroughly, they have the eagerness to participate in the class.

Table 6
Difference Between the Respondents' Assessment on the Utilization of Technology in Teaching Moral Values

Variables	t -value	p -value	Decision	Interpretation
Text Messaging	1.01	0.15766	p>0.05, Failed to Reject Ho	Not Significant
Educational Computer Graphics	1.43	0.07817	p>0.05, Failed to Reject Ho	Not Significant
Educational Audio Clips	1.75	0.04184	p<0.05, Reject Ho	Significant
Educational Video Clips	2.07	0.02073	p<0.05, Reject Ho	Significant

As stated in the table, the computed t-values of 1.75 for audio clips and 2.07 for video clips have corresponding p-values of less than 0.05, thus rejecting the null hypothesis. Audio clips and video clips are known for their effectiveness in auditory and visual perception in acquiring information. Therefore, using audio and video clips is useful in teaching and learning values.

On the other hand, the computed t-values of 1.01 for text materials and 1.43 for computer graphics have corresponding p-values of more than 0.05, thus accepting the null hypothesis. Text messaging and educational computer graphics are very useful for presenting moral topics wherein learners perceive information and can able to conceptualize the values they learned.

Table 7

Difference Between the Respondents' Assessment on the Utilization of Technology When Grouped According to their Profile

Variables	F/*t -value	p -value	Decision	Interpretation
Age				
Text Messaging	3.67	0.01314	p<0.05, Reject Ho	Significant
Educational Computer Graphics	2.43	0.06441	p>0.05, Failed to Reject Ho	Not Significant
Educational Audio Clips	3.59	0.01449	p<0.05, Reject Ho	Significant
Educational Video Clips	2.11	0.09906	p>0.05, Failed to Reject Ho	Not Significant
Gender				
Text Messaging	*3.73	0.00017	p<0.01, Reject Ho	Highly Significant
Educational Computer Graphics	*1.66	0.05028	p>0.05, Failed to Reject Ho	Not Significant
Educational Audio Clips	*3.02	0.00166	p<0.01, Reject Ho	Highly Significant
Educational Video Clips	*1.33	0.09352	p>0.05, Failed to Reject Ho	Not Significant
Educational Attainment/Grade Level				
Text Messaging	4.25	0.02181	p<0.01, Reject Ho	Significant
Educational Computer Graphics	6.96	0.00328	p>0.05, Failed to Reject Ho	Highly Significant
Educational Audio Clips	7.42	0.00247	p<0.01, Reject Ho	Highly Significant
Educational Video Clips	4.32	0.02065	p>0.05, Failed to Reject Ho	Significant

These safely concluded that the assessment of the two groups of respondents on the utilization of technology in teaching Moral Values have significant differences in audio and video clips and no significant differences in text materials and computer graphics. Linda Melnyk (2003) explained that “teachers should work collaboratively within and across disciplines to effectively plan for the integration of computers and information technologies into the teaching and learning process.”

As seen in Table 7, when the assessment of the two groups of respondents on the utilization of technology was grouped according to their age, the computed F-values were 3.67 for text materials and 3.59 for audio clips with corresponding p-values of less than 0.05, thus the hypothesis was rejected. Meanwhile, the computed F-values of 2.43 for computer graphics and 2.11 for video clips have corresponding p-values of more than 0.05, thus accepting the null hypothesis.

These safely generalized that the assessment of the two groups of respondents on the utilization of technology has significant differences in terms of text materials and audio clips and no significant differences in terms of computer graphics and video clips when grouped according to their age.

When the assessment of the said respondents on the utilization of technology was grouped according to their sex, the computed t-values were 3.73 for text materials and 3.02 for audio clips with corresponding p-values of less than 0.01, thus rejecting the hypothesis. Nevertheless, the computed t-values of 1.66 for computer graphics and 1.33 for video clips have corresponding p-values of more than 0.05, thus accepting the null hypothesis.

These safely inferred that the assessment of the two groups of respondents on the utilization of technology has high significant differences in terms of text materials and audio clips and no significant differences in terms of computer graphics and video clips when grouped according to their gender.

With respect to the assessment of the said respondents on the utilization of technology when grouped according to their educational attainment/grade level, the computed F-values were 6.96 for computer graphics and 7.42 for audio clips with corresponding p-values of less than 0.01, thus rejecting the hypothesis. Moreover, the computed F-values of 4.25 for text materials and 4.32 for video clips have corresponding p-values of less than 0.05, thus rejecting the null hypothesis.

CONCLUSIONS

Based on the findings of gathered data were analyzed and interpreted, the following conclusions were drawn:

1. Utilizing technology in an innovative tool in teaching Values Education.
2. The use of computer graphics in teaching Moral Values Education is helpful to retain the information and concepts discussed among students.

3. The use of technology relative to text messaging enhances teaching Moral Values Education.

4. The use of audio clips in teaching Moral Values Education makes the pupils listen attentively during the discussion.

5. Video clips in teaching moral values stimulate the discussion effectively leading to positive learning outcomes among the pupils.

RECOMMENDATIONS

The following recommendations are posted to improve the utilization of technology in teaching and learning Values Education.

The School Administrator. They must provide sufficient technology equipment to become more meaningful the learning outcomes of pupils and satisfactory mode of teaching in teaching-learning Values Education wherein teaching moral values to help retain the information and concepts discussed and that could be applied values learned in everyday living.

The teachers. They should utilize technology in teaching Values Education more often to improve the ability to analyse the moral-related situation so that it stimulates the discussion effectively leading to positive learning outcomes.

The students. The values learned should be practice in their daily living to have peace and harmony in school, at home, and in the community where they belong and make them more participative and attentive.

The future researcher. They may conduct a related study to broaden their knowledge particularly in using technology in teaching and learning Values Education.

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This study was conducted to analyze the quality of the teacher-made test in Mathematics and its impact on students' performance among the selected integrated schools in Lipa City. It dealt with the demographic profiling of the Grade 7 Mathematics teachers and students. Teacher's demographic characteristics such as age, the course in college, educational attainment, length of service, and the number of hours of training related to assessment were established as well as student's performance in Mathematics based on the result of the teacher-made test.

The relationship between the quality of the test and the teacher's profile was determined. Moreover, the association between student's profiles and student test performance and quality of teacher-made test and student's test performance were also established.

The researcher employed a descriptive research design and purposive sampling technique. Simple survey and documentary analysis were the main data-gathering instruments utilized to meet the study's goal.

Ten (10) integrated schools participated in the study. Statistical treatment applied includes percentage, frequency count, weighted mean, item analysis statistics, chi-square test, and correlation coefficient. The results became the basis for the enhancement plan. The findings showed that most of the teacher-respondents are from 55 – 59 and 45 – 49 years of age, BSED graduate major in Math, have 21 – 25 years of teaching experience, attended ten or more hours of training related to assessment but have not pursued post-graduate courses. Meanwhile, most of the student-respondents were female and had a very satisfactory math grades that ranged from 85 – 89.

As to the student's performance based on the teacher-made test result, the outstanding grade of 90 - 100 made the highest frequency count of 75 at rank 1. Contrarily wise, the very satisfactory grade of 85 - 89 got the least frequency count of 54 at rank 5. The mean grade of the student-respondents is 84.96, very satisfactory.

The data also revealed that out of 405-item teacher-made tests in Mathematics used by ten schools, 255 were found to be good to very good items and will be retained,

**THE QUALITY OF TEACHER-MADE TESTS IN MATHEMATICS AND ITS
IMPACT TO STUDENT'S PERFORMANCE: BASIS FOR ENHANCEMENT
PLAN**

MELANY A. GUCE

ABSTRACT

104 were found poor and be rejected, while 46 were found to be moderately good items and will be revised.

The teacher-made test quality has high significant relationships when grouped according to the teacher respondents' years in service and number of hours of training attended related to assessment; and had significant relationships when grouped according to their age, course in college, and educational attainment. Whereas the test performances of the students have no significant relationship when grouped according to their gender. There is a significant relationship between the quality of teacher-made tests and student's test performance; and students' previous grades versus students' test performance. This result implies that if the teacher-made test is good, the student's test performance is valid and reliable. Performing students will find the test easy, leading to high scores, while non-performing students will find it hard, leading to low scores. The quality of teacher-made tests has a great impact on students' performance.

Thus, this study encourages that every school should work on providing activities that will enhance teachers' professional growth and development and design programs to monitor teaching strategy enhancement and test construction practices. It is also important that schools should enhance services that will cater to learners' diversity needs. Intervention materials for unmotivated or academically challenged students and enrichment materials for advanced students should be provided. The proposed enhancement plan based on the findings may be adopted to sustain or improve teacher-made tests' quality to measure teaching-learning activities' success.

INTRODUCTION

Classroom assessment, or primarily assessment and evaluation, plays a crucial role in terms of, but are not limited to, enunciating the success or failure of teaching and learning or quantifying the depth and breadth of the knowledge and skills and attitudes

learned and acquired by a learner. Thus, it is a crucial aspect of measuring the success of teaching and learning activities. The result of the test itself can be valuable information for the teacher and students. A good quality teacher made-test can provide accurate assessments for valid monitoring of student learning and progress. On the other hand, low-quality learning assessments usually lead to two significant outcomes: first is that students who should not pass do; the second, the students who should pass-fail. These shortcomings may be due to the lack of theoretical and practical knowledge of test construction, leading to low-quality assessment tools.

Balagtas (2019) defined a test as a measuring tool for cognitive traits assessed using an objective format/method. She elaborated it as a tool in which measuring unit depends on its length and level of difficulty of items indicated by the assigned points or percentage of examinees who got the correct answer. It is a measuring tool that helps teachers and students determine how much they have taught and learned, respectively. Also, testing allows teachers to report to parents their children's progress. It can provide feedback on the effectiveness of the teacher's methods and lesson materials. If most students perform well, it equates to saying that the teacher's methods are effective. If students perform poorly, the teacher needs to change and improve their methods, curriculum, lesson materials, and classroom projects. If many students get the same questions wrong, it indicates that the teacher needs to go back and re-teach that information before moving to the next unit.

However, it is essential to note that DepEd—the Philippines' Basic Education policies' authority, has established routines, policies, and guidelines about classroom assessment and evaluation, and mainly, measurement. One of which is DepEd Order No. 8, s. 2015 entitled the Policy Guidelines on Classroom Assessment for The K To 12 Basic Education Program. This legal mandate features the vital points in conducting and implementing classroom assessment suitable for the shift into K to 12 Program. Moreover, this policy has been braced up with successive policies to reinforce the new assessment method's claims and clarify and magnify into the areas that need to be addressed more so

in the grassroots circles. These guidelines have already been researched and evaluated by the department, which is undoubtedly systematic and research-based. It would be handed down to the Regional Office wherein they can, if the memo permits, localize the guidelines as suited to the needs and pre-existing conditions as reflected by the consolidated pertinent data of the schools' divisions that comprise the region. These memos will then be handed down to school divisions and then into respective schools to further localize.

In actual implementation, say crafting of assessment tools, teachers and curriculum developers will seek these memos, even the localized ones. However, most of the time, low samples and theoretical and procedural data are the offered information bits. Thus, these memos can vary and have diverse interpretations. These can further result in deviations from the standard procedures systematically thought about in the conception of the guidelines or memos. That is why there is a need for substantial knowledge or application of test construction principles, as heavily discussed on professional education subjects, such as assessing learning or assessing student outcomes. If done correctly and religiously, the process of test construction, administration, harvesting of results, and analysis and interpretation would serve as valid and reliable considerations for educational and instructional decision-making.

Every part of test construction and classroom assessment and evaluation is critical and vital. Designing a valid, reliable, and correct test impregnates the process with tedium and rigor. In the actual implementation in the grassroots circles—the actual practice of teaching and learning will become difficult compared to theoretical ideas. Everything will become fast-paced and instant. In this regard, assessment should also be done quickly but correctly. Fault or error in this part will spoil all of the data that the test will harvest during the implementation phase. Say, for example, in the Philippines' current educational system, all of the programs, steps, and instructional decisions are based on research; thus, the term research-based education came to be. The researcher experienced year-long deadlines for submitting results of quarterly exams (summative assessments): mean,

standard deviations (SDs), mean percentage scores (MPSs). This will, in turn, be consolidated and interpreted at various levels by specialists. The conception of the K-12 Basic Education Program and various DepEd policies were conceived for some time and was explicitly and heavily relied on research and study results, and most of these data come from classroom assessment and evaluation. It is vital to note here that processes such as item analysis, validation, and reliability test are crucial to making an assessment instrument capable of harvesting golden data for educational development and reforms. It cannot be denied that assessment and the results of assessments are very vital and crucial in educational management and decision making, more so, in instructional decision making. From the simple yes or no, nod or Nah, we can determine if we can move forward with the next lessons we have at hand. Moreover, we can determine the proficiency of learning one has had during the schooling or summative assessment from standardized tests. We can design instruction, provide starting points of a lecture through pre-tests. Allocation of department's budgets relies heavily also on results of student's assessment of learning.

Works of literature in the Philippine studies capitalize on assessment related to the learners' performance in the area, and of course, as highlighted by this study, of mathematics. According to Capuno et al. (2019), Filipino learner's performance in Math must be improved, as the 2016-2017 Global Competitiveness Report shows; in this, the Philippines positioned 79th out of 138 taking part nations regarding the nature of Science and Math instruction. This report is reliable with the Department of Education's (DepEd) National Achievement Test (NAT) results, in which the Mean Percentage Score in Mathematics was 48.63%, a score below the 50% prerequisite of DepEd. In the recently released results of the Program for International Student Assessment (PISA) 2018, Mathematical Literacy has recorded an average score of 353 among Filipino test-takers, which is significantly lower than the OECD average of 489 points and classified as below Level 1 proficiency. We must explore the factors affecting the students' performance in Math to address these concerns.

The process of constructing and designing a test is complicated and elaborate. However, it will become a part of an educator's system when it is done religiously and in routine. Designing a test involves many aspects, the first of which requires test items to address the subject matter's contents as equally as possible with the Table of Specifications (TOS). TOS is a table containing the number of days taught, percentages, item placement, and the number of items of each learning competency. Sapico (2016) shared that TOS's purpose is to achieve balance in the test and identify the achievement domains. It also ensures that the test focuses on the essential areas and weights different areas based on their importance/time spent teaching. Arifin (2016) states that the test items must persist as appropriate principles and procedures. After administering the test, it can be judged whether or not it has good quality. To know the quality of the test, it is after execute a test item analysis. That is to say; Test item analysis is an essential process that provides information about students' strengths and weaknesses and the quality of the item itself. In this; test, all test items administered in the measurement process are analyzed to see the quality of the test itself in which the result of the analysis might be valuable information for the teacher, as the maker to improve his learning and improve the quality of his test items.

