

GORDON COLLEGE
COLLEGE OF EDUCATION, ARTS AND SCIENCES
SOCIAL SCIENCES AND PHILOSOPHY DEPARTMENT



DYNAMIC EDUCATION: FOLIO OF TRANSDISCIPLINARY (DEFT) JOURNAL

DISCOVER GROUNDBREAKING RESEARCH IN SOCIAL SCIENCES AND PHILOSOPHY DEPARTMENT OF GORDON COLLEGE. THIS JOURNAL FEATURES DIVERSE PERSPECTIVES AND INNOVATIVE METHODOLOGIES, OFFERING INSIGHTS INTO PRESSING SOCIETAL ISSUES AND PHILOSOPHICAL INQUIRIES.

DYNAMIC EDUCATION: FOLIO OF TRANSDISCIPLINARY (DEFT) JOURNAL

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ABOUT THE JOURNAL

DYNAMIC EDUCATION: FOLIO OF TRANSDISCIPLINARY (DEFT) JOURNAL is a research journal published annually dedicated to fostering innovative scholarship at the intersection of social sciences, philosophy, and education. Building on the College of Education, Arts, and Sciences' (CEAS) commitment to research excellence, DEFT Journal serves as a vital platform for scholarly exchange. Emphasizing the meaning of “deft”, we are incorporating insightful research questions, adept methodologies, and clear, concise writing. As a department within Gordon College, we recognize research as one of the core functions of higher education. We aim to provide a platform for academics and practitioners within the same field of expertise to explore the ever-evolving landscape of education through a transdisciplinary lens.

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Book-Lat: Stories Behind the Screen

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Keywords	Abstract
<p><i>Online teaching, COVID-19 pandemic, Phenomenological research, Descriptive analysis, Thematic analysis, Teacher experiences, educational challenges, Teacher training.</i></p>	<p><i>This research investigated the experiences of teachers who transitioned to online instruction during the COVID-19 pandemic, utilizing a phenomenological approach with descriptive analysis. Thematic analysis was also employed to delve into challenges faced by teachers, encompassing technical issues, student-related problems, and mental health struggles. Coping strategies involved adopting online tools, enhancing communication, and prioritizing mental health.</i></p> <p><i>The shift from traditional to online teaching highlighted disparities impacting both instructors and students. Unforgettable experiences ranged from poignant stories of student difficulties to rewarding moments of successful engagement. Realizations emphasized skills attainment in technology and life skills. Teachers recognized the importance of adaptability, patience, and compassion, with mental health playing a crucial role.</i></p> <p><i>Acceptance of the new norm emerged as a pivotal theme, inspiring educators and students to embrace the evolving educational landscape. This study contributed insights into the dynamics of online teaching during the pandemic, addressing challenges, coping mechanisms, and the evolving role of educators in this transformative educational paradigm.</i></p>

INTRODUCTION

Education underwent a transformative shift as the global landscape evolved, with online teaching emerging as a pivotal response to the changing dynamics. The novel coronavirus disease 2019 or Covid-19 pandemic outbreak has disrupted and changed how we socialize, work, and learn (Fauci, Lane, & Redfield, 2020; Velavan & Meyer, 2020; Brynjolfsson et al., 2020; Daniel, 2020; Haase, Cosco, Kervin, Riadi, & O'Connell, 2021; Gonzalez et al., 2020). The Internet, a catalyst for communication revolution, reshaped

traditional teaching methods. Since the pandemic began, much human activity has transitioned online (Donthu & Gustafsson, 2020; Kramer & Kramer, 2020). The COVID-19 pandemic accentuated this transformation, compelling educational institutions to confront the dilemma of closing schools for public safety while ensuring continuous learning. This abrupt shift sparked an unprecedented reliance on online education, creating both challenges and opportunities that educators and students around the world had to grapple with. Students faced difficulties and challenges adapting to the abrupt and unplanned shift to online learning (Baticulon et al., 2021).

As online teaching gained prominence, educators, like Mr. Asih Nurani and Arnold Chan, found themselves at the forefront of this paradigm shift. The abrupt transition to online teaching has significantly intensified workloads for staff as they move teaching content and materials into the online space and become adept in navigating requisite software (Allen et al., 2020, p. 233). Mr. Nurani, an English teacher at Regina Pacis Bogor Junior High School, Indonesia, vividly recounted his initial apprehension towards running an online class. "I may have been a teacher for the last nine years, but I never once imagined running an online class. I knew I had to find new ways to engage my students," he reflected. Mr. Nurani also felt a responsibility to assist other teachers, especially senior ones unfamiliar with distance teaching tools. His proactive approach aimed at molding potential leaders for society, creating optimistic and motivating future generations on both local and global scales.

Challenges with e-learning include accessibility, affordability, flexibility, learning pedagogy, life-long learning, and educational policy (Pokhrel and Chhetri, 2021). Recognizing the need for innovative engagement, Mr. Nurani took the initiative to assist fellow teachers, emphasizing the transformative power teachers hold in shaping lives. In the Philippines, Arnold Chan, a politics teacher at Maximo Estrella Senior High School, also shared his story during an online class. "I have been a public-school teacher for four years now, and I have always found joy in teaching. However, when the pandemic hit the Philippines and classes migrated online, I was worried about delivering quality education remotely," Chan admitted. His journey involved becoming a student again, learning to use online tools and design engaging learning materials through the Asian Institute of Journalism and Communication.

"After attending a few training sessions, I am now confident that I can provide the same quality education online as I could in face-to-face classes," Chan affirmed. Filipino educators faced the challenge of upskilling and adapting to digital platforms, a testament to their dedication to maintaining the nation's ideals and building a prosperous future for the next generation. Most institutions of higher education have had to reconsider ways of teaching and assessment (García-Peñalvo, Corell, Abella-Garcí).

These stories mirrored the global struggle to bridge the digital divide and adapt to the demands of online education. Teachers' commitment to upskilling reflected a collective effort to shape a 21st-century learning environment, acknowledging the pivotal role they played in students' lives. The narratives underscored the profound impact of

flexibility and adaptability in navigating unforeseen challenges. In this context, the study aimed to delve into the nuanced experiences of teachers navigating the transition to online instruction, shedding light on the advantages, disadvantages, and limitations. By sharing these stories, educators contributed valuable insights that could inform educational institutions grappling with the intricacies of sustaining online learning processes amid evolving paradigms.

Statement of the Problem

This study aimed to identify the experiences and realizations of teaching in the new normal specifically it would answer the following questions:

- 1) How did the teachers handle their classes in the new normal?
- 2) What experiences did they have in the new normal?
- 3) What are their realizations in teaching during the new normal?

METHODOLOGY

Research Design

The research employed a qualitative research design, incorporating participant impressions, in-depth interviews (conducted face-to-face or over the phone), and focus groups as methodological approaches. These qualitative methodologies were selected to facilitate a comprehensive exploration of participant experiences and perceptions. Within the realm of qualitative research, the methodologies employed share commonalities, emphasizing flexibility and the preservation of rich meaning during data interpretation. The overarching goal of the qualitative research was to gain insights into how individuals experience the world, employing an unfolding model in a natural setting that allowed the researcher to actively participate in and observe personal experiences (Creswell, 1994).

The research also adopted a descriptive research design approach, which involved the collection, processing, explanation, and presentation of evidence related to the investigated scenario or event. The term "educational effectiveness" was coined to encapsulate a more concise meaning than terms like "better" or "quality" education. The effectiveness of teachers emerged as a critical factor in this novel method of learning, with Dr. Skourdombis (2017) asserting that teacher competence and efficacy are pivotal for classroom teaching reform. The term "educational effectiveness" was adopted to emphasize the significance of teacher education as a fundamental foundation for improving student success in preparation for the economic complexities of the twenty-first century. The researcher meticulously analyzed all encounters of participant teachers to extract meaningful insights.

Furthermore, the research incorporated a phenomenological approach, aiming to delve into the lived experiences and perspectives of participants. Phenomenology offers

a framework for exploring the essence of human experiences, capturing the nuances and meanings attached to those experiences. This approach allowed the research to uncover the depth and richness of individual perceptions within the context of the study.

Additionally, the research employed thematic analysis as a method for evaluating qualitative data. This approach is particularly well-suited for describing patterns, subjects, concepts, and significant trends within a group of texts, such as interview transcripts. The researcher systematically analyzed the data to identify recurring themes, providing a structured and insightful interpretation of the qualitative findings.

Participants

This study focuses on teachers actively teaching at Gordon College, specifically tertiary educators who are college and university professors. These professionals play a vital role in imparting skills and experiences to students across various disciplines. The selected respondents are professionals known for their strong communication skills, creativity, adaptability, and passion for teaching in the new normal setting.

For the participants' anonymity, the researcher used aliases to interpret their responses in this study formally. The following participants are current instructors of Gordon College.

Number of Participants	Alias	Years of Teaching
Participant 1 as	Maria	Eight years
Participant 2 as	Mae	Three years
Participant 3 as	Carl	Two years
Participant 4 as	Kurt	Two years
Participant 5 as	Ernest	Five years
Participant 6 as	David	Three years
Participant 7 as	Carmela	Eleven years
Participant 8 as	Mickael	Five years
Participant 9 as	Mike	Two years
Participant 10 as	Victoria	Eight years

Figure 1

Figure 1 shows the profile of the selected participants of this study and their teaching experiences at Gordon College. They are the ones who have enough knowledge to answer the questions formulated in this study. The answers they gave supplies the information that the researchers needed.

Research Instrument

The primary instrument for this research is the interview, aiming to uncover the advantages, disadvantages, limitations, and the experiences of teachers in the new normal setting. Interviews, being a cornerstone for qualitative researchers, facilitate active

interactions to derive contextually based insights and concepts (Knox et al., 2009). In this study, semi-structured interviews will be employed, following Mathers et al.'s (2002) approach, featuring open-ended questions to cover specific topic areas while allowing for in-depth discussions.

Observation, another qualitative technique, involves researchers observing participants' ongoing behavior in real-life situations. The level of researcher participation varies based on the study's goals and the type of observation research conducted.

Virtual interviews will be recorded for transcription, serving as the primary data for the study. Additionally, an open-ended questionnaire will be prepared to complement and justify the content obtained from both virtual and face-to-face interviews. The researchers will also actively engage in online teaching alongside selected respondents, providing an immersive experience to gather valuable information.

Results and Discussion

For this part make sure that the results are clear and for each part of the discussion, the result is supported by citations/literature/studies.

For table format please see sample below:

Research Question Number One: Teachers Handling the New Normal

In the New Setting, Problems Arises Too

Technical Problem/s

- Maria, *"Making or crafting the modules is the biggest problem. We know how to write lesson plans or syllabi, but it is new for us to craft a module that can teach the student even if they read it on their own"*
- Carl, *"Because of this pandemic nagkaroon tayo ng shifting from face to face into online/modular learning, at first for me nahirapan ako kasi I don't know what kind of platform yung gagamitin ko although given na nandyan si google classroom, nandyan si facebook, pero di kami aware kung pano siya gagamitin as a platform kung saan magtuturo kami."*

We had to switch from face-to-face to online/modular learning because of the pandemic, and it was challenging for me at first because I didn't know what tool I would use; even though Google Classroom and Facebook are accessible, we don't know how they can be used as teaching platforms

- Ernest, *"It was the Internet connection; not all are blessed with stable internet connections."*
- David, *"Before the class, I need to prepare the modules for each subject I am going to handle. I was very limited to use only the internet as source for the module. I had to think of ways and strategies for assessing and evaluating students' learning. During the classes, the usual problems I encountered were technical difficulties due to internet connection and teaching equipment."*
- Carmela, *"Before yung sa scheduling kahit na nakaset na kasi may mga nagyayari pa rin talaga na hindi natin kontrolado, syempre yung internet connection, kasi minsan yung biglaan na mawawalan ng net at tsaka kuryente, tapos yan yung gadget nagsasabay-sabay. Di ba ayon laptop, tas di ako marunong sa cellphone, so kailangan kong aralin pareho, pano gamitin yong ganto pag phone, pano kapag biglang bumigay yung laptop."*

Before was the scheduling process, even if it is already set, there are still problems that may arise unexpectedly; of course, one of the most significant problems nowadays is the internet connection because sometimes the internet along with the electricity can suddenly disappear, then the struggle of using gadgets at the same time. I am not familiar enough with using a cellphone and a laptop in teaching, so I must learn to use each of them if there are sudden technical problems during class discussions.

- Mickael *"Weak connectivity is the most common problem met by some instructors."*
- Victoria, *"Dahil ang aking pangunahing paksa ay Matematika, mahirap para sa akin na ipaliwanag at ipakita kung paano makalkula ang ilang mga bagay tungkol sa mga equation, at upang maipakita ko sa aking mga mag-aaral kung paano ito gawin."*

Since my main subject is Mathematics, it was hard for me to explain and show how to compute some things about the equations, demonstrating how things should be done.

Student Related Problem/s

- Maria, *"I am not that sure if I still have students who are really paying attention during the discussions. After teaching, I think I have no problem but maybe one concern is that, students will still message you about the topic that they did not understand."*
- Carl, *"Then yung pinaka-dilemma namin kapag nagtatanong kami ng question, tayo sas klase, as an instructor, kailangan magtatanong pa rin ako ng question,*

hindi spoonfeeding yung ginagawa ko, ang nangyayare, walang nagreresond, sometimes the question is answerable by yes or no, walang sumasagot, out of 60 students walang sumasagot. Yun yung mahirap kasi di mo alam kung ano yung nagiging impact mo sa mga bata.”

Then our biggest dilemma when we ask a question is that we are in class; as an instructor, I still have to ask a question and avoid spoon-feeding. Even if no one wants to answer, I still ask a question. The question is often answered with a clear yes or no, but there are no answers. Moreover, it's hard, and you don't know how you're impacting the students.

- Kurt, *"Has been an instructor for almost two years at Gordon College, stated that, "I think most of the problems I encountered while teaching online were student participation and environment noises. The environmental noises are inevitable in a sense that they are living in populous areas, living with their relatives, and families, this environment will lead the students to become shy to participate."*
- Ernest *"On the attendance. Only quite a few students showed up. Let's say out of 40 students, only 15 or 10 showed up."*
- Carmela *"Tapos pag during, ayan yung di ko sure kung andyan talaga, kasi minsan tapos di ba minsan magtatawag ka tapos sasabihin mahina yung net, okaya sira yung mic. Yung mga technicalities na nararanasan ko, yung daldal ka nang daldal tapos di mo alam di ka na pala online."*

On the part of the students, some will say that they will not be able to attend our classes due to poor connections, and some are present in the class, but when asked for a response, they will say through chat that their microphone is not working correctly. Also, one of the most annoying problems that I experienced during class discussions is when I am in the middle of my discussion without them hearing anything I say.

- Mark, *"I guess the problem that I encountered for all the time frames that you listed was the same for me. In pursuit of quality education, I wanted to serve my students; I wanted to be the best teacher that I could be to them. The problem is that I can't get around to everyone or that real-time checking for gaps in understanding was very unrealistic, especially since the number of our students nearly doubled and the limitations that are set by online interaction compared to face to face which was a bit more forgiving."*
- Victoria, *"Ako bilang kanilang nagtuturo, isa sa mga kadahilanan na talagang nag-aalala ako ay kapag ang isang mag-aaral ay walang ideya sa kung paano gamitin ang social media o hindi alam ang paggamit ng mga online tool para sa pag-aaral tulad ng google classroom."*

I as their instructor, one of the factors that I'm really worried about is when a student didn't have any idea on how to use social media or not informative when it comes to using online tools for learning like google classroom

Mental Health Struggle/s

- Mae, *"There are days that I just want to quit because it is so stressful, and I no longer have the satisfaction with what I do. But the trickiest are those moments where students bug me at night and on weekends, being disrespectful and insensitive by calling me and asking questions."*

Ways in Coping with the Problems

Technical Solution/s

- Maria, *"We need to think of a strategy on how to convey what we want to say in terms of writing it in the module."*
- Mae, *"How did I overcome this? Well, the technical problems are the easiest but quite fancy to solve. If my laptop won't open, then I'm gonna have it fixed. If the internet is down, then I have to load my prepaid sim. If there is no electricity, well, there's nothing to do. I would not risk myself and go somewhere; of course, it is not practical. Those struggles can only be solved with patience and prayer."*
- Carl, *"Naghanap ako ng isang platform which is yung EDMODO, user friendly siya, madali siyang gamitin, parang google classroom siya ang kinaibahan lang, meron siya community ng educators wherein pwede sila magcollaborate and magbigay ng mga suggestions kung ano yung pwede nilang gamitin na strategies sa pagtuturo ng specific na topic na under ng specific subject."*

EDMODO is a new tool for online/modular learning. It is user-friendly, convenient to use, and similar to Google Classroom. In addition, it has a group of educators to share and make recommendations about teaching a particular topic.

- Mickael, *"I treat it like an in-person or like a face-to-face class. I use slides for our presentation or discussion, then using an electronic pad for the actual computations so that the students may see the process. It is like you are solving on the blackboard/whiteboard while explaining the procedure of computations and the answer."*

Student Related Solution/s

- Maria, *"Moreover, we need to think of activities that will help the students learn and that will help us assess the students' learning. But of course, as teachers, we should accept that not all students can understand our courses easily. We handle these problems by having proper and clear communication and of course lots of adjustments and considerations."*

- Carl, *"Noong dumating na si google classroom, ayon na nagkaroon kami ng experience na ganito, nakikipag-usap ka sa estudyante, which is mahirap pa rin, kasi most of the time, hindi nagre-respond yung mga bata. Diba naka-off yung camera, hindi mo naman mapilit na mag-on sila ng camera because of the internet connection. Para maiwasan yung spoonfeeding, kailangan parin lagging magtanong kahit walang kahit isang gustong sumagot."*

According to our experience, talking to our students was challenging when Google Classrooms arrived, since most of the time, the learners do not reply. The camera is turned off, and you can't convince them to turn it back on, so there might be any internet issues, he says, "To prevent spoon-feeding, we must always ask a question even though no one wishes to answer."

- Kurt, *"So, to know their participation I will just include a reflection part in their module, where they will write what they learn and what they realized throughout the lesson and discussion, from these I can assess the students if they really listen to me or just staying the meet and doing something else."*
- David, *"I needed to think of an activity that will hit all the main topics and lessons discussed in a module for a certain subject. After the teaching and learning process, I had to check tons of students' works so I had to think of strategies on how to check them efficiently."*
- Carmela, *"So ngayon nag-assign na ko na kahit isang estudyante na from time to time magsasabi kung naririnig pa ba ko kasi baka nagsasalita ka, di ka naman pala naririnig. Sa after naman ng class, meron at meron pa rin na nahihiya kasi sila pag sa klase, na magchachat about sa lesson, kung paano gagawin. So mapapatawag ako sa kanila, kasi mahirap mag-explain sa chat."*

Thus, to cope with this problem, I've assigned a student from every class to remind me if I am not being heard correctly. After class, there are still shy students when it comes to opening their microphones, so they end up chatting about their concerns and questions about the lesson. As a result, I am forced to ask them to open their microphones because it is hard to explain through chat.

- Mark, *"The compromise that I made was that I made sure always to integrate interactive activities during lessons and making sure that my assessments are tasks that assimilate what they have learned not just something that has to be done."*

Mental Health Solutions and Adaptation

- Ernest, *"At first it was really hard to adjust but as time goes by, I can now adapt myself to the situations given especially in the new teaching methods."*
- Carmela *"lagi ko sinasabi, hindi naman talaga maghihintay sa atin yung panahon, kailangan talaga nating mag-adjust pare-pareho. So, kung yung one year na yon,*

parang dalawang sem na, may mga estudyante pa rin talaga tayo na di pa rin nakapag-adjust don sa situation. So again, part noong responsibility namin, kami pa rin yung mag-aadjust in the end.”

