



Vol. 3 No. 1 - October 2023

# **PAFTE Journal of Education Vol. 3 No. 1**

The Official Research Journal of the

Philippine Association for Teachers and Educators, Inc. (PAFTE)

Copyright 2023 by

**JOHN CLIFORD M. ALVERO, JOHN DEN SAUL L. DALAN,  
AMELIA A. JARAPA, JERIC Z. ROMERO, LI JIANG,  
FREDA B. PAULINO, MAHRIONNE LUIS B. REVILLA**

and

Philippine Association for Teachers & Educators (PAFTE), Inc.

**ISSN 2945-3151**

Published by

Philippine Association for Teachers & Educators (PAFTE), Inc.

10B Boston Street, Brgy. Kaunlaran, Cubao

Quezon City, Metro Manila, Philippines 1111

email: [paftejournal@gmail.com](mailto:paftejournal@gmail.com)

Frequency: bi-annual

Telephones: 87212715

Cellphone: 0918 537 5190

Telefax: (632) 87273386

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, mimeographing, or by any information and retrieval system, without written permission from the copyright holder.

Printed by

R2M Secure Printing Inc.

## EDITORIAL BOARD

EDITOR-IN-CHIEF

**Dr. Edward Jay M. Quinto**

Mapua University

ASSOCIATE EDITOR

**Dr. Ethel L. Abao**

Cebu Normal University

MANAGING EDITOR

**Dr. Felina P. Espique**

Saint Louis University

## ADVISORY BOARD

**Dr. Filomena T. Dayagbil**

Cebu Normal University

**Dr. Ferdinand Bulusan**

Batanes State College

**Dr. Helen B. Boholano**

Cebu Normal University

**Dr. David C. Bueno**

Columban College

## INTERNAL CONTENT REVIEWERS

MEMBERS

**Dr. Rita May P. Tagalog**

Special Education

University of San Carlos

**Dr. Brenda B. Corpuz**

Educational Management

Technological Institute of the Philippines-QC

**Dr. Milagros L. Borabo**

Curriculum and Supervision

Philippine Association for Teachers and Educators, Inc.

**Dr. Clotilde N. Arcangel**

English

College of Divine Wisdom

**Dr. Nelia G. Prieto**

English, Educational Management

Magna Anima Teachers College

**Dr. Celia D. Andas**

English

Davao Wisdom Academy

**Dr. Romeo M. Daligdig**

Mathematics

Department of Education

**Dr. Elmer B. De Leon**

Filipino

Limay Polytechnic College

**Dr. Maria Rita D. Lucas**

Early Childhood Educators

Centro Escolar University

**Dr. Daisy R. Palompon**

Science and Health, Educational Management

Cebu Normal University

**Dr. Angeline M. Pogoy**

Mathematics, Educational Management

Cebu Normal University

**Dr. Laurence Garcia**

Science and Health

Cebu Normal University

**Dr. Reynaldo Inocian**

Social Sciences

Cebu Normal University

**Dr. Jay Picardal**

Science

Cebu Normal University

## ABOUT THE JOURNAL

The PAFTE Journal of Education is an international, peer-reviewed, and professional journal published twice a year by the Philippine Association for Teachers and Educators (PAFTE), Inc.. Its official language is English and thus only publishes manuscripts written in English.

## AIMS AND SCOPE

PAFTE Journal of Education publishes scholarly articles on teachers, teaching, and teacher education in both local and international perspectives and contexts. It is a venue for teacher-researchers to share their empirical studies at various levels of the education system from early childhood to teacher preparation and teachers' continuing professional development programs in university, including non-formal education. Articles submitted to the PAFTE Journal of Education must shed light on critical and relevant issues and problems surrounding the theory, practice, and profession of teaching in the Philippines and beyond.

PAFTE Journal of Education welcomes submissions on the following broad themes of teacher and teaching research:

- beliefs, thoughts, cognitions, emotions, and well-being
- narratives, biographies, and life histories
- understanding and mastery of subject matter
- professionalism, professional identities, and professional development
- values, motivations, commitment and resilience as influenced by contextual factors in structural, cultural and social environments
- learning in the subject matter
- effective teaching strategies across a broad range of teaching contexts and levels
- teaching and learning assessment
- mentoring and supervision in schools

## **EDITORIAL POLICY**

The journal accepts for publication research manuscripts that are within the journal's scope or with implications for teaching and learning, done within the bounds of ethical practice, and passed the review of the editorial board and peer reviewers. Authors must follow the prescribed format and style in the preparation of the manuscript. If the manuscript does not conform to the journal's format and style, it will be returned to the author for revision or rejected outright. Authors are responsible for the content of their work and, therefore, must defend their work if challenged. The journal reserves the right to make language and technical corrections in the manuscript accepted for publication. With copyright, the journal prohibits the publication of the same manuscript in other journals or publication venues.

## **PEER REVIEW POLICY**

To keep the review process as objective as possible, the journal observes double-blind peer review system. The reviewers are not aware of the identity of the authors, and the authors do not know the identity of the reviewers. Submitted manuscripts will undergo two evaluation phases. The first phase has the manuscripts evaluated by the Editorial Board. Manuscripts that passed the first phase of evaluation will then be subjected to peer review, which results become the basis for acceptance or rejection of the manuscript. Authors are given the opportunity to submit their response to the peer reviewers if necessary. The editorial board reviews the final drafts and make the final decision to accept or decline a manuscript for publication.

## **AUTHOR'S RESPONSIBILITIES**

1. Authors guarantee that their manuscript is their original work, no part of it is plagiarized, and has no prior publication in any journal. They warrant that proper attribution through citations of borrowed ideas or information is done. If plagiarism is discovered, the manuscript will be rejected or retracted if it has been published already.
2. Authors take full responsibility of the accuracy of the references and the text being cited.
3. Authors are required to write their names according to their contribution to the research work and to name under the "ACKNOWLEDGEMENT" section individuals or organizations that contributed to the research work.
4. For a manuscript to be included in the publication, authors must revise the manuscript in the light of the reviewers' comments and submit the revised version within the prescribed period. Late submission of the revised version means inclusion of the manuscript in the succeeding issue. Authors must submit the manuscript in soft copy and in conformity to the journal's format and style.
5. Authors sign copyright transfer form once their manuscript is accepted for publication.

## GUIDELINES FOR MANUSCRIPT PREPARATION AND SUBMISSION

1. The following settings must be observed: 1 inch for top and bottom margins, 1.5 inches for left and right margins, double spacing for text, bottom right corner for page number (x of y – 2 of 17), Times New Roman as font style, and font size of 12.
2. The textual element is in English.
3. The structure of the manuscript covers the following parts:
  - a. Title with authors' names, email address, and affiliation with address
  - b. Abstract with key words (4-6 in order of importance)
  - c. Introduction (integration of context, gap, theoretical underpinnings, related literature and studies, significance, research questions)
  - d. Methods
  - e. Results and Discussion
  - f. Conclusion
  - g. Acknowledgment
  - h. References
  - i. Appendices (if necessary)
4. Text and tables are in Microsoft Word.
5. Tables and figures, if necessary, are embedded in the text.
6. Tables/figures, citations, and references follow the APA 7<sup>th</sup> Edition Guidelines.
7. Submission of the manuscript is in softcopy.

## TABLE OF CONTENTS

- [i] Title Page
- [ii] Copyright Page
- [iii] About the Journal / Aims and Scope
- [iv] Editorial Policy
- [iv] Peer Review Policy
- [v] Author's Responsibilities
- [vi] Guidelines for Manuscript Preparation and Submission
  
- [1] Instructional Management Plan for Developing Global  
Citizenship Competencies among Senior High School Students  
at San Pablo Colleges  
**John Clifford M. Alvero**
  
- [36] Supervisory and Leadership Competencies of Principals and  
Teachers in the Diocese of Iba Educational Foundation, Inc.  
**John Den Saul L. Dalan**
  
- [50] Communicating the Challenges of Flexible Learning Through the  
Lens of Seasoned Teachers  
**Amelia A. Jarapa**  
**Jeric Z. Romero**
  
- [76] Chinese Vocational College Students' Oral English Proficiency  
and Influencing Factors  
**Li Jiang**  
**Freda B. Paulino**
  
- [101] Perception of Preservice Science Teachers in the Use of Japanese  
Anime as a Tool to Facilitate Science Education  
**Mahrionne Luis B. Revilla**



# INSTRUCTIONAL MANAGEMENT PLAN FOR DEVELOPING GLOBAL CITIZENSHIP COMPETENCIES AMONG SENIOR HIGH SCHOOL STUDENTS AT SAN PABLO COLLEGES

○ JOHN CLIFORD M. ALVERO ○

San Pablo Colleges

## ABSTRACT

*The study aimed to develop an Instructional Management Plan (IMP) for developing global citizenship competencies (GCCs) among Senior High School students at San Pablo Colleges. Specifically, it examined the extent of manifested instructional practices (IPs) in line with the Global Citizenship Education (GCED), extent of employed global lenses (GLs), extent of students' GCCs as assessed by both the students and teachers, and differences on the variables between students and teachers. Following a descriptive research design and stratified proportionate sampling, 330 student-participants and 19 Social Studies teacher-participants were selected. Mean, standard deviation, and t-test for two samples assuming equal variance were used to interpret and analyze the data. The findings of the study revealed that the six IPs were all highly manifested ( $\bar{x} = 3.37$ ,  $SD = 0.63$ ), six GLs were "highly employed" ( $\bar{x} = 3.48$ ,  $SD = 0.59$ ), and half of the GCCs were "highly exhibited," ( $\bar{x} = 3.21$ ,  $SD = 0.69$ ). There was no significant difference in the extent of the IPs in line with GCED as assessed by the SHS Social Studies teachers and students. Moreover, there was a significant difference in the extent of employed GLs and exhibited GCCs. The teachers and students traced the same pathways in studying the Social Studies Curriculum, particularly on Global Citizenship, thereby supporting the recommendation for the use of the developed IMP.*

**Keywords:** citizenship education, global citizenship education, global citizenship competencies, global lens

## INTRODUCTION

With the adoption of the new global education agenda, through Sustainable Development Goal (SDG) 4, incredible momentum was made for advancing Global Citizenship Education (GCED). GCED has become a key education target for all nations at present and will keep on being incorporated into formal, non-formal, and casual education settings. As a result, education stakeholders in various countries innovate ways to incorporate GCED in their curricula, create educational materials, and prepare teachers to teach global citizenship in the classroom.

Global Citizenship Education is a series of activities that raises awareness on the challenges that affect the modern world (Nyongesa & Kipruto, 2020). It is an important educational initiative (Hadley, 2022), which is often viewed as a form of political education (Grobbauer & Wintersteiner, 2022) and encompasses the concepts of being global minded, engaging on a social level, and having intercultural awareness (Deakin University, 2022). Its purpose is to ensure that future generations are made up of enlightened and autonomous actors (Para, 2020) that empower people to advocate for a fair world, by learning to think and act with responsibility towards those from a diverse range of cultures and religions.

The fundamental goal of GCED is to prepare dynamic citizens who can create a peaceful society (Awan et al., 2018) and identify a sense of belonging, recognizing their rights and responsibilities within the global context (Davison, 2021). As a curricular component, it prepares students to participate in a competitive global economy, act as socially just citizens who understand the ramifications of globalization, engage in intercultural perspectives, and understand how to question and analyze universal notions of progress.

In the Philippines, the K-12 curriculum was introduced in 2012-2013 and draws on *Learning to Live Together – Pillar of Education*. It takes a whole-person approach to understand other people's reactions by looking at things from their perspective. Saperstein (2020) accentuated the integration of GCED in the Social Studies curriculum. GCED covers and teaches self-worth, harmony with other people, flexibility and

adaptability, and respect for individual differences. The former Philippine education secretary Leonor Briones emphasized the need for strengthening global citizenship education to obtain the academic goals set by various international organizations, including the United Nations (UN), United Nations Educational, Scientific and Cultural Organization (UNESCO), Asia-Pacific Economic Cooperation (APEC), and Southeast Asia Ministers of Education Organization (SEAMEO) (DepEd, 2018).

The study seeks to address several queries related to instructional practices, use of global lens, and students' global citizenship competencies. It assesses the extent to which Senior High School Social Studies teachers and students at San Pablo Colleges perceive the implementation of instructional practices (IPs) and global lens (GLs) related to GCED. Additionally, the study evaluates the students' Global Citizenship Competencies (GCCs) as assessed by both them and their Social Studies teachers. The study also explores whether significant differences exist in the assessment of IPs, deployment of GLs, and GCCs between teachers and learners. The study aims to develop and propose an Instructional Management Plan (IMP) that addresses the enhancement of GCCs among Senior High School students at the institution.

The study fills the gap on an IMP for developing global citizenship competencies among Senior High School learners at San Pablo Colleges. Despite the increasing importance of global citizenship in today's world, the lack of a structured and comprehensive IMP hinders teachers from effectively integrating global citizenship education into the curriculum. With this gap, the institution misses the opportunity to equip students with knowledge, skills, and attitudes needed to understand and engage with global issues. Therefore, the implementation of this IMP will provide a structured framework for teachers to strategize their pedagogical knowledge and execution effectively. With a well-designed IMP, teachers can incorporate diverse teaching methodologies, cross-disciplinary approaches, and experiential learning opportunities to engage students in meaningful ways. By focusing on global citizenship competencies, teachers can cultivate students' understanding of global issues, cultural diversity, and social responsibility. The IMP will not only enrich students'

educational experiences but also foster critical thinking, collaboration, and communication skills essential for addressing complex global challenges.

### ***Global Citizenship Education and Related Instructional Practices***

Global Citizenship Education (GCED) has become an integral part of secondary school curricula in several countries, emphasizing civic engagement in diverse global settings (Whitehead, 2015). Defined as an area which hones students' critical thinking skills and encourages them to be agents of change in society, GCED has garnered scholarly attention globally (Bickmore, 2009; Peterson & Warwick, 2015; UNESCO, 2015). The concept of global citizenship transcends national boundaries and calls for responsibility towards humanity and cultural diversity in a world influenced by globalization (Bulut et al., 2013; Solhaug, 2013). Through diverse educational approaches, GCED aims to foster a sense of belonging to a global community, promote social justice, and instill values necessary for participatory citizenship (Reysen & Katzarska-Miller, 2013; UNESCO, 2015; Guo-Brennan, 2013; Skirbekk et al., 2013).

To effectively prepare teachers for GCED, Guo (2014) recommends implementing a systematic approach, providing appropriate analytical and curriculum frameworks, enhancing professional development for teacher-educators, and integrating global perspectives into teaching and learning. Integration of GCED requires educators to contextualize knowledge, facilitate diverse experiences, serve as mentors and role models, and implement institutional and curricular strategies (Simpson et al., 2014).

Jaberi (2014) emphasized the need for constructive interaction between global processes and educational programs, analytical approaches, and definition of global citizenship concepts in education to confront prevailing societal injustices. Educational leadership must also address curricular and structural issues to facilitate GCED integration in university instruction (Albia, 2015). To promote global competence, educators should engage learners in developmentally appropriate and continuous exposure to the complexities of the world, supporting lifelong learning and adaptability (Jackson, 2011). Thus, instructional practices are necessary to

develop learners' global competencies. They are aligned to recognize best practices and teaching standards (Participate Learning, 2020). These are the instructional practice's key to the Participate Learning global citizenship framework: giving learner' agency, building relevance, connecting to networks beyond the classroom, supporting collaboration, assess and provide feedback, guide reflection and metacognition, differentiating diversity of learners, and promoting empathy.

Teachers are encouraged to promote learner agency allowing students to act purposefully towards their goals and actively evaluate their learning experiences (Arnold & Clarke, 2014). Learner agency has been linked with improved academic performance and engagement (Luo et al., 2019). However, it is essential to strike a balance, as learner agency still requires guidance and facilitation from teachers (Kim et al., 2014; Strayer, 2012).

Building relevance in teaching and learning is crucial to engage learners and make education meaningful (McCormack, 2018). Providing relevant and relatable exercises can lead to increased student interest, motivation, and self-regulation (Grafwallner, 2017). Making learning experiences authentic and applicable to real-world situations can promote a deeper understanding of concepts (Roberson, 2013). It is essential to demonstrate among learners how the content connects to their lives and the broader world (Brabeck et al., 2015).

Connecting students beyond the classroom is vital in developing global citizenship competencies. Integrating experiences that connect students to the world fosters a deeper understanding of global issues (Lindsay, 2017). By encouraging collaboration among students, educators can promote critical thinking, positive social interactions, and academic development (Roseth, Johnson. D, & Johnson. R., 2008; Jansen, 2014). Moreover, collaboration in the digital age can bridge learners from diverse backgrounds, fostering empathy and understanding (Deunk et al., 2018).

Effective assessment and feedback are essential components of instructional practices. Constructive feedback helps students understand their progress and identify areas for improvement (Brabeck et al., 2015).

Providing immediate, specific, and personalized feedback aids students in their learning process (Omer & Abdularhim, 2017). Teachers can guide reflective thinking and metacognition, enabling students to critically analyze their learning experiences and develop a deeper understanding of content (Costa & Kallick, 2013).

Embracing diversity and promoting empathy are integral to effective instruction as well. Differentiated instruction allows teachers to address the unique needs of diverse learners (Gregory & Chapman, 2013). By recognizing and valuing students' individual backgrounds and experiences, teachers can create an inclusive and empowering learning environment (Makoelle, 2019). Fostering empathy through empathic relationships and open dialogue can enhance students' social and emotional skills (O'Connor, 2013). Teachers who model empathy and promote understanding among students contribute to creating a positive and caring classroom community (Jones, Weissbourd, Bouffard, Kahn, & Anderson, 2018).

### ***Global Lens***

When teachers apply a global lens to their instructional practices, they nurture global citizens and build global competencies in learners (Participate Learning, 2020). Positive school culture is crucial for academic achievement and requires a continuous process of creating and using abilities (Schein, as cited by Leigh, 2020; Bohn, 2017). Trust and respect are essential elements in school culture, leading to more powerful conversations and a positive school environment (Berkowicz & Myers, 2018; Meador, 2019). Teachers' involvement in decision-making processes, like introducing new curricula, enhances fidelity of implementation and positively impacts student achievement (Bumen, Cakar, Yildiz, 2014; Epstein, 2009).

Collaborative leadership stimulates creativity and productivity, building a comprehensive work environment (Samur, 2019; Nguyen, 2018). Effective leadership recognizes and embraces diversity within a group, leading to excellent outcomes (Hansen & Ibarra, as cited in Maalouf, 2018). Collaborative leadership encourages teacher collaboration, positively

impacting learner achievement (Goddard et al., 2010; Axner, 2020). Professional development is crucial for teachers' continuous improvement, positively affecting learner achievement and global citizenship education (Dobos, 2014; Soe, 2018; Williams, 2010; Voogt et al., 2016).

Learner-centered instruction enhances student participation and engagement in the learning process (Bahiram & Joseph, 2016; Loveless, 2019). Providing timely feedback and promoting reflective practices further support learner-centered approaches (Wiggins, 2012; McCarthy, 2016). A globally integrated curriculum encourages connections to real-world challenges and promotes cross-cultural awareness (Heick, 2012; Polly et al., 2019). Teachers play a crucial role in fostering open-mindedness, embracing diversity, and promoting unity within the classroom (Kefalas, 2018; Dowers, 2015).

Connections to larger learning communities, including schools and local communities, are essential for success and support in schools (Gross et al., 2015; Boyd, 2017). Community collaboration reinforces school values and provides diverse learning opportunities (Kemp, 2017; O'Keefe, 2011). Engaging the community in the learning process benefits learners, schools, and the community itself (National Education Association, 2020). Embracing these principles in education can lead to more successful and globally competent learners and schools.

### ***Global Citizenship Competencies***

Global citizenship competencies (GCCs) encompass the knowledge, skills, and attitudes necessary to engage with global issues and cultures. Organizations like the Asia Society and the Partnership for 21st Century Skills have defined global competencies as the ability to understand and act on global matters. These competencies include self-awareness, flexibility, a sense of global connection, curiosity, effective communication, respect for differences, critical thinking, empathy, understanding of global issues, and intercultural knowledge (Participate Learning, 2020).

Self-awareness and curiosity play crucial roles in enhancing GCCs.

Self-awareness enables learners to identify with others' experiences, fostering a sense of responsibility towards fellow human beings (Green, 2012). Curiosity about diverse cultures, histories, and beliefs facilitates openness to cultural differences and understanding prevailing global issues (Matherly, n.d.). Flexibility is another significant aspect, allowing students to generate multiple ideas and adapt their thinking based on different perspectives and changing circumstances (Husna, Zubainur, & Ansari, 2018). Also, a sense of global connection through digital communication platforms enables learners to engage with diverse cultures and perspectives (Brandman University, 2019).

Creating global connections in the classroom can enrich the learning experience and promote cultural understanding. Using technology like Skype and social media allows learners to interact with peers from around the world, fostering a global perspective (Picardo, 2012). Embracing diversity in the classroom and promoting empathy builds positive classroom culture and prepares students to be leaders in their communities (Grand Canyon University, 2016; Owen, 2015). Practicing online communication etiquette, or Netiquette, is essential in building strong online communities and fostering respectful and engaged interactions (West, 2010).

Effective and appropriate communication skills are vital for GCCs as they enable students to engage with their peers worldwide, overcoming language and cultural barriers (Meyer, n.d.). These skills enable students to understand and address global challenges, contributing positively to their communities (Matherly, n.d.). Developing effective communication involves reducing speech fillers, restating ideas to avoid misunderstandings, and encouraging learners to become problem solvers and active participants in the learning process (Dodge, 2020; Asbury University, 2019; Indeed Career Guide, 2020).

Respect for individual differences and empathy are essential aspects of global citizenship competencies, fostering cultural understanding and positive relationships (Scholl, 2016; Corzo & Castañeda, 2017). Creating a classroom environment that values diversity and encourages empathy can lead to a more cohesive and respectful learning community (NDT Resource



Center, 2019). Empathy promotes better management of the classroom and enhances learners' social and emotional well-being (Flowers & Zakaras, 2015).

Analytical and critical thinking skills are fundamental for global citizenship, enabling learners to address global issues effectively (Chadwick, 2011). These skills, when cultivated through proper teaching strategies, can have a lasting impact on students' problem-solving abilities and ability to view the world from different perspectives (Rayhanul, 2015; De Carbo, 2017). Understanding global issues and intercultural knowledge are vital components of global citizenship, fostering an understanding of diverse perspectives and promoting positive social action (Sutcliffe, 2020; Fresno Pacific Staff, 2018). Global education encourages students to develop a vision of a more inclusive world and appreciate cultural diversity (Global Education Guidelines Working Group, 2012; Muller, 2017).

### ***Instructional Management Plan***

Instructional management is a critical process that involves empowering educational resources to achieve learning objectives. Operational instructional management focuses on the implementation of management functions on various learning components, including students, teachers, goals, materials, methods, tools, and evaluation (Rahayu, 2015). This activity encompasses planning teaching and learning programs, implementing the teaching and learning process, assessing outcomes, and developing effective classroom management. Aligning materials, media, and methods to achieve lecture objectives is crucial for instructors, as it enhances their ability to plan, implement, and evaluate students in the learning process (Danarwati, 2016).

This contains the following:

1. Global Citizenship Competencies to develop – Flexibility and Sense of global connection, Effective and appropriate communication, and Analytical and Critical thinking;
2. Goals embrace the three Domains of Global learning- cognitive, affective, and psychomotor;

3. Initiatives are learning activities intended to resolve a difficulty or improve a situation;
4. Instructional Strategies are the suggested teaching models applied to instruct and teach learners accordingly; and
5. Desired Learning Outcomes was the Instructional Management Plan for developing the Global Citizenship Competencies of SHS learners.

Additionally, teachers' approach to instructional management, including student control, instructional style, setting rules, and regulating misbehavior, significantly influences the classroom atmosphere and student behavior (Martin et al., 2012; Sass et al., 2016). Lesson study, a collaborative activity among lecturers, proves to be an effective approach to continuously improve the quality of learning and student outcomes (Leavy & Hourigan, 2016; Rahardjo, 2012). Furthermore, student achievement, which assesses students' mastery of learned materials in various aspects, is influenced by teacher abilities and the formation of positive teacher-student relationships (Grönqvist & Vlachos, 2016; Hernández et al., 2017).

Research supports the notion that a well-designed and effectively implemented learning process is closely linked to improved student achievement (Huitt et al., 2009; Smith, 2008). The application of lesson-based instructional management has been shown to positively impact academic achievement (Jung et al., 2015; Smith, 2008), as it facilitates changes in learning situations (Dana & Yendol-Silva, 2003) and creates a conducive learning climate in the classroom (Meyer & Wilkerson, 2011). Teachers who engage in collegial learning planning also play a significant role in influencing student achievement (Reeves et al., 2017; Tygret, 2017), and their commitment to continuous professional development results in students excelling academically (Gunawan & Benty, 2017). Embracing lesson study-based learning further enhances students' understanding and problem-solving skills through project-based learning methods (Gonzalez & Deal, 2017; Gunawan, 2016; Takahashi & Yoshida, 2004; Malahayati, 2015).

Furthermore, lesson study fosters active student participation, leading to improved learning outcomes (Leavy & Hourigan, 2016) and

demonstrating evident growth in learning achievement as seen from increased average test scores (Bruce et al., 2009; Rahayu et al., 2015). Overall, the implementation of lesson study not only enriches the quality of learning experiences, but also promotes greater student achievement as seen through various indicators and metrics (Azis et al., 2013; Gunawan, 2015).

### *Theory Model*

Global Citizenship Education framework advocated by UNESCO provides a solid foundation for shaping the instructional management plan. This framework typically emphasizes the development of knowledge, skills, and attitudes necessary for learners to become active, responsible, and globally aware citizens. The plan was aligned with the key principles of GCED, including intercultural understanding, human rights, sustainability, and a sense of global responsibility. Integrating these principles into the curriculum and instructional strategies can foster a more holistic approach to global citizenship development.

David Kolb's Experiential Learning Theory emphasizes the vital role of direct experience and reflection in the learning process. By incorporating experiential learning activities such as simulations, debates on global issues, and immersive cultural experiences, the instructional management plan can profoundly deepen learners' understanding and engagement with global citizenship concepts. Actively involving learners in real-world global challenges provides them with invaluable opportunities to enhance problem-solving skills, develop critical thinking abilities, and foster empathy for diverse perspectives.

In line with Albert Bandura's Social Learning Theory, the plan recognizes the power of observational learning and modeling behavior from others. Learners can greatly benefit from interacting with global citizens, experts, and practitioners who exemplify the competencies being taught. By integrating guest speakers, facilitating virtual exchanges with students from different cultures, and exposing learners to global role models, the plan effectively inspires learners to embrace and adopt global citizenship values and behaviors.

The instructional management plan leverages constructivist principles, rooted in the works of Jean Piaget and Lev Vygotsky, to support learners' active construction of knowledge through meaningful experiences and interactions. Encouraging collaborative discussions, engaging learners in group projects, and presenting problem-based learning activities enable them to explore global issues critically and synthesize their understanding in a contextually relevant manner.

Embracing Jack Mezirow's Transformative Learning Theory, the plan places a strong emphasis on critical reflection and the challenging of assumptions as catalysts for transformative learning experiences. By prompting learners to critically examine their cultural perspectives, biases, and assumptions about global issues, the plan fosters a profound reconceptualization of their beliefs and values. Engaging learners in open dialogues and debates on complex global challenges further facilitates their journey towards deeper global citizenship understanding.

By drawing on these key educational theories, the instructional management plan can be thoughtfully designed to foster the development of global citizenship competencies among Senior High School learners at San Pablo Colleges. By integrating these theories into the planning process, educators can create a dynamic and transformative learning experience that equips learners with the knowledge, skills, and attitudes needed to thrive as responsible and engaged global citizens.

## Methods

A descriptive correlational research design was used in this study because it aims to explore and describe the relationships between different variables without manipulating them. The descriptive-correlational design describes the variables and determines the relationships that occur naturally between and among them (Sousa, Driessnack, & Mendes, 2007). The study seeks to assess the extent of instructional practices in GCED, the employment of a global lens by SHS teachers, and the extent of students' Global Citizenship Competencies. Data were collected from Senior High School Social Studies teachers and students at San Pablo College to

examine how these variables are manifested and perceived, and whether any correlations exist between the assessment done by the teachers and learners. This design allows for a comprehensive understanding of the current state of these variables and informs the development of an Instructional Management Plan (IMP) to enhance global citizenship competencies in SHS learners at San Pablo Colleges, San Pablo City.

A complete enumeration of 19 SHS Social Studies teachers were the participants of the study. At the same time, 330 out of 2295 SHS students were selected through stratified proportionate sampling. Survey monkey application was used to determine the appropriate number of student-participants in this study.

Face and Content validity tests were ascertained on the questionnaire checklist and Cronbach's alpha to establish the reliability. Face validity tests was done to know whether a questionnaire measures what it is supposed to measure. This type of validity is concerned with whether a measure seems relevant and appropriate for what it is assessing on the surface (Bhandari, 2022). Good face validity means that anyone who reviews the measure says that it is measuring what it is supposed to. The rating for face validity obtained from the five experts signified that the instrument passed the face validity.

The most widely reported approach for content validity is the content validity index (I-CVI). Experts were asked to rate instrument items in terms of acceptability to the construct as per the theoretical definitions of the construct itself and its dimensions on a three-point ordinal scale. The scores for the item acceptability were interpreted using the following guide: (3) essential; (2) useful but not essential; and (1) if it is not essential. Remarks column was also provided for their comments, points for revisions, corrections, and recommendations on item content and language.

Content validity applies to any test or questionnaire for a particular construct and ensures that the questions measure what they intend to measure. Measuring content validity correctly is important—a high content validity score shows that the construct was measured accurately (Nikolopoulou, 2022). Likewise, Taherdoost (2016) defined content

validity as the extent that measurement instrument items are relevant and representative of the target construct.

The first draft of the questionnaires did not meet the prescribed 1.00 mean I-CVI; thus, the indicative statements that possess a rating of (2) useful but not essential and (1) not essential were removed, to increase the I-CVI. Revisions were done and the final draft of the questionnaire was created, having a perfect mean of 1.00 I-CVI. After the validation of the experts, the validated questionnaires were administered to 33 learners and 5 teachers from the same department to test its reliability.

The results for Cronbach's alpha were acceptable. All indicators have a rating of acceptable, good, and excellent. A huge majority of the reliability coefficients for teachers' and students' instruments had good reliability.

The researcher-made questionnaires were used, consisting of 180 items for SHS Social Studies teachers and SHS students. The items in both questionnaires each has four choices for the participants to choose from. The indicators came from previous studies. The questionnaires consisted of three parts: Part I, the assessment on the extent of manifested instructional practices; Part II, the assessment on the extent of the employed global lens; and Part III, the assessment on the extent of exhibited global citizenship competencies.

Permission to conduct the study was sought from the SHS department principal. The distribution and administration of questionnaires was done through Google forms, with respective strands and class advisers' help.

This study was conducted with strict adherence to ethical principles to protect the rights and well-being of all participants involved. The research design and data collection procedures were reviewed and approved by the Institutional Review Board/Ethics Committee to ensure compliance with ethical guidelines. Due to the sensitivity of the study, the participants' identity and responses were kept confidential. The participants were assured that their participation would be voluntary, and they could withdraw at any point if they wished to. Survey questionnaire results were encoded without the names of the participants.

In addition, the researcher completed the Informed Parental

Consent Form, Informed Consent Statement, and Assent Form for all student-participants. Finally, the data were collated, organized, and reviewed in preparation for the statistical treatment, analysis, and interpretation.

For Problems 1, 2, and 3, a weighted mean was utilized in determining the extent of manifested instructional practices in line with GCED, employed a global lens, and exhibited global citizenship competencies. For Problem 4, an independent t-test for two samples was employed to measure any significant difference on the variables between the students and teachers.

## Findings and Discussion

Table 1 summarizes the extent of manifestation of Instructional Practices in GCED of SHS Social Studies teachers at San Pablo Colleges.

**Table 1.** *Summary of the Extent of Manifested Instructional Practices in Global Citizenship Education.*

ASPECT	Teachers				Learners			
	Overall				Overall			
	$\bar{x}$	SD	VI	Rank	$\bar{x}$	SD	VI	Rank
1. Giving learners' agency and supporting collaboration	3.49	0.54	HM	1	3.42	0.64	HM	2
2. Building relevance	3.44	0.58	HM	2	3.41	0.61	HM	3
3. Connecting to networks beyond the classroom	3.30	0.64	HM	6	3.17	0.73	M	6
4. Assess and provide feedback	3.33	0.64	HM	5	3.44	0.64	HM	1
5. Guide reflection and metacognition	3.38	0.56	HM	3	3.32	0.65	HM	5
6. Differentiating diversity of learners and promoting empathy	3.35	0.61	HM	4	3.34	0.69	HM	4
<b>GRAND MEAN</b>	<b>3.38</b>	<b>0.59</b>	<b>HM</b>		<b>3.35</b>	<b>0.66</b>	<b>HM</b>	

### Legend:

4.00 – 3.26 – *Highly Manifested (HM)*; 3.25 – 2.51 – *Manifested (M)*; 2.50 – 1.76 – *Moderately Manifested (MM)*; 1.00 – 1.75 – *Less Manifested (LM)*

SHS Social Studies teachers “Highly Manifested” the Instructional Practices in Global Citizenship Education based on teachers’ ( $\bar{x} = 3.38$ ,  $SD = 0.59$ ), and students’ assessments ( $\bar{x} = 3.35$ ,  $SD = 0.66$ ). This signifies that SHS Social Studies teachers highly manifest instructional practices aligned with GCED to create an engaging and interactive learning environment. Learners are more likely to be motivated and invested in their learning when they can actively participate in discussions, simulations, experiential activities, and real-world problem-solving related to global issues.