In practice, a good teacher should be able to provide teaching material and consequently test the students' comprehension of it and analyze their test quality. Item analysis is an essential step in any test building as it looks at "students' responses to individual test items to assess the quality of those items and the quality of the test as a whole." Bichi and Embong (2018) elaborated that item analysis looks at the performance of items concerning other factors and items to understand its characteristics better and, if there are, identify its flaws. Wong and Shanmugam (2020) present that item analysis will provide useful information on improving items' quality and accuracy.

The presence of training and seminars, Learning Action Cells (LACs), localized memos, research, and action research in the Schools Division of Lipa City about classroom assessment could significantly exhibit its recognition of the importance of

classroom assessment and religiously following the guidelines that entail them. The quality of the test items used in evaluating students' achievement should be a significant concern in teaching and research in education. This evaluation is the primary reason public school teachers here in Lipa City must conduct item analysis on their quarterly tests. A list of mastered competencies and least learned competencies afterward are being identified. Nevertheless, there are times that these processes are not standardized from one school to another, yet we value the importance and vitality of testing, assessment, and evaluation. Much is at stake for quality and practical classroom assessment: budgeting, performance rating, instructional decision-making, and action plan, to name a few. Irregularities in creating tools and the assessment process can all spoil the validity of data that we can harvest from these assessment measures. That is why this research entitled "The Quality of Teacher-Made Tests in Mathematics and Its Impact to Student's Performance: Basis for Enhancement Plan" was conceptualized.

From the preceding discussion, the researcher, being a public school teacher, decided to analyze the quality of teacher-made tests specifically in Mathematics and its relation and impact on students' performance as the basis for assessment enhancement in the selected Integrated Schools the Division of Lipa City. This study also aims to assess the difficulty index, the discrimination index and determine the test item's extent that needs to be retained, improved, revised or modified. The level of test reliability will also be analyzed. Hence, this study's general underlying purpose is to enhance the teacher-made test to analyze students' performance accurately. The study's scope includes selected integrated schools in Lipa City, involving Grade 7 Mathematics teachers with at least a year of teaching experience in Mathematics and Grade 7 students SY 2019 - 2020. Grade 7 has the largest population among the junior high school's grade level due to the other Integrated Schools started just recently. The same set of students were utilized in the administration of the test during the process of validation.

Although the study was conducted and the data were harvested during the outbreak of the COVID 19 pandemic, the process and the results of this study can also be

important in assessing students' outcomes during this trying time wherein alternative delivery modes are being utilized, and helpful in making instructional and educational decisions to serve better the learners who are the ultimate clientele of education.

METHODOLOGY

The researcher used descriptive research design to analyze teachers' and students' profiles, quality of teacher-made tests, and performance of Grade 7 students in Mathematics in the selected integrated schools in the Division of Lipa City.

The study was conducted in selected integrated schools in Lipa City. The respondents were the Grade 7 Mathematics teachers with at least one year of experience in teaching Mathematics and Grade 7 students SY 2019 - 2020. The target schools where the study was conducted were: Anilao National High School, Bolbok Integrated National High School, Fernando Air Base Integrated National High School, Inosloban - Marawoy Integrated National High School, Lipa City National High School, Lipa City Science Integrated National High School, Lodalod Integrated National High School, Pangao Integrated School, Pinagtongulan Integrated National High School, and Rizal National High School. Grade 7 has the largest population among the junior high school's grade levels due to the different integrated schools. On the other hand, the respondents were identified through coordination with the primary Mathematics teachers in Grade 7.

Simple survey and documentary analysis were the primary data gathering instruments used for this study. A simple survey was sent via google forms containing the demographic profile of Grade 7 Mathematics teachers in terms of age, gender, course in college, educational attainment, number of years in service, and number of hours of training attended related to assessment; and students profile in terms of gender, and their previous grade in Mathematics.

RESULTS AND DISCUSSIONS

Table 1
Performance of the Student-Respondents in Mathematics Based on the Result of the Teacher-made Test

Test Performance	Frequency	Percentage	Rank
90 - 100 (Outstanding)	75	23.08	1
85 - 89 (Very Satisfactory)	54	16.62	5
80 - 84 (Satisfactory)	66	20.31	3
75 - 79 (Fairly Satisfactory)	60	18.46	4
Below 75 (Did Not Meet Expectation)	70	21.54	2
Total	325	100	
Mean Grade	82.22 (Satisfactory)		

As stated in Table 1, the outstanding grade of 90 - 100 made the highest frequency count of 75 or 23.08% at rank 1. Contrary wise, the very satisfactory grade of 85 - 89 got the least frequency count of 16.62% at rank 5.

The result revealed that students have a different levels of understanding. It shows that students' core understanding of the subject varies. A close interval between frequencies has shown any indication that students performed differently during the test. Seventy-five students have shown outstanding performance and claimed that the test was easy for them. At the same time, only 54 were very satisfactory, 66 satisfactory in performance, 60 fairly satisfactory, and 70 students claimed that they barely understood the test's content leading to did not meet the expected performance.

In the classroom, there are plenty of assessments showing varied performance of students in Mathematics. As cited by Patena and Dinglasan (2013) in their study, Filipino students reveal that they excel in knowledge acquisition but fair considerably low in lessons requiring higher-order thinking skills. It shows that they could not fully comprehend the questions, thus leading to a wrong answer.

Table 2
Quality of Teacher-made Test in Terms of Difficulty Index

Difficulty Index	Frequency	Percentage	Rank
Difficult (0.00 - 0.20 = Reject)	29	7.16	3
Average (0.21 - 0.80 = Retain)	339	83.70	1
Easy (0.81 - 1.00 = Revise)	37	9.14	2
Total	405	100	

As seen in Table 2, out of 405 items teacher-made test in Mathematics utilized by 10 schools, 339 or 83.70% at rank 1 were found to be average and will be retained while 29 or 7.16% at rank 3 were found to be difficult and will be rejected. There are 37 easy items to be revised.

Based on this result, teachers claimed that their tests had been constructed based on the indicators of learning and teaching materials. They follow some good practices in the preparation of table of specifications as stated in the presentation made by Balagtas (2019), that there is a balance between low-level and high -level cognitive behavior, that the whole test has all the dimensions of knowledge according to the Revised Bloom’s Taxonomy and the number of items is based on the estimated instructional time.

Table 3

Quality of Teacher-made Test in Terms of Discrimination Index

Discrimination Index	Frequency	Percentage	Rank
Poor Item (0.00 - 0.19 = Reject)	104	25.68	2
Moderately Good Item (0.20 - 0.30 = Revise)	46	11.36	3
Good to Very Good Item (0.31 - 1.00 = Retain)	255	62.96	1
Total	405	100	

As presented in Table 3, out of 405 items, teacher-made tests in Mathematics used by 10 schools, 255 or 62.96% at rank 1 were found to be good to very good items and will be retained, while 46 or 11.36% at rank 3 were found to be moderately good item and will be revised.

By looking at the result of item analysis in terms of the discrimination index, there are 255 items have above 0.30 and classified as good to very good items. It relates to Budiyono’s assumption (2015). He states that if a test item has a discrimination index equal to or higher than 0.30 ($D \geq 0.30$), it can be assumed to have good discrimination. Those 255 items do not need any revision. Meanwhile, they should be retained. Furthermore, there are only 46 items included in the moderately good item, and they should be revised. The remaining 104 items have below 0.20 and are classified as poor

items. They possibly cannot distinguish students in the high and low groups. Therefore, the test-maker should replace or reject those items.

Table 4

Relationship Between the Teacher’s Profile and the Quality of Teacher – made Test

Variables	X ² - Value	p-value	Decision	Interpretation
Quality of Teacher-Made Test versus:				
Age	25.90	0.011089	p<0.05, Reject Ho	Significant
Course in College	16.43	0.011623	p<0.05, Reject Ho	Significant
Educational Attainment	16.13	0.013073	p<0.05, Reject Ho	Significant
Number of Years in Service	17.20	0.008576	p<0.01, Reject Ho	Highly Significant
Number of Hours of Trainings Attended Related to Assessment	20.61	0.008259	p<0.01, Reject Ho	Highly Significant

Table 4 shows the relationship between the teacher’s profile and the quality of the teacher-made test.

As shown in the table, the computed chi-square values of 17.20 for the number of years in service and 20.61 for number of hours of trainings attended related to assessment have corresponding p-values of less than 0.01, thus rejecting the null hypothesis.

In addition, the computed chi-square values of 25.90 for age, 16.43 for the course in college, and 16.13 for educational attainment have corresponding p-values of less than 0.05, thus rejecting also the null hypothesis.

These safely concluded that the teacher-made test’s quality has high significant relationships when grouped according to the respondents’ years in service and number of hours of trainings attended related to assessment; and significant relationships when grouped according to their age, the course in college, and educational attainment.

Table 5

Relationship Between the Student’s Profile and Student’s Test Performance

Variables	chi square	p-value	Decision	Interpretation
Gender versus Students’ Test Performances	3.19	0.526548	p>0.05, Accept Ho	Not Significant

Table 5 presents the relationship between the student's profile and students test performance.

As stated in the table, the computed correlation coefficient of 3.19 for gender versus test performance had a corresponding p-value of more than 0.05, thus accepting the null hypothesis. This safely implied that the students' test performance has no significant relationship when grouped according to their gender. The reason for the equal performance of male and female students may not be unconnected because both see themselves as equal and capable of competing and collaborating in classroom activities. It contradicts the data in the 2018 Programme for International Student Assessment (PISA). As widespread in most OECD countries, boys perform better than girls in the STEM (Science, Technology, Engineering, and Mathematics). It was in mathematics, the only subject where typically girls tend to underperform with respect to boys.

Table 6
Relationship Between the Quality of Teacher-made Test and Student's Test Performance

Variables	Corr. Coeff.	p-value	Decision	Interpretation
Quality of Teacher-made Test versus Students' Test Performances	0.47	0.00000	$p < 0.01$, Reject H_0	Highly Significant
Grade versus Students' Test Performances	0.44	0.00000	$p < 0.01$, Reject H_0	Highly Significant

As stated in Table 6, the computed correlation coefficient of 0.47 for quality of teacher-made tests versus student's test performance and 0.44 for teacher-made tests versus students' test performances have both corresponding p-values of 0.00000, which were less than 0.01, thus rejecting the null hypothesis.

These safely generalized that the quality of teacher-made tests and students test performances; and students' grades versus students' test performance have high significant relationships.

This result implies that if the teacher-made test is good, the student's test performance is valid and reliable. Performing students will find the test easy, leading to

high scores, while non-performing students will find it hard, leading to low scores. More so, these items can separate students who are performing and not performing ones.

CONCLUSIONS

1. To maintain the quality of teacher-made tests in Mathematics, they should be constructed based on the guidelines or indicators of learning and teaching materials. Test item analysis or difficulty level analysis should be done, consider items with the average level of difficulty, not too difficult or too easy, and distinguish high-performing students from low-performing ones.

2. The quality of teacher-made tests should consider a balance between low-level and high-level cognitive behavior and are considered good items.

3. A quality teacher-made test has a great impact on students' performance because it can assess their weaknesses and strengths.

4. It was observed that high performing students earned the confidence and strived harder to maintain their grades while low performing drive them to be less motivated.

5. The proposed enhancement plan can be an answer to improve more on creating quality teacher-made tests. It will address the weaknesses through the three key result areas considered: teacher's professional growth and development, student's academic growth and development, and quality assessment tool.

RECOMMENDATIONS

From the drawn conclusions, the following recommendations are hereby forwarded:

1. Activities that will enhance teacher's professional growth and development should be conducted. Teaching strategy enhancement and test construction practices are

regularly monitored. Teachers should also continuously attend more seminars and training workshops related to assessment to sustain or further enhance their skills in constructing quality test items. Similarly, school heads and higher DepEd personnel should provide training and technical assistance to teachers.

2. Schools should enhance services that will cater to the needs of the diversity of learners. Intervention materials for unmotivated or academically challenged students and enrichment materials for advanced students should be provided when needed.

3. The proposed enhancement plan may be considered for implementation.

4. Further research on the quality of the teacher-made test in a larger scope may be conducted to assess its impact on student's performance.

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**QUALITY OF CLASSROOM ASSESSMENT IN ENGLISH : BASIS FOR
TEACHER'S ASSESSMENT LITERACY PLAN**

RHEALYN MARQUEZ

ABSTRACT

This study focused on the quality of classroom assessment in English and teacher's assessment skills. The researcher used the Quantitative method and purposive sampling as the study methods. Data were collected using a survey questionnaire comprising the teacher-respondents' demographic profile, and their assessment skill in content coverage, language use, item organization, and test guidance. Also, this study utilized item analysis to analyze the quality of classroom assessment in English.

The study revealed that in the classroom assessments in English, most of the items are too easy and only few item as difficult. In item discrimination, the study revealed that half of the items are very good questions, and half of it are subject to improvement or need to be revised. Test Reliability of the four classroom assessments in English, namely Oral Communication, 21st Century Literature for Grade 11 and Practical Research 2, and English for Academic and Professional Purposes for Grade 12 have moderate reliability. In addition, this study shown that teacher's strongly considered content coverage, item organization, and test guidance in constructing their test. In content coverage, they attested that they outline the content of the test before giving it.

In continuation, for language use, they attested that they give clear instructions to guide the test takers and ensure that items are not racially, ethnically, religiously, or economically biased. Moreover, they avoid using the textbook verbatim (exact word/phrasing) in constructing their tests.

In the same line, this study shown that the teachers use a consistent font or font of size and use at least four option for each item to lower the probability of getting the item correct by guissing. However, for test guidance, teachers attested that they least consider the age of learners during item writing

In addition, this study attested that student's academic performance is not in any way related to the quality of test and teacher's assessment skills. It also found out that teacher's demographic profile has no relationship to their assessment skill.

Furthermore, the study aims to enhance the knowledge and skills of teachers in assessment, specifically in analyzing their test by conducting item analysis and to broaden their skills in constructing a test. It is also relevant to teachers to gain more knowledge, ideas, and skills under the institution's supervision.

INTRODUCTION

Assessment in the K to 12 is an integral part of contributing to student learning. Furthermore, assessment is defined as "a process that is used to keep track of learners' progress in relation to learning standards and in the development of 21st century skills; to promote self-reflection and personal accountability among students about their own learning; and to provide bases for the profiling of student performance on the learning competencies and standards of the curriculum." (Akker, 2003).

In the execution of the Enhanced Basic Education of Act 2013 (Republic Act No. 10533), the Department of Education (DepEd) order No. 8 series of 2015 set a Policy on Guidelines on Classroom Assessment for the K to 12 Basic Education Program. This explains that assessment "allows the teachers to track students' progress and assessment informs the learners, their parents and their guardians of their progress." With this, classroom assessment is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do. Teachers should employ classroom assessment methods that are consistent with curriculum standards. The teacher provides immediate feedback to students about their learning progress. Classroom assessment also measures the achievement of competencies by the learners.