Like I always say, the time will not wait for us, so we need to adjust consistently. So, if that one year is already like two semesters, still, there are students who have not been able to adjust to the situation. So again, that is part of our responsibility, and we will be required to adjust in the end.

- Victoria, *“Kailangan kong mamuhunan at bumili ng mga tool tulad ng stylus para sa aking mga talakayan upang maipakita ko sa aking mga mag-aaral kung paano ito gawin at kung paano rin ito gawin. Pagkatapos kung ang aking paksa ay tungkol sa prof-ed, makakagawa lamang ako ng ilang mga power point na presentasyon, ipaliwanag ang paksa at bigyan sila ng mga aktibidad para sa araw na iyon. Hindi tulad ng sa Matematika, kailangan ng maraming pansin upang maunawaan ang mga hakbang sa paglutas ng mga problema.”*

I had to invest and buy tools like a stylus for my discussions to show my students how to do this and how to do that. Then if my subject is about prof-ed, I could just make some PowerPoint presentations, explain the topic and give them activities for the day. Unlike in Mathematics, it needed much attention to understanding the steps on solving problems

Discussion

The key themes refer to the developing problems faced by the participants in the new setting and how they dealt with such issues. Most of the participants responded by sharing the difficulties and the identified barriers to acquiring the knowledge they faced before, during, and after every learning process. The problems experienced and solutions vary in every aspect and are discussed under three sub-themes: *Technical, Student-Related, and Mental Health*.

The first sub-theme, which can be regarded as a negative aspect from the participant's perspective, was the *technical problems* in the teaching process. This includes all essential technical elements, such as internet connectivity, crafting of modules, and the use of online tools. Participants listed many technical issues they faced during online sessions and how they coped with the said challenges.

According to Islam et al. (2015), with the advent of e-learning technology, academics face the challenges of acquiring and implementing IT skills for teaching purposes. Also, the internet is a perfect tool of learning that offers flexibility and expediency to learners while offering endless opportunities for innovative teachings. The advancement of technology and its accessibility has resulted in demand for online learning in this pandemic. As a result, the Philippine's education system was forced to adjust to this situation. At first, online learning attracted many students who want to improve their learning experiences; teaching experience on the teachers' side. However, many of them faced obstacles that might impede the learning and teaching process. The

advantages are being suffocated by the difficulties encountered during the learning process. Advancement in technology does not lead to effective distance education. The best distance education practices depend on creative, well-informed instructors (Greenberg, 1998). If most people expect effective learning online, instead of looking at the students' shortcomings, why not focus first on where the knowledge comes from, which is from the teachers. Therefore, teacher skills such as flexibility and creativity are vital nowadays. Bates (1995) suggests that the instructors should be trained to take advantage of both their experience and adapt that experience to the new environment of distance learning.

However, technology is complex, so it brought various problems in the teaching aspect today. Therefore, many teachers were forced to have an immediate response to survive and cope with the arising problems. Aside from the cost of the technology, one main concern is the problem of not utilizing it to its full potential. Some of these issues are caused by unexpected problems and culture shock. In the end, the instructor's attitudes toward using technology will become the primary concern, primarily upon delivering every lesson effectively to the students. Valentine (2002) stated that "Equipment and hardware malfunctions can be a significant detriment to the effectiveness of distance learning.

The second sub-theme, which can be viewed as both a negative and a critical aspect to overcome from the participants' perspective, was *student-related issues*. This includes the learners' performance, participation, and overall concerns. Again, the participants gave various issues and ways they did to mend them.

When a problem occurs in a class, everything comes to a standstill, and the learning environment is interrupted." Regardless of technical problems that may or may not be resolved with new technological advances, we must revert to instructors and their attitudes toward teaching in a distance-learning environment as a major potential hindrance to effective distance education. As in any educational situation, the instructor can set the tone for learning in the educational environment. However, not all students are suited to this type of learning, nor are all subjects best taught in this manner. The successful student needs to have several characteristics such as tolerance for ambiguity, a need for autonomy, and an ability to be flexible (Threkeld & Brzoska, 1994). Therefore, as teachers, they should quickly adapt and find the best method of teaching online—especially when considering the mental struggles that both the teacher and a student may experience during the new norm.

The final sub-theme, which the participants of this study saw as a severe problem that a teacher might face in this new teaching mode, was *mental health struggles*. This refers to the psychological issues that all teachers and students may face in this new environment.

From young children to young adults, teachers, and professors, everyone is affected by online learning. Virtual classes may exacerbate pre-existing mental health disorders in many students and teachers. Others may experience new changes in mental health and mood as a result of the pandemic and online learning. Mental health is knowledge and art that helps make them compatible with their environment by creating

psychologically and correct methods and choosing a better solution to solve their problems (Mohtashemi, 2002). In these challenging times, not only students experience this kind of difficulty but teachers too. If not treated well, it may affect the instructors' teaching, lowering their effectiveness in every learning process.

Research Question Number Two: Experiences they had in the New Normal

Two major themes and sub-themes were identified in the data obtained from research question number two:

2.1 The Transition of Traditional Setting to an Online Setting

- Traditional Teaching vs. Online Teaching

2.2 Unforgettable Experiences in the Online Setting

- *Sad/Worn-out Stories*
- *Happy/Funny/Fulfilling Stories*

Findings

This section contains a sample of several participant responses sorted under each of the themes mentioned above.

Research Question Number Two: Teaching Experiences they had in the New Normal

The Transition of Traditional Setting to an Online Setting

Traditional Teaching vs. Online Teaching

- Maria, *"It is a very nice experience, difficult and challenging but fulfilling especially when you know your students learned from you."*
- Mae, *"Of course, face-to-face instruction is much superior to online instruction. You can quickly come up with new ideas or impromptu exercises to improve learning because we get to communicate with each other. It also varies when it comes to online activities, but it is restricted to just online activities. Human contact improves comprehension, as we all know. When students are allowed to do the tasks on their own, they improve. Around the same time, online learning is hazardous to our wellbeing, as well as that of our teachers and students. I got headaches from staring at the screen or phone for almost the whole day. Not only that but depression and anxiety are at an all-time high due to a lack of human contact."*
- Carl, *"Malaki ang kaibahan. Kasi during face-to-face classes, yung interaction mo sa students ayun yung pinakamaganda, ayun yung nakakamiss sa lahat. Pag*

nagtanong ka, pag tinawag mo, tatayo siya, magsasalita siya, mapipilitan siyang magkaroon ng interaction with you. Especially sa activities, mas nagiging masaya yung activities during face to face. Unlike now, pag nagtawag, bigla silang magleleave sa meeting. Tsaka sa activities ngayon, di siya realistic, di siya makatotohanan, kasi magbibigay ka essay, gagawa ka ng diagram, di mo Makita yung connection, mapapatanong ka sometimes, "anong matututunan nila rito?" Pero because nakalagay siya sa libro, nakalagay siya sa module, we need to follow unlike nung face to face pa, nagagawan naming ng remedyo."

There is a significant gap between traditional to online teaching. The interaction with students during face-to-face classes is the greatest and one that any teacher is missing. When you ask or call someone, they will stand up, talk, and be compelled to communicate with you. Face-to-face interactions make things more enjoyable, particularly in activities. Unlike now, when you call, they suddenly leave the meeting. It's also unrealistic in today's activities because you'll be assigned tasks like writing an essay or drawing a diagram and you won't see the correlation, leaving you wondering, "What have they learned?" However, the solution is in the module: as teachers, we must obey the guidelines that have been assigned to us when doing online teaching. Unlike face-to-face, we will devise additional remedies.

- Kurt, *"Transitioning from traditional to online teaching is very hard. You will be shocked and stressed because the activities you usually do in a face-to-face setting will now not be suitable to implement in the new normal setting. You should consider the cone of experience of Edgar dale where you will base your activities and discussion."*
- Ernest, *"Although it's been a year, I say I am now fully adjusted. During the first trial (which was last year) was quite challenging because we don't know what to do."*
- David, *"As priorly stated, I already have experience teaching online so the feeling and the struggle were not new to me. However, as an educator, I still want to have the kind of warmth face-to-face teaching can only provide."*
- Carmela, *"Alam mo nung sinabing kailangan magprepare ng module, sabi ko shocks "sa klase nga pumapasok akong walang dala kasi nga di ba pag nasa faculty ka planado naman na yung gagawin mo, wala naman talaga tayong detailed na lesson plan pero yung hinihingi ng module talaga, e yung detailed kasi kailangan ilalagay mo ron, anong activity anong ipapagawa mo ano yung mismong lesson, so ako talaga yun yung number one na struggle ko kasi alam niyo naman na di ako educ grad di ba, so pano ko yun gagawin. Yun yung struggle ko talaga na pano ko yun ilalagay sa hinihingi. Anlaking adjustment yon from traditional na klase tapos ngayon maglecture ka na online. Hindi rin ako sanay na bawat estudyante hinihingiin mo ng opinion isa-isa gusto ko pa rin talaga na nakikita."*

When the news came up about the need to prepare a module, I said shocks "Because sometimes, when I go to my class, I always go empty-handed because when you are in the faculty the lesson you are going to do should be planned. We do not have a detailed lesson plan but what the module requires is a detailed one, where a detailed lesson plan should require the activities to be used related to the lesson itself. This is where I struggled the most because I am not a graduate of Education; therefore, how can I do it? Because it is what's needed." It's a big adjustment transitioning from a traditional class to an online class and I am not used to asking each student for their insights about the lesson one by one because I still prefer doing that in the physical setting.

- Mickael, *"In a traditional setting, we write your lessons on the board or sometimes using slides for presentation, writing solving problem solutions on the board, conducting board work activities, and give short quizzes before the end of time. While in the new normal setting, not all the time we can see the faces of our students, we can show solutions of the solved problem using the electronic pad, often we use the PPT in presenting our lessons, no board work activity, and sometimes no enough time to give a short quiz to check students' mastery since we need to discuss the desired lesson."*
- Mark, *"For me, the format was still pretty much the same. The only thing that changed was how I construct my activities because of the limitations that online platform has. We, as educators, needed to think of tasks that will accurately measure the students' learning which was what I would say the roughest thing that we had to accomplish."*
- Victoria, *"Sa case ko kasi, hindi ako nahirapan, hindi ako nangapa since nakakagamit ng mga tools para sa online, ginamit ko ang social media to send modules, lectures, power point presentations na gagamitin ko sa mga klase ko, hindi ako nag-alala para sa akin pero nagwoworry ako para sa mga students ko kasi hindi sila ready and are not financially capable para makabili ng gadgets at tools para makasabay sa online learning natin."*

In my case, it was kind of easy for me to cope up with the new normal since I already had knowledge in using modern tools for teaching. I used social media as a tool to send modules, lectures, powerpoint presentations that I'm going to use for our classes. What I'm worried about are my students who aren't ready and are not financially capable of have gadgets and tools to keep up with the online learning."

Unforgettable Experiences in the Online Setting

Sad/Worn-Out Stories

- Maria, *"Everything is very memorable. But maybe one experience that stands out was that I have this 7 am class but it was already 45min late and my students are not yet in the meet. When 10 out of 50 entered the link, I ask them what the problem is but no one is answering. I felt that I was the only one in the meet. It is like they just entered the meet but were not paying attention. It's so difficult to talk/discuss without looking at your students. But I cannot require them to open their videos for the whole hour since a majority of them use only data and not wifi."*
- Mae, *"Teachers are not just robots who do their job and then move on. If this pandemic burdens students, I believe teachers are also experiencing the same. There's a moment that I just want to submit my resignation letter because I find it also difficult to adjust to everything that is going on. The mere fact that during this pandemic, I am not only thinking about me and my family but also my students is not an easy juggle. The thing that I will never forget about this new normal was those days that I find myself talking and talking and then when I ask my students' certain questions, they would not speak or even leave the call if called. I wasn't offended by that but those kinds of times make me feel alone too. I miss the school, my workmates and also the students. This pandemic made me want to stop teaching because I felt isolated from the world too."*
- Carl, *"Nakakalungkot lang siguro may mga estudyante na mag-ppm sakin na they cannot continue studying kasi unang-una wala silang resources, to be honest hindi lahat ng estudyante kagaya ninyo na privileged, na may cellphone, na may ginagamit na laptop, na may wifi, na may pangload araw-araw, maraming estudyante na they struggle para lang makajoin sa discussion, at makapasok."*

It's so sad because some students are messaging me. After all, they can't continue learning because, first and foremost, they lack resources. To be frank, not all students like you are privileged; with a smartphone, a borrowed laptop, wifi, and a regular load, many students struggle just to join the discussion and get in.

- Carmela, *"Meron yung di kinakaya, magsasabi sayo sa kalagitnaan ng sem na di niya na raw kakayanin kahit anong pilit mo kasi nakakahinayang. Kahit anong pag-encourage ang sabihin mo kung siya mismo nakapag-decide na wala na. yung wala kang magagawa para sa student na yon."*

Some students can't handle the new setting anymore, and they will tell you in the middle of the semester that they are struggling a lot and will then decide to stop, whatever encouragement I say to at least mend the situation and prevent the student from stopping, still if those particular student has already decided something about themselves and the thought of being not able to do something to stop the student is truly disheartening.

- Mickael, *"You need to prepare the learning modules ahead of time to be used by the students during their online and offline mode of learning that covers all the*

topics in each term that we are not used to doing it. Then, you are sitting a whole day in front of your computer, discussing the lesson of the day, but you don't know if your students are still listening or doing other things. That's why sometimes I feel like a crazy person talking with nobody since I only saw my slides or the modules that I have presented. Also, starting the lesson and almost 5 minutes of talking and somebody will call your attention, sir! nagdidiscuss kana po ba? Kasi wala kaming marinig, then I found out that I muted the microphone, so I need to repeat the lesson. And giving quote/message e-card every periodic exam, which is uncommon for me during the face-to-face mode of learning."

Happy/Funny/Fulfilling Stories

- Carl, *"One time naka-in na ko sa meeting tapos sunod-sunod silang nagdatingan sp hindi nila napansin na nasa meeting na ko, kasi syempre di pa nila ko kilala, so nagsend lang ako ng link, magkakakilala na sila kasi magkakalase sila before, tapos may nagshare screen, si kuya mo naglalaro ng COD, edi nanonood lang akong ganyan, tapos hinayaan ko lang siya, siguro mga five minutes siyang naglalaro, tuwang tuwa sila mga kaklase niya naka-on din yung mic, tapos nagsalita ako "sana all nakakapag-cod pa no? lakas ng loob magsharescreen" syempre yung response niya ron magugulat siya, napamura yung bata, "hala nandyan na pala si sir bat di niyo sinasabi?" Tapos sa inyo, di ba after ng klase nag-uusap-usap tayo, which is good, kasi nga after all nagkakaroon kami ng time para mareach out yung mga students namin para malaman kung ano yung nangyayari sa inyo kung okay pa ba kayo, kung kamusta naman yung mental health ninyo, ayon isa yon sa mga masasayang experiences ko during this pandemic."*

I was early in the online meeting when they arrived, because they didn't realize that I was still there and they didn't know who I was. So I simply sent a link. They used to know each other from being in the same class, but then someone shared a screen and played COD, and I was just watching and letting him play for a bit. Maybe he was playing for five minutes, they were all happy when the mic was switched on, and then I said, "sana all nakakapag-cod pa no? Then, of course, he said shocked, "hala nandyan na pala si sir bat di niyo sinasabi?" and they all laughed. Another experience is that after work, I still have time to reach out to all of my students and inquire about their lives. Whether you're all right? How is the state of your emotional stability? And so on.

- Kurt, *"One thing I will never forget teaching in new normal was the preparation before teaching part, preparing the E-modules is not as easy as they think because the teachers read and analyze and explain the lessons in the modules. I think that was an unforgettable moment in teaching the new normal."*
- Ernest, *"This is a new kind of experience. Though I love the setup, you can now manage your own time with the class and of course, you can set your own pace."*

- David, *"One of the things that I will never forget is handling a lot of classes and a lot of students per class. I had a hard time adjusting in assessing and evaluating students' learning. For each module, I had to think of ways and strategies in coming up with an activity wherein students may apply what they have learned from the discussion and the module."*
- Carmela, *"Kase ngayon online class yung expectations ko di na masyadong mataas kasi ayoko na madisappoint na pag may pinapagawa kang output wag masyado kasi nga lahat tayo nag-aadjust pero yung masaya don may mga estudyante pa rin na unexpected mo na mag-eexert sila ng effort. Parang achievement yon saming mga teachers kasi ibig sabihin merong nagiging impact kaming mga teachers."*

Nowadays, my expectations are not that high anymore, especially in our current situation. Because I don't want to be disappointed about the outputs I'm giving to my students since we are still adjusting to the new setting. Nevertheless, what makes me happy is that there are still students who exert effort to their outputs. That seems like an achievement for us teachers because our teaching methods are still effective to them.

- Mark, *"The sudden gush of changes that I had to deal with when the classes started being online surely did had me flabbergasted. We were tasked to make modules which was a whole new concept especially for me since I had no prior training in making one but it sure was fun since I was able to construct a well written one."*
- Victoria, *"Nang biglang nangyari ang transition, hindi nagcomplain ang yung mga students ko kung bakit ganito, o ganyan, naintindihan nila na ang bagong setting na ito ay para sa lahat. Pinahahalagahan ko ang mga mag-aaral na iyon dahil bukas ang kanilang pag-iisip at pinalakas nito ang aking lakas. Ang face to face classes ay mas masaya kaysa sa ating bagong normal na setting, kailangan ng oras upang maunawaan at tanggapin ang aming katotohanan, at kaya nang magsimula ang semester, naisip kong magsawa ang aking mga mag-aaral ngunit kahit papaano ay naging masaya ito dahil nakita ko ang maraming paraan para sa aking mga mag-aaral na matuto at magsaya sa parehong oras. Mayroong mga games at iba't ibang mga strategy na pwedeng gamitin upang mapanatili ang interes ng aking mag-aaral. Masaya din na nakakalungkot ang kanilang situation, kasi may mga mag-aaral na nagkasakit at kailangang ma-quarantine at maexamine. I encountered na ang aking mga mag-aaral ay nasiraan ng loob dahil nasubukan sila at nagkaroon ng positibong resulta o mayroon silang mga kamag-anak na namatay sa pakikipaglaban sa virus."*

When the transition happened suddenly, my students didn't complain about why did things happen like this, and like that, they understood that this new setting

is for everyone. I appreciate those students because they are open-minded and it boosted my energy. Face to face classes is far more fun than our new normal setting, it takes time for us to understand and to accept our reality, and when the semester started, I thought my students will be bored but somehow it became fun since I found many ways for my students to learn and have fun at the same time. There are games and different strategies to be used to keep my student's interests. It was also kinda sad in our situation, some students got sick and have to be quarantined and be examined. I have encountered many moments that my students have been discouraged because they've been tested and had a positive result or they have relatives who died fighting the virus.

Discussion

The key themes discussed above provided answers on how teachers handle the transition from a traditional classroom to an online setting. They have described the differences between teaching face-to-face from teaching onscreen. It also uncovered the experiences they will never forget while conducting their classes in the online setting. The first key theme was explained under one sub-theme: *Traditional Teaching vs. Online Teaching*. Then the next central theme was discussed under two sub-themes: *Sad/Worn Out Stories*; and *Happy/Funny/Fulfilling Stories*.

