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THE STATUS AND PROSPECTS OF UST LEGAZPI CASE INTEGRATION OF INSTRUCTION, RESEARCH, AND EXTENSION, 2016-2021

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ABSTRACT

The study intends to provide the current state of the integration of instruction, research, and extension in the College of Arts, Sciences, and Education in UST Legazpi. To realize such main objective, the following specific objectives are raised: 1. To determine the status of the integration of instruction, research, and extension from 2016 to 2021; 2. To describe the challenges experienced in the integration; 3. To determine the prospects in the integration. The study is qualitative type of research and employs documentary analysis and secondary data analysis as the main data gathering tools and technique. There are 29 researches produced by UST Legazpi CASE from AY 2016-17 to AY 2020-21. Based on the data, none of the 29 researches is able to realize any of the six integration models. In the span of five consecutive years, no IRE Integration is conducted in the College. There are some factors contributory to the lack of IRE Integration in UST Legazpi CASE Integration: a. lack of capacity on the part of faculty to do the integration; b. lack of time required to do the integration; c. lack of IRE Integration Program that would actually address the specificities and other concerns for doing the integration; d. lack of policy on IRE Integration in the University level; e. lack of budget to be allotted for the IRE Integration; and f. lack of incentives attached to the integration efforts. In order to address the challenges mentioned, we need to have a clear and distinct IRE Integration Program in the College anchored on a university policy for such integration backed up by intensive and extensive capacity-building activities, inclusion of research units in the faculty load, and provision of faculty incentives. Full Professors and Associate Professors should be given research fund to lead the IRE Integration with the academic support of the Assistant Professors and research assistantships of the Instructors and the academic department staff. There should be at least one IRE Integration project in the College annually.

KEYWORDS: Key Concepts: Integration Practices, Integration Models, IRE Integration Program, CASE UST-L

Introduction

The study intends to provide the current state of the integration of instruction, research, and extension in the College of Arts, Sciences, and Education in UST Legazpi. To realize such main objective, the following specific objectives

are raised: 1. To determine the status of the integration of instruction, research, and extension from 2016 to 2021 through the use of Appreciative Inquiry and SWOT Analysis; 2. To describe the challenges experienced in the integration through the use of the Problem Tree and Root Cause Analysis; 3. To determine the

prospects in the integration through the use of KII. The study is qualitative type of research geared towards articulating the academic culture in the College of Arts, Sciences, and Education in UST Legazpi. The research employs documentary analysis and secondary data analysis as the main data gathering tools and techniques. This endeavor describes the status and prospects to be generated through the lens of

organizational theory and a current model of academic culture in universities.

To facilitate the analysis on the dynamics of the trifocal function of the university, typology is made to describe the integration. Given the dynamics of instruction, research, and extension in the academe, there are six practices identified and 6 integration models to describe the IRE Integration.

The six practices are:

PRACTICES	SEQUENCE	DESCRIPTION
Practice 1	Instruction-Research	Given the contents in instruction, a research is conducted.
Practice 2	Instruction-Extension	Given the contents in instruction, an extension is participated.
Practice 3	Research-Instruction	A research is made, the results are incorporated in instruction.
Practice 4	Research-Extension	A research is made, the results are incorporated in extension.
Practice 5	Extension-Instruction	Extension is realized, the experience is utilized in instruction.
Practice 6	Extension-Research	Extension is realized, a research is made.

These practices are pathways that would lead the way to possible integration. These practices showcase the interaction of two higher education areas given the trifocal function. Each interaction shows us the clear role and interplay

instruction and research, research and extension, and instruction and extension. The identified six practices describe such interaction. There are three sets: Practices 1 and 3, Practices 2 and 5, and Practices 4 and 6.

The six integration models are:

INTEGRATION	SEQUENCE	DESCRIPTION
Model 1	Instruction-Research-Extension	Given the contents in instruction, a research is conducted, the results are applied to extension.
Model 2	Instruction-Extension-Research	Given the contents in instruction, an extension is participated, the experience is made into research.
Model 3	Research-Instruction-Extension	A research is made, the results are incorporated in instruction, translated to extension.

Model 4	Research-Extension-Instruction	A research is made, the results are incorporated in extension, the experience is utilized in instruction.
Model 5	Extension-Instruction-Research	Extension is realized, the experience is utilized in instruction, a research is made.
Model 6	Extension-Research-Instruction	Extension is realized, a research is made, the results are utilized in instruction.

To facilitate the integration of trifocal function of higher education institution, the designed practices and models are taken as tools to describe the dynamic interaction, integration in that sense, between and among instruction, research, and extension. These practices and models can now be used to provide the status of the integration in UST Legazpi CASE. There are six identified models to describe the integration

of instruction, research, and extension. Each integration model demonstrates clear interaction of the three areas. Models 1 and 2 are Instruction-led, Models 3 and 4 are research-led, and Models 5 and 6 are extension-led. Models 4 and 6 are instruction-driven, Models 2 and 5 are research-driven, and Modules 1 and 3 are extension-driven.

Table 1. Academic Researches Completed in UST Legazpi CASE, 2016-22

YEAR	ACADEMIC RESEARCH	NATURE OF INTEGRATION
2020-21, (9)	Philippine Governance in the time of COVID-19 Pandemic: A Social Critical Analysis (PH)	Research-Instruction
	Philippine Higher Education in the time of COVID-19 Pandemic towards a Framework on Flexible Learning: A Social Critical Analysis (PH)	Research-Instruction
	Assessment of Flexible Learning in UST-L CASE (ED)	Instruction-Research
	Challenges encountered by 2nd Year Students of UST Legazpi in the New Normal (ED)	Instruction-Research
	Proficiency Level of 1st Year Students in Preliminary Term Competencies of Mathematics in the Modern World through Flexible Dominican Education (ED)	Instruction-Research
	Examining Prospective Teachers' Knowledge on Assessment of Student Learning: Basis for the Preparation for the LET (ED)	Research-Instruction
	Human Rights in the Philippines amidst the COVID-19 Pandemic (SS)	Research-Instruction
	Coping Strategies of 1st Year College Students to Distance Learning at UST Legazpi (ED)	Instruction-Research

	Assessment of Blended Learning of Physical Education in UST Legazpi (ED)	Instruction-Research
2019-20,(2)	On Constants and Context Towards Reconstructing Filipino Religious Education (SS)	Research-Instruction
	Moral Acceptability on Leading Moral Issues of College Students in UST Legazpi (SS)	Research-Instruction
2018-19, (4)	A Feminist Reading of Simone de Beauvoir's 'The Woman Destroyed' (LT)	Research-Instruction
	Towards a Sustainable (Healthy) Society: Justice as Fairness in Health Care Policy-Making (PH)	Research-Instruction
	A Revaluation of Rawls's and Habermas' Justice and Reason (PH)	Research-Instruction
	The The Psychosocial Nature of Hyperreality as seen in Television Soap Operas (PH)	Research-Instruction
2017-18, (10)	The Phenomenology of Sayos (SS)	Research-Instruction
	The Ritual bath of Santo Entierro (SS)	Research-Instruction
	An Basyaw (SS)	Research-Instruction
	An Nagtagdo (SS)	Research-Instruction
	The Senior High School PE Curriculum: Students' Perspective (ED)	Research-Instruction
	Biosynthesis of Metallic Nanoparticles using Representative Bikolano Plants (NS)	Research-Instruction
	Maogmang Lugar: Happiness Index of Naga City (SS)	Research-Instruction
	Sagugurang Asin Pagtubod: A Catalyst or Inhibitor of Growth? (SS)	Research-Instruction
	An Exegesis of Rawls' Idea of Justice (PH)	Research-Instruction
	The Role of Religion in the Public Sphere based on Marx's 'On The Jewish Question' towards Human Rights-Based Emancipation (PH)	Research-Instruction
2016-17, (4)	Workplace-Oriented Instruction: A Constructivist Teaching Model for Business Communication Course (ED)	Research-Instruction

	Rawls' Idea of Justice as Fairness (PH)	Research-Instruction
	Towards a Metaethic of Supererogation (PH)	
	On Postmodernism, Culture, and Faith Relationship and Possibilities (PH)	

Discussion and Analysis

1. Status of CASE IRE Integration

There are 29 researches produced by UST Legazpi CASE from AY 2016-17 to AY 2020-21. Of this total number, ten (35%) are on philosophy, nine (31%) on social sciences, eight (28%) are on education, one (3%) on natural sciences, and one (3%) on literature. Philosophy Program and the Social Sciences, together comprising 66% of the total number, got the highest because the research leadership in the university is actually a philosophy and social sciences professor and naturally the colleagues in the discipline are highly mentored leading to the production of researches by all philosophy faculty. Based on the record of the Office of Research, from 2008 to 2021 the philosophy faculty produced philosophy, social sciences, and education researches consistently. Education having 28% shares can be justified by the fact that majority of the faculty in the college are licensed professional teachers and they are always inclined to conduct researches on teaching and learning especially in the entire period of the COVID-19 pandemic where the university implemented the Flexible Dominican Education (F-DomE) to respond appropriately to the context thereby delivering still and effectively the essential competencies for every discipline in all programs in the university. With two years of its implementation, teachers in the college intend to evaluate the implementation, describe the practices, recognize the best features, identify opportunities for improvement, and modify if necessary some aspects of F-DomE. Philosophy,

Social Sciences, and Education constitute 94% of the all the researches produced in the college. The college has no reported research work along Communication, Chemistry, and Psychology programs.

In terms of dynamics between instruction and research, there are 24 (83%) researches where the results are utilized in instruction (Practice 3) and the remaining five (17%) researches are made given or after the instruction (is) delivered/performed (Practice 1). Practices 2, 4, 5, and 6 are not observed in the College for five consecutive years. This is understandable because since almost all researches conducted (83%) the results of which are utilized in instruction vis-à-vis used by teachers in the implementation of the modules and/or taken up in the actual teaching and learning. The remaining 17% can be explained by the fact that instruction is the source or basis of the objectives or problem/s in the research. Given the typology in the practices, only Practices 3 and 1 are implemented. The college did not conduct researches using the Practices 2, 4, 5, and 6. It is more likely that the teachers need to be reminded to explore other functions as higher education institution especially in the relation of instruction and research to extension.

Based on the data, none of the 29 researches is able to realize any of the six integration models. In the span of five consecutive years, no IRE Integration is conducted in the College. As a university, one crucial feature we should have is the integration

in the trifocal function: instruction, research, and extension. This is a difficult task. There is a lack in the planning of researches in the university neglecting the IRE Integration and in effect the lack of the strategy in the university level to achieve such integration. Various academic departments also tend to forget the integration mandate.

2. Challenges in the CASE IRE Integration

There are some factors contributory to the lack of IRE Integration in UST Legazpi CASE Integration. These are: a. lack of capacity on the part of faculty to do the integration; b. lack of time required to do the integration; c. lack of IRE Integration Program that would actually address the specificities and other concerns for doing the integration;

d. lack of policy on IRE Integration in the University level; e. lack of budget to be allotted for the IRE Integration; and f. lack of incentives attached to the integration efforts.

The faculty in the college are not trained to conduct IRE Integration in any of the six integration models. Their perspective of research is only in the periphery of instruction; that is, either instruction to research or research to instruction. Though they have to fulfill their contributions to the trifocal function, they are performed but not within the frame of the IRE Integration. Corollary to the fact of the lack of faculty training for IRE Integration is the lack of time to conduct a research along IRE Integration. In the present context, the 44-hour policy in the university provides four hours of unmonitored work weekly to be devoted to research. At the end of the academic year, the faculty is expected to finish a research. The usual research completed by faculty are publishable papers that are fundamentally basic research, academic research, and action research. It is not designed for IRE Integration. There is a lack of policy that would clearly and distinctly designate a project on IRE

Integration. To realize this, it could either be part of the 21-unit load in a form of at least a minimum of six research units or it is above the workload from Monday to Friday but with a monetary compensation for the IRE Integration project/s. but of course, in order to realize it, there should be a well-defined IRE Integration Program providing the scope and limitations, responsibilities and obligations, and the expected dynamics and interactions of those who will be directly involved, which is actually such Program is missing for five years not actually in the college but actually true in the entire university. But a good IRE Integration Program even supported by a university policy is actually useless if we do not have the budget required for the IRE Integration. Office of Research, Office of the University Controller, and the Office of Academic Affairs should have solid coordination in ensuring the success of the project/s that start on the project/s budget. When all these are present, we should not forget the incentives of the researchers as much as possible in every aspect of the project/s.

3. Prospects in the CASE IRE Integration

In order to address the challenges mentioned, we need to have a clear and distinct IRE Integration Program in the College anchored on a university policy for such integration backed up by intensive and extensive capacity-building activities, inclusion of research units in the faculty load, and provision of faculty incentives. Full Professors and Associate Professors should be given research fund to lead the IRE Integration with the academic support of the Assistant Professors and research assistantships of the Instructors and the academic department staff. There should be at least one IRE Integration project in the College annually.

The university-wide IRE Integration Program should ensure that the six practices and the six integration models are in place; that is, integration projects are identified and distributed

appropriately to various academic departments. With this strategy, all practices and models are realized in the university level. Priorities have to be set of every academic head what practices and models can be realized in their respective offices for certain periods. There is a need to document all practices in all academic departments, streamline all researches in the university level, create research capsules for IRE Integration done out of workshops of academic departments spearheaded and organized by the Office of Research, and prioritize these integration project/s based on budget of the university, capacity of faculty as researchers, and determination of the academic department to meet the key performance indicators in the IRE Integration Program.

This IRE Integration Program should be a major part in the University Research Program under Research and Development section. There has to be right and proper channels to realize all the projects. Monitoring and evaluation is the key to secure the success of the integration project/s. We need to identify the research champions in every academic department and tap them to organize the people in their respective areas. These integration project/s should not be alien to the functions and dynamics of our faculty in the university. If they are involved because of their disciplinary expertise and professional experience, they will be motivated to do the project or work.

Conclusion

All higher education institutions have the mandate to realize the trifocal function: instruction, research, and extension. All members of the academe have to provide teaching and learning given concepts and principles in different area of studies and disciplines, conduct researches that would lead to knowledge generation and management to monitoring and evaluation, and accomplish extension activities to improve communities with the intervention of the

school's programs, projects, and activities. One crucial way to fulfill this duty is to secure practices and integration along each elements in the trifocal function given the nature and processes of these practices and ways of integration. To realize these things, there is a necessity for Policy, Program, and Partnership. There should be a policy where all integration activities are anchored, program that would cover all these integration activities systematically, and partnership among colleagues, inter-disciplinary, multi-disciplinary, and cross-disciplinary harnessing collaboration and teamwork.

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**Distance Learning Attitude of CASE -UST- Legazpi Students
During the Covid-19 Pandemic**

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ABSTRACT

COVID-19, the unseen enemy of the present, caused the pandemic which affected different aspects of life in the time being. Ever since the virus has been declared as the main cause of the pandemic, more than a hundred countries have closed their borders, ceased business operations and halted on-site classes as a containment measure (Cevik & Bakioglu, 2021). As schools, globally, close their doors for physical and interactive learning, almost 168 million of the students from around the world have been forced to postpone classes which jeopardizes the students' opportunity to learn and right to be educated (UNICEF, 2021). The sudden change of educational system can affect the student's attitude in learning, and in this case, the researchers chose this topic to determine CASE students' attitudes towards distance learning during the COVID-19 pandemic. The objectives of the study are as follows: 1.) to determine CASE students' attitudes towards distance learning during the COVID-19 pandemic along a.) cognitive aspect, b.) affective aspect, and c.) behavioral aspect; 2.) to identify a.) advantages and disadvantages of distance learning during the COVID-19 pandemic, b.) the coping mechanisms on the challenges in distance learning amidst the COVID-19 pandemic, and 3.) to make recommendations in overcoming the challenges encountered by CASE students in distance learning amidst the COVID-19 pandemic. This study is descriptive research which employed the mixed method of quantitative and qualitative type. The findings show that a remote learning of a student to be successful depends in part on how well it takes into account the psychological characteristics of the students who are required to learn new material outside of a regular classroom setting. During the pandemic, distance learning reduced interactions between students and between students and lecturers, but these relationships also acquired certain unique characteristics. Home-based distance learning has both potential and constraints in terms of engagement. As a result, it was revealed that during the pandemic, students had almost equal negative and positive attitudes towards distance education recognizing both its practical usefulness and pedagogical uselessness.

KEYWORDS: Distance learning, Attitude, COVID-19

Introduction

The COVID-19, the unseen enemy of the present, caused the pandemic which affected different aspects of life in the time being. Ever since the virus has been declared as the main cause of the pandemic, more than a hundred countries have closed their borders, ceased business operations and halted on-site classes as a containment measure (Çevik & Bakioğlu, 2021). As schools, globally, close their doors for physical and interactive learning, almost 168 million of the students from around the world have been forced to postpone classes which jeopardizes the students' opportunity to learn and right to be educated (UNICEF, 2021). However, living in a technological era, schools have shifted from pens and paper to laptops and internet to continue their education through remote, distance learning, a new education technique in order to maintain student's scholastic aptitude despite the current situation (Mehdar, 2020).

In the present, students and teachers are far from the normal and usual setup of the learning process and far more contrasted from the norm. Distance learning involves the use of various technologies to facilitate the learning process and communication between students and faculty (Simondon, 2021). Utilized by thousands of institutions worldwide, this type of learning is considered to be the most feasible type to bridge the gap between the need for education and continuity of learning in the time of pandemic where lockdowns and movement restrictions are in place (Ismaili, 2021). With this type of learning, learners are given the opportunity to enroll in schools, be able to attend online meetings and engage with their classmates and professors, virtually. Together with these, students may also access their educational sites and attend classes at any place and at any time, allowing the concept of flexibility to be utilized and maximized (Marjerison et.al, 2020). With the uptick of COVID-19 cases and the need for

temporary lockdown measures, the pandemic has given the education sector the ability to explore available technological resources in order to respond to the issue of provision of education in this type of situation. With the current atmosphere of distance education, this learning strategy is deemed attainable (Barrot et. al, 2021). Despite the viability of this technique, Kaban's study from 2021 revealed that university student's attitudes towards distance learning were negative as students were discontented about the limitedness of the setup and inability to socially interact with peers.

For students to be able to actively learn and absorb information, they should be eager to learn and must have a positive attitude towards learning (Sen,2013). With the incapacity to conduct physical learning, distance education provides learning opportunities in the time of pandemic. Although it can be assessed with numerous conveniences, it also entails disadvantages which affect the desirability of the setup for students. The lack of social interaction between peers, hands-on instruction, the feeling of isolation disrupts the motivation to learn and worsens discipline; these have also been seen as a major predicament in this arrangement (Ainoutdinova et al., 2017) Advantages in distance learning include the flexibility, lesser cost as compared to the expenses consumed during face-to-face classes and the availability of gadgets among students.