SHS Social studies teachers highly manifest instructional practices in GCED play a critical role in shaping learners’ knowledge, skills, attitudes, and values as global citizens. Their commitment to GCED enhances learners’ global awareness, critical thinking abilities, cultural competence, and civic engagement, preparing them to actively participate in an interconnected and rapidly changing world. These practices do not only enhance learners’ understanding of global issues but also empower them to contribute positively to their communities and work towards a more just, sustainable, and interconnected world.

As cited in [participatelearning.com](http://participatelearning.com) (2020), instructional practices are necessary to develop learners’ global competencies. They are aligned to recognize best practices and teaching standards. The literature further supports that promoting learner agency has been linked to improved academic performance and engagement. Building relevance in teaching and learning is crucial for engaging learners and making education meaningful. Connecting learners beyond the classroom fosters a deeper understanding of global issues. Collaboration among learners promotes critical thinking, positive social interactions, and academic development. Effective assessment and feedback aid learners in their learning process and guide their reflective thinking and metacognition. Embracing diversity and promoting empathy are integral to effective instruction and contribute to creating an inclusive and empowering learning environment (Bosio, 2017a, 2017b; Knight, 2007; Torres, 2017; Yemini, 2016; Yemini et al., 2018).



**Table 2.** *Summary of the Extent of Employed Global Lens*

ASPECT	Teachers				Learners			
	Overall				Overall			
	$\bar{x}$	SD	VI	Rank	$\bar{x}$	SD	VI	Rank
1. An intentional global school culture	3.46	0.58	HE	4	3.31	0.64	HE	6
2. Collaborative leadership	3.44	0.57	HE	5	3.34	0.63	HE	4
3. Experiential professional learning	3.68	0.46	HE	1	3.34	0.70	HE	5
4. Learner-centered instruction	3.66	0.49	HE	2	3.56	0.62	HE	1
5. A globally integrated curriculum	3.61	0.49	HE	3	3.50	0.62	HE	2
6. Connections to larger learning communities	3.44	0.62	HE	6	3.37	0.70	HE	3
<b>GRAND MEAN</b>	<b>3.55</b>	<b>0.53</b>	<b>HE</b>		<b>3.40</b>	<b>0.65</b>	<b>HE</b>	

**Legend:**

4.00 – 3.26 – *Highly Employed (HE)*; 3.25 – 2.51 – *Employed (E)*; 2.50 – 1.76 – *Moderately Employed (ME)*; 1.75 – 1.00 – *Less Employed (LE)*

Table 2 summarizes the extent of employment of the Global Lens of SHS Social Studies teachers at San Pablo Colleges. SHS Social Studies teachers “Highly Employed” the Global Lens based on teachers’ ( $\bar{x} = 3.55$ ,  $SD = 0.53$ ), and learners’ assessments ( $\bar{x} = 3.40$ ,  $SD = 0.65$ ).

SHS Social Studies teachers expose students to a broad understanding of global issues, cultures, and perspectives. Students gain a comprehensive view of the world beyond their immediate surroundings, enhancing their global awareness and understanding of the interconnectedness of global challenges. Through the global lens, Social Studies teachers equip learners with the knowledge, skills, and attitudes needed to thrive in a globalized world. Learners develop cross-cultural communication skills, adaptability, and a global perspective that prepares them for future academic, career, and personal success in an interconnected global society.

This supports the assertion made in the review of related literature that when teachers apply a global lens to their instructional practices, they

nurture global citizens and build global competencies in learners (Participate Learning, 2020). Moreover, strong instructional practices are supported and transformed by the global lens. This lens empowers school leaders, teachers, administrators, and learners to align global initiatives with strategic priorities.

Previous studies highlight that learner-centered instruction enhances participation and engagement in the learning process. When teachers employ a global lens, they may be more likely to adopt learner-centered approaches that incorporate global themes and diverse perspectives, which can lead to increased learner engagement (Bahiram & Joseph, 2016; Loveless, 2019).

**Table 3.** *Summary of the Extent of Exhibited Global Citizenship Competencies*

ASPECT	Teachers				Learners			
	Overall				Overall			
	$\bar{x}$	SD	VI	Rank	$\bar{x}$	SD	VI	Rank
1. Self-awareness and Curiosity	3.22	0.71	E	2	3.32	0.62	HE	4
2. Flexibility and Sense of global connection	3.06	0.71	E	4	3.25	0.62	E	5
3. Effective and appropriate communication	2.99	0.80	E	6	3.14	0.67	E	6
4. Respect for individual differences and Empathy	3.26	0.75	HE	1	3.39	0.61	HE	2
5. Analytical and Critical Thinking	3.01	0.77	E	5	3.39	0.62	HE	1
6. Understanding of global issues and Intercultural knowledge	3.17	0.79	E	3	3.33	0.64	HE	3
<b>GRAND MEAN</b>	<b>3.12</b>	<b>0.76</b>	<b>E</b>		<b>3.30</b>	<b>0.63</b>	<b>HE</b>	

**Legend:**

4.00 – 3.26 – *Highly Exhibited (HE)*; 3.25 – 2.51 – *Exhibited (E)*; 2.50 – 1.76 – *Moderately Exhibited (ME)*; 1.75 – 1.00 – *Less Exhibited (LE)*

Table 3 summarizes the extent of exhibiting Global Citizenship Competencies of SHS Social Studies teachers at San Pablo Colleges. Based on the assessment done by SHS Social Studies teachers SHS Learners “Exhibited” the Global Citizenship Competencies ( $\bar{x} = 3.12$ ,  $SD = 0.76$ ),

whereas, based on the self-assessment done by the learners they “Highly Exhibited” the Global Citizenship Competencies ( $\bar{x} = 3.30$ ,  $SD = 0.63$ ).

The difference in perception between teachers and learners could be attributed to numerous factors. Teachers' assessments may be based on a more objective evaluation of students' performance, considering specific criteria or rubrics. Students, on the other hand, may have a subjective view of their own competencies, influenced by their self-confidence, individual experiences, or self-perception.

Overall, the assessment results indicate that, while both SHS Social Studies teachers and students acknowledge the exhibition of GCCs, there is a slight disparity in their perceptions. Recognizing and addressing this difference can contribute to a more comprehensive and aligned approach to fostering Global Citizenship Competencies among SHS learners.

**Table 4.** *t-test Results Comparing the Assessment of SHS Social Studies Teachers and Learners*

		$\bar{x}$	$\bar{x}$ difference	t-value	p-value	VI
Instructional Practices in line with GCED	Teachers	3.3817	.03167	.631	.542	NS
	Students	3.3500				
Global Lens	Teachers	3.5483	.14500	2.326	.042	S
	Students	3.4033				
Global Citizenship Competencies	Teachers	3.1183	-.18500	-3.052	.012	S
	Students	3.3033				

In terms of instructional practices in line with GCED, there was no significant difference between teachers and students ( $p > 0.05$ ). This means that the perception between the teachers and students was the same. Therefore, there is no significant difference on the extent of the manifested instructional practices in line with GCED as assessed by the SHS Social Studies teachers and students.

This unveils that SHS teachers and students traced the same pathways in studying Social Studies Curriculum. Clark and Moss (2001)

mentioned that, when the teachers' and students' assessments were the same, that enhances the effectiveness of the teaching approach and can provide additional information on learning and developing children.

In terms of the global lens, there was a significant difference between the teachers and students ( $p < .05$ ). This means that the perceptions between the teachers and students were not the same. Teachers reported higher perceptions compared to students. Moreover, it was found that the computed t-value for the Global lens was 2.3257. It can be figured that the computed p-value of 0.0424 is less than .05, thus the null hypothesis was rejected. There is a significant difference in the extent of the employed global lens as assessed by the SHS Social Studies teachers and learners. The assessment of SHS Social Studies teachers and students differs significantly with SHS Social Studies teachers who provided a higher extent on the employed Global Lens as indicated by the mean score.

In terms of GCCs, there was a significant difference between the teachers and students ( $p < 0.05$ ). This means that the perceptions between the teachers and learners were not the same. Students had higher perceptions compared to teachers. There is a significant difference in the extent of the exhibited global citizenship competencies as assessed by the SHS Social Studies teachers and learners themselves.

Panadero, Brown, and Courtney (2014) found a difference between the assessment of teachers and students. Moreover, Könings, Seidel, Brand-Gruwel & van Merriënboer (2014) stressed that differences in assessment and perception of teachers and learners deserve detailed attention for optimizing the learning process. Involving students and teachers in the instructional design process could be a way to better account for both stakeholders' perceptions. Lastly, Akram (2019) concluded that students' assessments are an important data source for measuring teacher quality and a plethora of research supports this finding, especially in international scenarios.

**Table 5. Instructional Management Plan for developing global citizenship competencies of Senior High School learners of San Pablo Colleges with Proposed Implementation**

Global Citizenship Competency	Flexibility and Sense of Global Connection					
Goals	Learners are equipped with global mindset, global citizenship competencies in heart, and global living for happy and healthy living. Cultivate flexibility in the 21st century classroom that will help the learners for scholarly and long-lasting achievement.					
Core Values	One Vision, One Mission, One Community					
Initiatives	Celebrate the interconnectedness of all people and cultures and take responsibility for making the world a better place, working together for a better tomorrow. Stimulate the sense of adaptability to new situations and change course based on new information among learners.					
Instructional Strategy	Buzzing Strategy	Simultaneous Round Robin	Fishbowl	Line-Up	Songfest	A Compliment A Day
	This is a technique where the learners buzz around for ideas. All ideas are accepted and eventually the learners concretize the ideas presented.	This is a round robin brainstorming session where the learners are given the question using their own ballpen and sheet of paper. All the answers of the group are written on their own sheet of paper.	This is an effective strategy to engage the whole class in the discussion of the lesson. The class shall be divided into three groups: Group A (10 members), to discuss the topic; Group B (10 members) to critique the discussion and Group C the remaining members of the class to critique Groups A/B	The learners are given concepts that can be put in order. Each learner holds one idea/term/concept and the members of the group line up to represent the correct order.	This strategy translates the concepts/lessons learned into a song. The class is divided into groups of equal number. This serves as a culminating activity of the lesson.	This is a strategy to instill the value of giving positive reinforcement to persons -classmates, teachers, non-teaching staff, administrators, and all those who made their day rewarding. This can be done inside or outside the classroom.
Desired Learning Outcomes	promotes participation of all learners	promotes group unity, teamwork, and cooperation	enhances oral proficiency	enhances organization skills	strengthens musical intelligence.	instills value of having a positive attitude
	encourages group discussion	encourages each one to write his/her answers	builds unity, teamwork, and cooperation	strengthens teamwork, unity, and cooperation	allows the learners to turn the lesson into a song.	enhances oral and written communication
	increases oral proficiency	improves self-confidence	engages the entire class in the discussion	improves the skill on following directions	develops unity, teamwork, and cooperation.	promotes interpersonal relationship

Global Citizenship Competency	Effective and appropriate communication					
Goals	Learners are equipped with global mindset, global citizenship competencies in heart, and global living for happy and healthy living. Increase learners' ability to listen and communicate effectively with diverse people, using appropriate verbal and non-verbal behavior, language, and strategies.					
Core Values	One Vision, One Mission, One Community					
Initiatives	Communicate with lots of different people and navigate cultural norms to make sure that everyone is understood.					
Instructional Strategy	Outer-Inner Circle	Concept Parade	Strip Tease Reading	Entry Pass	Learning Journal/ Reflection Log	Newscasting
	This strategy allows the learners to form an outer and inner circle where they can rotate to answer each other's questions. This is a good way to maximize greater participation especially in socialized review.	This strategy will surely make the classroom alive, enjoyable and interesting through a concept parade. This can be assigned as individually or by groups where learners prepare a banner to write their concepts/ideas learned. This can be done as a culminating activity.	Learners are asked to read the text which was cut into strips. They need to read the assigned text well. After reading, they need to formulate questions about what they read. This strategy helps in identifying learners who need to improve their reading and comprehension skills.	This strategy is very effective for review purposes. This will ensure all learners to recite at the beginning of each class.	This strategy allows the learners to write/record their reflection on the topics discussed in class.	This is an effective strategy to discuss the lesson. Learners who are good in oral communication may be tapped for this purpose. Other learners may also be trained so as to encourage greater participation.
Desired Learning Outcomes	promotes interpersonal skills.	builds rapport among members in the class	raises relevant questions based on the text	recalls important lessons learned	reflects on insights learned in class	enhances oral communication skills
	develops greater interaction among learners	generates creativity and resourcefulness	organizes the class into a reading community	increases greater participation of the class	expresses thoughts/ideas well	strengthens intrapersonal intelligence
	enhances oral communication skills (speaking)	enhances written communication skills	improves reading skills	improves communication skills (writing)	improves writing skills	improves listening skills

Global Citizenship Competency	Analytical and critical thinking					
Goals	Learners are equipped with global mindset, global citizenship competencies in heart, and global living for happy and healthy living.					
Core Values	Draw logical and fair conclusions based on learners' evidence and thinking.					
Initiatives	One Vision, One Mission, One Community					
Instructional Strategy	Look at the world with a critical eye, questioning assumptions and digging below the surface.					
	Marcus 555	Can you guess?	Voice of the Class (VOC)	Reverse mirror	Traffic signals	"What if" Questions?
	Learners are grouped into 5 members each. They are given 5 questions to be answered in 5 minutes.	This is a strategy where learners are asked to formulate guesses regarding the text/topic/concept or idea. This can be in the form of a story, riddle or incomplete statement.	This is a strategy that will designate the voice of the class. Instead of singing, the members of the class will deliver their thoughts on the lesson. The class will choose the voice of the group. The voice of each group will compete with one another to choose the voice of the class.	This is a strategy of allowing the learners to explain their opinions, views and perspective. However, the twist of the activity is that they will explain the reverse or the opposite of their choice/answer.	This is one way of making the class alive through traffic signals. This is a questioning strategy 5to promote higher order thinking skills. Green means GO (answer the question). Yellow means WAIT (wait time to think for the answers). Red means STOP (the question was answered satisfactorily).	This strategy elicits the creativity of the learners in formulating the "what if" questions. This will promote higher order thinking skills.
Desired Learning Outcomes	improves oral proficiency	improves critical thinking skills	enhances oral communication skills	improves critical thinking skills	promotes higher order thinking skills	formulates higher order thinking skills
	develops teamwork and unity	enhances interpersonal skills	strengthens harmonious relationship in class	enhances oral communication skills	strengthens oral proficiency	answers questions properly
	improves higher order thinking skills	improves communication skills	promotes higher order thinking skills	develops intrapersonal intelligences	build rapport among class members	improves one's communication skills

Global Citizenship Competency	Analytical and critical thinking					
Goals	Learners are equipped with global mindset, global citizenship competencies in heart, and global living for happy and healthy living.					
Core Values	Draw logical and fair conclusions based on learners' evidence and thinking.					
Initiatives	One Vision, One Mission, One Community					
Instructional Strategy	Look at the world with a critical eye, questioning assumptions and digging below the surface.					
	Agreement Circle	Bookmark Generalization	Hot Seat	Deal or No Deal	Writing a Diary	Facebook (like)
	This strategy requires the class to form a circle and responds to the alternative response questions (agree-disagree). This allows the teacher to determine if the lesson has been learned.	This strategy allows the learners to write their generalizations on a bookmark form.	The learners are asked to read a pre-assigned text and formulate questions about what was read. A learner is asked to take the hot seat and the classmates will ask question about what was read until such time that the learner will ask for a replacement.	This is a strategy similar to the game on television with some modifications. The numbered suitcases are posted on the board. The suitcase contains questions with corresponding points. The teacher is the game master and the learners are the contestants.	This is very good writing technique. This will allow the learners to write their thoughts, ideas, and feelings about the subject, teacher or the topic. This can be done for a week. Sharing of the contents of the diary in class is optional but must be submitted to the teacher for feedback.	This is a strategy that emphasizes the use of technology to motivate/encourage learners to post their comments in class in their Twitter, Instagram, or Facebook.
Desired Learning Outcomes	promotes critical thinking Skills	increases greater attention	improves critical and creative thinking skills	promotes higher order thinking skills	improves writing skills of learners	improves written and communication skills
	increases greater participation	promotes creativity	formulates questions to foster higher order thinking skills	makes the class lively and highly engaging	gives the learners chance to reflect on the things done in class	builds interpersonal relationship
	develops interpersonal skills	develops creative and critical thinking skills	increases learner's participation	strengthens communication skills	enhances recall/retention skills	improves analytical and critical thinking

### ***Rationale***

In view of the result-oriented research on Global Citizenship, the Instructional Management Plan was developed and proposed for immediate implementation of the School Leader and SHS Social Studies teachers. It was designed according to the strengths to be enriched and enhanced while addressing the weakness of the curriculum to substantiate the web of connectivity in global learning.

IMP considers the future of the instructional program as attended by the management and the faculty to deliver responsive and relevant education for lifelong learning. It is important for the principal and the faculty to work as a team to deliver global competitiveness, which calls for oneness, openness, commitment, and zeal of making life reality of the task of teaching-learning meaningful, fruitful, and purposeful. Every act of the education provider/ knowledge builder is meant to add life and give zest to the very life of living with worth, value, and dignity. Indeed, this IMP is hopeful of the birth of insights from sight, which is wisdom itself.

### ***Mechanics of Implementation***

The order same with the system embedded in the IMP are found volatile to ensure the efficacy of transforming the learners as global individuals updated with the world trends, issues, concerns, problems, and challenges underscoring mental health and physical resiliency in today's living.

The IMP presents the following segments: Goals, Core Values of Global Education, Initiatives, Instructional Strategy, and Desired Learning Outcomes.

### ***Schedule of Implementation***

It is recommended that this Instructional Management Plan for developing the global citizenship competencies of the SHS learners

of San Pablo Colleges be implemented upon the approval of the Academic Council through the Office of the SHS Principal.

### ***Evaluation of IMP***

Anchored on the goals and the core values of the IMP, the results of global learning are attested by the application of the initiated instructional practices by the school leader and SHS Social Studies teachers – Flexibility and Sense of global connection, Effective and appropriate communication, and Analytical and Critical thinking. Therefore, clothing the learners with the character traits of lifelong learners in caring and sharing life at its best.

### **Conclusion**

Based on the findings of this study, the following conclusions were made. First, SHS Social Studies teachers have effectively implemented instructional strategies aligned with GCED principles, creating an engaging and interactive learning environment for their students. Second, the extensive deployment of Global Lens by SHS Social Studies teachers highlights their commitment to providing students with a comprehensive and well-rounded education that encompasses global perspectives. Third, the assessment results can serve as a starting point for further discussions and targeted interventions to bridge the gap between teachers' and learners' perceptions. This can involve providing specific feedback, offering opportunities for self-reflection, and implementing instructional strategies that foster the development of Global Citizenship Competencies. Lastly, the significant differences manifested in the development of social skills to life skills by SHS teachers and learners strengthen the web of connectivity on global citizenship.

The use of the developed IMP should be put forward. To maintain the high manifestation of instructional practices, teachers should engage in ongoing professional development opportunities focused on Global Citizenship Education. Workshops, seminars, and conferences can provide teachers with new insights, innovative strategies, and the latest research



on global issues, allowing them to continuously improve their pedagogical approach. Second, encourage teachers to incorporate a wide range of diverse perspectives into their curriculum and classroom discussions. Teachers can use resources and materials that represent various cultures, histories, and viewpoints, fostering a more inclusive and accurate portrayal of global issues. Third, promote open communication and dialogue between teachers and learners regarding global citizenship competencies. Regular discussions can help clarify expectations, address misconceptions, and create a supportive learning environment. Fourth, regularly evaluate the curriculum and assessment methods used to develop global citizenship competencies. Adjust as needed to ensure alignment with best practices and the evolving needs of learners. Finally, the timely inclusion of Global Citizenship Competencies in all disciplines is hoped.

## ACKNOWLEDGMENT

With deep gratitude, the researcher acknowledges the esteemed personalities whose invaluable contributions and guidance have enriched this research endeavor: Dr. Ma. Socorro M. Eala, Dr. Dary E. Dacanay, Dr. Jocelyn A.C. Barradas, Dr. Bernardo C. Lunar, Dr. Lucy G. del Rio, Dr. Rufino L. Tanio, and Dr. Elmer C. Escala. Their expertise and mentorship have been instrumental in shaping the direction and quality of this study. I extend my heartfelt appreciation to the SHS teachers and learners, whose active participation and valuable insights have significantly enhanced the depth and relevance of the research findings.

## REFERENCES

- Akram, M. (2019). Relationship between Students' Perceptions of Teacher Effectiveness and Student Achievement at Secondary School Level. *Bulletin of Education and Research*. vol. 41, no. 2, pp. 93-108. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1229453.pdf>
- Albia, J. (2015). Exploring Global Citizenship Education in Philippine Higher Education: Implications for Pedagogy, Educational Leadership, and the Building of an ASEAN Community. *National Chung Cheng University*. Retrieved from: [https://www.academia.edu/26925362/Exploring\\_Global\\_Citizenship\\_Education\\_in\\_Philippine\\_Higher\\_Education\\_Implications\\_for\\_Pedagogy\\_Educational\\_Leadership\\_and\\_the\\_Building\\_of\\_an\\_ASEAN\\_Community\\_Educational\\_Leadership\\_and\\_Change](https://www.academia.edu/26925362/Exploring_Global_Citizenship_Education_in_Philippine_Higher_Education_Implications_for_Pedagogy_Educational_Leadership_and_the_Building_of_an_ASEAN_Community_Educational_Leadership_and_Change).
- Arnold, J., & Clarke, D. J. (2014). What is 'agency'? Perspectives in science education research. *International Journal of Science Education*, 36, 735–754
- Asbury University. (2019). *Critical Evaluation of Sources: Why Evaluate?*. Retrieved from <https://asbury.libguides.com/c.php?g=65794&p=423700>
- Awan, A. S., Perveen, M., & Abiodullah, A. (2018). An Analysis of the Critical Thinking for Citizenship Education in the Curriculum at Secondary Level. *Bulletin of Education and Research*. Vol. 40, No. 1, pp. 141 - 153. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1209789.pdf>
- Axner, M. (2020). *Section 2. Developing and Communicating a Vision*. Retrieved from <https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/develop-and-communicate-vision/main>
- Azis, A. A., Adnan, Abd Muis, Musawwir, & Faisal. (2013). Penerapan Pembelajaran Kolaboratif untuk Meningkatkan Aktifitas Belajar Siswa Kelas XI IPA 3 Melalui Lesson Study Berbasis Sekolah di SMA Negeri 8 Makassar. *Jurnal Bionature*, 14(1), 38-43.
- Bahiram, I. & Joseph, F. (2016). Using Student-Centered Method of Instruction and Video To improve the Participation of Class Six (6) Pupils Of Tamale Nyohinipresby Primary (B) In Citizenship Education Lessons. *Bagabaga College of Education-Tamale*. Retrieved from [https://www.academia.edu/27810804/STUDENT-CENTERED\\_LEARNING\\_A\\_PRACTICAL\\_APPROACH\\_TO\\_FOSTER\\_QUALITY\\_INSTRUCTION](https://www.academia.edu/27810804/STUDENT-CENTERED_LEARNING_A_PRACTICAL_APPROACH_TO_FOSTER_QUALITY_INSTRUCTION).
- Berkowicz, J. & Myers, A. (2018). *Schools Must Continue to Teach and Practice Respect*. Education Week. Retrieved from [https://blogs.edweek.org/edweek/leadership\\_360/2018/05/respect\\_matters.html](https://blogs.edweek.org/edweek/leadership_360/2018/05/respect_matters.html)
- Bhandari, P. (2022, December 02). *What Is Face Validity? | Guide, Definition & Examples*. Scribbr. Retrieved December 19, 2022, from <https://www.scribbr.com/methodology/face-validity/>
- Bickmore, K. (2009). Global education to build peace. In T. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools: Perspectives from Canada, Russia, and the United States* New York: Peter Lang Publishing. pp. 270-285.

- Bohn, J. (2017). *Four Ways to Create a Positive School Culture*. Retrieved from <https://inservice.ascd.org/four-ways-to-create-a-positive-school-culture/>
- Bosio, E. (2017a). *How do we create transformative global citizens?*. University WorldNews. Retrieved from <https://www.universityworldnews.com/post.php?story=20171129082744388>
- Bosio, E. (2017b). Educating for Global Citizenship and Fostering a Nonkilling Attitude. In: Evans Pim J and Herrero Rico S (eds), *Nonkilling Education. Honolulu: Center for Global Nonkilling*. pp. 59–70.
- Boyd, B. (2017). *21 Tips for Connecting Learners to Their Community*. Getting Smart. Retrieved from <https://www.gettingsmart.com/2017/01/21-tips-connecting-learners-to-community/>
- Brabeck, M., Jeffery, J., & Fry, S. (2015). *Practice for knowledge acquisition (Not drill and killdesigning activities with the goal of transferring knowledge)*. American Psychology Association. Retrieved from <https://www.apa.org/education/k12/practice-acquisition.aspx>
- Brandman University. (2019). *The importance of adopting a growth mindset in your teaching*. Retrieved from <https://www.brandman.edu/news-and-events/blog/the-importance-of-adopting-a-growth-mindset-in-your-classroom>
- Bruce, C. D., Ross, J., Flynn, T., & McPherson, R. (2009). Lesson Study and Demonstration Classrooms: Examining the Effects of Two Models of Teacher Professional Development. Research report. *Toronto: University of Toronto*.
- Bulut, B., Cakmkb, Z. & Kara, C. (2013): Global Citizenship in Technology Age from the Perspective of Social Sciences. In: *Procedia - Social and Behavioral Sciences*, 103, 442-448.
- Bumen, N. T., Cakar, E., & Yildiz, D. G. (2014). Curriculum Fidelity and Factors Affecting Fidelity in the Turkish Context. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1038715.pdf>
- Chadwick, C. (2011). A Conceptual Model for Teaching Critical Thinking in a Knowledge Economy. *Educational Technology*, Vol 51, Number 3, (May-June), 37-42.
- Corzo, J. Q. & Castañeda, Y. S. (2017). Promoting Respect as a Human Value in a Public School. *International Education Studies*. Vol. 10, No. 12. Retrieved from <https://doi.org/10.5539/ies.v10n12p96>
- Costa, A. L., & Kallick, N. (2013). Assessment Strategies for Self-Directed Learning. Retrieved from: <https://sk.sagepub.com/books/assessment-strategies-for-self-directed-learning>
- Dana, N. F., & Yendol-Silva, D. (2003). The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry. *Thousand Oaks: Corwin Press*.
- Danarwati, Y. S. (2016). Manajemen Pembelajaran dalam Upaya Meningkatkan Mutu Pendidikan. Retrieved December 26, 2016, from <http://stiaasmisolo.ac.id/jurnal/index.php/jmbb/article/download/21/19>.

- Davison, C. (2021). Nurturing Global Citizens: Ideas for embedding critical literacy within citizenship education. Retrieved from: <https://cirle.toncollege.com/nurturing-global-citizens-ideas-for-embedding-critical-literacy-within-citizenship-education/>
- De Carbo, C. (2017). *Why Logical Thinking Is Critical To Student Success*. MissDeCarbo. <https://www.missdecarbo.com/logical-thinking-student-success/>
- Deakin University. (2022). *Global citizenship - Communication skills*. Retrieved from [https://www.deakin.edu.au/\\_data/assets/pdf\\_file/0020/32348/global-citizenship.pdf](https://www.deakin.edu.au/_data/assets/pdf_file/0020/32348/global-citizenship.pdf).
- deped.gov.ph (2018). *Briones: Strengthening global citizenship key to achieving education goals 2030*. Retrieved from: <https://www.deped.gov.ph/2018/10/03/briones-strengthening-global-citizenship-key-to-achieving-education-goals-2030/>
- Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., and Bosker, R. J. (2018). Effective differentiation practices: a systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educ. Res. Rev.* 24, 31–54. doi: 10.1016/j.edurev.2018.02.002
- Dobos, A. (2014). Experiential Learning for Professional Development in the Civil Service. *Procedia - Social and Behavioral Sciences*. 116:5085-5090. Retrieved from [https://www.researchgate.net/publication/276102310\\_Experiential\\_Learning\\_for\\_Professional\\_Development\\_in\\_the\\_Civil\\_Service](https://www.researchgate.net/publication/276102310_Experiential_Learning_for_Professional_Development_in_the_Civil_Service).
- Dodge, K. (2020). *Clarifying What You Heard, Asking for Repetition, and Confirming Your Understanding in Business English*. English With Kim. Retrieved from <https://englishwithkim.com/clarifying-confirming-understanding/#:~:text=Restating%20the%20other%20person's%20idea%20is%20a%20great%20way%20to,or%20misunderstood%20a%20key%20point>.
- Dowers, J. (2015). *Land of the Free: Creating Unity in the Classroom*. Retrieved from <https://www.gcu.edu/blog/teaching-school-administration/land-free-creating-unity-classroom>
- Flowers, L. & Zakaras, M. (2015). *A Toolkit for Promoting Empathy in Schools*. Ashoka.org. Retrieved from <https://startempathy.org/resources/toolkit/>
- Fresno Pacific University. (2018). *What Is Global Awareness And Why Does It Matter?*. Retrieved from <https://ce.fresno.edu/news/what-is-global-awareness-and-why-does-it-matter>
- Global Education Guidelines Working Group. (2012). *Global Education Guidelines A Handbook For Educators To Understand And Implement Global Education*. Retrieved from <https://rm.coe.int/168070eb85>
- Goddard, Y. L., Miller, R., Larson, R., & Goddard, R. (2010). Connecting Principal Leadership, Teacher Collaboration, and Student Achievement. Retrieved from <https://files.eric.ed.gov/fulltext/ED528704.pdf>
- Gonzalez, G., & Deal, J. T. (2017). Using a Creativity Framework to Promote Teacher Learning in Lesson Study. *Thinking Skills and Creativity*, 43(7), 1-46.