The first sub-theme refers to the disparity between teaching in an old-fashioned way and a modern way. This includes the changes they have encountered and noticed during online sessions based on the participants' responses.

Most participants gave importance to how traditional setting makes them more comfortable about teaching their students. They find everything different and very hard, so they tend to have massive adjustments to change their teaching and learning strategies. Teachers often use question-and-answer procedures to initiate discourse of ideas between the students, but now, teachers have become the main source of information resulting from the students just sitting down and listening without actually learning the lessons being taught. According to Khalil et al. (2020), it has long been acknowledged that online instructional methods are an efficient tool for learning; however, online learning can be challenging for students because of the limited non-verbal communication. Other aspects, such as students' and professors' interactions, accessibility of materials, and time management, can also affect the opinions of online education participants. A representative set of face-to-face courses should be compared to a similar set of online courses to assess students' performance in an online course. The positive side of this transition is that students and teachers have recognized the proper utilization of social media platforms to convey needed information to the target audience. These mediums of communication help both students and teachers have an effective online teaching and learning process. According to Konig (2020), digitalization in schools has recently attained prominence. A key argument relates to closing the 'gap' between students' conventional learning and development at school and the experiences and skills that our youth need to enter the information economy: the school curriculum should increasingly be interwoven with ICT, and students should be given opportunities

to use advanced technological tools and digital resources for creative and innovative problem-solving. The participation of technology prepares both students and teachers to be digitally literate to benefit from online learning.

In line with this, memorable experiences arise due to the adjustments teachers have been struggling with, especially their emotional state. Therefore, the first sub-theme in key theme number two was the 'Sad/Worn Out Stories.

In every online meeting, teachers can also feel emotionally unstable because of sad circumstances. According to Bennett et al. (2014), emotions are known to influence educators' well-being, job satisfaction, burnout risk, and retention, and their emotional bonds with students influence their decisions about teaching strategies, curriculum selection, and lesson planning. Some of the participants, unfortunately, said that online teaching is so much dead-tiring. It is like talking on the screen by themselves and not being recognized for their efforts. They are also affected mentally by having to deal with the work-from-home setup. They have to face the daily needs of being a teacher and as a member of the family in the house that makes them more isolated from the world. According to the American Federation of Teachers (2015), 78% of teachers reported feeling physically and emotionally exhausted at the end of the day. The stress that educators experience affects their enthusiasm about the profession and longevity in the field. It also makes them frown when they are discussing without knowing that their microphone is on mute. The teacher's energy to start the class will automatically be down low because of unexpected technical problems. It is like working hard all night long for a presentation only to know that it cannot be presented during the discussion due to different circumstances. Lastly, most of them shared that they have students who did not continue and decided to stop their academic life because of the pandemic and became financially unstable. It makes them feel that they have not met their roles and duties as teachers, and they felt responsible for their students. Teachers' pressure and burnout feeling influence the co-teachers as well as their learners with whom they communicate. For instance, educator burnout will also affect their students' scholastic grades, incorporating lower student absorbing the lessons and lowering inspiration. Many factors make the educators feel sad about online teachings, such as workload, physical space, technical difficulties, student behavioral challenges, resources, high responsibility for others, and the gap between traditional and online settings.

On the other hand, despite the experiences of being sad, they also experienced being memorably joyful. They also shared experiences that made them feel committed and passionate about what they are doing. Some participants said that he loves the online setup because he can manage to have his own pace. They also enjoyed doing modules for their students because it helps them explain their lessons accordingly and adequately, and it will serve as their hand-outs for the upcoming examinations. According to the research from Boise State University, a module structure is essential in online learning environments, as it provides an aid in the presentation and application of the online teaching and learning process. When students are aware of the course structure, they spend less time guessing what is expected of them and more time focusing on the content

and activities. Teachers also enjoyed listening to some compliments and fewer complaints from the students, and the unending support and participation during their online classes. Also, after the discussion, some students ask their teachers if they were still doing okay. They are grateful for those students who are still attending the meetings, answering their impromptu questions, and making efforts to participate in online discussions. Most of their responses also elaborated that their standards, nowadays, tend to be low because they expect that most of their students are adjusting to the new normal education, but they were unexpectedly receiving students' outputs with so much effort, so for them, it means that they are still having an impact and effectiveness being their teacher. According to Lam (2016), there is nothing more rewarding than knowing and seeing the evidence that you have impacted someone's life or multiple lives. As teachers, we should not seek rewards and praise. Sometimes, we cannot physically see the appreciation and impact of teachers have made but know that it is there. This reward on its own should drive them to become the best teacher they can be, for themselves, their school community, and their dear students.

Research Question Number Three: Teacher's Realization in the New Normal

Two significant themes and sub-themes were suggested based on the data gathered in research question number three:

3.1 In the Online Setting, Skills can be Attained Too

- *Technological Skills*
- *Life Skills*

3.2 Actualization of their Experiences in the Online Setting

- *A Problem is just a Misunderstood Challenge*
- *Accepting the New Norm*
- *Comm-Passion in Teaching*
- *Do not Add more Fuel to the Fire*

Findings

This section contains a sampling of several participant responses sorted under each of the themes mentioned above.

Question Number Three: Teacher's Realizations in the New Normal

In the Online Setting, Skills can be Attained Too

Technological Skills

- Maria, *"I think I have developed now the habit of checking my emails haha because from time to time there are emails from the students, from the admin, or the other faculty that needs to respond to. Also, I learned to use some other applications that helped me in my teaching."*

- Mae, *"Not so much but, I have learned to utilize other online apps to be my new resources."*
- Carl, *"Sakin parang wala naman gaano kasi nag-aral ako ng computer science for 2 years, nag-ACT ako, so computer literate naman ako, ang ginagawa ko na lang pag may hindi sila alam, kunwari pano maglalagay ng extension sa ganito, pano ioperate si ganito, tinutulungan ko yung mga co-teacher ko. Lalo na sa mga matatanda, silang mga bagets nagtuturuan sila."*

I studied computer science (ACT) for two years, so I'm computer literate, so when my students and even co-teachers don't know how to use any software program or how to run this platform, I'm expected to support them.

- Kurt, *"I think technological skills that develop was sentence formulating because it was online all instructions and explanations are written because not all are capable of listening because of their internet connection."*
- Ernest, *"As a tech-savvy person, I think none. I am equipped with tech knowledge so there's no adjustment on my part."*
- David, *"I think one technological skill I developed is about information literacy for I had to double check the credibility and appropriateness of the information I get from internet sources."*
- Mickael, *"Some computer related skills were developed because I often used the digital platforms in creating and editing videos, presentations, layout using Photoshop, and others. Since I'm a computer engineering graduate, it is not difficult for me to adjust during online classes because of the skills I have."*
- Mark, *" Learning how to use the different platforms offered by google such as google meet and google classroom."*
- Victoria, *"Dati, ang alam ko lang ay ang mga basic na kaalaman sa kung paano gumawa ng mga presentation for the discussion, pero dahil kailangan kong maka-adapt sa ating bagong normal setting, pinalawak ko yung kaalaman ko tungkol sa paggamit ng mga tools at applications sa online na pwedeng makatulong sa aking mga klase."*

Before, all I know is the basics on how to make presentations for the discussions, but since I have to adapt to our new normal setting, I expanded my knowledge about using tools and applications online that may help me ease my works.

Life Skills

- Carl, *"Lalong nadevelop yung pagiging pasensiyoso ko, tsaka pagiging maunawain ko"*

My patience, as well as my comprehension, has grown as well.

- Carmela, *"Natuto na ko maging flexible, flexible in a way na dati kasi pag sinabi ko yun na yon, pero ngayon kailangan yung compassion mo na tatanggapin mo lahat ng situations na sasabihin sayo. Kung dati excel at word lang ang alam ko, ngayon dahil kailangan din at mas madali yung mga natutunan ko na applications."*

I've learned how to be flexible. Flexible in a way that I used to become contented with the things I do, but now I need to think of something that will help me during class discussions. I have also become more compassionate for my students and learned more about Microsoft Excel, Word, and other applications. As a result, it is now easier and more helpful for my lessons.

Actualization of their Experiences in the Online Setting

A Problem is just a Misunderstood Challenge

- Maria, *"I think this new normal taught me to be more considerate, patient, and trustworthy. I realized that if I will have more of these characteristics I will not be able to survive online classes without getting sick or very stressed. We need to compromise to be able to live peacefully in this time of difficulty. We need to adapt to the changing environment so that we can survive. Also, mental health is as important as physical health. I always learn new things from my students. From their experiences, their hobbies, their chosen programs. Some are theoretical knowledge, some are tricks or strategies to doing certain things. But maybe something that I developed from my students is more patience and understanding. And of course hard work. Especially from those who are doing their best to finish their studies even, there are so many obstacles in their lives."*
- Mae, *"Because of all this, it made me realize the importance of teaching or molding the students to having qualities like flexibility, innovating, resourcefulness, and hone their critical and creative thinking skills. We all know this, today's teachers and the education system are not prepared or trained to teach during the pandemic because no one thought that it is possible to shut down. But time and time again, we are proven wrong. So, in my opinion, instead of focusing only on the stuff that is being taught for years, I guess we should emphasize what is relevant to today's society. Well, this pandemic showed the true colors of students. You realize that some students are hardworking and some are just reklamador. But again, with the right encouragement, our students can do better."*

- Mickael, *"We need to be optimistic and opportunistic where we take our positive thoughts and change them into actions. Make the most of the time we have and do things we only wish we could have done if we have enough time. Plan things that are important and de-stressing rather than expending meaningless hours of social media usage, and make things easier for ourselves."*

Accepting the New Norm

- Carl, *"Marami kasing nagsasabi, nakikita ko sa social media na andaming estudyante na nagrereklamo bakit daw nag-online class pa wherein kung pag-uusapan natin ang history, online class is already in the system long ago, so andyan na yan, kung titignan natin yung developed countries, yung magagandang bansa, US, CANADA, AUSTRALIA, they already practiced online class. Di ba gumgraduate yung iba sa kanila na nasa bahay lang. Pero pagdating dito sa Pilipinas, ngayon nga lang kasi na-adapt dahil nga nasa third world country tayo ngayon lang tayo nakaranas nito. Panay sila reklamo, both sides, teachers and students, yung kakareklamo mo kasi, walang mangyayari, magreklamo ka nang magreklamo buong maghapon wala kang malulutas. Why not magturo ka, ipaunawa mo sa mga estudyante mo na kailangan nating gawin to kasi ito lang yung way para maisurvive natin itong pandemic na to na patuloy pa rin ng pag-aaral niyo. Kailangan ikaw yung maging inspiration ng mga bata kung bakit sila nagpatuloy. Siguro yung natutunan ko sa kanila is yung idevelop ko yung sarili ko na mas maging engaging na instructor, kasi pag di ka marunong makipag-engage sa students mow ala lalangawin yung meeting, walang kayong interaction. Habaan yung pasensya ko, maging maunawain, lahat ng bagay uunawain mo, di ka pwede magalit nang basta basta na lang, unlike before na pag gusto mo magalit, magagalit ka kasi nga may reason naman, ngayon lahat ng reason validated talaga, hindi ka pwedeng mainvalidate ng reason ng mga estudyante. So kumbaga ngayong panahon na to, lahat ng ginagawa for the sake of the students. Dahil nga students yan, you have to give chance, kahit mahuli siya ng pagpapasa ng activities bigyan mo pa rin ng chance, kasi basically di mo alam yung struggle ng bata behind the camera."*

I saw on social media that many students are uncomfortable with the fact that they are only taking online courses. If we look back in history, we can see that online courses were also in use in developing countries such as the United States, Canada, and Australia. The majority of them received their diplomas at home. Still, in the Philippines, we've only recently embraced it because we live in a third-world country and have only recently experienced it. Complaints from both teachers and students are common. The more you complain, the more nothing happens; you can't fix something by moaning all day. Why not lecture, listen, and make our students realize that this is the best way for us to survive this pandemic? We must become an inspiration to the students and instill in them the essence of why we must keep going in the midst of struggles. Maybe what I learned from my students is that I need to work on being a more engaging teacher, and if you don't know

how to motivate students, the lesson process can get tedious and lack engagement. Be patient, be compassionate, and you can understand all. You can't get upset immediately and there is a reason, so now all the excuses are justified because unlike before, you can be mad anytime you want to be mad. So it seems that now is the moment, and all is being done for the sake of the students, you must give them a chance, even though they are late passing the tasks, give them chance because you don't know the child's struggle behind the camera.

- Ernest, *"Different. But getting used to it. At first, it was really hard to adjust but as time goes by, I can now adapt myself to the situations given especially in the new ways of teaching. I've learned a lot about the struggle of my students in this new type of learning. Upon hearing their complaints I can't help but think of how well they adapt to the environment."*

- David, *"There were a couple of things I realized. But one of the most important things I realized is that we (teachers) should not be tied to the traditional type of assessment and evaluation. We need to adjust all of the activities that we usually do in face-to-face classes so that it will be convenient and considerate to the students but moreover to us teachers in the new normal. Students taught me that sometimes persistence and perseverance are more important than talent. There are a lot of great students that a teacher may know from day one of the class. However, those who were not that good at the beginning but persevered and worked hard to learn and progress leave a mark in a teachers' heart."*

- Carmela, *"Tanggap ko na. Yun kasi talaga yung problema natin noon, marami kasi talaga na hindi makatanggap doon sa reality na eto na yung new normal at baka eto na nga yung normal natin, na kahit na bumalik na tayo face to face, meron at meron pa ring pipili nang ganitong set up, more of the online pa rin. Importante rin yung time management."*

I have already accepted the situation we have today. If many people have considered this new normal as our normal, then it is it. Even if we go back face to face, there are still those who will end up choosing this kind of setup, more online. Lastly is the importance of time management; even though we have complete control of our time in this new setting, problems may still arise unexpectedly, so we must manage time wisely.

- Mickael, *"It is time for us to adopt this kind of learning process since we are now in the computer age. Also, I realized that the students need to receive positive feedback and recognition. This will motivate them to work harder in your class."*

- Mark, *"There are lots of things I pondered upon about teaching but the thing that sticks in mind is that the world is dynamic and that we need to more adept at technological advancements for us to be able to keep up with the changes that are and will be happening since change is inevitable. I think the biggest thing that I have learned is how important positive feedback and recognition are. Students will work harder in your class if they feel successful. How can you make students feel successful? Compliment them on the skills that you want them to continue to utilize."*
- Victoria, *"Para sa akin, ito ay isang positibong paraan ng pag-aaral, bakit? Hindi lang namin alam na ang tradisyunal na paraan ng pag-aaral at pagtuturo ay sapat ngunit dahil nasa new normal na setting kami at bago ito para sa amin, ang bagong impormasyon at mga strategies kung paano matutunan at magturo sa ibang setting ay makakatulong sa aming lumago higit pa. Matapos ang pandemikong ito, we're not going back fast kaya hangga't maaari sa normal, nagpapasalamat ako na natutunan ng aking mga mag-aaral kung paano gamitin ang iba't ibang mga tool upang matuto at makakuha ng mga kasanayan na maaari silang maging kapaki-pakinabang sa hinaharap. Maraming bagay akong natutunan mula sa aking mga mag-aaral, may mga sitwasyong madali akong nakakapag-adapt pagdating sa teknolohiya, but sometimes, there things hindi ko alam or na mali ako, humihingi ako ng paumanhin at may mga sitwasyon na ang mga mag-aaral ay mas maraming kaalaman at kaalaman, ang aking mga mag-aaral ang nagga-guide sa akin ng mga bagay na ganito at ganiyan."*

For me, this is a positive way of learning, why? We just didn't know that the traditional way of learning and teaching is enough but since we are in the new normal setting and it is new for us, new information and ways on how to learn and teach in a different setting will help us grow more. After this pandemic, we're not going back as fast as we can to normal, we're going back slowly, that means online classes will be still around, I'm thankful that my students learned how to use different tools to learn and gain skills that they can be useful in the future. There's a lot of thing that I learned from my students, there are situations that I was able to adapt easily when it comes to technology, but sometimes, their things that I'm wrong about, I apologize and there are situations that the students are more knowledgeable and informative, my students guide me those things and that.

Comm-Passion in Teaching (Communication, Compassion, and Passion)

- Kurt, *"My greatest realization in the new normal was teaching is a passion, because every day if you will not prepare your lesson and module, you will see yourself as useless and hopeless of the situation. Everyone is adjusting to the new educational system and if you don't have the passion to teach the students you will become timid and will not put effort into your discussions or modules. I learned from my students that hard work is important. Because some of my students are*

working students that after they went home, they became parents, son or daughter and they became students. So for me, the greatest thing to help these students was to put every single detail and explanations in the module to assure that they will clearly understand the lesson and will take less time to analyze the modules."

- Carmela, *"Sharing of experiences, pag meron akong experiences na di pa nila naexperience kapag nangyari sa kanila yon, alam na nila yung adjustment. Communication, importante yon, lalo na kung may problema sabihin agad. Tapos mahabang mahabang pasensiya. Kasi sa panahon ngayon mahirap i-distinguish kung sino talaga yung nagsasabi ng totoo."*

I have considered the importance of sharing experiences between co-teachers, especially when I have experiences that they have not yet experienced and that might eventually happen to them, then they will already know what to do, and vice versa. This is the vital role of communication nowadays. If there's a problem, let me know right away, but it is tough to distinguish students telling the truth in this current setting, so there is no choice but to believe them anyway.

- Victoria, *"Ang realize ko mula sa new normal, ay natatakot ako na baka may isang tao ay tinamaan ng virus at nagkasakit ng malala. Isa pa ay tayo bilang isang individual, hindi tayo maging selfish sa mga sitwasyong ito, lahat tayo ay nag-aadjust, hindi tama na ikaw lang ang nakakaalam nito at niyan, remind our students to take care of their health and education, Kailangan nating maging mas respectful sa bawat isa matanda man o bata."*

I realized from the new normal that it scares me a lot when someone hits by the virus and gets sick heavily. Another one is that we as an individual, we can't be selfish in this situation, all of us are adjusting, it's not right that you're the only one who knows this and that, you have to consider everyone and students so that they will also consider you, give and take, something like that. We need to care for each other, remind our students to take care of their health and education. We need to be more respectful to each other whether we're old or young.

Do not Add more Fuel to the Fire

- Mickael, *"Being so strict during this pandemic is not healthy for them and will cause a mental health problem. Students need constant conversation by knowing their current situation, how they feel, their views about online learning, etc. I have learned that not all of the students are into a digital platform mode of learning. And some of us think that these generations are into digital platforms."*

Discussion

Today's students and teachers frequently inquire as to what people comprehend in the current crisis. Its abrupt occurrence and impacts on our everyday needs, people always speak inclined to the pandemic throughout their lives. The key themes of this question address how well teachers comprehend the new normal condition and the lessons they learned due to the global turning point. The first theme explained the skills the teachers attained while having their classes online, and the second theme has discussed the actualizations or the application of what they have learned to online life.

The first key theme was elaborated through two sub-themes: *Technological Skills*; and *Life Skills*. The second key theme was explained on four sub-themes: *A Problem is just a Misunderstood Problem*; *Accepting the New Norm*; *Comm-Passion in Teaching*; and *Do not Add more Fuel to the Fire*.

The first sub-theme refers to the *Technological Skills* they have acquired during this new setting. It includes all skills about software and technology and how they used them in their teaching methods and strategies.