There are two types of classroom assessment, namely, formative and summative. Formative assessment may be seen as assessment for learning so teachers can make

adjustments in their instruction. It is also assessment as learning wherein students reflect on their own progress. Formative assessment may be given at any time during the teaching and learning process. It is also a way to check the effectiveness of instruction.

Summative assessment, on the other hand, may be seen as assessment of learning, which occurs at the end of a particular unit. This form of assessment usually occurs toward the end of a period of learning in order to describe the standard reached by the learner. The results of summative assessments are recorded and used to report on the learners' achievement. Primarily, the results of summative assessment are reported to the learners and their parents/guardians. In addition, these are reported to principals/school heads, teachers who will receive the child in the next grade level, and guidance teachers who should help students cope with challenges they experience in school.

Given the need for teachers to develop competencies related to the use of assessment in the classroom, there have been recent calls to define and to develop teachers' assessment literacy. Mertler (2003) defined assessment literacy as the possession of knowledge about the basic principles of assessment and evaluation practice which are the terminology of assessment concepts such as test, measurement, assessment and evaluation, the development and use of assessment methodologies and techniques in the classroom, familiarity with different tools and apparatus of language assessment, familiarity with standards of quality in classroom assessment, and familiarity with an alternative to traditional measurements of learning. In other words, Australian Journal of Teacher Education Vol 43, 6, June 2018 states that assessment literacy is the readiness of a teacher to design, implement, and discuss the assessment strategies, measurement tools, evaluation criteria, decision making milestones as well as formative and summative tests. In addition, assessment literacy also requires practiced skill in ensuring the technical adequacy of classroom-based assessments in terms of construct alignment, and assessment literacy requires that teachers be able to use data to inform instruction, including providing accurate, relevant, and constructive feedback to students in order to progress their learning.

This means that English teachers should be assessment literate in order to develop test items and administer the test to assess the students and match the students' performances in English to the performance standards. In the new assessment system, assessment is integrated in teaching and learning. In other words, teachers should ensure that as the items are being written, the items and questions that they write and the assignments that they set should match the content standards outcomes articulated in the syllabus. To ensure it, teachers are advised to conduct assessments over a period of time that are varied in nature and designed to provide opportunities for students to demonstrate the full range of the learning.

In the focal setting of the study, in the Division of Lipa, teachers in LCC Senior High school share the same reality as they face challenges in constructing their test. These challenges include their knowledge and skills in writing instructions, choosing appropriate assessment tools and methods, process and techniques in writing test items. Moreover, the good quality of test must be considered in which their test must have good validity and reliability. Quality of test and the assessment skills of teachers could be one of the factors for student's proficiency in English. It shows how the students understood and acquired the knowledge and skills they learn in the subject.

Therefore, teacher as a constructor of the test should construct a good test so that the test will be valid and reliable. Consequently, the teachers should have an ability to arrange a good test and analyze of a test. Moreover, the accuracy and the carefulness of teachers may have a big impact on the increase of the quality of teaching particularly in giving the judgement of student's ability. By analyzing the test, the teacher will determine the quality of test and which items can be used or which items should be revised.

A good test is important to measure how much students understand the material, and to determine the student give attentive to any material provided by the teacher in the learning process. The ability to formulate a good test that are needed by the teacher to evaluate, whether the instrument used in accordance with the desired, among others, it can determine the students who have mastered the material that is taught and the teacher can

help to improve the test through revision or dispose of ineffective tests. A good and bad of the test can be viewed from several aspects, that is: Validity, a test can be considered to be valid if it can be measure what it is supposed to measure. Reliability, a test can be considered to be reliable if it can show a test consistent result.

In addition, Validity refers to the extent to which an instrument really measures the objective to be measured and suitable with the criteria. A test can be considered to be valid if it can precisely measure the quality of test. It was also aimed to make sure whether the test has a good validity or not. This seems simple enough. In other words, a test can be said to be valid to the extent that it measures what it is supposed to measure. If the test is not valid for the purpose for which its design, the scores do not mean what they are supposed to mean.

On the other hand, Reliability refers to the consistency of measurement that is, to see how consistent test scores or other evaluation results are from one measurement to another. While Hatch and Farhady (2010) adds that reliability of a test can be defined as the extent to which a test procedure consistent result when administrated under similar condition. From those two opinions, if a test is administered to the same condition on different occasion, the extent that it produces different result, it is not reliable. Since reliability is a necessary characteristics of any good test, so it is needs to keep the test reliable and to this item analysis should be done.

According to Heaton (2014), item analysis is a process which examines the students response to individual test items in order to assess the quality of those items and of the test as a whole. Item analysis is especially valuable in improving items which will be used again in later tests, but it can also be used to eliminate ambiguous or misleading items in a single test administration. In addition, item analysis is valuable for increasing teacher' skills in test construction, and identifying specific areas of course content which need the students emphasis or clarity (Scorepak, 2008). It means that the quality of the test as a whole was assessed by estimating its "internal consistency." The quality of individual items was assessed by comparing students' item responses to their total test scores. An

item analysis involves many statistics that could provide useful information for improving the quality and accuracy of multiple-choice or true/false items (questions). It includes Difficulty index and discrimination index.

Difficulty level is one of kind of item analysis. It is concerned with how difficulty or easy the item for the students. Shohamy (2007) states that difficulty level relates to how easy or difficult the item is from the point of view of the students who took the test. It is important since test items which are too easy (that all students get right) can tell us nothing about differences within the test population.

On the other hand, Discrimination index pertains to a measure of whether an item discriminated between students who knew the answer and students who did not.

This makes it imperative for teachers to be well versed in testing techniques to enable them to reliably and validly evaluate student progress. The teacher must have wondered what actually went wrong. The problem pertains from neither the teaching nor the pupils' learning but from the way the test item was constructed.

Therefore, classroom teachers should possess the competencies in constructing good test items.

Based on researcher's observation, the phenomenon happens in reality as most of the teachers have limited chance or opportunity to attend any training or seminar related to assessment. In addition, teachers experience challenges in constructing their own test. Researcher experience the same struggle whenever she have to construct her test in English subjects. It took a lot of time in doing the said task. Preparation of the blueprint or table of specification most especially in writing test item itself as it should be aligned in the target learning goals covered in the particular quarter.

This study can be used as a feedback for the teachers, who have responsibility to meet the instructional objectives. Related to the importance of the evaluation, it is necessary to consider that the test should be well-constructed. As a means of evaluation, a test is administered to get information about the student's improvement and to measure the result of the teaching learning process. Results indeed would serve as baseline data

for development plan for teacher's assessment literacy, which could be used as the basis for the improvement of the quality of test and assessment skills of LCC Silvercrest Senior High School teachers at Lipa City.

METHODOLOGY

The study utilized the descriptive method of research. The researcher in this study determined the Quality of Classroom Assessment in English and their Assessment Skills and its Relationship to Student's Academic Performance in LCC Silvercrest Senior High School.

The researcher used a purposive sampling technique. This means that the teacher-respondents were selected; only those five teachers who made the English test for the 1st quarter. Moreover, 715 students who were asked to be the study respondents were all the students who answered the 1st quarterly exam in English. They were all presently enrolled in LCC Silvercrest Senior High School.

A survey questionnaire was used to gather the instrument for this study. The questionnaire was divided into two sections: the First was the checklist type of questionnaire regarding the profile of the English teachers in terms of age, educational attainment and major, and number of training hours attended related to assessment. The second was a behavioral questionnaire type that tackles about the level of teacher's assessment skills in terms of content coverage, language use, item organization, and test guidance.

To ensure the validity of the questionnaire, the draft version constructed by the researcher was validated using the face validation of two experts in test construction skills and assessment.

After gathering all the completed questionnaires from the respondents, total responses for each item were obtained and tabulated. Data were treated using SPSS software with the application of the following statistical tools. Analysis and interpretation were made with the help of a statistics expert.

RESULTS AND DISCUSSIONS

Table 1
Quality of Student's Assessment in Oral Communication

SUBJECT			TOTAL ITEMS
Oral Communication			
Difficulty Index	Easy (0.72-1.00)	20	30
	Average (0.31-0.70)	8	
	Difficult (0.00-0.30)	2	
Discrimination Index	Poor Item (Below 0.10)	2	30
	Subject to Improvement (0.10-0.19)	3	
	Reasonable Good Question (0.20-0.29)	6	
	Good Question (0.30-0.39)	8	
	Very Good Question (0.40 and above)	11	
Test Reliability	KR ₂₀	0.86	Interpretation: Moderate

Table 1 presents the quality of students' assessment in Oral Communication based on the difficulty index, discrimination index, and test reliability. It shows that the Oral Communication test has 30 items in which 20 of them are easy, 8 items are average, and 2 items are difficult. It also shows that in the discrimination index, 11 items are very good questions, 8 items are good questions, 6 are reasonable good questions, 3 items are subject to improvement, and 2 items are poor items. For test reliability, Oral Communication had a 0.86 moderate coefficient.

The data shows that most items are easy in terms of difficulty index. The discrimination index, it shows that most of the items are very good questions. In addition, test reliability is moderate, which signifies that the test is good for a classroom test. This means that the test has good quality since the items have good difficulty index, discrimination index, and test reliability.

Table 2
Quality of Student's Assessment in 21st Century Literature

SUBJECT			TOTAL ITEMS
21 st Century Literature			
Difficulty Index	Easy (0.72-1.00)	27	30
	Average (0.31-0.70)	3	
	Difficult (0.00-0.30)	0	
Discrimination Index	Poor Item (Below 0.10)	4	30
	Subject to Improvement (0.10-0.19)	11	
	Reasonable Good Question (0.20-0.29)	7	
	Good Question (0.30-0.39)	2	
	Very Good Question (0.40 and above)	6	
Test Reliability	KR ₂₀	0.72	Interpretation: Moderate

Table 2 presents the quality of student's assessment in 21st Century Literature based on the difficulty index, discrimination index, and test reliability. It shows that the test in 21st Century Literature has 27 easy items and 3 items are average, and no item is under difficult. Meanwhile, for the discrimination index, the test has 30 items in which 6 items are very good questions, 2 are good questions, 7 are reasonable good questions, 11 are subject to improvement, and 4 are poor items. 21st Century Literature has 0.72 coefficient for test reliability.

The data reveals that most of the test items are easy, and it doesn't have any items in difficult, which indicates that the test items are too easy, meaning that most of the students obtained the correct answer. For the discrimination index, most test items are subject to improvement, which means that the item needs to be revised as it indicates that the lower group selected the correct response more frequently than the upper group. The test reliability of the test is still moderate, which signifies that the test is good for a classroom test.

According to Hopkins and Stanley (1981), items must subject to improvement if it has an index range from 0.10-0.19, which means that the items must be revised, and the item is poor if the discrimination index ranges below 0.10, which means that the items must be rejected.

Table 3
Quality of Student's Assessment in Practical Research 2

SUBJECT			TOTAL ITEMS
Practical Research 2			
Difficulty Index	Easy (0.72-1.00)	45	51
	Average (0.31-0.70)	6	
	Difficult (0.00-0.30)	0	
Discrimination Index	Poor Item (Below 0.10)	6	51
	Subject to Improvement (0.10-0.19)	16	
	Reasonable Good Question (0.20-0.29)	11	
	Good Question (0.30-0.39)	9	
	Very Good Question (0.40 and above)	9	
Test Reliability	KR ₂₀	0.81	Interpretation: Moderate

Table 3 presents the quality of students' assessment in Practical Research 2 based on the difficulty index, discrimination index, and test reliability. Practical Research 2 has 51 items, in which 45 items are easy, and 6 items are average. In addition, the test has 51 items in which 9 of which are very good questions, 9 are good questions, 11 are reasonable good questions, 16 are subject to improvement, and 6 are poor items. Practical research 2 has a 0.81 coefficient for test reliability.

The data shows that most of the items of the test are easy, and it doesn't have any items in difficult, which indicates that the test items are too easy, it means that most of the students obtained the correct answer. For the discrimination index, most test items are subject to improvement, which means that the item needs to be revised as it indicates that

the lower group selected the correct response more frequently than the upper group. Test reliability of the test is still moderate, which signifies that the test is good for a classroom test.

Table 4
Quality of Student's Assessment in English for Academic and Professional Purposes

SUBJECT			TOTAL ITEMS
English for Academic and Professional Purposes			
Difficulty Index	Easy (0.72-1.00)	23	40
	Average (0.31-0.70)	15	
	Difficult (0.00-0.30)	2	
Discrimination Index	Poor Item (Below 0.10)	2	40
	Subject to Improvement (0.10-0.19)	7	
	Reasonable Good Question (0.20-0.29)	8	
	Good Question (0.30-0.39)	7	
	Very Good Question (0.40 and above)	16	
Test Reliability	KR ₂₀	0.84	Interpretation: Moderate

Table 4 presents the quality of student's assessment in English for Academic and Professional Purposes based on difficulty index, discrimination index and test reliability. The test has 40 items in which 23 items are easy, 12 items are average and 2 items are difficult. Moreover, the test has 40 items, 16 of them are very good question, 7 are good question, 8 are reasonable good question, 7 are subject to improvement and 2 are poor items. For test reliability, it has 0.84 coefficient which is moderate.

The data shows that in terms of difficulty index, most of items are easy. For discrimination index, it shows that most of the items are very good questions. In addition test reliability is moderate which signifies that the test is good for a classroom test. This means that the test has a good quality since the items have good difficulty index,

discrimination index and test reliability.

Table 5
Level of Teacher’s Assessment Skills in Term of Content Coverage

INDICATORS	WM	VI	R
1. I outline the content covered for the term before setting test from them.	5.00	SA	1
2. I subject test items to item analysis.	3.20	N	10
3. I add enough test items to cover all the requisite levels of cognitive domain.	4.60	SA	7
4. I ensure that the items are measuring the determined objectives.	4.80	SA	3.5
5. I set essay items that elicit creative and imaginative answers from the students.	4.40	SA	9
6. Put the “main idea” of the item in the stem, not in the options.	4.60	SA	7
7. I assure that there is only one correct or best response to the item.	4.80	SA	3.5
8. If I’m using matching type, I use only homogeneous material in matching items.	4.80	SA	3.5
9. I express a single idea in each test item.	4.60	SA	7
10. I make sure the amount of items tested is appropriate for the time constraints of the testing session.	4.80	SA	3.5
Composite Mean	4.56	SA	

Legend: WM = Weighted Mean VI = Verbal Interpretation R = Rank
SA = Strongly Agree N = Neutral

As shown in table 5, the teachers strongly agree that they consider content coverage in constructing a test, as reflected in the total mean of 4.56. They strongly agree that they outline the content covered for the term before setting the test from them as supported by the weighted mean of 5.00, respectively.