- Grafwallner, P. (2017). *Keeping Learning Real, Relevant, and Relatable*. Edutopia. Retrieved March 5, 2020 from <https://www.edutopia.org/article/keeping-learning-real-relevant-and-relatable>
- Grand Canyon University. (2016). *4 Ways to Celebrate Diversity in the Classroom*. Retrieved from <https://www.gcu.edu/blog/teaching-school-administration/4-ways-celebrate-diversity-classroom>
- Green, M. F. (2012). *Global Citizenship – What Are We Talking About and Why Does It Matter?*. GlobalHigherEd. Retrieved from <https://globalhighered.wordpress.com/2012/03/11/global-citizenship/>
- Gregory, G. H. & Chapman, C. (2013). *Differentiated instructional Strategies. USA: Corwin*
- Grobbaauer, H., & Wintersteiner, W., (2022). *Global Citizenship Education. Concepts, Efforts, Perspectives – an Austrian experience*. Retrieved from: <https://www.aau.at/wp-content/uploads/2019/07/Information-ULG-Global-Citizenship-Education-English.pdf>
- Grönqvist, E., & Vlachos, J. (2016). One Size Fits All? The Effects of Teachers' Cognitive and Social Abilities on Student Achievement. *Labour Economics*, 56(2), 1- 31.
- Gross, J. M. S., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A.P. (2015). Strong School-Community Partnerships in Inclusive Schools Are "Part of the Fabric of the School... We Count on Them". *School Community Journal*, 25(2), 9-34. Retrieved from <https://eric.ed.gov/?id=EJ1085646>
- Gunawan, I. (2015). Values and Ethics in Educational Leadership: An Idea of Character Building of Students. Conference Proceedings Character Education in Indonesia Concepts and Applications in Primary Schools, *IKIP PGRI MADIUN*, 9 June, 1-13.
- Gunawan, I. (2016). *Manajemen Kelas*. Malang: Universitas Negeri Malang.
- Gunawan, I., and Benty, D. D. N. (2017). *Manajemen Pendidikan: Suatu Pengantar Praktik*. Jakarta: Alfabeta.
- Guo, L. (2014). Preparing Teachers to Educate for 21st Century Global Citizenship: Envisioning and Enacting. *Journal of Global Citizenship & Equity Education*. 4(1). Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000265452>
- Guo-Brennan, L. (2013). *Translating Global Citizenship Education into Pedagogic Actions in Classroom Settings*. Retrieved from [https://www.researchgate.net/publication/301200877\\_Translating\\_Global\\_Citizenship\\_Education\\_into\\_Pedagogic\\_Actions\\_in\\_Classroom\\_Settings](https://www.researchgate.net/publication/301200877_Translating_Global_Citizenship_Education_into_Pedagogic_Actions_in_Classroom_Settings)
- Hadley, J. (2022). *Advancing Teaching: Global Citizenship Education*. One Stop English. Retrieved from: <https://www.onestopenglish.com/methodology-tips-for-teachers/advancing-teaching-global-citizenship-education/1000216.article>
- Heick, T. (2012). *Three Ideas for 21st-Century Global Curriculum*. Edutopia. Retrieved from <https://www.edutopia.org/blog/global-curriculum-terry-heick>

- Hernández, M. M., Valiente, C., Eisenberg, N., Berger, R. H., Spinrad, T. L., VanSchyndel, S. K., Silva, K. M., Southworth, J., & Thompson, M. S. (2017). Elementary Students' Effortful Control and Academic Achievement: The Mediating Role of Teacher-Student Relationship Quality. *Early Childhood Research Quarterly*, 40, 98-109.
- Huitt, W., Huitt, M., Monetti, D., & Hummel, J. (2009). A Systems-Based Synthesis of Research Related to Improving Students' Academic Performance. *Athens Institute for Education and Research (ATINER)*, Athens, Greece. Retrieved December 2, 2016, from <http://www.edpsycinteractive.org/papers/improving-school-achievement.pdf>.
- Husna, U., Zubainur, C. M. & Ansari, B. I. (2018). Students' creative thinking ability in learning mathematics through learning model of Logan Avenue Problem Solving (LAPS) – Heuristic. *The 6th South East Asia Design Research International Conference (6th SEA-DR IC)*. Retrieved from doi :10.1088/1742-6596/1088/1/012067
- Indeed Career Guide. (2020). *Analytical Skills: Definitions and Examples*. Retrieved from <https://www.indeed.com/career-advice/resumes-cover-letters/analytical-skills>
- Jaberi, E. (2014). Global Citizenship Through the Eyes of the Grade Seven Elementary Students: A Case Study. *Electronic Thesis and Dissertation Repository*. 2444. <https://ir.lib.uwo.ca/etd/2444>
- Jackson, A. (2011). Global Competence: The What, The Why, and The How. Retrieved from <https://asiasociety.org/education/educating-global-competence>
- Jansen, A. (2012). Developing productive dispositions during small-group work in two sixth-grade mathematics classrooms: Teachers' facilitation efforts and students' self-reported benefits. *Middle Grades Research Journal*, 7(1), 37-56. Retrieved from <http://pearl.stkate.edu/docview/1458788304?accountid=26879>
- Jones, S., Weissbourd, R., Bouffard, S., Kahn, J., & Anderson, T. R. (2018). For Educators: How to Build Empathy and Strengthen Your School Community. Retrieved from <https://mcc.gse.harvard.edu/resources-for-educators/how-build-empathy-strengthen-school-community>
- Jung, H., Kwauk, C., Nuran, A., Robinson, J. P. Schouten, M., & Tanjeb, S. I. (2015). Lesson Study: Scaling up Peer-to-Peer Learning for Teachers in Zambia. *Tokyo: Japan International Cooperation Agency (JICA), Universal Education*
- Kefalas, M. (2018). *Teaching open-mindedness engages students with different interests*. 100 Mentors. Retrieved from <https://blog.100mentors.com/how-teaching-open-mindedness-engages-students-with-different-interests/>
- Kemp, S. M. (2017). *The importance of school, community partnerships*. SM Daily Journal. Retrieved from [https://www.smdailyjournal.com/opinion/guest\\_perspectives/the-importance-of-school-community-partnerships/article\\_0320fcf4-cb3b-11e7-a8ee-83f57369e16c.html#:~:text=Community%20collaboration%20with%20schools%20complements,can%20provide%20for%20their%20students.&text=It%20](https://www.smdailyjournal.com/opinion/guest_perspectives/the-importance-of-school-community-partnerships/article_0320fcf4-cb3b-11e7-a8ee-83f57369e16c.html#:~:text=Community%20collaboration%20with%20schools%20complements,can%20provide%20for%20their%20students.&text=It%20)



is%20important%20for%20the,and%20to%20say%20thank%20you.

- Kim, M. K., Kim, S. M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: an exploration of design principles. *Internet and Higher Education*, 22, 37–50.
- Knight, J. (2007). Internationalization: Concepts, complexities, and challenges. In: Forest JJF and Altbach PG (eds) International Handbook of Higher Education. Dordrecht: Springer, pp.207–227.
- Könings, K.D., Seidel, T., Brand-Gruwel, S., & Merriënboer, J. (2014). Differences between students' and teachers' perceptions of education: profiles to describe congruence and friction. *Instr Sci* 42, 11–30 (2014). <https://doi.org/10.1007/s11251-013-9294-1>
- Leavy, A. M., & Hourigan, M. (2016). Using Lesson Study to Support Knowledge Development in Initial Teacher Education: Insights from Early Number Classrooms. *Teaching and Teacher Education*, 57, 161- 175.
- Leigh, M. (2020). *Developing an International School Culture?*. Retrieved from <https://theexcelligent.com/2020/01/20/developing-an-international-school-culture-2/>
- Lindsay, J. (2017). Connecting beyond the classroom - Move from local to global learning modes. Retrieved from: [https://www.researchgate.net/publication/317662200\\_Connecting\\_beyond\\_the\\_classroom\\_-\\_Move\\_from\\_local\\_to\\_global\\_learning\\_modes](https://www.researchgate.net/publication/317662200_Connecting_beyond_the_classroom_-_Move_from_local_to_global_learning_modes)
- Loveless, B. (2019). *Developing a Student-centered Classroom*. Education Corner. Retrieved from <https://www.educationcorner.com/developing-a-student-centered-classroom.html>
- Luo, H., Xue, J., Yang, T., & Zuo, M. (2019). Impact of student agency on learning performance and learning experience in a flipped classroom. *British Journal of Educational Technology*. 50(2). p. 891 -831. Retrieved from doi:10.1111/bjet.12604
- Maalouf, G. (2018). The Effect of Collaborative Leadership on Organizational Learning via Employees' Benefits and Innovativeness. *Arabian J Bus Manag Review* 8: 342.
- Makoelle, T.M. (2019). Teacher empathy, A prerequisite for an inclusive classroom. Retrieved from: [https://www.researchgate.net/publication/333972798\\_Teacher\\_empathy\\_A\\_prerequisite\\_for\\_an\\_inclusive\\_classroom](https://www.researchgate.net/publication/333972798_Teacher_empathy_A_prerequisite_for_an_inclusive_classroom)
- Malahayati, E. N. (2015). Meningkatkan Kemampuan Memecahkan Masalah melalui Metode Project Based Learning Berbasis Lesson Study. *Konstruktivisme*, 7(1), 52-61.
- Martin, N. K., Sass, D. A., and Schmitt, T. A. (2012). Teacher Efficacy in Student Engagement, Instructional Management, Student Stressors, and Burnout: A Theoretical Model Using In-Class Variables to Predict Teachers' Intent-to-Leave. *Teaching and Teacher Education*, 28, 546-559.
- Matherly, C. (n.d.). *What is global competency and why does it matter?*. Retrieved from <https://www1.lehigh.edu/research/consequence/what-is-global-competency>

- McCarthy, J. (2016). *Timely Feedback: Now or Never*. Edutopia. Retrieved from <https://www.edutopia.org/blog/timely-feedback-now-or-never-john-mccarthy>
- McCormack, B. (2018). Collectively we need to become better storytellers - Bobby McCormack. Retrieved from <https://dochas.ie/blog/collectively-we-need-become-better-storytellers-bobby-mccormack>
- Meyer, R. D., & Wilkerson, T. L. (2011). Lesson Study: The Impact on Teachers' Knowledge for Teaching Mathematics. In Hart, L. C. (Eds.), *Lesson Study Research and Practice in Mathematics Education*. New York: Springer.
- Meyer, S. (n.d.). *3 Benefits of Connecting Beyond Classroom Walls*. Education and Career News. Retrieved from [https://www.educationandcareernews.com/classroom-technology/3-benefits-of-connecting-beyond-classroom-walls/?utm\\_source=propeller#](https://www.educationandcareernews.com/classroom-technology/3-benefits-of-connecting-beyond-classroom-walls/?utm_source=propeller#)
- Muller, C. (2017). 10 ways to promote international-mindedness. Retrieved from <https://blogs.ibo.org/blog/2017/01/30/10-ways-to-promote-international-mindedness/>
- National Education Association. (2020). Parent, Family, Community Involvement in Education. Retrieved from [http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)
- NDT Resource Center. (2019). Appreciating and Valuing Diversity. Retrieved from <https://www.nde-ed.org/TeachingResources/ClassroomTips/Diversity.htm>
- Nguyen, Y.P. (2018). Why is Collaborative Leadership Important?. Retrieved from <https://blog.trginternational.com/what-you-need-to-know-about-collaborative-leadership>
- Nikolopoulou, K. (2022). What Is Content Validity? | Definition & Examples. *Scribbr*. Retrieved December 19, 2022, from <https://www.scribbr.com/methodology/content-validity/>
- Nyongesa, C. & Kipruto, E. (2020). Global Citizenship Education in Kenya. Retrieved from: <https://jointsdgfund.org/article/global-citizenship-education-kenya>
- O'Connor, A. (2013). All about...Empathy. *Nursery World*, 112(4319), 21-25.
- O'Keefe, B. (2011). *5 Steps to Better School/Community Collaboration*. Edutopia. Retrieved from <https://www.edutopia.org/blog/school-community-collaboration-brendan-okeefe>
- Omer, A.A. & Abdularhim, M. (2017). The criteria of constructive feedback: The feedback that counts. Retrieved from: [https://www.researchgate.net/publication/312554700\\_The\\_criteria\\_of\\_constructive\\_feedback\\_The\\_feedback\\_that\\_counts](https://www.researchgate.net/publication/312554700_The_criteria_of_constructive_feedback_The_feedback_that_counts)
- Owen, L. (2015). *Empathy in the Classroom: Why Should I Care?*. Edutopia. Retrieved from <https://www.edutopia.org/blog/empathy-classroom-why-should-i-care-lauren-owen>
- Panadero, E., Brown, G., & Courtney, M. (2014). Teachers' reasons for using self-assessment: A survey self-report of Spanish teachers *Assessment in Education: Principles, Policy & Practice*, 21(4), pp. 365-383, 10.1080/0969594X.2014.919247



- Para, E. (2020). *What Is Global Citizenship Education?*. Retrieved from: <https://www.soroptimistinternational.org/what-is-global-citizenship-education/>
- Participate Learning (2017, April 6). 7 shocking statistics illustrating the importance of global education. Medium. <https://medium.com/global-perspectives/7-shocking-statistics-illustrating-the-importance-of-global-education-b6b68d70e22d>
- Participate Learning (2020). *What Do Globally Competent Students Look Like?*. Retrieved from: <https://www.participatelearning.com/blog/what-do-globally-competent-students-look-like/>
- Peterson, A., & Warwick, P. (2015). Global learning and education: Key concepts and effective practice. *New York: Routledge*.
- Picardo, J. (2012). *Why students need a global awareness and understanding of other cultures*. Retrieved March 26, 2020 from <https://www.theguardian.com/teacher-network/2012/sep/25/students-global-awareness-other-cultures>
- Polly, D., Allman, B., Casto, A., & Norwood, J. (2019). *Sociocultural Perspectives of Learning*. Retrieved from <https://lidtfoundations.pressbooks.com/chapter/sociocultural-learning/>
- Rahardjo, M. (2012). Model Pembelajaran Inovatif. *Yogyakarta: Gava Media*.
- Rahayu, E. F. (2015). Manajemen Pembelajaran dalam Rangka Pengembangan Kecerdasan Majemuk Peserta Didik. *Manajemen Pendidikan*, 24(5), 357-366.
- Rayhanul, S. M. (2015). What are the Importance and Benefits of "Critical Thinking Skills"? Retrieved from <https://www.linkedin.com/pulse/what-importance-benefits-critical-thinking-skills-islam>
- Reeves, P. M., Pun, W. H., & Chung, K. S. (2017). Influence of Teacher Collaboration on Job Satisfaction and Student Achievement. *Teaching and Teacher Education*, 67, 227-236.
- Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *Inter. J. Psyc.* 48(5):858-870. <http://dx.doi.org/10.1080/00207594.2012.701749>.
- Roberson, R. (2013). Helping students find relevance. Psychology Teacher Network. Retrieved from <https://www.apa.org/ed/precollege/ptn/2013/09/students-relevance>
- Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, 134(2), 223-246. doi:<http://dx.doi.org.pearl.stkate.edu/10.1037/0033-2909.134.2.223>
- Samur, A. (2019). Collaborative leadership: moving from top-down to team-centric. Retrieved from <https://slackhq.com/collaborative-leadership-top-down-team-centric>
- Saperstein, E. (2020). Global citizenship education starts with teacher training and professional development. *Journal of Global Education and Research*, 4(2), 125-139. <https://www.doi.org/10.5038/2577-509X.4.2.1121>

- Sass, D. A., Lopes, J., Oliveira, C., and Martin, N. K. (2016). An Evaluation of the Behavior and Instructional Management Scale's Psychometric Properties using Portuguese Teachers. *Teaching and Teacher Education*, 55, 279-290.
- Scholl, T.J. (2016). *How Do We Teach 21st Century Students?*. Seen Magazine US. Retrieved from <https://www.seenmagazine.us/Articles/Article-Detail/ArticleId/5600/HOW-DO-WE-TEACH-21st-CENTURY-STUDENTS>
- Simpson, S. D., Jakubec, S. L., Zawaduk, C., & Lyall, C. (2014). Integrating Global Citizenship through Local Teaching Practices. *Quality Advancement in Nursing Education - Avancées en formation infirmière: 1(2)*, Article 2. DOI: <http://dx.doi.org/10.17483/2368-6669.1031>
- Skirbekk, V., Potančoková, M., & Stonawski, M. (2013). *Measurement of Global Citizenship Education*. Background Paper on Global Citizenship Education. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000229287>
- Smith, R. R. (2008). Lesson Study: Professional Development for Empowering Teachers and Improving Classroom Practice. Dissertation. *Florida: College of Education*, Florida State University.
- Soe, H. Y. (2018). The Impact of Teachers' Professional Development on the Teachers' Instructional Practices: An Analysis of TALIS 2013 Teacher Questionnaire, Finland. Retrieved from <https://www.worldcces.org/article-7-by-soe/the-impact-of-teachers-professional-development-on-the-teachers-instructional-practices-an-analysis-of-talis-2013-teacher-questionnaire-finland>
- Solhaug, T. (2013): Trends and Dilemmas in Citizenship Education. *In: Nordica – Journal of Humanities and Social Education*, 1, 180-200.
- Sousa, V.D., Driessnack, M., Mendes, I.A.C. (2007). An overview of research designs relevant to nursing: Part 1: quantitative research designs. *Rev Latino-am Enfermagem 2007 maio-junho*; 15(3): 503-7.
- Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation, and task orientation. *Learning Environments Research*, 15, 171–193.
- Sutcliffe, J. (2020). *Why global awareness matters to schools*. The Guardian. Retrieved from <https://www.theguardian.com/teacher-network/2012/nov/05/global-awareness-schools-education>
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. Retrieved from: [https://www.researchgate.net/publication/319998004\\_Validity\\_and\\_Reliability\\_of\\_the\\_Research\\_Instrument\\_How\\_to\\_Test\\_the\\_Validation\\_of\\_a\\_QuestionnaireSurvey\\_in\\_a\\_Research](https://www.researchgate.net/publication/319998004_Validity_and_Reliability_of_the_Research_Instrument_How_to_Test_the_Validation_of_a_QuestionnaireSurvey_in_a_Research)
- Takahashi, A., & Yoshida, M. (2004). Ideas for Establishing Lesson-Study Communities. *Teaching Children Mathematics*, 45(3), 436-443.
- Torres, C.A. (2017). Theoretical and Empirical Foundations of Critical Global Citizenship Education. New York: Taylor & Francis
- Tygret, J. A. (2017). The Influence of Student Teachers on Student Achievement: A Case Study of Teacher Perspectives. *Teaching and Teacher Education*, 66, 117-126.

- UNESCO. (2015). *Global Citizenship Education topics and learning objectives*. Retrieved from <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>.
- Voogt, J. M., Pieters, J.M., & Handelzalts, A. (2016). Teacher collaboration in curriculum design teams: effects, mechanisms, and conditions. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/13803611.2016.1247725>
- West, R. (2010). A student's guide to strengthening an online community. *TechTrends: Linking Research & Practice to Improve Learning*, 54(5), 69-75. <https://doi.org/10.1007/s11528-010-0439-7>
- Whitehead, D. M. (2015). Global learning: Key to making excellence inclusive. *Liberal Education*, 101(3), 6-13.
- Wiggins, G. (2012). Seven Keys to Effective Feedback. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>
- Williams, M. L., (2010). Teacher Collaboration as Professional Development in a Large, Suburban High School. *Public Access Theses and Dissertations from the College of Education and Human Sciences*. 94. Retrieved from <https://digitalcommons.unl.edu/cehdsdiss/94>
- Yemini, M. (2016). Internationalization and Global Citizenship. Policy and Practice in Education. Cham: Palgrave Macmillan.
- Yemini, M., Goren, H., & Maxwell, C. (2018). Global citizenship education in the era of mobility conflict and globalisation. *British Journal of Educational Studies* 66(4): 1–10.

# SUPERVISORY AND LEADERSHIP COMPETENCIES OF PRINCIPALS AND TEACHERS IN THE DIOCESE OF IBA EDUCATIONAL FOUNDATION, INC.

○ JOHN DEN SAUL L. DALAN ○

Calamban College, Inc.

## ABSTRACT

*Effective school leadership is crucial for ensuring quality education and positive learning outcomes. This study aims to evaluate the supervisory and leadership competencies of principals and teachers in the Diocese of Iba Educational Foundation, Inc. The research employs a descriptive-correlational design, drawing on the Transformational Leadership Theory as the theoretical framework. The participants include principals and teachers who met specific inclusion criteria, selected through a non-probability convenience sampling technique. The data were collected using surveys and questionnaires, assessing the perceptions of both principals and teachers regarding supervisory and leadership competencies. Statistical analyses, including mean, t-test, and analysis of variance, were performed to derive meaningful insights. The findings indicate that both principals and teachers perceive "Personal and Professional Attributes and Interpersonal Effectiveness" as the highest-rated domain, signifying ethical and moral leadership, integrity, and effective communication. However, the domain of "Parents' Involvement and Community Partnership" received lower ratings, highlighting a potential area for improvement. The study adds valuable insights to educational leadership and serves as a baseline for future research. The study offers practical recommendations for enhancing school leadership and fostering a positive learning environment within the Diocese of Iba Educational Foundation, Inc. This research contributes to the ongoing efforts to improve educational practices and policy, with potential applications for similar educational settings globally.*

**Keywords:** Supervisory and leadership competencies, Diocese of Iba Educational Foundation, Inc., principals and teachers, descriptive-correlational research design, Philippines

## INTRODUCTION

In the ever-evolving landscape of education, effective school leadership and supervision play pivotal roles in driving institutional growth, fostering a positive learning environment, and ensuring optimal student outcomes (Smith, 2020; Johnson et al., 2019). The Association of Southeast Asian Nations (ASEAN) mandates assimilation by requiring schools to adhere to standards set by its leadership to achieve a common goal in line with globalization. The government expects colleges to produce graduates who can quickly adapt to the demands of the 21st-century workforce (Baviera & Maramis eds., 2017, McCarthy, 2013, Suci, Asmara & Mulatsih, 2015). To meet these expectations, schools are being evaluated to enhance the educational quality of students and keep up with established standards.

The Diocese of Iba Educational Foundation, Inc. has been serving as a beacon of academic excellence in the region for several decades (Garcia & Santos, 2018). The foundation's commitment to holistic education has shaped the lives of countless students, imparting knowledge and values that contribute to their personal and professional growth. In this context, the roles of principals and teachers stand at the core of the educational process, influencing the learning experiences and outcomes of students.

Despite the significance of principal and teacher competencies, there is limited empirical research specific to the context of the Diocese of Iba Educational Foundation, Inc. (Perez et al., 2017). The research aims to address this gap by exploring and understanding the supervisory and leadership competencies of principals and teachers within the institution.

The primary objectives of this study are to identify the key supervisory and leadership competencies demonstrated by principals and teachers in DIEFI, assess the perception of stakeholders (administrators, teachers, students, and parents) regarding the effectiveness of these competencies in promoting academic excellence and fostering a positive learning environment (Lee & Kim, 2019; Brown & White, 2016), and determine the challenges faced by educational leaders in enhancing their competencies and suggest possible strategies for improvement (Chen &

Wang, 2020; Martinez et al., 2018).

This study holds substantial academic and practical implications for educational leadership and supervision. By shedding light on the existing competencies of principals and teachers within DIEFI, the research contributes to the knowledge base on effective school leadership within the specific context of the foundation. Moreover, the findings assist in identifying areas of strength and improvement, thereby guiding the development of targeted professional development programs for educational leaders (Taylor & Johnson, 2018).

This research is grounded in the transformational leadership theory, which emphasizes the influence of leaders in inspiring and motivating others to achieve common goals (Bass & Riggio, 2006). The theory's application enables a comprehensive understanding of how the supervisory and leadership competencies of principals and teachers align with transformational leadership principles.

## **Literature Review**

The Department of Education (DepEd) acknowledges the need to enhance the leadership skills of principals due to the changing environment. This is reflected in the implementation of the National Competency-Based Standards for School Heads (NCBS-SH), which outlines the key competencies that principals must possess (DepEd Order No. 10, s. 2010). Based on DepEd Order No. 10, s. 2010, effective school heads demonstrate key competencies across various domains for successful school leadership. These domains include School Leadership, where they collaborate and create a vision for teachers and learners, aligning with the principles of transformational leadership. Instructional Leadership emphasizes their role in promoting good teaching and learning, employing assessment, supervision, and technical assistance. Creating a Student-Centered Learning Climate involves setting high standards, creating a safe and supportive environment for learners, and fostering continuous learning. Human Resources Management and Professional Development focus on nurturing

a learning community, encouraging growth based on competency standards, and implementing individual and school plans for professional development. Parent Involvement and Community Partnership involve shared decision-making, engaging stakeholders, and fostering positive community linkages. School Management and Operations encompass the effective execution of improvement plans, resource mobilization, and utilization of technology for daily operations. Personal and Professional Attributes emphasize ethical leadership, pride in the teaching profession, and effective communication skills to inspire and support staff and learners.

The success or failure of a school depends heavily on the principal's ability to efficiently manage the school. Normore (2004) confirms that the principal is still considered a key figure in a school's success, but they must possess the necessary competencies to do so. Without these competencies, schools may struggle to achieve the target standards set in the Key Results Area of Basic Education Services, leading to inadequate school performance, low academic achievement, and ineffective teaching. Luz (2009) stresses that school-based leadership is necessary for school-based management to be effective, and principals must possess essential competencies in supervision to build and sustain a learning environment that fosters the holistic growth of learners.

While this study aims to provide valuable insights into the competencies of principals and teachers within DIEFI, it is important to acknowledge certain limitations. The research is limited to the geographical scope of the Diocese of Iba, and its findings may not be fully generalizable to other educational institutions. Additionally, the self-report nature of the data collection may be subject to social desirability bias (Johnson & Smith, 2015).

The findings of this research will serve as a resource for educational leaders, policymakers, and professional development providers, aiding them in formulating evidence-based strategies to enhance the supervisory and leadership competencies of principals and teachers. The study's outcomes are expected to contribute to the continuous improvement of the Diocese of Iba Educational Foundation, Inc., ensuring its continued legacy of providing

quality education and fostering academic excellence (Gonzalez & Ramirez, 2021).

Thus, this research aims to contribute valuable knowledge to the field of educational leadership and supervision, particularly within the Diocese of Iba Educational Foundation, Inc. By examining the supervisory and leadership competencies of principals and teachers, this study seeks to empower educational leaders with the tools necessary to promote excellence in teaching and learning and to foster a positive school environment conducive to students' overall development (Benson & Jones, 2017; Kim & Lee, 2019).

### **Statement of the Problem**

The general purpose of the study opts to assess the Diocese of Iba Educational Foundation Inc. (DIEFI) Principals' supervisory competencies in the Diocese of Iba for the Academic Year 2021-2022 and its relationship to their profile.

Specifically, the study answers the following questions:

1. How may the profile of the respondents be described in terms of:
  - 1.1. school profile,
  - 1.2. age,
  - 1.3. educational preparation,
  - 1.4. training attended, and
  - 1.5. years of experience as a teacher/ principal?
2. How may the level of supervisory competencies be described as indicated in their function on the National Competency-Based Standards for School Heads (NCBS-SH):
  - 2.1. School Leadership
    - 2.1.1. Developing and Communicating Vision, Mission, Goals and Objectives
    - 2.1.2. Data-based Strategic Planning
    - 2.1.3. Problem Solving



- 2.1.4. Building High-Performance Teams
- 2.1.5. Coordinating with Others
- 2.1.6. Leading and Managing Change
- 2.2. Instructional Leadership
  - 2.2.1. Assessment of Learning
  - 2.2.2. Developing Programs and/or Adapting Existing Programs
  - 2.2.3. Implementing Programs for Instructional Improvement
  - 2.2.4. Instructional Supervision
- 2.3. Creating a Student-Centered Learning Climate
  - 2.3.1. Setting high social & academic expectations
  - 2.3.2. Creating school environments focused on the needs of the learner
- 2.4. Human Resources Management and Professional Development
  - 2.4.1. Creating a Professional Learning Community
  - 2.4.2. Recruitment & Hiring
  - 2.4.3. Managing Performance of Teachers and Staff
- 2.5. Parents' Involvement and Community Partnership
  - 2.5.1. Parental Involvement
  - 2.5.2. External Community Partnership
- 2.6. School Management and Operations
  - 2.6.1. Managing School Operations
  - 2.6.2. Fiscal Management
  - 2.6.3. Use of Technology in the Management of Operations
- 2.7. Personal and Professional Attributes and Interpersonal Effectiveness
  - 2.7.1. Professionalism
  - 2.7.2. Communication
  - 2.7.3. Interpersonal Sensitivity
- 3. Is there a significant difference between the supervisory and leadership competencies of the principals as perceived by the respondents?

4. What supervisory and leadership program may be proposed based on the results of the study?

## Methods

The study utilized a survey method with a structured questionnaire as the primary data collection method (Creswell, J & Creswell, D, 2023). The questionnaire was distributed via email to the identified participants, which included principals and teachers from the Diocese of Iba Educational Foundation, Inc. A total of 10 principals and 176 teachers were included in the study. The participants were selected using a non-probability convenience sampling technique due to practical considerations, ensuring their relevance to the research objectives. The inclusion criteria required the participants to be actively serving as principals or teachers within the institution during the time of data collection.

Upon securing ethical approval, the researcher contacted the identified principals and teachers via email to request their participation in the study. The email included a brief explanation of the research objectives and the importance of their responses. The participants were informed about the voluntary nature of their involvement and the confidentiality of their responses. Once consent was obtained, the participants were provided with a link to the online questionnaire hosted on a secure platform. They were given sufficient time to complete the questionnaire, and reminders were sent to encourage maximum participation.

The research used the National Competency-Based Standards for School Heads (NCBS-SH) instrument to assess the supervisory and leadership competencies of principals and teachers. The NCBS-SH questionnaire was designed to align with the core principles and practices outlined in DepEd Order No. 10, s. 2010. This instrument consisted of validated items that enabled participants to self-assess their competencies across various domains, such as School Leadership, Instructional Leadership, Creating a Student-Centered Learning Climate, Human Resources Management and Professional Development, Parent Involvement and Community Partnership, School Management and Operations, and Personal

and Professional Attributes and Interpersonal Effectiveness.

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics, including mean scores, were computed to summarize the participants' self-assessed competencies within each domain. Additionally, inferential statistics, such as ANOVA, were utilized to explore potential relationships and correlations between different domains of competencies particularly in checking if the hypothesis, there is no significant relationship between the supervisory and leadership competencies of the principals as perceived by the respondents. The statistical analysis aimed to uncover any significant patterns and associations among the variables of interest, providing valuable insights into the supervisory and leadership competencies of principals and teachers in the Diocese of Iba Educational Foundation, Inc.

## RESULTS AND DISCUSSION

### *The Level of Supervisory Competencies Domain of Principals as Perceived by the Respondents*

The presented findings in Table 1 indicate the perceived level of supervisory competencies of principals as assessed by both principals and teachers within the Diocese of Iba Educational Foundation, Inc. Across all domains, the average ratings fall within the "proficient" range, suggesting that the principals demonstrate a satisfactory level of supervisory and leadership skills.

**Table 1.** *Level of Principals' Supervisory Competencies Domain as perceived by respondents.*

COMPETENCY DOMAIN	Principals		Teachers	
	$\bar{x}$	VI	$\bar{x}$	VI
1. School Leadership	3.29	Proficient	3.39	Proficient
2. Instructional Leadership	3.09	Proficient	3.25	Proficient
3. Creating a Student-Centered Learning Climate	3.14	Proficient	3.34	Proficient
4. HR Management and Professional Development	3.17	Proficient	3.35	Proficient
5. Parents' Involvement and Community Partnership	2.83	Proficient	3.27	Proficient
6. School Management and Operation	3.15	Proficient	3.46	Proficient
7. Personal and Professional Attributes and Interpersonal Effectiveness	3.61	Highly Proficient	3.54	Highly Proficient
OVERALL	3.18	Proficient	3.37	Proficient

The highest-rated domain, as perceived by both principals and teachers, is "Personal and Professional Attributes and Interpersonal Effectiveness," where principals scored at a "highly proficient" level and teachers at a "proficient" level. This indicates that principals are viewed as exemplifying ethical and moral leadership, projecting integrity, and communicating effectively with staff and students.

Notably, the domain of "Parents' Involvement and Community Partnership" received comparatively lower ratings from both groups. Although still in the "proficient" range, this suggests a potential area for improvement. Enhancing collaboration and engagement with parents and community stakeholders could further strengthen the school's relationships with its broader ecosystem, promoting a more supportive and inclusive learning environment.

It is essential to consider that there are no related studies available to corroborate these findings. While the present study provides valuable insights into the supervisory competencies of principals and teachers in the Diocese of Iba Educational Foundation, Inc., the lack of corroborative research

emphasizes the need for further investigations in this area. The absence of related studies may be attributed to the specific context of the educational institution, underscoring the uniqueness of the research focus.

However, the limitations stemming from the lack of related studies do not diminish the significance of the current findings. This study serves as an important baseline for future research, guiding subsequent investigations into supervisory and leadership competencies in similar educational settings or across diverse regions. The study's comprehensiveness, with both principals and teachers offering their perspectives, contributes to a more holistic understanding of school leadership and its impact on the overall learning environment.

The results of this study have several implications for educational practice and policy. The proficient ratings in various domains indicate that the Diocese of Iba Educational Foundation, Inc. has a solid foundation of effective school leadership. However, the identified lower ratings in the "Parents' Involvement and Community Partnership" domain highlight the importance of fostering stronger ties with parents and community stakeholders to improve student outcomes and overall school performance.

Hence, the study's findings demonstrate that the principals' supervisory competencies are perceived to be at a satisfactory level by both principals and teachers. The absence of related studies underlines the need for further research in this area to build upon the current knowledge base and to support the continuous improvement of educational leadership practices. These findings offer valuable insights to inform targeted professional development programs and interventions to enhance school leadership and foster a positive learning environment within the Diocese of Iba Educational Foundation, Inc.

### ***Differences between the supervisory and leadership competencies of the principals as perceived by the respondents.***

The presented findings in Table 2 show the results of a t-test conducted to determine if there are significant differences in the perception

of the respondents regarding the supervisory and leadership competencies of the principals in the Diocese of Iba Educational Foundation, Inc.

**Table 2.** *The t-Test between the Perception of the Respondents on the Supervisory and Leadership Competencies of the Principals*

Competency Domain	t-value	p-value	Decision
1. School Leadership	-2.216	.078	Accept $H_o$
2. Instructional Leadership	-3.720	.034	Reject $H_o$
3. Creating a Student-Centered Learning Climate	-1.053	.484	Accept $H_o$
4. HR Management and Professional Development	-1.385	.300	Accept $H_o$
5. Parents' Involvement and Community Partnership	-22.000	.029	Reject $H_o$
6. School Management and Operation	-1.542	.263	Accept $H_o$
7. Personal and Professional Attributes and Interpersonal Effectiveness	1.414	.252	Accept $H_o$

For the domain of "School Leadership," the t-value is -2.216, and the p-value is .078. The p-value is greater than the significance level of .05, indicating that there is no significant difference in the perception of the respondents regarding the principals' supervisory and leadership competencies in this domain. Therefore, the null hypothesis ( $H_o$ ) is accepted.

In contrast, for the domain of "Instructional Leadership," the t-value is -3.720, and the p-value is .034. The p-value is less than the significance level of .05, indicating that there is a significant difference in the perception of the respondents regarding the principals' supervisory and leadership competencies in this domain. Therefore, the null hypothesis ( $H_o$ ) is rejected.

Similarly, for the domain of "Creating a Student-Centered Learning Climate," "HR Management and Professional Development," "School Management and Operation," and "Personal and Professional Attributes and Interpersonal Effectiveness," the t-values are -1.053, -1.385, -1.542, and 1.414, respectively, and the p-values are greater than .05. This indicates

that there is no significant difference in the perception of the respondents regarding the principals' supervisory and leadership competencies in these domains, and the null hypotheses ( $H_0$ ) are accepted.

Remarkably, for the domain of "Parents' Involvement and Community Partnership," the  $t$ -value is -22.000, and the  $p$ -value is .029. The  $p$ -value is less than the significance level of .05, signifying a significant difference in the perception of the respondents regarding the principals' supervisory and leadership competencies in this domain. Hence, the null hypothesis ( $H_0$ ) is rejected.