The new concepts and ways the teachers have been dealing with since online classes started are now part of their daily routine. They also attained new skills that have been significant to their teaching life. Before, they only knew how to make a PowerPoint presentation, but most of them learned a lot about technological advancement because it requires them to teach online. Checking emails became their habit because online inquiries from students and co-workers are always essential to respond to. Most of the participants are computer literate, so they don't have problems using gadgets for online classes, but most of the struggles they face are utilizing online software programs that might be beneficial to their teaching strategies. They learned to use different applications like Google Meet, Google Classroom, Google Forms, and other online teaching websites such *Quiz.izz* and *HyperDocs*. Some of them also learned how to edit video presentations and edit photos for their subjects that require illustration and diagrams. According to Levy (2018), digitally literate teachers also understand that it is less about the technology than the tailored experience the technology can provide. This is what drives differentiation and can make it robust and highly targeted to students' individual needs. It makes sense to assume that the more digitally literate our teachers are, the more they will employ these skills in the classroom, which will foster a strong sense of digital citizenship in our students. Some of them also said that it is vital that they know how to trust an internet source and also weigh the information they are relaying to their learners. Having information literacy is essential to the point that teachers should check their students' credibility. According to Hobbs (2020), she defined digital, and information literacy as "the technical, cognitive, and social competencies, knowledge, and skills needed to communicate effectively and to participate in the contemporary knowledge economy." With these computer-related skills they have acquired, their lives have changed too.

The second sub-theme refers to the *Life Skills* they have acquired during this pandemic. It includes all abilities for adaptive and positive behavior that enable them to deal effectively with the demands and challenges of life.

By this, they also developed life skills that have been a great help in dealing with their students' behavior. They have enhanced their patience and the ability to become flexible. They need to have long patience, especially in times like these, to accept criticisms, have room for improvement, deal with the students' unending questions and different attitudes. They have to assume positive intentions from the institution they are working in. According to an article from Walden University, students new to online classes face a learning curve, as there are several differences from face-to-face learning. Whether they are helping students navigate technical issues, stay focused, or understand class material, online education teachers need a good deal of patience. Being flexible also helped them be accessible in every aspect of their online life, such as dealing with massive paperwork and backup plans. They are also flexible in their workplace; they try to make it more conducive to teaching and deal with family matters at home. According to an article from ECPI University, most of those who succeed in online education are those who are ready to tolerate the technical problems they face and seek assistance when needed. Online learning requires internal motivation, independence, and a strong sense of responsibility and flexibility. Although flexible educators will be responsive even without the right available time, instructors in online projects should make themselves open, including email, video conferencing, or online conversations, to ensure learners get the entire learning experience.

The first sub-theme in key number two refers to *The Problem is just a Misunderstood Problem*, which states how the teachers have faced the challenges brought by this pandemic in the teaching aspect.

Facing problems and struggling thru life have always been a part of a human's life and reflecting from History of man, facing different obstacles in life and take it as a chance or an opportunity to obtain various sets of skills in life that may help humans to evolve and adapt in different environments specifically in the field of teaching and managing classrooms. According to Allen & Seaman (2014), "Despite the increasing popularity of online education worldwide, educators face challenges teaching online courses, and such challenges can negatively influence students' experiences and learning." Educators tend to observe their learners while conducting a class to assess their readiness and prepare them to prevent future hindrances while the learning process is ongoing. Mediums used for online classes can be one of the factors that could be an obstacle on many learners, but most of the participants are helping their learners with everything that they can to help their students to cope up with the new normal. Communicating and interacting even virtually with the learners is one of the keys to excellent teaching and learning outcomes. According to Kebritchi et al. (2017), "The instructor's ability to communicate, form community, and deliver the appropriate lesson effectively makes all the difference in student learning outcomes." Establishing a relationship with students, developing a classroom community, and interacting with them in various ways may help both parties feel connected and promote their involvement in class; on the other hand, teaching online presents several challenges, according to an article from the MGH Institute of Health

Professions. There are ways to address these challenges to have a successful teaching and learning experience. Online teaching requires knowledge, comfort in the use of technology, strategies, and teaching methods to be an efficient teacher, and by teaching online, instructors reach a broader student population that would not have been otherwise possible.

The second sub-theme in key number two refers to *Accepting the New Norm*, which states how the teachers have accepted the current situation we have today and adjusted for the betterment of their teaching career.

Associating with these problems or as challenges teachers face, many of us have suddenly been forced to adjust to a new normal. According to Torres C. (2020), she stated that "There is no teacher preparation program that could have prepared you for this.". Everyone was not ready for any of this, nor the teachers have been struggling with the current setting. Most of the participants are involuntarily adapting to the new normal and comparing the readiness and the capabilities of other developed countries with the third-world country of the Philippines. Other participants added that with time, all things should be placed in the proper order. Therefore, Torres C. (2020) concluded that "We need to normalize sharing this journey with our kids. Be upfront with them about your own biases." The repercussions of this pandemic have resulted in considerable changes in everyone's daily lives, changes that have frequently occurred quickly and suddenly. Life changes are frequently accompanied by a wide range of experiences and emotions. Sometimes the adjustment to the new normal is easy, and other times it is choppy, downright, or maybe this could be the time to accept the reality and grow together with everyone.

The third sub-theme in key number two refers to *Comm-Passion in Teaching*, which states how vital communication and being a compassionate teacher is today.

A compassionate teacher who treats teaching as their passion will more likely become closer to their students— making them more effective in teaching. Enjoying the things while working is hard to do, but when teachers intersect their feeling that they need and want to do a certain thing for themselves and others, it will result in a more effective teaching method. Most of the participants expound their heartfelt emotions towards their job as they say that teaching and giving impact to their students is what the educational system needs right now. To grow and build themselves for the future they will achieve, teachers play a pivotal role in shaping them as a person. In their everyday lives, as they continue to face struggles due to the pandemic, they also continue to finish their teaching materials to fulfill their duties as the teachers they ought to be. Their passion for serving as the molder of the future will never end, and their compassion to help a brighter future for education will be the backbone of the future. According to Alrubail et al. (2015), teaching is a humanistic profession, and compassion is the utmost feeling of understanding and showing others you are concerned about them. A compassionate teacher models that characteristic to the students with her or his actions, and as a result, students will be more open to understanding the world around them. As a part of classroom management, compassion can enhance any strategies they would generally put in place. Compassion allows students to trust a teacher's choices and have faith in the requests of the teacher.

Furthermore, in order for the teachers to address their problems and their students' problems, they should be an effective listener and a communicator. They should utilize effective ways of conveying the problems and giving the right solutions. According to research from Michigan Virtual Learning Research Institute, in the online classroom, they do not have the luxury of reading students' body language to gauge their level of understanding while teaching. Instead, they have to rely almost entirely on tangible data points like assignment submissions, discussion posts, questions, and other work to inform student mastery. However, this takes practice and lots of open and honest communication between the teacher and each student. It takes time, but time is well spent when the students find great success in their online classes.

The fourth sub-theme in key number two refers to *Do not Add more Fuel to the Fire*, which states how to challenge the current situation we have now, and by not exacerbating it, it can be much help for them as teachers and for their students.

As we encounter the global pandemic, we also do solutions to prevent the spread of the virus. Like on the teachers' end, they tend to find solutions to the best way to deal with online classes. Teachers have reset their standards to the baseline because too high standards are exhausting and disorienting for both students and teachers. The last sub-theme explained about teachers not being strict as they usually are. "Do not add more fuel to the fire" means that this online situation is challenging for teachers, so they do not want to make the situation worse. They choose to understand every situation they hear and encounter from the students and school administration. They get it that they are adjusting to the new normal, so raising standards will not help them ease the situation. Instead, they show empathy to every person they are working with to help them cope up with the mental struggle that the pandemic has given. According to Merrill (2020), the actual "points to consider" are not the strict adherence to 'regular' conditions and norms; this is to respond to the question about how to structure distance learning like more typical learning experiences, but how to provide a rich experience to all learners who are now without 'traditional' teachers standing beside them in classes.

Conclusion

1. Online education significantly differs from traditional classroom instruction, offering various benefits such as enhanced adaptation and flexibility skills, the creation of interactive activities in an online setting, improved time management, refined critical thinking, and increased compassion in dealing with the situation.
2. Engaging in online teaching may lead to negative impacts, including heightened anxiety, reduced social interaction, technological challenges, and potential declines in teacher motivation and student learning.

3. Online classes fostered positive experiences, creating strong bonds through clear communication, skill development activities, and non-academic interactions, strengthening the teacher-student relationship.
4. Conversely, online classes brought about challenges, including financial difficulties leading to student dropouts, prompting teachers to provide support and assistance to students facing such situations.
5. The shift to online classes prompted teachers to enhance computer skills through the use of various software applications, fostering qualities like empathy, patience, versatility, and understanding toward students.
6. Through these experiences, teachers gained insights into life's different facets, realizing the importance of understanding problems, embracing the new norm with passion and compassion, and acknowledging the need for simplicity in navigating the current challenging situation.

Recommendations

Based on the investigation and analysis of gathered information, the following recommendations are proposed:

1. Encourage teachers to engage in collaborative research efforts to identify essential modules, guides, activities, and instructional materials necessary for effective online teaching preparation.
2. Facilitate psychological counseling for both teachers and students to manage stress, avoid anxiety, and address mental fatigue. This initiative also aims to enhance understanding of behaviors stemming from extensive exposure to digital devices among co-teachers and learners.
3. Organize online seminars (webinars) for teachers to explore students' perceptions of online learning and to discuss potential challenges faced by teachers in the online teaching environment. This facilitates a comprehensive understanding of both perspectives.
4. Establish a dedicated program within the school to support students facing financial and resource challenges, ensuring they can complete their academic studies despite the current situation.
5. Provide teachers with training and seminars on the effective utilization of technology and various aspects of online teaching, enhancing their credibility, effectiveness, and efficiency as instructors.

6. Conduct school-administered seminars highlighting the importance of flexibility in the new setting, empowering teachers to enhance their teaching methods innovatively and effectively.

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***Lived Experiences of Gordon College Students
from Dysfunctional Families***

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Keywords	Abstract
<i>Phenomenological research, Dysfunctional families, Student experiences, Coping mechanism, Perceived challenges, Social support,</i>	<i>This phenomenological qualitative research explores the perceived experiences of students originating from dysfunctional families, employing semi-structured open-ended questions and thematic analysis to unveil their emotions, insights, and perceptions. Ten students, aged 18 to 24, predominantly female and from Gordon College, constituted the purposive sample. Findings underscore participants' use of terms like "Incomplete" or "Broken Family," with many expressing negative emotions and encountering challenges such as lack of personal and financial support. Coping mechanisms included reliance on faith, support from peers and family, and focus on achieving personal goals. The study culminates in a conceptual framework, the "House of Coping Mechanisms," illustrating four pillars: faith, guidance and support, acceptance, and achievement of goals. Faith serves as the foundation, guiding students through tumultuous times, while guidance and support act as sturdy pillars, offering stability. The door represents the achievement of goals, symbolizing resilience and determination. This research illuminates the nuanced experiences of students from dysfunctional families and provides insights into effective coping strategies amidst adversity.</i>

INTRODUCTION

Family is important; everyone yearns for a place where they can speak up about their problems without fear of being judged, where they can be happy, and a place where they can call home. In the movie entitled *Liho* and Stich 2002, they defined —Ohanall which means —familyll as a group of people that no one should get left behind. Moreover, Family has a huge role in every child's life; they are the single most important influence in a child's existence. Hence, the first relationships formed by a child are with his or her parents and family. Family is a child's first teachers and serves as role models for how to act and interact with the world around them. Generally, people's view of family is,

complete in which consist of parent and children with happy and healthy life. However, the case is not always like that. Thus, Dysfunctional family is bizarre and unusual situation; rather, it is common and persistent issue around us (Saikai,2017). McGraw-Hill Concise Dictionary of Modern Medicine defined dysfunctional family as a family with numerous 'internal' disputes, such as sibling rivalries, parent-child conflicts, domestic violence, single parenthood, and or 'external' conflicts, such as substance abuse, extramarital affairs, unemploymentinfluences, that affect the basic needs of the family unit. Moreover, dysfunctional family refers to family that lack one or both of parents due to separation, annulment or death of parent/s because of various conflicts and disputes involving the members of the family.

Moreover, despite of separation due to unemployment stress, loss of works, financial problems, and more, it does not constitute a dysfunctional family, even if the Family members are keeping their distance from one another, it is not enough to called dysfunctional family. There must be family crises out of misunderstanding, mistreatment, or denial, and more. Thus, how dysfunctional families come into existence.

According to study, the most commonly reported major contributors to divorce were lack of commitment, infidelity, and conflict/arguing. Infidelity, domestic violence, and drug abuse were the most common —final strawll causes. Other causes include marrying too young, financial difficulties, health issues, a lack of family support, religious differences, and little or no pre-marital education. (Scott, Rhoades, Stanly, Allen, Markman, 2013). This context justifies the above statement that occurrence of dysfunctional family comes from a deep reason.

Moreover, Philippines remain to be the only country in the world apart from the Vatican, without a generally applicable divorce law. However, despite the lack of a divorce law in the country and the high costs of annulment, recent statistics indicate that there are still increasing number of Filipinos are dissolving their marriages, in legal or informally way. According to the study done by Abalos (2017), in 1960, there were 28,988 divorced and separated Filipino men and 52,187 divorced and separated Filipino women. By 2010, these figures had risen to 330,253 men and 565,802 women, a 10-fold increase. This data is also visible now days and we can perceive that the numbers of separated and divorced Filipinos are continually increasing. Thus, makes dysfunctional family increase as well.

According to 2018 Regional Social and Economic Trends in Central Luzon done PSA RSSO III (Philippine Statistic Authority, Regional Statistical Services Office III), In 2015 census, there are a total of 167,863 separated households in Region III with the ages 10 to 75 years old above. There is a total of 60,913 men and 106,950 women. Moreover, in the province of Zambales including Olongapo City, there are total of 10,060 separated households with a total of 3,818 men and 6,242 women. Furthermore, according to the same study done by PSA RSSO III, particularly in Olongapo City there are a total of 3,370 separated/divorced households with a total of 1,123 men and 2,247 women.

Due to the fact of the numbers of separated households in Olongapo City, it is not an exemption for students studying in the Gordon College to live in a dysfunctional family. There are some of the students of Gordon College who are living in dysfunctional families.

The study is relevant because it seeks to investigate the experiences, challenges and the coping mechanism of the students living from the dysfunctional family. Whereas, students' dysfunctional family's experiences challenges that are different from the experience of students living with complete and healthy family. Furthermore, students from dysfunctional families face problems that they battle solely with themselves and prefer not to discuss with others or their parents. Moreover, students from dysfunctional families face a variety of difficult situations as a result of having dysfunctional environment. In addition, students from dysfunctional families expend a significant amount of effort in order to cope with their situations. Hence, students from dysfunctional families nowadays are undoubtedly strong and independent, they often do things independently, which is also has a connection on the experience they have as a student living in a dysfunctional family.

The issue of dysfunctional families is notably relevant in today's societies in which dysfunctional families becomes common occurrence. Dysfunctional family are found everywhere and continuously increasing as the days become modern as the numbers of data stated in the study above.

With the increasing numbers of separated families, the numbers of dysfunctional families arise as well. By knowing the experience, challenges, and coping mechanism of students living in dysfunctional family will be a great help to students from the dysfunctional family situation be socially understandable.

Moreover, it will also lessen the stigma that society has from the student living with dysfunctional family. Furthermore, it also helps to view and appreciate the experiences of the students living in a dysfunctional family which can also be a role model. According to study done by Kiam Parker's (2013), the common experiences of undocumented students living in dysfunctional families include poverty, invisibility, isolation stigma, inadequate college preparation, limited employment opportunities, and educators' lack of awareness and recognition of their status—all of which are risk factors for short-term mental health issues and decreased the likelihood of attrition. However, based on the review of the prior research, there is a population gap. Some of these sub-populations have been unexplored and under researched. The large number of participants appears to be important and worthy of investigation in the context of Lived experience of students living in dysfunctional families. An investigation of this group is important because there are different experiences in a large number of participants from different races. Furthermore, previous research has focused primarily on this population of 6 Latino/Latina born in Mexico. Very little research has been done on Colorado, United State.

Furthermore, despite the fact that research studies on dysfunctional families are numerous, their goals are more likely to concentrate on factors and the effect on students' behavioral and moral growth. There is still an inadequacy in documents regarding the lived experience of students living in dysfunctional families.

Statement of the Problem

The primary concern of this study is to describe the experiences of Gordon College students who came from dysfunctional families.

Specifically, it will give answers to the following questions:

1. How are the profile of the students 'be described in terms of?
 - 1.1. Sex;
 - 1.2. Age;
 - 1.3. Year Level; and
 - 1.4. Course of Study?
2. What is a dysfunctional family from the students 'own terms?
3. How do these students feel growing up in a dysfunctional family?
4. What are the challenges encountered by the students from having a dysfunctional family?
5. How do these students cope-up with the challenges they face from having a dysfunctional family?
6. What is the implication of the result of the study?

METHODOLOGY

Research Design

The study utilized a phenomenological qualitative research design using semi-structured open-ended questions. The data analysis of this study aimed to explore students' perceived experiences from dysfunctional families. The focus of the interview was to dig informants' perceptions, emotions, and insights that were important data for research. Thematic analysis was employed to identify recurring themes and patterns within the qualitative data, providing a deeper understanding of the participants' experiences and perspectives.

Participants

In a qualitative study, phenomenology in this case, the number of participants was relatively small – the participants are constituted of students living in dysfunctional

families. Respondents participated should willing to participate in the data gathering and do the interview. The researchers did not require them to disclose their identifying details. Ten (10) students were purposively selected. The participants were categorically based on the following: ages of 18 to 24 years old, Gordon College students, and living in a dysfunctional family. As the sample, the Purposive Sampling Technique was used and referred to various selection techniques. A researcher relies on his or her judgment when choosing the population to participate in the study.

Below are the names of the participants given by the researchers as their identity names for the study. The names stated below are not the participants' real identity.

Participant no.	Names
Participant 1	Lerma
Participant 2	Nimpha
Participant 3	Rosa
Participant 4	Sonia
Participant 5	Raul
Participant 6	Lolita
Participant 7	Editha
Participant 8	Azucena
Participant 9	Imelda
Participant 10	Melencio

Table 1. Participant's Identity Names

Research Instrument

The research instrument utilized in the study is an online individual qualitative interview. An interview session is a window to reach people's insights and thoughts. The process helps make a comprehensive interpretation of the subject matter that will be studied. Qualitative interviewing proves to be a more powerful tool for data collection. It can retrieve information that other research instruments cannot retrieve, such as observation and survey questionnaires (Meriam, 1998, as cited in Patton, 2002). In addition, Anglea (2009), suggests that the questioning process in qualitative interviewing enables the researcher to explore the sample's minds and coherently gauge their perspectives on issues being raised throughout the interviewing process. The researchers employed a semi-structured open-ended question. We prepared a series of questions before the discussion. It will provide the researchers and the participants with

some format and helps direct the responses; however, there is room for the participant to elaborate. The researchers recorded the audio and transcribed it for data collection and analysis to identify common themes.