Although this mode bears plenty of benefits, it also holds a handful of disadvantages which continues to baffle individuals involved, especially students. Mirkholikova mentioned in his 2020 study that even if advantages are favorable, it cannot be denied that it moreover affects the attitudes and the behavior of students personally, in different aspects. As school's educational system have become heavily reliant on distance learning as an alternative medium for continuity of learning, it can be indeed

deciphered that attitudes towards this type of modernized approach, attitudes have become more inclined towards attainability, accessibility despite the limitations of the set-up (Abakumova et al. 2020). Along with the flexibility of distance learning to be comfortably accessed within homes, the equilibrium between maintaining personal plight and academic demands have become incompatible as learning has become a challenge with the existence of responsibilities and personal circumstances which heavily affect one's perspective towards distance learning. (Niwaz et al. 2019). Effectiveness of teaching and learning in this setup remains uncertain as the motivation to continuously strive for academic excellence depends on the students' outlook and enthusiasm to be active despite the limitations of the setup (Schneider & Council, 2020). As an unfamiliar method but significant in respect to time, satisfaction and dismay bears weight heavier than the other as students' abilities, opportunities and freedom are restricted within gadgets and the internet, far from the norm previously. (Ismaili, 2021).

The success of active learning will be reliant towards how students would maintain their attitudes and perspectives in this new system, but the need to address and to sort the issues that go underground must be dug up and amended (Basantia 2021). Disappointment, discontentment and envy are one of the most common feelings described by students. The loss of opportunity, motivation, uncertainty perplex university students as they continue to be immersed and completely engrossed in this type of learning arrangement (Unger & Meiran, 2020) but despite that, many remain to be hopeful and continue to reflect on the opportunity in which distance learning through computers, laptops and the internet has given as a bridge to intersect the massive necessity of enlightenment and technology as a measure in the time of pandemic (Karaca & Ilkim, 2021).

The sudden change of educational system can affect the student's attitude in learning, and in this case, the researchers chose this topic to determine CASE students' attitudes towards distance learning during the Covid 19 pandemic. The objectives of the study are as follows:

1. To determine CASE students' attitudes towards distance learning during the COVID-19 pandemic along:
 - a. Cognitive Aspect
 - b. Affective Aspect
 - c. Behavioral Aspect
2. To identify:
 - a. Advantages and disadvantages of distance learning during the COVID-19 pandemic.
 - b. The coping mechanisms on the challenges in distance learning amidst the COVID-19 pandemic
3. To make recommendations in overcoming the challenges encountered by CASE students in distance learning amidst the COVID-19 pandemic.

This research will be beneficial to different individuals which are directly influenced by the result of the current educational platforms adapted by schools and different institutions: Students will know how to improve their positive attitudes towards distance learning that will lead them to success; Teachers will be guided as to the strategies which will be used to form good connection with their students and encourage them to perform a good attitude towards distance learning; Schools will also be made aware of the attitudes of students towards Distance Learning which in that way, the school will have an idea as to what program(s) will they implement for the betterment of the students' behavior. Parents will also be informed of the results which in turn, would serve as an enlightenment of their child's attitude as well as they would understand and support them in their

studies; and future researchers which would be guided as this study would also serve as their reference in their future studies.

Methodology

This study is descriptive research which employed the mixed method of quantitative and qualitative type. The mixed method was appropriate since the objectives formulated aimed to gather quantitative and qualitative results.

A survey was conducted among college students of College of Arts Sciences and Education in University of Sto. Tomas School Years 2020-2021 and 2021-2022 to primarily derive the major data. In consideration of the protocols in effect on face to face classes/ interaction, the survey questionnaire using Google Form was sent to the students electronically through some applications such as Messenger, Viber and the likes. Total enumeration was utilized in determining the respondents. A total of 392 students from CASE were administered the survey. The retrieval rate however was only at 42.09% (165).

The survey instrument consisted of three parts. Part 1 elicited the students' attitudes on distance learning (DL) during the Covid 19 Pandemic along cognitive, affective and behavioral components. Part 2 derived the advantages and disadvantages of DL as well as the coping mechanisms on the challenges in distance learning amidst the COVID-19 pandemic and Part 3 solicited the recommendations in overcoming the challenges encountered by CASE students in DL amidst the COVID-19 pandemic. The variables of the survey instrument were culled from existing related studies on DL. Those which are appropriate to the objectives to the study were adapted.

To validate the survey instrument tool, a dry run was conducted among CEAFA students, specifically the 2EF block taking up GE 5. Modifications on the survey instrument were done, based on the comments of the validation respondents.

In order to collect the necessary information, the research utilized primary and secondary sources of data. The primary source of data were derived from the responses in the survey instrument. Other sources of data were textbooks and internet sites.

The data collected were carefully tabulated, analyzed and interpreted accordingly using descriptive statistics such as frequency and percentage.

Theoretical Underpinnings

The theories of autonomy and independence put out by Wedemeyer (1977) and Moore (1973), which represent the crucial element of the learner's independence, serve as the foundation for this study. Greater student accountability, widely accessible education, a successful blend of media and methods, adaptation to individual variances, and a wide variety of start, stop, and learn periods are identified by Wedemeyer (1981) as fundamental components of independent learning.

According to Moore (1990), "transactional distance" refers to the space that separates all educational partnerships. The quantity of communication between the student and the teacher as well as the degree of structure built into the course's design both affect this distance. When a course has more structure and less teacher-student interaction, as in certain

traditional distance education courses, there is a greater transactional distance. From closer, where there is more engagement and less structure, to farther away, where there may be less interaction and more structure, education offers a spectrum of transactions. Due to the range of interactions between teachers and students in both environments, this continuum makes it difficult to distinguish between traditional and online programs. Distance is thus dictated by the interaction between conversation and structure rather than by geography.

Three different sorts of interaction are crucial in remote learning, according to Moore (1989). His model's element that promotes motivation, feedback, and communication between the teacher and student is called learner-instructor interaction. The process through which students learn from the material is known as learner-content interaction. Learner-learner interaction, whether scheduled or unstructured, is the discussion, information sharing, and dialogue that takes place between students concerning the course.

The effectiveness of both traditional and distant education programs depends on the concept of interaction. Hillman, Hills, and Gunawardena (1994) expanded on this concept by adding a fourth element to the learner-interface interaction model. They point out that a crucial element of the model that has so far been absent in the literature is the interaction between the learner and the technology used to give teaching. They suggest a new paradigm that recognizes the importance of the interface in every transaction. Learners who lack the fundamental abilities needed to use a communication medium must spend excessive amounts of time learning how to use the technology, leaving them with little time to

actually learn the lesson. Because of this, instructional designers must incorporate learner-interface activities that let students connect effectively with mediating technology.

The current study examined how students' perspectives on distant learning affected their ability to learn in the face of the pandemic. The current health issue makes it difficult for students and teachers to interact with each other, which limits learning opportunities. Knowledge transfer was most impacted by the "transactional distance" between the teacher and the student. The degree to which students are engaged in academic activities depends on a number of transactional distance factors. The maximizing of learning is governed by distance.

But as technology has advanced, learning has benefited. Learner-instructor interaction is the term for the three interactions described by Moore (1989) as being the most representative of the use of technology as the primary medium for the delivery of educational content: motivation, feedback, and communication. Learner-content interaction is the method by which students absorb the knowledge they are exposed to. The exchange of ideas, information, and discourse amongst students about the course constitutes learner-learner interaction, whether it is structured or unstructured.

When a teacher arranges a live session or lecture through a variety of online platforms, learner-instructor interaction occurs; learner-content interaction occurs when a student independently studies the lessons in the modules created by the teacher; and learner-learner interaction occurs when a student works with or consults with other students. The DL environment and learning styles of the Covid 19 Pandemic academic context are well-represented by these three models.

Conceptual Framework



The present study aimed to determine the DL attitudes of the UST-L CASE students for School Years 2020-2021 and 2021-2022; specifically, the scope covered the three components of attitudes such as affective, behavioral, and cognitive aspects. Affective component involves a person's feelings / emotions about the attitude object. Behavioral (or conative) component is the way the attitude we have influences on how we act or behave. Cognitive component on the other hand involves a person's belief / knowledge about an attitude object. These are the way of thinking, and they shape how we relate to the world both in work and studies. For any goal or mission to be successful, attitudes are crucial. These elements are all extremely distinct from one another and can interact with one another to shape our attitudes and, in turn, have an impact on how we interact with the outside world. These components basically are the ones that truly manifest the effect of major changes in activities such as in the academic environment which in the

venue of the present study is mainly disrupted by the present health crisis.

The advantages and disadvantages of DL among the respondents amid the COVID 19 Pandemic were also derived. For every student looking to enroll in a university program or pursue a college degree, distance learning might not be the ideal option. Thus, being aware of its benefits and drawbacks might help one decide if it is the best program to follow. However, given the health situation, this was not an option; rather, it was the only one. The present study demonstrates the many benefits and drawbacks of DL as experienced by the respondents, taking into account that DL varies in terms of its usefulness to any learner. They explicitly recognized a few coping methods to the difficulties of DL as the stakeholders of the University and suggested actions to deal with these difficulties. The aforementioned indicators were developed and studied using a mixed approach of research in

order to suggest steps for DL adaptation in the COVID 19 Pandemic.

Results

The table above represents the results gather from the survey process which involved the CASE students of the university as the respondents. With the guidance of the parameters set by the objectives, the following are the ramification of the research survey. The survey

had a total of 165 respondents. The results of the survey are dissected through acquiring the percentages and frequency of the response received, and altogether are ranked individually to visualize which of the attitudes are most often adopted by the students.

Table 1 represents the attitudes of the students towards distance learning under the cognitive, affective and behavioral aspects which are all subdivided into separate tables.

Table 1a. Attitudes towards Distance learning in the Covid 19 Pandemic. (COGNITIVE ASPECT) <i>Distance Learning is...</i>			
ATTITUDES	FREQUENCY	PERCENTAGE	RANK
A useful alternative to learning topics	47	28.5%	4
Necessary in the times of pandemic in order to continue education	103	62.4%	1
Versatile and flexible	1	0.6%	10
Only way to continue studying in the pandemic	87	52.7%	2
Provides materials in one place	31	18.8%	6
Cost effective and convenient	45	27.3%	5
Not helpful in terms of learning the courses	56	33.9%	3
Irrelevant because it does not meet my expectation	27	16.4%	8
Not the only alternative to face to face classes	17	10.3%	9
Too costly	29	17.6%	7
Very draining	1	0.6%	10
I think online learning should be available for those who can't attend school physically because of work or for second coursers. Because we can	1	0.6%	10

barely learn anything from this modality. It is convenient but students tend to slack off.			
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Under Table 1a, the cognitive aspect of distance learning was tackled. Among the ten designated attitudes, the first (1st) to rank in this aspect is “Necessary in the times of pandemic in order to continue education” as it 103 students or 62.4% of the total respondents have selected this specific attitude in accordance to their personal experience. The second (2nd) to rank in this aspect is “Only way to learn continue studying in the pandemic” as 87 students of 52.7% and third (3rd) is “Not helpful in terms of learning the courses” as 56 students of almost 33.9% have

selected this outlook in response to the question. To rank fourth (4th) is “A useful alternative to learning topics” as 47 students or 28.5% of the overall respondents and fifth (5th) is “Cost effective and convenient” as 45 students or 27.3% of the students have preferred this response. The remaining five (5) attitudes namely: “Provides materials in one place”, “Too costly”, “Irrelevant because it does not meet my expectation”, “Not the only alternative to face to face classes”, “Very draining” received the response rate of 18.8%, 17.6%, 16.4%, 10.3% and 0.6% respectively.

Table 1b. Attitudes towards Distance learning in the Covid 19 Pandemic. (AFFECTIVE ASPECT)			
<i>Distance Learning is...</i>			
ATTITUDE	FREQUENCY	PERCENTAGE	RANK
Motivating	17	10.3%	8
Engaging	26	15.8%	7
Interactive	17	10.3%	8
Challenging	124	75.2%	2
Exciting	11	6.7%	9
Boring	27	16.4%	6
Stressful	125	75.8%	1
Too tasking	85	52.1%	3
Upsets me	37	22.4%	5
Makes me feel nervous	66	40%	4
Not that effective	1	0.6%	10

Under Table 1b, the affective aspect of attitudes towards distance learning was addressed. The respondents majorly responded that Distance Learning was “Stressful” as 125 of the respondents or almost 75.8% of the CASE respondents have exemplified this specific attitude, ranking first (1st) out of the ten designated attitudes. The second (2nd) in this aspect is “Challenging” as 124 of 75.2% have also chosen this factor, the third (3rd) to rank is

“Too tasking” as 52.1% of the total respondents have ticked this factor in survey implemented, fourth (4th) is “Makes me feel nervous” which mounted a 40% response from the students or almost 66 of the respondents and fifth (5th) is “Upsets me” with 66 students or 40% of the respondents. The other five outlooks, “Boring”, “Engaging”, “Interactive”, “Exciting”, “Not that effective” had 16.4%, 15.8%, 6.7% and 0.6% rates, respectively.

Table 1c. Attitudes towards Distance learning in the Covid 19 Pandemic. (BEHAVIORAL ASPECT)			
<i>Distance Learning...</i>			
ATTITUDES	FREQUENCY	PERCENTAGE	RANK
Lets me study flexibly	43	26.1%	7
Encourages me to finish my activities immediately	36	21.8%	8
Lets me adjust to various learning modalities	87	52.7%	1
Enhances my creativity and imagination	44	26.7%	6
Pushes me to study harder	28	17%	9
Causes me to be lazy	56	33.9%	5
Lets me procrastinate on academic tasks	86	52.1%	2
Diverts my focus to other activities	82	49.7%	3
Bores me a lot	21	12.7%	10
Lost my interest in studying	73	44.2%	4

Under Table 1c, the behavior aspect was listed. “Lets me adjust to various learning modalities” had the most number of ticks as 86 of the students or 52.1% of the total students involved in the research, making it the the first (1st) in the specific area. Second (2nd) is “Lets me procrastinate on academic tasks” with 52.1% response rate or 86 people in favor, third (3rd) “Diverts my focus to other activities” with 82 students relating into it or almost 49.7% of the respondents, fourth (4th) “Lost my interest in studying” as 73 students or 44.2% of the total students replied with regards to this specific attitude and fifth (5th) is “Causes me to be lazy” as 33.9% or 56 student have labeled themselves

in relation to this outlook. The rest, “Enhances my creativity and imagination”, “Lets me study flexibly”, “Encourages me to finish my activities immediately”, “Pushes me to study harder” and “Bores me a lot” had the response rate of 26.7%, 26.1%, 21.8%, 17% and 12.7%, respectively.

Table 2 represents the responses gathered from the students as to the advantages and disadvantages of distance learning during COVID-19 together with coping mechanisms done to manage academic-related stress under distance learning.

ATTITUDES	FREQUENCY	PERCENTAGE	RANK
Opportunity for job along studies	51	30.9%	7
Saves money	83	50.3%	3
Saves time	52	31.5%	9
Self-paced learning	91	55.2%	2
Flexible venue	58	35.2%	6
Assurance of safety at home	111	67.3%	1
More time with family	72	43.6%	4
Create a time-table for all tasks and assignments	43	26.1	10
More time for rest and sleep	50	30.3%	8
Easy access to available technology	67	40.6%	5
Manageable deadlines	30	18.2%	11

Under Table 2a are the advantages present in the current learning setup. The factor which ranked first (1st) in this juncture was “Assurance of safety at home” as 111 of the students of 67.3% of the survey participants have responded in this specific option. Second (2nd) in this aspect is “Self-paced learning: where 91 of the students or 55.2% of the participants have agreed that this is indeed an advantage in this type of learning situation. Ranked third (3rd) in this table is that distance learning “Saves money” as 83 students or 50.3% of the respondents conforms that this type of learning allows them to be financially harmonized in this type of setup. Fourth (4th) is that the students find that distance

learning allows them to have “More time with family” as 72 students or 43.6% of the partakers have marked this specific attitude and fifth (5th) is that the students agree that distance learning allows them to have an “Easy access to available technology” with 67 students or 40.6% have indicated this as one of the advantages faced in this current learning atmosphere. The other options, namely: “Saves time”, “Opportunity for job along studies”, “More time for rest and sleep”, “Create a time-table for all tasks and assignments”, “Manageable deadlines” had the response rate of 31.5%, 30.9%, 30.3%, 26.1% and 18.2%, respectively.

ATTITUDES	FREQUENCY	PERCENTAGE	RANK
Chances of distraction is high	145	87.9%	2
Technical and technological difficulties	147	89.1%	1
Use of complicated and unfamiliar software applications	94	57%	5
Less interaction with classmates	126	76.4%	3

Demands for self-motivation	110	66.7%	4
Incapacities of teachers on the use of ICT	42	25.5%	9
Slow feedback mechanism	81	49.1%	6
Costly online resources	67	40.6%	7
Unavailability of teachers for consultation	63	38.2%	8
Excessive cases of plagiarism	42	25.5%	9
Manageable deadlines	24	14.5%	10

Under Table 2b are the disadvantages faced by student whilst distance learning is imposed due to the pandemic. The main disadvantage faced by students are “Technical and technological difficulties” as 147 students or 89.1% of the respondents have agreed that this issue is an obvious one in the current situation, ranking first (1st). The second (2rd) issue identified as a disadvantage by students is that “Chances of distraction is high” as 145 or 87.9% of the respondents marked this specific option. Third (3rd) is that there are “less interaction with classmates” with 76.4% responses and fourth (4th) is that distance learning requires and

“Demands for self-motivation” as self-paced learning is also imposed, having 110 responses of 66.7% of the students and fifth is that distance learning would often require the “Use of complicated and unfamiliar software application” in which 94 or 57% students have agreed that this is also one of its downsides. The remaining five options, namely: “Slow feedback mechanism”, “Costly online resources”, “Unavailability of teachers for consultation” “Excessive cases of plagiarism”, “Incapacities of teachers on the use of ICT” and “Manageable deadline” garnered a response rate of 49.1%, 40.6%, 38.2%, 25.55% and 14.5%, respectively.

Table 2c. Coping mechanisms on the challenges of Distance Learning in the Covid 19 Pandemic

ATTITUDES	FREQUENCY	PERCENTAGE	RANK
Self-realistic goals	83	50.3%	4
Talk to friends	94	57%	2
Seek help/assistance from teachers and relatives	39	23.6%	10
Engage in recreational activities such as listening to music, enjoying food, etc.	116	70.3%	1
Apply study techniques	50	30.3%	7
Concentrate on the tasks	42	25.5%	8
Lessen social media interaction	51	30.9%	6
Create a time-table for all tasks and assignments	62	32.7%	5
Exercise regularly	40	24.2%	9

Get mental rest/break	115	56.7%	3
Negative thoughts and feelings	38	23%	11

Lastly, under Table 2c are the identified coping mechanisms with regards to the current learning setup. Students often “Engage in recreational activities such as listening to music, enjoying food, etc.” as 116 of the students or 70.3% of the respondents have chosen this option ranking first (1st) ; second (2nd) is that to cope with stress, students often “Talk to friends” whenever needed as 94 students or 57% have agreed in this matter. Third (3rd) is that students often seek to “Get mental rest/break” to ease their minds as 115 of the students of 56.7% ticked this option as one of the coping mechanisms; and often students would create “self-realistic goals” as this ranked fourth (4th) as a coping strategy of 83 students of 50.3% of the participants and

students often “create a time-table for all tasks and assignments” as 62 students have provided this as a coping strategy, ranking fifth (5th). Other choices including: “Lessen social media interaction”, “Apply study techniques”, “Concentrate on the tasks”, “Exercise regularly”, “Seek help/assistance from teachers and relatives and “Avoiding negative thoughts and feedbacks” obtained a response rate of 30.9%, 30.3%, 25.5%, 24.2%, 23.6% and 23%, respectively.

