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Table of Contents

Lived Experiences of Students on Test Taking Charlie A. Dayon and Edmun Docena	1
The Employability of Accounting Technology Graduates of the University of the Immaculate Conception, Davao City, Philippines Mary Jane B. Amoguis and Emma V. Sagarino	11
The Memoranda and Orders of the Department of Education on Learning Continuity Plan: A Critical Discourse Analysis Cherry May D. Macabodbod and Danilo G. Baradillo	29
Leadership Behavior and Self-Efficacy of Principals as Determinants of Professional Learning Community Practices: A Convergent Design Rufinlo S. Ylanan and Edna T. Salva	45
The Roles of Experiences in Shaping the Beliefs, Attitude and Commitment of Teachers on Professional Learning Community Practices	55
A Look into the Discursive Practice of Translanguaging of Multilingual Learners in Mathematics: A Parallel Convergent Approach Ailyn Grace G. Pantaleon and Danilo G. Baradillo	63
Personality Types and Language Learning in Relation to Language Proficiency among Senior High School Students Arnie A. Valera and Maria Christa G. Montebon	83
Demographic Characteristics and Professional Development as Predictors of Work Performance of English Teachers in Public School Juditha M. Cambronero and Virgion H. Mamonong	95
Socio-Affective Factors and Reading Comprehension Performance of the Grade 10 Public School Learners Juditha M. Cambrenero and Virgion S. Mamonong	109
The Mediating Effect of Parental Involvement in the Relationship Between Vocabulary Learning Strategy and Reading Motivation of the Students in Secondary Public Schools: A Convergent Design John Harry S. Caballo and Teresita Q. Adriano ²	117

Lived Experiences of Students on Test Taking

Charlie A. Dayon¹ and Edmun Docena²

¹ Faculty, Agusan del Sur State College of Agriculture and Technology
Bunawan, Agusan del Sur
Corresponding e-mail: charliedayon2@gmail.com

² Faculty, Maragusan National High School, Department of Education,
Davao Region

ABSTRACT

Students' anxiety in taking a test was the issue of this qualitative phenomenological exploration. Using this research design, the primary intention of describing the experiences of 10 selected high school students in taking a test in General Education Subjects was attained. The results depicted the experiences of student participants in taking a test. In the analysis of information drawn from the interview, some dominant themes emerged. As regards the test paper which they received from their teachers in General Education subjects, emerging themes were the proper construction of the test questions and the provision of choices. This suggested that the test papers as viewed by the participants were easy to answer. However, during the interview for the second question, they seemed to have opposing views. Some told about their anxiety of the results of the test while others were seemingly glad of their performance because they found some test items easy to answer. Moreover, several actions were suggested to the stakeholders of the school. The school head might consider the proposal to improve the quality teaching and learning of the school. The teachers might also improve their teaching styles, classroom management system, and test construction. They might adopt Constructivist theory to facilitate students during the teaching – learning process. The future researchers might finally conduct similar study in a different setting or locale. They might further use a combination of qualitative and quantitative research design to capture a clear picture of the phenomenon of test anxiety.

Keywords: Educational Management, lived experiences, phenomenology, Philippines

INTRODUCTION

How would one feel if the outfit which a tailor had prepared for him is out of shape? Would he be excited to wear it? In the same manner, how would a student feel if the test paper which his teacher had provided him is unfitting to him? Would he get inspired to take it?

In the global setting, Triplett and Barksdale (2005) discover that there is a prevailing negativity in students' responses and anxiety on test. In response to their findings, they advocate for changing the overall testing culture and the teacher's role in test preparation. In 2006, Cizek and Burg also find it worth advocating to change the testing culture as they discover the harmful effects of a badly constructed/prepared test questionnaire primarily on students. So, they believe that there is a great need to help educators, parents, and students in addressing test anxiety and the problems it causes.

In the national setting, Cuizon (2013) discovers that his participants manifest negative impression and perception on test papers. The results of the interview and focus group discussion reveal that the participants perceptually describe test paper as exhaustive and arduous. For them, it is tough and unlikable. They feel that by taking the test they are being punished rather than being assessed. Some of them open up that there are a lot of traditional and linguistically-oriented type of test papers.