In addition, they strongly agree that they set essay items that elicit creative and imaginative answers from the students, with a weighted mean of 4.40. However, they are neutral in subjecting their test items to item analysis with a weighted mean of 3.20.

The data reveals that the teachers prepare for an outline of the content covered before giving the test. Outlining or planning the content of the test is very significant in constructing the test. They must include the topics discussed, considering the target learning goals covered for each quarter. This must be done to ensure that the test will really assess the knowledge and skills that the students gained in the subject.

This is supported by (Osadebe, 2013; Ukwuije&Opara, 2012), who explains the systematic planning of the test requires identifying the instructional and behavioral

objectives to be measured; identifying the content areas for the test, and deciding on the test format and table of specifications. The test format is multiple choice objective test items. The table of specifications helped to establish high content validity.

Table 6
Level of Teacher’s Assessment Skills in Term of Language Use

INDICATORS	WM	VI	R
1. I give clear instructions to guide the test takers.	5.00	SA	1.5
2. I write simple, straightforward items. Use the most precise words to communicate the intent of the item.	4.40	SA	5
3. I use correct grammar, syntax, spelling, etc.	3.80	A	6
4. I ensure that items do not contain language which is racially, ethnically, religiously, or economically biased.	5.00	SA	1.5
5. I avoid too long questions or phrases in item writing.	4.60	SA	4
6. I highlight important words like “not”, “only”, “except” etc. if you use them at all.	3.20	N	8.5
7. I avoid using verbatim(exact word/phrasing) from the textbook.	2.80	N	10
8. I avoid clues that calls specific determiners. These are words which tend to “give away” the correct answer. For example, words such as “always”, “all”, or “none” tend to be associated with false “true/false” items.	3.20	N	8.5
9. I made the alternatives grammatically parallel with each other, and consistent with the stem.	4.80	SA	3
10. I keep statements unambiguous and short in length.	3.60	A	7
Composite Mean	4.04	A	

Legend: WM = Weighted Mean VI = Verbal Interpretation R = Rank
SA = Strongly Agree N = Neutral

It can be observed in the table 6 that the teachers agree that they consider language use in constructing test with the total mean of 4.04. They strongly agree that they give clear instructions to guide the test takers and they ensure that items do not contain language which is racially, ethnically, religiously, or economically biased as supported by the weighted mean of 5.00

However, they claimed that they avoid using verbatim (exact word/phrasing) from the textbook with the weighted mean of 2.80 respectively.

The data show that in terms of the language use, teachers ensure to use appropriate language by giving clear instructions to students and by ensuring that items are racially, ethnically, religiously, or economically biased but they avoid using verbatim from

the textbook. This is because each word used in a test has its own meaning. Students also have their varied interpretation of a word which will result to misunderstanding to test questions. Therefore, teachers must be very careful in choosing the words and in giving instructions.

Table 7
Level of Teacher’s Assessment Skills in Term of Item Organization

INDICATORS	WM	VI	R
1. I organize test items in a logical manner.	4.60	SA	5.5
2. I use appropriate numbering and lettering formats in writing tests.	1.00	SD	9
3. I group similar content together on the testing instrument.	4.60	SA	5.5
4. I don’t break items across a page	5.00	SA	2
5. I keep charts or figures, pertaining to an item, on the same or next page.	4.60	SA	5.5
6. I keep the options similar in length.	4.60	SA	5.5
7. If students are required to supply an answer, I provide enough time for the answer.	4.20	SA	8
8. I use a consistent font or font size.	5.00	SA	2
9. I use at least four options for each item to lower the probability of getting the item correct by guessing.	5.00	SA	2
Composite Mean	4.29	SA	

Legend: WM = Weighted Mean VI = Verbal Interpretation R = Rank
SA = Strongly Agree N = Neutral

The Table 7 shows that the teachers strongly agree item organization is one of their considerations in constructing the test, as supported by the total mean of 4.29. They strongly agree that they don’t break items across a page, keep the options similar in length and use at least four options for each item to lower the probability of getting the item correct by guessing as they got the weighted mean of 5.0.

However, they strongly disagree that they use inappropriate numbering and lettering formats in writing tests with a weighted mean of 1.00.

The results above show that the teacher highly considered uniform formatting and well-presentation of test for its organization. These indicators are highly considered in test construction since formats and organization of questions, as well as its options or distractors, have the impact to the students who are taking the test. It may arouse the student’s doubt and ambiguity towards the test questions.

Table 8
Level of Teacher’s Assessment Skills in Term of Test Guidance

INDICATORS	WM	VI	R
1. I prepare a test blueprint as a guide in the test construction.	4.80	SA	6.5
2. I consult standard textbooks in the subject for guide.	5.00	SA	2.5
3. I keep a resource bank of questions that can be referred to when setting tests.	5.00	SA	2.5
4. I consider the age of learners during item writing.	2.80	N	10
5. I answer first my own exam.	5.00	SA	2.5
6. I submit items for checking and approval to the Head of Department or the principal.	4.40	SA	9
7. I submit tests meant for promotional examinations for expert editing on time.	4.80	SA	6.5
8. I review draft of the test at least two times in two days before administering.	4.80	SA	6.5
9. I acknowledge corrections and revise test items.	5.00	SA	2.5
10. I make sure that the test has an appropriate length for the exam period.	4.80	SA	6.5
Composite Mean	4.64	SA	

Legend: WM = Weighted Mean VI = Verbal Interpretation R = Rank
SA = Strongly Agree N = Neutral

Table 8 presents that the teachers strongly agree with the assessment skills in terms of test guidance, as supported by the total mean of 4.64. They strongly agree they consult standard textbooks in the subject for a guide, keep a resource bank of questions that can be referred to when setting tests, answer first my own exam, acknowledge corrections and revise test items as supported by the weighted mean of 5.0.

In addition, they also strongly agree that they submit items for checking and approval to the Head of the Department or the principal with a weighted mean of 4.40. However, they least consider the age of learners during item writing as supported by the weighted mean of 2.80.

The data reveals that teachers highly claimed that they are the one who answer first their own test and they acknowledge corrections and revise the test items. However, they find the age of learners least consideration in writing test items. Writing an exam is very challenging task to every teacher. After the heads have checked the test, it must undergo to revision. This is a help for the improvement of the test items. Also, teachers answers their test first so that they will know if the students could really answer their test

on their capacities.

Table 9
Relationship between Teacher's Quality of Test and Teacher's Assessment Skills in Oral Communication

Oral Communication		r	p-value	Description	Decision	Interpretation
Content Coverage	Difficulty Index	.064	.919	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.026	.967	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.350	.156	Not Significant	$p > 0.01$	Accept Ho
Language Use	Difficulty Index	-.418	.484	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.114	.855	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.320	.143	Not Significant	$p > 0.01$	Accept Ho
Item Organization	Difficulty Index	.686	.201	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	-.320	.599	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.126	.056	Not Significant	$p > 0.01$	Accept Ho
Test Guidance	Difficulty Index	.869	.056	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	-.327	.591	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.167	.074	Not Significant	$p > 0.01$	Accept Ho

Table 9 reveals that there is no significant relationship between teacher's quality of test and teacher's assessment skills in Oral Communication. As observed with R-value of .064, .026, .350 and probability value of .919, .967 and .156 for Content coverage and quality of test. R-value of -.418, .114, .320 and probability value of .484, .855, and .143 for language use. R-value of .686, -.320, .126 and probability value of .201, .599 and .056 for item organization. R-value of .869, -.327, .167 and probability value of .056, .591 and .074 for test guidance which is greater than the 0.01 level of significance, it indicates that the null hypothesis must be accepted.

The data shows that the exam in oral communication is mostly of easy items and the test is good and the teachers are claiming that they are good in doing exams. However, it also reveals that the quality of test in Oral Communication has nothing to do with teacher's assessment skills. This happens because since the test items in Oral Communication in difficulty index and discrimination index shows that most of the students got the correct responses it shows that the items were effectively written with its content, language, organization and test guidance. Given this, although the teachers claimed that they are very good at making the test, there are studies that show that there

are still a need to improve their knowledge about testing. Their ability to design test still needs to be assessed.

Table 10
Relationship between Teacher's Quality of Test and Teacher's Assessment Skills in 21st Century Literature

21 st Century Literature		r	P-value	Description	Decision	Interpretation
Content Coverage	Difficulty Index	-.096	.878	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	-.893	.042	Significant	$p < 0.05$	Reject Ho
	Test Reliability	.150	.169	Not Significant	$p > 0.01$	Accept Ho
Language Use	Difficulty Index	.279	.650	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.801	.103	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.430	.081	Not Significant	$p > 0.01$	Accept Ho
Item Organization	Difficulty Index	-.294	.631	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.196	.752	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.139	.174	Not Significant	$p > 0.01$	Accept Ho
Test Guidance	Difficulty Index	-.468	.427	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	-.468	.427	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.107	.091	Not Significant	$p > 0.01$	Accept Ho

Table 10 reveals that there is no significant relationship between teacher's quality of test and teacher's assessment skills in 21st Century skills. With R-value of -.418, .114, .320 and probability value of .484, .855, and .143 for language use. R-value of .686, -.320, .126 and probability value of .201, .599 and .056 for item organization. R-value of .869, -.327, .167 and probability value of .056, .591 and .074 for test guidance which is greater than the 0.01 level of significance, it indicates that the null hypothesis must be accepted.

Meanwhile, as observed with R-value of -.893 and probability value of .042 and for Content coverage it indicates that the quality of test particularly the discrimination index has a significant relationship in test assessment skill in terms of content coverage.

The data shows that the exam in 21st century literature is mostly of easy items and the test is good and the teachers are claiming that they are good in doing exams.

Table 11
Relationship between Teacher's Quality of Test and Teacher's Assessment Skills in Practical Research 2

Practical Research 2		r	p-value	Description	Decision	Interpretation
Content Coverage	Difficulty Index	.141	.324	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.677	.210	Significant	$p > 0.01$	Accept Ho
	Test Reliability	.243	.251	Not Significant	$p > 0.01$	Accept Ho
Language Use	Difficulty Index	-.579	.287	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.141	.324	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.155	.412	Not Significant	$p > 0.01$	Accept Ho
Item Organization	Difficulty Index	-.187	.764	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.141	.324	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.134	.289	Not Significant	$p > 0.01$	Accept Ho
Test Guidance	Difficulty Index	.127	.838	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.141	.324	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.192	.248	Not Significant	$p > 0.01$	Accept Ho

Table 11 reveals that there is no significant relationship between teacher's quality of test and teacher's assessment skills in Practical Research 2. As observed with R-value of .141, .677, .243 and probability value of .324, .210 and .251 for Content coverage. R-value of -.579, .141, .155 and probability value of .287, .324 and .412 for language use. R-value of -.187, .141, .134 and probability value of .764, .324 and .289 for item organization. R-value of .127, .141, .192 and probability value of .838, .324 and .248 for test guidance which are greater than the 0.01 level of significance, it indicates that the null hypothesis must be accepted.

The data shows that the exam in Practical Research 2 is mostly of easy items and the test is good and the teachers are claiming that they are good in doing exams. However, it also reveals that the quality of test in Practical Research 2 is not related to with teacher's assessment skills in terms of content coverage, language use, item organization and test guidance.

Table 12
Relationship between Teacher's Quality of Test and Teacher's Assessment Skills in English for Academic and Professional Purposes

English for Academic and Professional Purposes		r	p-value	Description	Decision	Interpretation
Content Coverage	Difficulty Index	.495	.397	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.026	.967	Significant	$p > 0.01$	Accept Ho
	Test Reliability	.132	.435	Not Significant	$p > 0.01$	Accept Ho
Language Use	Difficulty Index	-.825	.086	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	.114	.855	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.264	.197	Not Significant	$p > 0.01$	Accept Ho
Item Organization	Difficulty Index	.721	.170	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	-.320	.599	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.348	.456	Not Significant	$p > 0.01$	Accept Ho
Test Guidance	Difficulty Index	.600	.285	Not Significant	$p > 0.01$	Accept Ho
	Discrimination Index	-.327	.591	Not Significant	$p > 0.01$	Accept Ho
	Test Reliability	.531	.274	Not Significant	$p > 0.01$	Accept Ho

Table 12 reveals that there is no significant relationship between teacher's quality of test and teacher's assessment skills in English for Academic and Professional Purposes. As observed with R-value of .495, .026, .132 and probability value of .397, .967, and .435 for Content coverage. R-value of -.825, .114, .264 and probability value of .086, .855 and .197 for language use. R-value of .721, -.320, .348 and probability value of .599, .456 and .285 for item organization. R-value .600, -.327, .531 of and probability value of .285, .591 and .274 for test guidance which are greater than the 0.01 level of significance, it indicates that the null hypothesis must be accepted.

The data shows that the exam in English for Academic and Professional Purposes is good and the teachers are claimed that they are good in doing the test. However, it also reveals that the quality of test in Practical Research 2 has nothing to do with teacher's

assessment skills in terms of content coverage, language use, item organization and test guidance.

Table 13
Relationship Between Teacher's Profile and the Quality of Teacher's Assessment Skills

Variables Compared		r	p-value	Description	Decision	Interpretation
Teacher's Assessment Skills	age	-0.354	0.559	Not Significant	$p > 0.01$	Accept Ho
	educational attainment/ major	0.000	1.000	Not Significant	$p > 0.01$	Accept Ho
	trainings	0.354	0.559	Not Significant	$p > 0.01$	Accept Ho

Table 13 shows that there is no significant relationship between teacher's profile and teacher's assessment skills. As observed from the R- value of -0.354, 0.000, 0.354 and probability value of 0.559, 1.000, and 0.559 respectively which is greater than the 0.01 level of significance, it indicates that the null hypothesis must be accepted.

The data reveals that teacher's demographic profile is not related to Teacher's assessment skills.

Research in many countries has demonstrated that many teachers are inadequately trained and ill-prepared to develop, administer and interpret the results of different types of assessment. In other words, the literature has revealed that teachers have difficulties in test development, administration, and interpretation. Teachers might have difficulty with common assessment responsibilities, basic conceptions and purposes of assessment, and validity and reliability of assessment (Gotch, 2012)

CONCLUSIONS

The following conclusions are drawn from the summarized findings

1. Majority of the respondents were at their 24-25 years old, college graduate, English major and do not attended any training related to assessment.

2. Most of the items in the four exams are easy in which it has difficulty index of 0.72-1.00 and least items have difficulty index of 0.00-0.30, which is under the difficult category.

3. English for Academic and Professional Purposes and Oral Communication have more very good question meanwhile, 21st century literature and practical research have more items subject to improvement which means that the items must be revised.

4. All four exams have moderate test reliability.

5. The respondents strongly agreed that they consider content coverage in constructing tests. They further attested that they are hesitant they are subjecting their test into item analysis.

6. The student's considered language use in constructing tests, especially in giving clear instructions and ensuring that items do not contain language which is racially, ethnically, religiously, or economically biased.