The last table, Table 3 involves the recommendations to coping with the challenges of distance learning encountered during the COVID-19 pandemic.

ATTITUDES	FREQUENCY	PERCENTAGE	RANK
Respond to stress correctly/properly	124	75.2%	2
Structure a plan	103	62.4%	3
Connect with classmates	94	57%	4
Follow instructions in the lesson materials correctly	77	46.7%	7
Consult teachers as much as needed	89	53.9%	5
Provide back-up system in case of power interruptions	72	43.6%	8
Set limits and news on COVID-19	36	21.8%	9
Be open to your parents on your difficulties and issues	83	50.3%	6
Get enough sleep	126	76.4%	1

The most suggested activity to cope with challenges is “Getting enough sleep” as 126 students or 76.4% of the majority of students implied that this the biggest necessity in fighting stress amidst the learning situation, ranking first (1st). Second (2nd) is that the students have determined the “responding to stress correctly/properly” is a better amendment, having 124 students’ responses or 75.2% of the total participants. Third (3rd) is that to “structure a plan” is a sound proposition in combatting challenges given by the current set up, as agreed by the 103 students or 62.4% of the participants. Fourth (4th) in this aspect is to “Connect with classmates” having the frequency of 94 or 62.4% and fifth (5th) to “Consult teachers as much as needed” as 89 students or 53.9% have indicated that this a better measure to cope with the challenges encountered in distance learning. The other five, namely: “Be open to your parents on difficulties and issues”, “Follow instructions in the lesson materials correctly”, “Provide back-up system in case of power interruptions”, “Set limits and news on COVID-19” had the response rate of 50.3%, 46.7%, 43.6%, 21.8%, respectively.

Discussion

In the cognitive aspect, the majority of the students chose “Necessary in the times of pandemic in order to continue education” as students deemed that learning is still an essential part of living despite the presence of COVID-19. Educational institutions are expected to impose the most constructive program in order to recommence education, a reason why distance learning has been adapted in many places, including in UST-Legazpi. As 62.4% of the respondents have agreed on this fact, that the only way to learn without the risk of being exposed to the virus relies on the internet, making distance learning more attainable and workable for those

with available technological resources and recalibrating their techniques for those who do not have web access (Barron et al., 2021). As the pandemic continues to ravage the globe, distance learning has made this medium the “Only way to continue studying in the pandemic” as 52.7% of the respondents chose this option. Truly, there is no other way to carry on with learning without the presence of the internet and adaptation of distance learning in this situation. Remote or distance learning has become an alternative solution to mend the predicament of this issue, as education remains to be one of the most significant sectors in this time. As over 80% of learners have been prohibited from roaming out of their homes, learning has become heavily reliant on technology and educational resources found online (Ahmadon et al., 2020). Although adapting this learning medium has become the standard in these times, 33.9% of the students have attested that it is “Not helpful in terms of learning the courses” as there is an obvious and extreme difference between studying at home and studying on-site; learning is a feat and a challenge in this setup as the unavailability of personal interaction between instructors to be able to clarify and expound lectures comes with hardships and motivation comes non-existent in this type of learning environment (Hermanto et al., 2021). Undeniably, as physical interaction still remains a threat to an individual’s well-being, distance learning is indeed “A useful alternative to learning topics” as 28.5% of the respondents have vouched for this fact as this still allows teacher-student interaction through the help of available technology and the use of internet. The increasing accessibility of technology in the current time has made distance learning more handy and well-adapted by students who have been immersed in technology for most of their lives (PSHS, 2020). Traditional learning setups involve students being present in classrooms for hours, with this involves the cost of learning which involves plenty of budgeting and expenditures to be thoroughly assessed. But

in the current setup where learning happens within the walls of the homes of students, most of the students have responded that it is “Cost effective and convenient” as almost 70% of expenditures may be set aside and be avoided as traditional learning still involves budgeting for fare, food, school supplies and miscellaneous fees required by school organizations (Gamelearn, 2020).

In the affective aspect of the study, most of the responses coming from the students leaned on the negative and cynical effect of distance learning. Almost 76% of the respondents agreed that distance learning is “Stressful”. Majority of the learners have always complained about the heightened stress they experience as most of them fear academic failure, personal and familial issues and the lack of social interaction in the setup (Chandra, 2020). Academically published journals provided evidence which explain as to the question why students feel stressed and pressured in remote learning; the feeling of distress along with the feeling of anxiety affecting their physical and mental health. Most stress-related events eventually result in physical repercussions - like fatigue, headaches and insomnia. Indeed, as majority of the respondents have recognized this factor as the top affecting factor in this aspect (Einhorn, 2021). 75.2% of the respondents have also attested that distance learning is “Challenging”. Many factors and situations make this medium challenging and difficult for many of the students. This include their inability to prioritize and time management skills, inability of instructors to accurately deploy instructions, little-to-none feedback, constant distractions and the personal issues which also surround their being (National University, 2021). Distance learning has also been found to be “Too tasking” as 52.1% of the students have responded to this fact. Continuously complaining but is truly evident, teachers and professors were dumping tasks double to triple the volume of the normalcy back in the traditional setup (Sanchez, 2020). Dumping

too many tasks to finish does not equate to students actually absorbing lectures and actively learning, this just also negates the aim of the university of holistically hone students into academic success, as this also physically and mentally deprives the student of freedom to rest and recharge (Stenger, 2018). Among these factors being highlighted, 40% of the student-respondents say that it also “Makes them feel nervous” as anxiety, privacy issues, environmental distress, internet disruptions, computer glitches and hardware issues and fear of speaking in front of many people virtually are some of the examples which makes them feel and personify this matter. Being hyper-aware of the environment brought by virtual meetings has indeed given students the sense of nervousness despite the advantages of the setup (Wirth, 2020). Distance learning have also been deemed to “Upset” students, as many issues, problems and dissatisfaction come within the current learning medium, leaving students intensely feeling emotional and mental issues as related to the learning method (Meckler, n.d.).

In this juncture, In the affective aspect of the study, most of the responses coming from the students leaned on the negative and cynical effect of distance learning. Almost 76% of the respondents agreed that distance learning is “Stressful”. Shifting from traditional to technological, it has truly given students the opportunity to adjust in accordance to their personal circumstance and level of accessibility in terms of attending classes synchronously or asynchronously. Learning modalities in this type of setup is dependent on the circumstances of students and thus, adjusting and acclimating with the demand of academic load is very suitable in distance learning (Fabríz et al., 2021). In addition, many negative but truthful feedback from students include that distance learning “Lets me procrastinate on academic tasks” since 52.1% of the student-respondents have ticked this option. Luckily, this behavior is not limited to the UST-Legazpi students only, but globally, the

majority of the students currently in this mode experiences the same. The lack of motivation and the dissatisfaction of students are the major factors as to why procrastination is an inevitable fact in this educational atmosphere. Together with lack of desire to study, students also do have low-engagement to participate in lectures and performance tasks. Since academics are self-driven, the lack of desire to accomplish leads to procrastination and dally (Melgaard et al., 2021). Another negative factor from the questionnaire gained 49.7% of the students' response as they deem that this modality "Diverts their focus to other activities". Distraction and different external factors affect the lack of focus from students. Interferences will always be present, but are more imminent in this type of setup. Different factors, from cluelessness in time management, online distractions like online games and social media, technical difficulties like internet loss or hardware damages and the sudden loss of interest being confined in homes have truly served as an impediment in students' learning and their focus towards their academic commitments (ICON School, 2021). Students mostly agreed that it also made them "Lose interest in studying", as many elements, including many of the attributes mentioned above are effectors of this fact. Losing their motivation, mainly, is one of the many factors continuously mentioned by students globally (Perez, 2021). Insinuated by many negative factors, distance learning "Causes them to be lazy" as a general mood while attending synchronous classes, as well as accomplishing asynchronous tasks. The freedom in online learning has given the students the lack of pressure together with educators not being present to look after their students and their tasks real-time. The lack of physical guidance and the self-paced learning has indeed made students even lazier, despite the flexibility and pliability of the current setup.

In Table 2a, compiled are the identified possible advantages of adapting distance learning in the educational system's current atmosphere.

First, around 67.3% of the respondents claimed that it provides an "Assurance of safety at home" since studying became more handy and students were sheltered inside their homes, affirming the well-being of the students. Without being exposed to the threats and dangers which may be encountered outside the home and beyond school premises, this eases the concern of safety among students, as well as their families as they become well-guarded in their own homes. Although digital threats may come through, students are well-equipped with basic knowledge to avoid whatever they may encounter on the internet (Te Pūkenga, 2016). Around 55.2% of the student-respondents have also identified that it allows the to adapt "Self-paced learning" without the pressure of deadlines and rush to accomplish tasks, as well as conscientiously and independently studying lectures. The availability of pre-recorded lectures, handouts and as well as the internet allows the students to explore what is within their capability at a given amount of time but are still expected to grasp lectures, therefore commitment to studying whilst following their own time are deemed as one of the top advantages in this setup (Mshayisa & Ivala, 2022). Distance learning is also considered cost effective as 50.3% of students agreed that it "Saves money" as students only spend time on their homes to study, in contrast to the traditional learning setup where budgeting is a norm which should be mastered by university students as money is a top necessity to survive schooling, as non-academic factors are still need the provision of money as part of survival (Curran, 1989). As the pandemic forced the population to become confined in their homes, this also means that students are able to spend "More time with family" since students spend most of their time interacting and bonding with their family members. This allows children and their parents to strengthen and build their relationships further and also support themselves in this time. However, it cannot be denied that despite the positive impact of spending time with family, some students experience the opposite as studies found that many students have spoken out about the mental distresses, emotional and verbal

abuse against family members. Despite the contrasting but truthful findings, it cannot be denied that students spend a huge amount of time with their families (Evans et al., 2020). As we also live in a technologically-dependent society, the availability of the internet is a basic commodity in the current time. Therefore, students identified that distance learning enables them to have “Easy access to available technology” since despite the lockdown and movement restrictions imposed, students have been able to cope with the strain of lockdowns through the internet through the use of social media and also, the educational institutions to catch-up with their shortfall brought by the pandemic. The use of the internet and available technology have allowed students to experience schooling without being physically present in their campuses (McClain et al., 2021).

Situations will always come two-fold as disadvantages also arise from the current adapted educational setup, in response to the pandemic's effect on the education sector. Although technology allows easy access to education and communication, 89.1% of the respondents identified that “Technical and technological difficulties” arise as they continue to use their devices every single day. The Internet is an unmanageable problem faced by students. Everyday, students face the fear of not being able to attend classes as a result of sluggish to none internet access. Along with this, students are made to explore various websites which endanger their computer's health in terms of viruses, malwares or phishing scams, along with digital privacy invasion. But hardware difficulties also come in places whenever computers malfunction or are damaged. Difficulties have always been a part of the daily routine whenever attending online classes (Wisati et al., 2021). As classes are held online and at the homes of the students, 87.9% of the students indicated that “Chances of distraction are high”. While the internet is a blessing in this time, it also can be deemed as the top distractor when it comes to studying online.

Scrolling through social media and chatting with friends takes the focus away from where the real discussions are taking place. Also, physical distractions like being in bed, being uncomfortable, and the general unfavorability of the students' environment distracts them from learning and accomplishing tasks (Wolfe, 2020). Students have also identified that it gives them “Less interaction with their classmates” since meetings happen in virtual rooms and messaging applications only. Being only in their computers, students often feel secluded or do not feel comfortable by being approached online/do not feel the sincerity among their classmates. Another factor is that students enjoy being in classrooms which allows them to mingle with each other, create memories and explore activities which could be done in classrooms and beyond (Al Mahadin & Hallak, 2021). Distance learning indeed “Demands for self-motivation” as the accomplishment of tasks and the absorbance of learning depends on the student's motivation to study. The student's ability to learn in this setup is dependent on their enthusiasm to comprehend their own lectures. Despite the easy accessibility of the internet, different applications are still required to be used, hence, the “Use of complicated and unfamiliar software applications” are common in this setup. Since computers are of different kinds, softwares requires specific compatibility requirements in order for these applications to work, thus complicating the accessibility of the setup itself (Yefremenko, 2021).

During the pandemic, most of the students have experienced stress of different kinds, including stresses caused by the demands of online classes. The following are the coping mechanisms mostly adapted by students to improve their motivation in studying online. 70.3% of the respondents claimed that to de-stress, they “Engage in recreational activities such as listening to music, enjoying food, etc” lifts up their moods and allows them to feel less tension in response to their problems as it buffer

negative emotions (Klaperski and Fuchs, 2021). Students also recognize that “Talking to friends” gives them the sense of peace and a shoulder to lean on whenever needed. It also gives them the sense of socially belonging despite the feeling of being alone as most of the country is locked down (Denworth & Shapiro, 2020). The feeling of pressure and tension, the external environment and familial issues rose since most of the families are in their homes. Most especially, since academics are the biggest factor which students get stressed about, they often “Get mental rest/break” is one of the coping strategy adapted by students since negative thoughts, anxiety, disruptions and responsibilities pile up to disrupt a student’s focus on studying, as well as their mental and emotional capacity. Thus, getting a mental rest is one of the most sought for strategies to survive the demands brought by the setup (MentalHealthOrg, n.d.). Since studying is mostly driven by the motivation of the student in this time, setting a “Self-realistic goal” allows them to track themselves and their accomplishments and create a goal as to how they would manage to improve themselves academically. The strain of endless tasks in the online setup have also made the students lose their time management skills. Thus, “Creating a time-table for all tasks and assignments” allows them to trace their productivity and allows them to thoroughly organize their priorities and how they would be able to finish their tasks in a specific amount of time.

The following are the most recommended activities in order to cope up with the challenges encountered in the online class setup. First, around 67.3% of the respondents claimed that it provides an “Assurance of safety at home” since studying became more handy and students were sheltered inside their homes, affirming the well-being of the students. Since many of the students do “all-nighters” in order to finish their tasks, they end up accomplishing substandard activities because of the low-activity of the brain caused by the lack of sleep. Studies

have shown that getting a “good-night sleep” of around 8-9 hours allow the students’ brain to function at its peak (The Importance of a Good Night’s Sleep for Maximum Learning Potential, n.d.). Since stressors are continuously present, 75% of the students attest that “Responding to stress correctly” allows them to develop solutions quickly, rather than sulk on the problem on their own. To “Structure a plan” lifts a heavy weight off a student’s shoulders. This means that being organized, creating a time-table and preparing ahead of time will lift the challenge and will easily help students to accomplish their tasks. Even though classes are online, “Connecting with classmates” remains a big part of a student’s way to cope in order to respond to stress. Socially interacting with friends and their peers allows the student to be exposed to any possible stress, including academically-inclined ones. “Consulting teachers as much as needed” is also part of their recommendations as the online class setup limits the students’ exposure to their lectures, compared to the traditional setup. Despite the lack of physical interaction, messaging applications and educational platforms like Google Classroom may still serve as a bridge to communicate with students to their teacher or means of clarifications.

Conclusions

The country's educational system was significantly impacted by the COVID 19 Pandemic. The COVID-19 uncertainty has affected the lives of vulnerable learners, changing their mental health, educational opportunities, and future aspirations. Along with a lack of conducive space, one of the major causes is the digital gap, which is getting worse and more obvious as more and more education moves online. While acknowledging that many universities and colleges are substituting online assessment tools for traditional exams, young people struggled access to a tablet or laptop at home causing stress and anxiety in coping with school tasks.

The findings show that a remote learning of a student to be successful depends in part on how well it takes into account the psychological characteristics of the students who are required to learn new material outside of a regular classroom setting. During the pandemic, distance learning reduced interactions between students and between students and lecturers, but these relationships also acquired certain unique characteristics. Home-based distance learning has both potential and constraints in terms of engagement. As a result, it was revealed that during the pandemic, students had almost equal negative and positive attitudes towards distance education recognizing both its practical usefulness and pedagogical uselessness.

Recommendations

The study's findings suggest putting learning recovery strategies in place. The school's top priority should be making sure that behind-schedule pupils get the assistance they require to catch up to expected learning goals.

The University should also be better equipped to seamlessly switch between in-person and online study as needed. This would safeguard children' education not only against pandemics in the future but also from other shocks that could force school closures, such calamities or unfavorable weather conditions. Additionally, it will open up possibilities for more personalized teaching and learning strategies that will also address the negative attitudes towards DL.

It will be vital to create adaptable curriculum that can be taught in person or online in light of this. In the event of future school closings, instructors also need to be better prepared to manage a variety of IT equipment. It will be beneficial to provide quick training

sessions to enhance their digital skills. Rebuilding and strengthening education systems during the post-pandemic period should be a top priority. Building a future education system that can utilize blended learning models more effectively is crucial in order to meet all learners where they are and to offer more specialized teaching methods.

Maintaining positive relationships with students and families is essential, especially during distance learning. Students who learn and think differently and their families will likely need more frequent check-ins. Teachers will also need to decide on the best platform and manner for check-ins in collaboration with the school and family. Be mindful that families could be overburdened at the moment and unable to reply. Regular check-ins with challenging kids can help determine why they're struggling and what could be helpful. Always keep in mind that trauma or chronic stress can make it very difficult to concentrate on homework. Numerous stressors that students are now facing could have an impact on their learning.

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Relationship Between Spirituality and Happiness Among Filipino College Students

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Abstract

Happiness is the ultimate goal of everyone's life. Most of human being seeks happiness in their job, prestige, relationships, and wealth but not in relation to their spiritual nature. Happiness is all about being fully alive, fully human and fully divine. The present study investigated the correlation between spirituality and happiness among first year Filipino college students ($n = 1,012$). The study employed a correlational design with convenience sampling technique. Spiritual Attitude and Involvement List (SAIL) and Oxford Happiness Questionnaire instruments were utilized in collecting the data. Data were analyzed using Pearson correlation analysis. Results revealed a statistically that spiritual attitude and involvement, the spiritual dimensions of Meaning and Trust were moderately and have a positive significant relationship with the level of happiness of the participants at $r = .411^{**}$; $.556^{**}$; and $.429^{**}$ respectively. The spiritual dimensions of Caring for Others, Connectedness with Nature, Transcendent Experience and attending Spiritual Activities has a weak and a positive significant correlation with the level of happiness of the participants at $r = .257^{**}$; $.230^{**}$; $.296^{**}$; and $.339^{**}$ respectively. Results also showed that spiritual dimension of Acceptance has a weak and negative significant relationship with the participant's level of happiness at $r = -.062^*$. This study highlighted the importance of spirituality in the achievement of being fully human, fully alive and fully divine. Ultimately, the current study underscored the need to focus on the happiness of a person in relation to their spiritual nature.

Keywords: Spirituality, Happiness, Religiosity

Introduction

A human being is essentially spiritual by nature, an embodied spirit. This nature can be realized by being fully human, fully alive and fully divine. In this sense, spirituality is understood as an 'innate human characteristic' (Perrin, 2007). It involves a search for meaning in life, and it connects to our greater and transcendent self. This is what Finnegan (2008) said that spirituality is a way for the human ego to transcend and transform. Most authors said that spirituality is a universal human experience. It is something that

touches and transforms everything. In a traditional conceptualization of spirituality, it is considered a process of reformation which aims to recover the original shape of the human being in accordance to the image of the Divine. In modern times the emphasis is on subjective spiritual experience. It may denote almost any kind of meaningful activity or blissful experience. It denotes a process of transformation, but in a context separate from or within organized religious institutions.