Results and Discussion

FINDINGS

This chapter presents the presentation, analysis and interpretation of data given in relation to the lived experiences of Gordon College students from dysfunctional families. The researchers gathered recorded data from 10 participants. The 10 participants are composed of 2 male and 8 female participants. Two (2) of them are 20 years old, seven (7) of them are 21 years old and one (1) of them are 22 years old. They were composed of 2nd year and 3rd year students from BSEd Social Studies, BSEd Filipino, BSEd Science, BEED, and BSA. The findings and discussion will be organized according to the primary research questions and its themes. This way, it will be easier to see the patterns and direct responses from the informants.

Primary Research Question Number One

In the data collected from this question, the profile of the participants has been identified. The names stated below are not the real identity of the participants.

Lerma, female, 21 years old, currently a 3rd year college student of Bachelor of Secondary Education Major in Filipino in Gordon College.

Nimpha, female, 21 years old, currently a 3rd year college student of Bachelor of Secondary Education Major in Filipino in Gordon College.

Rosa, female, 23 years old, currently a 3rd Year College student of Bachelor of Secondary Education Major in Filipino in Gordon College.

Sonia, female, 22 years old, currently a 3rd year college student of Bachelor of Secondary Education Major in Filipino in Gordon College.

Raul, male, 21 years old, currently a 3rd year college student of Bachelor of Secondary Education Major in Social Studies in Gordon College.

Lotita, female, 21 years old, currently a 3rd year college student of Bachelor of Elementary Education in Gordon College.

Editha, female, 21 years old, currently a 3rd year college student of Bachelor of Secondary Education Major in Science in Gordon College.

Azucena, female, 20 years old, currently a 2nd year college student of Bachelor of Secondary Education Major in Social Studies in Gordon College.

Imelda, female, 20 years old, currently a 2nd year college student of Bachelor of Science in Accountancy in Gordon College.

Melencio, male, 21 years old, currently a 2nd year college student of Bachelor of Secondary Education Major in Social Studies in Gordon College.

Primary Research Question Number Two

What is a dysfunctional family from your own perspective?

In the data collection from the primary research questions number 2, two themes have been identified.

- 1. Incomplete Family**
- 2. Broken Family**

This section provides a sampling of the various participant responses categorized under each of the themes identified above.

Incomplete Family

Lerma stated that, “Kapag naririnig ko ang Dysfunctional family naisip ko ay hindi kumpleto yung magulang.”

“Whenever I hear dysfunctional family, I think of having incomplete parents.”

Another participant, Nimpha stated, “Para sa kin hindi kami kumpleto.”

“For me, dysfunctional family is a family who is not complete”

Also, Rosa commented that, “Para sa akin, ang dysfunctional family ay kapag hindi kumpleto yung isang pamilya, hindi buo yung pamilya.”

“In my opinion, dysfunctional family is when the family is not complete – incomplete

family.”

Having the same sentiment, Raul stated: “Pamilya na hindi kumpleto.”

“Family that is not complete.”

Editha commented that, “From the word dysfunctional, hindi maayos na paggana ng isang bagay. So, kung irerelate natin siya sa family, family na parang may kulang.”

“From the word dysfunctional, things are not functional. If we relate it with family, family where there is something missing.”

Imelda commented that, “Para sa akin, yung dysfunctional family, sama-sama sila sa isang bahay pero hindi nag wowork yung dynamic nung pamilya.”

“For me, the family is intact but the dynamics of the family isn’t working.”

Broken Family

Rosa commented that, “Para sa akin ang dysfunctional family ay ang pagkakawatak-watak ng pamilya.”

“For me, dysfunctional family is when the family is disintegrated.”

Lolita also stated, “Yung magkahiwalay yung parents mo. Pwedeng kasama mo yung father mo or yung mother mo or yung lola mo. Pwede ring hindi parehong parents mo yung kasama mo.”

“Your parents are separated. It can be you are with your father or with your mother, or you are with your grandparents. Also, when you are not with your both parents.”

Melencio stated that, —Broken family iyong naiisip kung mga salita kapag sinabing dysfunctional family.”

“Broken family is the word that first came into my mind when I hear dysfunctional family.”

Analysis:

Individually participants shared their own terms of Dysfunctional family. Even though they are all part of dysfunctional family, they have different terms defining

dysfunctional family. As stated above, various themes were recognized from the data which comprise incomplete family, and broken family. Majority of the participants stated that in their own terms dysfunctional family is incomplete family. Participants stated that Dysfunctional family is incomplete because some of the members of the family are not present. Moreover, some of the participants used Broken Family as their own terms of Dysfunctional family. Jessica Anderson (2020), stated that a broken family is one in which the members have serious emotional issues with one another. It is possible that abuse or neglect occurs. In addition, there is a marked absence of support for a child or children in the household. The environment isn't conducive to love. The members of the family do not trust one another. It's a toxic dynamic since these people don't care about one another. A broken family means that it is no longer —wholell and there is no love and care anymore. Like how the respondents expressed in their own terms.

Primary Research Question Number Three

How do students 'feel growing up in a dysfunctional family?

In the data collected from this question, three major themes have been identified:

- 1. The unpleasant feelings and emotions;**
- 2. The sense of jealousy and comparison; and**
- 3. The sense of longingness.**

This section provides a sampling of the various participant responses categorized under each of the themes identified above.

Unpleasant Feelings and Emotions

Lerma stated, "Yung nararamdaman ko din madalas yung feeling nakapag may nagawa kang mali feeling mo kulang ka kasi sa aruga, kulang ka sa pagmamahal kaya nagagawa mo yung mga gantong bagay."

"I often feel like every time I did something wrong, I feel like the reason was I lacked in care, I lacked in love that's why I did those things."

Another participant, Nimpha, also shared her experience saying she felt so down after what happened to her father. Nimpha offered the following commentary:

"Noong una mahirap kasi nga nawalan kami ng papa at hindi pa katanggap-tanggap yung nangyari. Tapos ilang-taon na naging down ang bawat isa sa'min. Hindi kami agad naka move on kasi 'di naman expect yung nangyari sa papa namin. Lugmok na lugmok na dumating sa point na suicidal na ako kasi nga ang hirap mawalan ng papa nga lalo na maka-tatay ako, mas close kami ni Papa kesa ni Mama. Dumating na ako sa

point na sana kunin na lang ako ni Papa.”

“At first, when my father passed away we can’t accept what just happened. Through those years we were so down, we can’t move on because we didn’t expect what happened. I was so down and I have come to the point of being suicidal because it’s hard for me to lose my father, especially since I can say that I am closer to my father than my mother. I’ve come to the point of hoping that my father would have just taken me with him.”

Rosa, stated that, “Mahirap kasi mas maganda na may magulang kang susuporta sa_yo. Malungkot din dahil walang gumagabay sa’yo na nanay at tatay tapos wala kang masabihan kapag may problema ka.”

“It was hard because it’s easier when you have family to support you. I felt sad because I don’t have mother and father who will guide me and I don’t have anyone to tell my problems.”

Another participant, Lotita also commented, “Madalas malungkot syempre. Alam mo naman yung pakiramdam ng buo tapos biglang ganon. Malulungkot ka.”

“I often feel sad, of course. Because I know the feeling when we’re still complete and then suddenly it will be like that. You’ll feel sad.”

The unpleasant feelings are associated with the resentment of the child from experiencing such trauma. This reflected in Melencio’s statement below:

The unpleasant feelings are associated with the resentment of the child from experiencing such trauma. This reflected in Editha’s statement below:

“Parang ang unfair ng buhay. Sobrang laking pagsisisi na meron ako. Ang sakit sa akin, basta parang sinisisi ko yung sarili ko for something na, kahit alam kong hindi naman ako yung dahilan.”

“It’s like life is so unfair. I have so much regret. It hurts, I somehow blame myself for something I know it’s not my fault.”

Azucena identified the emotions she felt. Azucena stated, “I felt complex emotions I was confused, angry, sad and fear of what will happen next sobrang halo-halong emosyon.”

“I felt complex emotions I was confused, angry, sad and fear of what will happen next, mixed emotions.”

Another participant felt unpleasant emotions as this reflected in Melencio’s statement below:

“Parang ang laking galit ko sa kanila kung bakit nila nagagawa yun sa akin. Malaki yung galit ko sa kanila lalo na sa nanay ko kasi nung nagkahiwa-hiwalay kami, siguro dalawang beses lang kami nag-meet saloob ng 9 years. Kasi sobrang sakit e kapag broken family lalo na kapag may anak ka tapos biglang masisira.”

“Like, I am so angry at them on why did they do that to me especially to my mom because from the day that we separated, we only met each other twice within 9 years. It was so painful to become a broken family when they have children then they will just ruin it.”

Sense of Jealousy and Comparison

Lerma, commented that, “Iba yung pagmamahal ng isang totoong magulang talaga na may mama at papa ka nag-guguide sayo. Ma-iingit ka sa __yung may mga kumpletong pamilya tapos mahirap kasi hindi mo naranasan na mahalín ka ng magulang mo, hindi mo naranasan na maging kumpleto kayo.”

“There’s a difference with the love you’ll feel when your real father and mother are the one who’ll guide you. I feel jealous to those who have complete family, it’s hard because I didn’t experience that love from my parents, I didn’t experience us being complete.”

Having the same sentiment, Rosa stated, “Nakaramdam ako ng iingit kasi iisipin mo na sana ako nalang s’ya, sana ganon din ako, sana ganon din kami, para yung mga kapatid ko naaalagaan ng magulang naming.”

“I feel jealous, and what if I am him/her, I wish I was him/her place, I wish my family is also complete so that my parents will be able to care of my younger siblings.”

Aside from jealousy and comparison, having a dysfunctional family also left participants with questions. This reflected in Sonia’s statement: “Nung una nakaramdam ng inggit kasi siyempre bata ka pa, ‘yung makikita mo sila gumagala kumpleto, bakit kami hindi?”

“At first, I felt jealous because I’m still young when my father left us and when I see other families around who are complete, why are we not like that?”

Another participant felt the sense of jealousy and he compared his situation to others, as Raul stated: “Minsan na iinggit ako sa iba na kumpleto ‘yung pamilya kasi ako hindi kumpleto yung pamliya ko.”

“Sometimes I feel jealous to other people who have complete family because my

family isn't like that."

Edith also offered the following commentary: "Kapag nakakakita akong ganon, lalo na may mga kaibigan akong kumpleto __yung family nila na grabe silang alagaan, i-cherish nung parents nila. Ang sakit na hindi nga buo __yung pamilya ko. Naiinggit ako sa iba na buo __yung pamilya nila, na sana buo rin kami."

"Every time I see my friends with their family, where they received so much care and were cherished by their parents. It hurts that my family isn't like that. I get jealous with them because they have a complete family, I hope we are too."

Sense of Longingness

Sonia stated that, "May kulang. Oo, masaya ka pero may hinahanap hanap ka na saya na hindi mo makuha dahil hindi buo 'yung pamilya mo."

"There is something missing. Yes, you are happy, but you are looking for something that you can't get because my family is not complete."

A participant shared the feeling of longingness as Lotita stated: "Hindi naman __yung na dedepress kana, parang namimiss mo lang yung mga panahon na buo kayo."

"It's not that I am depressed, I just miss the time when my family was still complete."

Another participant also narrated how she still felt the emptiness and longingness. Imelda offered the following commentary: "Malaki 'yung nabago sa'kin, kasi parang nung nawala si Nanay parang kalahati 'yung nawala sa pagkatao ko. Ang hinahanap ko lang si Nanay gano'n. Pero hindi ko matakbuhan kasi picture nalang siya."

"I've changed a lot, because when my mother passed away, it's like half of me was lost. That time, all I want was my mother but I can't run to her since all I have is her picture."

Analysis:

The participants described their feelings and emotions about their experiences in dysfunctional family. As shown above, various themes were identified from the data that includes unpleasant feelings and emotions, sense of jealousy and comparison, and sense of longingness. The majority of the participants felt unpleasant with their situation and the experiences they've had. They have struggled to face such reality of having dysfunctional family. Several participants expressed deep feelings of jealousy and comparing themselves to other people who have complete family. The participant proven that jealousy and comparing are normal responses from student's emotional understanding. As Hansen, et al., (1991) supported jealousy is a rather complex emotion, which, depending on the social context, can manifest itself in a variety of different ways and

impact social dynamics between family members, lovers, and friends. Some of the participants shared that they could still feel emptiness and longing inside despite of having their other family members beside them.

The students from dysfunctional family still feel these unnecessary emotions and their experiences also leaves them questions that repeatedly run through their minds. As Bubelwa (2014) supported, the effects of broken homes on children are traumatic. Broken homes can cause children to question their self-worth, to experience unnecessary grief, guilt, or confusion.

Primary Research Question Number Four

What are the challenges encountered by the students from having a dysfunctional family?

In the data collected from this question, four major themes have been identified:

- 1. Unprepared Responsibilities**
- 2. Lack of Personal Support**
- 3. Lack of Financial Support**
- 4. Deterrent Situations and Actions**

This section provides a sampling of the various participant responses categorized under each of the themes identified above.

Unprepared responsibilities

Editha stated that, "Bilang panganay, nahihirapan ako kasi isa ako sa inaasahan ng Mama ko na susuporta sa kan'ya, aalalay sa kan'ya, gagabay sa kan'ya tapos 'yung kapatid ko rin gano'n."

"As a first born it was hard for me because my mother depends on me to support her, to guide her, and to help her with my siblings."

Another student, Imelda, had the same struggle, and she said:

"Ako yung tumayong Nanay doon sa kapatid ko, parang ako nag fufulfill nung emotional needs niya."

"I am the one who acted as a mother to my younger sibling, it's like I was the one who fulfilled the emotional needs of my sibling."

A participant also indicated that he started working at a young age. It was his way to survive and to live, as Melencio stated:

“Fourteen to sixteen years old, nag-trabaho ako. Binuhay ko ‘yung sarili ko nagtrabaho ako, nag-aral ako. Pumasok ako bilang life-guard then isang chef sa isang restaurant tapos nag-bantay sa mga alagang hayop.”

“Since I was 14 to 16 years old, I started working. I support myself to survive, I worked and studied. I worked as a life-guard then as a cook in a restaurant, and also I took care of animals.”

Lack of Personal Support

Sonia commented that, “Kapag family day sa school, ‘yung kailangan ng Nanay at Tatay, wala akong naisasama pero ‘yung lolo at lola ko kasi ‘yung nag-aalaga sa akin nung nagtatrabaho si mama sa malayo.”

“When there are events in school like family day, mother’s day, or father’s day celebration in school and parents are needed, I can’t bring them. However my grandparents take care of me while my mother was afar working.”

Also, Editha has narrated her own experience related to this issue. She stated that: “Kuhanan ng card, so siyempre pag kuhanan ng card diba parents ‘yung kukuha, hindi ko alam kung anong gagawin ko, kung sinong kukuha ng card ko.”

“It was releasing of cards and the parents are the one who should receive it, I don’t what to do, I don’t know who’ll get my card.”

Lack of Financial Support

Rosa stated, “Mahirap mabuhay kasama ‘yung lolo at lola kasi hirap din silang tustusan ‘yung pangangailangan kaya dahil d’on na-stop ako ng pag-aaral ng dalawang taon.”

“It was hard to live with grandparents because sustaining my needs for them was not easy. For that reason, I stopped my schooling for 2 years.”

Sonia also answered the issue about lacking in financial support. She said:

“Nung umalis kasi si Papa, siyempre walang trabaho si Mama. Naranasan namin sa loob ng dalawang linggo, talbos at bagoong lang kinakain namin.”

“My mother doesn’t have a job when my father left us, because of that we experienced eating sweet potato leaves and fish paste only for two weeks”

Deterrent Situations and Actions

Rosa commented, “Sa iba may mga naririnig ako na sinasabi na, mag-aasawa lang daw ako ng maaga dahil wala naman daw na magulang na gumagabay sa akin, wala

namang nanay at tatay, ‘yang mga ganyan.”

“I heard some gossip from others, saying that I will just get married early because I have no parent who guides me”

Another participant, Melencio, identified the kind of judgement he had experienced. He stated, “Daming issue sa’kin na sinasabi ng ibang tao, sinasabi ayan magiging katulad din ng tatay niya babaero.”

“There are many issues other people are telling about me. They tell me I will be just like my father—a playboy.”

Aside from being judged, Sonia experienced being mistreated by other people. She offered the following commentary: “Eh, dahil maka-Papa ako pinili ko kay Papa, tapos nung pagpunta ko kay Papa parang iba naman ‘yung trato sa akin nung step-mother ko kaya nag decide nalang ako na bumalik kay Mama. Sa mga kamag-anak namin nakakarinig kami ng, “Sana hindi mangyari sa magiging pamilya niyo ‘yung nangyari sa inyo” ganon, ‘yung bad karma gano’n. Sa iba nakakarinig ako na dahil galing daw ako sa hiwalay na pamilya, maaga raw akong mabubuntis gano’n.”

“Because I’m a father’s girl, I chose to live with my father, yet when I was with them my stepmom treated me differently so I decided to go back to my mom. Our relatives also said that “I hope what happened to you won’t happen on your family someday like bad karmall then I hear other people saying that I will just get pregnant early because I came from a dysfunctional family.”

Moreover, having dysfunctional family made Lolita experienced being confused on what is more important to prioritize. This reflected in her statement below:

“Pinakamatinding pagsubok nanaranasan ko siguro ‘yung time na kasagsagan ng issue na naghiwalay sila tapos na-timing na may exam sa school. ‘Yung hindi mo na alam yung ipa-priority mo ganon.”

“The most challenging I’ve experienced from having dysfunctional family was during the time when there were issues regarding my parents’ separation and I have an exam, I don’t know what to prioritize.”

Analysis:

The participants described the challenges they encountered from having dysfunctional family. Most participants showed that living in a dysfunctional family was not that easy. As presented above, various themes were identified from the data that includes unprepared responsibilities, lack of personal support, lack of financial support, and deterrent situations and actions. Participants shared that having a dysfunctional family affiliates taking the responsibility of their parents to look for their siblings as well as working at an early age to survive. While lack of personal support is one of the most

challenging experience they encountered as a student from dysfunctional family. Participants proved that presence and guidance of parents in school events of the students is infrequent. Students from dysfunctional family also indicated that they can't easily get even their basic needs because their parents were not able to give them sufficient financial support. Moreover, deterrent situations and actions are prevalent among the participants. It includes their experiences of judgement, discouragement, and mistreatment of other people towards them, as well as priority issues in a dysfunctional family.

The challenges of students from dysfunctional family proved that despite the fact that it is not their fault, they are still the one who suffers from the situation. According to Saikia's (2017) study, children are the ones who suffer most of broken family. The immediate effect has been shot upon them. When a couple split up, it is the children that are greatly affected scarring them physically, emotionally and socially.

Primary Research Questions Number Five

How do these students cope-up with the challenges they face from having a dysfunctional family?

In the data collection from the primary research questions number 5, four themes have been identified.

- 1. The Acceptance to the situation they had**
- 2. Guidance and Support of people around them**
- 3. Their faith in Almighty**
- 4. The Goal they want to Achieve**

This section provides a sampling of the various participant responses categorized under each of the themes identified above.

Acceptance

Rosa stated that, "Tinanggap ko nalang 'yung nangyari kasi naintidihan ko naman 'yung dahilan."

"I just accepted what happened because I understand the reason"

Another participant, Sonia shared how she coped up with the situation, "Tinanggap ko na rin na hindi na kami mabubuo."

"I accept that we will no longer be complete like before"

Lotita also answered that she just accepts their situation. She said: "Sineset ko

nalang sa isip ko na tanggapin nalang kasi wala naman nang magagawa, namili na.”