7. The respondents positively attested that they use a consistent font or font size and use at least four options for each item when they construct their test items.

8. The respondents consider test guidance in constructing the test as they claimed that they acknowledge corrections and revise test items, answer first their own exam and consult standard textbooks on the subject; however, they neutrally consider the age of learners during item writing.

9. The quality of classroom assessment in Oral Communication, Practical Research 2, and English for Academic and Professional Purposes based on the difficulty index, discrimination index, and test reliability has no relationship with teacher assessment skills in terms of content coverage, language use, item organization, and test guidance.

10. The quality of classroom assessment in the 21st century based on the discrimination index has a significant relationship with teacher assessment skills in terms of content coverage.

11. The teacher's profile is not contributory to their assessment skill.

RECOMMENDATIONS

The following are the recommendations drawn from the conclusions of the study.

1. Teachers must be encouraged to subject their test to item analysis. This will help them to determine whether the test has fulfilled the characteristics of a good test, that is, validity, reliability, discrimination power, level of difficulty, and the quality of options.

2. It is highly recommended that head teachers and admins of the school take up the challenge of inviting resource persons from recognized academic institutions to organize training workshops for teachers on a regular basis to sharpen their skills in effective test construction practices and assessment processes.

3. Schools must ensure the school's assessment alignment with the curriculum's learning goals. This can be done through the evaluation of their assessment frameworks and conducting a SWOT analysis.

4. School Administrators must design a clear strategic framing of the assessment processes. This can be done through the identification of relevant and meaningful measures that will quantify the progress of the school's assessment and address this target through the help of school heads and teachers.

5. Further studies may be conducted in relevance to the present study.

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UTILIZATION OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE AND ITS RELATIONSHIP TO THE LEVEL OF TEACHING ANXIETY IN THE SOUTH DISTRICT OF THE DIVISION OF LIPA CITY

JAYSELLE MAY D. ROSALES

ABSTRACT

The main purpose of this study was to determine the percentage and relationship of the profile of the respondents (age, sex, training attended, and length of service) and the two research variables of this study (technological pedagogical content knowledge and level of teaching anxiety) among the teachers from the South District of the Division of Lipa. Furthermore, the essential part of this study was to constitute an intervention plan with the results being revealed. Data were gathered using the two standardized survey questionnaires, carefully validated, and checked for its psychometric properties; Teaching Anxiety Scale (TCHAS) and Technological Pedagogical Content Knowledge Scale (TPACK-S).

The study's findings showed a significant relationship between the level of anxiety and the utilization of TPACK in terms of Technological Pedagogical Knowledge; significant relationships in terms of Pedagogical Knowledge, Pedagogical Content Knowledge, and technology, Pedagogy and Content Knowledge, and Models of TPACK. In addition, the teachers' anxiety level has a significant difference when grouped according to their age. Similarly, the responses of the respondents on TPACK in terms of Pedagogical Content Knowledge has a high significant difference; significant differences in terms of Content Knowledge and Technological Content Knowledge when grouped according to their age.

Moreover, the teachers' anxiety level has a significant difference when grouped according to their sex. Furthermore, the responses of the respondents on TPACK in terms of Technological Knowledge, Content Knowledge, Pedagogical Content Knowledge, and Technological Content Knowledge has significant differences when grouped according to their sex.

Notably, the respondents' anxiety level has a significant difference when grouped according to the number of training they attended. In addition, the responses of the respondents on TPACK in terms of Pedagogical Content Knowledge and Models of TPACK have high significant differences when grouped according to the number of training they attended.

On the other hand, the respondents' anxiety level has a significant difference when grouped according to their length of service. Furthermore, the respondents' responses on TPACK in terms of Technological Knowledge, Content Knowledge, Pedagogical Content Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge, and Technology Pedagogy and Content Knowledge have significant differences when grouped according to their length of service.

The researcher recommended training and seminars for teachers focusing on enhancing the utilization of TPACK and addressing mental health concerns such as anxiety, stress, and burnout in relation with the teaching profession in the forms of seminars and workshops.

Keywords: teaching anxiety, technological pedagogical content knowledge, teachers

INTRODUCTION

At the onset of the twenty-first century, greater emphasis has been diverted to the subject of "technology" in efforts to surpass teaching quality and system. It was affirmed by Cam and ErdamarKoc (2019) that in the fields of medicine and engineering, the use of technology in education has significant impacts in terms of adapting to the demands of the

era, saving time, and increasing efficiency. In today's educational-instructional practices, the efficient use of technology in education becomes possible only when teachers, who are responsible for teaching and guiding students, are trained to enable them to use instructional technologies desirably. Therefore, technological integration in education has always been a constantly stressed theme that draws scientists, educators, and researchers' attention.

In the Philippine education system, technological integration is seen in most schools, validated by numerous researches and studies. While educators are taking advantage of integrating technological advancement, this has a deeper backbone that connotes teaching efficiency. In its epistemology, according to Graham (2011), the meeting point where technology (computer, laptop, video visuals, etc.), pedagogy (teaching methods, teaching strategies, learning styles, etc.), and content (Science, English, Mathematics, and so on) knowledge are utilized together is called TPACK.

Technological pedagogical content knowledge, simply TPACK, includes seven constructs that capture the different types of expertise for integrating technology into content teaching. TPACK contributes to educators' extensive teaching arrangement worldwide, has drawn a positive impact on its effective utilization and content.

These comprise Content Knowledge (CK), Pedagogical Knowledge (PK), Technological Knowledge (TK), Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK) that would be further deciphered in the latter part of the chapter.

What makes TPACK sufficiently relevant in the present study is its meaningful milestone in elementary and secondary education. TPACK has become a subject of research that has attracted researchers worldwide, and it has begun to enter education programs and practices in developed countries (Benson and Ward, 2013). Knowingly, elementary education in the Philippines has been diversified as the onset of the K-12 program had taken effect, and this essentially talks about technological integration. The

introduction of laptops, computers, and gadgets to both public and private schools in the Philippines and all over the world has created a meaningful contribution to the teaching process.

Since the Philippine education system has enormously embraced the traditional way of student-teacher-focused relationships, the introduction of TPACK has also provided a functional interplay between technology, student, and teacher, as supported by some researches (MacKinnon, 2017). Contrary to what technology can transport disadvantages to the learning scheme, the study of Florin and Radu (2011) affirmed that the integration of the new technologies within the teaching process promotes relevant influence on achieving communication skills, developing creativity and stimulating intellectual curiosity, critical and systematic thinking, efficient management of information and media abilities, improving the capacity of interaction, identifying, composing and solving problems, increasing social responsibilities and the power of self-education and self-improvement. These are just some massive impacts on the student-teacher learning process when technology is incorporated. TPACK, to its greatest extent, is adding up an essential role in Philippine and global education.

According to UNESCO (2019), the competencies needed for content, technology, pedagogy, and professional development are imposed on teachers to enhance the knowledge about technological pedagogical content knowledge. Include in the competencies are the ability to structure problem tasks, manage information, and integrate software tools. An example is that teachers are using a laptop (technology) to teach a particular subject (content) and use various strategies (pedagogy) in stressing out a learning topic. This shows how the process of TPACK is involved in learning interaction. Hence, it also involves the ability to integrate subject-specific applications with student-centered teaching methods and collaborative projects in support of students' deep understanding of key concepts and their application to solving complex real-world problems. Validly, Philippine education has embraced the use of TPACK as it is evident to

the required competencies. This could provide immense teaching-learning if the appropriate application of the TPACK is being implemented.

Conspicuously, in the field committed to providing quality education, Coates and Thoresen (1976) asserted that teacher personality and mental health, which is reflected in classroom behavior, are essential; arguing that these characteristics are more important than a teacher's knowledge of the subject matter and methods of teaching. In this regard, teachers are enormously presented to responsibilities and activities that cause them overwhelming feelings, leading them to anxiety. As identified by Gardner and Leak (1994), the '...anxiety experienced concerning teaching activities that involve the preparation and execution of classroom activities...' is called teaching anxiety. This definition is not limited to lecturing or speaking but also the elaboration of a teacher's work.

Even if the primary reason for stress varies due to fleeting conditions, it can be said that it causes teachers anxiety which is adversely reflected in the teaching-learning process and thus in the students' learning process. When teachers are exposed to massive requirements, plus endless demands of work and classroom activities, anxiety encroaches so as the performance is being affected. Philippine educators have reported emotional and occupational stress, which are hallmarks of anxiety, and have revealed the impact on their account (Bongo and Casta, 2015).

Such temporary conditions of anxiety have been observed by the present health concern which circulates the globe- Covid19. With Filipino teachers known for being resilient (Business Mirror, 2020), such a pandemic cannot stop their spirit in continuing teaching minds despite the adversaries. The anxiety is present, internally and externally, and the new normal may have limited physical interaction, but in no way have teaching methods been put in so many alternative and considerable ways. Although Filipino teachers have used blended learning, some online platform remains to be efficient at this time, and it is evident that the use of technology has surpassed the virtual learning interaction. It is proof that even if the academic community is facing numerous challenges

in preparation for the school year 2020-2021, countless Filipino teachers remain passionate about providing quality primary education to their students, not hindering their unyielding commitment and drive to teach.

Notably, in times of conflict and crisis like this global pandemic, teachers tend to be alarmed, disoriented, and anxious, leaving the course disorganized. From this perspective, it is significant to know the foundations of anxiety associated with the teachers' education process and identify the sources to increase their knowledge and experience to reduce anxiety to obtain the desired quality in the education process (Kaya-Uyanik, Gur-Erdogan, and Canan-Gungoren, 2019). It would seem that teachers are more susceptible to stress and anxiety when too much workload and pressure are taking over their routine.

Significantly, when technological integration meets psychological demand, the effect would vary depending on the individual's character. Teachers having anxiety would impact their learning-teaching process as the said behavior leaves a negative mark on the course. The relation of anxiety in performing the use of TPACK in education would seem farfetched, but with the study's objective, it would be measured and simplified. In particular, the integration of TPACK to teaching about teaching anxiety would be further delved on and examined in the study. Shreds of evidence show that the highest relationship between the two variables was found (Kaya-Uyanik et al., 2019).

Primarily, the study's objective was to determine the underlying relationship between the utilization of TPACK in relation to the levels of teaching anxiety among teachers in the South District of the Division of Lipa City; how it affected their performance in their respective classes and lessons. The extent of teaching anxiety was measured as it affected the performance of the teachers.

Moreover, the researcher determined the difference in technological pedagogical content knowledge and the respondents' level of teaching anxiety when grouped according to their profile. Notably, the researcher investigated the said relationship through the

administration of series of survey-questionnaires that unlocked the said behaviors associated with the teachers.

METHODOLOGY

This study was intended primarily to determine the relationship between the utilization of technological pedagogical content knowledge (TPACK) and the respondents' teaching anxiety. A Descriptive Correlational design was employed to investigate relationships among variables; the ties between TPACK and demographic profile and teaching anxiety and demographic profile.

This study specifically examined the teachers from the South District Schools in Lipa City. It adopted non-probability sampling, and purposive sampling because the respondents held a common characteristic and were mainly particular and chosen. Respondents were teachers from Grades 1 to 6 and have been precisely chosen randomly and unbiasedly. In a closer vignette, the researcher selected fifteen respondents from the six schools from the South District of the Division of Lipa, with a total of ninety respondents.

To obtain the study's purpose, the researcher employed two standardized tests that mainly measured the teacher's use of TPACK and level of teaching anxiety. The set of questionnaires were analyzed, allowing the researcher to examine its standards, items, reliability, and validity. Hence, the experts evaluated additional validation of the instruments who considered all the research criteria and guidelines to be met.

This study was a product of critical analysis and crucial brainstorming. The researcher intended primarily to determine the relationship between the utilization of TPACK in relation to the level of teaching anxiety among teachers.

During the preparation for the actual data gathering, the researcher directed the Division of Lipa to provide a letter of permission for the respondents to participate in the study.

The researcher also established efficient communication with the adviser and the schools associated with the study, and it saved time and increased efficiency. Importantly, validation of the instruments was taken into consideration by the experts.

RESULTS AND DISCUSSIONS

Table 1
Level of Teaching Anxiety

Items	WM	VI	R
1. I feel calm and confident when I think about holding parent-teacher conferences.	4.22	A	1
2. If I have trouble answering a student's question, I find it easy to concentrate on questions that follow.	3.14	O	20
3. I feel comfortable when I speak before a group.	3.26	O	16
4. I feel calm when I am preparing lessons.	3.85	F	4
5. I am calm that I will be a good teacher in my teaching profession.	3.01	O	21
6. I find teaching a satisfying profession.	3.91	F	2
7. I feel calm and collected whenever a student's parent is observing in my classroom.	3.49	F	10
8. I feel equal to other teachers in my school.	3.30	O	15
9. I feel that students will follow my instructions.	3.84	F	5.5
10. I feel secure that I have the ability to keep my class under my control.	3.84	F	5.5
11. I'm happier in teaching than I thought I would be.	3.37	O	12
12. I feel relaxed when I am being observed.	2.52	S	29
13. I feel confident about my ability to improvise something in the classroom.	3.64	F	8
14. I feel other teachers think I am very competent.	2.87	O	23
15. I feel calm when a student asks me a question I can't answer.	3.36	O	13
16. I feel relaxed because I am sure whether I want to be a teacher.	3.51	F	9
17. I feel more prepared to teach than other teachers in my school.	2.80	O	24
18. I am happy about my students having sufficient rapport.	2.62	O	28
19. I feel calm when the principal informed me that he/she would observe my class.	2.67	O	27
20. I would find it easy to speak up in the faculty room.	3.20	O	18
21. I am confident about being able to keep the students interested in what I teach them.	2.70	O	26
22. I find it easy to admit to the class that I don't know the answer to a question a student asked.	2.91	O	22
23. I am sure in deciding how to present information in my class.	3.23	O	17
24. I can recall things I know when I am in front of the class.	3.70	F	7
25. I feel I am as competent in the classroom as other teachers in my school.	3.34	O	14
26. I'm concerned about how to assess my students as an indication of effective teaching as a helpful indication of how effectively I'm teaching them.	3.89	F	3
27. I'm confident that differences in background between my students and me	2.75	O	25

allowing me from teaching effectively			
28. I am confident that my own personal "hang-ups" do not hinder my teaching effectiveness	3.46	F	11
29. I'm confident whether I can tell the difference between really seriously disturbed students and those who are merely "goofing off" in class.	3.15	O	19
Composite Mean	3.29	O	

As stated in the table, the respondents assessed that they always feel calm and confident when they think about holding parent-teacher conferences, as shown by the highest obtained weighted mean of 4.22 and the highest rank of 1.