The word spiritual comes from Latin root "spiritus" which means "breath"

referring to the breath of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. It is an ability to see the sacred in the ordinary, to feel the poignancy of life, to know passion of existence and to give ourselves over to that which is greater than us. Its aim is to bring about greater love and compassion for all people and living things. Its effect: good physical and mental health.

Spirituality is thought to include a system of beliefs that encompasses love, compassion and respect for life. Spirituality is at the core of all religions. Spirituality is to some extent a one-to-one communication with the divine without the influence of any organization or a set of dogmatic views. It is based more on personal experiences rather than the experience of others. Spirituality is about our existence relationship with others, the universe and us. Spiritual development provides us with the insight and understanding of others and ourselves. Spirituality change man's escapism attitude, his aggressive and carnal behavior and gives him a strong will and purity of mind and intellect and control over his desire. Simply, spirituality extends beyond the physical, material and self to a state called transcendence.

A considerable number of studies have focused on understanding and analyzing the relationship between spirituality and happiness. Argyle (2001) presented a tripartite conceptualization of happiness consisting the average level of satisfaction over a specific time period, frequency and degree of positive effect and the relative absence of negative effect. Diener, et. al., (2002) found that happiness is related with positive emotions whereas intellectual, emotional and spiritual growth balance our material pursuits and make us happy. Happiness can be achieved provided one has the wisdom of discovery, the wisdom of contentment, the wisdom of gratitude, the

wisdom of giving and wisdom of self-cultivation (Tsou and Lue, 2002). According to Witmer and Sweeney (1992), a human being needs to have the following five 'characteristics of wellness' to have a healthy life span: spirituality, self-regulation, work, love and friendship. These five characteristics are part of a 'wheel of wholeness'. 'At the centre of this wheel of wholeness is spirituality'. Spirituality helps people cope with everyday stresses by giving them hope and meaning in life through the values they live out on a daily basis (Witmer & Sweeney 1992).

Reviewing empirical studies of spirituality and its connections to well-being, Hill, Peter, Pargament, Kenneth (2008) identified significant links between religion, spirituality, health, well-being and happiness. Fariborsa and et. al., (2010), investigated the relationship between nurses' spiritual intelligence and happiness in Iran. Results showed that there is a significant relationship between the Spiritual intelligence and Happiness. Sharma and Sharma (2016) studied the correlation between spirituality and happiness among graduate students. The result showed that there was positive high correlation between spirituality and happiness.

Through the review of literature one can conclude that there are many researches on spirituality, health and subjective well-being but very few researches on spirituality and it's relation to happiness among Filipino students. So, for the present study, the researcher decided to undertake a research on this relationship among Filipino students.

Statement of the Problem

Most people never understand that their spirituality can be a source of their happiness. One of the reasons of this is that some are more religious than spiritual. In this

sense, they are bound to their religious codes, creeds, rituals and practices but never transcend it to a deeper level of spirituality. They become so devoted to their religion, to their religious standards but never understand the very purpose of its existence. Sometimes religion restricts them in aligning with their spiritual nature. They have no understanding that religion is only the stepping stone to become more spiritual. Religion is only a component of spirituality. Spirituality provides more insight and understanding of the very purpose and meaning of human beings existence. Spirituality extends beyond the physical, material and self, beyond any religion. Spirituality connects all religion. For this reason, most people never consider spirituality as the source of their happiness, well-being, or flourishing. It is always sidelined or relegated. The source of happiness is only on material, physical and satisfaction of one's ego. Limit their happiness to the codes, creeds, ceremonies and practices of their religion.

Objectives of the study

The aim of the present study was to study the relationship between spirituality and happiness among first year Filipino college students.

Hypothesis

1. There is a positive significant relationship between spirituality and happiness.
2. There is no positive significant relationship between spirituality and happiness.

Significance of the study

Given the limited research into the relationship of spirituality and happiness among Filipino participants, this study will add to the growing literature on understanding these constructs. Moreover, this research would augment the need to

understand the contributions and benefits of spirituality on the well-being and health of the person practicing it. It may assist policy makers and educators to make use of spiritual activities that will bring freedom to people's miserable, frustrating and broken life.

This paper also responds to the mandate of the UST-Legazpi that offers for the spiritual, moral and emotional formation and development of its members. Most especially the CREED Department that offers a psycho-spiritual formation programs centered on the Gospel values and the Dominican tradition. Lastly, results of this paper would suggest developing a holistic academic and religious/spiritual program and formation for students.

Methodology

1.1 Participants

One thousand fifty-five (1,055) students participated in this study, only one thousand twelve (1,012) first year college students of UST-Legazpi were included in the study, 43 participants had incomplete data and were removed from the study. The participants were taking Religious Education at the time the data were collected. Mostly of the participants were female (608, 60.10%); Male (404, 39.90%). Participants were within the age group of 16-18 (413, 40.8%), age 19-21 (553, 54.6%), age 22-24 (35, 3.5%) and age 25-28 (11, 1.1%).

The study used a convenience sampling method in determining the participants. Informed consent forms were provided to them with information about the purpose of the study, procedures, potential benefits and risks of participating, and instructions for accessing the required materials.

1.2 Procedure

The data of the spiritual attitude and involvement of the participants were taken from the previous descriptive study of the Office of Religious Affairs entitled: Exploring the Spirituality of UST-Legazpi First Year College Students. This study employed a quantitative research approach, specifically a correlation design. The researchers employed this design in order to determine or estimate the extent which the spiritual attitude and involvement and its dimensions were related or change in an identifiable pattern the level of happiness of the participants. It was used to measure the strength and direction of the linear relationship between the spiritual attitude and involvement and the participants level of happiness (Creswell, 2014).

Two standardized paper and pencil questionnaires were distributed to gather the data. Participants filled out the questionnaires after giving their consent and completion of the demographic questionnaire. It took about 15-20 minutes to complete each questionnaire.

1.3 Measure

The researchers employed the Spiritual Attitude and Involvement List (SAIL) instrument to capture the spiritual traits of the participants in order to answer the specific problem of this study. This measurement considered spirituality as a multidimensional construct and avoid religious bias. It is a 26 items which represents seven subscales: Meaningfulness, Trust, Acceptance, Caring for Others, Connectedness with Nature, Transcendent Experiences and Spiritual Activities. Each item is scored on a range from 1 to 6. Sum scores were obtained by calculating the mean score on the items of each subscale (Eltica de Jager, 2012). It used a six-point scale that

ranges from not at all (1) to a very high degree (6).

Another instrument used by the researchers was the Oxford Happiness Questionnaire. Responses to the items were scored on a 6-point Likert scale, from Strongly Disagree (1) to Strongly Agree (6). Total score was divided by 29. The higher score indicates higher happiness. The scale has sufficient reliability of alpha co-efficient of .74. (Argyle & Hills, 2002).

The researchers used the Microsoft SPSS version 21 to analyze the data.

Results

The data presented in this section aimed to answer the objective of this study which is to know the relationship between spirituality and happiness.

Table 1
Means and Standard Deviations of SAIL, its Sub-scale and the level of Happiness (OHQ)

Scale and sub-scale	Mean	Standard Deviation
Level of Happiness (OHQ)	3.83	.64
Spiritual Attitude and Involvement (SAIL)	4.19	.58
Meaning	4.26	.96
Trust	4.01	.87
Acceptance	4.92	.81
Caring for Others	4.55	.79
Connectedness with Nature	5.11	.98
Transcendent Experience	3.52	.76

Spiritual Activities
4.09 .94

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

Overall, the spiritual attitude and involvement of the participants got the Mean of 4.19 and with SD .58. The dimension of connectedness with nature had the highest mean (M= 5.11, SD = .98). The level of participant’s happiness is somewhat happy or moderately happy or simply satisfied (M = 3.83, SD = .64). The lowest mean in the subscales was the transcendent experience (M = 3.52, SD = .76).

The table showed the relationship between spiritual attitude and involvement, its sub-scale and the level of happiness. Results provide a weak and moderate significant relationship between the variables. The relationship between the spiritual dimension of connectedness with nature and the level of happiness is positively weak. The relationship between the spiritual dimension of acceptance and the level of happiness is negatively weak.

Table 2
Correlation between Spiritual Attitude and Involvement (SAIL), its Sub-scale and the Level of Happiness (OHQ)

Scale and sub-scale	Level of Happiness (OHQ)
Spiritual Attitude and Involvement (SAIL)	.411**
Meaning	.556**
Trust	.429**
Acceptance	-.062*
Caring for Others	.257**
Connectedness with Nature	.230**
Transcendent Experience	.296**
Spiritual Activities	.339**
N	1,012

Note: N=1,012, $p < .01$

** . Correlation is significant at the 0.01 level (2-tailed).

Preliminary analysis of the relationship between the spiritual attitude and involvement, its sub-scale and the level of happiness showed that there is a positive and negative significant relationship at $p < .01$ level of significance. The spiritual attitude and involvement (M=4.19, SD=.58), the spiritual dimensions of Meaning (M=4.26, SD=.96), and Trust (M=4.01, SD=.87) are moderately and have a positive significant relationship with the level of happiness of the participants at $r = .411^{**}$; $.556^{**}$; and $.429^{**}$ respectively.

The spiritual dimensions of Caring for Others (M=4.55, SD=.79), Connectedness with Nature (M=5.11, SD=.98), Transcendent Experience (M=3.52, SD=.76), and the Spiritual Activities (M=4.09, SD=.94) have a weak and a positive significant correlation with the level of happiness at $r = .257^{**}$; $.230^{**}$; $.296^{**}$; and $.339^{**}$ respectively.

The spiritual dimension of Acceptance (M=4.92, SD=.81) has a weak and negative significant relationship with the participant’s level of happiness at $r = -.062^*$. Thus, the research hypothesis of this study is proved, that there is a positive correlation between spirituality and happiness. The null hypothesis of this study is therefore rejected.

Discussion

The present research was aimed at studying the relationship of spirituality and happiness among UST-Legazpi students. On one hand, the above results showed that the spiritual attitude and involvement, the spiritual dimensions or sub-scales of Meaning, Trust, Caring for Others, Connectedness with Nature, Transcendent Experience and participation in Spiritual Activities have a positive moderate or weak significant relationship with the level of happiness of the participants, this suggests that when these variables increases the level of happiness of the participants increases also. This means that when participants are increasingly spiritually involve and exuding care for others, trusting self and others, being connected with nature, experience some power greater than himself, purposely and meaningfully driven and participating any spiritual activities, participants level of happiness also increases.

Numerous literatures agree with this result that spiritual attitude and involvement is correlated with happiness. A person who is more spiritual feels more connected to life, feels more satisfied with life, finds peace and harmony in everything he does, believes that God, or a greater power, is always with him, in his or her every action. Sharma and Sharma (2016) studied the correlation between spirituality and happiness among graduate students. The result showed that there was positive high correlation between spirituality and happiness. A person who is more trusting, caring, loving, persons that protects and appreciates nature, finds meaning in all things even in challenging times and situations also creates happiness in their lives. So the person who thinks like this will naturally be happier and more content than those who don't.

On the other hand, the spiritual dimension of Acceptance has a weak and negative significant relationship with the participant's level of happiness, this suggests that when this spiritual dimension increases, the level of happiness of the participants decreases or vice versa. This means that when a person increasingly accepts wholeheartedly the things beyond their control, the negative events or situations they experience in their lives, the level of their happiness decreases.

This finding is supported by the literature. It provides that acceptance is a vital sign of one's happiness. Acceptance means a person's recognition of all aspects of one's life-positive or negative. One main facet of acceptance is to be ready to let one see their true-self and others and accept past error, actual or real. According to MacInnes, 2006; Fey, 1955; Chamberlin & Zhang, 2009; and Carson & Langer, 2006, acceptance of self and others-positive or negative aspects of life is linked to more general psychological well-being. It influences life satisfaction directly and indirectly. Individuals with a probability of high acceptance were linked with scoring high on self-actualization. It means that a person's degree of fulfillment or happiness with himself, others, the things around him/her-is by regarding their rights and replying positively to them despite recognition of specific errors, frustrations and pain. This also includes acceptance of the things beyond their control.

Conclusion

This paper answers the question whether there is a correlation between spirituality and happiness. The results provide empirical evidence that there is a moderate to weak positive significant relationship between spirituality and happiness. The researcher comes to a conclusion that the spiritual attitude and

involvement, especially when a person is caring for others, connected with nature, trusting, accepting their self, others and their situations-positive or negative, finding meaning and having purposeful attitude in life, and finally experience the transcendence in the ordinary are more happy and satisfied. Spirituality makes a person more open to positive emotions and feelings.

This knowledge can be used by education policy makers, administrators, teachers and counselors to focus on the development of spirituality among students, which not only would help them in their mental health, but also in many other social, personal, emotional and psychological areas. The development of programs for promotion and development of spirituality is still in its infancy stage in the Philippines. Catholic Educational institutions are more focus on religiosity. Public institutions are constraint by the idea of the separation of Church and state, thus, spirituality and religiosity is not part of their programs. This could be an important area for future research. Also, comparative analysis between Religious and Public educational institutions that could help throws more light on the spiritual formations of their students. Having a more enlightened view about the importance, benefits and correlates of spirituality can have long term positive consequences in terms of personality development, mental health and social development of the students.

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Challenges Experienced by Social Research Students during COVID-19 Pandemic:

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ABSTRACT

The COVID-19 pandemic is one of the greatest challenges that the different sectors of society have ever faced, especially educational institutions. Because of this, various academic plans and protocols were made to respond to the global predicament, such as a sudden shift to modular distance learning. As one of the learning areas taught in the University of Santo Thomas-Legazpi Junior High School Department, the Social Research aims to help Grade 10 students obtain the necessary knowledge and skills they may utilize in different aspects of their lives. The subject requires actual research output from the students but because of restrictions, various adjustments were made to help them accomplish the academic task. This study aimed to identify the challenges experienced by Social Research students during the COVID-19 pandemic, determine the coping strategies employed by the selected Social Research students, and articulate suggestions and recommendations to address the challenges. A phenomenological research design was utilized and the investigation was done through Interpretative Phenomenological Analysis (IPA). An interview guide was designed to determine the experiences of the Social Research students. Findings show that various problems hampered the students in accomplishing their research, but they were able to employ various coping strategies to overcome the challenges.

Keywords: *COVID-19, Social Research, Online Class, Aralinks*

INTRODUCTION

The Corona Virus Disease (COVID-19) pandemic has affected the whole world and drastically influenced the various institutions and sectors of many countries. Governments were forced to create immediate responses to alleviate the negative implications of the pandemic, among these, are implementing lockdowns, travel restrictions, closure of physical classes, ban on social gatherings, and strict enforcement of physical distancing (Petherick, et al., 2021). Educational institutions are directly affected by the pandemic, which was mandatorily closed and

as a result implemented plans and procedures to ensure that quality education is sustained and provided (Tria, 2020). To respond effectively to the pandemic crisis, the Philippines and other Southeast Asian countries through their educational agencies presented various strategies with the main aim to ensure learning continuity using various modalities such as online and modular learning while protecting the safety, health, and well-being of the learners, teachers, and personnel (Department of Education, 2020). Despite the rigorous plans and programs of the

schools to cater to the learners' needs, various problems occurred especially in delivering the lessons of various academic subjects (Pe Dangle & Sumaoang, *The Implementation of Modular Distance Learning in the Philippine Secondary Schools*, 2020).

As one of the learning areas, the research seeks to discover answers to questions through the application of scientific procedures. Its main aim is to find out the truth which is hidden and which has not been discovered yet (The University of Kashmir, 2022). Moreover, it can be seen as a series of linked activities moving from a beginning to an end. Researchers identify a problem, formulate research questions, determine the answer and decide the specific procedures for collecting the data, and analyze to answer the research questions (SOAS University of London, 2022). Because of its vital role in measuring and developing the knowledge and skills of the students, Senior High Schools in the Philippines included research as a major subject. Students from academic tracks such as Accountancy, Business, and Management (ABM), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM), and General Academic are required to take this subject which is described as a culminating activity that develops critical thinking and problem-solving skills through qualitative and quantitative researches (Department of Education, 2022). The University of Santo Tomas-Legazpi, one of the premier universities in Bicol region emphasizes in its research program "the interdependence of instruction, research, and extension as an integral part of the trifocal function of a university. Through such integration, the university is towards the complete realization of being a research university responsive to global, national, and local needs and realities." Its vision to advance the frontiers of knowledge from across disciplines led to the inclusion of research subjects in Junior High School (Science High School Program), Senior High School programs,

as well as college courses (University of Santo Tomas-Legazpi Research Manual, 2021).

Grade 10 Science High School students of UST-L are required to take Social Research as one of the prerequisite subjects for them to be confirmed as official completers of the program (source?). The students are facilitated as they explore social realities, explain social life, evaluate the status of social issues, understand human behavior and action, and suggest possible solutions to social problems (Sarantikos, 2013). Generally, this subject is under the Social Sciences Department, which mainly focuses on the fundamentals of quantitative and qualitative research as applied to relevant socio-political and cultural issues confronting the students and the school community as a whole (Bausa, 2018). Due to the pandemic, the UST-L management adopted one of the learning modalities, the online learning system called Phoenix Aralinks in teaching the social research subject. Its promotion of 21st-century learning and digital learning culture enables the school to have rich, relevant, motivating, and memorable learning experiences (Phoenix Aralinks, 2022). Yet this entails a sudden shift in educational approach, and since both teachers and students are highly conditioned in a traditional face-to-face class, research instruction and learning become more challenging. Thus, the researchers conducted this study to understand more about the difficulties experienced by social research students, as well as to provide possible solutions to improve the quality of learning.

Various literature and studies were written and conducted regarding the impacts of COVID-19 to research instruction and learning. Taken as a whole, numerous challenges, as well as opportunities, arose due to this global predicament. It was found out the COVID-19 pandemic lockdown directly affected the academic performance of students of varying degrees (Mahdy, 2020). It was revealed that the most important factors behind the student's dissatisfaction with the online learning experience amidst the pandemic are a distraction

and reduced focused psychological issues, and management issues (Maqableh & Alia, 2021). In connection with this, many problems in distance learning were experienced by Philippine university students, such as unstable learning connectivity, insufficient learning resources, vague learning content, poor peer communication, poor learning environment, and physical and mental struggles (Rotas & Cahapay, 2020). According to American Psychological Association, the pandemic affected many researchers, students, and academics. Due to the limited in-person activities, research and training in higher education institutions have been disrupted. As a result, many graduate students have faced new challenges. (Ramos, 2021). Ithaka S+R, a non-profit academic agency, found out that the pandemic and associated disruptions have had a major effect on the US academic research enterprise. In fact, many traditional research activities were largely suspended, except for COVID-19-related and other essential research (Radeckl & Schonfeld, 2020). Because of this, many researchers in the US experienced less productivity and an inability to advance potentially exciting discoveries (Omary, Panettieri, & Scotto, 2020). To support this, it was found that the significant decline in research productivity of the faculty and students was contributed to the factors such as a perceived lack of feedback on research, concerns for health, and feelings of isolation (Barber, et al., 2021). COVID-19 also ignited another parallel viral pandemic, the proliferation of research with less to no scientific integrity. The need to balance the rapid access to new scientific data while ensuring integrity must be given paramount consideration to avoid the threat of causing panic or erroneous decisions (Dinis-Oliveira, 2020).