“I just accept what happen because they already chose, and I can’t do anything”

Moreover, having a strong family foundation help Azucena to cope up. She commented that, “Yung foundation naman kasi namin is matatag kaya madali ko lang din na natanggap.”

“Our foundation is stable, so it was easy for us to accept the situation”

Guidance and Support

Sonia commented that, “Yung tulong ng mga kakilala at kaibigan kasi pinaparamdam nila na kumpleto ka kahit hindi buo _yung pamilya mo. Dahil na rin kay Kuya kaya naging okay kami kasi, ginampanan niya na _yung responsibilidad ng isang Ama sa amin, inako niya na lahat. Nag stop s’ya sa pagaaral para makapag-trabaho. Siya na tumayong tatay.”

“With the help of acquaintances and friends because they make you feel complete even if your family is not”. “Because of my elder brother our life became well, he fulfilled the responsibility of my father, he became the father to us, and he took everything. He decided to stop he’s schooling just to get a job. He because a father to us.”

Another participant, Raul stated that through the help of his family and friends aid him to forget his situation, he said: “Hindi naman ako nahirapan na hindi ko kasama Papa ko na totoo, kasi napunan naman ng family ko ‘yung gampanin ng isang tatay.”

“I didn’t have a hard time that I wasn’t with my real father, because my family filled the role of a father also with the help of my friends, I forget my situation.”

Azucena answered that, “With the help other people na naging instrument ni God, yung mga teachers ko...”

“With the help of other people who have become instruments of god, my teachers...”

Also, Melencio shared his experienced that helped him to cope up. He commented that, “Nung pumasok na akong Senior High School nakilala ko ‘yung teacher ko na nag-adopt sa’kin.” He added, “Andiyan ‘yung tumatayo kong tatay para i-comfort ako, sinasabi niya okay lang ‘yan, nandito lang kami ng mga kapatid mo nagmamahal sa’yo gano’n.”

“When I entered senior high school, I met my teacher who adopted me. He is taking the responsibility of my own father to comfort me. He says _that’s okay, your brothers, sisters, and I are always here to give you love.”

Faith

Lerma commented that, "Prayer, kasi nag pray lang ako na sana Lord matapos na, na sana bukas hindi na gan'to."

"Prayer, because I pray to Lord that I hope this will end, that tomorrow my situation is not like this and I just prayed that it will end."

Another participant, Nimpha stated that her faith helps her to cope up. She said: "Una pananampalataya, sunod 'yung communication namin bilang isang pamilya."

"First is faith and our communication as a family."

Lolita commented that, "Magdasal lang talaga kasi doon ka kukuha ng lakas mo para magpatuloy. Saka itutuloy ko lang yung kung anong ginagawa ko dati. Kumbaga na hinto ka lang e, pero magpapatuloy ka pa rin."

"I just pray because that is where you will get your strength in order to continue. Then I just continue what I used to do. You just stopped, but you'll keep going."

Azucena commented that, "Pinakabaon ko talaga o yung greatest coping mechanism ko is faith kay God. Para sakín grateful and blessed ako kasi bata palang nakilala na namin si God. Dahil doon sa mga paniniwala na 'yon sa pananampalataya na 'yon talagang inaccept namin yung mga hardships as something as opportunity to grow."

"My greatest coping mechanism is faith to God. For me, I am grateful and blessed because we met God early. Because of those beliefs, in our faith, we accept hardships as something as an opportunity to grow"

Participant also shared that his faith changed him. As Melencio said: "Unang nakapag bago sakín ay Church namin."

"The first thing which changed me was our church"

Achievement of Goals

Lolita commented that, "Nag focus nalang ako sa pag-aaral ko. Imbis na malungkot ako, malugmok ako, magsagot nalang ulit ng mga modules. Laban lang ulit."

"I focused on studying. Instead of being sad and feeling down, I chose to focus on my study. Just keep on fighting."

Lerma commented that, "Tapos ang last na ginawa ko ay nag-aaral pa rin ako na hindi naman ibig sabihin na wala ng mag susuporta sayo is hihinto mo na."

“The last thing that I did is I continue my study, it doesn’t mean that you don’t get support; you will stop.”

Moreover, Nimpha used her situation as her motivation to achieve her goals. She said: “Yung mga pagsubok naman yun ang magiging lakas para magpatuloy, ‘yung pangarap na makamit sa buhay. Kahit na may gano’ng klaseng sitwasyon sa buhay.”

“Those trials serve as my strength to continue my dreams to achieve. Even I have that kind of situation in my life.”

Another participant, Melencio found a group that helped and support him to continue his study. He said: “Nag member ako sa Mormon, noong nag member ako noon nakitaan ako ng motibo sa pag-aaral. Sinagot nila ‘yung pag-aaral ko noon.”

“I became a member of Mormon. When I became a member of Mormon, they saw potential in me to study. They support my study”

Analysis:

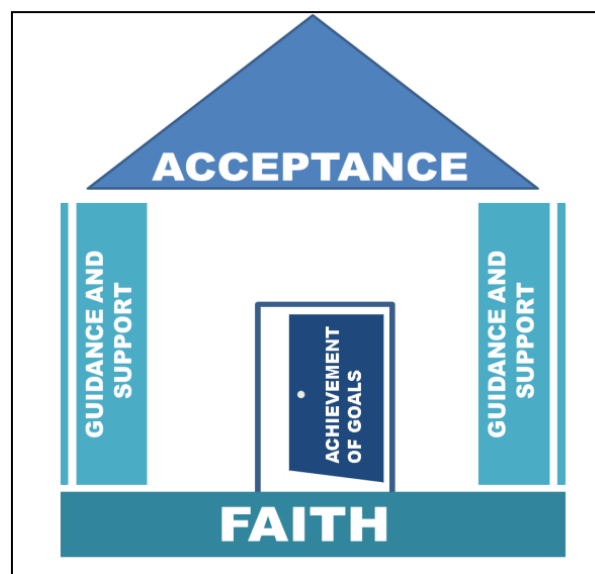
Most participants shared that even though they face different challenges as a student living in a Dysfunctional family they are still able to cope up with those challenges and experience. As stated above, various themes were recognized from the data which comprises Acceptance, Guidance and Support, Faith, and Achievement of goals. The preponderance of the participants used their faith to cope with the challenges they encountered as s students living in a dysfunctional family. They surrender their worries and problems to the almighty which made them cope up. According to Lopez et al. (2018), how people respond to difficulties and problems depends on how they approach them. Some people are reaffirming their trust in God, embracing their circumstances, and going forward. Moreover, several of the participants proved that acceptance is one of the strategies they made for them to cope up and move forward with the circumstances they had experienced. Most of the people are easy to move forward when they accept the situation whether it is good or bad for them. Furthermore, some of the participants are able to cope up with the help of other people around them such as the other members of their family, friends, and teachers. Further, several of the participants were able to cope up because of their goals in life. It serves as an inspiration to continue their life and to cope up to their situation.

The students from Dysfunctional family were able to find a way to cope up and move forward from the predicament that they encountered even though it wasn’t easy. World Vision, a Christian non-governmental organization that has been working in the country for over 60 years, established a program for children from dysfunctional families, and as a result of the program, almost all of their participants are able to cope with their predicament. When a child's notion of family disintegrates, he or she suffers the most. They are able to cope because they have a robust support system such as friends, teachers, families, and the community itself. With this concept in mind, World Vision

continues to collaborate with more schools and religious groups in order to reach out to more children in need of spiritual nourishment.

HOUSE OF COPING MECHANISMS OF STUDENTS FROM DYSFUNCTIONAL FAMILY

The researchers present a conceptualized framework that shows the four coping mechanisms of students from dysfunctional family. The researchers used a house to utilize the four coping mechanisms – the strategies, and techniques that students used to face their situation. The different parts of the house correspond to the four coping mechanisms: faith, guidance and support, acceptance and achievement of goals.



The following are descriptions of the different parts of the house:

Faith

The foundation of the house represents the faith. Faith is one of the greatest coping mechanisms of the students from dysfunctional families. The students were able to cope-up from building a strong foundation of faith. The students have been using their faith to seek out for guidance, comfort, and support from their God.

Guidance and Support

The house's pillars signify the guidance and support of others. Like a strong pillar of the house, they are the ones that can be lean on and rely on. Other people's support and guidance can give students the ability to move forward, stand, and rebuild themselves again from their situation. Having their friends and other people, including family, means having social support to turn to during their tough times.

Achievement of Goals

The door represents the achievement of goals. The students were able to cope up from their situation through focusing on how to achieve their goal instead of overthinking some dysfunctions in their family. Students focusing on achieving goals indicate that even they came from dysfunctional family, being focused on their goals can lead them to more open doors—the opportunities, which can make their future better.

Acceptance

Acceptance was represented by the roof. Roofing is one of the last steps in building a house. In reflection, it is the last thing because it is the most important of all. Roof has more than one function as well as acceptance as coping mechanism. Acceptance can be forgiveness, they decided to let go the resentment and hatred. Acceptance comes when they understand what it means in their life now. Acceptance is the last step in coping up for students where they have accepted their situation so that they are able to move on with their lives.

Conclusion

Based on the findings the following were concluded:

1. Based on the presented data, most of the participants tackled their misfortunes in living from a dysfunctional family. The majority identified negative feelings they had. They tend to think negatively about their situation and compare it to other people.
2. Based on the presented data, most students from dysfunctional families are greatly challenged by their early responsibilities and obligations. They acted as parents to their younger siblings and looked for employment while studying to support their needs. They also experienced being discouraged by other people because of their situation.
3. Based on the data presented, despite their traumatic experiences, they were able to cope through praying. Most of them were able to cope because they have their other family members to support and guide them and filled the absence of their parent/s. Some of them focus on their studies and achieve their goals to prove themselves to other people instead of being discouraged. Lastly, despite their situation, they were able to accept their situation and some of them are still in the process of acceptance.

Implications of the Study

1. The implication derived from this study relates to the two identified categories of

peer consciousness. First, most students in the school are not aware of the experiences of the students from dysfunctional families; they are not cognizant and aware of the difficulties and obstacles that their classmate from dysfunctional family are facing. Second, the students from dysfunctional families are misguided as a result of their surroundings. Instead of guiding them in the right direction, their peers lead them astray. As a result, the majority of the participants became involved in the rebellion and other indiscretions. Overall, the study's findings suggested that students in school should be knowledgeable and aware of this matter to prevent unnecessary things such as bullying. Although the participants in this study did not experience bullying, this does take place in some cases in other students from dysfunctional families. This can be accomplished by giving a short talk or holding a seminar for students on the issue, given that dysfunctional families are becoming prevalent these days. Furthermore, the study suggested that students from dysfunctional families should exercise caution when selecting their peers.

2. The main implication of this study is that students from dysfunctional families experience lack in attentiveness. They are unable to communicate their thoughts and feelings with their family, and their emotional needs are not met by their parents. Furthermore, they don't have someone who can listen to them and advise them on what is and is not necessary. As a result, they prefer to keep their thoughts to themselves rather than articulating it which made them get easily distracted from their academic matters and such. The result of this study supports the premise that the school should offer a counseling program or a room which is knowledgeable about this matter. In which this room or programs is dedicated to students who need guidance specially students from dysfunctional families. Where students can freely express their feelings and emotions while also receiving advises. Guidance counseling services help students get to know themselves better and find efficient solutions to their daily problems. Furthermore, they also assist students in becoming fully functioning individuals by helping them improve in all areas. Counselors monitor students' development and provide students with the necessary support, such as aiding them in understanding themselves and their needs, solving problems, making realistic decisions, improving their abilities and skills, and healthily adjusting themselves and their environment. Having this type of program or room for students including students from dysfunctional families might provide them peace of mind knowing that someone can help them without being judged. The help and support of the school guidance can help students in overcoming their own challenges.
3. Given findings developed by this study shows that there continues to be a high level of stigma attached to members of dysfunctional families. The students experienced discouragements and judgments from other people just because they were from a dysfunctional family. Implications of this study include suggestions that there is a continuous need to raise awareness in the community around the realities of the students from dysfunctional families. Implementing seminars that can highlight the barriers that dysfunctional family members are experiencing will raise awareness about their situation in society. Community can play a role in

initiating campaigns and programs regarding healthy family relations and focusing on the parental roles. Furthermore, by intervening early, reaching out to the people in the community, and aiding them through seminars will enable them to have healthy relationships with each family member to prevent dysfunctional families.

Recommendations

Based on the study and analysis of the participants' answers from the interview, this study makes the following recommendations:

1. Conduct a similar study in other settings to understand if there is a variation on the experiences among the students in dysfunctional family from different schools and execute the study in much longer time and to have more numbers of participants in a specific place.
2. Future researchers should consider literature that supports the research instrument. Look for previous studies which can prove that using online interview can ensure the validity of the study.
3. School guidance counselor need to pay more attention to students who are facing serious personal problems such as the ones who came from dysfunctional family. Doing counseling— asking what they are going through, and giving some advice, can make the students feel that there are still people who are concerned to them and support them as well despite of having incomplete family.
4. Community should conduct free seminar that will enable parents to keep their healthy relationship to prevent having dysfunctional family. It will be a seminar that includes the importance of having a complete family and it will raise awareness about how parents 'separation affects the child emotionally, socially, and physically. Community can also conduct a free seminar for all to stop stigmatizing children of dysfunctional families since the study showed that participants are being judged because of their situation.
5. For the parents who are already separated, support their children financially and have a constant communication with them for the study revealed that students have struggled facing these kinds of challenges in a dysfunctional family. Asking questions like —how's your study?ll, —how are you?ll, and providing their basic needs can really make students feel that they are loved, guided and supported despite their situation.
6. In socialization of the participants, the researchers suggest to always choose their friends because in some responses of the participants. Since several of them get support from their friends, they should be strict for themselves and choose who influences good on them

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**IMPROVING THE 3rd QUARTER LEAST LEARNED COMPETENCIES IN GRADE- 10
CONTEMPORARY ISSUES: BASIS FOR THE CREATION OF
STRATEGIC INTERVENTION MATERIAL**

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Keywords	Abstract
<i>Strategic Intervention Material, Least Learned Competencies, students' perception, contemporary Issues, intervention program</i>	<i>This action research investigated the effectiveness of Strategic Intervention Material (SIM) in improving the least learned competencies of Grade 10 Gratitude students at New Cabalan National High School. Six participants were selected based on their performance in the 3rd quarterly exam. A researcher-made and validated SIM was implemented, followed by a post-test to assess learning gains. Student perceptions of the SIM were also gathered through a survey. Paired-samples t-test analysis revealed a significant difference between pre-test and post-test scores ($p < 0.05$), indicating that the SIM effectively enhanced student learning. Additionally, the student perception survey showed that the majority of participants found the SIM helpful in improving their competencies.</i>

INTRODUCTION

The creation of Strategic Intervention Materials by teachers to help students master their least developed competencies—more commonly referred to as "remediation"—is done in accordance with the Department of Education's goals, which state that no student should fall behind. One-on-one tutoring, small-group instruction, and online learning programs are just a few of the different ways that remediation in education can be provided. Remediation aims to give students the extra help they require to catch up with their fellow students and build the skills necessary for successful learning.

Problem-solving skills are also essential in social science, and several studies have examined the effectiveness of remedial programs in improving students' problem-solving abilities. For example, a study by Yousaf et al. (2019) found that a problem-solving remedial program significantly improved the problem-solving skills and academic achievement of undergraduate students in social sciences.

Despite the significance of remediation in education, putting in place successful remediation programs is not without its difficulties. These difficulties include a lack of enough finance, not enough of trained teachers, and a lack of tools for creating and implementing successful remedial programs. In order to find solutions to these problems

and create more long-lasting and efficient remediation programs, research on remediation in education also focuses on this topic.

In the Philippines, the Department of Education (DepEd) has developed and implemented strategic intervention materials (SIMs) to support the implementation of the K-12 Basic Education Curriculum. SIMs are designed to address the specific learning needs of students and support teachers in delivering effective instruction. These are the materials or teaching aids used by the teacher given to the learners to help them master a competency-based skill which they were not able to develop during the regular classroom teaching.

The researcher identified the problem through observations in a Grade 10 Contemporary Issues classroom. Students' performance on classroom activities and assessments consistently revealed pockets of difficulty with specific learning objectives. This was further confirmed by analyzing the results of the 3rd quarterly examination, which highlighted areas where a significant portion of the class struggled to demonstrate mastery. These observations, coupled with the understanding that contemporary issues courses equip students with critical thinking skills essential for responsible citizenship (DepEd Curriculum Guide, Philippines), underscored the felt need to address these learning gaps.

Similarly, a study by Swain and colleagues (2019) found that the use of SIMs in teaching social justice issues led to significant improvements in students' critical thinking skills and ability to apply their knowledge to real-world problems.

Statement of the Problem

Generally, this action research aimed to improve the least learned competencies of the grade 10-Gratitude in Contemporary Issues.

Specifically, the study also sought answers to the following questions:

1. What are least learned competencies that may be identified based on the results of the 3rd quarterly examination?
2. What strategic intervention material can be proposed to address the least learned competencies of grade 10 students in contemporary issues?
3. Is there a significant difference in the result of the pretest and posttest in the implementation of Strategic intervention material?
4. What is the level of effectiveness of the strategic intervention material as perceived by the students?

METHODOLOGY

Research Design

This action research used a quantitative research method that is a process of collecting and analyzing numerical data. It can be used to find patterns and averages,

make predictions, test causal relationships, and generalize results to wider populations. Bhandari, P. (2022, November 24).

This Classroom Based Action Research utilized the descriptive method of research which is used to gather information about the nature of the situation and the present condition. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. McCombes, S. (2022, October 10).

The research design that was used is survey research. Surveys are used to gather data by asking relevant questions to the respondents who are thought to have the relevant information we are seeking to acquire.

Generally, a formal list of questionnaires was prepared which is circulated to the respondents and they can self-report their thoughts. The researcher uses a non-disguised approach so that the survey participants know exactly what they are answering. The respondents are asked basic questions such as their demographic details, and the topic of interest.

Respondents

This action research's respondents are the students from the grade 10 class of section Gratitude in New Cabalan National High School during the school year 2022-2023. The number of participants depends on the number of students who have failed on the identified least learned competency. From the result of the 3rd quarterly examination, the identified participants in this classroom-based action research are all males that are students A, B, C, D, E, and F from section gratitude's grade 10 class who did not achieve the passing score of 60% or 30 points in the 3rd Quarterly examination test.

Table 1. shows the participants of this action research according to their quarterly examination scores.

Participant	Quarterly Examination Score
A	20
B	23
C	23
D	24
E	28
F	29

Research Instrument

There were three instruments that were employed in this classroom-based action research. First, the third periodical examination, which includes a 50-item test, acts as the determinant of the least learned competencies. The third quarterly examination is divided into two halves. The first section consists of 42 multiple-choice questions, and the second section has 2 essay-style questions for 8 points. To confirm the validity of the instrument, a Table of Specifications is provided, and item analysis is used to determine the least learned competency. The second instrument is the 10-item questions in the Strategic Intervention Material that served as the pretest and the posttest. Lastly, the "Student's perception survey" to determine the effectiveness of the SIM as perceived by the students.

Statistical Treatment of Data

The obtained data in this action research was totaled, tabulated, and statistically treated. The pre-test and post-test verbal descriptions were determined using frequency and percentage. The DepEd-recommended standard forms the basis for the score interpretations. To ascertain whether there is a significant difference between the pre-test and post-test results, a paired-sample t-test was also employed.