Fry (2019) affirmed that the parent-teacher conference could be stressful for both parents and teachers, especially when a child has a problem. With the same assertion, Llego (2021) postulated that a teacher is not only focused on teaching; schools have to engage parents too actively, but it gets challenging if parents are also uncooperative. Contrary to the study result, the respondents were assertive that they could handle the pressure and stress being posited at PTA meetings. The fact that teachers are exposed to holding PTA meetings during card giving or emergency meetings can maturely and effortlessly handle the said conference.

On the other hand, the said group of respondents assessed that they seldom feel relaxed when observed with the least weighted mean of 2.52 and least rank of 29.

Table 2
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of TK (Technological Knowledge)

Items	Weighted Mean	Interpretation	Rank
1. I know how to solve my technical problems.	3.91	Agree/High	4
2. I can learn technology quickly.	3.97	Agree/High	2
3. I keep up with critical new technologies.	3.95	Agree/High	3
4. I frequently play around the technology.	3.98	Agree/High	1
5. I know about various technologies.	3.78	Agree/High	6
6. I have the technical skills I need to use technology.	3.88	Agree/High	5
Composite Mean	3.91	Agree/High	

As reflected in the table, the respondents agreed that they frequently play around with the technology, which yielded the highest weighted mean of 3.98 and the highest rank of 1.

Since most of the teachers were introduced to technological advancements, the study's result is relevant to what this generation has to offer. Knowing almost everything about the technology has impacted teachers into applying it on a daily teaching basis (Knowles, 2019). Technology can also be helpful for students researching and collaborating on a topic.

In contrast to what Knowles (2019) has postulated, Hyndman (2018) claimed that despite significant resources allocated to integrating technology in the classroom, many teachers have struggled with disruptions that devices can bring, had their work negatively impacted, or have not used technologies effectively.

On the other hand, they also agreed that they know about many different technologies with the least weighted mean of 3.78 and least rank of 6.

Table 3
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of CK (Content Knowledge)

Items	Weighted Mean	Interpretation	Rank
Mathematics	3.76	Agree/High	4
1. I have sufficient knowledge of mathematics.	3.79	Agree/High	1
2. I can use a mathematical way of thinking.	3.74	Agree/High	3
3. I have various ways and strategies of developing my understanding of mathematics.	3.75	Agree/High	2
Social Studies	3.86	Agree/High	1
1. I have sufficient knowledge about social studies.	3.87	Agree/High	2
2. I can use a historical way of thinking.	3.80	Agree/High	3
3. I have various forms and strategies for developing my understanding of social studies.	3.92	Agree/High	1
Science	3.79	Agree/High	3
1. I have sufficient knowledge of science.	3.79	Agree/High	2
2. I can use a scientific way of thinking.	3.75	Agree/High	3
3. I have various ways and strategies of developing my understanding of science.	3.82	Agree/High	1
Literacy	3.82	Agree/High	2
1. I have sufficient knowledge about literacy.	3.88	Agree/High	1
2. I can use a literary way of thinking.	3.82	Agree/High	2
3. I have various ways and strategies of developing my understanding of literacy.	3.77	Agree/High	3
Composite Mean	3.81	Agree/High	

As gleaned in the table, the respondents agreed that they utilized TPACK in the content knowledge of Social Studies since it has various ways and strategies of developing their understanding of social studies (WM = 3.92), which got the highest overall weighted mean of 3.86 at rank 1.

Notably, Wexler (2020) believed that significant majorities of kindergarten-through-3rd-grade teachers, along with school and district leaders, said that exerting a great time on social studies and science sets kids up for achievement later on. Benefits include enhanced reading comprehension and learning, the ability to explore topics in greater depth, and a better chance of developing interests in those subjects. Over half of those surveyed understood daily science instruction was necessary for the early elementary grades, and around 45% thought the same of social studies.

Table 4
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of PK (Pedagogical Knowledge)

Items	Weighted Mean	Interpretation	Rank
1. I know how to assess student's performance in a classroom.	4.02	Agree/High	5
2. I can adapt my teaching based on what students currently understand or do not understand.	4.05	Agree/High	2.5
3. I can adapt my teaching style to different learners.	3.98	Agree/High	7
4. I can assess student learning in multiple ways	4.05	Agree/High	2.5
5. I can use a wide range of teaching approaches in a classroom setting.	4.04	Agree/High	4
6. I am familiar with ordinary students' understandings and misconceptions.	3.99	Agree/High	6
7. I know how to organize and maintain classroom management.	4.14	Agree/High	1
Composite Mean	4.04	Agree/High	

As seen in Table 4, the respondents agreed that they knew how to organize and maintain classroom management, as evidenced by the highest obtained weighted mean of 4.14 and the highest rank of 1.

Knowingly, teachers are not only leaders who micromanage every detail about the class; they also use rules, procedures, and routines to ensure that students are actively

involved in learning (Marzano, Marzano, & Pickering, 2003). The result of the study showed that there is a high level of classroom management and organization. In essence, they used command to control student behavior and influence and direct it constructively to set the instruction stage (McLeod, Fisher, & Hoover, 2003).

In the Philippines, particularly on public school set up, educators adhered to a one uniform guide from the Department of Education, impacting high and effective classroom management and organization.

Table 5
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of PCK (Pedagogical Content Knowledge)

Items	Weighted Mean	Interpretation	Rank
1. I can select practical teaching approaches to guide student thinking and learning in mathematics.	3.96	Agree/High	2.5
2. I can select practical teaching approaches to guide student thinking and learning in literacy.	3.97	Agree/High	1
3. I can select practical teaching approaches to guide student thinking and learning in science.	3.87	Agree/High	4
4. I can select practical teaching approaches to guide student thinking and learning in social studies.	3.96	Agree/High	2.5
Composite Mean	3.94	Agree	

Based on the table items, the respondents agreed that they could select practical teaching approaches to guide student thinking and learning in literacy, which gained the highest weighted mean of 3.97 and highest rank of 1.

By the Education Development Center (2018), a national shift in teaching literacy has improved learning for 1.8 million students in the Philippines. Before the commencement of the Mother-Tongue Based subject, this is before the teachers and parents teach effectively to their child, incorporating different sets of teaching strategies and methods in the Filipino language. Considering Polinar's (2016) statement, teachers taught exclusively in Filipino and English for decades even though most kids communicated one of the Philippines' 19 chief local languages at home. But this transformed in 2012 when the Philippines administration passed a comprehensive

education reform bill that embraced mother-tongue instruction for kindergarten through grade 3. This could be the possible reason why teaching literacy subject is easy for the teachers.

They also agreed that they could select practical teaching approaches to guide student thinking and learning in science with the least weighted mean of 3.87 and least rank of 4.

Conversely, in the Philippines, Ambag (2018) affirmed a lack of science laboratories to facilitate science learning and the application of its concepts to students. In 2014, DepEd reported a shortage of science laboratories in regions III, IV-A, X, XI, and XII, with an average of only one in ten schools having its laboratory.

Table 6
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of TCK (Technological Content Knowledge)

Items	Weighted Mean	Interpretation	Rank
1. I know about technologies that I can use for understanding and doing mathematics.	3.93	Agree/High	2.5
2. I know about technologies that I can use for understanding and doing literacy.	3.97	Agree/High	1
3. I know about technologies that I can use for understanding and doing science.	3.90	Agree/High	4
4. I know about technologies that I can use for understanding and doing social studies.	3.93	Agree/High	2.5
Composite Mean	3.93	Agree/High	

As given in Table 6, the respondents also agreed that they know about technologies that they can use to understand and do literacy, which obtained the highest weighted mean of 3.97 and the highest rank of 1.

Conspicuously, computer technology in schools has increased dramatically, and this trend will continue to accelerate (US Department of Education, 1994). In the United States, the application of technology is prominent in teaching and in other countries that are bounded with technology.

With the help of technology, teaching strategies such as instructing with a laptop and screen projector help a student understand literacy. To reiterate, DepEd is directing a movement to create more books and classroom materials in the Philippines (EDC, 2018). The result is the potential to develop mother tongue-based learning for millions more Filipino children.

Teachers need to provide the necessary framework using concepts such as previewing text, reading with a purpose, predicting and making connections, and using graphic organizers with the use of technology (The Kansas University, 2021).

Table 7
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of TPK (Technological Pedagogical Knowledge)

Items	Weighted Mean	Interpretation	Rank
1. I can choose technologies that enhance the teaching approaches.	3.90	Agree/High	9
2. I can choose technologies that enhance students' learning.	3.96	Agree/High	4
3. My college program has caused me to think more deeply about how technology could influence the teaching approaches I used in my class.	3.93	Agree/High	6
4. I am thinking critically about how to use technology in my classroom.	3.98	Agree/High	3
5. I can adapt the use of technology in my different teaching activities.	3.95	Agree/High	5
6. I can select technologies to use in my classroom that enhance what I teach, how I teach, and what students learn.	4.01	Agree/High	2
7. I can use strategies that combine content, technologies, and teaching approaches that I learned.	4.08	Agree/High	1
8. I can lead others in coordinating the use of the content, technologies, and teaching approaches in my school and district.	3.92	Agree/High	7
9. I can choose technologies that enhance the content for a lesson.	3.91	Agree/High	8
Composite Mean	3.96	Agree/High	

As displayed in the table, the respondents agreed that they could select technologies to use in their classroom that enhance what they teach, how they teach, and what students learn, as shown by the highest computed weighted mean of 4.08 and the highest rank of 1.

Choosing the right technology for teaching and the mastery of subject-matter is considered absolute operational teaching. An important use of technology in teaching is its capacity to create new curriculum and instruction opportunities by bringing real-world problems into the classroom for students to explore and solve. The National Academies Press (2000) asserted that technology could help create an active environment in which students solve problems and find their problems. This method of learning is very distinctive from the standard school classrooms, in which learners employ most of their time learning details from discourse or text and doing the tasks at the end of the chapter. This is where the teachers can select and tailor-fit the needs of the students.

Table 8
Assessment of the Respondents on the Utilization of TPACK in Teaching in Terms of TPACK (Technology, Pedagogy and Content Knowledge)

Items	Weighted Mean	Interpretation	Rank
1. I can teach lessons that appropriately combine mathematics, technologies, and teaching approaches.	3.96	Agree/High	2
2. I can teach lessons that appropriately combine literacy, technologies, and teaching approaches.	3.89	Agree/High	3
3. I can teach lessons that appropriately combine science, technologies, and teaching approaches.	4.00	Agree/High	1
4. I can teach lessons that appropriately combine social studies, technologies, and teaching approaches.	3.87	Agree/High	4
Composite Mean	3.93	Agree/High	

As given in the table, the respondents agreed that they could teach lessons that appropriately combine science, technologies, and teaching approaches with the highest weighted mean of 4.00 and the highest rank of 1.

Lucas (2007) indicated that technology integration is the use of technology resources -- computers, mobile devices like smartphones and tablets, digital cameras, social media platforms and networks, software applications, the internet, etc. -- in daily classroom practices management of a school. In particular, teaching science subjects can be fostered with the help of appropriate technology. The National Academies Press (2000) postulated that students learn science by actively engaging in science practices, including conducting investigations; sharing ideas with peers; specialized ways of talking and

writing, mechanical, mathematical, and computer-based modeling. This could be the motivation that the respondents have been very inclined into teaching science.

Nevertheless, the said respondents still agreed that they could teach lessons that appropriately combine literacy, technologies, and teaching approaches. However, it has the least weighted mean of 3.89 and the minor rank of 3.

Again, when teaching literacy, there are several ways to easily facilitate the class with the help of technology. Grimes (2021) professed that incorporating technology into teaching is a great way to actively engage students, especially as digital media surrounds young people in the 21st century. Interactive whiteboards or mobile devices can display images and videos, which helps students visualize new academic concepts, especially literacy reading and comprehension.

Table 9
Relationship Between Teaching Anxiety (TCHAS) and Technology, Pedagogy and Content Knowledge (TPACK)

Variables	r- Value	p-value	Decision	Interpretation
Teaching Anxiety versus:				
Technological Pedagogical Knowledge	0.26	0.00641	p<0.05, Reject Ho	Highly Significant
Pedagogical Knowledge	0.24	0.01097	p<0.05, Reject Ho	Significant
Pedagogical Content Knowledge	0.18	0.04388	p<0.05, Reject Ho	Significant
Technology, Pedagogy and Content Knowledge	0.18	0.04388	p<0.01, Reject Ho	Significant
Technological Content Knowledge	0.17	0.05359	p>0.05, Accept Ho	Not Significant
Technological Knowledge	0.09	0.19811	p>0.05, Accept Ho	Not Significant
Content Knowledge	0.07	0.25484	p>0.05, Accept Ho	Not Significant

As stated in the table, the computed correlation coefficient of 0.26 for Technological Pedagogical Knowledge had a corresponding p-value of less than 0.01, thus rejecting the null hypothesis.

Moreover, the computed correlation coefficients of 0.24 for Pedagogical Knowledge, 0.18 for Pedagogical Content Knowledge, and Technology, Pedagogy, and

Content Knowledge have corresponding p-values of less than 0.05, also rejecting the null hypothesis.

Conversely, the correlation coefficients of 0.09 for Technological Knowledge, 0.07 for Content Knowledge, and 0.17 for Technological Content Knowledge have corresponding p-values of more than 0.05, thus accepting the null hypothesis.

These safely concluded that the level of anxiety of the teacher-respondents in teaching has a highly significant relationship with the teacher's utilization of TPACK in terms of Technological Pedagogical Knowledge; meaningful relationships in terms of Pedagogical Knowledge, Pedagogical Content Knowledge, and Technology, Pedagogy, and Content Knowledge; and no significant relationships in terms of Technological Knowledge, Content Knowledge, and Technological Content Knowledge.

Table 10
Difference Between the Teaching Anxiety and Technology, Pedagogy and Content Knowledge When Grouped According to their Profile

Variables	F/t- Value	p-value	Decision	Interpretation
Age Versus:				
Teaching Anxiety	18.35	0.00000	p<0.01,Reject Ho	Highly Significant
TPACK:				
Pedagogical Content Knowledge	6.67	0.0670	p<0.01,Reject Ho	Highly Significant
Technological Content Knowledge	4.08	0.03271	p<0.05,Reject Ho	Significant
Content Knowledge	3.48	0.03149	p<0.05,Reject Ho	Significant
Technology, Pedagogy and Content Knowledge	3.08	0.09032	p>0.05,Accept Ho	Not Significant
Technological Pedagogical Knowledge	2.61	0.06846	p>0.05,Accept Ho	Not Significant
Technological Knowledge	2.45	0.09332	p>0.05,Accept Ho	Not Significant
Pedagogical Knowledge	1.99	0.14793	p>0.05,Accept Ho	Not Significant
Sex Versus:				
Teaching Anxiety	*6.36	0.00000	p<0.01,Reject Ho	Highly Significant
TPACK:				
Technological Knowledge	*2.15	0.01738	p<0.05,Reject Ho	Significant
Content Knowledge	*2.08	0.02020	p<0.05,Reject Ho	Significant
Pedagogical Content Knowledge	*1.76	0.04092	p<0.05,Reject Ho	Significant
Technological Content Knowledge	*1.73	0.04355	p<0.05,Reject Ho	Significant

Technology, Pedagogy and Content Knowledge	*1.46	0.07391	p>0.05,Accept Ho	Not Significant
Technological Pedagogical Knowledge	*1.09	0.13933	p>0.05,Accept Ho	Not Significant
Pedagogical Knowledge	*0.99	0.16243	p>0.05,Accept Ho	Not Significant

As revealed in the table, when the teacher respondent's responses on their anxiety were grouped according to their age, the computed F-value of 18.35 had a corresponding p-value of less than 0.01, thus rejecting the null hypothesis.