Nevertheless, advocating for change in testing culture is a challenging effort. Once a change is applied, it can bring about favourable effect to the psychic and mental health and development of the learners among many others. The urgency of pursuing it lies on the fact that the test and evaluative situations are emerging as a potent class of stressors in Western society. It is frequently cited as a cause of poor cognitive performance, scholastic underachievement, psychological distress and ill health (Weidner, 1998 as cited by Zeidner, 2007). Zeidner adds that this stressor also jeopardizes test validity in the cognitive domain and constitutes a major source of construct irrelevant systematic variance in test score.

In Maragusan National High School, this phenomenon has seemingly been prevalent too. My co-researcher and I have observed

in several occasions especially during the periodical examination that most of their high school students seem to manifest in their facial expression and bodily movement some clues of distress, anxiety, restlessness, and the like. When their test papers are checked by their subject teachers, we found out that some of them fail to get a passing score. This incident of getting a failing score in the examination does not only happen once but several times. As we find it alarming, we have taken the challenge of conducting a qualitative inquiry.

Research Objectives

In this qualitative phenomenological study, we primarily aimed to explore the experiences of selected student participants in taking a test in General Education Subjects in order to find emerging reasons which might be considered as the root causes of their poor test performance and psychological distress. The findings of this inquiry could be used as our bases in suggesting doable actions or activities which could somehow address test-related problems or issues. Additionally, the discussion of the results may espouse a new knowledge or confirm Constructivist theoretical lens.

In quest for answers, the following questions were formulated.

1. How do the student participants describe the test papers which their teachers in General Education subjects have prepared?
2. How do they describe their experiences when taking the test?
3. From their experiences, what insights can be drawn?

METHODS

Qualitative – phenomenological study was be used for the purpose of exploring the experiences of selected students at Maragusan National High School. In attaining this purpose, we adhered to Creswell’s guidelines (2012) in which ‘open-ended’ questions for interview were applied to get authentic understanding of people’s experiences. Furthermore, through this interview approach, we encouraged our participants to offer their own definition or meaning of the phenomenon.

In adherence to Silverman’s guidelines (2006) as cited in Bryman (2008) for purposeful sampling, we set a criterion for the

selection of the 10 student participants to insure the authenticity of the information, and these included the three or four year of residence in school the Grade 9 and 10 in the Junior High School and Grade 11 and 12 in the Senior High School of Maragusan National High School.

To abide the research ethics, we considered the following issues. Prior to the undertaking of the study, we sought a research clearance permit from the Schools Division Superintendent of Compostela Valley Division, Nabunturan, Compostela Valley Province. Permission was also sought from the Principal of Maragusan National High School of the respective students and learners. Administrators of the respective schools were also asked for their permission. Since minors were involved in the study, permission of the parents was sought.

As qualitative researchers, we played some roles while conducting the study, such as interviewer and transcriber. As an interviewer, we gained first the trust of the informants before interviewing them. We assured them that their identity was hidden, and the information they disclosed to us was kept confidential. During the interview, we requested the assistance of a note-taker to note down their observation from the participants' actions or facial expressions. Likewise, when the informants did not understand some of our questions, we shifted to the local language for their own understanding.

As a transcriber, we decoded the data from recorded form to another including those noted non-verbal cues such as, facial expressions, vocal tone and manner of reactions or responses of the informants. If some information was incomprehensible to me, we referred to the records of a note-taker.

To ascertain the credibility of the information, we did not rely only on one source of information, but also on the data from extensive forms such as interviews, related literatures and studies and theories (Creswell, 2012).

Finally, in analyzing data, we adopted the processes such as, data managing, reading, memoing, describing, classifying, interpreting, representing and visualizing (Glaser & Strauss, 1967; Goetz & LeCompte, 1984 as cited in Creswell, 2012).

RESULTS AND DISCUSSIONS

Students' Description of Test Papers

In pursuit of figuring out students' description of the test papers, this section presents and discusses the dominant themes. For better understanding, each of them is unpacked using Piaget's Constructivist theory.