Table 2. Score Interpretation in Pre-test and Post-test

Scores	Abbreviation	Verbal Interpretation
9-10	O	Outstanding
7-8	VS	Very Satisfactory
5-6	S	Satisfactory
3-4	FS	Fairly Satisfactory
1-2	DNME	Did Not Meet Expectations

**DepEd Order No. 8 s. 2015*

Results and Discussion

Table 3. consists the comparison of the level of knowledge before and after the Intervention

Scores	PRE-TEST		POST-TEST	
	Frequency	Percentage	Frequency	Percentage
9-10	0	0%	4	66.7%
7-8	0	0%	2	33.3%
5-6	3	50%	0	0%
3-4	3	50%	0	0%
1-2	0	0%	0	0%
=10 pts.	Average: 4.5 Fairly Satisfactory	=100%	Average: 9 Outstanding	=100%

**Legend: 9-10(Outstanding), 7-8(Very Satisfactory), 5-6(Satisfactory), 3-4(Fairly Satisfactory), 1-2(Did not meet expectations)*

While none of the participants' pre-test results fall into the "Did not meet expectations" group, their average scores do fall into the "fairly satisfactory" category, which interprets as "Passed" in accordance with the DepEd Order No. 8 s. 2015. However, before giving the students the post-test, the researcher provided them the SIM so the participants could master the identified least learned competencies. The total post-test results are classified as "Outstanding" with an average of 9 points, as can be seen in table 4. Particularly, two participants score in the "Very satisfactory" range, while four participants score in the "Outstanding" range, demonstrating the effectiveness of the strategic intervention material.

Table 4. Results of the t-test of pretest and posttest mean scores

	Test mean	t-value	p-value	Remarks	Interpretation
PRE-TEST	4.5	-10.51	0.00	Reject Ho	There is a significant difference in the pre-test and post-test results after the strategic intervention material given to grade-10 Gratitude.
POST-TEST	9				
Gain Score	4.5				

The above table compares the pre-test and post-test mean scores of the grade-10 Gratitude. With the initial 4.5 mean, it gained an additional 4.5 mean score after the intervention program, making the post-test mean score equivalent to 9. The t-test for paired samples results in a t-value of -10.51 and a p-value of 0.000.

This means that the difference between the posttest and pretest is significant, thus, rejecting the null hypothesis. This could mean that after being exposed to the researcher-made SIM, the participants achieved better understanding of their least learned competencies. The findings also confirmed the findings of the studies done by Miguel (2012), Estacio (2008), and Soberano (2010). The general interpretation of the findings is that, "There is a significant difference in the pre-test and post-test results after the strategic intervention material given to grade-10 Gratitude".

Table 5. Students' Perception on the Use of the Strategic Intervention Material

Students' perception on the use of the SIM was gathered through the perception survey questionnaire. The survey consisted of 10 statements about the SIM that were translated into Filipino and utilized a four - point rating scale. It was given after the enrichment card of the SIM. Table 6 summarizes the results of the survey.

Statements	1(SD)	2(D)	3(A)	4(SA)	SD	Weighted Mean	Interpretation
1. The objective was clear at the beginning and I have achieved the objective after the whole lesson.	0	0	1	5	23	3.8	SA
2. The content and directions of the SIM are easy to understand.	0	0	1	5	23	3.8	SA
3. The SIM helped me to take the lesson at home or another place while studying and answering.	0	1	5	1	21	3.5	A
4. The SIM helped me to deeper understand the lesson.	0	0	0	6	24	4	SA

5. The SIM added and provided knowledge that I did not know before.	0	0	2	4	22	3.6	SA
6. The content of the SIM is sufficient for me to answer the questions and activities.	0	2	2	2	18	3	A
7. The pictures helped stimulate my understanding of the lesson.	0	0	2	4	22	3.6	SA
8. I enjoyed the activities done in this SIM.	0	0	2	4	22	3.6	SA
9. I can share with others what I have learned in this SIM.	0	1	4	1	18	3	A
10. I can recommend this SIM for those who are confused about the lesson.	1	0	1	4	1	3.3	SA
Overall Weighted Mean						3.5	Strongly Agree

*1.0-1.75 (Strongly Disagree), 1.75-2.5 (Disagree), 2.5-3.25 (Agree), 3.25-4.0 (Strongly Agree)

Table 5 illustrates the level of effectiveness of the SIM as perceived by the students. The majority of them firmly believed that the SIM's objectives were clear and that they had accomplished them by the end of the entire lesson. They all concurred totally that the information and instructions are simple to understand in statement number 2. With a weighted mean of 3.5, students "agreed" that the SIM made it easier for them to take the lesson home and study it elsewhere. The SIM appeared to have aided the students in developing a deeper understanding of the lecture, according to statement number 4, which had the highest weighted mean of 4. A significant portion of the students strongly agreed, as seen by statement number 5's high weighted mean of 3.6, that the SIM added and gave knowledge they had not previously known.

While two students disagreed with the statement number 6 that the SIM's material is sufficient for them to respond to the questions and activities, two others agreed, and the remaining two strongly agreed, translating their average scale as "agree". Statement number 7, "The pictures helped stimulate my understanding of the lesson", gained a weighted mean of 3.6 which is interpreted as strongly agree. The 8th statement which is determining the student's perception on enjoying the activities done in the SIM attained a 3.6 weighted mean which simplifies that the majority of the students strongly agreed with the statements. On statement number 9, with a weighted mean of 3, one of them disagreed, four of them agreed, and the remaining one of them strongly agreed, making the average be simplified as "Agree". The last statement, which determines if the students may recommend the SIM for those who are confused about the lesson, gathered a 3.3 weighted mean which translates as strongly agree.

Overall, the weighted mean gathered from the 10 statements, interpreted as "Strongly Agree", making the SIM effective as perceived by the student.

Conclusion

1. The study found that prior to the intervention, identified students of the Grade 10 Gratitude had satisfactory and fairly satisfactory knowledge of the least learned competency.
2. After the intervention program, students in Grade 10 Gratitude obtained scores ranging from very satisfactory to outstanding.
3. The Strategic Intervention Material is effective based on the t-test result showing a significant difference between the pretest and posttest.
4. The students strongly agreed that the strategic Intervention Material is effective based on the student's perception survey.

Recommendations

1. Teachers may use Strategic Intervention Materials on the identified least learned competencies per quarter.
2. Since the SIM that was made is only a modular set-up, teachers may use E-SIM to determine the difference of its effectiveness.
3. Teachers may collaborate with each other in exchanging ideas to promote effective SIM.
4. The administration may give the teachers the tools, resources, and workshops they need in order to make an efficient and continuous remediation of the least learned competencies.

5. It may be possible for the administration, instructors, and parents to work together to reduce, if not completely eliminate, the number of students requiring remediation.
6. Since the SIM was only applied in a small population, a parallel study may be conducted with a higher number of students to further validate the effectiveness of the SIM.

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***MEME: Visual Presentation Integration
to Improve the Academic Performance of Grade-9 Euclid***

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Keywords

Educational Memes, MEME Integration, Academic Performance, Triple-S Construct, Innovative Teaching, Digital Learning, Pedagogical Tools, Student Engagement, Traditional Instruction.

Abstract

This quantitative study explores the integration of educational memes (MEME) to enhance academic performance among Grade-9 Euclid students at Regional Science High School III. Rooted in the concept of memes as cultural transmission units, the research employs a one-group pretest-posttest design and quasi-experimental design. The 20-item self-made questionnaire assesses the impact of MEME integration, revealing a statistically significant improvement in academic performance. Mean percentage scores shift from 75.85 (pre-test) to 83.54 (post-test), as confirmed by a paired samples t-test.

Student-created memes, categorized by the Triple-S construct (Structural, Social, and Specialized levels), demonstrate diverse engagement: 30% Structural, 23.33% Social, and 46.67% Specialized. A moderate positive correlation (0.672) between critical analysis and post-test results underscores MEME integration's positive impact on understanding.

The study's findings emphasize MEME's potential as a pedagogical tool, actively engaging students and fostering critical thinking. The results encourage educators to explore similar innovative approaches, effectively bridging the gap between traditional instruction and the digital interests of contemporary learners. The study contributes valuable insights to the educational landscape, advocating for the adoption of MEME integration to enhance learning outcomes.

INTRODUCTION

Contemporary learners are immersed in diverse online social platforms such as Facebook, Instagram, and Twitter, enabling easy access to vast information on the internet. The ongoing technological evolution profoundly influences the youth, presenting an opportunity to leverage internet memes for educational enhancement. Traditional approaches to preparing visual presentations during class discussions may fall short in engaging modern learners. To captivate their interest, integrating educational memes

proves effective, serving as a bridge towards student engagement. The versatility of online memes, with varying contexts, deems them suitable for modern educational methods.

The term "meme," coined by renowned biologist Richard Dawkins (1989), is derived from the Greek "mimesis." Its etymology intersects with the English words "mime" and "mimicry," as well as the French term 'meme' ('the same') (Cannizzaro 2016). Dawkins defines a meme as "a unit of cultural transmission" that spreads through imitation in the meme pool, leaping from brain to brain. Internet memes are now recognized as carriers of information and knowledge.

Numerous studies affirm the feasibility and encouragement of using online memes in diverse learning areas. Bini and Robutti's research (2019) underscore the success of internet memes in the social arena, emphasizing the pivotal "aha" moment when learners comprehend the humor. Mason (2014) describes this moment as a "disturbance," provoking learners to take initiative and utilize their inherent powers of making sense.

Hatfield's study (2018) highlights that educators are not the sole group using memes to connect with audiences. Delta Air Lines, as featured in Professional Safety in 2015, incorporated popular internet meme characters like "Keyboard Cat" and the "Annoying Orange" in pre-flight safety videos. Mauricio Parise of Delta commended the memes as a means to tap into the zeitgeist, capturing customers' attention and emphasizing the effectiveness of memes beyond educational settings.

Calimbo's study (2016) on Philippine Political Internet Memes reveals that humor inherent in memes ridicules natural phenomena, unveiling their anomalous nature. This implies that netizens are not ignorant but rather aware of the actions of those in power, challenging perceptions created by authorities.

The primary objective of this research is to enhance academic performance among Grade 9 – Euclid students at Regional Science High School III. The approach involves introducing online memes into visual presentations as a Modern Experimental Means of Education (MEME). The study aims to establish a novel connection with learners through a graphical interface. Through meme integration, students are anticipated to gain awareness of societal events, drawing from both historical and recent meme developments. Furthermore, the research seeks to evaluate and develop students' critical thinking skills in deciphering educational memes within the context of current events and the lessons being taught.

Statement of the Problem

This study aimed to improve the academic performance of Grade 9 – Euclid at Regional Science High III, specifically it would answer the following questions;

1. According to the Triple-S construct, what is the level of critical analysis of Grade – 9 Euclid towards their contextualized/created memes?
 - 1.1 Structural Level;
 - 1.2 Social Level;
 - 1.3 Specialized Level
2. Is there a significant difference in the academic performance of the students before and after applying MEME?
3. Is there a significant correlation between the Level of Critical Analysis of the students and their post-test results?

Hypothesis

1. There is no significant difference in the academic performance of the students before and after applying MEME.
2. There is no significant correlation between the Level of Critical Analysis of the students and their post-test results

METHODOLOGY

Research Design

This study adopted a quasi-experimental one-group pretest-posttest quantitative research design to systematically assess the effectiveness of integrating Modern Experimental Means of Education (MEME) for Grade 9 – Euclid students at Regional Science High School III.

The chosen design, considered a quasi-experimental approach, involved measuring the outcome of interest twice: initially before and subsequently after exposing a non-random group of participants to the MEME intervention. This design aligned with within-subjects' experiments, resembling a scenario where each participant underwent testing under both control and treatment conditions.

The research employed a strategic selection process for participants, ensuring a non-random yet representative group. The pre- and post-tests, administered at the commencement and conclusion of the teaching intervention, adhered to the module developed by the Department of Education (DepEd) and were structured around the defined Most Essential Learning Competencies (MELCs), ensuring alignment with the curriculum.

The assessment of academic performance focused on predetermined learning competencies, allowing for a nuanced evaluation of the MEME intervention's impact. The anticipated improvement in students' academic performance, if present, established the data collected as a foundational basis for the study's conclusions. This methodological

approach aimed to provide a rigorous and systematic analysis of the MEME intervention's effectiveness in enhancing academic outcomes among Grade 9 – Euclid students.

Respondents

The participants in this study consist of Grade 9 – Euclid students enrolled at Regional Science High School III. The study specifically focused on one section, 9-Euclid, as the target group for the intervention. The selection of this group was non-random but aimed to represent the larger population of Grade 9 students at the school.

Research Instrument

The primary research instrument employed in this study was a self-made questionnaire designed to assess students' critical thinking skills in comprehending educative memes. The questionnaire comprised 20 items strategically crafted to align with the study's objectives. Additionally, the meme analysis utilized the Triple-S construct, developed by Bini and Robutti (2019), to categorize student-created memes based on their structural, social, and specialized levels.

Statistical Treatment of Data

To organize and process the collected data, the Statistical Package for Social Sciences Version 25 (SPSS) was utilized. The following statistical techniques were employed to address the study's specific concerns:

1. **Frequency and Percentage Distribution:** This technique was employed for meme analysis, categorizing and understanding the prevalence of memes at different levels (structural, social, specialized).
2. **Mean Percentage Score:** The pre- and post-test scores were subjected to Mean Percentage Score analysis. This method allowed for the comparison of academic performance before and after the MEME intervention.
3. **Pearson r or Non-parametric Test Equivalent:** This statistical technique was employed to identify the correlation between scores and respondents' perceptions, providing insights into the relationship between critical analysis and post-test results.
4. **T-Test (Dependent and Independent):** T-tests, both dependent and independent, were conducted to determine if a significant difference existed between pre- and post-test scores. These tests contributed to the assessment of the effectiveness of the MEME intervention in enhancing academic performance among Grade 9 – Euclid students

Findings

The following are the statistical results and findings along with the interpretation thereof of the data gathered

Table 1

Normality Test for Pre- and Post-Test using Shapiro-Wilk

	Statistic	df	Sig	Remarks
Pre-Test	0.811	30	0.000	Non - Normal
Post-Test	0.936	30	0.072	Normal

a. Lilliefors Significance Correction

1. Descriptives

Table 2

Descriptive Statistics of the Pre- and Post-Test Results of the Respondents Using the Mean Percentage Score (MPS) and the Achievement Level of DepEd Memorandum No. 160, s. 2012

	Mean	Sd	Remarks
Pre-Test Scores	15.17	1.262	Moving Towards Mastery
Post-Test Scores	16.77	1.654	Closely Approximating Mastery

The table illustrates the Pre-Test and Post-Test scores, revealing a mean of 15.17 and 16.77, respectively. This indicates a marginal increase in the overall mean of the students following the implementation of MEME. The Pre-Test scores suggest that students possessed a foundational understanding of their previous social studies concepts, albeit weaker compared to the scores observed after the implementation of educational memes.

Meanwhile, the standard deviation of the Pre-Test (1.262) and Post-Test (1.654) demonstrates a reduction in the amount of dispersion, signifying that the scores of the students were more closely clustered around the mean during the Post-Test phase. Utilizing the Mean Percentage Score (MPS) and referencing the Achievement Level of DepEd Memorandum No. 160, s. 2012, the pre-test means obtained a 75.85 MPS with a corresponding remark of "Moving Towards Mastery," while the post-test mean achieved an 83.54 MPS, warranting a remark of "Closely Approximating Mastery."

Table 3

Difference between the Pre- and Post- test using Paired Samples t-test before and after the implementation of MEME set at a significance level of 95% (0.05).

	Mean	Sd	t	Sig.	Remarks
Pre Test	- 15.17	1.262	-5.442	<0.000	Significant
Post Test	- 16.77	1.654			

Table 3 reveals the statistical significance of the disparity between the Pre- and Post-tests through Paired Samples t-tests conducted before and after the implementation of MEME. The calculated T-statistic value, registering at -5.442, corresponds to a probability value of 0.00001, significantly below the predetermined alpha value of 0.05. Consequently, the null hypothesis is rejected, as indicated in the table.

The implications of these findings indicate a notable difference in students' academic performance before and after the incorporation of educational memes. This suggests that the inclusion of educational and contextualized memes in presentations significantly enhances students' mastery and overall academic performance.

Table 4

According to Bini and Robutti (2019) triple-s construct - LEVELS

LEVEL OF CRITICAL ANALYSIS	FREQUENCY	PERCENTAGE
STRUCTURAL	9	30%
SOCIAL	7	23.33%
SPECIALIZED	14	46.67%
TOTAL	30	100

Table 4 outlines the segmented levels of critical analysis among the student respondents. For the Structural Level, 9 students, constituting 30% of the entire respondents, submitted memes falling under this category. The Social Level comprised a total of 7 students, equivalent to 23.33% of the respondents. Lastly, the Specialized Level, identified as the highest level according to the triple-S construct, included 14 students, making up 46.67% of the respondents.

The categorization of respondents' outputs aligns with the rubrics established in the study by Bini and Robutti (2019), which are detailed below:

- The first meaning of a meme pertains to its existence as a meme, characterized by a specific and shared structure, graphics (font, color, and text position). This corresponds to the Structural Level.
- The second meaning of a meme is conveyed through shared conventions linked to viral images, compositional setups, and accepted syntaxes, placing it at the Social Level.
- The third meaning of a meme is embodied by images, symbols, or text referencing a specific topic (mathematical, political, physical, or other), situating it at the Specialized Level.

Analyzing students' memes in connection to the triple-S analysis, it is evident that all productions adhere to the structural meaning. Moreover, they prompt viewer engagement by mobilizing emotional reactions due to misalignments between different parts of text or between text and image. The examination of the social meaning reveals an element that transcends the boundary, emphasizing the maintenance of common identity (Star & Griesemer, 1989, p.393).

Table 5

Relationship between the Level of Critical Analysis of the Student Respondents and their Post – Test Results

Variable	Coefficient of Correlation	Sig.
Level of Critical Analysis of the Student Respondents and their Post – Test Results	.672	0.000

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

Table 5 illustrates the connection between the critical analysis level of student respondents and their post-test results. The data reveals a moderate positive correlation, with a coefficient value of 0.672 and a significance level of 0.000. In simpler terms, a higher critical analysis level corresponds to a higher post-test score. Notably, all students in the specialized level experienced score increases following the implementation of MEME.

These findings establish a significant correlation between the level of critical analysis among students and their post-test results. Therefore, students who are adept at engaging with and comprehending digital memes showcase a higher level of understanding. The encouragement of students to create memes and videos aligns with

various objectives, capitalizing on the participatory nature of the digital world and leveraging the concept of identity as a "perfect candidate for the role of 'the missing link' in the researchers' story of the complex dialectic between learning and its sociocultural context" (Sfard and Prusak, 2005, p.1-43).

Conclusion

The primary goal of the research was to improve students' academic performance by introducing and integrating educational memes as a teaching approach. The outcome has revealed the following:

1. The integration of educational memes significantly improved students' academic performance.
2. Respondents exhibited diverse levels of critical analysis in creating memes, showcasing the richness of their engagement.
3. A positive correlation emerged between critical analysis levels and post-test results, emphasizing the impact on academic development.
4. The rejection of the null hypothesis confirmed a substantial difference in pre-test and post-test scores, affirming the MEME intervention's effectiveness.
5. Contextualized memes played a crucial role in enhancing lesson comprehension, fostering a connection between entertainment and knowledge.
6. Moreover, the implementation of MEME successfully increased student interest, creating a dynamic learning environment that blends entertainment and knowledge acquisition.