The significant difference observed in the domain of "Parents' Involvement and Community Partnership" suggests that there may be varying perspectives among the respondents concerning the principals' effectiveness in engaging parents and community stakeholders. To address this, the Diocese of Iba Educational Foundation, Inc. should consider conducting further investigations, such as interviews or focus group discussions, to gain deeper insights into the specific challenges and opportunities related to parent and community involvement. Additionally, targeted professional development programs focused on building strong partnerships with parents and the community could be implemented to enhance the school's relationships and foster a more supportive and inclusive learning environment.

The study's findings provide valuable information on the perception of the respondents regarding the supervisory and leadership competencies of the principals. The variation in perceptions across different domains highlights the importance of a comprehensive approach to school leadership and underscores the need for continuous efforts to enhance leadership practices within the institution.

## CONCLUSIONS

The study examined the supervisory and leadership competencies of principals in the Diocese of Iba Educational Foundation, Inc., as perceived by both principals and teachers. The findings revealed that principals are rated proficient in various domains, with "Personal and Professional Attributes and Interpersonal Effectiveness" receiving the highest ratings. However, there is a significant difference in perception regarding "Parents' Involvement and Community Partnership." This highlights the need to strengthen engagement with parents and community stakeholders to foster a more inclusive learning environment. The study contributes valuable insights into effective school leadership practices and calls for further research to explore specific challenges and opportunities in enhancing supervisory competencies for improved educational outcomes. Targeted professional development programs can be implemented to enhance school leadership practices and promote a positive learning environment.

## RECOMMENDATIONS

Based on the study's findings, several recommendations are made to enhance the supervisory and leadership competencies of principals in the Diocese of Iba Educational Foundation, Inc. First, targeted professional development programs should be introduced to further develop leadership skills, especially in the domain of "Parents' Involvement and Community Partnership," addressing the significant difference in perception. Second, fostering collaborative partnerships with parents and community stakeholders should be prioritized to create a more inclusive and supportive learning environment. Additionally, continuous evaluation and self-assessment of leadership practices can help principals identify areas for improvement and implement evidence-based strategies to enhance overall school leadership. Finally, further research with a qualitative component should be conducted to gain deeper insights into specific challenges and opportunities related to effective school leadership, enabling continuous improvement in supervisory competencies.



## REFERENCES

- Bass, B. M., & Riggio, R. E. (2006). Transformational leadership (2nd ed.). *Psychology Press*.  
<https://doi.org/10.4324/9781410617095>
- Baviera, A. M., & Maramis, A. V. (Eds.). (2017). Education in Southeast Asia: Perspectives, issues, and challenges. *Springer*. Retrieved from: [https://www.eria.org/ASEAN\\_at\\_50\\_Vol\\_4\\_Full\\_Report.pdf](https://www.eria.org/ASEAN_at_50_Vol_4_Full_Report.pdf) [accessed in Manila, Philippines: July 3, 2018].
- Brown, S., & White, E. (2016). Leadership development for school leaders: An integrated approach. *Routledge*.
- Chen, X., & Wang, Z. (2020). Principal leadership and teacher collaboration: The mediating role of teacher trust in principal. *Journal of Educational Administration*, 58(6), 613-631.
- Creswell, J & Creswell, D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches. Retrieved from: <https://edge.sagepub.com/creswellrd5e>
- Garcia, A. S., & Santos, R. B. (2018). Quality of school leadership and teacher learning: Lessons from a private school in the Philippines. *International Journal of Learning, Teaching and Educational Research*, 17(3), 142-159.
- Gonzalez, M. J., & Ramirez, R. R. (2021). Competencies of school principals in a private school in the Philippines. *International Journal of Educational Leadership and Management*, 9(2), 1-15.
- Johnson, S. M., & Smith, K. M. (2015). Learning to lead: A longitudinal study of expanding teacher roles in low-income schools. *Educational Administration Quarterly*, 51(2), 218-253.
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2019). How context mediates policy: The impact of teachers' unions on the effects of performance-based pay. *Educational Evaluation and Policy Analysis*, 41(1), 123-147.
- Kim, S. H., & Lee, J. S. (2019). Principals' instructional leadership, teacher collaboration, and teacher efficacy: Evidence from South Korea. *Journal of Educational Administration*, 57(1), 38-56.
- Martinez, J., Cortes, R. S., & Canencia, C. C. (2018). The competencies of secondary public school heads: Basis for enhancing instructional leadership. *Journal of Educational Leadership*, 16(3), 60-80.
- McCarthy, C. (2013). Curriculum as institution and practice: Essays in the deliberative tradition. *Routledge*.
- Perez, A. M., Balagtas, A. R., Abacan, D. D., & Beran, E. T. (2017). School principals' competencies and their performance. *Journal of Education and Practice*, 8(15), 1-7.
- Smith, M. (2020). The impact of principal leadership on teacher morale and student achievement. *Educational Management Administration & Leadership*, 48(6), 938-958.
- Suci, I., Asmara, D., & Mulatsih, S. (2015). Teacher empowerment: A need of school based management policy. *Procedia-Social and Behavioral Sciences*, 174, 2029-2035.
- Taylor, R., & Johnson, D. (2018). Successful school leadership: Linking with learning and achievement. *SAGE Publications*.

## COMMUNICATING THE CHALLENGES OF FLEXIBLE LEARNING THROUGH THE LENS OF SEASONED TEACHERS

◦ AMELIA A. JARAPA ◦

Calayan Educational Foundation, Inc.

◦ JERIC Z. ROMERO ◦

Calayan Educational Foundation, Inc.

### ABSTRACT

*The global educational landscape has been dramatically altered as the pandemic posed challenges among stakeholders of educational institutions. With this unprecedented phenomenon, teachers adapted to changes which have been more difficult for seasoned teachers who find it harder to cope with the complexities of the new environment. The study attempted to document the challenges encountered by seasoned teachers along with their coping strategies under the flexible learning modality. This study analyzed these seasoned teachers' experiences through qualitative phenomenological method with interviews as the main data collection tool. The study purposefully involved five (5) seasoned teachers at Calayan Educational Foundation, Inc. who were senior citizens with 30 to 40 years of teaching experience at the time of data collection. The seasoned teachers were found to have encountered challenges in terms of navigating the learning management system, encouraging student participation, and time management on discussions. Further, they reported their feelings of anxiety and intimidation brought about by the demands of technology given that their students are technology inclined. Nevertheless, it was clear that the participants overcame the identified challenges through a support system from family and colleagues along with their dedication and passion to teach given their decades of experience. Despite their age, the seasoned teachers remained open and embraced the changes as innovations of education.*

**Keywords:** Social Science, seasoned teachers, flexible learning, phenomenological, pandemic

## INTRODUCTION

Teachers and students, as the primary movers of the teaching-learning process, are no exception in embracing the challenges posed by the pandemic that dramatically altered the global educational landscape. Various tasks carried out by both parties have been changed due to a major shift from traditional face to face classes to different flexible learning modalities and wired learning. Since this is an unprecedented phenomenon in the Philippine context, major stakeholders found themselves in the dilemma of how to continue education despite the pandemic. Nevertheless, educational institutions adapted various delivery modes in all levels and one of which is flexible learning in higher education.

Several innovative learning approaches saved all people around the world from ceasing to pursue education amidst the pandemic. Even the lack of access to technology did not stop education planners in providing students with the means to learn. Flexible learning is one of the modalities implemented to assist schools in fulfilling their goals to educate children and young people. At the onset of the pandemic, nobody was exempted, everyone shifted from face-to-face classes to the “New Normal” way of learning.

In the Philippines, the educational system embraced flexible learning and made it as major part of their learning continuity plan. The Commission on Higher Education (CHED) Chairperson, Prospero de Vera III, stated that “flexible learning will be the norm. There is no going back...” With this, the higher education institutions in the country are utilizing flexible learning because according to De Vera, “going back to the traditional face-to-face classes would waste the investments in technology, teachers’ training and retrofitting of facilities.”

As stipulated in guidelines in the implementation of flexible learning of the Commission on Higher Education (2020), “flexible learning is the design and delivery of programs, courses, and learning interventions that address learners’ unique needs in terms of place, pace, process, and products of learning.” CHED further emphasized the use of digital and non-digital technology that could be synchronous and asynchronously conducted whether

inside the classroom or at the comfort of their homes. This learning modality provided hope and assurance among teachers and students the continuity of inclusive and accessible education in case the traditional face-to-face classes are not possible as what happened during the pandemic. This method is indeed effective but requires a recalibrated educational system where utilization of technology is necessary.

Teachers were caught in an unprecedented phenomenon where abrupt system changes and technology are the trends. When the disadvantages of the distance education process are examined, it is seen that the most frequently expressed problem by the teachers is the lack of interaction and that all lessons are not available and student follow-up is not possible (Hebebcı et al., 2020). Given this challenge posed to younger teachers, the system is more likely to be problematic to seasoned teachers.

Seasoned teachers might find it hard to cope with the complexities of the technology-driven environment. Seasoned teachers are the veterans. They possess competencies and skills that are fundamentally gained from their experience and growing passion for their job. However, even their passion to teach may wither because of the pandemic that has affected everyone around the globe. Yet, they cannot simply cease the desire to help educate young minds, they need to pursue.

Haeggans (2012) mentioned in a study conducted by Gonzales (2021), that seasoned teachers may have distinct teaching and learning needs particularly in the use of technology which is different from the younger ones who have been exposed to the use of it. Further, younger teachers find the use of technology interesting and not challenging compared to those who are more exposed to pedagogies and teaching experiences. According to Knowles, Holton III, and Swanson, as cited by Haeggans (2012), seasoned teachers should just need to be willing to embrace the need for technology in teaching, they do not have to seek out and try hard to learn advanced technologies. They simply need to realize that these advancements are part of daily living, and thus, teaching.

With these insights synthesized, this study attempts to shed light on the challenges encountered by seasoned lecturers under flexible learning mode.

## Research Objectives

This study attempted to document the challenges encountered by seasoned lecturers under the flexible learning modality.

Specifically, this study sought to attain the following objectives:

1. Determine and document the seasoned teachers' narratives on the challenges encountered under flexible learning.
2. Identify seasoned lecturers' coping mechanisms and strategies to overcome the challenges of flexible learning.

## *Seasoned teachers*

Unarguably, teaching is a noble profession. Many have tagged teaching as a profession that creates all other professions and educators know that their work is never easy. As time changes, so do the trends in education and it is imperative for teachers to cope and adapt regardless of age and experience. However, it is undeniable that changes, especially those involving technology integration, are more difficult for seasoned teachers who are used to traditional materials and modes.

Seasoned teachers according to Corpuz (2018) are gems of educational institutions. The complexities of the present educational system range from the teaching process and assessment procedures lies on multidimensionality of issues that can be facilitated and managed by seasoned teachers. Corpuz (2018) cited in her article that Akbari and Yazdanmer (2014) stated that the best criterion for a seasoned teacher involves subjective and ascribed expertise which most neophyte teachers may not possess. Thus, she concluded that “seasoned teachers may be old but certainly gold in any educational institution.”

Dela Peña, Rodriguez, and Millado (2022) mentioned in their study that innovative teaching that involves the utilization of technology affects the teachers, particularly the seasoned ones. These teachers are considered the experienced ones who have served for quite a long time and are referred such for their abilities, years of service and expertise in their field of specialization. With the innovative educational system nowadays, seasoned teachers, having no choice but to adapt to the changes, feel stressed and less effective. For this

reason, some refused to adapt to these changes for the belief that in a few years they are about to retire, yet some embraced it and have expanded their horizons. This transition from traditional modality to online learning created barriers to teachers, specifically the seasoned teachers.

To most educators today, online platforms are necessary to reach out to students. Webinars are now considered as temporary classrooms where parents were requested to monitor their children at home. In this modality, students have been deprived of peer social interaction. The current educational system in the Philippines today is having trouble or rather because of the high demands of the different learning modalities implemented by various schools to address the needs of students. Technology being one of the most important tools in these learning modalities, a dilemma is posed, particularly to the seasoned teachers who consider technology uncomfortable and inconvenient to use.

This study, therefore, focuses on communicating the challenges posed by flexible learning based on the narratives of a seasoned lecturer and their strategies to overcome adversities.

### ***Flexible learning modality***

Due to the advent of COVID-19 pandemic, Philippine schools in all levels had to adapt various teaching and learning methods and modes which are different from the typical face to face classes. This unprecedented phenomenon has compelled educational institutions to shift from the confines of the classroom to a wired teaching-learning environment termed as flexible learning. Higher education is no exception.

The CHED Memorandum Order (CMO) No. 04, series 2020 defined flexible learning as “the design and delivery of programs, courses, and learning interventions that address learners’ unique needs in terms of place, pace, process, and products of learning.” They further noted that digital and non-digital technology are needed and must cover either face-to-face/in-person learning or out-of-classroom learning modes of delivery or a combination of both modes of modality. This will ensure continuity of inclusive and accessible education when face-to-face teaching mode is impossible, as in national emergencies.

Southeast Asian Ministers of Education Organization (SEAMEO), on the other hand, defined flexible learning as “a pedagogical approach allowing flexibility of time, place and audience including, but not solely focused on, the use of technology.” Because as to some institutions, delivery methods in teaching are more considered rather than facilities. The need for technology may vary depending on some factors like the distance between the students and teachers and means of communication.

Flexible learning strategies in the pre-pandemic times is described by Cassidy et al. (2016) as a teaching strategy that allows flexibility in time, place and students that includes the utilization of the technology and other innovative techniques. The researchers described flexible learning to have three themes: objectives and course design, assessment procedure, challenges, and improvements.

Based on the two reputable authorities' definitions, there are several concepts common to both: technology use and shift in teaching modes. These two are focal points of this research as the researchers attempt to determine the challenges encountered by a seasoned teacher under the flexible learning modality.

### ***Educational challenges in the flexible learning modality***

Since the beginning of the unprecedented COVID-19 pandemic, the education sector has been challenged more than ever. The coronavirus pandemic has affected everyone almost paralyzing the educational systems worldwide that led to the widespread closures of some schools. This implied how seriously the COVID-19 pandemic has disturbed the education industry globally (Onyema et al., 2020).

Nevertheless, schools still pursued education despite the situation. A plethora of teaching and learning modes were reinvented to suit the needs of the learners amidst pandemic and technology has been the go-to reference. Technology is an essential tool to offer educational, psychological, spiritual, and medical advice or support to parents, educators, and students during and after pandemic (Onyema et al., 2020).

Santos (2021) found in his study that the utilization of technology in the new normal education for the seasoned teachers highly depends on the support system that they are receiving during the teaching-learning process. Further, he highlighted that these teachers are less equipped with necessary digital skills that made it difficult to make the teaching process as effective as those in face-to-face classes. Santos also noted in this study that instructional materials provided for them are not really designed for the learning modality adapted by their institution.

The increasing demand of technology in the educational system has modified teachers' methods from the face-to-face setting that often places them as dispensers of knowledge to a more flexible approach where they act more as facilitators, managers and motivators who encourages student participation and motivates them to learn (Onyema & Deborah, 2019). Technology facilitates remote learning, distance learning, virtual learning, blended learning, mobile learning, distributed learning, machine learning, ubiquitous learning, deep learning, and cooperative and collaborative learning. Since most educational processes are now digital and education stakeholders, like students and parents, face the challenges of online education, technology is inevitable. Appropriate educational technologies increase accessibility to learning materials such as Massive Open Online Courses (MOOCs), and multiple learning approaches to meet the need of diverse learners (Onyema et al., 2019).

Flexible learning modality adheres to the use of technology that makes teachers challenged, particularly the seasoned teachers. Because technology is no longer an option in the teaching-learning process, teachers opted to provide themselves with devices that sometimes hinder an effective learning system. Other factors that made flexible learning challenging are the internet connectivity issues, difficulty in navigating the digital tools and lack of training in utilizing technology in teaching. Some applications and tools were difficult to navigate. Guidance and assistance in training are vital for the success of the teachers in delivering quality instruction despite the distance between the teachers and students (Repecio & Tupan, 2023).

While it is true that there is a plethora of solutions to the current problem, it is undeniable that problems still exist especially in the Philippine context



where technology is not as advanced as those who have adopted technology in education even before the pandemic. Learners are now confined mostly to their own homes, posing problems in communication and connectivity. “The realities of receiving formal education from home could be very challenging to many educators, learners and parents especially those in developing countries where the accessibility, availability and use of technology in education are not widespread.” Aside from financial constraints many other factors such as network issues, poor power supply, distractions from the environment, poor digital skills, inaccessibility, and availability issues can also frustrate learners to achieve successful learning outcomes at home. There is also the problem of managing time to learn new techniques in using technologies that are necessary to learn from home, and noises that emanate internally or externally from neighbors and neighborhood.

Because unequal access to technology is another grave concern for many countries, prolonged school closures could deprive millions of students’ access to education particularly those in third world countries, rural areas, and people with special needs” (Onyema et al., 2020).

## METHODS

### *Research Design*

This study utilized a phenomenological approach of qualitative research. Since the objectives call for the examination of a specific phenomenon, the researchers deemed this design appropriate for this study. In a study conducted by Rodriguez et al., (2022), phenomenological approach to research is defined as “a critical process of observing, describing, analyzing, and documenting qualitative information. In this study, the experiences of the seasoned teachers served as the phenomenon under study. Since there is a certain peculiarity in their experiences, there is a need to examine their narratives where a phenomenological approach is the most appropriate.

The researchers explored the challenges encountered by seasoned lecturers teaching under the flexible learning modality along with their coping strategies.

## *Participants*

The participants of this study were comprised of all the five (5) seasoned teachers in Calayan Educational Foundation, Inc. in the second semester of the school year 2021-2022. They are from the college department who are working as regular part-time, as they regularly intend to teach in their respective departments. Particularly, they are those who have handled professional courses in the College of Liberal Arts, Sciences and Education, College of Business and Management, and College of Health Sciences. They were chosen based on the established inclusion criteria: 1. sixty (60) years old and above, 2. with at least 30 years of teaching experience; and 3. teaching under flexible learning modality, that is teaching in both synchronous and asynchronous modalities.

**Table 1.** *Participants of the Research*

<b>Participants</b>	<b>Specialization</b>	<b>Age</b>	<b>Years of teaching</b>
A	Nursing	64	40
B	Accountancy	71	41
C	Culture & Arts	68	45
D	Language	60	37
E	Nursing	63	38

## *Data Gathering Procedure*

The researchers initially sought approval of the institution's Research Director to allow them to conduct the study on the campus. Upon securing the necessary permit, they first asked their target participants' consent as to their willingness to be part of the study. Given consent, the researchers then set a schedule for the interview.

The participants underwent series of interviews with non-structured questionnaire focusing on the challenges encountered under flexible learning modality and coping strategies to overcome the stated adversities. The interviews took 30 minutes to one hour and, with the participants' consent, were recorded and transcribed. Themes and subthemes were then generated and served as the bases for analysis.

## *Data Analysis*

To analyze the data gathered, the researchers made use of Colaizzi's phenomenological analysis. This method according to Repecio & Tupan (2023) includes understanding of data and identifying significant statements which are analyzed to formulate meanings.

Steps in Collaizi's descriptive phenomenological analysis:

1. Familiarization. For several times, the researchers continuously have read and become familiar with the transcripts taken from the participants highlighting some important statements that will help the researchers in tracing back the relevant information.
2. Identifying significant statements. Once they got familiar with the transcripts, the researchers identified statements that are relevant to the phenomenon or to what is being asked in the research problem. The researchers completely highlighted the significant statements that could lead to the research problems.
3. Formulating meanings. The researchers in this step tried to identify the meanings implied in each statement for each account of the participants.
4. Clustering themes. The researchers clustered the meanings that have been taken from the previous step and created themes out of these.
5. Developing an exhaustive description. The researchers then prepared a full and inclusive description of the phenomenon based on what was collected in the previous steps.
6. Producing the fundamental structure. In this step, the researchers tried to summarize the descriptions gathered from the previous steps into a dense statement, the conclusions.
7. Seeking verification of the fundamental structure. The researchers, after having all the data analyzed and presented, met, and discussed the results with their participants who willingly accepted and were glad of the outcome.

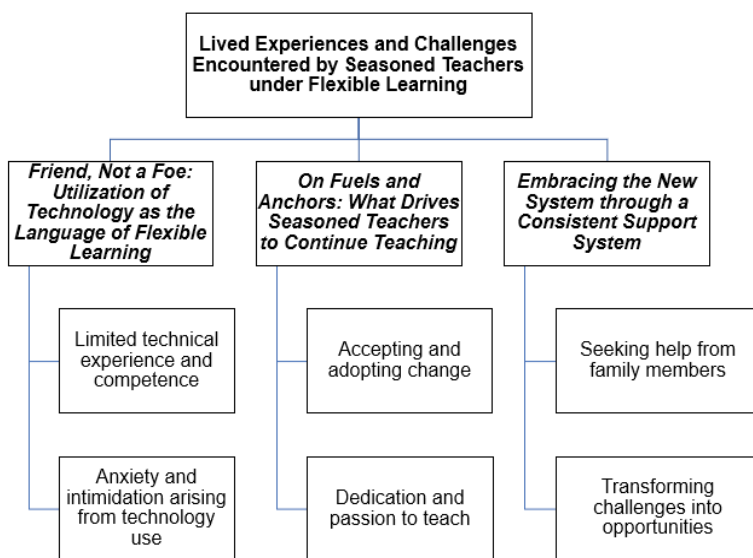
## ***Ethical Considerations***

The researchers ensured that the ethical elements for the study subjects, such as privacy, confidentiality, respecting anonymity, and informed consent in implementing this study are highly observed. To take account of the ethical considerations, the researchers approached the participants to initially seek consent from them verbally, assuring them that it is voluntary. Upon expressing their willingness to participate in this study, the researchers further explained to them the purpose and procedure of the study which they will be part of. The participants were also told that if they wish to withdraw during the survey, they may do so.

Necessary permits were sought from their respective departments, and the consent was made formal by giving them the request letter. Participants were told that all the information they will provide in the study's conduct would remain confidential and that the results shall be treated objectively.

## **Results**

After the thorough data gathering process, the responses were transcribed and analyzed where the following themes emerged.



**Figure 1:** *Lived Experiences and Challenges of Seasoned Teachers under Flexible Learning*

## Main Theme: Friend Not a Foe: Utilization of Technology as the Language of Flexible Learning

### *Limited technical experience and competence*

The study revealed that the main concern of the seasoned teachers teaching under the flexible learning modality is their limited grasp of technology in the wired environment. They claim that their age and skills in technology initially limit them in helping students learn the competencies needed in their course. They fear that their unfamiliarity of the current technology like functions in the computer and processes in the learning management system might lose everything they possess with regards to teaching. They had the feeling of incompetence to teach as they encounter unfamiliar situations like preparing class materials using advanced computer applications, uploading learning materials in online platforms, and conducting online classes using Zoom or Google class applications. For these reasons, the seasoned teachers in this study felt initially to withdraw and quit teaching. It gave them low confidence to teach and impart knowledge to their students having the feeling of incompetence towards the wired environment.

These aspects posed a dilemma to our seasoned teachers as age is considered on the use of technology through the online learning platform which they find uncomfortable to use, inconvenient on their part, and most of all challenging for they are not used to it (Dela Peña et. al., 2022).

#### *Participant A*

*“Na-rattle. Considering naman diba yung aking challenges sa computers. Although, marunong naman ako kaya lang ‘yung applications dun sa online teaching, medyo ano ako... ah... parang takot kasi parang I don’t think parang kaya ko pang i-absorb...mas gusto ko talaga sana board and pen. Kaya nung mga unang classes, kinakabahan ako, mas matimbang yung kaba kesa excitement na makikilala mo students mo nung pasukan.”*

English translation:

“I was rattled considering the challenges posed by computers. Although I can use them, I have doubts on my skills in using the applications in online teaching. I’m a bit scared as I don’t think I can still absorb the process. I really prefer board and pen. I was a bit nervous during the first days of classes.”

*Participant B*

*“Medyo wala talaga kaming background sa technology...natatakot ako at kapag baka ako ay may pinindot ay mawala lahat. Hindi ko kayang tandaan lahat kung para saan yung mga symbols...lalo sa computation, mahirap ituro kase kailangan ipakita sa kanila yung computation. Medyo hesitant din ako magturo uli sa online, pero dahil may mga tumutulong, nagagawa ko nman yung mga responsibilities, madalas lang kung hindi kulang, late”*

English translation:

“We really have limited background in technology. I’m afraid that a single click would make the applications disappear. I can’t remember everything, especially what the symbols are for. For computations, it’s hard to teach them as I have to show them the computation process. I was hesitant to teach online but because of the people helping me, I can still fulfill my responsibilities.”

*Participant C*

*“mahirap, di ako familiar sa mga keys. Hindi rin naging ganon kadali tandaan lahat ng instruction especially kapag ang lesson ay gagawin mo sa internet or via Zoom. Madalas kong nalilimutan yung proseso ng pag-a-upload ng lessons,*

*di ko na naiintindihan minsan kung mahina lang ba ang internet o talagang nawala na. kaya yung mga unang buwan ng pagtuturo, medyo takot kase hindi ko alam kung paano magsisimula.”*

English translation:

“...it’s hard as I am not familiar with the keys. It’s also not that easy to remember all instructions especially if the lesson is to be delivered via Zoom. I often forget the process of uploading lessons and sometimes, I can’t figure out if it’s just the Internet lagging or it being disconnected completely. That is why during the first months of online teaching, I was a bit scared, and I don’t know where to begin.”

*Participant D*

*“During the first months of handling classes via flexible learning, madalas parang gusto kong manganic. I cannot easily process the procedure. Kase we had series of orientations regarding what to do but because, maybe not quite prepared, I felt uneasy every time I am to meet a class or even upload materials online. Minsan kinakabahan, kase yung una kong virtual class, nagkagulo yung mga students kase hindi ko alam kung paano sila mute. Pinilit ko naman pag-aralan kaya sa ngayon, tanggap ko na na ito na yung new normal”*

English translation:

“During the first months of handling classes via flexible learning, I often wanted to panic. I cannot easily process the procedure. We had series of orientations regarding what to do but because, maybe not quite prepared, I felt uneasy every time I was to meet a class or even upload materials

online. Sometimes, I get nervous because at the onset of my virtual class, the students were not in order as I don't know how to mute them. I insisted myself, however, to learn and accept the new normal."

*Participant E*

*"yung onset ng pandemic, I thought of not teaching anymore kase bigla everything is online. Naisip ko, sige sa mga bata na lang, sila na lang kase it seemed they are enjoying the computer and the net eh while for me, I felt like I am going to crash everything sa device (giggles). Minsan pagharap mo sa computer, hindi mo na alam kung paano magsisimula (giggles)"*

English translation:

"At the onset of pandemic, I thought of not teaching anymore because suddenly, everything is online. I thought of giving things up to the younger ones as it seemed they are enjoying the computer and the net while for me, I felt like I was going to crash everything in the device (giggles). Sometimes, when you face the computer, you just don't know where to start (giggles)."

***Anxiety and intimidation arising from technology use.***

This subtheme was further revealed in the study through the focused group discussion. Participants revealed that they were anxious about the new requirements of the online class during the pandemic. Their excitement to teach and embrace the new learning environment was overpowered by anxiety. They thought they could not do it believing that their knowledge of technology is behind that of their students. These seasoned teachers know that they are competent regarding the subject matter, but because of the thought that they are unable to cope with the demand of online classes, they also felt intimidated. They saw their students, who are mostly from Generation Z, as technologically



inclined. Even their classroom management in the conduct of online class was tested. They became anxious of the use of technology in handling their virtual classes, putting themselves into situations wherein they questioned themselves if they could still pursue their career in teaching. They had the feeling of inability to control their students, thus, they felt intimidated.

Anxiety manifests in different forms, including fear for security, fear of missing out, fear of failure, and fear of taking risks (Machů & Morysová, 2016; Ellahi, 2017; *Alt* & Boniel-Nissim, 2018). Intimidation arises as teachers are thought of as the classroom managers but in the case of the seasoned teachers, since they are not familiar with the learning modality, they tend to feel not worthy to teach.

### **Main Theme: On Fuels and Anchors: What Drives Seasoned Teachers to Continue Teaching**

#### ***Accepting and adopting change***

As revealed in this subtheme, the seasoned teachers' motivations have been instrumental in carrying out their jobs amidst the challenges posed by the changes in the delivery of instruction. They felt that the inner drive that motivated them to choose this career a long time ago is the same drive that gave them no choice but to accept the demands of online classes. One of the factors that motivated them to adopt change is their genuine concern towards their students. They believe that what they possess will be of much help to the future generation. Thus, the participants revealed that whether they like the changes or not, they were left with no choice but to adopt, accept, and eventually overcome the challenges. In a parallel study conducted, Millado et. al. (2022) mentioned "acceptance and adapting to change are the emergent themes of the challenges faced by seasoned teachers. The general response of the respondents revealed that they had accepted and adopted the challenges in education with the use of technology. They have embraced innovation through time."

### ***Dedication and passion to teach***

With the same narratives transcribed and synthesized, this subtheme emerged, revealing the true essence of teaching. When asked what drives them to continue teaching, seasoned lecturers revealed that it is their burning passion and desire to teach. It makes them uncomfortable to think of stagnation which made them eventually overcome the demands of a technology-driven environment. When asked about their confidence and dedication to continue teaching, seasoned teachers believed that they still can, especially with their passion inside. Furthermore, they see the new generation of teachers as those who lack experience in handling students. They felt the need for seasoned teachers like them who might be incompetent in terms of technology but are able to deliver the competencies they need with compassion and genuine concern. These results were parallel to the study of Millado et. al. (2022) which mentioned that “if teachers are confident in their ability to carry out work tasks, they can enjoy them more. Teachers' self-efficacy beliefs, according to research, are critical in developing and maintaining work satisfaction. Teachers with poor self-efficacy are likely to be dissatisfied with their jobs. (Klassen, Foster, Rajani, & Bowman, 2019; Daumiller & Dresel, 2020).

#### *Participant A*

*“I felt na, my students need me. Initially I thought of quitting pero naisip ko yung pwede ko pang ibigay o share sa knila na maaring kulang pa sa mga new ones. Kaya, I tried to learn the process pero syempre sa tulong talaga ng mga kasama ko din... even yung mga bago pa lamang at nagsisismula na teachers, kailangan din nila ng guidance. Kaya naisip ko, I cannot stop yet, not by the technology issues”*

#### English translation:

“I felt that my students need me. Initially I thought of quitting, but I thought of the lessons that I can still give to them which may be lacking in the younger ones. So, I tried to learn the process but with the help of my significant others. Even those

beginning teachers, I think they still need guidance. And so, I thought, I cannot stop yet, not by the technology issues.”

*Participant B*

*“Matuto dapat ang mga bata ng mga dapat nilang matutunan... kawawa ang bata. Kapag tumigil ako, mabawasan sila ng mga magtuturo eh sa panahong online hindi lahat kaya ang magtuto sa kurso na hawak ko (Accounting). Marami akong gusto ituro pa sa kanila,...na kailangan nila para sa kurso nila. Aware ako na may need sila at andito ako para tulungan sila.”*

English translation:

“The students should learn the things they are supposed to learn...I pity the students. If teachers were to stop, students would no longer experience being taught, especially not everyone can learn what I am teaching. I still have so much to teach them...things that they need in their course. I am aware that they are in need, and I am with them to help...”

*Participant C*

*“Naging passion ko na siguro...namimiss ko...talagang passion ko na sa kinatagalan na. kahit nakakapagod at mahirap yung online na klase, masaya pa rin na may mga kausap kang students na natututo kahit sa computer mo lang sila nakikita madalas. Eto kaseng pagtuturo naging parte na ng buhay ko, hindi ko pa nakikita yung sarili ko na hindi nagtuturo sa ngayon”*

English translation:

“Teaching has been my passion already...I miss it...it has long been my passion even if it’s tiring and in wired environment. It’s still fulfilling because I’m talking to students, and they

are learning even just through computers. This teaching profession has been a part of my life already, I don't see myself stopping in this vocation yet...

*Participant D*

*"I did not want to stop. I still want to teach kase what are my experiences for if sa bahay na lang ako. I wanted to see my students learn despite the difficulties that they see in me while teaching. I feel my body will miss teaching If I choose to stop. I will miss my students. I will miss learning new things din...Mas Malaki yung pangangailangan nila from us teachers, kaya I decided to stay and choose to teach pa rin"*

English translation:

"I did not want to stop. I still want to teach as I was thinking, what are my experiences for if I'd just stayed at home? I wanted to see my students learn despite the difficulties that they see in me while teaching. I feel my body will miss teaching If I choose to stop. I will miss my students. I will miss learning new things as well...Students have greater need from us teachers, so I decided to stay and choose to still teach."

*Participant E*

*"hindi kase pwedeng tumigil dahil may option naman, hindi naman tumigil yung management to help us, so I think I need to adopt. Iba pa rin yung pakiramdam na somehow you were able to share knowledge to students based on your experience. At habang nagtitiwala pa rin ang school sa akin, kailangan ko na talagang tanggapin at pag-aralan yun process."*

English translation:

“Quitting is not an option because there are choices. The management did not cease to support us, so I think I need to adopt. It still feels different that somehow you were able to share knowledge to students based on your experience. And as long as the school trusts me, I need to accept and learn the process.”

### **Main Theme: Embracing the New System Through a Consistent Support System**

#### ***Seeking help from family members***

Emerging from the last extracted theme, seasoned lecturers revealed that their anchor in staying afloat in the unfamiliar system is their support system. Their family members played a pivotal role in keeping them going. They mentioned that their family members provided not just technical but moral support throughout the process. In those trying times, the participants, being experts in their fields, were able to recognize their weaknesses and were able to open themselves to the idea that they need help not just from their family but also to their younger colleagues setting aside the idea of intimidation. They were also able to seek help from their tech-savvy students, lowering their pride and admitting they need help. This made them successfully embrace the new system and they could continue their passion for teaching.