The themes which emerge from the students' consolidated descriptions of their test papers are the test questions in a test paper are properly constructed and the correct answers are found in the given choices.

Proper construction of the test questions. The student participants say that their test paper, especially in General Education subject is constructed well by their subject teachers. When they are asked why, they seemingly point out that there is an existing mechanism to ensure the quality of test that is given to students. In this process, all test papers must pass through the office of the teachers' supervisor to check the content and structure of the test. After the scrutiny, these are endorsed for printing and production of copies. During the interview, the students disclose:

"Gi-preparar ug maayo sa mga tisers sa General Education subjects ang test" (The test prepared by our teachers for General Education subjects are properly made and prepared.) (R-IDI-01)

"Gi-ribyo pud sa mga akademik tisers ug skul administrator ang test paper." (The test paper is reviewed thoroughly by the concerned academic teachers and school administrator.) (R-IDI-02)

Why is there a need to review the content and structure of the test paper? According to Weare (2004), one of the most important aspects of test construction is accuracy: that the tests produced are free of defects. At least two studies cite the presence of defects in the test as particularly anxiety producing for students. Weare (2004) in her survey of adult learners returning to school, notes that "poor test construction ... coupled with poor scoring and grading practices, causes anxiety." Weare added poor test construction specifically due to vaguely worded essay questions and

"items not used to measure understanding ... in which the emphasis is placed on small details which are trivia." Madsen et al. (1984) likewise found their qualitative study of test anxiety in ESL students several exam defects which these students had cited as being anxiety producing for them. These included: unclear essay instructions, inadequate space to write responses, numbering errors on the test, and poor sound quality on audio tapes used on listening sections of language tests.

Provision of choices. In the test papers, the students find choices of answers. However, they cannot just simply pick out any answer to a question. They ought to recall their lessons and analyze the given contexts before picking out a chosen answer. What most of them say is that the test is both easy and difficult:

"Ang ubang pangutana sa test sayon ra, pero adunay uban nga lisud pud. Adunay test nga enumeration, true or false, ug multiple choice. Sa ilabang tanan, lisud ang modified true or false ug sayon ang multiple choice." (Some test questions are easy while others are difficult. There are types of test: enumeration, true or false, and multiple choice. Among these, I find modified true or false as the most difficult while multiple choice is the easiest one.) (R-IDI-03)

Enumeration, Modified True or False, Multiple are types of examination which any teacher may prepare for his or her students. We argue that using a variety of test types can address the uniqueness of an individual learner. As long as the teacher knows of his or her students' diverse needs, he or she can use these types of test with a touch of creativity which stimulates students' interest, imagination, and critical thinking. Hence, this variety can be instrumental to activating the process of accommodation and assimilation which, for Piaget, enable the individuals to construct new knowledge from their experiences.

In the process of assimilation, the individuals incorporate new experience into an already existing framework without changing that framework. This may possibly occur when individuals' experiences are aligned with the internal representations of the world.

However, this may also occur as a failure to change a faulty understanding. For instance, when they may know that their answer in a test is incorrect, they come to realize that their understanding about the subject matter is faulty. Hence, such an experience serves as a lesson to them.

In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experiences of failure, or other's failure.

On the other hand, the theory of Social Constructivism explains that using a variety of test types does not only acknowledge the uniqueness and complexity of the learner, but encourages, utilizes, and rewards it as an integral part of the learning process (Wertsch, 1997). It seems that the test is motivating because the students who are taking it, are caught smiling. When they are asked of the reason why they are happy, they say, "*Halos labat ng pinag-aralan naming ay lumabas* (All those we studied came out)." (R-IDI-05) So, what do they suggest? These students suggest that the teacher discuss the coverage of the examination. Or, during the session, the teacher facilitates the discussion of the lessons.

On this note, we argue that there is an interaction between the students and the teacher. We assert the point that through interaction, the learning capability of students is activated because they are given the opportunity to think, analyze, and assess whether their responses are right. However, while it is true that interaction takes place in the classroom, it cannot be denied that both the teacher and the students, who are equally involved in exchange of thoughts and opinions, learn from each other (Holt & Willard-Holt, 2000). Although in this learning experience they can be both subjective and objective of their ideas, what is essential is that the teacher's culture, values, and background interplay in shaping the facets of his or her students' cognition.