Despite the various challenges experienced by the students, they were able to adopt strategies and look for opportunities to cope with the impacts of the pandemic. In the United States, a study on the benefit-finding strategy revealed that students learned to be grateful, experienced unexpected personal

growth, and made new clarity for their future. These results suggest the importance of benefit finding a strategy to strengthen the ability of the students in facing the challenges brought on by the global pandemic (August & Dapkewicz, 2021). University students in Indonesia developed a medium level of online self-regulated skills in the midst of the pandemic. They attempted to resolve academic issues by improving collaboration and time management and adopting technical, educational, and effective strategies (Mahmud & German, 2021). In Saudi Arabia, university students with technological skills are more academically satisfied and were able to handle difficulties caused by the sudden shift to online learning. Hence instructors and institutions should provide proactive approaches to improve students' self-efficacy (Aldhahi, Alqahtani, Baattaiah, & Al-Mohammed, 2021). It was found that emotional intelligence strategies such as creative activities and learning new technical skills were helpful for Indian college students to alleviate the negative effects arising from the current pandemic situation (Chandra, 2020). In the Philippines, although there was an increased apprehension felt by the students regarding getting the COVID-19 infection, it was still evident that they learned to practice personal, relational, and social measures to deal with anxiety (Baloran, 2020). Filipino students also employed several coping strategies in their attempt to succeed in remote learning amid the current crisis. It was recommended that government and academic institutions should broaden and strengthen their educational services to provide greater support to the students (Rotas & Cahapay, 2021). Several opportunities also arose such as the development of crucial innovations amidst the pandemic, specifically the broader use of digital technology in new research laboratory practices (Flaherty, 2021). There are also tremendous research funding opportunities as well as collaboration in COVID-19-related research (Omary, Panettieri, & Scotto, 2020). In the Philippines, the global pandemic opened up opportunities for the country to upgrade its educational mode of delivery and transfer its

attention to emerging technologies, especially in higher education institutions (Toquero, 2020).

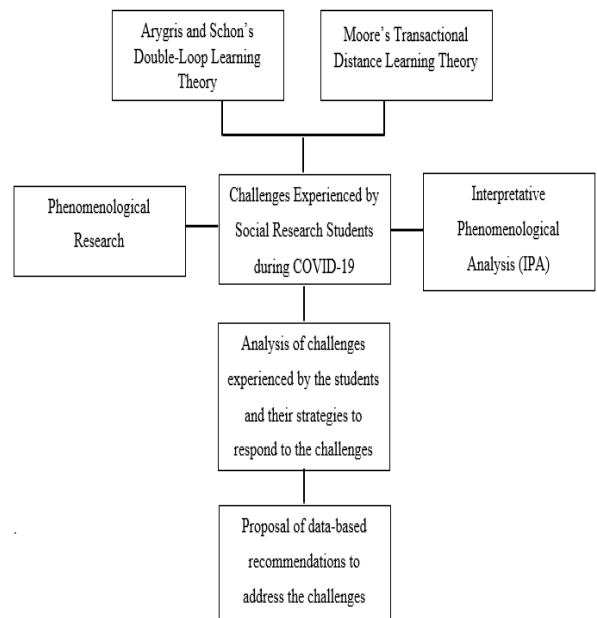
Despite the numerous attempts to evaluate the problems experienced by the students amid the pandemic and their strategies to respond to them, the researchers recognized the dearth of information related to their research topic. They also found out that there was no related study conducted in UST-Legazpi for the past 20 years. Social research students were undeniably affected by the current crisis, hence this study was intended to delve into their perceptions and experiences.

Theoretical Considerations

This study was correlated with Argyris and Schon’s Double-Loop Learning Theory (1978) which revolves around the premise that human individuals have a cognitive map inside their minds – in other words, a mental script to deal with challenges based on previous experience. People learn to develop a theory for everything and this becomes our way of coping with change, decision-making, and challenges that come our way which was called by the proponents the process of Single Loop Learning (Wheeler, 2022). On the other hand, in Double-Loop Learning is not just about changing the objective, but involves questioning the assumptions about the objective, the ways of discovering and inventing new alternatives, objectives, and perceptions, as well as ways of approaching problems (Cartwright, 2015). Second was Moore’s Transactional Distance Learning Theory (1997) which posits that in distance learning scenarios, the separation between the teacher and students can lead to communication gaps and psychological space of potential misunderstanding between the behavior of instructors and those of the learners. The nature of the transaction established between teachers and students in distance learning needs to take into account three factors: dialogue, structure, and learner autonomy (Falloon, 2011). Structure was the rigidity or flexibility of the instructional methods and strategies while dialogue referred to

the interaction between the instructor and learner during the distance learning experience. Moore later recognized with minimal dialogue, students were forced to make their own decisions and strategies, which generally leads them to exercise autonomy (Delgaty, 2018).

The cited theories guided the researchers in answering the research objectives by (1) providing an in-depth understanding of the nature of learners, specifically how they deal with various academic challenges such as the sudden shift to distance learning; (2) determining how the accumulated knowledge, skills, and experiences helped the students in making important decisions such as adopting strategies



and creating alternatives to address academic difficulties and accomplish school tasks, and (3) giving support for the researchers to offer recommendations to address the challenges encountered by the students.

COVID-19 affected the different aspects of students’ education. Shifting to distance learning posits various challenges as well as opportunities in learning Social Research, which this study intended to explore. Therefore, this study aimed to a) identify the challenges experienced by the Social Research students during the COVID-19 pandemic; b) determine

the coping strategies employed by the selected Social Research students, and c) articulate suggestions and recommendations to address the challenges.

Figure 1: Conceptual Framework Model of the Study

METHODS

This qualitative study employed a phenomenological approach which primarily focused on illuminating the specific and identifying the phenomena through how they are perceived by the actors of the situation. It is concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions, and usual ways of perceiving (Lester, 2022). This approach is typically done through qualitative interviews, which are valuable because they allow participants to provide explanations and opinions on the topic of study (SAGE Publications, 2019).

In selecting the participants of the study, the researchers followed the recommendation of Cresswell (1998) for qualitative research such as phenomenology which consists of around 5 – 25 participants (Omona, 2013). The Social Research group leaders from each Grade 10 section would be purposely chosen as the respondents, which would give the study a total of 21 participants. They were selected because they would provide the researchers with the best information since they were assigned the responsibility to lead, monitor, assign the members specific research tasks, and motivate them (United Nations University, 2022).

For the data collection, the researchers would prepare and develop a list of questions suitable for a semi-structured interview. This method is similar to structured interviews in that the topics or questions to be asked are planned in advance, but instead of using closed questions, semi-structured interviews are based on open-ended questions (Barclay, 2018).

Due to the restrictions caused by the COVID-19 pandemic, the participants of the study would be asked to participate in the interview via the cloud-based video communications app called Zoom. Out of 21 chosen respondents, only 16 of them participated in the series of virtual interviews.

The responses of participants would be collated and interpreted through Interpretative Phenomenological Analysis (IPA). This attempts to explore the personal experiences and perceptions of the participants, as opposed to an attempt to produce an objective statement of the object or event itself. At the same time, IPA also emphasizes that the research exercise is a dynamic process with an active role for the researcher in that process (Smith & Osborn, 2022). The process of IPA involves a) reading of transcript a number of times, b) noting initial responses and interpretations prompted by the account, c) identifying and recording themes methodically [conversation analysis], d) looking for connections and similarities between themes, e) grouping the themes into a more manageable number of superordinate themes [matrices analysis], and f) a making a summary table of overarching themes. IPA projects are often written up in a fairly conventional manner, with introduction, method, results, and discussion sections. (Dunworth, 2022)

Ethical Considerations

To establish and regulate ethics in conducting the research, the researchers strictly observed the following: 1) before the participants were able to participate in the study, they were adequately informed about the research, (2) together with the interview guide, a consent form were given to the respondents to secure permission before they would provide the necessary data, (3) the anonymity and confidentiality of the participants was preserved by not revealing their identities during the data collection, and (3) appropriate document sourcing and legal referencing of materials were done to avoid plagiarism (Ragma, 2019).

DISCUSSION AND ANALYSIS

This study aimed to a) identify the challenges experienced by Social Research students during the COVID-19 pandemic; b) determine the coping strategies employed by the selected Social Research students; and c) articulate suggestions and recommendations to address the challenges. Through the collection and interpretation of data through Interpretative Phenomenological Analysis (IPA), the researchers were able to achieve these research objectives.

The Challenges Experienced by the Social Research Students during COVID-19 Pandemic

Difficulty in communication and cooperation among group members

All respondents shared that the most common problem they experienced in accomplishing their research paper was a lack of cooperation and proper communication among the group members. Based on the analysis of their responses, showed that the main reason for this difficulty was a lack of motivation that led to a deficient sense of responsibility and initiative. This was highlighted by Student K, *“some of my members have a happy-go-lucky mindset, they were complacent because they thought I would be the one to do their part because I am their group leader.”* Some members tend to become unresponsive, and this made it hard for the group leaders to reach out so they could take part in writing their papers. This causes a lot of delays in accomplishing the required tasks, and usually, those members who were actively involved and cooperative were forced to double their efforts by doing the tasks which are not theirs. Student I complained, *“We have members that are so unresponsive, there were times that I have to mention their names in our group chat but they did not even reply. They would reason out that they were doing something or they were somewhere else.”* This only proved that the COVID-19 pandemic lockdown directly affected the academic performance of the students with varying degrees (Mahdy, 2020). Moreover, it

causes distraction and reduced focus, psychological issues, and management issues among students (Maqableh & Alia, 2021).

Most of the respondents pointed out that their group members' irresponsible actions affected the quality of their research outputs. They would submit their assigned tasks very close to the deadlines which made it overwhelming for the respondents who would still collate, analyze, and edit their members' submitted works. Student J revealed, *“Some members submit their requirements too close to the set deadlines. This compromised the quality of their work, and sometimes it would undergo a complete change to include them in the paper. To those who failed to do their tasks, the leader and other responsible members are burdened to do their part.”* Student G stated that since only a few members are working on their research papers, their overall group performance was negatively impacted. Students A and P disclosed a great concern about the credibility of their research works for there are members who just tend to copy and paste the information they obtained from the internet without analyzing and paraphrasing them. This challenge was related to a study that revealed that COVID-19 ignited another parallel viral pandemic, the proliferation of research with less to no scientific integrity. The need to balance the rapid access to new scientific data while ensuring integrity must be given paramount consideration to avoid the threat of causing panic or erroneous decisions (Dinis-Oliveira, 2020).

Another reason why there was difficulty in communication and cooperation among the members was internet connectivity problems and frequent power interruptions. Student F said, *“We experience internet connectivity problems and power interruptions. Sometimes it can be unstable or weak, as we all know it is very essential in our study and it really affects our productivity.”* This can be supported by a research study that stated that unstable learning connectivity negatively affected the academic

performance of the learners. (Rotas & Cahapay, 2020).

Insufficient research materials and resources

Another struggle that the respondents experienced was the lack of suitable resources for their research. They specifically emphasized how they were challenged in looking for related literature and studies. Due to the constraints posed by the pandemic, the only available references that they could utilize could be found online. The respondents also highlighted that it was hard to look for local studies that were aligned with their research topics since most of the dissertations were written by foreign authors. They also admitted that there was a dearth of research related to the objectives of their studies, and they needed to pay so they could access the relevant online materials. This resulted in the difficulty in writing the sections of their research papers. Student A elaborated, *“There was a shortage of resources due to the limitations brought by the pandemic. Online references were widely used instead of hard copy ones. It’s especially difficult to acquire relevant information and recent sources from websites that required paid subscriptions for you to have full access to the materials. Concerning the aforementioned, if a specific author or source you are looking for is not available online and there is no further research about it, it is difficult to look for other means to obtain such information.”* Student O raised a concern that most of the research they found online focused too much on one particular theme, specifically the problems and perspectives of students during the pandemic. For him this situation was so lopsided and one-sided, hence there is a great need for other researchers to delve into the experiences of the educators. Many problems in distance learning were experienced by the students, such as insufficient learning resources, vague learning contents, poor peer communication, poor learning environment, and physical and mental struggles (Rotas & Cahapay, 2020).

Heavy school workloads and problems in time management

Most of the respondents disclosed that the heavy school workloads affected the writing of their research papers. They found it hard to manage their time because other academic subjects required a lot of activities, which they needed to submit promptly as well. This also hindered the planning and conceptualization of their research since some members would tend to accomplish other activities instead. Student B shared, *“We experienced difficulty in managing our time for research writing. There are times that this activity is mixed up with other subjects. For example, as their group leader, I assigned tasks to my members. But some of them would excuse themselves because they are working on other subjects.”* Student K admitted that because of heavy school workloads, she experienced pressure as a leader who was usually in charge of the majority of responsibilities. She became the group’s safety net and most of the time her members would ask for her help. This only implied that difficulty in accomplishing tasks is worsened by the underdeveloped decision-making and time-management skills of the students which would result in their poor academic achievements (Mukwekho, 2018).

Difficulty in coordinating with the research panelists

The fourth most common challenge that the respondents encountered was they toiled in coordinating with their research panelists. They shared that some research evaluators were so unresponsive to text messages or chats. This caused a lot of delays in incorporating the important suggestions and recommendations of the panelists to improve the research papers. This resulted in the overwhelming pressure on the respondents’ part to meet the deadlines set by the research teacher. Student G pointed out, *“Some research panelists were so unresponsive, and we have to double the effort so we could ask for their suggestions and recommendations. It was hard to beat the deadline because of this.”* Student I

narrated that their group experienced hardship in consolidating the comments and suggestions because there was miscoordination among the research panelists, which was admitted by the latter. This can be supported by Moore's Transactional Distance Learning Theory (1997) which posits that in distance learning scenarios, the separation between the teacher and students can lead to communication gaps and a psychological space of potential misunderstanding between the behavior of instructors and those of the learners. (Falloon, 2011).

Issues with research instruction and delivery

Some respondents shared that they experienced difficulty in writing their research paper due to a lack of guidance. They cited that there are sections of the research that should be specifically discussed according to the needs of the group's research. Student E elaborated. *"I wish that when we write our research proposal we already had the theory supporting it. It is difficult to find a theory that would support our research."* Student F observed that the research teacher was handling 21 groups and was also the research adviser of the same group, hence they hardly received sufficient guidance and instruction. This showed that the current academic setup taught the students to take responsibility for their own learning (McIsaac & Gunawedena, 2020). Yet one evident problem of the students was their struggle with self-studying, and this could negatively impact the student's well-being (Pe Dangle & Sumaoang, 2020)

Struggles in reaching out to the research respondents

Students I, N, O, and P shared their struggles in communicating with their research participants. They shared that it was hard to conduct surveys and interviews online, and gathering their respondents needed a lot of effort since they would repeatedly message them through Messenger. Student O said, *"It's difficult to coordinate with our respondents since we are not in the face-to-face setting, and our*

respondents are composed of teachers. If it is face-to-face classes, it would be easier to write a letter and send it personally to the respondents. It's hard to connect with the teachers we don't know personally." These findings only proved the crucial role of the schools to develop a plan to enhance communication and collaboration among students and teachers to foster mutual learning and well-being (Reimers & Scheleicher, 2020).

The Coping Strategies Employed by the Selected Social Research Students

Strategies for efficient communication and collaboration

To ensure effective communication and collaboration among members, the respondents revealed various schemes. Since their present modality is online modular learning, they maximized the use of various online apps such as Google Docs and Zoom. These made their tasks easier and more convenient especially when they started editing and revising their research papers. Student A said, *"We make sure that we will work on our paper through Zoom and Google Docs. These apps really helped a lot in cooperating with one another since we can work simultaneously. I can also track the level of my members' cooperation because Google Docs has a revision history."* As group leaders themselves, they highlighted the importance of frequent monitoring through Video Calls and text messages. Most of the respondents shared that those members who were not doing their part would receive a points deduction in the Group Report Form. They also used their position as group leaders to warn them of the possible consequences of their lack of initiative.

Moreover, the respondents also understood the crucial role of leaders to promote camaraderie within the group. More than finishing the research papers, they would make sure that each member would be given specific roles and take an active part. They specifically cited that as leaders they were responsible in encouraging and helping the members who were

struggling in doing their tasks. Aside from frequent monitoring, it was also essential to instruct and guide carefully their members. Student J explained, *“Once I am done with my parts, I provide related content so my groupmates would be given ideas on how to write their parts. I also assist my groupmates whenever they need it so they will not have a hard time finishing the paper.”* Student B pointed out that it was effective for her group to allow the members to choose their roles according to their capacity. She also said that it is also important to coordinate with other leaders, so her group could also learn from them. On the other side, one stark reality was elaborated by other respondents such as Student E, *“As a group leader, I am just employing various ways to writing our paper, like answering the queries of the panelists. I became so hands-on in doing our paper, and the other two members who are actively involved.”* This only means that despite the efforts of the group leaders to maintain collaboration within their groups, some members would not really cooperate. This left them with no choice and just accomplished the majority of responsibilities. This can be supported by the study that explained the importance of self-regulated skills in the midst of the pandemic. Students should attempt to resolve academic issues by improving collaborative strategies which they could use in their studies (Mahmud & German, 2021).

Strategies for Proper Time Management

One crucial factor in effectively accomplishing the research papers was proper time management which was given emphasis by the respondents. Aside from giving the specific roles and responsibilities of each member, they also ensure that there was clear and simplified scheduling and timeline of work. As group leaders, they gave great importance to planning ahead so all the concerns would be settled such as activities in other subjects that would directly interfere in writing their papers. As Student K explained, *“In terms of making an outline, I write the tasks that they need to do and make a timetable so we can assess if we are on schedule*

or a little behind. It removes some pressure from me since it is more simplified. Aside from that, I give my groupmates an earlier deadline, whenever I give a task and tell them a fake date so they will not procrastinate. This will help me to ask for updates and so they will avoid procrastination.” The respondents perceived that it was crucial to deal wisely with their members so they would cooperate actively in writing their research paper. According to Single Loop Learning Theory, students learn to develop a theory for everything and this becomes their way of coping with change, decision making, and challenges that come their way (Wheeler, 2022). Hence, it is important to help the learners adopt proactive approaches to improve their self-efficacy, such as time management skills (Aldhahi, Alqahtani, Baattaiah, & Al-Mohammed, 2021).

Technical Strategies

These strategies involved the technical procedures in writing the paper, internet connectivity, and electricity. In writing the research, the respondents looked for relevant online websites and apps such as Grammarly, PlagScan, Google Scholar, Google Classroom, and Google Docs. These actually ensured the substance and credibility of their research papers, as well as cooperation among the members. Moreover, the respondents also make sure that they would cite relevant references by helping one another in checking them. Student P explained, *“We used Google Docs, Grammarly, and PlagScan. Regarding the writing of the questionnaires, we search for references aligned with our research topic. These were also utilized to form our conceptual framework properly.”* Since there are uncontrollable circumstances such as poor internet connection and power interruptions, some respondents shared that they avail internet data and cellphone load to connect with their members. Student K admitted that research became so overwhelming because of its unfamiliar jargon so she strategically used simplified terminologies and definitions so her members could easily understand the tasks that

they need to do. All respondents agreed that they really maximized the sources from the internet in completing each section of their research papers. It was found that emotional intelligence strategies such as creative activities and learning new technical skills were helpful for students to alleviate the negative effects arising from the current pandemic situation (Chandra, 2020).