#### ***Transforming challenges into opportunities***

Based on the transcribed narratives, seasoned teachers have not only accepted the challenges but also turned them into opportunities. As they are still passionate about teaching, they used flexible learning as an opportunity to learn and achieve more in their teaching career. Their resilience to teach not only made it possible to accomplish their tasks but also expanded their influence among their students' lives. Moreover, they were able to find another version

of themselves whom they initially thought would quit at the onset of online classes. They were able to see themselves level-up and expand their potential in teaching. They can embrace the challenges and turn them into opportunities to grow despite the initial belief that they cannot do it anymore. This, however, is the true meaning of education – a learning continuum. The transformation in education to use online teaching and learning has influenced teachers' working progression and education quality (Dela Peña et. al, 2022).

#### *Participant A*

*“Support system talaga, nilalambing ko mga pwedeng malalambing, sina (names of family members) para sa navigation... kailangan tanggapin na need natin ng help especially sa mga mas bata... hindi talaga kaya eh. Sometimes sa students, I asked them (giggles) especially kapag bigla nawala yung file or sa virtual class, nawala yung video. Mapapangiti lang naman sila pero joke lang naman, ang importante honest tayo sa kanila. Habang nagtuturo ka na naman, malalaman nila kung ano talaga yung alam mo at meron ka”*

#### English translation:

“It’s really the support system. I seek help from my family members for navigating the computer system. I must accept I need help. Sometimes, I ask for help from the students themselves, especially if something goes wrong in the computer. They will smile but at least I was honest. While teaching, they would know what you know and what you can do.”

#### *Participant B*

*“Tinatawag ko yung apo ko kapag may hindi ako maintindihan o kung anong pipindutin...although minsan nakakahiya din mangulit, but you know, we need to be persistent. Otherwise*

*yung na-prepare mo sayang if hindi mo madeliver sa students. Pero masaya ako kase everytime may nagtuturo, I realized na maganda pala... Mabuti na din at yung head ng department, hindi din sumusuko magturo."*

English translation:

"I call my grandchildren if there's something I don't know... although it's embarrassing sometimes to ask but I need to be persistent. Otherwise, my preparation will go to waste if would not be delivered to the students. But I am still happy because every time I teach, I realized that it's wonderful... It's also good to know that our department head is also persistent."

*Participant C*

*"Nuong una, madalas nasa tabi ko yung bunso kong anak, lalo kapag virtual class. Siya yung mismong ano... taga-control. Yung subject ko kase dance, kailangan ko mgperform sa harap ng camera (pointing to her phone), hindi ko yun kaya. Kaya yung anak ko madalas kasama ko. Pagtagal natutunan ko na din. Minsan iniinwanan na ko ng anak ko sa klase (giggles) Mahirap lang yung magtroubleshoot."*

English translation:

"At first, my youngest child had to be always by my side especially during virtual sessions. He himself controls the computer. My subject is Dance so I need to perform in front of the camera...I learned the process eventually. Sometimes, I conduct my classes alone, without my son. It's simply hard to troubleshoot sometimes."

*Participant D*

*“Hindi naging madali, I needed to seek assistance from teachers in younger generation. I’m quite amazed kase when they explain, parang madali lang. But to me, nkakalito! Most of the time, I chat a younger teacher, ginagawa ko na siyang buddy ko. Ewan ko but sana hindi sila naiinis no? Thankful ako sobra because they seem to be so patient. Minsan, kapag sobrang late na at hesitated na ko to ask, I tried hard to recall yung previous na tinuturo sa ‘kin and gladly I am making it right na (giggles)*

English translation:

“It wasn’t easy. I needed to seek help from younger teachers. I’m quite amazed that they find it easy to explain and do but for me, it’s confusing! Most of the time, I seek help from a younger teacher, and I make them my teaching buddies. I’m thankful because they are so patient. Sometimes, when it’s already late to ask them, I try hard to recall what they taught me and I’m glad because I can do things right already.”

*Participant E*

*“Students na halos yung tumulong sa akin kase nakita ko mas magagaling sila sa technology. Pumupunta ako sa IT department kapag mahirap yung kelangan troubleshoot. Dahil pinili ko naman magturo pa rin, kinailangan kong pag-aralan. Matagal din tsaka kelangan talaga ng mahabang pasensya. Kapag wala tlga malapitan, nagtatanong na din ako sa mga apo ko. Kailangan lamg talaga open ka sa ganon, yung magtanong at malaman nila na hindi mo kaya. Lahat naman halos nahihirapan, mas mahirap lang sa aming senior na, kaya dapat tanggapin lang din.”*



English translation:

“Mostly, it’s the students who help me because I see them as better users of technology. I go to the IT department for troubleshooting purposes. Because I chose to still teach, I need to be persistent in learning. It really takes time and patience. I also seek help from my grandchildren. You must be open. Most teachers find it hard but it’s even harder for us seniors and we must accept it.”

## CONCLUSIONS

Flexible learning posed challenges to seasoned teachers as they feel incompetent in meeting the requirements of the said modality. In this study, the themes that were identified are (1) Friend, not a foe: Utilization of technology as the language of flexible learning; (2) On Fuels and Anchors: What drives seasoned teachers to continue teaching; and (3) Embracing the new system through a consistent support system.

In the first theme, “Friend, not a foe: Utilization of technology as the language of flexible learning” the participants are described to have limited technical experience and competence of the modality which led them to the feeling of anxiety and intimidation towards students. Because of their expertise in their specialization, they are still teaching despite their age. However, due to the sudden worldwide shift from traditional to flexible learning, these experts felt anxious and intimidated because of their inability to use the technology.

“On Fuels and Anchors: What drives seasoned teachers to continue teaching,” the second theme, presents the reasons why they remained despite the difficulties in flexible learning mode. They recalled how their passion in teaching brought them to the profession they are in today, and they used the same passion in choosing to stay and adopt the change in the educational system.

Having the choice of staying, the participants were able to cope and decided to “Embrace the new system through a consistent support system.”

Truly despite the difficulties brought by the pandemic, life is more inspiring because of the family that stands as one, because of the members in the family that help each other. These consistent supports transform challenges to opportunities among the seasoned lecturer in the higher education institutions.

## RECOMMENDATIONS

1. Involving the seasoned lecturers' knowledgeable others in the orientations on adopting LMS (Learning Management System) is a good move for higher education institutions (HEIs) since they can be their help providers when needed at home for online classes. This will ensure that effectiveness of teaching strategy is maintained despite having it online.
2. Higher Education Institutions may extend further leniency in school-related tasks for seasoned lecturers since their time to accomplish tasks is slower compared to regular teachers. However, their physical condition might be slower than new ones, these seasoned teachers possess competencies that will help hone future successful professionals. For this reason, the school management should still encourage other seasoned teachers to pursue while they still can.

## REFERENCES

- Cassidy, A., Fu, G., Valley, W., Lomas, C., Jovel, E., & Riseman, A. (2016). Flexible learning strategies in first through fourth-year courses. *CELT*. <https://doi.org/10.22329/celt.v9i0.4438>
- Commission on Higher Education. (2020). *Guidelines on the implementation of flexible learning*. [Memorandum order].
- Corpuz, Ednar R. (2018). *Seasoned teachers: gems of educational institution*. Retrieved from: [pressreader.com](http://pressreader.com)
- Dela Peña, A., Rodriguez, G., & Millado, K. (2022). Phenomenological study of seasoned teachers on the use of online teaching platforms. *GSJ: 10*(4), April 2022, Online: ISSN 2320-9186
- Ellahi, A. (2017, December 13–14). Fear of using technology: Investigating impact of using social networking sites in business education. In *2017 IEEE 15th student Conference on research and development (SCOREd)* (pp. 234–237). IEEE.
- Gonzales, N. (2021). Exploring the ICT-related requisites of seasoned junior high school science teachers in Candaba-San Luis Philippines. *IOER International Multidisciplinary Research Journal*, 3(4), Dec., 2021
- Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) Pandemic. *International Journal of Technology in Education and Science (IJTES)*, 4(4), 267-282.
- Onyema, E., Eucheria, N., Obafemi, F., Sen, S., Atonye, F., Sharma, A. ... Alsayed, A. (2020). Impact of coronavirus pandemic in education. *Journal of Education and Practice*. Retrieved from [www.iiste.org](http://www.iiste.org)
- Repecio, G.L. & Tupan, S.J. (2023). Lived experiences of seasoned teachers in the implementation of distance learning in the new normal: a phenomenological study. *Psychology and Education*, Vol. 8 (pp 1051-1064). <http://DOI:10.5281/zenodo.7934184>
- Santos, Christopher Glenn E. (2021). *The quality of life of seasoned tertiary teachers engaged in distance learning approach*. Retrieved from [www.eric.ed.gov](http://www.eric.ed.gov)

# CHINESE VOCATIONAL COLLEGE STUDENTS' ORAL ENGLISH PROFICIENCY AND INFLUENCING FACTORS

○ LI JIANG ○

Saint Louis University

○ FRED A. B. PAULINO ○

Saint Louis University

## ABSTRACT

*Speaking English as a foreign language is a challenging task, but it is also the most interesting part for EFL learners. This descriptive study aimed to identify the oral English proficiency level of Chinese vocational college students and determine the factors that affect the students' oral English proficiency. To identify the students' oral English proficiency level, 60 students were randomly selected to undergo assessment through a software named LAIX. To determine the influencing factors of the students' oral proficiency, 15 students and 10 teachers were purposefully selected to participate in a follow-up interview. The results indicated that a significant number of Chinese vocational college students were at Level 1, exhibiting low oral proficiency. Through thematic analysis, the factors attributed to the students' low oral proficiency were identified as mainly linguistic aspects, psychological concerns, language exposure, and language pedagogy among others. These interrelated factors significantly impact the students' oral proficiency.*

**Keywords:** *oral English proficiency, vocational college students, linguistic factors, language pedagogy, language exposure, psychological factors*

## INTRODUCTION

English has established itself as the dominant language spoken by around 400 million people worldwide (Tiing & Yunus, 2021). It has become an international common tongue in the 21st century. It is also frequently utilized on the internet, international relations, business, social media, education research, and other fields (Ahmed et al., 2019). For English language learners, spoken English ability is critical for academic performance, future career, and personal success. Over the past 30 years, the enrolment rate for higher education in China has steadily increased, resulting in a decreased admission score for college acceptance. Therefore, Chinese students can now enter colleges with lower scores than previously required. In comparison to university students in China, those attending tertiary vocational schools typically possess a weaker knowledge of and proficiency in the English language. Specifically, their speaking abilities were found to be especially weak, as per the 2021 TOEFL iBT Test and Score Data Summary.

The absence of foreign teacher-led listening and speaking classes in vocational colleges disrupts students' opportunity to gain genuine English conversational experience. Furthermore, there are inadequate English-speaking avenues in China. English classes in most vocational colleges are available twice a week only, allowing for minimal language practice. In addition, instructors often use the Chinese language as the medium of instruction during these two classroom sessions. Despite significant efforts from both the Chinese government and English educators to improve English oral proficiency in the country, vocational college students' oral skills remain poor. Even though they have been exposed to English lessons since primary school or junior middle school, their oral abilities continue to be unsatisfactory. This is especially a matter of concern when it comes to vocational college students' job prospects because a significant number of them are considered to have low oral proficiency.

### ***Oral language proficiency***

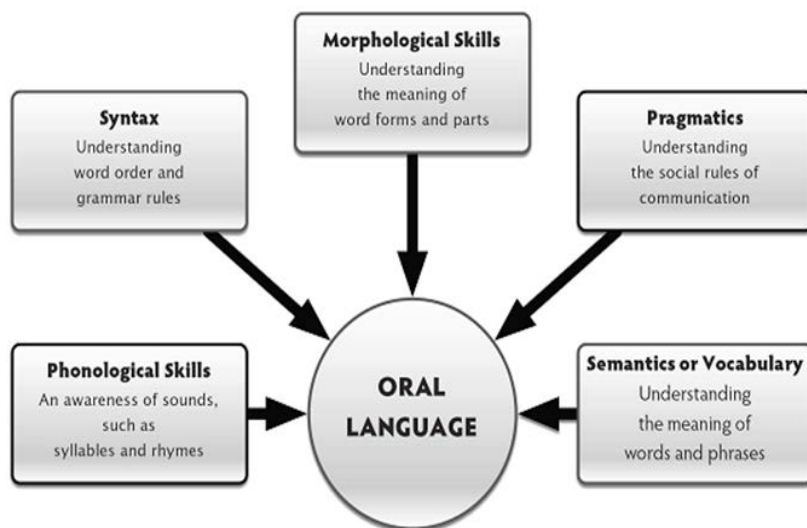
Oral proficiency is the capability of learners to engage in conversations with one or more interlocutors (Kasper & Ross, 2013). It also refers to language competence which entails the capacity to understand and communicate effectively in the target language (Ngui et al., 2020). Speaking is one of the most important skills to be developed and enhanced as a means of communication (Leong & Ahmadi, 2017). There are several meanings of the term “speaking” that have been presented in research on language learning. According to Webster’s New World Dictionary, speaking is saying things out loud, expressing oneself verbally, asking for something, and giving a speech. As per Brown et al. (2005), speaking is a collaborative procedure of creating significance that encompasses generating, perceiving, and processing information. It is viewed as a deliberate combination of sounds to form cohesive speech. Verbal communication involves the transmission of information, ideas, and emotions through spoken words.

The notion of oral proficiency encompasses two components (Sandlund et al., 2016). Firstly, there is the functional language competence outlined in the ACTFL Proficiency Guidelines (ACTFL 2012). Secondly, there are communicative skills pertaining to speaking and interaction, as detailed in the Common European Framework of Reference for Languages (Council of Europe 2001). In a concise recap, speaking skills and oral proficiency share some similarities but also have differences. Speaking is considered one of the macro skills that demonstrate tangible oral proficiency, whereas oral proficiency is a language competency that is demonstrated through specific language skills.

Improving oral language in EFLs entails honing speaking and listening skills, both of which are intricately linked to the understanding of reading and writing. According to August (2008), phonology, vocabulary, morphology, grammar, and discourse elements are all considered to be components of oral language proficiency. Fluency is one of the characteristics of speaking performance. Hughes (2002) claims fluency is the capacity of the learner to talk in an intelligible manner to prevent communication from breaking down due to listeners’ potential disinterest. As can be seen in Figure 1 below, oral language is made up of five essential elements: semantics or

vocabulary, pragmatics, morphological skills, syntax, and phonological skills (Moats, 2014). The better mastery of these five elements, the higher oral proficiency the learner will be.

**Figure 1.** *Components of oral language (Moats, 2014)*



Fluency involves reacting coherently by connecting words and phrases, articulating sounds clearly, and utilizing emphasis and intonation (Hedge, 2001). As per the recommendations of Mazouzi (2013) and Leong and Ahmadi (2017), learners are advised to emphasize grammatical structures, vocabulary, and pronunciation during their oral presentation, with special attention paid to the correctness and comprehensiveness of the language used. It is crucial to not only produce specific linguistic components but also understand when, how, and why to use them effectively. Additionally, possessing the necessary vocabulary is a pivotal aspect of oral communication (Beck et al., 2013 & Ouellette, 2006).

Oral proficiency is crucial in language learning because it is essential for effective communication. It allows learners to express themselves fluently and accurately and to understand and respond appropriately to what

others are saying. In addition, oral proficiency helps learners to develop their listening and comprehension skills as well as their vocabulary and grammar knowledge. Being able to speak a language confidently and clearly can also have a positive impact on learners' confidence, motivation, and overall language learning progress. Furthermore, oral proficiency is often a requirement for various academic and professional contexts, such as job interviews, presentations, and academic discussions. In this light, several literature studies are provided to serve as the basis for this investigation.

### ***Factors Attributed to Oral English Proficiency***

Many factors affect the oral proficiency of language learners. Culture is an obstacle because many Chinese students are shy and not so assertive when speaking in English. According to Aziz and Kashinathan (2021), speaking English is difficult because speakers must be proficient in a wide range of skills, including pronunciation, grammar, vocabulary, fluency, and comprehension. Essentially, vocabulary is seen as an important component of language proficiency and performance (Schmitt, 2010). Parallel to this, Adam (2016) pointed out that vocabulary deficiencies seriously hinder EFL students' capacity for interpersonal communication. The factors influencing foreign language competency are still unknown, according to previous research on oral proficiency. However, a lot of studies have found that vocabulary and grammar had the greatest impact on oral proficiency levels (Iwashita, 2010). Other factors such as pronunciation and fluency are also present at higher levels (Pangket, 2019). Grammatical competence can help speakers apply and perceive the structure of the English language correctly which leads to their fluency (Latha, 2012). According to some researchers, when assessing oral language skills, the whole is more important than the sum of the parts, and realistic and authentic language samples offer more reliable results (Geva, 2006).

On the other hand, oral English learning is also connected to learning motivation, learning strategies, and autonomous learning capacity, which makes oral proficiency research a demanding and difficult task (Ni, 2010). Cognitive, linguistic, and affective factors may also affect students'



oral fluency (Derakhshan et al., 2016). According to Brown (2011), the emotive element is crucial to the process of acquiring a second or foreign language. This is affirmed by Gorkaltseva et al. (2015) who found that learners' poor desire for verbal contact contributed to their lack of language and pragmatic ability.

However, Chinese EFL learners speaking problems are more closely related to psychological problems like anxiety, fear of making mistakes, reluctance, and fear of negative assessment than to linguistic problems like a dearth of vocabulary, poor pronunciation, or a lack of understanding of grammar rules (Amoah & Yeboah, 2021). As affirmed by Chen & Goh (2011), foreign language anxiety is popular among Chinese college students. The anxiety stems from professors, tests, classmates, and a variety of educational activities (Xie, 2016). Likewise, a language-learning setting can also cause students to feel anxious and restricted (Littlewood, 2007). The reasons for student anxiety can be observed in a classroom context (Pangket, 2019).

Additionally, short course durations, unsuitable English learning settings, restricted engagement in extracurricular English-related activities, and learners' lack of real-world experience are among the limiting factors. Zhang (2009) conducted a qualitative study of the quantitative data collected and discovered four patterns in the examination of Chinese students' English fluency from four aspects: (1) Pause serves two types of conceptual purposes, content, and form; (2) The production of long speech flow mainly depends on verb phrases; (3) The awareness of linguistic correctness exists, but there are many mistakes in oral expression; (4) The spoken vocabulary presents the characteristics of diversity, but there are problems of pronunciation and misuse.

As prior research indicates the factors influencing language performance in terms of oral proficiency were previously unknown. To shed light on this matter, it has become evident that Chinese college students face perplexing and complicated factors that impact their English oral proficiency. These factors are interconnected, posing a significant challenge for students when it comes to speaking English fluently. At this point, it is crucial to

determine factors that affect the oral proficiency of Chinese college language learners since doing so will shed light on students' difficulties while trying to develop their oral communication abilities in English.

### ***Research Gap***

Based on the review of the literature, research on the oral English proficiency of Chinese vocational college students is limited. All the descriptions of Chinese students' oral proficiency result in the broad term "poor" from the perspective of observation. There is a dearth of empirical and objective studies or tests to demonstrate this large group of students' oral English proficiency. Moreover, despite the studies done on the factors that affect Chinese students' oral proficiency, there is a need to explore more specifically vocational college students' oral English proficiency for future teaching strategies and pedagogical implementations. Parallel to the identified gap in the study is the data released in the Chinese National Knowledge Infrastructure (CNKI), which revealed that data relating to empirical and objective research centered on the oral proficiency level of Chinese vocational colleges are scarce. Hence, this study aims to describe the oral proficiency level of Chinese vocational college students using empirical data.

Oral proficiency is an important language competency to be developed and enhanced in language learners. The oral proficiency of Chinese vocational college students falls far below the satisfactory level. There is a great need to improve the current level of students' oral proficiency and to examine and address the factors that are influencing this deficiency.

Specifically, this research aimed to identify the oral English proficiency level of Chinese vocational college students and to determine factors that affect the students' oral English proficiency. It sought answers to the following research questions:

1. What is the oral English proficiency level of Chinese vocational college students?

## 2. What factors influence Chinese vocational college students' oral English proficiency?

This research intends to identify potential approaches to improving students' oral skills and to derive useful pedagogical recommendations from these findings. The ultimate goal is to offer further understanding and guidance on learning spoken English for Chinese vocational college students, and hopefully, this research can serve as an important foundation for teachers of oral English in Chinese vocational schools to improve and expand upon their teaching methods and practices. With these collective efforts, it is expected that students will be able to improve their language proficiency and proficiency in spoken English, thereby enhancing their academic and professional opportunities.

## METHODS

### *Research Design*

In this study, a descriptive design, which is a flexible and exploratory approach to qualitative and quantitative research, was utilized. Both quantitative and qualitative methods were used. The quantitative method was used to identify the students' oral English proficiency level. The quantitative method focuses on surveys, questionnaires, and statistical analysis of data collected through polls, questionnaires, and surveys (Creswell, 2012). On the other hand, the qualitative method was used to determine the factors that influence the students' oral English proficiency. Qualitative research methods enable researchers to analyze a phenomenon or process within its natural environment, hence creating an opportunity for exploration and examination McDonough, J. and McDonough, S. (2014). To understand a phenomenon or process using qualitative analysis, data is collected, organized, and then compared for similarities and differences before being grouped based on codes or descriptive categories. The resulting data are analyzed to identify emergent themes (Creswell, 2014).

### ***Setting and Target Population***

In this study, Yibin Vocational and Technical College served as the research locale. Two factors led to the selection of this college as the study location. First, the researcher being affiliated with the college has first-hand experience with the students' oral English competencies and how English instruction is implemented. Second, this college is one of the parallel colleges in prefecture-level city colleges; hence, the problems and issues found could typify other colleges in China. To address the first research question, 60 students were randomly sampled. Stratified random sampling methods were used since students who majored in the science and technology department represent the average level of the whole college. For the second research question, a total number of 25 participants (15 students plus 10 teachers) were conveniently sampled to participate in the interview. Participation in this research was entirely voluntary. Convenient sampling was chosen for its practicality and ease of implementation. It allows for the selection of participants who are readily available and accessible, making the research process more convenient and efficient.

### ***Data Collection Tools***

In collecting the data for the first research question, a software named LAIX was utilized to collect students' English proficiency, pronunciation proficiency, and vocabulary repertoire. LAIX Inc. is a Chinese artificial intelligence startup that develops and provides goods and services to promote English learning. The online test was composed of three parts: a vocabulary test, an English proficiency test, and a pronunciation test. The vocabulary test lasted for about three minutes, and students could obtain general descriptive data showing what tasks they could fulfill with the vocabulary size. The English proficiency test is made up of three parts: a preliminary test, an advanced test, and a higher advanced test, and each part would be done within 3-5 minutes. LAIX consists of seven levels of proficiency, and each level indicates performing different tasks:

*Proficiency Level 1:* Includes the ability to comprehend fundamental English and communicate basic personal information in English.

This level also includes the capacity to respond simply in clear and slow conversations. An illustration of such proficiency is the capability to introduce one's family.

*Proficiency Level 2:* One should be able to handle basic English communication in everyday situations such as describing ordinary objects and attaining simple communicative goals. An example of competency at this level could be introducing a new job or checking in at a hotel.

*Proficiency Level 3:* Individuals should be able to discuss a variety of life topics such as love, health, and work in the English language. They must be capable of briefly describing their experiences, plans, and opinions as well. Examples of competencies at this level could include describing a specialty dish or planning a summer study abroad program.

*Proficiency Level 4:* One can confidently converse with native speakers and accomplish daily communication goals. Competencies at this level could include discussing lifestyles or delivering joyful news.

*Proficiency Level 5:* One can freely explore foreign countries, enjoy their cuisine and entertainment, and express opinions and attitudes fluently and correctly. Some competencies at this level could include discussing travel plans and explaining reasons for leaving.

*Proficiency Level 6:* One can maintain a purely English-speaking environment in both classroom and office settings and communicate ideas clearly and suitably. An example of competency at this level is discussing potential ways to improve work projects.

*Proficiency Level 7:* One can comprehend American TV shows or movies without the aid of subtitles and engage in business negotiations confidently. One can accomplish advanced communication goals with ease.

According to the assessment system in LAIX, students' pronunciation proficiency could be labeled into five levels: Level 1, Basic;

Level 2, Fair; Level 3, Proficient; Level 4, Advanced; Level 5, Native.

For the second research question, an interview guide was employed to explore the challenges related to speaking and the factors that contribute to them. The interview guide is composed of open-ended questions to further elicit students' responses to the three tests.

Moreover, third-party resources like audio recordings were also used to ensure the security and consistency of the data collection.

### ***Data Gathering Procedure***

Before the data collection, the software was verified by two professors in language education. A preliminary test was conducted to assess the credibility of the software. After the instruments were approved, LAIX was utilized to test students' vocabulary repertoire, English proficiency, and pronunciation proficiency, followed by an interview through an online platform via WeChat video and face-to-face interview. The assessment part was completed in about 20 minutes and the interview session lasted five to eight minutes. Meanwhile, the participants' responses were recorded, which were later transcribed into text forms and translated into English. The text of the English translation was forwarded to the participants to verify its content again.

### ***Data Analysis***

A total of 180 original images of computer screens or electronic devices displaying students' test results were obtained. Each student involved was instructed to prepare and deliver three separate reports, consisting of an assessment of their English language proficiency level, a measure of their range of vocabulary, and an evaluation of their ability to correctly pronounce words. (i.e., English proficiency level report, vocabulary repertoire report, and pronunciation proficiency report). The quantitative data that were gathered were inputted into Excel form for analysis. The data were analyzed using frequency distribution and percentages to identify the students' oral English proficiency levels including their vocabulary and pronunciation skills.

For the qualitative data, thematic analysis was done. From the transcribed data, significant statements shared by the participants were highlighted and selected. These statements were then organized and grouped into different sub-themes and themes using Excel form which allowed for easy categorization and analysis. Overall, these two methods of analysis - the percentage and theme distribution of the students' and teachers' responses, as well as the thematic analysis of the interview data - were used to gain a comprehensive understanding of the data collected in the study.

***Ethical Consideration***

Research protocols and guidelines were strictly followed in the conduct of the study. The study was conducted following the recommendations and ethical standards of the Saint Louis University-Research Ethics Committee (SLU-REC). The consent of the respondents was sought before they participated in the online test using LAIX. Moreover, participation in the interview was voluntary. Lastly, the participants were assured of the confidentiality of the information acquired from them. They were guaranteed that the data will be used solely for the study.

**Results and Discussion**

**RESULTS AND DISCUSSION**

This section presents the oral English proficiency of the students. This includes their English proficiency level, vocabulary repertoire, and pronunciation proficiency.

**Table 1.** *Students' Language Proficiency Report*

Level description	Number of students	Frequency
Lv1	48	80.0%
Lv2	10	16.7%
Lv3	2	3.3%

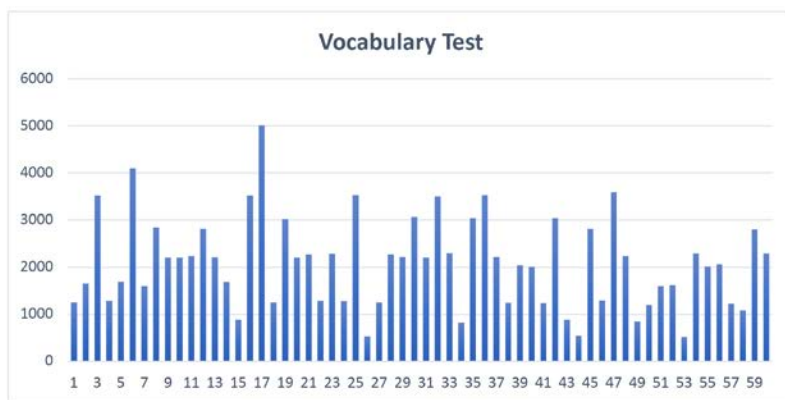
Table 1 presents the oral English language proficiency level of 60 Chinese vocational college students. The test results from LAIX indicate that 80% of students are at Level 1, which means they can only communicate in English with some basic expressions. A few students (16.7%) are at Level 2, which implies few students can manage to talk about basic topics fluently and accurately in English and achieve basic communicative purposes. Only a couple of students (3%) reached Level 3, which means only a very limited number of students can talk about more life topics in English. The results are similar to that of Xu (2020) who found that students can express their thoughts in simple English and can and often use the fixed phrases and sentence patterns they have mastered in oral communication.

Students in vocational colleges have a relatively weak foundation in English language learning. Vocational colleges contain the majority of the students who failed the National College Entrance Examination in China and those who failed in the Provincial Senior High School and received a two to three-year education in a technical secondary school. This situation is consistent with the viewpoint of Su (2015), who claims that students who have stronger academic performance tend to choose universities for their higher education instead of vocational and technical education schools. Aligned to what Su discovered, only a small number of students consider themselves to be proficient or highly proficient in English, and the actual perceived level of English proficiency in mainland China is even more significant. When the participants were asked about their perceived oral proficiency level, they generally agreed that their level was quite low. The majority perceived themselves at Level 1 or Level 2, with only a few exceptional students being at Level 3 or higher.



### *Vocabulary repertoire*

**Figure 2.** *Students' vocabulary report*



Based on Figure 2, the vocabulary test results from LAIX showed that most of the students (83.3%) had a limited understanding of fewer than 3000 words. From this, it can be inferred that students' ability to use English was restricted to basic and straightforward communication, and a few of them could only understand short narrative plots. Parallel to the results, Xu (2020) found that the primary challenge faced by Chinese vocational college students in terms of oral proficiency is their inadequate vocabulary. The LAIX findings show that only a single student achieved a vocabulary size of 5055 words, indicating that he could understand the finer points of news stories as well as the general themes conveyed in everyday texts or passages. During the interview, the participant mentioned that he used to visit international websites and browse through social media platforms such as Facebook, YouTube, and the like. The results indicate that most students lack sufficient vocabulary which is essential for them to express themselves orally. Their low level of oral English proficiency can be attributed to the inadequacy of their vocabulary. According to Adam (2016), the lack of vocabulary significantly impairs EFL learners to effectively engage in interpersonal communication. Moreover, Li (2016) pointed out that the primary difficulties encountered by higher vocational students in their English language skills are related to weak fundamental knowledge,

insufficient vocabulary, unclear grammar, and difficulties in implementing English in practical settings.

**Table 2.** *Pronunciation proficiency*

Pronunciation level	Number of students
Level 1: Basic	11
Level 2: Fair	29
Level 3: Proficient	18
Level 4: Advanced	1
Level 5: Native	1

Table 2 illustrates that there are five distinct levels of classifying students' pronunciation skills. Based on the results, only two students outperformed, reaching a level comparable to that of a native speaker or someone who has advanced skills. Unfortunately, many students (66.7%) failed to attain proficiency in their pronunciation. A mere 33.3% of students reached proficiency in their pronunciation. Similar to the results, Zheng (2010) and Mak (2011) noted that Chinese EFL learners are especially weak in speaking and pronunciation. Also, Liang (2015) who conducted a similar study, revealed that more than half of the participants struggled with the correct pronunciation of assimilation, liaison, and weak form.

One common pronunciation problem that Chinese vocational college students face is the incorrect pronunciation of certain sounds in English. The common pronunciation errors for Chinese vocational college students are the pronunciation of English vowels /i/and /i:/, /ai/and /æ/, consonant sound contrasts (for example /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /w/ and /v/, etc.). Students also committed common errors in stress and intonation. This can be due to differences in phonetic systems and the

lack of exposure to native English speakers. The poor pronunciation skills of students are strongly linked to their ability to comprehend spoken language, leading to difficulties in understanding the English language. This, in turn, can impede their ability to express themselves orally. As Liang (2015) concluded, there is a significant correlation between Chinese EFL learners' articulatory level with their performance of listening comprehension. It should be noted that the student who was classified as a native speaker mentioned that in the past, he enjoyed watching British and American dramas. He emphasized the significance of imitation of native tones and the influence of language environment on pronunciation.

The results imply the utmost need for the students to improve their vocabulary and pronunciation skills for them to be orally proficient in English.

### ***Factors Affecting the Students' Oral English Proficiency***

Combining the teachers' responses with those of the students, some significant statements emerged during the interview. Based on the thematic analysis, the following themes representing the factors affecting the students' oral English proficiency were derived: linguistic factors, psychological factors, language exposure, and language pedagogy.

**Linguistic Factors.** Refer to those language-related competencies that are essential in oral English proficiency. These may include English language foundation, vocabulary, grammar, and pronunciation.

Students enrolled in vocational and technical colleges lack proficiency in the English language like insufficient vocabulary, deficient grammatical rules, poor pronunciation, and weak listening comprehension. This view is supported by the interview findings. For instance, the majority of the students admitted their limited vocabulary. Meanwhile, some students (S2, S6, S7, S9, and S14) stated they have not obtained solid grammatical rules and were influenced by their mother tongue (negative transfer of L1). According to one teacher (T2), students can understand basic rules in coping with the exam but not firmly, or even confusingly. Moreover, T5, T7, and

T8 expressed that inadequate grammatical knowledge is a great hindrance to students' oral English communication. Meanwhile, some students were conscious that their poor pronunciation became a hindrance to oral English. Even the top student (S8) admitted that he has difficulty uttering liaison, and a few students (S3, S6, S8, S12, S13) acknowledged they had difficulty in pronunciation. Meanwhile, S11, with the level of a native speaker in pronunciation, emphasized that it is necessary to imitate the intonation and rhythm of the native speakers to be more authentic.