When the said respondent's responses in TPACK were also grouped according to their age, the computed F-value of 6.67 for Pedagogical Content Knowledge had a corresponding p-value of less than 0.01, rejecting the null hypothesis. Moreover, the computed F-values of 3.48 for Content Knowledge and 4.08 for Technological Content Knowledge have corresponding p-values of less than 0.05, thus rejecting the null hypothesis. On the other hand, the computed F-values of 2.45 for Technological Knowledge, 1.99 for Pedagogical Knowledge, 2.61 for Technological Pedagogical Knowledge, 3.08 for Technology, Pedagogy, and Content Knowledge have corresponding F-values of more than 0.05, thus accepting the null hypothesis.

Table 11
Difference Between the Teaching Anxiety and Technology, Pedagogy and Content Knowledge When Grouped According to their Profile

Variables	F/t- Value	p-value	Decision	Interpretation
Several pieces of training Attended Versus:				
Teaching Anxiety	13.38	0.00000	p<0.01,Reject Ho	Highly Significant
TPACK:				
Pedagogical Content Knowledge	8.95	0.00067	p<0.01,Reject Ho	Highly Significant
Technological Content Knowledge	7.36	0.00173	p<0.05,Reject Ho	Significant
Technology, Pedagogy and Content Knowledge	4.86	0.01945	p<0.05,Reject Ho	Significant
Technological Pedagogical Knowledge	3.45	0.01633	p<0.05,Reject Ho	Significant
Pedagogical Knowledge	2.98	0.03483	p>0.05,Accept Ho	Significant
Technological Knowledge	2.89	0.04280	p<0.05,Reject Ho	Significant
Content Knowledge	2.83	0.03313	p<0.05,Reject Ho	Significant
Length of Service Versus:				
Teaching Anxiety	14.89	0.00000	p<0.01,Reject Ho	Highly Significant

TPACK:				
Technology, Pedagogy and Content Knowledge	4.91	0.01120	p<0.05,Reject Ho	Significant
Technological Content Knowledge	3.82	0.01557	p<0.05,Reject Ho	Significant
Pedagogical Content Knowledge	3.79	0.01607	p>0.05,Reject Ho	Significant
Technological Knowledge	3.05	0.02365	p<0.05,Reject Ho	Significant
Technological Pedagogical Knowledge	2.98	0.02016	p<0.05,Reject Ho	Significant
Content Knowledge	2.74	0.0261	p<0.05,Reject Ho	Significant
Pedagogical Knowledge	1.26	0.30229	p>0.05,Accept Ho	Not Significant

As discussed in the table, when the teacher respondent's responses on their anxiety were grouped according to the number of pieces of training they attended, the computed F-value of 13.38 had a corresponding p-value of less than 0.01, thus rejecting the null hypothesis.

When the said respondents' responses in TPACK were also grouped according to the number of seminars they attended, the computed F-value of 8.95 for Pedagogical Content Knowledge has a corresponding p-value of less than 0.01, thus rejecting the null hypothesis. Furthermore, the computed F-values of 2.89 for Technological Knowledge, 2.83 for Content Knowledge, 2.98 for Pedagogical Knowledge, 7.36 for Technological Content Knowledge, 3.45 for Technological Pedagogical Knowledge, and 4.86 for Technology, Pedagogy and Content Knowledge have corresponding p-values of less than 0.05, thus rejecting still the null hypothesis. These safely inferred that the teacher respondent's level of anxiety in teaching has a highly significant difference when grouped according to the number of training they attended. Also, the responses of the respondents on TPACK in terms of Pedagogical Content Knowledge have a highly significant difference. In terms of Technological Knowledge, Content Knowledge, Pedagogical Knowledge, Technological Content Knowledge, Technological Pedagogical Knowledge, and Technology, Pedagogy and Content Knowledge have significant differences when grouped according to the number of training they attended.

CONCLUSIONS

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

1. Teachers were capable of further enhancing their utilization of TPACK and overcame their teaching anxiety since most of the respondents were in their prime young age, have vast experiences in the field of teaching, and accumulated enough expertise from training attended.

2. Teachers were anxious. Factors like the global pandemic and its underlying effect on the respondents' routines have profoundly impacted their mental health. Likewise, the sudden shift from traditional classes into online classes contributed to a large extent of anxiety.

3. A significant difference between the teaching anxiety and technology, pedagogy, and content knowledge when grouped according to their profile was determined. Thus, this safely concluded that the more knowledgeable teachers are in utilizing TPACK, the lesser the teaching anxiety becomes.

4. A relevant intervention plan was mobilized, and it would facilitate and enhance teachers' utilization of TPACK and reduce teaching anxiety.

RECOMMENDATIONS

The following recommendations were offered:

1. Training and seminars for teachers focusing on enhancing the utilization of TPACK may be conducted to further heighten teachers' competencies.

2. Mental health concerns such as anxiety, stress, and burnout about the teaching profession should be addressed by attending seminars and workshops to deal with the said predicaments. Online 'kumustahan' from co-teachers or a group discussion that solely focuses on recreational activities via an online platform should be facilitated so that the teachers' sanity and mental health condition will keep grounded.

3. The proposed intervention plan to enhance the utilization of TPACK and reduce teaching anxiety may be reviewed at the District or Division Level for further

modifications and enhancement. It may be presented to higher DepEd authorities for further improvement before dissemination and implementation.

4. A similar study using other respondents in different locales may be conducted focusing on the utilization of TPACK and teaching anxiety and its effect on their performance.

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PARENTS INVOLVEMENT TOWARDS IMPROVED READING PERFORMANCE OF SELECTED GRADE 1 PUPILS IN CLUSTER 1 WEST DISTRICT LIPA CITY

JAYRA SANTIAGO

ABSTRACT

The study mainly tackled the parents' involvement in terms of Parents Involvement Capabilities, Parents Willingness to participate in Child's Reading Program, Parents Responsibilities for Reading Instruction and the Reading Performance Level of Grade 1 pupils in Cluster 1 West District, Lipa City.

This study was quantitative in nature and employed a descriptive- correlational method of research. The data were gathered from a total of one hundred twenty (120) Grade 1 pupils and parent-respondents. Additionally, a self-made survey questionnaire and reading skills test that experts in the field validated were used to obtain the necessary information. Through Pearson's r , T- test, and F-test formula, inferences were made.

It was found out that parents should be actively involved in the reading activities of their child. Result also showed that parent's willingness to participate in the child reading program has a high significant relationship to the reading performance of the

Grade 1 pupils and parents' capability was a determinant of reading performance of a child.

With the result, the researcher held that the reading development program designed should be implemented to improve the reading performance of the Grade 1 pupils in Cluster 1 West District, Lipa City.

Keywords: Parents Involvement, Parents involvement Capabilities, Parents Willingness to participate in Child's Reading Program, and Parents Responsibilities for Reading Instruction, Reading Performance

INTRODUCTION

In attaining quality education worldwide, the United Nations Educational, Scientific and Cultural Organization's (UNESCO) arranged a progression of activity that is currently invigorating until it realizes its target by 2030. Sustainable Development Goal (SDG) number four (4) expresses that by 2030, all learners should acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development. Fundamentally, it aims to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all.

According to UNESCO's 2019 progress report, even considering the progress on education access and participation over the past years, two hundred sixty-two (262) million children and youth aged six (6) to seventeen (17) were still out of school in 2017. More than half of children and adolescents are not meeting minimum proficiency standards in reading. Moreover, despite the opportunities and challenges of the fast

technological advancements, the learning environment, the teacher's role, and the educational quality have not kept pace.

Learning to read is an essential skill necessary for success in a literate society. Similarly, the World Vision Philippines, executive director Rommel Fuerte (2019) stated that "To become literate is an important component in children's development especially in this fast-paced technology-driven age." Literacy determines how well a country is progressing, and it plays a vital role in building a good self-image that is necessary for today's society.

Despite the Philippines' improvement in literacy rate for the past year, the Department of Education still reported many illiterate Filipino children or facing literacy challenges. According to the 2018 Programme for International Student Assessment (PISA) report released last December 2019, among seventy-nine (79) participating countries and economies, the Philippines scored the lowest in reading performance. In the Overall Reading Literacy scale, Filipino students obtained a mean score of 340 points which is significantly lower than the Organization for Economic Co-operation and Development (OECD) average of 487 points and only 1 out of 5 Filipino students (19.4%) achieved at least the minimum proficiency level (Level2).

Many pupils at an early age lack the early literacy skills needed in primary school. These children experience a hard time in their reading achievement and are likely to become struggling readers. Meanwhile, to deal with this problem, parents are highly encouraged to participate and be involved in their child's reading progress. As mentioned in Batas Pambansa blg. 232, otherwise known as An Act Providing for the Establishment and Maintenance of an Integrated System of Education, "Parents, individually or collectively, through the school systems, shall help carry out the educational objectives following national goals" (Section 14, Duties parents).

Notably, the Covid-19 pandemic deprived children of learning opportunities at school. It shifted the Philippine educational system to a new normal education where schools used alternative learning delivery modalities to ensure that all learners have access

to quality education since face-to-face classes are still prohibited. During this time, parents' involvement is even more critical and challenging since parents are more directly responsible for their child's education than were formerly handled in school.

Clinton &Hattite (2013) emphasized that parents' involvement is directly defined as a situation where parents are directly involved in their children's education. Parents involve themselves in fulfilling their duties as parents to ensure that they are assisted in learning as much as possible. Moreover, Lemmer et al. (2012) described parental involvement as the dynamic process that brings both parents and educators to work together to improve learners. It also includes parents' freedom to consult with teachers on the issues relating to their children while teachers report to parents the children's whereabouts. From this definition, it is clearly stated that when parents are mindful of their child's schooling, they will be willing to help their child achieve better in school.

In the study conducted by Naranjo (2019), results showed that pupils with high reading achievement have parents involved in reading activities. Those parents who have less participation have pupils tend to be at a lower level of reading achievement. Parents' involvement in reading activities of their child was a helpful way of fostering the connection and relationship of parents and child. It implies that parents' role in the reading development of their child was vital because the more they were involved in reading activities, the more they motivate the child to love reading and learn at the same time. Thus, it is important to strengthen parents' involvement in their child's reading improvement by encouraging them to participate and support their child in different reading activities at home and school.

However, Naranjo (2019) also determined the profile as a predictor of parents' involvement in their child's reading performance. Problems encountered with reading were met when parents do not know how to read, are busy, or are not interested in their child's reading development. Thus, to effectively carry out parents' involvement, educational institutions should consider parents' capabilities and willingness to cater to their child's education responsibilities.

Similarly, according to Smith et al. (2011), despite the school's policies that sought to reinforce parental involvement, especially in urban, low-income, and disadvantaged communities, barriers that affect parents' capability to be involved continue. Parents' level of education and logistic obstacles such as inflexible work schedule reflected their capabilities to be involved in their children's achievement in school (Larocque et al., 2011). However, parents' willingness to involve depends on their family's economic background (Motala & Lexumo, 2014).

A parent who has a poor financial status feels inferior to get involved in their child's educational matters. Besides, the school management and educators may demotivate and discourage parents from getting involved in their children's education (Okeke, 2014). Sometimes parents feel inferior when approaching some teachers about their children's whereabouts due to their unwelcome facial expressions.

To address the barriers between parents' involvement in their child's reading achievement, Mudzeilwana (2014) suggested ways that the school can conduct. Such ways are included assigning guardians who are educated to assist the child, mobilize parents to help learners in a group so that they could share experience, conduct parents day to recognize those parents who are actively involved, conduct workshops for parents to teach them about the importance of their involvement in the development of reading skills of their child, invite parents in school regularly to enable them to see the performance of their children when it comes to reading, teachers should provide information on how to develop the reading skills of their child and, they should also need to give the parents reading materials to use at home and must establish a good relationship between school and parents.

The Division of Lipa practiced the Hamon: Bawat Bata Bumabasa (3Bs) initiative following DepEd Memorandum 173, 2019. It encourages all schools to intensify their advocacy for reading to make every proficient learner reader at their grade level and enable teachers to become effective reading instructors. The 3Bs initiative is grounded on the learner's needs. It will develop succeeding interventions to acquire reading skills that

recommend six (6) reading elements — oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension that learners must understand and use in combination to learn how to read. This initiative was adopted for kindergartens to Grade 2 pupils assessing their reading performance level since the Philippine Informal Reading Inventory (Phil-IRI) was only administered for Grade 3 to Grade 6 learners.

In implementing 3Bs for Grade 1 pupils, the pupil's reading performance analysis should be done through assessments. The reading materials used are the same as the Phil-Iri Assessment tool (oral and silent reading test), which was intended for Grade 1 pupils to measure and describe their reading performance.

After assessing, they were categorized according to their reading levels: Independent level if the pupils achieved an accuracy level of 95-100% and they can read independently with little or no instructional support; Instructional level if the pupils achieved 90-94% accuracy level or it is challenging but manageable for the pupils to read, and; Frustration level if less than 90% accuracy level or it is difficult for the pupils to read and they need extensive support from their teacher. The reading assessment result served as an input in developing more supplementary reading materials and implementing reading literacy initiatives for the pupils to achieve the goal of "Bawat Bata Bumabasa."

Based on the result of the School-Based Reading Assessment conducted by different public elementary schools in Cluster 1 West District, Division of Lipa, Grade 1 pupils in general, exhibited a poor reading performance at the beginning of the school year, and most of them still cannot read independently even at the end of the academic year. They started at a frustration level which requires extensive teacher assistance. Thus, the researcher was interested in improving the reading performance of the Grade 1 pupils in Cluster 1 West District, Lipa City.

Similarly, the researcher, a Grade 1 public school teacher at Cluster 1 West District, Lipa City, experienced her pupils struggling in reading which led her to become interested in learning how to help her students succeed academically, especially in reading. To do this, the researcher required her pupils to read at home with their parent's help.

However, when they were asked if they practice reading at home, many failed to do it. This led the researcher to think about how parents would help their children read and improve these efforts. Given the importance of parents' involvement in helping children improve their reading performance, it is essential to identify how schools can encourage parents to fulfill this important obligation to their children.