Recommendations

1. Embrace the new teaching norm by incorporating digital materials (MEMES) to facilitate meaningful and enjoyable learning experiences.
2. Acknowledge that memes, far from creating informal learning, infuse fun and excitement into the educational process, enabling students to relate and apply their creativity.
3. Implement the MEME intervention consistently across all discussions, with a special focus on subjects like Social Studies, leveraging their relevance to address contemporary issues.

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***Point Banking Badges (PBB) Method:
 Its Impact on Learner's Attitude toward Social Studies***

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Keywords	Abstract
<p><i>Attitude improvement, Learner engagement, Quasi-Experimental design, Point Banking Badges (PBB) Method, Student motivation, Academic performance.</i></p>	<p><i>This study aimed to improve Grade 10-Copper learners' attitudes towards Social Studies through the implementation of the Point Banking Badges (PBB) Method. Before the intervention, learners' attitudes, class participation, and output compliance were assessed. The PBB Method, rewarding active participation and timely submission with badges, was implemented over three weeks.</i></p> <p><i>Results indicated a significant increase in learners' attitudes towards Social Studies, with their average score rising from 3.63 to 4.00. Class participation improved from 50% to 70%, and output compliance increased from 47% to 63% throughout the study.</i></p> <p><i>The findings demonstrated the effectiveness of the PBB Method in fostering positive attitudes and enhancing learner engagement in Social Studies. Statistical analyses, including the computed T-test, confirmed significant differences in attitudes before and after the intervention, highlighting the method's positive impact.</i></p> <p><i>This quasi-experimental study utilized a one-group pretest-posttest design to evaluate the effects of the PBB Method. It provided valuable insights into educational strategies aimed at enhancing student motivation and participation in learning, particularly in the context of Social Studies education.</i></p>

INTRODUCTION

Schools play a vital role in shaping the future citizens of the country. It is not only committed to feeding the minds of the learners but also serves as a preparatory ground for them to become equipped and functional members of society. In relation to this, a subject like Social Studies takes a huge part in executing the Citizenship Education and promoting civic competence at school. According to the National Curriculum Standards for Social Studies, the primary purpose of this learning area is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse,

democratic society in an interdependent world. However, the essentiality of this subject remained unrecognized and unappreciated by the learners as they have only to study it as part of their curriculum. About this, as cited in the study made by Dundar & Rapoport (2014), when it comes to attitude toward social studies, the importance attributed to this subject in schools does not correspond with its mission; it is not deemed as important as it should be. This underemphasize on the importance of social studies is one of the reasons why the subject has been often ignored compared to other core subjects such as reading, science, or mathematics.

In the Philippines, the social studies K-12 Curriculum Guide of the Department of Education states that its goal of teaching is to develop students' understanding regarding the primary ideas of historical, geographical, political, and economic issues. The curriculum emphasizes understanding, rather than memorizing the concepts and terminologies, (Relevance of Social Studies amid Covid-19 Pandemic Published May 11, 2021). However, there is already a stigma associated with this subject. As cited in the study made by Guimba (2016), many students were not interested in Social Studies for several reasons, and traditionally, for many students, Social Studies is a subject that they either love or hate. They see it as either discovering the past or memorizing dates. Also, many researchers have noted that students in elementary and middle schools see social studies as one of the least interesting and most irrelevant subjects in the school curriculum (Chapin, 2006). Concerning this, many researchers also outline several reasons for students' predominantly negative attitudes toward social studies. Although all the reasons are interconnected, they can be roughly split into two categories: motivational and curricular.

In the current pandemic scenario where teachers must deal with various learning modes, student motivation is of paramount importance, (Nagpal, 2020). The issues of student motivation and rewards have long been of interest to those who spend much of their working lives in the classroom, (Morris, 2014). However, as Kohn's research indicates (1993), rewards are not effective in the long term. The behavior was corrected without trying to understand why it was happening in the first place or by helping the child understand why it was important to learn to control his behavior. He also added that a reward can be effective in controlling behavior but it does not support children in developing a good value system, nor does it help students become critical thinkers, self-directed learners (Kohn, 1993, pp. 42-43).

To cite Regional Science Highschool III, a school that implements a specialized science and mathematics-oriented curriculum, mainly for academically strong adolescents, learners might have the tendency to prioritize their studies in their school's three main core subjects namely, Mathematics, Science, and Research. This could actually affect their attitude and performance in their other subjects like Social Studies.

Based on data gathered by the researcher through the interviews she conducted with the selected students from different grade levels, their responses showed that the subject they like best are Mathematics, and Science though they also admitted that these

subjects are also the same learning areas that they are having a hard time. They also have a similar response when they are asked what areas in Social Studies they find interesting. All of them answered, "The History itself" because they were able to trace back the origins of everything that they are studying in their other subjects.

As one of the future educators geared toward the "new normal" setup, the discomfort brought by this pandemic should lead us to the creation of effective and efficient strategies that will further improve the learner's engagement through the use of motivation by the implementation of a reward system in their synchronous and asynchronous classes which can be rooted on their attitude toward their learning areas.

This classroom-based action research aimed to seek improvement in the attitude of learners from Grade 10- Copper of Regional Science High School III in Social Studies subject through the implementation of the Point-Banking Badges (PBB) Method. It is a strategic intervention that has an objective to motivate the learners in participating excellently both in their synchronous and asynchronous classes.

Statement of the Problem

This Classroom-based action research aimed to improve the attitude of Grade 10- Copper learners of Regional Science High School III towards Social Studies through the use of the Point Banking Badges (PBB) Method.

Specifically, this action research paper sought to answer the following:

1. What is the attitude of the grade 10 learners toward Social Studies before and after implementation of the PBB Method?
2. How can the level of performance of the participants during the intervention be described in terms of:
 - 2.1 Class Participation
 - 2.2 Compliance with Output
3. Is there a significant difference between the attitude of the grade 10 learners towards social studies before and after the use of the PBB Method?

Hypothesis

Ho: There is no significant difference between the attitude of the grade 10 learners towards social studies before and after the use of the PBB Method.

METHODOLOGY

Research Design

In an attempt to seek an improvement on the learner’s attitude toward social studies in Regional Science High School through the use of the Point Banking Badges (PBB) Method, this paper is Quasi-Experimental design in nature. Gopalan et al (2020) defined Quasi-experimental research designs, as the use of non-experimental (or non-researcher-induced) variation in the main independent variable of interest, essentially mimicking experimental conditions in which some subjects are exposed to treatment and others are not on a random basis. Specifically, the researcher will employ a one-group pretest and post-test design wherein all the participants are given the same treatments and assessments, (Allen, 2017). This design will help the researcher identify the effects of the intervention on the attitude of the grade 10 learners towards social studies in three weeks.

Respondents

The thirty (30) students from Grade 10 Copper enrolled in Regional Science Highschool III for the S.Y 2021-2022 served as respondents to whom the pre-test questionnaires were administered during the third quarter; a post-test at the end of the 3rd quarter; each was given a survey and retrieved 100% thereof.

Research Instrument

The researcher administered a self-made questionnaire for pre-test and post-test consisting of 15 items indicators that revealed the attitude of the grade 10-Copper learners toward Social Studies before and after the implementation of the Point Banking Badges (PBB) Method.

The Point-Banking Badges (PBB) Method serves as a research instrument in this study, aiming to address learners' negative attitudes and lack of engagement in learning. Comprising two categories—class participation and output compliance—learners earn points individually for active participation and timely submission of outputs. Implemented over three weeks in synchronous and asynchronous class schedules, the study assesses the method's impact on grade 10-Copper learners' attitudes towards Social Studies. The researcher monitors the implementation and outcomes across both class schedules, focusing on improving student motivation and participation. The PBB Method acts as a tool to evaluate its effectiveness in enhancing learner engagement and attitude towards Social Studies.

Table 1 shows the PBB Method Guidelines



POINT BANKING BADGES METHOD GUIDELINES		
Category	Criteria	Badge
Class Participation (Recitation)	<ul style="list-style-type: none"> Every class participation counts and is equivalent to 1 point. 	
Output Compliance	<ul style="list-style-type: none"> Learners who pass their output on time shall retain their actual score. Those who have submitted their output beyond the given due date, their scores will be automatically deducted 5 points. 	

Table 2 presented the goals and activities time frame of the PBB Method

Goals and Activities	Week 1		Week 2		Week 3	
Goal 1: To encourage individual participation during the discussion	S	A	S	A	S	A
• Online Class Recitation						
Goal 2: To encourage the on-time submission of outputs	S	A	S	A	S	A
• Giving of Summative Test						
• Giving of Assignments and take-home Activities						
Goal 3: To improve their attitude toward Social Studies	S	A	S	A	S	A
• Awarding of Badges (Individually)						

Legend: S- stands for **Synchronous Class** **DONE**
 A- stands for **Asynchronous Class** **NOT Applicable**

Statistical Treatment of Data

The proponent used the T-test in interpreting the results of data gathering as statistical parameter tools. The interpreted result will be the bases for assessing the attitude of students towards Social Studies.

Statistical tools used for thorough processing of the raw data, to wit:

1. **Percentage.** This is used to determine the level of class participation and output compliance of the respondents.
2. **Weighed Mean.** This is used to measure the extent how which the respondents were affected by personal and environmental conditions in their attitudes towards social studies.
3. **T-test.** This is used to measure the significant difference in the attitude of the respondents thus rejecting or accepting the null hypothesis formulated in the study.
4. **Likert Scale.** It is a type of psychometric scale frequently used in psychology questionnaires. In the study’s questionnaire, the Likert item took the following format:

<u>SCALE</u>	<u>RANGE</u>	<u>VERBALINTERPRETATION</u>
5	4.50 to 5.00	Strongly agree
4	3.50 to 4.49	Agree
3	2.50 to 3.49	Neutral
2	1.50 to 2.49	Disagree
1	1.00 to 1.49	Strongly disagree

Results and Discussion

FINDINGS

The Point-Banking Badges (PBB) method as a motivational strategy provided to the Grade10-Copper learners of Regional Science High School III was an effective strategy to enhance the learner’s attitude toward Social Studies. It was observed that this method has led to increased class participation and output compliance among learners in Social Studies. In this study, the researcher used a one-group pretest and post-test design to identify the changes in learners’ attitudes before and after the application of the aforementioned intervention.

The following are the statistical results and findings along with the interpretation thereof of the data gathered.

Table 4 presented the attitude of the grade 10 learners toward Social Studies before and after implementation of the PBB Method.

INDICATORS	BEFORE		AFTER	
	AVERAGE	DESCRIPTION	AVERAGE	DESCRIPTION
1. I find Social Studies likable and interesting.	3.8	Agree	4.2	Agree
2. I enjoy our Social Studies Classes all the time.	3.6	Agree	3.9	Agree
3. I can freely express my opinion/ ideas whenever possible when the topic interests me.	3.9	Agree	4.5	Strongly Agree
4. I usually do more reading about Social Studies whenever I have free time.	2.8	Neutral	2.9	Neutral
5. I am always willing to participate in our online classes in Social Studies.	3.9	Agree	4.1	Agree
6. I can handle difficult tasks related to this subject.	3.4	Neutral	3.6	Agree
7. Whenever I have a question, I am not hesitant to raise it to my teacher.	3.4	Neutral	4	Agree
8. Getting the best scores, and good grades in Social Studies is important to me.	4.1	Agree	4.2	Agree
9. I enjoy the challenge of learning in Social Studies.	3.9	Agree	4.2	Agree
10. I am motivated to study whenever I get a good score in the class.	4.2	Agree	4.3	Agree
11. I always pass my output on time.	3.2	Neutral	4.6	Strongly Agree
12. I immediately accomplish our tasks related to Social Studies.	3.1	Neutral	3.7	Agree
13. I am always excited whenever our teacher introduced our topic in Social Studies.	3.6	Agree	3.7	Agree
14. I consider this subject challenging but exciting.	3.9	Agree	4.2	Agree
15. I do not find this subject as difficult to understand.	3.7	Agree	3.9	Agree
OVERALL MEAN	3.633333333	Agree	4.00	Agree

Table 4 shows the attitude of the learners from Grade 10 Copper presenting the overall mean of 3.63 before and 4.00 after the implementation of the PBB Method, with the same descriptive rating of Agree.

Based on the gathered and computed data above, most of them are willing to participate and interested in studying social studies as the majority of the indicators got a descriptive rating of Agree. If we will compare the results on their attitude before and after the said intervention, we can see the improvement in each item, particularly on indicator 11 which pertains to their output compliance on the given timeframe during the experiment. From having an average mean of 3.2 with a descriptive rating of Neutral before to an average mean of 4.6 with a descriptive rating of Strongly agree after the intervention. This can be understood that the earning of points and badges in this category motivated them to submit their output on time during their asynchronous class schedule. This can be underpinned by indicator 12 with an increased average mean of 3.7 and has a descriptive rating of Agree after the study.

In addition to this, indicators 3 and 7 also got visible improvement throughout the execution of the study. Indicator 3 says *“I can freely express my opinion/ ideas whenever possible when the topic interests me.”* which has an average mean of 3.9 with a descriptive rating of Agree before got an average mean of 4.5 with a descriptive rating of Strongly agree after the implementation of the PBB method. This could mean that learners became comfortable speaking up in class in the span of three consecutive weeks. This may be proven true as the number of students who engaged themselves during online classes also increased which will be later on tackled in this paper. Moreover, this can be supported also by indicator 7 *“Whenever I have a question, I am not hesitant to raise it to my teacher.”* which has an average mean of 3.4 with a descriptive rating of neutral before and an average mean of 4.00 with a descriptive rating of Agree after.

On the other side, indicator 4 got the lowest average mean of 2.8 before and 2.9 after with the same descriptive rating of Neutral. This only means that most of the learners are not advanced readers in their social studies subject. They tend to participate more likely based on their prior knowledge about the given topic.

While inspiring students might be tough, the benefits are well worth the effort. Students that were motivated are more eager to study and contribute. Some learners are naturally curious and self-motivated learners. A superb teacher can make learning interesting and inspire students to realize their greatest potential even if they lack this innate motivation (Zarnigor, 2020). This is supported by the study made by Baranek (2010) when he found out that those students who are motivated by extrinsic factors complete activities in order to receive an external reward. As a result, they do not just work out events on their own, but work also to receive a reward.

Table 5 presented the *Class Participation of the grade 10-Copper learners during the implementation of the PBB Method*

CLASS PARTICIPATION DURING THE INTERVENTION						
REMARKS	Week 1		Week 2		Week 3	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
Active	15	50 %	16	53 %	21	70 %
Inactive	15	50 %	14	47 %	9	30 %
TOTAL	30	100 %	30	100 %	30	100 %

Based on the data presented above, a total of 15 students comprising 50% of the respondents were able to actively participate in the online discussion held in week 1 while the other half of the learners remained inactive. In week 2, a total of 16 students equivalent to 53% of the class, actively participated in the online discourse, and the remaining 14 students which composed the latter 47% of the class had no class engagement. Lastly, the total number of active students from Grade 10-copper increased to 21 which made up 70% of the class, and only 9 students among them remained inactive with a computed percentage of 30.

Visible improvement of the Grade 10-Copper learners' class participation from week 1 to 3 was indeed evident in the table presented above. This means the level of students' engagement in their synchronous class in social studies had progressively improved while the PBB method is applied. Indeed, extending a reward to students helps to promote positive and appropriate behavior among students in the class (Dawe, 2017). Moreover, it has also been argued that a microsystem of reward and punishment is good preparation for a society that operates in much the same way (Mills, 2017).

Table 6 presented the *Output Compliance of the grade 10-Copper learners during the implementation of the PBB Method*

OUTPUT COMPLIANCE DURING THE INTERVENTION						
REMARKS	Week 1		Week 2		Week 3	
	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
On-time	14	47 %	17	57 %	19	63 %
Late	16	53 %	13	43 %	11	37 %
TOTAL	30	100 %	30	100 %	30	100 %

Table 6 unveiled the output compliance of the learners during the implementation of the PBB Method. In week 1, a total of 14 students comprising 47% of the class had submitted their output on time while the remaining 16 students which made up the 53% of the rest had turned in their output beyond the given schedule of submission. In week 2, a total of 17 students constituted the 57% of the learners who handed in their weekly

tasks on time, and the remaining 13 students made up the 43% who handed in their work late. Lastly, an increased total number of 19 students comprising 63% of the class had passed within the given timeframe while the latter 11 students composed the rest of 37% had failed to submit on time.

In accordance with the exhibited results above from week 1 to week 3, the total number of students who successfully turned in their output on time has evidently increased progressively. This undeniably portrayed the relevance of the results of indicator 11 recorded after the intervention which has something to do with their output compliance within the provided schedule by their teacher. Moreover, we could also imply from this that the awarding of badges for those who comply early and the points deduction for those who handed in late had something to do with the evident impact of the PBB Method on the learners' output compliance in their Social Studies class.

Aksa (2018) stated that the goal to be achieved in rewarding is to increase the extrinsic motivation of students which means that they have to do an act, that can increase their awareness. The existence of the reward too is expected to build a positive relationship between teachers and students because the reward is a part of the sense that the teacher loves the student.

Table 7 showcased the Differences in the learners' attitudes before and after the implementation of the PBB Method set at a significant level of 0.05

Alternative Hypothesis	Mean Difference	Standard Error	T-Statistic	DF	Prob Level	Reject H0 at $\alpha = 0.050$?
Mean Diff. $\neq 0$	-0.37	0.07146256	-5.1775	29	0.00002	Yes

Table 7 showed the test of significant difference between learners' attitudes before and after the implementation of the PBB Method. Based on the results manifested in table 7, the computed T-statistic value -5.1775 has a probability value of 0.00002 which is less than the set alpha value = 0.05 resulting in the rejection of the null hypothesis (Ho).

In general, the tabulated result above indicated that there is a significant difference between the learners' attitudes toward social studies before and after the execution of the Point Banking Badges Method. This has proven that the giving of points in every class participation and the point deduction for those who complied with their output beyond the due time as well as the awarding of badges weekly produced certain improvement in their attitude and performance in their social studies class.

Setting expectations and making reasonable demands encourage students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind (Zarnigor, 2020).

Conclusion

The study conducted primarily aimed at improving the learners' attitude towards social studies through the Point Banking Badges Method as a motivational strategy. It has been revealed by the result that:

1. The attitude of Grade 10-Copper learners toward Social Studies before had improved after the application of the intervention.
2. The level of class participation of Grade 10-Copper was enhanced progressively from 50% during the first week to 70% in week three when the PBB Method is applied.
3. The number of students who submitted their output prior to the deadlines increased from a total of 14 students in week 1 to 19 students in week 3.
4. The Point Banking Badges Method as a motivational strategy and as a reward system implemented in the classroom inspired the learners to become more involved, interested, and active in learning social studies.
5. The awarding of Badges helped the researcher to intensify class participation and output compliance of the students.
6. Giving points to the active students and deducting the scores of those who handed in their output late greatly contributed to the outcome of the study.
7. The null hypothesis is rejected since the computed p-value is less than the set $\alpha = 0.05$.


Recommendations

Based on the result of the study it is recommended that:

1. Teachers should develop various motivational ways that will further improve the attitude of the learners toward social studies.
2. Teachers should consistently recognize the learner's accomplishments and achievements in class to inspire them to get involved in their learning process.
3. The PBB Method should be applied continuously to all classes to motivate the learners to accomplish the desired attitude and academic achievement in social studies.
4. Teachers should discuss the PBB Method within their Learning Action Cell (LAC) session so that they may seek ways to implement it in their classes.

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