Strategies for effective coordination with the resource persons

All respondents agreed that the success of their research also depends on their effective coordination with the resource persons such as the research teachers and panelists. Since there are certain parts of a research paper that are difficult to write, they would consult frequently with their respective resource persons. Student D explained, *“I would usually coordinate with our panelists so I could get their suggestions and recommendations immediately to improve our paper.”* The respondents also asked the help of the research teacher who was in the position to call out the students who were unresponsive, coordinate with the class advisers so the data needed for research would be accessed, and communicate with the panelists so their comments and suggestions would be obtained immediately. Furthermore, some respondents also asked for help from other people such as family members and friends who have knowledge and experience in the research field. This is evidently correlated with the findings that the students needed to learn and practice personal, relational, and social measures to effectively accomplish academic tasks and protect their well-being (Baloran, 2020).

The Suggestions and Recommendations Provided by the Social Research Students to Address the Challenges

The respondents were also asked about their suggestions and recommendations to address the challenges they encountered in accomplishing their research papers. Based on their responses, there are three areas of focus: research instruction, communication and

collaboration, and research materials and resources.

In the aspect of research instruction, most of the respondents stressed the importance of teaching the crucial information, procedures, and sections of a research paper. Since research is not an easy academic subject, the research adviser should devote ample time to instruct and guide the students so they would strategically and effectively write their papers. It was also suggested that there should be regular consultation with the research adviser or panelists to ensure the quality of research outputs. As Student A elaborated, *“The research teacher may also provide step-by-step instructions and more guidance on how to write each part of the research, especially for parts that are new to the students. He should give the students ample time to write each section of the research will be helpful as well so we can produce quality work and meet the university’s demands and standards.”* The respondents also recommended integrating more current social, economic, and political trends and issues in the lessons because most of the research topics are aligned with them. They also agreed that each research group should have an assigned research adviser so the consultation, incorporation of suggestions and recommendations, and editing would become more effective and easier. Student M pointed out that the reason why they experienced difficulty in coordinating with the panelists was that they were not able to establish a good rapport with them. Furthermore, they also suggested that all the subject teachers would collaborate to lessen the number of activities they are giving to the students especially during the 3rd and 4th quarters so each research group could focus more on writing their research. Hence, school heads and teachers should broaden and strengthen their educational services to provide greater support to the students (Rotas & Cahapay, 2021).

In the aspect of communication and collaboration, most of the respondents agreed to improve the guidelines in terms of groupings, peer evaluation, and penalties. They suggested

lessening the number of students per group because there was a tendency that some of them would become complacent, avoid their assigned tasks, and just depend on the leaders and other active members. Some respondents also agreed that the guidelines should be stricter, especially in peer evaluation and penalties so each member would willingly cooperate and participate in research writing. Hence, the group leaders would be given more authority in handling and monitoring their group members. As Student J explained, *“Please implement stricter guidelines when it comes to uncooperative students and continue the peer evaluation but with a space in which the group leader can state the penalties of those uncooperative students and those who submit late.”* It can be noted that academic institutions should provide various opportunities for students to collaboratively work with one another in research even in the midst of the pandemic (Omary, Panettieri, & Scotto, 2020).

Lastly, in the aspect of research materials and resources, the students said that they did not experience significant problems in accessing the relevant references they needed. But some respondents suggested that the university may also allow the students to access the online library so they would be able to obtain the relevant research. Student A said, *“Letting the students access the university’s online library for credible sources is beneficial in writing the students’ research.”* Student B also added that the Grade 10 students should have a Social Research textbook so they would easily grasp the topics even though they failed to attend the online class. Indeed, there is a great need for crucial innovations specifically in the broader use of printed and technological resources in research (Flaherty, 2021).

CONCLUSIONS AND RECOMMENDATIONS

This phenomenological study focused on determining the experiences of the selected Social Research students amidst the pandemic. Specifically, it focused on the challenges they

have encountered and the strategies they have employed. To gather the pertinent data for the study, the researchers had chosen 16 respondents to take part in the series of virtual interviews. The incorporation of qualitative accounts was highly utilized in the formulation of discussion and analysis. The following are the salient findings of the study: (1) using the interpretative phenomenological analysis, five common challenges were analyzed by the research, such as difficulty in communication and cooperation among group members, insufficient research materials and resources, heavy school workloads and problem in time management, difficulty in coordinating with the research panelists, issues on research instruction and delivery, and struggles in reaching out with the research respondents; (2) despite the challenges the group leaders have experienced, they were able to employ various strategies which effectively helped them in research writing; and (3) the analysis of suggestions and recommendations provided by respondents revealed three areas of focus: research instruction, communication and collaboration, and research materials and resources.

In light of these findings, the researchers formulated the following conclusions: (1) the struggles that the respondents conveyed negatively affected the smooth flow of research writing of each research group. There were prevailing reasons and consequences of these problems based on the analysis of their responses; (2) these challenges led the respondents to creatively plan and employ various strategies in important aspects such as communication and collaboration, time management, technicalities, and coordination with the resource persons; and (3) the suggestions and recommendations provided by the respondents could be used and adopted to improve the teaching of Social Research and strategically guide the students in their research writing.

Based on the findings and conclusions of the study, the researchers recommend that the University of Santo Tomas-Legazpi Junior High

School Department utilize the results of this study in creating and institutionalizing an evidence-based, responsive, and contextualized plan for research writing with the participation of core stakeholders such as school heads, teachers, and students. This should cover crucial aspects such as (a) enhancement of communication and cooperation among the research students; (b) improvement of school workload through the strategic collaboration of the subject teachers; (c) accessibility of printed and online materials and resources in research; (c) clear procedures in coordinating with the resource persons such as research teacher, panelists, and other experts in the field; (d) stricter guidelines to promote a sense of responsibility and initiative among the research students; and (e) strategic and evidence-based research teaching. Moreover, the results of this study can be used by future researchers so they can further delve into the research topic. The same research study can also be conducted in various private and public schools that offer research as one of the academic subjects. They may other research designs and a larger sample size to cover other important factors that are not emphasized due to the given limitations of the study.

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Towards A Policy Strategy Framework for the Implementation of Faculty Research Requirement in Senior High School Department of University of Santo Tomas-Legazpi

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ABSTRACT

Research output is one of the trifocal functions of a university. It becomes standard and a quality measure of Higher Education Institutions (HEIs) to foster quality. Various accrediting bodies which serve as extramural measure subject and secure HEIs for a certain standard. The PAASCU, PACUCOA, CHED, MORPHE, ISA, ISA SED, DEPED, and DBM as accrediting body for quality assurance, standards, and institution with direct function in public and private schools, universities and colleges, suggest research is a requirement at the same time standard in academic institutions. This serves as the groundwork to institutionalize research output as academic requirement which manifests in the Personnel Research Requirement in University of Santo Tomas-Legazpi. The paper develops policy strategy as framework for the implemented policy on research under *Personnel Research Requirement* (UST-Legazpi Research Manual) as requirement among faculty members in Senior High School Department of UST-Legazpi based on workshop intervention, documentation, and policy analysis. The paper is as policy research by nature in order to analyze the policy using policy data. Focus Group Discussion (FGD) was conducted among the faculty members who were present since the implementation of policy. Slackening of skills, time constrain, unreadiness, and lack of motivation were major themes elicited upon FGD. Researches transpired by faculty members were used to make meaning relative to the implementation of policy. Intervention like capability building programs was considered to analyze the issue un policy. All these led to NOISE (Need, Opportunity, Improvement, Strength) Framework which serve as the policy strategy.

Keywords: Policy Implementation, Policy Research, Policy Strategy

INTRODUCTION

Policy Issue

Research productivity in academe either higher education or basic education has been primordial equipment of development. Academic institutions put high regard on research for so many reasons: it provides new knowledge, leanings, facts, and innovation in different fields; it facilitates community in decision making; it unfolds truth; it provides solutions; it provides explanation to various problems. With this conjecture, research likewise has become a requirement for teachers as

teachers are agent of information and academe is fountain of knowledge. Academe cannot be isolated from doing and learning research for it would facilitate instruction as well. Teachers then as ‘scholars’ have the duty to comply in this demand. In fact, various schools have institutionalized research as a requirement as part of academic output of teachers. However, the efforts of teachers in basic education is solely focused more on paper works relative to instruction making them non-compliant

to the requirements in research.

The University of Santo Tomas-Legazpi as one of the various universities that uphold and put premium on research demands to its faculty members to craft scholarly work like of research. The policy implemented takes effect and demands to faculty member to do so. This however becomes problematic for it becomes burden to faculty member and it assumes faculty members to comply with.

Research as standard in HEIs is a demand and requirement for faculty members in University of Santo Tomas-Legazpi. Under *Personnel Research Requirement* on research Manual and memo issued 2019, all faculty should submit faculty research at the end of the academic year. This requirement as a policy was implemented.

On Faculty Research Requirement, Standards, Measures

Research in different contexts of the world, particularly in the Philippines, has been given premium. It is always highlighted of all institutions for it gives priorities, programs, and frameworks of development in the Philippine Higher Education Institutions (HEIs) (Clemena, R., and Acosta, S., 2017). The Commission on Higher Education (CHED) as administrative agency and has a direct function in HEIs puts emphasis on research in universities in the Philippines: it is said to be an integral component of higher education. It gives directions on how the research will work across instruction and extension. The CHED CMO 52 series of 2016 in this instance postulated platforms how research will categorically bridge the academic institutions and the needs of the nation. The Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) provided research under criterion number 2 “Research Productivity as tool for Institutional Effectives” as quality measure and standard. Such research serves as a means of development. As such, research is asked to be

transformative for it demands effectivity. Utilization of research is matter to be checked. The Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) asks for “the institution implements a research program aligned with its mission and vision, supports its teaching-learning and community engagement functions, and addresses local and national development needs.” Research then is regarded to be instrument between theory and practice of learning, of school and teacher, of teacher and student, of classroom and civic affairs. Research is also one of the Key Results Areas (KRA) in Institutional Sustainability Assessment (ISA) under CHED. This indicator presupposes that the institution is able to contribute to the discovery of knowledge by way of research. Only if the institution has its strategy for managing, developing, and applying research. This posits plans of the HEI, policies, structures, procedures, agenda, publication, conferences and the like. Likewise, this asks for systems, implementation, and outcomes relative to research, management, and innovation. Ultimately, the CHED Manual of Regulations for Private Higher Education (MORPHE) under section 41 stipulates research as one of the pillars to maintain its ‘university’ status and hence should excel in such area.

On the one hand, Department of Education (DEPED) requirements for ranking and promotion seek teachers for their innovation and research productivity as basis of performance. Pertinent to DEPED order No. 3 series of 2016 research has been part of guidelines for the ranking of teachers. On the other hand, Department of Budget and Management (DBM) and CHED issued joint circular No. 1 series of 2022 where it covers faculty members with plantilla positions in state universities. It determines the reclassification of guidelines relative to merits of faculty member. Notably, under Implementing Guidelines and Procedures of the circular, research and publication were derivatives of professorial ranks aside of educational attainment.

All these PAASCU, PACUCOA, CHED, MORPHE, ISA, ISA SED, DEPED, and DBM, as accrediting body for quality assurance, standards, and institution of with direct function in public and private schools, universities and colleges, suggest research is a requirement at the same time standard of in academic institutions. Research as standard, in HEIs, it becomes a categorical imperative (Kant, 1785). It simply means that research is an end result of an institution at the same time it becomes a disposition of the faculty making it necessary. Corollary to these extramural and intramural quality measures, these made research as a requirement in University of Santo Tomas-Legazpi through Implementation of Faculty Research Requirement (University of Santo Tomas-Legazpi Research Manual, 2021).

Objectives

This study develops policy strategy as framework for the implemented policy on research under *Personnel Research Requirement* (UST-Legazpi Research Manual) as requirement among faculty members in Senior High School Department of UST-Legazpi based on workshop intervention, documentation, and policy analysis. Specifically, this research aims to: a) determine the problems encountered and challenges of senior high school department in the implementation of research policy under Personnel Research Requirement since the year of its implementation; b) Provide intervention to bridge the completion of policy; c) evaluate the intervention and problems encountered of senior high school on the research requirement; and d) Establish policy strategy based on the policy evaluation, intervention, and documentation. In order to do so, there is a need to:

- I. Present the status of compliance on research of Senior High School since the implementation of policy;
- II. Determine the issues/problem encountered of faculty in Senior High School Department;
- III. Provide interventions; and
- IV. Articulate framework using policy analysis

Theoretical Underpinnings

Weiner and Vining Policy Analysis Models

This research is anchored on two policy analysis model developed by Dr. Jonathan Weiner and Dr. Aidan Vining. The former believes that policy analysis is problem-oriented approach to analyze the policy and therefor structure a particular policy. This is seen in his work “Problem Structuring Methods” which provides approach to understand policy problem (Weiner, 2009). In this study, it is imperative to understand the concurrent problem relative to the implemented *Personnel Research Requirement* policy in Senior High School Department. The latter then provides notion of Policy Analysis in connection to the solutions offered to the particular problem. Such solution emanates in the problem as an alternative. This alternative predicts the potential of the solution that will provide benefit in the current policy. For Vining, there is a need to do selection of evaluation criteria, specify alternatives, assess alternatives, and recommend solution (Vining, 2019).

METHODS

The paper is policy research by nature, specifically, a descriptive in approach in order to develop policy strategy in research policy in University of Santo Tomas-Legazpi. This study will utilize qualitative analysis through policy analysis, transcripts from previous reports of office of Research, output evaluation, Focus Group Discussion (FGD) among senior high school faculty members, and documentation will be a tool of analysis in this study. The study will be conducted in University in Santo Tomas--Legazpi Senior High School Department. No manipulation of participants will be conducted since the research is descriptive by nature.

Ethical Consideration

This study observed honesty. It ensured that all data is properly coded and all references are cited. It respects voluntariness of persons involved, no harm to participants, and confidentiality and anonymity will be given high regard.

RESULTS AND DISCUSSION

Policy Data

The following segment is the reports of submitted researches and accomplished researches of faculty members from 2020-2022, Focus Group Discussions (FGD) among faculty members, report on program intervention, NOISE Analysis that leads to articulate policy strategy framework.

Table 1. Report on Submitted and Finished Researches A.Y. 2020-2021 and A.Y. 2021-2022

Academic Year	Number of Faculty	Number of Submitted Research Capsule Proposal	Number of Submitted Finished Researches	Remarks
2020-2021	29	8	4	Unfinished Papers
2021-2022	23	1	2	Finished Papers without CP

Table 1 shows the report of submitted capsule proposal and submitted finished researches in the entire academic year of 2020-2021 in Senior High School Department. In 2020-2021, there were twenty-nine faculty members. With the twenty-nine faculty members, eight capsule proposals were submitted. Four of these submitted researches were finished. As such, four

remains unfinished. In 2021-2022, there were twenty-three faculty members. One capsule proposal was submitted. Two finished researches were submitted. Yet, the submitted finished researches did not come from submitted proposal. Hence, there is no finished research paper in the said year.

Table 2. Report on Faculty Members with submitted Capsule Proposals and Finished Researches A.Y 2020-2021 and A.Y. 2021-2022

Academic Year	Number of Faculty	Number of Faculty Members with submitted Research Capsule	Number of Faculty with Finished Research	Deficiency
2020-2021	29	29	15	48%
2021-2022	23	5	4	83%

Table 2 shows in the year 2020-2021, there were twenty-nine faculty (29) members. All these have submitted research capsule proposals. Fifteen (15) of them were able to finish research. Thus,

Forty-eight percent (48%) of them did not comply. In 2021-2022, there were 23 faculty members. Five of them submitted capsule proposal as a group. Four faculty members have

finished research. These four did not submit capsule proposals. Their submissions were fully final papers. As such, eighty-three percent (83%) of faculty members have deficiency in completion. More so, it is safe to say that one hundred percent (100%) actually is the deficiency inasmuch the capsule proposal is concerned.

As to the extent of the report, there is slackening to compliance of the researches of faculty members from 2020 to 2022. As shown in table 1 and table 2, there is disproportion on the number of faculty members and the research productivity every end of school year. Too, there is big gap on

the producing and complying. This calls for attention for the underlying problem among faculty members of senior high school department.

If indeed the HEI including the University we hold dear gives highest value for research and envisions sense of excellence in research area given the standards offered by different extramural bodies, there should no disproportion and gaps on the faculty and research productivity. Given the such, this leads us to investigate the occurrence of the deficiencies of the Senior High School Department.

Table 3. Focus Group Discussion on the Problems Encountered on Making Research

Problems Encountered	Context
<i>Time</i>	Overload works Time constrains No allotted time provided Deadlines
<i>Appreciation</i>	Lacking of priority Lack of incentives Instructional requirements
<i>Capability</i>	Unequipped Slackening of skill to write Struggle in writing

Table 3 shows the Focus Group Discussion (FGD) conducted among the selected faculty members. In the FGD, problems encountered were time, appreciation, and capability. For the faculty, the time to conduct the research for the last two years was hurdled them. They have struggled to manage in writing their research requirement. One factor was the preparation for the subject taught (i.e. four subjects/ three subjects), advisory class which intensifies to the load of faculty, deadlines and submissions, and more so, they do not know where to insert their time to write. This leads to the problem on appreciation. Doing research is not appreciated

for it is not priority. The main focus for them is the instruction. Doing instructional material is more necessary than research. Faculty members do not see incentives such as honorarium after the completion of research. As such, capability is even more problematic in this case. Faculty members who participated in the conducted FGD felt they were not equipped in writing. They do not have research engagement and not yet immersed in writing research. This factor is problematic for even there is idea in their minds not everyone is capable to write their idea academically. All these led them to incompliance to the implemented research policy.

Table 4. Program Intervention through Capability Building Program

Program	Target	Date Conducted
Conceptualizing Faculty Research: Designing, Framing, and Articulating	Write Research Problem	September 2022
Writing Literature Review and Studies	Writing Literature	March 2023
Writing IMRAD Research Paper	Polishing Paper	March 2023

Table 4 shows the intervention through capability programs conducted by the researchers within the Academic Year 2022-2023. This was conducted to develop the capabilities of new faculty members and serve to retool and re-equip the other faculty members in doing research. More so, the Office of Research this year initiated to increase the budget in research. For Short Term Research there is fifteen thousand (Php

15,000.00), for Medium Term Research there is thirty thousand (Php 30,000.00), and for long term there is sixty thousand (Php 60,000.00). Forty percent (40%) of the budget scheme is for the honorarium of faculty. This is to encourage faculty members to conduct research and foster culture of research in University of Santo Tomas-Legazpi.

Table 5. Research Productivity 2022-2023

Frequency	Progress as of March 2023
2	Introduction, Methods, Results, Analysis Discussion
1	Introduction, Methods (draft)Data Gathering
6	Introduction, Methods (draft)

Table 5 shows the frequency of research productivity of Senior High School Department. As of March 2023, two groups were done with Introduction to Discussion, one group was in drafting results and discussion, and the remaining groups were done in Introduction and Methods phase. These outputs were done after conduct the

capability programs from September 2022 to March 2023. Significantly, as compared in 2022 data, majority has done with their Introduction and methods.