Listening competency was also one of the linguistic factors mentioned by the interviewed students (S2, S3, S5, S8, and S12). They manifested their worries about incompetent listening comprehension. S2 shared that there is a significant gap between what is learned in textbooks and how language is used in real life. This finding shows that students' oral English proficiency is influenced by their listening skills. As Doff (2018) claims, learners cannot improve their speaking abilities if they do not acquire listening competence.

For students to build on their oral English proficiency, it is crucial for them to work on their language competencies in vocabulary, grammar, and pronunciation. As Pangket (2019) and Shvidko et al. (2015) pointed out, students' oral fluency is impacted by linguistic factors.

**Psychological Factors.** Entail the students' behavior and attitude that affect their oral English proficiency such as their confidence, motivation, interest, personality, fear, and shyness. These psychological factors were significantly featured during the interview. Some students expressed the importance of confidence in oral communication and they admitted that they suffered from anxiety, nervousness, timidity, and fear of negative evaluation from their peers, which aligned with the classroom observation of the interviewed teachers. Most of the teachers (T1, T3, T4, T5, T6, T7, T8, T9; see Appendix Table 6) observed students have psychological barriers such as shyness, fear to make mistakes, fear of speaking in front of classmates, fear of being ridiculed, lack of interest, and lack of purpose when speaking English. As the findings indicate, many psychological factors hinder the students to be orally proficient in English. In foreign language learning,

language anxiety is reported to be negatively associated with both oral proficiency (Liu, 2000) and self-perceived speaking proficiency (Piechurska-Kuciel, 2008). Psychological factors may significantly impact the speaking skills of EFL students (Ariyanti, 2016).

Aligned with the findings of the current study, Ali et al. (2020) discovered that Pakistani ESL students faced various linguistic, social, and psychological challenges while communicating in English. Likewise, the findings closely correspond with the research conducted by Amoah and Yeboah (2021) on psychological factors related to Chinese EFL learners speaking anxiety, revealing that shyness and fear of making mistakes are the most significant obstacles. Similar findings were found by Nurhasanah (2015) and Ali (2020), who concluded that psychological issues such as nervousness, fear of making errors, peer pressure, lack of confidence, etc. had a major influence on students' speaking presentations.

**Language Exposure.** Denotes avenues by which the students use English in oral communication. Most of the interviewed students expressed their concerns about the absence of a language-use environment. In addition, the majority of the interviewed teachers noted that there is a lack of genuine contexts that encourage students to express themselves, resulting in limited opportunities for students to speak and utilize English. The findings indicate that the students' exposure to English use is so limited; hence, they are not able to practice speaking the language, especially in oral communication. English classes in most vocational colleges are held twice a week, allowing for very minimal language practice. According to Kluge and Taylor (2009), the most significant obstacle to developing fluency in oral English communication among students is the absence of opportunities to use the language outside of class.

In the context of EFL, learning frequently occurs in settings where the language plays a less significant role in the community and is primarily learned only in the classroom. Also, EFL students in China, particularly those residing in mainland China, have limited opportunities for direct face-to-face interaction with native English speakers. The lack of a language-use environment is the primary factor that impedes the students to communicate

effectively in English. Neri et al. (2002) pointed out that the crucial element for successful language acquisition is being exposed to the target language, as it provides a model for learners to follow.

**Language Pedagogy.** In the context of the study, language pedagogy refers to the teaching methods, approaches, and practices in Chinese vocational colleges.

The teachers mentioned other noteworthy factors influencing students' oral proficiency, that is, the teaching approaches and methods and the teacher's professional level. For instance, T2 verbalized that insufficient training in read-aloud activities and lack of practice in listening have a significant impact on speaking. T5 mentioned backward teaching methods and teaching conditions. T6 commented that teaching style, outdated textbooks, and teaching material also inhibited students' oral proficiency. T7 expressed that in exam-oriented education, students can only get skills trained in limited reading and writing but not in oral English practice.

On the other hand, teachers turn to traditional teaching approaches, and they fail to motivate and engage students; therefore, the classroom atmosphere is dull (T8). Moreover, T10 expressed her concern that middle-aged and older teachers could not speak at a proficient level, and younger teachers were not at ease with front-line teaching. Finally, T9 stated that the input, the auditory input, and the visual input were far away from enough. Based on the findings, the practices and methods of teaching English as a foreign language significantly impact the development of students' oral English proficiency. The current college English teaching is still reading-oriented, and there are not enough English-speaking activities within and outside the classroom. According to Hsu (2015), exam-oriented teaching and learning made spoken English underemphasized compared to reading and writing, which is congruent with grammar-oriented or form-based training (Hsu, 2015). The findings imply that there is a need for EFL teachers to reconsider their teaching practices and methods in such a way that they cater to the improvement of students' oral English proficiency. As Neri et al. (2002) emphasized, the input should be provided in diverse formats: textual, auditory, and audio-visual to satisfy different learning styles.

## Conclusions

Based on the results, Chinese vocational college students manifested poor oral English proficiency as evidenced by their inadequate vocabulary and poor pronunciation skills. Many factors negatively affect their oral English proficiency which includes linguistic and psychological factors, language exposure, and language pedagogy. The students' oral English proficiency is significantly influenced not only by language-related skills such as vocabulary, grammar, pronunciation, listening, and speaking but also by psychological factors such as their interest, motivation, and confidence in speaking. More than these factors, their language exposure and the way they are taught the English language are crucial in developing their oral language proficiency.

## Recommendations

In light of the study findings, the study recommends that in EFL courses in Chinese vocational colleges, language competencies including listening comprehension, pronunciation, vocabulary, and grammar should be given more focus to develop and improve students' oral English proficiency. Likewise, in the realm of language teaching, it is crucial to intensify efforts aimed at providing learners with ample exposure to the English language. EFL teachers need to reconsider their language teaching practices to ensure that they cater to the development of students' oral language proficiency.

The study further recommends the following specific measures to improve English language instruction in China:

1. Increase students' opportunities to practice English by increasing the number of English classes per week. This will allow for more immersive language learning. Create English-only zones; establish designated areas within schools or communities where English is the only language allowed. This will create an environment conducive to English language practice and immersion.
2. Integrate technology in language learning. Utilize online

resources, educational apps, and interactive multimedia tools to make language learning more engaging and accessible outside of the classroom. Students should be encouraged to use modern technology devices to enhance their exposure to the English language.

3. Encourage extracurricular activities. Offer English clubs, drama clubs, or sports teams that use English as their primary language. This will provide additional opportunities for students to practice English while pursuing their interests. Provide resources for self-study. Offer access to English books, magazines, movies, and online materials that students can use for self-study and further language practice
4. Promote cultural exchanges. Encourage student exchanges and cultural immersion programs with English-speaking countries. This will provide students with real-life opportunities to use and practice English in authentic settings.
5. Foster a supportive learning environment. Establish a positive and encouraging learning environment where students feel motivated and comfortable to practice and make mistakes in English.
6. Finally, further studies related to oral English proficiency in EFL contexts may be conducted. These may include assessing students' oral communication competencies and needs and exploring language teaching strategies and materials for improving oral proficiency.



## ACKNOWLEDGMENT

I would like to express my sincere gratitude to Dr. Freda Paulino for being my research paper mentor. Without her unwavering support, encouragement, guidance, and resources, I would not have been able to complete this paper. Her feedback, suggestions, and ideas have been invaluable to me, and have enabled me to refine and improve my research work. I am truly grateful for her dedication and commitment to my academic and professional development, and for being an exemplary mentor and role model. I would like also to take this opportunity to express my heartfelt appreciation to Dr. Geraldine Wakat for motivating me to conduct research related to the subject matter in her class. Without her support and encouragement, I may not have mustered the courage and inspiration to embark on this challenging task.

## REFERENCES

- Adam, M. A. A. (2016). *Role of vocabulary learning strategies in promoting EFL learner's performance* (Doctoral dissertation, Sudan University of Science and Technology).
- Ahmed, Y. A., Ahmad, M. N., Ahmad, N., & Zakaria, N. H. (2019). Social media for knowledge-sharing: A systematic literature review. *Telematics and informatics*, 37, 72-112.
- Ali, M. M., Khizar, N. U., Yaqub, H., Afzaal, J., & Shahid, A. (2020). Investigating speaking skills problems of Pakistani learners in ESL context. *International Journal of Applied Linguistics and English Literature*, 9(4), 62-70.
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking. *Journal of Language and Linguistic Studies*, 17(1), 56-69.
- Ariyanti, A. (2016). Psychological factors affecting EFL students' speaking performance. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, 1(1).
- August, D. (2008). Oral Language Development in English-language Learners: Research Findings and Promising Practices. CREATE Center for Applied Linguistics.
- Aziz, A. A., & Kashinathan, S. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *Development*, 10(2), 983-991.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.
- Brown, E. L. (2011). *Emotion matters: Exploring the emotional labor of teaching*. The University of Pittsburgh.
- Brown, S., Ingham, R. J., Ingham, J. C., Laird, A. R., & Fox, P. T. (2005). Stuttered and fluent speech production: an ALE meta-analysis of functional neuroimaging studies. *Human brain mapping*, 25(1), 105-117.
- Chen, Z., & Goh, C. (2011). Teaching oral English in higher education: Challenges to EFL teachers. *Teaching in Higher Education*, 16(3), 333-345.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learners' speaking ability, accuracy, and fluency. *English Language and Literature Studies*, 6(2), 177-186.
- Doff, S. (2018). English language teaching and English language education—History and methods. *Teaching English as a foreign language: an introduction*, 1-16.
- Geva, E. (2006). Second-language oral proficiency and second-language literacy. *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*, 123-139.

- Gorkaltseva, E., Gozhin, A., & Nagel, O. (2015). Enhancing oral fluency as a linguodidactic issue. *Procedia-Social and Behavioral Sciences*, 206, 141-147.
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford, UK: Oxford University Press.
- Hsu, L. H. (2015). Reengaging quiet EFL Students in CLT classrooms: Teachers' language attitude and students' stereotype threat. *The Asian EFL Journal Quarterly*, 17(2), 77.
- Hughes, R. (2002). Teaching and Researching Speaking Rebecca Hughes. *Applied Linguistics in Action Series [edited by CN Candlin, DR Hall].—Hong Kong: Pearson Education*, 269-293.
- Kluge, D., & Taylor, M. (2009). Controlled independence in a partner taping system for university English majors. In *Proceedings of the Independent Learning Association 2007 Japan Conference*.
- Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skills.
- Liang, D. (2015). Chinese learners' pronunciation problems and listening difficulties in English-connected speech. *Asian Social Science*, 11(16), 98.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language teaching*, 40(3), 243-249.
- Mazouzi, M. S. (2013). *Analysis of some factors affecting learners' oral performance* (Master's thesis).
- McDonough, J., & McDonough, S. (2014). *Research methods for English language teachers*. Routledge.
- Moats, L. (2014). What teachers don't know and why they aren't learning it: Addressing the need for content and pedagogy in teacher education. *Australian Journal of learning difficulties*, 19(2), 75-91.
- Neri, A., Cucchiarini, C., Strik, H., & Boves, L. (2002). The pedagogy-technology interface in computer-assisted pronunciation training. *Computer-assisted language learning*, 15(5), 441-467.
- Ngui, W., Pang, V., Hiew, W., & Wah, L. K. (2020). Exploring the impact of e-portfolio on ESL students' writing skills through the lenses of Malaysian undergraduates. *Computer-Assisted Language Learning Electronic Journal*, 21(3), 105-121.
- Nurhasanah, S. (2015). The Use of Community Language Learning (CLL) Method to Increase the Students' Participation in Classroom Conversation. *Register Journal*, 8(1), 81-98.
- Ouellette, G. P. (2006). What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension. *Journal of educational psychology*, 98(3), 554.

- Pangket, W. F. (2019). Oral English proficiency: Factors affecting the learners' development. *International Journal of Science and Management Studies*, 2(2), 88-98.
- Sandlund, E., Sundqvist, P., & Nyroos, L. (2016). Testing L2 talk A review of empirical studies on second-language oral proficiency testing. *Language and Linguistics Compass*, 10(1), 14-29.
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Springer.
- Shvidko, E., Evans, N. W., & Hartshorn, K. J. (2015). Factors affecting language use outside the ESL classroom: Student perspectives. *System*, 51, 11-27.
- Su, M. H. M. (2005). A study of EFL technological and vocational college students' language learning strategies and their self-perceived English proficiency. *Electronic Journal of Foreign Language Teaching*, 2(1), 44-56.
- Tiing, C. W. H., & Yunus, M. (2021). Board Games in Improving Pupils' Speaking Skills: A Systematic Review. *Sustainability*, 13(16), 1.
- Xu, L. (2020, December). Questionnaire Survey Research Report of Oral English Learning Needs—Taking English Specialty Classes of Nursing Majors in a Vocational Medical College as an Example. In *2020 6th International Conference on Social Science and Higher Education (ICSSHE 2020)* (pp. 932-937). Atlantis Press
- Zhang, S. (2009). The Role of Input, Interaction, and Output in the Development of Oral Fluency. *English language teaching*, 2(4), 91-100.

# PERCEPTION OF PRESERVICE SCIENCE TEACHERS IN THE USE OF JAPANESE ANIME AS A TOOL TO FACILITATE SCIENCE EDUCATION

◦ MAHRIONNE LUIS B. REVILLA ◦  
PHINMA University of Pangasinan

## ABSTRACT

*The state of Science Education in the Philippines is at dismal ground. The country's results in various science achievement tests, such as the Trends in International Mathematics and Science Study (TIMSS), the National Achievement Test (NAT), and the Programme for International Student Assessment (PISA), indicate the alarming state of science education in the country. At this backdrop, providing a learner-centered pedagogy can alleviate the situation and induce positive academic results. Thus, there is a need to devise new methodologies which will keep abreast with the changing characteristics of the 21st century learners. One particular activity that captures the attention of most learners today is the Japanese anime. It will be advantageous for the Philippine educational system to harness this anime hook and utilize these anime as vehicles of educational instruction. The researcher elaborated on the perspective of preservice science teachers on the potential of Japanese anime in facilitating Science Education. The chordal triad of agency posited by Emirbayer and Mische (1998) was used as a lens to peer through the respondents' perceptions, thereby revealing a glimpse of their agentic selves. Through a semi-structured interview, the researcher was able to draw a general positive impression on anime as a teaching tool among the participants. Furthermore, the responses scrutinized through the chordal triad of agency revealed a pattern shared among respondents with similar decisions or choices. Those who agree with using Japanese anime rely more on their projective element of agency, while those who do not draw heavily their decision from their iterational element of agency.*

**Keywords:** anime, science education, Philippines, agency, chordal triad, popular culture

## INTRODUCTION

The state of Science Education in the Philippines is at dismal ground. Although there are cases when Filipinos proudly bag medals in science Olympiads, research fairs, and robotics competitions, they are concealed by the greater majority who records low scores in national assessment (DOST-SEI, 2011) and exhibits poor communication, analytical and critical science literacy skills (UP NISMED, 2004). The same tenor was reverberated by the country's performance in the 2018 Program for International Assessment (PISA) results where we ranked lowest among the 79 participating countries in terms of Mathematics, Science and Reading. And in the 2019 report of the Trends in International Mathematics and Science Study (TIMSS) conducted by International Association for the Evaluation of Educational Achievement (IEA) , Grade 4 Filipino pupils scored lowest in Mathematics and Science compared to the other 58 participating countries (Bernardo, 2020). The 2019 National Achievement Test results revealed a downward trend in the level of mastery obtained by Grade 6 and 10 learners based on their performance in the said test (Tagupa, 2019). Among the multifarious factors involved in the state of Science Education in the country, the DOST-SEI NEC (2006) mentions that the teaching and learning process affects the academic performance of the students. Thus, there is a need to focus the attention on how science teachers assure effective and relevant delivery of the instruction.

The delivery of instruction is tied with the academic performance of the students. The teacher-centered approach provides the least amount of learning (Ganyaupfu, 2013; Osuafur, 2011). The current day and age demands more of a learner-centered approach (Bernardo et al., 2008) where students are afforded the opportunity to explore the lesson themselves and construct meaning out of their experiences. According to SEI-DOST & UP NISMED (2011), there is still predominance in teacher-centered classroom and teacher-centered practices in the Philippines. This lecturing or transmission approach is identified as one of the key challenges in the field of science education as it leads to learners' lack of interest in the

subject matter. To many Filipino students therefore, “science is boring and irrelevant” (Ogena & Tan, BESRA KRT 3 Report, 2006). It is imperative, therefore, to make the science lesson truly student-centered, and in doing this there’s a need to consider what the students are interested in to make the delivery appealing and appropriate (Rogers, 1983).

One particular activity that captures the attention of most learners today is the Japanese anime. The Philippines ranked third among the countries in the globe with the greatest number of anime lovers (Gulati, 2020). Since it was popularized in Philippine televisions in the 1970’s, Filipinos continue to express their love and interest in animes as manifested by different anime fan-based conventions around the country, emergence of anime-concept restaurants and stores, and the growing prevalence of Filipino cosplayers and cosplay events where participants dress-up similarly to an anime character.

Recently, Japanese anime progressed to encapsulate other dimensions of plot development. Animes like “Moyashimon: Tale of Agriculture” and “Cells at Work!” incorporated scientific concepts within the story line. On the first hand, “Moyashimon” is a Japanese anime where the main character has the capability to see microorganisms and has consistently helped resolve issues of disease emergence and transmission in their community. Episodes include stories on E. coli and food sanitation, influenza, athlete’s foot, among others. On the other hand, “Cells at work!” trails the story of the various cells in the body, with emphasis on the red blood cells, white blood cells, and platelets. Each of the episodes dwell on how the body fights invading microorganisms and creatively depict the various structures and mechanisms of the human anatomy and physiology.

In this regard, it will be advantageous to the Philippine educational system to harness this anime hook and utilize these anime as vehicles of educational instruction. Although there are literatures available describing how Japanese anime was used as an innovative tool in teaching, most of it transpired within the context of language instruction. There are a few

attempts to employ it in Science class, thus it is still a vague idea how this form of media, if brought inside the Science classroom, can elicit positive responses from the students and evoke a more profound understanding of the concepts and lessons inherent in the subject matter.

Further, there is scarce literature directed towards the use of Japanese anime in Philippine education. To this end, this study aims to shed light on the perception of preservice science teachers in the potential of Japanese anime to facilitate science education in the country.

### ***Preservice Science Teachers' Role in Improving Science Education***

The preservice science teacher training is essential in honing the skills of teachers in terms of content and pedagogy. They are the next generation of science teachers who will assume the responsibility of alleviating the current landscape of science education in the country. To this end, assuring the quality of preservice science teacher graduates likewise secures quality in the science instruction. Bhattacharyya and his colleagues (2009) revealed that the preservice training programs positively affect the teachers' belief about science. The same idea prospered in the study of Skamp and Mueller (2001) where they found that the undergraduate science and science methods subjects in college determines the preservice teachers' construct of an effective science instruction. In this regard, laying the foundation of effective teaching during the preservice years is vital to ensuring productive science education.

One of the characteristics of an effective science teacher is having a wide array of ideas on how learners can possibly learn science lessons best, anchoring it in their prior knowledge and experience, and mental constructs in introducing new experiences and ideas (SEI-DOST and UP NISMED, 2011). This was identified as a key element in preservice science education particularly in the area of honing the pedagogical content knowledge of preservice science teachers. It is imperative that preservice science teachers are equipped with a plethora of innovative strategies particularly that which meet the demands of the 21st century classroom in order to elicit learner



engagement and evoke learning during the discussion.

Although various literatures shed light on the different learner-centered pedagogies, the preservice teachers' lack of experience and motivation about a particular innovative strategy results in their hesitation in employing the same in their instructional practices (Baştürk, 2016). Hence, introducing and helping preservice teachers clarify their perceptions on these novel strategies, such as the use of Japanese anime, help pave the way for them to finally adopt these in their teaching and utilize them in their future classrooms.

### ***History of Japanese Anime***

The word anime is a shortened form of the English word animation and was coined by Taihei Imamura, a Film critic, who first used the term in his 1948 book *Manga Eigaron* (On Animated Films). Although the term was often associated by foreigners with Japanese anime, local Japanese people used the same term to describe all animations regardless of origin.

Allen (2015) recounts the development of Japanese anime in his book "Discovering Art: Anime and Manga". According to him, there are scarce anime resources dating back to pre or early 20th century and this is attributed to two particular reasons: 1) the devastation incurred by the bombing of Japanese islands by the Allied forces during the event of the World War II; and 2) the onslaught of the Great Kanto earthquake back in 1923 which wreaked havoc in the Tokyo region.

The earliest anime is that of Oten Shimokawa who attempted to draw characters in white lines on a blackboard. He filmed the scene in one or two frames, altered it and repeated the steps in a continuous cycle. Seitaro Kitayama, around that same time, produced anime with plots depicting Japanese legends and fairy tales. Likewise, he crafted animated commercial and educational films. He pioneered the first anime studio in the country, which he eventually deserted when he migrated to filming live action newsreels.

Kitayama's mentee, Sanae Yamamoto created the oldest surviving anime which were produced a year after the Great earthquake in Japan. These were silent films which will be accompanied by music and narration. Examples include: Obasuteyama (The Mountain where Old Women are Abandoned) and Usagi to Kame (The Tortoise and the Hare). After which came the anime with sound, with Noboru Ofuji's Kujira (Whale) as the first of this kind wayback in 1927. Ofuji is also notable in creating the first colored anime entitled Ogon no Hana (Golden Flower).

Anime is not only meant to entertain but evolved to impart lessons to audiences. As such it has not only been played at movie houses and television shows, but it was likewise shown in shops and schools. Exemplar to this is the anime Taro-san no Kisha (Taro's Steam Train) in 1929 which taught Japanese students' consideration for others after watching the Japanese boy's struggle to keep order among rowdy, humanlike animals in a train carriage.

Because of its appeal to audiences and wide reach, Japanese anime was also used as a vehicle for propaganda during the Japanese militaristic government. The first is Yasuji Marata's Sora no Momotaro (Aerial Momotaro) in 1931 implicitly depicting Japan's invasion of Manchuria. Another example is Takao Nakano's 1933 anime entitled Kuroneko Banzai (Black Cat Banzai) in which Mickey-mouse look-alike pilots bomb innocent parade of toys. The imperial navy commissioned Mitsuyo Seo to bring back Momotaro in Momotaro no Umiwashi (Momotaro's Sea Eagles) depicting a united Asian naval force of cute animals attacking an enemy base similar to Pearl Harbor. It was even followed by Momotaro: Umi no Shinpei (Momotaro's Divine Sea Warriors) where the main characters successfully fend off a British invasion force.

In the 1970s, anime began to abandon Western elements and initiated the "mecha" style. During this time Astroboy, Lupin III, and Mazinger Z dominated the television. It was followed by renowned anime filmmakers such as Hayao Miyazaki, known for Princess Mononoke, and Mamoru Oshii. It was in the 1980s when anime became mainstream in Japan with famous anime titles such as Gundam, Dragonball, and Macross.

It started to ring a bell in the international arena with the anime Pokemon proliferating across the globe, and Miyazaki's Spirited Away even bagging the Academy award for best animated film in 2002.

### ***Anime in the Classroom***

Barak et al. (2010) pointed out that animated movies bolsters students' ability to understand and explain scientific concepts. In their study, students who studied science with animated movies as aid mustered a higher level of motivation in studying the said subject. The aforesaid is in terms of: self-efficacy, interest and enjoyment, connection to daily life, and importance to their future compared to control students. Likewise, their study attests to the ability of animated movies to serve as avenues to convey scientific concepts easily particularly for those lessons involving complicated spatial structures and dynamic processes. Cressey (1934) affirms that motion pictures not only entertain but impart valuable lessons to the audience.

Japanese Anime was recently integrated inside the classroom, but most of the different literature available involves anime and language learning. An example is found in the study of Shintaku (2021) where it was revealed that anime did not only convey the plot to the audience but even served as a medium of facilitating the Japanese language self-directed learning among the Japanese as Foreign Language (JFL) learners. It was also identified as a strong reason behind the motivation of JFL learners to learn the Japanese language. It was able to impart linguistic and cultural contexts which supported the study of the students. It even served as a linkage between the in-school and out-school learning of the students through their self-directed study.

In another study conducted by Cheung (2015), it was affirmed that teachers are supportive of the use of anime over manga (textual comics) inside the English classroom. They attribute it to the students' great interest towards the said media and their "very very very high level of enthusiasm" which makes it a potent tool to be employed in language education.

In the field of science education, Ryu et al., (2020) attempted to use Hayao Miyazaki's *Castle in the Sky* anime in delivering Fluid Mechanics lessons. Concepts such as forces acting on the main character while falling were creatively imparted to the students. As a result, the learners enjoyed their lesson mentioning how the anime helped them "visualize the theoretical knowledge in a practical way". Further, a respondent even mentioned that the anime helped him exercise forming "reasonable assumptions around a real-world application".

Hayao Miyazaki continues to allure educators not only with his out-of-the box plots, but also with the potential of his anime works to be used in the classroom. Ruble and Lysne (2010) utilized Miyazaki's *Spirited Away* as a springboard for their lesson on environmentalism. Lessons such as deforestation, arrogance towards nature, effects of war on the environment, and environmental pollution were imparted to the students by showing them the said animation. Learners were able to interpret metaphors especially when they attributed the stinky spirits characteristic to that of rivers heavily polluted because of anthropogenic factors. In this regard, the anime served its purpose of motivating and engaging the students in the production of a required project related to their lesson on environmentalism.

The promising results brought by the use of Japanese anime in language and science classes support its potential as a medium to facilitate education. It yielded a general positive impression from the students and teachers alike. Because of these reasons, the researcher brings this compelling strategy in the Philippine setting by inquiring about preservice teachers' perception about Japanese anime as a vehicle of science instruction.

### ***Chordal Triad of Agency***

The teachers' belief about a particular subject is important as it contributes to the instructional process they will employ (Jones & Carter, 2007). The way the teacher delivers the lesson adheres greatly to the beliefs he holds about teaching and learning. This belief will be translated to their decisions and their "agency". In the study of Milner et al., (2017), they

found out that a teacher holding a negative belief about a certain thing may transfer the same negative belief to the students. Thus, anatomizing the perception of preservice science teachers about the use of Japanese anime can be helpful to get a better understanding of their viewpoints about this novel strategy and shed light on their agentic selves.

Agency is an elusive term which several researchers attempted to define. The Oxford dictionary expounds the word as “action or intervention, especially such as to produce a particular effect”. In the paper of Emirbayer and Mische (1998), the said terminology has been associated with other similarly defined lexicons such as self-hood, motivation, will, purposiveness, intentionality, choice, initiative, freedom, and creativity.

Agency is temporally constructed and thus, it involves three-time elements. Emirbayer and Mische (1998) dissected the term agency as a function of three sub elements, termed as tones - iterational, practical-evaluative, and projective. The iterational element or termed “habit”, banks on the individual's past experiences. The practical-evaluative element or “judgment”, which is the decision factor, contextualizes the past experience and future prospects into a logical choice demanded by the present times. And the projective element or “imagination”, draws heavily on the future, the expectations and possibilities the individual thinks about. The three elements influence each other. The past(iterational) can influence the decision(practical-evaluative) of a person (Albarraccin & Wyer Jr., 2000), in the same way that the future(projective) can mold the decision(practical-evaluative) of a person (Schacter, 2012).

Although this seminal work of Emirbayer and Mische (1998) will be advantageous in analyzing the agency of teachers and students, there is a few literature which delves on the same particularly in science education. In one study, Lange and Meaney (n.d.) utilized the ideas of Emirbayer and Mische (1998) in exploring the perspective of children vis-a-vis their Mathematics subject learning. Through this lens, they were able to correlate the students' agency with their structure by identifying which element contributes greatly to their agentic selves. Gallagher and Farley (2019) used the chordal triad to explain how preservice social studies teachers develop upstanding and

heuristics in a middle school social studies course. They were able to point out that the possibility of a future upstanding of their respondents can be better understood by underscoring their present and past elements. While in Tucker (2019) the chordal triad of agency was used to thresh out the development of teacher agency in music education and utilize the same in heightening music teachers agency to initiate more inclusive practices in local school contexts.

### ***Research Objectives***

The researcher elaborates on the perspective of preservice science teachers (4th year Bachelor of Secondary Education major in Science) on the potential of Japanese anime in facilitating Science Education. Specifically this study aims to answer the following research questions:

1. How many hour/s in a week was/were spent by the preservice teachers in watching anime?
2. What science lessons can be learned from Japanese anime?
3. What is the general impression of preservice science teachers in employing Japanese anime as one of their strategies in facilitating science education in their future classrooms?
4. What factors encourage or discourage the preservice teachers in employing Japanese anime in their future classrooms?

## **METHODS**

The study follows a phenomenological research design in order to gather and describe the respondents' perception on the use of Japanese anime as a tool to facilitate Science Education. The said research design is appropriate because Dencombe (2014) as cited in Cohen et al., (2018) stated that the phenomenological research underscores the participants ``experiences, perceptions, interpretations, attitudes, beliefs, values, feelings and meanings''. In other words, the phenomenological method allows the

respondents to construct their own meaning of a phenomenon. This method allows the researcher to peer through the respondents' agentic selves.

**Table 1.** *Demographics of the respondents.*

Sex	Number of students	Course
Male	15 students	BSEd-Science
Female	21 students	BSEd-Science

The respondents are the 36 4th year Bachelor of Secondary Education major in Science students currently enrolled in the course EDU 596: The Teaching of Science/Teaching the Specialized Field in a university situated in Pangasinan province. The respondents were chosen because they are old enough, being seniors in the Education department, to understand the content, pedagogical, and technological areas of Science education; and are young enough, in terms of their age, to share similarities with their future learners which relate well to the anime trend. To maintain the anonymity of the respondents, they are referred to in this study by number, *i.e.* they are numbered from 1 to 36.

Prior to the collection of data, all respondents were informed about the goal of the research, oriented about their role in the study, and asked for their voluntary participation by signing a consent form. They were notified that they can withdraw anytime during the research process and/or refuse to answer questions without consequences in their academic marks.

To maximize the potential of a phenomenological study, Marshall and Rossman (2016) suggest the use of an open-ended questionnaire that provides more flexibility for the respondent to explicate further his/her views about a reality. To collate the necessary data for this study, a semi-structured survey, consisting of open-ended questions and scales, was communicated to all of the respondents through the use of Google form.

The initial questionnaire was submitted by the researcher to an expert for comments and suggestions. After several revisions, the final questionnaire was administered in the study. The survey made the respondents enumerate the different anime they already watched, identify the average number of hours they spend watching anime in a week, provide lessons on Science they learned through watching anime, share their insights whether can anime can be used in teaching Science lesson, and decide whether they, themselves, will use anime in teaching Science in the future. If further detail was needed to clarify the answers, the researcher scheduled an online interview through Google Meet or sent additional queries via Facebook messenger, depending on the availability and preference of the respondents.

The researcher further scrutinized the respondents' answer using the chordal triad of agency posited by Emirbayer and Mische (1998) as a lens. The chordal triad probes on the responses according to the three tones of agency - iterational, practical-evaluative, and projective elements. The use of chordal triad conjuncts with the goal of a phenomenological research which aims to draw the picture of the respondents' construct of an event to reveal a glimpse of their agentic selves. Each response to the open-ended questions was dissected. The statements which tell about the preservice teachers' iterational self were highlighted in yellow, practical-evaluative self in green, and projective self in blue. This allows the researchers to identify which element plays a vital role in the agency of preservice science teachers.

Berger and Luckman (1967) further expound that phenomenological research study can also reveal that aside from the individual conception of a reality, there is a social construction of a reality - that several individuals may share a common understanding of a phenomenon. In this regard this study also attempted to search for commonalities and differences among the responses of the preservice science teachers in their perception of using Japanese anime to facilitate science education. Similar responses were grouped together to reveal whether an analogous element of agency works for a certain group.



## RESULTS AND DISCUSSION

The following results were obtained from the data gathering instrument.

### *Hours Spent Watching Anime*

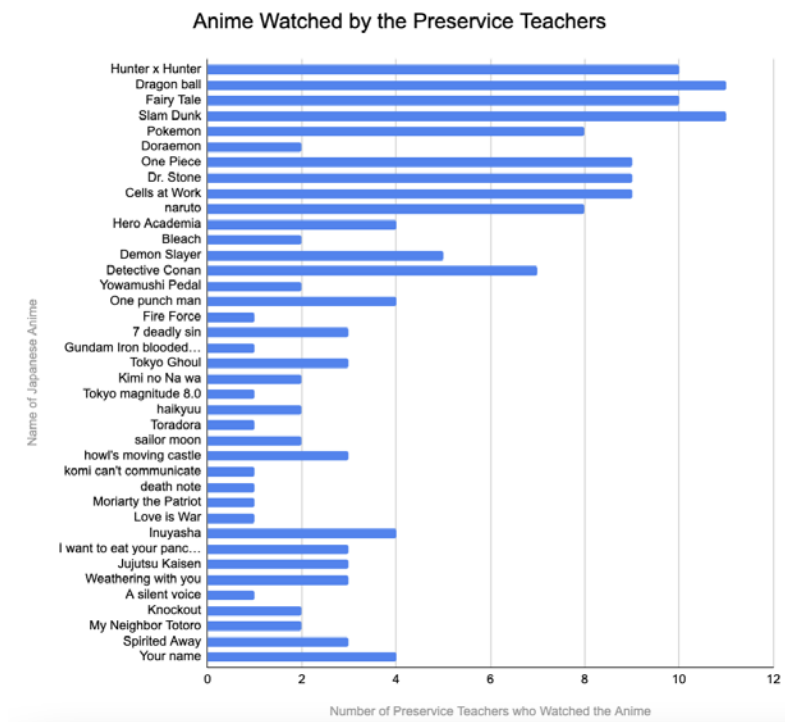
**Figure 1.** *Number of hours spent by the respondents in watching anime.*



It can be gleaned from the figure preceding that 29 preservice teachers, comprising the majority of the respondents, spend less than 3 hours in a week watching anime; three (3) of them spend 3-5 hours, two (2) spend 10-20 hours, one (1) spends 6-10 hours; while there is one (1) who spends more than 20 hours in a week watching anime. Therefore, a majority of the respondents do not spend a significant amount of time watching anime on a weekly basis.