In conclusion, the researcher conducted a study that determined the parent's involvement in improving the reading performance of the Grade 1 pupils in Cluster 1 West District Lipa City. The study's findings served as inputs in the development program for parents' involvement in attaining better reading performance of the pupils.

METHODOLOGY

The study used a qualitative type of research since it emphasized objective measurement, numerical, and statistical analysis of data from the surveyed parent's extent of involvement in their child's reading performance and the result of the reading performance skills test obtained from the chosen Grade 1 pupils. Also, an experimental design was employed, which validated hypotheses regarding the relationship between parents' involvement and the child's reading performance and the difference in the involvement of parents when grouped according to their profile.

The study utilized the data collected from a total of one hundred twenty (120) Grade 1 pupils together with their parents. The researcher chose Grade 1 pupils since the purpose of the study was to improve their reading performance. Likewise, parents were also chosen because they played a significant role in enhancing their child's reading performance.

The researcher utilized a self-made survey questionnaire for parents in which the content was based on the research study of McMahon (2010) entitled "The Impact of Parent Involvement on Children's Reading Achievement and Effective Methods of Increasing Parent Involvement" and teacher-made reading skills test pattern from the "Reading Skills Practice Test for Grade 1" made by Scholastic Parents Staff (2020).

The survey questionnaires were divided into two parts; parents information in which they were asked to check the information that best described their situation, and the extent of parents involvement in which they checked the appropriate number by asking them how involved they are in helping their child is doing different reading activities based on the following predictors: parents involvement capabilities, willingness to participate in child's reading program, and parents responsibilities for reading instruction.

The prepared questionnaires were translated into Filipino for the parents to find it easier to answer the material. The five-point Likert Scale was used in choosing the correct answer in the second part of the questionnaires.

However, a teacher-made reading skills test was used to assess the reading performance of the Grade 1 pupils. They were categorized if they were newly proficient, proficient, or in a highly proficient reading performance level.

RESULTS AND DISCUSSIONS

Table 1
The extent of Parents Involvement in their Child's Reading Performance In Terms of Parents Involvement Capabilities

Items	Weighted Mean	Interpretation	Rank
1. Helping my child to read	4.13	Highly Capable	3.5
2. Helping my child with the meaning of words in the stories	4.07	Highly Capable	8
3. Listening to and talking about stories with my child	4.08	Highly Capable	7
4. Helping my child to identify words in different places (e.g. words printed in different things)	4.16	Highly Capable	1.5
5. Finding of my child's reading progress.	4.06	Highly Capable	9
6. Helping my child with his/her assignments.	4.13	Highly Capable	3.5
7. Providing reading materials to my child	4.09	Highly Capable	6
8. Showing a positive attitude towards reading	4.16	Highly Capable	1.5
9. Helping to reinforce what my child's teacher taught	4.10	Highly Capable	5
10. Attending PTA meetings and parent teacher conference to discuss the reading progress of my child.	4.02	Highly Capable	10
Composite Mean	4.10	Highly Capable	

As seen in the table, the parent-respondents assessed that they are highly capable of helping their children identify words in different places (e.g., words printed in different things); and showing a positive attitude towards reading, which gained the highest equal-

weighted means of 4.16 and equal ranks of 1.5. This revealed that parents could help their child understand the meaning of printed words seen in different places, which can also increase the awareness of their children on the things they read. Furthermore, parents can encourage and motivate their children to read through helping them build their confidence, which shows their positive attitude towards reading.

The claim is validated by Carter et al. (2010). According to them, parents are highly capable of establishing opportunities for their children to engage with language and identifying the meaning of printed words through interacting and modeling with them because of the early literacy skills, such as oral language, vocabulary and print awareness, and letter knowledge increase. They also further discussed how language and literacy skills are essential element of young children's development, allowing them to interact meaningfully with their children.

Table 2
The extent of Parents Involvement in their Child's Reading Performance In Terms of Parents Willingness to Participate in their Child's Reading Program

Items	Weighted Mean	Interpretation	Rank
1. Reading aloud to the child every day	4.05	Highly Capable	7.5
2. Attending parent-teacher association (PTA) meetings and parent-teacher conference regularly to discuss my child's progress in reading.	4.28	Very Highly Capable	2
3. Helping my child at home with reading assignments and other school works	4.20	Very Highly Capable	4
4. Buying reading materials for my child to use at home	3.28	Normally Capable	10
5. Finding of my child's reading progress.	4.30	Very Highly Capable	1
6. Providing outside tutorial assistance for my child if necessary	4.20	Very Highly Capable	4
7. Letting my child participate in different school's reading programs and activities.	4.20	Very Highly Capable	4
8. Providing my child with a collection of books selected with their interest in mind.	4.17	Highly Capable	6
9. Working to reinforce what my child's teacher taught	4.05	Highly Capable	7.5
10. Listening to my child while reading at home.	3.99	Highly Capable	9
Composite Mean	4.07	Highly Capable	

As discussed in the table, the parent-respondents were very highly capable of finding their children's reading progress, as evidenced by the highest obtained weighted

mean of 4.30 and the highest rank of 1. The result showed that parents' willingness to monitor their child's reading progress could be attributed to their willingness to improve their reading performance.

Reading progress monitoring can give parents and teachers information about the child's reading development (McLane n.d.). Finding of child's reading progress helps the teachers teach more effectively, and the parents to make better decisions about the type of instruction that will work best. Therefore, monitoring the reading progress is a way of helping the child to improve in reading.

On the other hand, the said group of respondents was normally capable of buying reading materials for their children to use at home with the least weighted mean of 3.28 and least rank of 10. In connection, some parents are unwilling to buy reading materials for their child because the books provided by the school are enough for them to help their child read. Moreover, buying other supplementary materials for reading will add to their expenses.

Table 3
The extent of Parents Involvement in their Child's Reading Performance In Terms of Parents Responsibilities for Reading Instruction

Items	Weighted Mean	Interpretation	Rank
1. Helping my child at home with reading assignments and other school works	4.06	Highly Capable	7
2. Attending a conference with my child's teacher about reading progress.	4.02	Highly Capable	8
3. Controlling the amount of time child spends watching T.V. and the types of programs	3.98	Highly Capable	9.5
4. Helping my child learn through the use of educational materials and reading materials at home.	4.14	Highly Capable	4
5. Finding of my child's reading progress.	4.23	Very Highly Capable	2
6. Reading aloud to my child every day	3.98	Highly Capable	9.5
7. Helping my child in adding words to his/her speaking vocabulary	4.12	Highly Capable	6
8. Providing my child with a collection of books selected with their interest in mind.	4.18	Highly Capable	3
9. Encouraging my child to read every day	4.24	Very Highly Capable	1
10. Listening to my child while reading at home.	4.13	Highly Capable	5
Composite Mean	4.11	Highly Capable	

As written in the table, the respondents were very highly capable of encouraging their children to read every day, which made the highest weighted mean of 4.24 and the highest rank of 1. In connection, the Covid-19 pandemic made parents more responsible for their child's success in reading since classes were done online and through modular. Also, it gave them more time to encourage their child to practice reading at home every day.

Crosby et al. (2015) stated that parents involvement and the amount of time they spent reading at home with their child were found to be the most accurate factors of pupils success in reading, literacy development, and overall learning. By supporting children to read in their leisure time, parents could ensure that their children are equipped with the necessary skills in reading needed in everyday life. Similarly, according to Merga (2017), the benefits of shared reading between parents and their child includes facilitating enriched language exposure, nurturing the development of skills in listening, spelling and reading comprehension, and vocabulary, and establishing basic literacy skills. This also leads children to foster a positive attitude toward reading.

Table 4
Relationship Between the Involvement of Parents and the Reading Performance of the Grade 1 Pupils

Variables	r - value	p - value	Decision	Interpretation
Reading Performance of the Grade 1 Pupils Versus:				
Parents Involvement Capabilities	0.80	0.00000	p<0.01, Reject Ho	Highly Significant
Parents Willingness to Participate in their Child's Reading Program	0.74	0.00000	p<0.01, Reject Ho	Highly Significant
Parents Responsibilities for Reading Instruction	0.81	0.00000	p<0.01, Reject Ho	Highly Significant

As seen in the table, the computed values of 0.80 for parents' involvement capabilities, 0.74 for parents' willingness to participate in their child's reading program and 0.81 for parents responsibilities for reading instruction have corresponding p-values of less than 0.01, thus rejecting the null hypothesis.

These safely concluded that the parent respondents responses on their involvement in the reading performance of their children have high significant relationships in terms of parents' involvement capabilities, parents' willingness to participate in their child's reading program, and parents responsibilities for reading instruction.

In connection, as schools across the nation close to stopping the spread of coronavirus disease (COVID-19), millions of children are obliged to stay at home. During this time, parents' involvement matters and is highly encouraged. According to Ndhine (2020), with schools closed, parents have to be both parents and teachers. As children are still adapting to a new routine, it is essential that they feel the parents' support and guidance in their academics, as this is also a new adjustment for them.

Table 5
The Difference in the Involvement of Parents When Grouped According to their Profile

Variables	F/*t - value	p - value	Decision	Interpretation
Age Versus:				
Parents Involvement Capabilities	3.65	0.11169	p<0.05, Reject Ho	Significant
Parents Willingness to Participate in their Child's Reading Program	2.02	0.10771	p>0.05, Failed to Reject Ho	Not Significant
Parents Responsibilities for Reading Instruction	2.98	0.02888	p<0.05, Reject Ho	Significant
Gender Versus:				
Parents Involvement Capabilities	*0.04	0.48408	p>0.05, Failed to Reject Ho	Not Significant
Parents Willingness to Participate in their Child's Reading Program	*0.32	0.37477	p>0.05, Failed to Reject Ho	Not Significant
Parents Responsibilities for Reading Instruction	*0.06	0.47613	p>0.05, Failed to Reject Ho	Not Significant
Civil Status Versus:				
Parents Involvement Capabilities	*5.17	4.8E-7	p<0.01, Reject Ho	Highly Significant

Parents Willingness to Participate in their Child's Reading Program	*5.22	3.9E-7	p>0.05, Failed to Reject Ho	Highly Significant
Parents Responsibilities for Reading Instruction	*5.48	1.2E-7	p<0.01, Reject Ho	Highly Significant

As presented in Table 5, when the assessment of the parent- respondents on their involvement in the reading performance of their children was grouped according to their age, the computed F-values of 3.65 for Parents Involvement Capabilities and 2.98 for Parents Responsibilities for Reading Instruction have corresponding p-values of less than 0.05; thus the hypothesis was rejected. Meanwhile, the computed F-value of 2.02 for Parents Willingness to Participate in their Child's Reading Program has a corresponding p-value of more than 0.05, thus accepting the null hypothesis.

These safely generalized that the assessment of the parent-respondents involvement has significant differences in terms of Parents Involvement Capabilities and Parents Responsibilities for Reading Instruction and no significant difference in terms of parents' willingness to Participate in their Child's Reading Program when grouped according to their age. As parents reach middle-age years, they tend to develop to a higher level of maturity, making them more responsible for their child's reading achievement.

Table 6
The Difference in the Involvement of Parents When Grouped According to their Profile

Variables	F/*t value	p - value	Decision	Interpretation
Educational Attainment Versus:				
Parents Involvement Capabilities	4.97	0.00081	p<0.01, Reject Ho	Highly Significant
Parents Willingness to Participate in their Child's Reading Program	5.35	0.00046	p<0.01, Reject Ho	Highly Significant
Parents Responsibilities for Reading Instruction	6.11	0.00015	p<0.01, Reject Ho	Highly Significant
Employment Status Versus:				
Parents Involvement Capabilities	4.56	0.01716	p<0.01, Reject Ho	Significant
Parents Willingness to Participate in their Child's Reading Program	7.32	0.00263	p<0.01, Reject Ho	Highly Significant

Parents Responsibilities for Reading Instruction	8.51	0.00131	p<0.01, Reject Ho	Highly Significant
Some Children Versus:				
Parents Involvement Capabilities	3.27	0.01948	p<0.05, Reject Ho	Significant
Parents Willingness to Participate in their Child's Reading Program	3.42	0.01592	p<0.5, Reject Ho	Significant
Parents Responsibilities for Reading Instruction	3.09	0.02487	p<0.05, Reject Ho	Significant
Socio-Economic Status Versus:				
Parents Involvement Capabilities	4.37	0.01986	p<0.05, Reject Ho	Significant
Parents Willingness to Participate in their Child's Reading Program	2.19	0.12897	p>0.05, Failed to Reject Ho	Not Significant
Parents Responsibilities for Reading Instruction	3.76	0.03229	p<0.01, Reject Ho	Significant

As stated in Table 6, when the assessment of the parent-respondents on their involvement in the reading performance of their children was grouped according to their educational attainment, the computed F-values of 4.97 for Parents Involvement Capabilities, 5.35 for Parents Willingness to Participate in their Child's Reading Program, and 6.11 for Parents Responsibilities for Reading Instruction have corresponding p-values of less than 0.01; thus the hypothesis was rejected.

These safely deduced that the parent respondents assessment on their involvement in the reading performance of their children has high significant differences in terms of Parents Involvement Capabilities, Parents Willingness to Participate in their Child's Reading Program, and Parents Responsibilities for Reading Instruction when grouped according to their educational attainment.

Parents based on their educational experiences, have different ideas, perceptions, and attitudes regarding their child's reading achievement. Research has shown in Mbokodi and Singh (2011) that illiterate parents fear that because they are illiterate, they cannot contribute anything to the school and cannot help with the work that they do not understand. As alluded to by Okeke (2014), most parents complain of having nothing to contribute to the school or fear of academic victimization.

CONCLUSIONS

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

1. Parents should be actively involved in the reading activities of their child.
2. Parents' willingness to participate in the child reading program has a highly significant relationship to the reading performance of the Grade 1 pupils.
3. Parents' capability is a determinant of the reading performance of a child.
4. Learning from home and school to home communication are significant parental involvement levels to be implemented to improve the child's reading performance.
5. A development program is an essential tool to improve the reading performance and parents' involvement in Cluster 1 West District, Lipa City.

RECOMMENDATIONS

Given the foregoing conclusions, the researcher recommends the following:

1. Schools should exert efforts in strengthening the home-school collaboration to improve the reading performance of the pupils. They should address the problem faced by parents regarding the many barriers that may interfere with the participation of their child's improvement in the school.
2. Motivational activities among parents should be designed by the school to improve the reading performance of the Grade 1 pupils in Cluster 1 West District, Lipa City.
3. Parents retooling in conducting reading sessions should be part of the Parent-Teacher Association (PTA) activities.
4. The reading development program designed should be implemented to improve the reading performance of the Grade 1 pupils in Cluster 1 West District, Lipa City.

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