Table 6. NOISE Analysis

Area	Input
Needs	Time Appreciation Capability
Opportunity	Research Output, Collaboration, Publication, Presentation, Incentives
Improvement	Intervention and Mentoring
Strength	Resources (human capital, Financial) Technical Aspect
Exceptions	Resources

Given the reports, program intervention, and problems encountered, these ask to look for needs analysis, opportunity analysis, improvement analysis, strength analysis, and exception analysis. The needs of the department are time to conduct research, appreciation to motivate faculty members, and capability to write. The opportunity that the research program offers to the faculty is the research output itself, opportunity to work together in research project through collaboration, opportunity to publish and present research, hence professional development, and more likely, incentives from publishing and presenting research. The improvement is drawn in facilitating faculty research through intervention conducted for faculty members which seem to accelerate research productivity. With this, the most viable aspect of research program is primarily the resources: human capital in this matter can be outsourced from faculty members with research engagements within the department. Too, is the financial capital which serves for the research budget in doing research to be requested to Office of Research given the budget scheme. Among these, resources are exceptional for it is abundant.

Implications

If research is taken seriously in the lens of extramural bodies, there is a need to enrich for the

greatest outcome of the policy. As seen in the reports where slackening of compliance is problematic, it is to thrive for full compliance as the senior high school and the community value and commit to the extramural standards transpired by CHED, PAASCU, PACUCUA, ISA SED, DEPED, and DBM. There is a need to inculcate the relevance of research not just for academic requirement but a tool for social transformation.

Furthermore, if everyone believes that research is a means of development, there should have improvements in the appreciation of research for it is regarded to be instrument between theory and practice of learning, of school and teacher, of teacher and student, of classroom and civic affairs. Hence research policy has to be more efficient to facilitate and support employees.

There is a need to reinforce the policy on research to promote (more) culture of research. Otherwise, the department cannot transcend itself to the integration of instruction, research, and extension. As a university, for CHED, there should have a balance among the three pillars of Higher Education Institution. Research cannot be separated and isolated to one another. Hence, it calls to improve the implementation of policy on research requirement. To do this, there is a need to articulate policy strategy for the policy

research requirement that more or less will enrich the aspirations of research policy, extramural bodies and standards, and faculty efforts.

Policy Strategy Framework Model

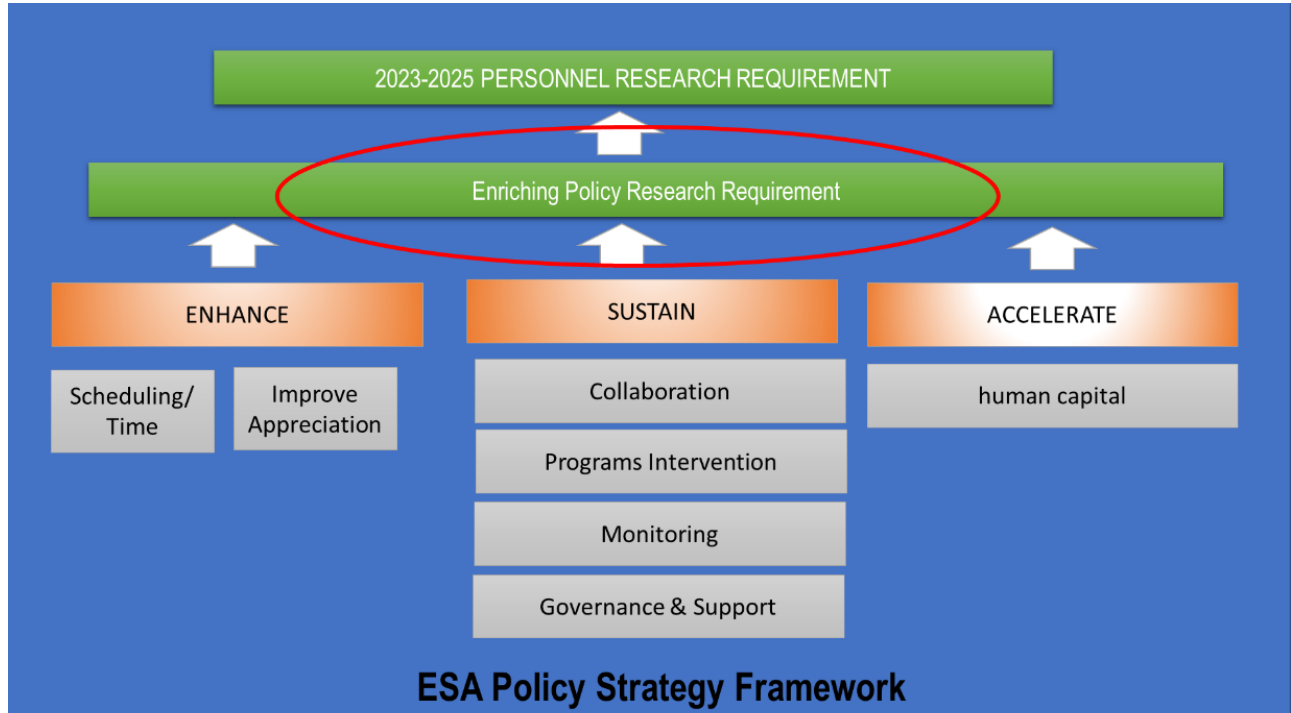


Figure 1. ESA Policy Framework

The Senior High School Department, one of the departments in University of Santo Tomas-Legazpi, has to enrich Policy Research Requirement. This is to (1) enhance time and scheduling of research works inculcated in their working hours and improve appreciation of research as pillar in the university. As such, there is sustain few things that remain relevant in the implementation of research policy: collaboration, program intervention, monitoring, and

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governance and support. And lastly, there is a need to accelerate more in human capital in such a way by exposing faculty members to research engagement inside and outside the University. Those with little knowledge on research have to be better and those who have already knowledge should have learned more in research.

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Views of Special Program in the Arts Students Towards the Effectiveness of the 2022-2023 Curriculum

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ABSTRACT

Using the quantitative-qualitative research design the researchers found the answers to the questions of this research: (1) determining the overall views of the SPA students from Grades 7-10 towards the SPA curriculum, (2) listing down the opinions and factors cited by the students as to reasons why the program was effective or not, and (3) designing a comprehensive operational plan to make the curriculum better as perceived by the SPA students from School Year 2022-2023. Guided by the Experiential Learning theory by Kolb and the IPO conceptual model, the following conclusions are formulated: (1) The SPA students viewed the 2022-2023 curriculum positively and was effective in their learning; (2) The factors that affect their views were categorized based on the 7 categories used in the survey tool, mostly are positive and only a few are negative – teacher factors, infrastructure, opportunities to perform outside the school, and lack of community involvement; and (3) the proposed suggestions and recommendations were identified and presented on the matrix crafted. The proponents looked forward to the next SPA Area faculty and head to utilize the matrix made.

Keywords: UST-Legazpi Special Program in the Arts, effective curriculum, views

INTRODUCTION

One of the educational initiatives done by private school institutions is tracking the progress of each of its curricular programs. Over the years, numerous factors appear and are deemed to be addressed by schools immediately to cope with society's changing demands and aspirations. The possibility of change is always expected and must be on the top list of priorities of private schools in the Philippines and even abroad – one of which is the arts curriculum (Lusdoc & Namoco, 2019).

Effective curriculum assures that the most salient concepts are taught through projects, school or outside the campus learning experiences, collaborative activities, and also considered as an active curriculum (Kagan, Kauerz, & Junus, 2022). Arts curriculum, per se, must be designed well that should be considered an effective curriculum. The curriculum must offer and provide varied ways and opportunities to let its students be part of any learning experiences in and outside the school – in the four corners of the room, benchmarking, community extension programs, outside engagements, and other related opportunities.

Arts Education (2022) stated on its public website that art schools must develop a balanced school

curriculum to provide an all-around education for their students. It further explained that arts education is one of the five essential areas in the overall aim of education set out by the Education Commission in Singapore, which quoted that "to enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills, and aesthetics according to his/her attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change." To ensure that a curriculum is designed for everyone, it should be updated and matching to the students' recent attributes. Similarly, the current study looked forward to determining the updated views of the students in their current curriculum – was it all-around, or the other way around?

Johnson (2020) had his research in an art school in Lithuania and mentioned these five important key concepts to be considered in art school curriculum designing which are Equity, Values, Attitude, Appreciation, and Diversity. Johnson pointed out that teachers teaching arts must undergo varied training and other related development or enhancing activities to relate to the diverse art students and their changing demands and needs, including the contents or book references used in teaching both skills and concepts. In the current research, the teacher factors including skills in teaching arts and other core subjects will also be

tackled and establish an understanding of such factors in determining an effective curriculum in arts.

In the research of Therunavukarasu, M. (2020), it was quoted that “art is a tool that fosters critical-thinking skills and aids in problem-solving.” Then, it suggested that arts integration in subjects is highly beneficial to promote a higher level of reasoning, logic, and other critical skills needed in other subjects. Indeed, the reason why the Special Program in the Arts curriculum was offered at the University of Santo Tomas-Legazpi, further the program has its vision and goals to achieve.

“Engaging with art is essential to the human experience” (Kisida and Bowen, 2019). The survey conducted by Kisida and Bowen (2019) with numerous schools, administrators, cultural organizations and institutions, philanthropists, government officials, and researchers, concluded that arts and educational experiences can produce significant positive impacts on the academic and social development of learners. They had the survey specifically in Boston, Houston, and other officials. The survey added that the government must fully support arts as part of the education sector, and policymakers must fully justify the decisions they make to ensure the assurance of preservation and restoration of the current K-12 arts education in the United States. Likewise, in the current study, the proponents wished to survey the students themselves on their own views towards their learning experiences – expected responses without prejudice, the results will be beneficial to them in the first place. In addition, they will be the ones to determine suggestions for possible concerns they have in mind regarding their learning experiences with the curriculum.

Also, the article written on the page of the University of Florida, states that arts experiences do provide higher levels of possible civic engagement and social tolerance to students, however, participation in such arts endeavors is often just treated as a supplemental for other learning (The Importance of Art Education in the Classroom, 2021). It added that “arts are one of the aspects of a well-rounded K-12 education” in the United States. Community extensions will be counted as part of the survey tool of the current study and establish facts regarding how the students are involved in such activities and how it helped them holistically.

Similarly, in the Philippines, K-12 was implemented in 2012 to be at par with neighboring countries and foreign education standards (Masayoshi, 2013). However, the Special Program in the Arts was then started in 2000 way before the K-12 was introduced

to the Philippines. The study by Leocario & Pawilen (2015) stated that the Special Program in the Arts was sustained and offered even after the K-12 was implemented, however, there are concerns about government funding support for the program and there were uncertainties about how the program will be handled.

In the context of UST-Legazpi, despite the grand participation of the previous batches of SPA students, several factors were recorded to be affecting the declining enrollment of the curriculum. Armeña, et al. concluded that there are students who opt to switch career paths from arts to white-collar jobs after basic education and tertiary. The main reason was the changing pressure and demand of the workforce and employment (Armeña, et al, 2019). Another study supported the conclusions from the study of Armeña, et al. The research of Berdin, et. al. (2022) also concluded that the batch 2018 of SPA students had non-arts-related college courses.

With the standards that are newly set by the current society and its needs, the proponents wished to address the causes of the declining enrollment of the program for the past two consecutive school years and pinpoint several factors that affect the decisions on the selection of curriculum of the students from the current batch. Also, to generate valuable suggestions and craft a plan to better the program as perceived by the students – an expected new body of knowledge that is research-based.

This study generally aimed to determine the overall views of SPA students towards the effectiveness of the special program in the arts’ school year 2022-2023 curriculum taken by SPA students from Grades 7-10. Specifically, the study looked forward to (1) determining the overall views of the SPA students from Grades 7-10 towards the SPA curriculum, (2) identifying the factors cited by the students as to reasons why the program was effective or not using thematic analysis, and (3) designing a comprehensive operational plan to make the curriculum better as perceived by the SPA students from School Year 2022-2023.

The study was carefully designed with the guiding theory from Kolb, the Experiential Learning Theory. This theory suggests that the nature of experience is continuous (Chan, 2015). In the aim of the study which was to deduce the views of the SPA students based on their experiences, the proponents wished to connect the experiences of the respondents to their desired future curriculum based on the dilemmas of voided expectations from their past learning experiences with the curriculum.

The Model has 4 stages, namely: Concrete Experience, Reflective Experience, Abstract Experience, Active Experimentation, and repeat since this is a cycle. Concrete experience pertains to past learning engagements and other related opportunities that the students had with the curriculum. Reflective observations transpired when the students reflect on their real experiences with the curriculum and then honestly answer the tool and questions given to them during the data-gathering procedure. Abstract conceptualization happens when the SPA students conceptualize their own suggestions and imagine a better curriculum next year then write them down to the survey tool. Active experimentation will transpire after this study is done, and the results are implemented. With the design of the model, constant follow-up research after the other is highly encouraged.

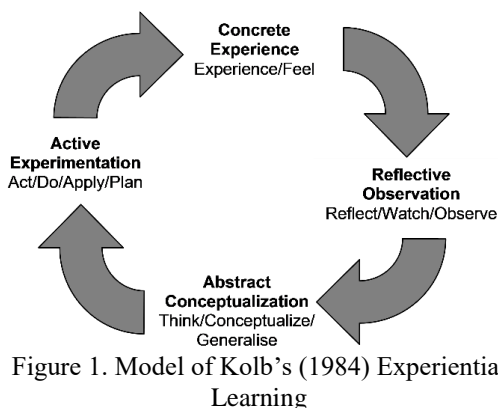
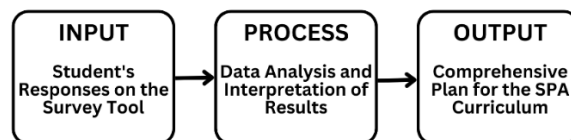


Figure 1. Model of Kolb's (1984) Experiential Learning

The research shall adopt the Input-Process-Output research approach. This framework is applicable to systems that can be considered for cyclical checks and updates like curriculum (MacCuspie, Hyman, Yakymyshyn, Srinivasan, Dhau, & Drake, 2014). The input phase shall cover all the responses of students from the research tool and data-gathering procedures. The process phase covers the data analysis and the final interpretation of results. Finally, the Output phase will present the overall outcome based on the results and shall be the basis of suggestions and a comprehensive plan toward a better curriculum as perceived by the SPA students.

Figure 2. Conceptual Paradigm of the Study



The study employed a quantitative-qualitative research design. As defined, the process starts from gathering quantitative data or in the form of numbers as raw data in research using statistics, and then followed by qualitative data or in the form of texts, phrases, or descriptions (Streefkerk, 2019). The first data gathered are in the form of quantitative results from a research tool in a survey form. The procedure of the data gathering was guided and inspired by the Experiential Learning theory by Kolb which was presented and explained previously.

The respondents of the study were composed of all the SPA students from the current school year of 2022-2023. The students are 48 in total, 8 of them are from Grade 7, 5 of them are from Grade 8, 10 are from Grade 9, and finally, 25 are from Grade 10. The main data sources will be the SPA students' responses to the survey. The students are asked to recall their learning experiences this school year and honestly answer the survey tool. The availability of the students is considered during the data-gathering phase. Online references, hard and electronic research, and digital books were used for the related discourses that lead the researchers to write and answer the problems of the study as well as in the composition of the manuscript's contents and the survey tool itself.

The survey results were interpreted in qualitative form using the descriptions: Positive View (Effective) and/or Negative View (Ineffective). Use of the mean average score was used in treating the quantitative data using the 5-point Likert scale. Using textual analysis, the survey's opinionated inputs written by the student respondents were used. Textual analysis as defined is beneficial to research like this since it helped in understanding and gaining information on how people make sense of and communicate using words, symbols, and any language based on their life experiences (Hawkins, 2018). Thematic coding was utilized for better categorization, groupings of responses, analysis, and final interpretation of the written phrases (Caulfield, 2019). Inferences and comparisons are done once quantitative and qualitative results were finalized.

The research tool created is a researcher-made survey tool composed of 2 parts. Part 1 is composed of the listed questions stated from a positive point of view to match the rating scale used which is a 5-point Likert scale: (5) agree, (4) agree, (3) neutral, (2) disagree, and

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(1) strongly disagree. Please see Table 1 for the scales of measurements used for the part of the survey adapted from Asuncion & Galita (2015). This part of the survey presents the 7 categories carefully selected by the proponents of the study derived from the read-related references, studies, and articles on what an effective art curriculum must have, that form parts of the categories composing the SPA curriculum namely: (1) UST-Legazpi SPA vision, mission, goals, and objectives, (2) learning environment, (3) quality of instruction, (4) curricular and academic activities, (5) books and references, (6) community involvement, and (7) extracurricular, arts and culture activities.

Table 1. Statistical Range, Descriptive Equivalent, and Classification of Views

Statistical Range	Descriptive Interpretation	Classification of Views/Effectivity
4.21 – 5.00	Strongly Agree	Positive View/ Very Effective
3.41 – 4.20	Agree	Positive View/ Effective
2.61 – 3.40	Neutral	Positive and Negative/ Effective and Not Effective
1.81 – 2.60	Disagree	Negative View/ Ineffective
1.00 – 1.80	Strongly Disagree	Negative View/ Very Ineffective

Part 2 of the survey is composed of 9 unique questions that deduced the reasons regarding the student’s qualitative responses from the first part of the survey. There were 2 additional questions added to deduce from the student’s points of view regarding the last objective of the study on the possible recommendations and suggestions on how the learning experiences in the SPA become better for the students. Questions included in the second part of the survey are as follows:

1. Are you aware of the JHS SPA Area Mission, Vision, Goals, and Objectives? Why or why not?
2. Are you comfortable with the SPA Laboratory rooms/learning environment? Why or why not?
3. Do you find your arts and academics teachers good? Why and/or not?
4. Do the curricular and/or academic tasks and other related activities help you in developing yourself as a person? Why or why not?
5. Do you find the books and references used by your subject teachers appropriate and effective?
6. Have you experienced going out in the community and doing some charity/extension

activities with your SPA Area classmates and teachers? Why or why not?

7. Have you participated in competitions, or any activities related to your major outside the school (international/local/national) spearheaded or assisted by the SPA Area? How did it help you improve? If not, why do you think so?
8. On a rate of 1-5, with 5 as the highest, how will you rate your overall experience with the SPA classes and experiences as a student? Why?
9. Any recommendations that you may suggest making your learning and students’ experiences with SPA?

Using textual analysis, the opinionated inputs written by the students in the second part helped in understanding the results from the first part, as well as valuable in providing inferences and informative suggestions and recommendations of the things and factors that the students wished to improve towards the current curriculum.

To constitute and regulate ethics in conducting the research, the researchers strictly observed the following: (a) Any private information relating to the students such as their names and trivial information was not mentioned in any portion of this research. The respondents did not suffer any physical violence and harm or abusive force just to answer the survey tool; (b) Appropriate document sourcing and legal referencing of materials were done to circumvent plagiarism, and c) The researchers explained the survey tool to the respondents with clarity. Together with the questionnaire, a consent form was given to the respondents to secure permission before they provided the necessary data (Ragma, 2019).

RESULTS AND DISCUSSION

After the data gathering, the following results helped the researchers in finding answers to the problems stated in this research. There were 44 students, 91.67% of the total population, who participated in the research, and the 4 students were not present during the week when the survey was conducted.