## *Japanese Anime Watched by the Respondents*

**Figure 2.** Bar graph on the frequency of entry in the anime titles the preservice teachers already watched.



Although the previous response reveals the low number of hours spent watching anime, only five out of the 36 shared that they have not yet watched any anime. The remaining 31 enumerated all the anime they were able to view; some attributed during their childhood days, and the other titles identified that they have watched recently. In order to organize the titles mentioned, a graph was generated and is reflected above. It can be observed that “Dragonball” and “Pokemon” are the leading animes with 11 respondents mentioning the same, followed by “Hunter x Hunter” and “Fairy Tail” with both having 10 respondents listing them. The long list of anime titles supports the claim that anime is a popular form of media, appealing to audiences of various ages.

### *Science Lessons Learned from Anime*

When asked what science lessons they have learned from watching anime, the respondents shared a diverse number of ideas relative to the query. Some respondents provided a general response without mentioning which anime they learned the lesson from. They shared their learning about the concepts of scientific method, planning, strategy making, and the importance of verification in science. But there were two respondents if they learned no science lesson in anime, simply because they did not watch any anime.

There were respondents who pointed out lessons in Biology which they had observed while watching anime. This includes concepts on immunology, genetic mutation, evolution, organism adaptation, and environmental science. Some of their responses are:

*“Ang leksyon na aking natutunan sa panonood ng Cells at work ay kung ano ang kahalagahan ng mga iba’t ibang cells sa ating katawan, kung paano sila lumalaban sa mga bacteria at mga sakit”. (The lesson I learned while watching Cells at Work is on how the different cells in the body defend the organism against bacteria and the subsequent development of disease)*

*- Respondent 5*

*“Ang pokemon ay isang anime na habang sila ay tumatagal at natatrain ng maayos sila ay nag eevolve. at ito ay puweding e connect sa theory of evolution ni charles darwin. at isa pa ang adaptation theory na from time to time nakakapag adopt sila base on kung saan sila nilalagay. pero, may mga ilang pokemon na hanggang dun lang sila, kumbaga kung saan iyong habitat nila dun lang sila puwedi mag stay. gaya ni magic carp na isang isda, hindi siya puwedi sa lupa. (Pokemon are characters which eventually evolve after several training sessions. This can be connected with Charles Darwin’s theory of evolution. [perhaps the student wanted to emphasize how the pokemon’s evolution shows advancements/improvements in terms of the character’s physical characteristics is much the same as the evolution pointed out by Darwin]. Another lesson I learned is about the*

adaptation of organisms which is also manifested by the pokemon. Some pokemons may adapt themselves in other areas, but others have to stay within their habitat.) - *Respondent 21*

There were respondents who mentioned how watching Dr. Stone made them observe several chemistry lessons, such as elements and the different compounds. Still others mention how they learn about the concepts of force, motion, and energy, and other relevant lessons in Physics through the anime. Here are some of their responses:

“Speed and Momentum po sa Yuri on Ice (figure skating po kasi yun hehe), Temperature scaling and its effects to certain substances, boiling points, abundance or presence of certain food resources based sa environment and certain chemical reactions po sa Food Wars: Shokugeki no Soma...” - *Respondent 27*

“[In] Howl's moving castle, which shows how the castle moves with a large mass and how gravity affects it.” - *Respondent 29*

*“siguro sa force and velocity yung anime ng slamdunk”* (Perhaps I learned about force and velocity while watching the anime Slam Dunk) - *Respondent 19*

*“Sa anime na cars for example yung part na may tinutulak silang mabigat na object. naipapakita dun yung lesson sa science na the heavier the objects the harder it to move (newton's 2nd law of motion)”* (In anime involving cars, there were parts where they are pushing heavy objects. This demonstrates Newton's 2nd law of motion which states that the [heavier the object the more force needed to move it]) - *Respondent 11*

There is also a student who shared how watching Sailormoon helped her know more about solar eclipses as this is the theme of a particular episode. And there are those who learned concepts on Earth Science, particularly on earthquakes and disaster preparedness through the anime

Tokyo Magnitude 8.0, and Your Name, respectively.

### ***Pre-service Teachers' General Impression Towards Employing Japanese Anime in Science Lessons***

When the respondents were asked if anime can be used in teaching science, 29 agreed, 2 were neutral, and 5 provided a negative response.

For preservice teachers who said anime can be used in teaching science, they reasoned that future students will be more interested and motivated to learn the lesson if they will use a form of media that appeals to them; others mentioned that there are a lot of science lessons infused in anime and thus they have a huge potential when used inside the classroom. However, there are respondents who added that there is a need for teachers to strategize and be creative on how to select the most fitting anime show relevant to the lesson. Some of their responses are:

*“Oo. Dahil ang mga animated scenes ay mas nakapupukaw ng interes at imagination ng mga bata. Mas napapadali rin na maipakita kung paano naiaapply sa totoong buhay ang mga konsepto ng science.”* (Yes. Because anime catches the attention and the imagination of the students. It will also make application of the science lessons easier to be grasped by the students.) - Respondent 4

*“Pwede sir itong [Anime] magamit sa pagtuturo dahil unang-una madalaling makaconnect ang mga bata. Nakuha na natin ang interest ng mga students ang kailangan nalang ay proper execution at activity upang matuto. Gamit ang anime mapapahaba natin ang attention span ng mga students natin ang result nito ay magiging focus sila sa discussion at activity. Win win situation for both teachers and students.”* (Anime can be used for teaching, because first students can easily connect to them. And when you already got hold of their attention, you'll just need to properly execute the activity. It can also be used to lengthen the attention span of the students and thus makes them immersed with the lesson and activities. It's a win-win situation for both teachers and students) - Respondent 10

“Yes, because learners enjoy things that are visually appealing to them, such as animation and cartoons, because they find it exciting, fun, and enjoyable. Using anime will undoubtedly capture their attention and interest, resulting in a fun and engaging classroom” - Respondent 29

Preservice teachers who were undecided whether anime can be used were mainly concerned with the challenge of selecting the most appropriate anime for science lesson. They expressed that not all science lessons can be found in anime and thus are apprehensive about the use of it. See a sample response below:

“Some of the animes can be used in teaching science but animes that have connections in science can be counted, because on what I have observed when watching animes most of it focuses on the powers and the story is about fighting with the villain and to succeed in their missions.” - Respondent 24

Preservice teachers who negated the claim that anime can be used in teaching science attributed their response to their own experience as they admit they do not have much interest in anime. They likewise shared that it will be difficult for them to find connection between their science lessons and anime. Some of their responses are:

*“Para sa akin, mahirap gamitin ang Anime sa pagturo ng science lalo na, limitado o bilang lang ang mga anime series o movies na maaring maikonekta sa specific lesson sa science. Mahirap din para sa gaya kong hindi mahilig manuod ng anime na gamitin ito para sa pagtuturo.”* (For me, it will be difficult to use anime in teaching science, especially because there is a limited number of anime which is connected to science lessons. Likewise, it will be difficult for me who is not really interested in anime) - Respondent 22

*“hindi, kasi hindi naman po lahat ng topic or lesson ay mairerelate*

*sa anime.” (No, because not all lessons can be related to anime) - Respondent 14*

And for the final question, the respondents were asked if they will be using anime when they’ll be teaching science in the future. Out of the 36 preservice teachers, 21 agreed they would use it, 7 expressed their negative response, and 8 were neutral with their answers. Respondents who said they will use the media in their teaching anticipate better student attention and cooperation had they utilized anime. Some of their responses are:

*“Yes po. Ngayon palang po na aamaze na po ako kasi po narealize ko na puwede po pala. Kung ako po na naexcite na sa pag integrate ng anime sa science discussion, naiimagine ko din po na mas maeexcite ang mga bata lalo sa panahon nila ngayon na sobra po silang connected sa digital world. Wala na din po tayo sa traditional, ang mga bata po ngayon maghahanap ng bago, maghahanap po ng kakaiba so para po sa akin i will use anime in teaching my subject matter.” (Yes. Currently I am amazed with the potential of anime in teaching science. If I am already excited about integrating anime with science, I can imagine my future students being also excited, especially that they are more connected to this digital world. We are no longer in the traditional days, and students at this time are looking for something new, something innovative and hence I will use anime in teaching my subject matter) - Respondent 2*

*“Gagamitin ko ito dahil una alam kung mga "gen Z" ang aking students way ito para macatch ko agad ang kanilang attention at interest. Una palang makuha natin interest nila para motivated silang matuto dahil kung hindi panigurado maboboring sila yung attention nila mababaling na sa ibang bagay. Hindi masamang gumamit ng bagong style sa pagtuturo lalo na kung makakatulong ito.” (I will use anime in teaching science because I know my students belong to “gen Z” and this is one way to easily catch their attention and interest. It is better that we capture the interest of our students so*

they'll be motivated and they will be prevented from feeling bored; boredom makes them do unnecessary things inside the class. It is not bad to try out new strategies in teaching especially if they can help us teachers) - *Respondent 10*

Preservice teachers who are still undecided whether to use anime or not in their teaching of the science subject identifies the challenge of finding an appropriate anime in their lessons as their reason behind. Should they find a relevant anime, they will use it, otherwise they will not.

Preservice teachers who expressed their unfavorable response mainly associated it to their own disinterest toward anime. Some even suggested other methods, of which they are more familiar with, if they will deliver science lessons. Samples of their responses are:

"No, I will not use anime in teaching because I'm not sure if all of my students is interested watching anime. I prefer using memes in teaching because memes is very popular for us and I think all of us can relate on it. [sic]" - *Respondent 1*

"No. cause i'm not comfortable sa pagamit nang anime sa aking pagtuturo. hindi kasi po ako nagagandahan na gamitin ang anime. kasi pag hindi ka talaga fan at hindi mo din kinahihiligan ang anime parang hindi mo siya ma connect sa science subject na ituturo mo." ( No, as I am not comfortable with using anime in my teaching. I am not fascinated with anime. If you are not a fan and you are not interested in it, it will be difficult for you to connect it to science lessons). - *Respondent 3*

### ***Factors Affecting the Preservice Teachers in Employing Japanese Anime as Revealed by the Chordal Triad of Agency***

The responses received from the preservice teachers were analyzed using the lens of the chordal triad of agency espoused by Emirbayer and



Mische (1998). The decisions of the respondents whether they were to use anime or not if they will already be teaching science is tied to their agentic selves. The study of Emirbayer and Mische clarifies that such agency can be scrutinized through three subsets: the preservice teachers' past which is revealed by their habits (iterational element), present which is represented by their judgments (practical-evaluative element), and their future which is illustrated by their imagination (projective element). The words in each statement are highlighted according to the type of element they depict: green for judgment or practical-evaluative element, yellow for habit or iterational element, and blue for imagination or projective element. Surprisingly, there is a pattern formed in the responses of those who answered "yes" and "no" to the query.

### ***The Iterational Element***

In analyzing the responses of preservice teachers who are determined in NOT using anime in teaching science, a recurring manifestation of iterational element is present among their statements. In this sense, they drew their decision heavily from their previous experiences. Some of their responses are gleaned below:

R1: *"No, I will not use anime in teaching because I'm not sure if all of my students is interested watching anime. I prefer using memes in teaching because memes is very popular for us and I think all of us can relate on it.[sic]" - Respondent 1*

*"No. cause i'm not comfortable sa pagamit nang anime sa aking pagtuturo. hindi kasi po ako nagagandahan na gamitin ang anime. kasi pag hindi ka talaga fan at hindi mo din kinahihiligan ang anime parang hindi mo siya ma connect sa science subject na ituturo mo."*  
(No, as I am not comfortable with using anime in my teaching. I am not fascinated with anime. If you are not a fan and you are not interested in it, it will be difficult for you to connect it to science lessons) - Respondent 3

*“Para sakin hindi, mahihirapan akong ipasok ang anime sa science since hindi po ako fan ng anime. For all I know hindi din lahat ng studyante fan ng anime. Siguro mag lalagay na lang ako ng mga alternative strategies na mahohook talaga yung interest ng mga students sa lesson. for example mga games na familiar sila fact or bluff during lesson proper.”* (For me, I will not. It will be difficult for me to integrate anime in science as I am not a fan of anime. Not all students are fans of anime. Perhaps I will rather use alternative strategies which will really catch the attention of the students in the lesson. An example of this is the game, “fact or bluff” which I can use during lesson proper.) - Respondent 11

*“For me no, because for someone like me that is not that fun[sic] of watching anime it will be kind of hard for me to search clips of anime that would suit to my lesson, and the anime's that I've watched involves fantasy that I don't think or kind of hard for me to integrate it to science lessons”* - Respondent 7

*“Pero para sa akin mas magiging maganda sana kung irerelate na lang natin ito sa mga Kdrama dahil alam naman natin na ang kdrama na ngayon ang mas sumisikit at mas pinag kaka tutukan ng mga kabataan ngayon dahil masyado silang nahuhumaling sa takbo ng kwento at may kwento rin na marerelate natin sa science subjects tulad na lamang ng mga k drama series na ginagapan nila bilang doctor”.* (For me it would be better to relate science lessons with KDrama. As we know KDrama is gaining more popularity right now and students are very much hooked to the stories presented in this media. There are stories which we can relate to science subjects, like for example the medical KDramas.) - Respondent 23

It is very noticeable with their responses seen above that in arriving with their judgments, the respondents' habits or iterational element served as the major contributory factor. All of them succumbed to their decision of not using anime primarily because of their past experiences with it. In

this case, the preservice teachers were not interested in anime, and thus they failed to see its potential to be used inside the classroom. They construed that this media is boring and thus believe that their future students will likewise deem anime as boring, too.

Two of the respondents even proposed to use other methods such as KDrama and Fact or Bluff games in teaching science. Their decision to side with these two strategies against Japanese anime is anchored on their past experience with KDrama and Fact or Bluff where they felt excitement and enjoyment. Once again, the iterational element of their agentic selves is manifested in their statements.

Clearly the habit and past experience of a person may determine the way he/she perceives a phenomenon and influence his/her agentic self. This is affirmed by the study of Albaraccin and Wyer Jr. (2000) which revealed that “the past behavior had a direct effect on participants’ attitudes and ultimate behavioral decisions that was independent of the outcome-specific cognitions’ “. The benefits of Japanese anime as appealing for 21st century learners and the lessons one might fetch from them were overshadowed by the respondents’ preconceived notions of this medium as dull.

### ***The Projective Element***

The statements of respondents who affirm that Japanese anime can be used inside the science classroom are marked with observation of the presence of their projective element of agentic self. Their imagination of the future ushered their decision of using the said media in instruction. The sample responses can be read below:

*“Yes po. Ngayon palang po na aamaze na po ako kasi po narealize ko na puwede po pala. Kung ako po na naeexcite na sa pag integrate ng anime sa science discussion, naiimagine ko din po na mas maeexcite ang mga bata lalo sa panahon nila ngayon na sobra po silang connected sa digital world. Wala na din po tayo sa traditional, ang mga bata po*

*ngayon maghahanap ng bago, maghahanap po ng kakaiba so para po sa akin i will use anime in teaching my subject matter.” (Yes. Currently I am amazed with the potential of anime in teaching science. If I am already excited about integrating anime with science, I can imagine my future students being also excited, especially that they are more connected to this digital world. We are no longer in the traditional days, and students at this time are looking for something new, something innovative and hence I will use anime in teaching my subject matter) - Respondent 2*

*“Para sa akin oo. Kahit di ako.mahilig nito. Sabi ko nga karamihan ng mga kabataan at bata ngayon ay mahilig sa anime. Dahil isa ito sa mga magbibigay ng interets at atensyon ng mga studyante. Magkakaroon din sila realization na kanilang sarili kung paano nila maiaapply ang science sa totoong buhay.” (For me, it’s yes, although I am not really a fan of anime. As I said, anime is very popular with the youth right now. Since this boost their interest and holds their attention, it can help them arrive to a realization how they can apply science in real life) - Respondent 13*

*Yes, because why not? I think this is a great idea to utilize inside the classroom because this is what the younger generation, especially the students loves, and it would be easier to use animations that relate to the lesson because while they enjoy watching, they have also learnt how the anime relates to the lesson. - Respondent 29*

*“Posible. Dahil maaaring sa panahong iyon ay laganap na ang anime at magagamit ko ang pagkakakilanlan ng mga ito para mapukaw ang interes ng mga bata at maging relatable ito sa kanilang pag-aaralan.” (It’s possible, because by the time I am already teaching anime is very common and I can use it to capture the interest of my students make my lessons relatable for them) - Respondent 4*

*“Gagamitin ko ito dahil una alam kung mga “gen Z” ang aking students way ito para macatch ko agad ang kanilang attention at interest. Una palang makuha natin interest nila para motivated silang matuto dahil kung hindi panigurado maboboring sila yung attention nila mababaling na sa ibang bagay. Hindi masamang gumamit ng bagong style sa pagtuturo lalo na kung makakatulong ito.”* (I will use anime in teaching science because I know my students belong to “gen Z” and this is one way to easily catch their attention and interest. It is better that we capture the interest of our students so they’ll be motivated and they will be prevented from feeling bored; boredom makes them do unnecessary things inside the class. It is not bad to try out new strategies in teaching especially if they can help us teachers) - *Respondent 10*

It can be gleaned above that in arriving with their judgments, preservice teachers who are willing to use anime in teaching science anchored it with their imagination or projective element. They anticipate that when anime is utilized in their classroom, it can easily capture the attention of their students. There is even one respondent who mentioned his “habit” or iterational element - “Kahit di ako mahilig dito.” (Even if I am not interested in anime), but his prognosis of a better-motivated classroom prevailed and paved the way for him to agree that he will use anime in teaching science.

The results above tell us that the respondents' agentic selves may be heavily influenced by their projection of the future. In psychology, this imagination of the future is termed as episodic future thinking and in the study of Schacter (2012) it was found out that this imagination of the future can serve for several functions, *e.g.* decision making, emotion regulation, planning, and intention formation.

## CONCLUSION

The differing ideas on the lessons learned through anime affirms the claim of Barak et al., (2010) that audiences will have varying interpretations of the motion picture they will view. It also conjuncts with the idea of Hall (1980) which elaborates on the decoding process of a person. One may see anime as mere activity for entertainment purposes, but those contextualized in education, they may dig deeper into the said media and construct science lessons out of these anime shows. Thus, it can be said that a person who is interested in science may decode anime scenes not as mere parts of the storyline but as events subject for scientific explanation.

With the great number of science lessons the respondents shared that they learned through anime, the 29 respondents agreeing that anime can be used in teaching science, and the 21 out of the 36 preservice teachers committing that they will use the same medium if they were to teach the subject, a generally positive perception on Japanese anime can be drawn among the participants. Their choice is mainly attributed to their prognosis of a more active, participative, motivated and interested classroom should they employ the said methodology. This is supportive of the earlier research conducted by Shintaku (2021), Ryu et al., (2020), and Cheung (2015). However, the main concerns raised by them are: 1) the skill of teachers to find the most relevant and appropriate anime to be integrated into the science lesson, and the 2) challenge of student diversity, where some learners might have differing interests as compared to their peers.

In arriving at their decision, the participants were able to exhibit the chordal triad of agency as espoused by Emirbayer and Mische (1998). It was revealed that preservice teachers who do not want to use anime in teaching science draw heavily such a decision from their past experiences, their habits, or their iterational element. They perceive their own idea of anime being uninteresting, dull, and bland as the same reception of their future students which will recur if they employ such strategy in their classroom. While those respondents who decide to use anime in teaching science banks on the possibilities they think about in the future, their imagination, or their projective element. They are looking forward to a more motivated and manageable classroom because they anticipate their students to be very immersed in such media when used inside the classroom.

## RECOMMENDATIONS

The study conducted was able to materialize the vague understanding on how preservice teachers perceive the use of Japanese anime in teaching the science subject. In line with the results gathered, the researcher shares the following recommendations:

1. Because the present study focuses only on the perception, a further study that will focus on how the preservice teachers will most specifically integrate Japanese anime in their lesson/learning plans is recommended.
2. Further research can be conducted using the basic education students as the main respondents. This can provide another perspective on the use of Japanese anime, shifting from the teachers' to the learners' side.
3. Teacher Education Curriculum should strengthen the skills of the students in analyzing, evaluating and selecting appropriate instructional materials, in this case the Japanese anime, which will be relevant to the intended lesson objective or topic. This has been the prevailing issue raised by the respondents. Had there been ample preparation and reinforcement of this competency, the number of respondents who will decide to use anime might increase.
4. Since the Japanese anime is but one of the many popular cultures dominating the current times, it is also recommended to explore other famous media which learners can relate with in order to innovate and improve the science education in the country. Korean Drama (KDrama) was mentioned by one of the respondents. Other 21st century learners are also familiar and are hooked with shows like Harry Potter, Game of Throne, Money Heist, etc..

## REFERENCES

- Albarracín, D., & Wyer, R. S., Jr. (2000). The cognitive impact of past behavior: Influences on beliefs, attitudes, and future behavioral decisions. *Journal of Personality and Social Psychology*, 79(1), 5–22. <https://doi.org/10.1037/0022-3514.79.1.5>
- Allen, J. (2015). *Discovering Art: Anime and Manga*. ReferencePoint Press, Inc.
- Barak, M., Ashkar, T., & Dori, Y.J. (2010). Learning science via animated movies: Its effect on students' thinking and Motivation. *Computers & Education*. 56, 839-846
- Baştürk, S. (2016). Primary Pre-service Teachers' Perspectives on Constructivism and its Implementation in the Schools. *Universal Journal of Educational Research* 4(4), pp. 904-912
- Bhattacharyya S, Volk T, Lumpe A (2009) The influence of an extensive inquiry-based field experience on pre-service elementary student teachers' science teaching beliefs. *Journal of Science Teacher Education*, 20(3), pp. 199–218
- Berger, P. L. and Luckmann, T. (1967) *The Social Construction of Reality*. Harmondsworth: Penguin.
- Bernardo, A., Limjap, A., Prudente, M., & Roleda, L. (2008). Students' Perceptions of Science Classes in the Philippines. *Asia Pacific Education Review*, 9(3), 285-295
- Bernardo, J. (2020). *PH ranks last among 58 countries in Grade 4 math, science: study*. ABS-CBN News. [https://news.abs-cbn.com/news/12/09/20/ph-ranks-last-among-58-countries-in-grade-4-math-science-study#:~:text=The%20Philippines%20scored%20297%20in,of%20Educational%20Achievement%20\(IEA\).](https://news.abs-cbn.com/news/12/09/20/ph-ranks-last-among-58-countries-in-grade-4-math-science-study#:~:text=The%20Philippines%20scored%20297%20in,of%20Educational%20Achievement%20(IEA).)
- Cheung, K. (2015). Learning past the pictures in the panels: Teacher attitudes to manga and anime texts. School of Education, Faculty of Human Sciences, Macquarie University
- Cohen, L. Manion, L., & Morrison, K. (2018). *Research Methods in Education* (eight edition). New York: Taylor and Francis.
- Cressey, P.G. (1934). The Motion Picture as Informal Education. *The Journal of Educational Sociology*, April 1934, No. 8, pp. 504-515
- Emirbayer, M. & Mische, A. (1998). What Is Agency? *American Journal of Sociology*, 103(4) (January 1998), pp. 962-1023



- Gallagher, J.L. & Farley, J. (2019). Picturing Teacher Agency: Developing Upstanding Heuristics in a Middle Grades Social Studies Methods Course. *Middle Grades Review*: 5(2), pp. 1-19
- Ganyaupfu, E. M. (2013). Teaching Methods and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*, 2(9), pp. 29-35
- Hall, S. W. (1980). Encoding/Decoding. In S. Hall, D. Hobson, A. Lowe, & P. Willis (Eds.), *Culture, Media, Language: Working Papers in Cultural Studies* (pp. 63-87). London: Hutchinson.
- Jones, M. G., & Carter, G. (2007) Science teacher attitudes and beliefs. In: Abel S (ed) *Handbook of research on science teaching*. Lawrence Erlbaum, Mahway
- Marshall, C. and Rossman, G. B. (2016) *Designing Qualitative Research* (sixth edition). Thousand Oaks, CA: Sage.
- Meaney, T. & Lange, T. (n.d.). The Chordal Triad Of Agency In Children's Perspectives On Learning Mathematics At School. [https://www.academia.edu/24020406/THE\\_CHORDAL\\_TRIAD\\_OF\\_AGENCY\\_IN\\_CHILDRENS\\_PERSPECTIVES\\_ON\\_LEARNING\\_MATHEMATICS\\_AT\\_SCHOOL](https://www.academia.edu/24020406/THE_CHORDAL_TRIAD_OF_AGENCY_IN_CHILDRENS_PERSPECTIVES_ON_LEARNING_MATHEMATICS_AT_SCHOOL)
- Milner AR, Sondergeld TA, Demir A, Johnson CC, Czerniak CM (2011). Elementary teachers' beliefs about teaching science and classroom practice: an examination of pre/post NCLB testing in science. *Journal of Science Teacher Education*, 23 (2), pp 111-132. doi:10.1007/s10972-011-9230-7
- Osuaful, A.M. (2011). Effects of Three Teaching Methods on Basic Science Pupils Achievement and Interest in Environmental Concepts. *Ghana Journal of Education and Teaching*, 12, pp. 256-266.
- Rogers, C. (1983). As a teacher, can I be myself? In *Freedom to learn for the 80s*. Ohio: Charles E. Merrill Publishing Company
- Ruble, J. & Lysne, K. (2010). The Animated Classroom: Using Japanese Anime to Engage and Motivate Students. *The English Journal* , 100(1), pp. 37-46
- Ryu, S., Zhang, H., Peteranetz, Markeya S., and Daher, T.(2020). Fluid Mechanics Education Using Japanese Anime: Examples from “Castle in the Sky” by Hayao Miyazaki. *The Physics Teacher*. 58, 230. <https://doi.org/10.1119/1.5145464>
- SEI-DOST & UP NISMED, (2011). *Science framework for philippine basic education*. Manila: SEI-DOST & UP NISMED.

- SEI-DOST & UP NISMED, (2011). *Framework for philippine science teacher education*. Manila: SEI-DOST & UP NISMED.
- Shintaku, K. (2021). Self-directed learning with anime: A case of Japanese language and culture. *Foreign Language Annals*. 2022; 55:283–308
- Tagupa, H. (2019). *What happened to our basic education?*. Inquirer.net <https://opinion.inquirer.net/125707/what-happened-to-our-basic-education>
- Tucker, O.G. (2019). Supporting the Development of Agency in Music Teacher Education. *Journal of Music Teacher Education*, pp. 1-1

# TEACHERS' SELF-EFFICACY AND SELF-REGULATION STRATEGIES DURING THE COVID-19 PANDEMIC

○ JUNE KEZIAH B. SALINDO ○

## ABSTRACT

*Teachers' self-efficacy and self-regulation strategies have been identified as crucial factors in delivering quality education during the new normal of education. This article examines the level of self-efficacy and the level of self-regulation strategies of 72 secondary school teachers in Negros Oriental, Philippines. The study employed a descriptive-correlational design and survey method. The study theorized that a self-efficacy and self-regulation strategy explain adaptive behavior of the participants. Results showed high self-efficacy among secondary school teachers with a mean of 4.22 and moderately evident in self-regulation strategies with a mean of 3.01. At a 5% level of significance, results revealed that there is a significant correlation between the level of self-efficacy and level of self-regulation strategies among the respondents (, thus, supporting the hypothesis that the variables are essential characteristics expressed in secondary teachers' capacities in generating and delivering novel pedagogies in the new normal.*

**Keywords:** social science education, self-efficacy, self-regulation, survey, Northern Negros

## INTRODUCTION

Universities, colleges, and other educational institutions worldwide suspended their in- face classes due to the pandemic. The suspension slowed down the spread of the CORONA 19 virus, and it signaled the seizing of the old face-to-face classes and the beginning of the new normal that brought changes in social interaction (Murphy, 2020; Betlen, 2021).

The online learning approach became the educational systems' emergency response, creating a new normal and being regarded as appropriate, forcing teachers to evolve their teaching pedagogy into pandemic pedagogy (Allen & Seaman, 2010; Schwartzman, 2020). The transition to pandemic pedagogy immediately increases the challenges of preparing lessons for remote delivery of instruction (Cardullo et al., 2021; Castroverde & Acala, 2021), requiring many teachers to step outside of their comfort zones and learn a completely new way to educate their students. This consideration could increase teachers' stress, but it could also allow teachers to be pressured to learn something quickly (Castroverde & Acala, 2021). State Universities in the Philippines, under the direction of the Commission on Higher Education (CHED), have advocated online learning, blended learning, and the adaptation of flexible learning to reach students and learners remotely (Wenceslao & Felisa, 2021; Tupas & Linas-Laguda, 2020; Oducado, 2020). This has had a tremendous impact on the nation's higher education institutions as well as the army of educators within the educational system (Toquero, 2020).

According to Bandura's self-efficacy (1986), teachers will cope best in these challenging times if they believe in their ability to complete assigned tasks and obligations and overcome difficulties related to their professional role. For Flammer (2015), people who recognize their ability to make a difference feel good and, as a result, act. Beliefs in self-efficacy influence how people perceive themselves, how they feel, and how they will be motivated in various situations, and are self-meditative and active participants in their surroundings, making them more likely to succeed (Williams, 2020; Cardullo et al., 2021). Teachers' self-efficacy is defined as their belief in

their ability to push themselves further and positively impact their students' learning, as well as plan, organize, and carry out the instructional activities required to achieve educational goals (Skaalvik & Skaalvik, 2010; Williams, 2020). According to Williams (2020), confident teachers are those who possess the belief in their capacity to effectively teach challenging students, impart necessary subject knowledge, foster positive connections with parents, remain composed while delivering instruction, positively impact their students' personal and academic growth, employ innovative strategies to address obstacles like limited resources and motivate students to engage in inventive activities.

Teachers must use self-regulation strategies in addition to self-efficacy to manage their behavior effectively and efficiently. Self-regulation refers to the processes by which people stay on track in their pursuit of goals they have adopted, as well as the ability to develop cognitive control of emotions to accommodate self-imposed changes (Hoyle & Davisson, 2011; Brunzell et al., 2015), and how people organize and manage their learning, which includes individuals' control over their thoughts, emotions, behaviors, and the learning environment (Kormos & Csizér, 2014). It is also an active, systematic, and self-controlled process in which people specify their own learning goals and then attempts to regulate, control, and supervise their cognition, motivation, and behavior, as well as convert their mental abilities to practical skills (Lavasani et al., 2011); thus can be learned and practiced (Claravall & Evans-Amalu, 2020). Self-regulation strategies are necessary skills for people who plan, schedule, and monitor their behavior; they have both direct and indirect effects on human behavior, and they are a more inclusive and versatile alternative to the concept of learning strategies (McAuley et al., 2011; Pawlak et al., 2020). People are using more cognition and metacognition strategies in self-regulation, trusting their abilities, and utilizing various resources to achieve their goals, which increases efficiency (Lavasani et al., 2011).

## Literature Review

Different researchers investigated the relationship between self-efficacy and self-regulation strategies. Pawlak et al. (2019) noted a higher relationship between the variables that increased positive outcomes for students studying abroad. On the other hand, the variables lessened academic procrastination among undergraduate students (Zhang et al., 2017). Additionally, other studies showed that increasing emotional engagement and self-regulation among students in distance education through technical help and student strategies are viable (Sun & Rueda, 2012). Similarly, self-efficacy and self-regulation strategies are used as tools for web-based nutrition to gauge their consumption of dairy products (Poddar et al., 2010). Moreover, the mentioned variables positively correlated with students' cognitive and emotional engagements, well-established learning environments, and homework practices (Pellas, 2014; Hodges & Kim, 2010; Bembenuddy, 2011). Lastly, the variables were associated with the professional practice of teaching, which also included the students as respondents (Behzad & Ghanizadeh, 2013). The literatures focused on student's self-efficacy and self-regulation strategies as important variables in their capacity to learn in different forms of environment, but in this study, the teachers' capacity to adjust to drastic changes in the learning environment using the level of self-efficacy and self-regulation strategies is examined to contribute fresh insights on online and new normal systems of education.

The researcher proposed that a combination of self-efficacy and self-regulation strategies would help explain how secondary teachers responded to the challenges faced in delivering pedagogy during the pandemic. Self-efficacy refers to an individual's belief in their ability to perform specific tasks and persevere despite obstacles successfully. In the context of this study, self-efficacy would relate to teachers' confidence in their ability to adapt their teaching methods and overcome the challenges posed by the COVID-19 pandemic. Self-regulation strategies encompass various techniques individuals employ to control their learning and behavior. These strategies involve cognitive control of emotions to accommodate self-

imposed changes and manage one's learning environment. In the context of this study, self-regulation strategies involve teachers' ability to control their thoughts, emotions, and behaviors and adapt their teaching methods to changing circumstances. The study hypothesized that when self-efficacy is combined with effective self-regulation strategies, teachers would be better equipped to navigate the difficulties associated with pedagogical delivery during the pandemic. By developing high confidence in their abilities and employing self-regulation strategies, teachers would be more likely to adapt their teaching methods, manage their emotions, and effectively organize their learning environment. By analyzing the relationship between self-efficacy and self-regulation strategies, the researchers aimed to provide insights into how teachers responded to the challenges posed by the COVID-19 pandemic. Understanding this relationship could contribute to developing strategies and support systems to enhance teachers' effectiveness and well-being during similar crises in the future.

In this context, the secondary teacher may be confident that he/she will be effective in delivering instructions to her/his students because of the concurrent challenges but cannot organize her/his thoughts on how to go about his/her pedagogies, especially since these are imposed changes to adapt to a new learning environment. Secondary teachers must have self-efficacy and self-regulation abilities to adapt to changes, not only in this current moment but also in future issues that may affect their standing as secondary teachers in a national high school.

## Objectives

The secondary teachers of Guihulngan National High School, Poblacion, have come a long way; it has made significant changes in its delivery of instruction for its students. As the center of secondary education in the city, it is necessary to investigate the behavioral changes of its teachers and their capability to adapt to any challenges in the workplace and the environment, especially during the pandemic. This work answered the following questions: What is the level of secondary school teachers' self-

efficacy? What is the level of secondary school teachers' self-regulations strategies? Is there a significant correlation between the level of self-efficacy of secondary school teachers and their level of self-regulation strategies? These are the pertinent issues that this study addressed and analyzed for the well-being of the secondary teachers in Guihulngan City.

This study emphasizes that secondary school teachers' self-efficacy and self-regulation strategies are important and instrumental in laying the grounds for future pedagogical systems in this new normal. Self-efficacy and self-regulation strategies are not exclusive to students learning but also among teachers.

## METHODS

### *Research Design*

The purpose of this study was to examine secondary school teachers' level of self-efficacy and level of self-regulation strategies. The study employed a descriptive-correlational design and a survey method to determine the level of self-efficacy and self-regulation strategy among secondary school teachers. Furthermore, it sought to ascertain the relationships between the variables mentioned.

### *Research Locale*

Guihulngan National High School, a public secondary school located in the heart of the city, specifically on Osmeña Avenue, Barangay Poblacion, Guihulngan City, Negros Oriental, Philippines, was the subject of this study. Junior High School Department has 3 056 students, and Senior High School Department has 1532 students. It is the largest secondary school in Guihulngan City, with a total population of 4 589 students. It provides Junior High School programs such as Science, Technology, and Engineering (STE) and a Special Program in the Arts (SPA). Guihulngan National High School-Poblacion also provides an Academic Track and



a Technical-Vocational Track for Senior High School students. General Academics (GAS), Science, Technology, Engineering, and Mathematics (STEM), Accountancy and Business Management (ABM), and Humanities and Social Sciences (HSS) are all part of the Academic Track (HUMSS). Home Economics (HE) and Information and Communication Technology (ICT) are required for the Technical-Vocational Track.

### ***Research Respondents***

The respondents were Guihulngan National High School Poblacion secondary school teachers for 2021-2022. Respondents were identified through purposive sampling. One hundred five secondary school teachers were asked to provide accurate information about the study, but only 72 answered the survey questionnaire. Table 1 shows the number of respondents, their respective specializations, and their demographic profile.

**Table 1.** *Respondents' Population*

Specialization	MALE	FEMALE	TOTAL
English	5	8	13
Math	7	6	13
Science	4	5	9
Araling Panlipunan	12	19	31
Filipino	4	6	10
TLE	3	6	9
PE	3	4	7
IT/ICT	7	6	13
<b>TOTAL</b>	<b>45</b>	<b>60</b>	<b>105</b>

The following information show the respondents' demographic characteristics, including gender, age, and specialization. It also includes the results of the frequency and percentage distribution.

**Table 2.** *Frequency and Percentage Distribution of the Teacher-Respondents when Grouped According to Sex, Age, and Specialization*

Profile	Frequency	Percentage
Sex		
• Female	53	73.6
• Male	19	26.4
Age		
• Ages 21 – 30	12	16.7
• Ages 31 – 40	21	29.2
• Ages 41 – 50	17	23.6
• Ages 51 and above	22	30.6
Specialization		
• English	13	18.1
• Filipino	2	2.8
• Math	13	18.1
• Science	6	8.3
• Social Science	12	16.7
• Home Economics	4	5.6
• Industrial Arts	2	2.8
• TLE	15	20.8
• MAPEH	2	2.8
• Values Education	1	1.4
• ICT	2	2.8
<b>Total</b>	<b>72</b>	<b>100.0</b>

Table 2 shows only 19 male respondents, or 26.4 percent of the sample, less than the number of female respondents. Regarding age, 51 respondents were classified as being 51 years old or older. A sizable proportion of those polled are between 41 and 50. It was discovered that most respondents are between the ages of 21 and 30.

Most respondents were Technology and Livelihood majors, accounting for 15% or 20.8% of the sample respondents. A few respondents studied Filipino, Mathematics, Science, Home Economics, MAPEH, Values Education, and Information and Communication Technology (ICT). Some of these specializations are highly technical courses requiring a rigorous study schedule. MAPEH, Values Education, and ICT were majors offered by a small number of schools in the region.

In Table 3, the frequency distribution of the participants is displayed based on their years of service, marital status, and the highest level of educational attainment.

**Table 3.** *Frequency and Percentage Distribution of the Teacher-Respondents when Grouped According to Year of Service, Civil Status, and Highest Educational Attainment*

Profile	Frequency	Percentage
Years of Service		
· 10 years and below	40	55.6
· 11 to 20 years	13	18.1
· 21 to 30 years	19	26.4
Civil Status		
· Single	12	16.7
· Married	58	80.6
· Widow	2	2.8
Highest Educational Attainment		
· College	45	62.5
· with master's units	12	16.7
· Master's degree Holder	14	19.4
· with Doctorate units	1	1.4
Total	72	100.0

More than half of those polled served for less than ten years. This result shows that most respondents are new to teaching and have a long way to go in their careers. Most respondents served for 11 to 20 years, with only a few serving for 11 to 20 years.

In civil status, most respondents were married. Married teachers adore children. These are natural professions that want to nurture and provide for their students. Caring for younger children is often considered an extension of “motherhood,” which may explain this proclivity. It is also worth noting that the total population of single people is sizable. This concern happens because teaching requires more time spent at work and regular hours for extra job assignments. When one is single, now is the best time to start. A small number of respondents stated that he/she is a widow.

Table 3 also shows that most respondents had a bachelor’s degree. The data can be attributed to the fact that the secondary school teachers were new to the teaching position, as evidenced by the fact that most still needed to complete their advanced education studies. According to the findings, many respondents had master’s degree units, and only one had doctorate units.

### ***Research Instrument***

The standard questionnaires, the Teachers’ Sense of Efficacy Scale (Tschannen-Moran & Barr.; A., 2001) and the Self-Regulation Questionnaire (SRQ) (Brown, Miller, & Lewandowski, 1999), were used in the study to assess the level of secondary teachers’ self-efficacy and self-regulation strategies. The Teachers’ Sense of Efficacy Scale includes student engagement, instructional strategies, and classroom management. Respondents responded by indicating the number of times the statement applies to them and their behavior using a 5 point- numeric scale below:

**Table 4.** *Self-efficacy and Self-regulated learning interpretations*

Numerical Rating	Verbal Interpretation	Range	Descriptive Rating
5	Always	4.50-5.0	Very High Manifestation
4	Often	3.50-4.49	High Manifestation
3	Sometimes	2.50-3.49	Moderate Manifestation
2	Rarely	1.50-2.49	Low Manifestation
1	Never	1.0-1.49	Very Low Manifestation

The self-regulation strategy adopted by Brown, Miller, and Lewandowski (1999) had 63 items Receiving Relevant Information, Evaluating the Information, Triggering Change, Searching for Options, formulating a Plan, Implementing the Plan, and Assessing the Plan strategies, which were graded on a 5-point scale ranging from 5-strongly agree to disagree 1-strongly.

**Table 5.** *Verbal Interpretation of Results*

Numerical Rating	Verbal Interpretation	Range	Descriptive Rating
5	Very Strongly Agree	4.50-5.0	Very Highly Evident
4	Strongly Agree	3.50-4.49	Highly Evident
3	Neither Agree nor Disagree	2.50-3.49	Moderate Evident
2	Strongly Disagree	1.50-2.49	Low Evident
1	Very Strongly disagree	1.0-1.49	Very Low Evident

### ***Validity and Reliability of Instrument***

In a study by Tschannen-Moran & Barr (2001), a factor analysis was performed on Teachers' Sense of Efficacy to examine participants' responses to the questions. The analysis consistently revealed that three constructs,

Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management, are moderately correlated. The 24-item scale displayed satisfactory internal consistency with Cronbach's alpha coefficients of .87, .91, and .90 for each construct.

The SRQ (Self-Report Questionnaire) has demonstrated excellent reliability and strong convergent validity, as indicated by research conducted by Aubrey et al. (1994). In a community sample of 83 individuals, the SRQ was administered twice with a 48-hour interval to assess the stability of the obtained scores. The test-retest reliability for the total SRQ score was found to be high, with a correlation coefficient of .94 ( $p < .0001$ ). Additionally, the scale has a high manifestation of internal consistency, with a Cronbach's alpha coefficient of .91.

### ***Data Collection***

A communication letter was sent to the appropriate authorities, and the proper protocol was followed in its implementation. The survey instrument was encoded into Google Forms and was sent through Messenger on Facebook and via personal E-mails. Throughout the survey questionnaires' administration, the researcher explained each item to the respondents, ensuring clarity and understanding to collect accurate responses. In addition, the confidentiality of responses was strictly enforced. Automatically the data was tallied and tabulated. As a result, the data were subjected to appropriate statistical treatments to address the identified problem under study.

### ***Data Analysis***

The type of specific problem formulated determined the statistical tools used to evaluate and interpret the data in the study. The mean and standard deviation were used to calculate GNHS teachers' levels of self-efficacy and self-regulation strategy. A five-point rating scale was used to

calculate the mean scores. The Spearman rank coefficient correlation was used for independent analysis to confirm a significant relationship between self-efficacy and self-regulation strategy among GNHS teachers. The significance level used was 0.05.

### ***Ethical Considerations***

The survey was administered through Google Forms, and the informed consent was attached to the instrument to address the ethical issues in the study. The researchers ensured the participants read the informed consent form, proving their voluntary participation. Similarly, the researchers ensured that no individual or organization suffered any harm during the study. Furthermore, the researchers safeguarded the respondents' identity by providing the findings in aggregate rather than disclosing responses that could lead to their identification. Finally, the researchers honored the respondents' decision to withdraw their involvement despite reading the informed consent form throughout the study, particularly during data collection.

### ***Results and Discussion***

This article aims to identify secondary school teachers' self-efficacy and self-regulation strategies and examine the relationship between these variables in the context of secondary school teachers' adaptation to the new normal.

**Table 6.** *Level of Secondary School Teachers' Self-Efficacy*

<b>Self-Efficacy Dimensions</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
Student Engagement	4.25	.643	High Manifestation
Instructional Strategies	4.23	.680	High Manifestation
Classroom Management	4.18	.683	High Manifestation
<b>Overall Self- Efficacy</b>	<b>4.22</b>	<b>.648</b>	<b>High Manifestation</b>

The mean rating and standard deviation of the self-efficacy dimensions are highlighted in Table 6. It is observed that secondary school teachers demonstrated a high level of self-efficacy across all dimensions, as indicated by the overall mean rating of 4.22. This data suggests these teachers strongly believed in their abilities to accomplish their school's institutional goals. Additionally, secondary school teachers actively engaged with their students in distant learning, employing effective strategies to deliver their lessons. The implication of these findings is that students' learning was not compromised when secondary teachers possessed a high level of self-efficacy. These teachers effectively engaged with their students, developed adaptive instructional strategies tailored to different learners, and successfully managed virtual classrooms.

Among the three self-efficacy dimensions, **student engagement** got the highest mean rating of 4.25. Secondary school teachers aided their students' learning value by encouraging them to believe that they can do well in schoolwork and assisting students, particularly those who are failing, in understanding the lesson. They motivate students who need more interest in their schoolwork by encouraging creativity in distance learning. In line with the research conducted by Turner et al. (2014), frequent interaction influences students' value for learning, their belief that they can succeed, their motivation to interact, and how connected they feel to others. Moreover, Reeve (2013) says meaningful engagement develops as teachers



and students participate in distant or online activities and work toward a joint objective.

The second self-efficacy dimension is **Instructional Strategy**, with a mean rating of 4.23. Secondary school teachers can handle their students' difficulties and uncertainty by giving alternate explanations, modifying classes, and creating appropriate questions for students. They also provide suitable challenges to their students and employ various teaching strategies. This result shows consistency in the study of Shaukat & Iqbal (2012), that a higher sense of self-efficacy among teachers, where they demonstrated that they could try innovative ideas and are eager to test novel pedagogies to bring about significant and relevant changes in students' learning and they are more enthusiastic about teaching amidst the concurrent situation. Similarly, the work of Skaalvik & Skaalvik (2010) highlighted the ability of secondary teachers to plan, organize, and carry out the instructional activities necessary to achieve educational goals.

Furthermore, **classroom management** as a self-efficacy dimension receives the lowest mean rating of 4.22. Secondary school teachers keep a student with a problem from disrupting an entire lesson, allowing students to follow the rules and make it clear regarding behavior. They establish new routines and create online or distant class management to ensure that activities run smoothly. They can also control or manage students' disruptive and defiant behavior. For Wolff et al. (2015), this is a multifaceted skill set of secondary teachers that encompassed the structure and atmosphere of their classroom, the teacher's instructional choices, the pedagogical and practical knowledge driving these decisions, and the stream of interaction and exchange occurring inside (and outside) the classroom.

**Table 7.** *Level of Secondary School Teachers' Self-Regulation Strategies*

Strategies	Mean	SD	Interpretation
Receiving Relevant Information	2.83	.333	Moderately Evident
Evaluating the Information	2.99	.502	Moderately Evident
Searching for Options	3.61	.502	Moderately Evident
Formulating a Plan	2.74	.324	Moderately Evident
Implementing the Plan	2.79	.330	Moderately Evident
Assessing the Plan	3.28	.498	Moderately Evident
<b>Self-Regulation</b>	<b>3.01</b>	<b>.316</b>	<b>Moderately Evident</b>

Table 7 shows that the overall level of self-regulation strategy had a mean rating of 3.01, interpreted as moderately evident. Secondary school teachers moderately displayed their self-regulation strategies needed to monitor and manage their thoughts, emotions, and behavior amidst challenges experienced. The challenges faced by secondary teachers in adapting to the new normal and major changes in the educational system have implications for student learning. When teachers are not at ease with their goals, self-imposed adjustments, and control over the learning environment, it can impact their ability to teach and engage students effectively.

The shift to online or blended learning environments can be particularly challenging for teachers used to traditional classroom settings. They may need help with the technological aspects of delivering lessons online, managing virtual classrooms, or effectively utilizing digital tools for instruction. This lack of preparedness can result in a decline in the quality of education delivered to students. Additionally, the disruptions caused by the new normal, such as the need for remote work, the potential lack of access to resources or reliable internet connections, or the difficulties in maintaining student engagement, can further impact teachers' self-regulation

strategies. When teachers cannot effectively regulate their learning processes, it can affect their ability to plan, organize, and deliver instruction in a structured and cohesive manner. All these factors combined can result in challenges for teachers in meeting the needs of their students and providing high-quality education. Educational institutions and policymakers need to recognize these challenges and provide adequate support and training to help secondary teachers adapt to the new normal and excel in their roles. This concern may involve professional development programs, technology training, resources for remote teaching, and ongoing support to provide solutions to the specific needs of teachers in the changing educational landscape.

The **search for option** strategy reported a high mean rating of 3.61. Teachers investigated or over something moderately carefully and thoroughly to discover something or options to find a solution/s to a problem. Secondary school teachers look for potential solutions when they notice a problem or a challenge. Teachers achieved their goals because they believed there is usually more than one way to accomplish something. The result is like the works of Hoyle & Davisson (2011); Kormos & Csizér (2014); Brunzell et al. (2015), that teachers also demonstrated moderate confidence in changing themselves and finding different ways to get what they want.

The mean rating for **assessing the plan strategy** is 3.28. Secondary school teachers reward themselves moderately for making progress toward their goals by setting goals and tracking their progress. When they decide to change something, they pay close attention to what they are doing. When teachers notice a problem with how things are going, they moderately alter their behavior and feel terrible when they fail to meet their goals. Consistent with the studies of Lavasani et al. (2011), Claravall & Evans-Amalu, (2020) showed that teachers frequently only need to make one mistake to learn from it, change, and hope for the best.

The average rating for **evaluating the information** is 2.99. Teachers have a general idea of how they want to be and set personal goals. They think a lot about how they are doing. Teachers believed their behavior resembled their colleagues and attempted to imitate those around them.

Moderately concerned about what others think of them, with a proclivity to compare oneself. The findings supported the work of Hoyle & Davisson (2011), which stated that the teachers do not care if they are different from most people, and they believe their behavior is not that different.

The total mean rating for the **triggering change** strategy is 2.84. When things are not going well, they want to act. They are willing to seek alternative methods of task completion because it bothers them when things do not go as planned. Teachers are often the first to recognize the need for change. Others have told them that they are delaying too much. They believed, however, that they are established in many ways, enjoy routines, and prefer things to stay the same. Similarly, Kormos & Csizér (2014) and Brunzell et al. (2015) reported that teachers rarely claim that it is difficult to see the benefits of changing their methods, and they tend to continue doing the same thing even when it does not work.

**Receiving relevant information** yields a mean rating of 2.83. Normally, teachers keep track of their student's progress toward their objectives. Mistakes are learning experiences. Typically, activity outcomes are used to evaluate what is being done. They are careful not to overdo it when working, eating, or drinking. They frequently do not realize what they are doing until it is brought to their attention. Teachers are often unaware of the consequences of their actions until it is too late. The results are consistent with the work of Claravall & Evans-Amalu (2020), that revealed that most of the time, they are not paying attention to what they are doing, and it is difficult to tell when they have had enough (alcohol, food, sweets).

The strategy of **implementing the plan** has a mean rating of 2.79. Teachers need help in following through on commitments once they have been made. They are so easily distracted from their goals that minor issues or diversions can throw them off course. The data aligns with the work of McAuley et al. (2011); Pawlak et al. (2020) showed that teachers have so many plans that it is difficult to concentrate on just one and give up quickly.

The mean rating for **developing a planned strategy** is 2.74. Before deciding, secondary school teachers consider what will happen if they do this or that. Teachers usually think before acting. When they have a goal, they can usually plan how to achieve it and develop several change strategies, but choosing which one to use takes work. Similarly, the study of Lavasani et al. (2011) revealed that teachers are overwhelmed by the options when it comes to making a change and put off making decisions. Lowly visible in their inability to achieve goals, create objectives, and make up their minds about things

**Table 8.** *A significant relationship between the level of self-efficacy and self-regulation*

		Self-Efficacy	Self-Regulation
Self-Efficacy	Correlation Coefficient	1.000	.280*
	Sig. (2-tailed)	.	.017
Self-Regulation	Correlation Coefficient	.280*	1.000
	Sig. (2-tailed)	.017	.

Table 8 shows the relationship between teachers' level of Self-efficacy and level of Self-Regulation Strategies. At a 5% significance level, results revealed a significant relationship between self-efficacy and self-regulation (. Moreover, the relationship between these two variables is positive, suggesting that the higher the teachers' extent of self-efficacy, the higher their extent of self-regulation. This concern increased positive outcomes for students at Guihulngan National High School (Pawlak et al., 2019).

Theoretically, self-efficacy and self-regulation strategies are essential for delivering high-quality training in the new normal. It specifically focuses on the personal engagement of secondary teachers with various dimensions of self-regulation strategies. These dimensions include receiving pertinent information, evaluating the information, triggering change, searching for options, formulating a plan, implementing the plan, and assessing the plan. By actively engaging with these self-regulation strategy dimensions,

secondary teachers can demonstrate their self-efficacy in student engagement, instructional strategies, and classroom management. In other words, when teachers effectively employ self-regulation strategies, it strengthens their belief in their ability to engage students, use effective instructional strategies, and manage their classrooms.

Furthermore, the result suggests a reciprocal relationship between self-regulation strategies and self-efficacy. When secondary teachers engage more in self-regulation strategies, their self-efficacy will increase, and vice versa. This correlation between self-regulation and self-efficacy can lead to the development of innovative pedagogies that maintain instructional quality in the new normal. Overall, the result emphasizes the importance of self-efficacy and self-regulation strategies for secondary teachers in delivering high-quality instruction in the new normal. By actively engaging with self-regulation strategies, teachers can enhance their belief in their abilities and develop novel pedagogical approaches that adapt to the current educational landscape without compromising the quality of instruction.

The statement implies a significant relationship between self-efficacy and self-regulation strategies, indicating that these two factors are connected. However, the positive correlation between them is weak, meaning that the degree to which self-efficacy and self-regulation strategies align could be stronger. Regarding secondary teachers, the statement suggests that they have a high level of self-efficacy, meaning they possess confidence in their abilities and believe in their capacity to teach and positively impact their students. On the other hand, their self-regulation strategies, which involve the ability to manage their thoughts, emotions, and behaviors to achieve desired outcomes, are only moderately evident. This result implies that while secondary teachers may have strong beliefs in their teaching abilities, they may not consistently employ effective self-regulation strategies to optimize their teaching practices. Overall, there is room for improvement in self-regulation strategies among secondary teachers. Enhancing self-regulation skills could be beneficial in helping teachers implement effective teaching practices, adapt their instruction, and manage their teaching responsibilities more efficiently.

Additionally, the weak positive correlation between self-efficacy and self-regulation suggests that these factors are related but do not go together. This finding implies that even though teachers may have high self-efficacy, it does not guarantee a strong presence of self-regulation strategies, and vice versa. Therefore, it may be important to provide support and training specifically targeted at developing and strengthening self-regulation strategies among secondary teachers to enhance their teaching effectiveness further.

## CONCLUSION

This study's main goal is to measure self-efficacy and self-regulation strategies among secondary teachers at Guihulngan National High School. These variables served as the foundation for analyzing the respondents' coping mechanisms with the challenges the pandemic posed to them and the Philippine educational system.

The results implied a need to improve the self-regulation strategies, which is only moderately evident among the secondary teachers through capacitating them in the least acquired strategy of formulating and implementing a plan. More than self-efficacy alone is the need to achieve balance to manage their behavior effectively and efficiently in conducting and delivering the new pedagogies to their students during this pandemic.

Theoretically, this study investigates self-efficacy and self-regulation strategies as characteristics required by secondary teachers to develop and provide novel adaptive pedagogies. Through their self-efficacy, secondary teachers believed they could have dynamic student engagement, develop adaptive instructional methods, and easily manage a virtual classroom environment. On the other hand, secondary teachers can be more effective in delivering instruction when they have demonstrated the self-regulation strategies of receiving pertinent information, evaluating the information, triggering change, searching for options, formulating a plan, implementing the plan, and assessing it. Both variables were related, and when manifested together, they can positively impact secondary teachers' adaptive capacity in

delivering and ensuring the quality of education in the new normal. As a result, this article supports the hypothesis that self-efficacy and self-regulation strategies are essential characteristics expressed in secondary teachers' capacities in generating and delivering novel pedagogies in times of the new normal.

Therefore, the school must recognize the need to embrace additional majors/specializations with a limited population. Teachers must be encouraged to advance along their professional paths to become more self-sufficient in their teaching careers. An introduction of a team-building program to aid teachers in developing the highest level of self-regulation required governing their conduct, attitudes, and outlook in the face of obstacles. Teachers will continue to receive support or encouragement for their perseverance in achieving institutional goals and interacting with their pupils in delivering their teachings. The administration must also continue to recognize teachers' competence to remain motivated in their line of work and, notably, in treating students fairly during these challenging times must be conducted to overcome the limitations of the study.

The main disadvantage of this study is that it focused on secondary school teachers at Guihulngan National High School, Poblacion, rather than primary and secondary school teachers from Guihulngan City's Schools Division, who were also affected by the COVID-19 pandemic. As a result, the idea can be more thoroughly evaluated when the entire population of the Schools Division is considered.

Finally, a study that relies on the theory of self-efficacy and self-regulation strategies as adaptive capacities in the new normal by secondary teachers, primary teachers, and tertiary instructors is feasible and highly recommended.



## ACKNOWLEDGMENT

This study is made possible through the Graduate School of Central Philippines State University, Kabankalan City, Negros Occidental, in response to the challenges in education during the pandemic. I want to thank my parents, friends, siblings, loved ones, advisers, enumerators, CPSU Graduate School, the Secondary School Teachers of Guihulngan National High School, Poblacion, and the Schools Division of Guihulngan City of the Department of Education (SDO-G Dep Ed) for the support during the conduct of this study. I also want to thank Negros Oriental State University-Guihulngan Campus and Philippine Association for Teachers and Educators (PAFTE), Inc. for allowing me to publish my research. This article was previously presented at the RIDE Congress in 2022; on October 20–21, 2022, the conference took place at NORSU Main Campus I in Dumaguete City, Negros Oriental, Philippines

## REFERENCES

- Allen, E. & Seaman, J. (2010). Class Differences Online Education in the United States, 2010. <https://files.eric.ed.gov/fulltext/ED529952.pdf>
- Bandura, A., & National Inst of Mental Health. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall, Inc. <https://psycnet.apa.org/record/1985-98423-000>
- Behzad G. & Ghanizadeh, A. (2013): Self-efficacy and self-regulation and their relationship: a study of Iranian EFL teachers. *The Language Learning Journal*, 41(1), 68-84
- Bembenutty, H. (2011). Meaningful and Maladaptive Homework Practices: The Role of Self-Efficacy and Self-Regulation. *Journal of Advanced Academics*, 22(3), 1
- Betlen, E. A. (2021). Effect Of Modular Learning Approach on the Academic Achievement of Students. *Global Scientific Journals*, 9(7).
- Brown, J. M., Miller, W.R., & Lawendowski, L.A. (1999). The self-regulation questionnaire. In L. VandeCreek, & T.L. Jackson (Eds.), *Innovations in clinical practice: A sourcebook*, (17), 281-292. [https://www.researchgate.net/publication/8912804\\_A\\_psychometric\\_analysis\\_of\\_the\\_Self-Regulation\\_Questionnaire](https://www.researchgate.net/publication/8912804_A_psychometric_analysis_of_the_Self-Regulation_Questionnaire)

- Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, 85(1), 3–9. <https://10.1037/ort0000048>
- Castroverde, F., & Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic. *International Journal of Research Studies in Education*, 10(8), 7–15.
- Cardullo, V., Wang, C.-h., Burton, M. and Dong, J. (2021), K-12 teachers' remote teaching self-efficacy during the pandemic. *Journal of Research in Innovative Teaching & Learning*, 14(1), pp. 32–45. <https://doi.org/10.1108/JRIT-10-2020-005>
- Claravall, E., & Evans-Amalu, K. (2020). Self-Regulation, Empathy, and Compassion: A Critical Triad to Develop Anti-Racist Digital Citizenship in the Time of Pandemic. *Journal of International Social Studies*, 10(2), 44–59.
- Flammer, A. (2015). International Encyclopedia of the Social & Behavioral Sciences || Self-Efficacy. 504–508. <https://10.1016/B978-0-08-097086-8.25033-2>
- Hodges, C. B., & Kim, C. (2010). Email, Self-Regulation, Self-Efficacy, and Achievement in a College Online Mathematics Course. *Journal of Educational Computing Research*, 43(2), 207–223. <https://10.2190/ec.43.2.d>
- Hoyle, R. H. & Davisson, E. K. (2011). Assessment of Self-Regulation and Related Constructs: Prospects and Challenges. *Duke University*. [https://atecentral.net/downloads/202/Hoyle\\_Davisson\\_ms\\_final.pdf](https://atecentral.net/downloads/202/Hoyle_Davisson_ms_final.pdf)
- Kormos, J. & Csizér, K. (2014). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups. *TESOL Quarterly*, 48(2), 275–299. <https://10.1002/tesq.129>
- Lavasani, M. G., Mirhosseini, F. S., Hejazi, E., & Davoodi, M. (2011). The Effect of Self-regulation Learning Strategies Training on the Academic Motivation and Self-efficacy. *Procedia - Social and Behavioral Sciences*, 29, 627–632. <https://10.1016/j.sbspro.2011.11.285>
- McAuley, E., Mullen, S. P., Szabo, A. N., White, S. M., Wójcicki, T. R., Mailey, E. L., Gothe, N. P., Olson, E. A., Voss, M., Erickson, K., Prakash, R., & Kramer, A. F. (2011). Self-regulatory processes and exercise adherence in older adults: executive function and self-efficacy effects. *American journal of preventive medicine*, 41(3), 284–290. <https://doi.org/10.1016/j.amepre.2011.04.014>
- Murphy, M. P. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41(3), 492–505. <https://doi.org/10.1080/13523260.2020.1761749>

- Oducado, R. M. (2020). Faculty perception toward online education in a state college in the Philippines during the coronavirus disease 19 (COVID-19) pandemic. *Universal Journal of Educational Research*, 8(10), 4736-4742. <https://doi.org/10.13189/ujer.2020.081044>
- Pawlak, M., Csizér, K., & Soto, A. (2020). Interrelationships of motivation, self-efficacy, and self-regulatory strategy use: An investigation into study abroad experiences, *System*, 93. <https://doi.org/10.1016/j.system.2020.102300>.
- Pellas, N. (2014). The influence of computer self-efficacy, metacognitive self-regulation, and self-esteem on student engagement in online learning programs: Evidence from the virtual world of Second Life. *Computers in Human Behavior*, 35, 157–170. <https://doi.org/10.1016/j.chb.2014.02.048>
- Poddar, K. H., Hosig, K. W., Anderson, E. S., Nickols-Richardson, S. M., & Duncan, S. E. (2010). Web-Based Nutrition Education Intervention Improves Self-Efficacy and Self-Regulation Related to Increased Dairy Intake in College Students. *Journal of the American Dietetic Association*, 110(11), 1723–1727 <https://doi.org/10.1016/j.jada.2010.08.008>
- Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. *Journal of Educational Psychology*, 105, 579–595.
- Schwartzman, R. (2020). Performing pandemic pedagogy. *Communication Education*. 69(4), 502–517, <https://doi.org/10.1080/03634523.2020.1804602>
- Shaukat, S., & Iqbal, H. M. (2012). Teacher self-efficacy as a function of student engagement, instructional strategies, and classroom management. *Pakistan Journal of Social and Clinical Psychology*, 9(3), 82-85
- Skaalvik, E.; & Skaalvik, S., (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 0–1069. <https://doi.org/10.1016/j.tate.2009.11.001>
- Sun, J. C.-Y., & Rueda, R. (2011). Situational interest, computer self-efficacy, and self-regulation: Their impact on student engagement in distance education. *British Journal of Educational Technology*, 43(2), 191–204. <https://doi.org/10.1111/j.1467-8535.2010.01157.x>
- Toquero, C. M. (2020). Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context. *Pedagogical Research*, 5(4), em0063. <https://doi.org/10.29333/pr/7947>.
- Tschannen-Moran, M. & Barr, M. (2010). Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement. *Leadership and Policy in Schools*, 3(3), 189–209, <https://doi.org/10.1080/15700760490503706>

- Tupas, F. P., & Linas-Laguda, M. (2020). Blended Learning—An Approach in Philippine Basic Education Curriculum in New Normal: A Review of. *Universal Journal of Educational Research*, 8(11), 5505-5512. <https://doi.org/10.13189/ujer.2020.081154>
- Turner, J., Christensen, A., Kackar-Cam. Trucano, M., & Fulmer, S. (2014). Enhancing Students' Engagement: Report of a 3-Year Intervention with Middle School Teachers. *American Educational Research Journal*, 51(6), 1195–1226. <https://doi.org/10.3102/0002831214532515>
- Wenceslao, P., & Felisa, G. (2021). Challenges to online engineering education during the Covid-19 pandemic in Eastern Visayas, Philippines. *International Journal of Learning, Teaching and Educational Research*, 20(3), 84-96. <https://doi.org/10.26803/ijlter.20.3.6>
- Williams, R. L. (2020). Special Education Teacher Experiences and Efficacy During a Pandemic (COVID-19). *University of Arizona ProQuest Dissertations Publishing*.
- Wolff, C. E., Van den Bogert, N., Jarodzka, H., & Boshuizen, H. P. A. (2015). Keeping an Eye on Learning: Differences Between Expert and Novice Teachers' Representations of Classroom Management Events. *Journal of Teacher Education*, 66(1), 68–85. <https://doi.org/10.1177/0022487114549810>
- Zhang, Y., Dong, S., Fang, W., Chai, X., Mei, J., & Fan, X. (2018). Self-efficacy for self-regulation and fear of failure as mediators between self-esteem and academic procrastination among undergraduates in health professions. *Advances in Health Sciences Education*, 23, 817-830. <https://doi.org/10.1007/s10459-018-9832-3>