UST-Legazpi SPA VMGO

In every program and curriculum, setting goals, and determining the vision, mission, and list of objectives is a very important and crucial factor for it guides all players and actors in the curriculum toward the desired future together. Statements about the SPA Area’s goals got a weighted mean of 3.58 which is interpreted as a positive view and an additional key

factor to the effectiveness of the SPA curriculum. See Table 2 for the summary of results for the category on UST-Legazpi SPA VMGO.

Qualitative accounts validated the quantitative data. Most of the responses pointed towards the phrases... “yes, it was taught to us by our homeroom adviser”, some other said that “Yes, it is recited every flag ceremony”, and then their phrases like “Yes, it is played every day via megaphones inside the school premises in the morning.” The school provided avenues for students to be informed of the mission, vision, goals, and objectives of the school and the program.

This can be associated that the students are informed of the school’s aspirations leading to a better understanding of the programs offered and the curriculum they are in. This also provides clarity that all statements included in the university’s VMGOs were communicated well to the learners as part of the school administrators, teachers, and other personnel that are responsible for ensuring the transfer of the school’s goals as part of the curriculum. The contents as published by the University of Santo Tomas-Legazpi (2021) are well-known to SPA students of the current batch.

Table 2. SPA Views Towards the Category of UST-Legazpi SPA VMGO

Item	Statement	Weighted Mean	Interpretation
1.1	the vision of JHS SPA Area is achieved and realized	3.50	Positive View
1.2	the mission of the JHS SPA Area is achieved and realized	3.57	Positive View
1.3	the goals and objectives of the JHS SPA Area are applied and achieved	3.68	Positive View
Overall Weighted Mean		3.58	Positive View

Learning Environment

A conducive learning environment is always an unmissable factor in determining an effective curriculum. Students’ views towards the learning environment of the UST-Legazpi SPA are positive with

a weighted mean average of 4.14. This can be interpreted as “effective” towards the achievement of the SPA curriculum. Qualitative responses validated this weighted mean. The majority of the students said that “it is comfortable inside the classroom”. Some responses stated “rooms are airconditioned”, and there are statements like “My classmates are friendly and so as the teachers.” See Table 3 for the tabulated mean scores for the category of the learning environment.

This proved that the UST-Legazpi SPA infrastructure is conducive to learning – air-conditioned rooms, spacious laboratory rooms for sciences and arts, and most importantly a good psychological environment.

Table 3. SPA Views Towards the Category of Learning Environment

Item	Statement	Weighted Mean	Interpretation
2.1	the SPA Area laboratories are conducive to learning	4.30	Positive View
2.2	the SPA classrooms and other infrastructures are well-built and safe for learning and doing arts and academics tasks	4.11	Positive View
2.3	the psychological environment of the SPA classrooms promotes great camaraderie and bond among students, teachers, and other personnel	4.02	Positive View
Overall Weighted Mean		4.14	Positive View

Quality of Instruction

The roster of the teaching force greatly affects the quality of education in any program and institution. The category of the quality of instruction got the highest weighted mean score of 4.26 which is interpreted as a

positive view from the SPA students. Then, a factor that contributes to the overall effectiveness of the curriculum. Textual responses matched the numerical results of this category. Some verbatims are stated like *“they are good at teaching me what I need and clear things out that I don’t understand.”* There are responses saying *“my teachers are smart, my art teachers are talented, they are cool.”* See Table 4 for the numerical results for the category of quality of instruction.

These results provided evidence that the teachers of the SPA program are well-versed in their areas of expertise regardless of the subject being taught if they are in arts or core subjects. This agrees with the discourses of Johnson (2020), that teachers should be excellent at what they do. Further, should go to relevant training and other learning opportunities to better themselves in professional and personal aspects.

Table 4. SPA Views Towards the Category of Quality of Instruction

Item	Statement	Weighted Mean	Interpretation
3.1	teachers of the SPA Area are professionals and good at their job in providing instructions	4.59	Positive View
3.2	the learning activities are properly designed to the student’s needs and differences	4.00	Positive View
3.3	the subjects taught are well-designed and help at getting good results for its students and graduates	4.18	Positive View
Overall Weighted Mean		4.26	Positive View

Academic Activities

This category bears the daily learning experiences of the students inside and sometimes outside

the campus. This refers to all subjects taught in school – both in art and core subject areas. Students’ responses show a positive view towards their daily learning tasks with a mean average score of 3.92, an indicator that this category has contributed fairly to the effectiveness of the SPA curriculum as viewed by the SPA students this year 2023. Qualitative answers from Part 2 of the survey also provided fair support to the numerical mean. There are statements stating that *“some tasks helped me in discovering my strengths and enhance my weaknesses.”* Some said, *“They are challenging but fun and beneficial at the same time.”* Several said, *“They enhance my talents in arts, improved in speech, etc.”* See Table 5 for the consolidated results for the category of academic activities.

This agrees with the statement of Therunavukarasu, M. (2020) that art helped learners become critical thinkers. The majority of the responses lead toward the thought of understanding that some activities are hard yet will help them fulfill their greater skills and potential – art students themselves make meaning of the tasks provided to them in all academic and arts areas.

Table 5. SPA Views Towards the Category of Curricular and Academic Activities

Item	Statement	Weighted Mean	Interpretation
4.1	all academic and curricular activities inside and outside the school are enough and beneficial	3.93	Positive View
4.2	academics in the SPA students are good and considered well-taught and well-crafted	4.00	Positive View
4.3	curricular and academic tasks given to students are well-prepared and soon beneficial to students’ overall personalities,	3.84	Positive View

	intellect, and talents		
Overall Weighted Mean		3.92	Positive View

Book and References

Using varied books and learning materials as references helped teachers and students arrive at a specific outcome and is also a factor for a curriculum to become effective. This category got the lowest rating of 3.56. Though the result is positive, it can be associated with greater possibilities to get a higher rating from the students. Verbatim recorded from the students in this category has fewer responses. Several responses associated this item with their research subjects. There are responses stated as *“Yes, there are since they are all the basis of all the topics.”* Please see Table 6 for the summary of qualitative results for the category of books and references.

This category can be improved, though results are good, the verbatim responses said otherwise the opposite of the quantitative results. As mentioned by Johnson (2020), aside for training educators in teaching arts, references, and books should be taken into account also to ensure an all-around and effective curriculum.

Table 6. SPA Views Towards the Category of Book and References

Item	Statement	Weighted Mean	Interpretation
5.1	used books and references are up-to-date and matching to the student’s needs	3.48	Positive View
5.2	used references are reliable and well-selected	3.91	Positive View
5.3	used books and references for all instructions are used daily and/or holistically	3.30	Either Positive or Negative View
Overall Weighted Mean		3.56	Positive View

Community Involvement

Indulging the students in the community helped them become more knowledgeable of the reasons why they are studying in school – to extend help in the changing society. As a major role of schools and their curriculums, students are expected to graduate from their education and be able to become an asset to the community. The quality of graduates determines the quality of education they had, which is a reflection of the curriculum they took.

Qualitative results presented that students have positive views towards this category (with a mean score of 3.65). This can be interpreted as a fair addition to the effectiveness of the SPA curriculum. The majority of the textual responses said: *“No/there were none.”* There are only a few who answered: *“Yes because we are given chance to send gifts, supplies, food, and other stuff to the community/barangay.”* There are chances that the students are given opportunities to extend help to the community during natural calamities, during Christmas. Some students who are elected officers and members of school-based clubs and organizations are surely doing community extension programs. See Table 7 for the results of the Part 1 survey for the category of community involvement.

Alongside the statement from (Kagan, Kauerz, & Junus, 2022), an effective curriculum provides avenues to students to be involved in diverse activities outside the school – which the SPA has implemented in the current academic year. However, there are only a few students who are directly involved in the community since only a few are active school officers themselves.

Table 7. SPA Views Towards the Category of Community Involvement

Item	Statement	Weighted Mean	Interpretation
6.1	students are involved in community extension/outreach activities	3.50	Positive View
6.2	community involvement/extension /outreach activities are carefully selected and conducted to the extent that it promotes	3.55	Positive View

	students' holistic development		
6.3	students are highly encouraged to exercise the value of charity and community involvement	3.91	Positive View
Overall Weighted Mean		3.65	Positive View

Extra-Curricular, Arts, and Cultural Activities

Supporting students to be part of various events, performances, contests, and other opportunities inside and outside the campus, is a must for a curriculum to become more effective. Qualitative results show that students are given quite a chance to be involved in extracurricular, arts, and cultural activities, with a weighted mean of 3.94 which can indicate that students have positive views towards this category. It has satisfactory contributions to the effectiveness of the SPA curriculum as viewed by the students. Qualitative responses have contradictory results. Most of the answers said “no”, yet the quantitative results show satisfactory ratings. However, there are several answers who pointed out that there is a fair number of activities inside the school. Some are tapped to join contests outside the school. For the current school year, events outside the school are put on hold due to the threat of the COVID-19 virus. Though the schools and locales are slowly getting away with the new normal, activities are still often done virtually which made this category compromise. Still, students considered their in-campus activities and rated the category with satisfactory contributions to their overall curriculum.

Still, activities like these must be funded appropriately to ensure that the institution is putting prime to the holistic development of students, especially in the art program. Similar to the discourses provided by (Masayoshi, 2013). See Table 8 for the quantitative results of the category of extracurricular, arts, and cultural activities.

Table 8. SPA Views Towards the Category of Extra Curricular, Arts, and Cultural Activities

Item	Statement	Weighted Mean	Interpretation
7.1	students are given chances to be involved in arts, culture, and extra-curricular activities	4.11	Positive View
7.2	students are exposed to international/national/	3.73	Positive View

	school-based arts and cultural activities		
7.3	all selected extra-curricular, arts, and cultural activities are well-selected for the promotion of students' holistic development	3.98	Positive View
Overall Weighted Mean		3.94	Positive View

The Overall Views of the SPA Students Towards the 2022-2023 Curriculum

To completely answer the first question of the study, the consolidated summary of the 7 categories used in determining the effectiveness of the SPA curriculum is hereby presented. As presented in Table 9, the results show that the SPA students' view towards their curriculum this academic year 2022-2023 is “positive” and so the curriculum is deemed “effective.”

The category that got the higher score is the category of Quality of Instruction, interpreted as very effective among the categories used. This provided evidence that the teachers teaching the SPA students are highly effective in facilitating their classes, both in the core subjects and the art specialization subjects. The lowest score recorded is in the category of Book and References, and the UST- Legazpi SPA VMGO. Though qualitative responses show fair statements towards these two categories, the VMGO can be taught more to students and expound more on possible books and references. The rest of the categories were found effective and viewed positively by students. Please see Table 9 for the consolidated summary of the qualitative results of the seven categories used in the study.

In support of the statements from Kagan, Kauerz, & Junus (2022), the SPA curriculum did provide varied avenues for the learners to be involved in different learning opportunities inside and outside the four corners of the room. Also, in the suggestions posted by The Importance of Art Education in the Classroom (2021) that students must be exposed more to community extensions or become involved in the outside real world. Finally, the school must provide more avenues for students to perform and be part of any cultural activity, or competitions held preferably outside the school. The government or the school must fund this (Masayoshi, 2013).

Table 9. Summary of the Categories Affecting the Views of SPA Students Towards the 2022-2023 Curriculum Effectiveness

Category Number	Category Name/Label	Weighted Mean	Interpretation	Effectiveness
1	UST-Legazpi SPA VMGO	3.58	Positive View	Effective
2	Learning Environment	4.14	Positive View	Effective
3	Quality of Instruction	4.26	Positive View	Very Effective
4	Curricular and Academic Activities	3.92	Positive View	Effective
5	Book and References	3.56	Positive View	Effective
6	Community Involvement	3.65	Positive View	Effective
7	Extra-Curricular, Arts, and Cultural Activities	3.94	Positive View	Effective
	Overall Weighted Mean	3.87	Positive View	Effective

The Factors that Affect the SPA Students Views Towards the Curriculum in School Year 2022-2023

The second aim of this faculty research is to determine the factors that affect the students’ views toward the effectiveness of the current curriculum. Part 2 of the survey questionnaire helped in answering this question, specifically the items from 1-8. Students were asked to provide their reasons why they selected their responses in Part 1 of the survey tool. With the use of thematic and textual analysis, the proponents grouped the positive and negative verbatims for each of the seven categories and drew inferences from there.

In the category of UST-Legazpi SPA VMGO, students’ negative responses were because they are not aware that SPA Area has its own objectives, the rest were informed by their homeroom advisers. In the category of Learning Environment, the negative comments were coming from the art studios and laboratories that need maintenance. Some students said that there were issues with the air conditioning units, there were grown mushrooms on the dance floor corners, and these entirely were caused by inclement weather conditions in the city – this can be addressed properly. The quality of instruction received good comments, the only negative verbatim is pointed toward the difficult subjects in which some students have lower grades. Curricular and academic activities also received fair comments, though, there are tasks that are hard to understand and seem not useful to some students – as they wrote on the survey. In the area of books and references, art classes lack instructional books, and the core subjects have their own textbooks. This can be addressed properly by providing more funds and purchasing more references for both students and teachers. Community involvement is only true to school-based organization officers, but not to those who are non-officers. In the area of extra-curricular, art, and cultural activities involvement, the responses are fair. However, the learners may still be given more chances to perform outside the school. It is understandable that activities are quite put on hold due to COVID-19 this year, but once locales reopened, more opportunities can be foreseen in the next academic years.

SPA Students’ Suggestions and Recommendations Regarding the Current Curriculum

To properly establish the answers for the last objective of this faculty research, the last item on the survey tool was analyzed using textual analysis. The item question was asking the students to provide their recommendations or any suggestions to make their learning experiences better with the SPA program, and here is the summary of suggestions recorded:

1. Pushed in making efforts to make the university a deregulated one, it will provide more opportunities for the entire university, not just the SPA program;
2. Slowdown in providing learning tasks, have fewer exercises;
3. Selection of majors must be freedom of the students;
4. Public exposure for art performances;
5. Provide more community involvement opportunities for non-officers in school-based organizations;

6. Well-maintained comfort rooms, provide Wi-Fi signals for research subjects, air fresheners for dance and performing arts majors, and water fountains near the SPA hall;
7. Training to improve teachers;
8. Books for specialization subjects;
9. Facilities bigger for major classes;
10. Provide piano and other needed instruments for music majors;
11. Understanding teachers, several teachers are too stiff; and
12. SPA students to lead and play during flag ceremonies;

These were all the not-so-positive suggestions gathered from the SPA students based on their experiences with the SPA curriculum. Many students who opted not to answer this part of the survey, so these responses are gathered from a selected few survey forms only.

Proposed Suggestions of SPA Students from the 2022-2023 Curriculum

As a reflection of the theoretical basis of this study, Experiential Learning by Kolb (Chan, 2015), the matrix below is crafted. The Concrete Experience, Reflective Experience, and Abstract Experience phases already took place as the results are presented. For the Active Experimentation which will take place once this matrix is slowly becoming a reality. The contents of this matrix are derived from the results and several inputs from the related literature and studies that proponents have read. The matrix is simplified due to the time constraints that the proponents have in finishing the study. Instead of a full-blown action research, this simplified matrix is designed to be partially adapted to the problem-solving matrix. This matrix can be used for any problem, subjective or objective problems (Problem-Solving Matrix, ND).

Proposed Objectives and Solutions for SPA Area Curriculum Planners for School Year 2023-2024

<p>Objective 1. To improve the infrastructure of the SPA Area (availability of Wi-Fi, water fountains, well-maintained comfort rooms, and instruments.)</p>
<p>Priorities: ___Critical ___Important <u>/</u>Required ___Optional ___Noteworthy</p>
<p>Solutions:</p> <ul style="list-style-type: none"> • Ask the Property Office, ICT, and Finance Department for the availability of funds to have Wi-Fi available. • Seek help from the Property Office for providing utility engineers to ensure maintenance of the AC units, restrooms, and other units.

<ul style="list-style-type: none"> • Seek assistance from the Budget section if purchasing instruments is achievable.
<p>Objective 2. Provide expectations to all stakeholders on their responsibility in making the university a deregulated institution by 2025.</p>
<p>Priorities: ___Critical <u>/</u>Important ___Required ___Optional ___Noteworthy</p>
<p>Solutions:</p> <ul style="list-style-type: none"> • Communicate with the Planning and Development Office for a session on ISO concerns and other goals geared towards the deregulation of the university.
<p>Objective 3. To raise concerns on students' appeal to lesser academic exercises.</p>
<p>Priorities: ___Critical ___Important ___Required <u>/</u>Optional ___Noteworthy</p>
<p>Solutions:</p> <ul style="list-style-type: none"> • Communicate with the department head and provide an open forum during the first faculty meeting in the academic year 2023-2024.
<p>Objective 4. To discuss the selection of majors of SPA students; possible public exposure for art performances; possibility to provide more community involvement opportunities for non-officers in school-based organizations; discuss teacher-factor concerns; and SPA students to lead and play during flag ceremonies.</p>
<p>Priorities: <u>/</u>Critical ___Important ___Required ___Optional ___Noteworthy</p>
<p>Solutions:</p> <ul style="list-style-type: none"> • To conduct a separate faculty meeting for each concern and list possible events, competitions, community extension programs, and other concerns pertaining to teacher factors. • To provide practice time for SPA students in preparation for the flag ceremony conducting and leading.
<p>Objective 5. To look for possible training to improve teachers in arts.</p>
<p>Priorities: ___Critical <u>/</u>Important ___Required ___Optional ___Noteworthy</p>
<p>Solutions:</p> <ul style="list-style-type: none"> • Conduct a faculty area meeting and provide suggestions and initial dates for possible trainings related to arts.
<p>Objective 6. To request for bigger and spacious laboratories for major classes.</p>
<p>Priorities: ___Critical ___Important ___Required <u>/</u>Optional ___Noteworthy</p>
<p>Solutions:</p> <ul style="list-style-type: none"> • Ask the Property Office, school head, budget officers, and other related departments if this request is achievable.

The Matrix does provide the details deduced from the survey tool and is ready for the Active Experimentation next school year. However, one concern that is not tackled is the declining enrollment of the SPA students. This problem can be addressed separately. Massive promotion of the SPA program is highly encouraged to be initiated by the school head, its faculty, and the promotion team.

Conclusion, Suggestions, and Recommendations

Using the quantitative-qualitative research design the researchers found the answers to the questions of this research. Guided by the Experiential Learning theory by Kolb and the IPO conceptual model, the following conclusions are formulated: (1) The SPA students viewed the 2022-2023 curriculum positively and was effective in their learning; (2) The factors that affect their views were categorized based on the 7 categories used in the survey tool, mostly are positive and only a few are negative – teacher factors, infrastructure, opportunities to perform outside the

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school, and lack of community involvement; and (3) the proposed suggestions and recommendations were identified and presented on the matrix crafted.

Considering the findings, the faculty researchers propose the following: (1) use the matrix in the next school year to address the concerns this academic year; (2) conduct another research to properly advertise and promote the SPA program to nearby elementary schools in partnership with the promotion team – creating a promotion team will be highly beneficial; (3) expound the recent research and reach out to other stakeholders to make optimum opportunities for the SPA curriculum to be evaluated properly; (4) address all concerns as possible, as written on the manuscript; and (5) provide more support to students and faculty to maximize their research potentials. This kind of research can be done in other programs of the high school and the university.

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