Description of Experiences in Taking the Test

As to the experiences of students when taking the test, the dominant themes which emerge are: (1.) anxiety and (2.) gladness.

Anxiety. During the interview, the students are asked of their experiences when they take the test. They say that they are worried of the results because there are some test questions which they can hardly answer. Although they study their lessons, those which come out in the test are not discussed nor taken up. They say:

“Gikul-baan ko kay akong gi-anseran ang ubang kwestiyon na dili part sa amohang diskasyon sa klase.” (I felt nervous because I answered some questions which were not part of our discussion in class.) (R-IDI-07)

“Ako ay naging kabado dahil hindi ko alam kung masasagutan ko ba lahat ng tama ang mga katanungan (I was nervous because I did not know if I could answer all the questions correctly.)” (R-IDI-08)

There are many causes of test anxiety. It is revealed in this study that one of them is the lack of preparation. The students presume that only those which are discussed in class would come out in the test, so they do not mind reading textbooks or even those recommended references by their teacher. In consequence, there are test items which they fail to answer.

In this scenario, the students seemingly manifest their immaturity. They seem unaware of their responsibility as students. On Social Constructivism, the teacher must help develop the sense of responsibility of his or her students. Likewise, he or she must have taught them how to construct their own understanding so that they do not simply mirror and reflect what they read. They must have helped them find meaning, regularity, and order in the events of the world even in the absence of full or complete information (Glaserfeld, 1989).

Gladness. Some students in this study show how happy they are because they find the test easy to answer. It may be true that the test is easy, but what makes it easy is the fact that they prepare for it by studying hard.

“Abi nako lisod, dili diay. Sayon lang diay anseran.”
(I thought they were hard, but they were actually
easy to answer.) *IDI-09*

Finding the test easy to answer is due to adequate preparation of the learners for the examination. Such preparation is however dependent on how engaging and challenging the activities are that can enhance learners' skills and knowledge. According to Brownstein (2001), learners should constantly be challenged with tasks that refer to skills and knowledge just beyond their current level of mastery. This captures their motivation and builds on previous successes to enhance learner confidence.

Vygotsky (1978) further claimed that instruction is good only when it proceeds ahead of development. Then, it awakens and rouses to life an entire set of functions in the stage of maturing, which lie in the zone of proximal development. It is in this way that instruction plays an extremely important role in development.

Moreover, Derry (1999) explained that to fully engage and challenge the learner, the task and learning environment should reflect the complexity of the environment that the learner should be able to function in at the end of learning. Learners must not only have ownership of the learning or problem-solving process, but of the problem itself.

Where the sequencing of subject matter is concerned, it is the constructivist viewpoint that the foundations of any subject may be taught to anybody at any stage in some form (Duffy et al, 1992). This means that instructors should first introduce the basic ideas that give life and form to any topic or subject area, and then revisit and build upon these repeatedly. This notion has been extensively used in curricula.

It is also important for instructors to realize that although a curriculum may be set down for them, it inevitably becomes shaped by them into something personal that reflects their own belief systems, their thoughts, and feelings about both the content of their instruction and their learners (Rhodes et al., 1999). Thus, the learning experience becomes a shared enterprise. The emotion and life contexts of those involved in the learning process must therefore be considered as an integral part of learning. The goal of the learner is central in considering what is learned (Brown et al., 1989; Ackerman, 1996).

Insights from Experiences

The experiences of the students in taking the test somehow vary. However, despite this variation, these incidents become their turning points. Among these realizations include the learning of the English language through reading, the benefits of studying hard and following instructions:

“Napagtantoan ko sa aking sarili na dapat akong mabasa ng wikang Inglis at mag-aral ng maigi” (I realized that I should read in English and study well.) (R-IDI-11)

“We need to study well for the exams so that we can answer the questions. And, we must follow the rules so that we can catch up the lessons.” (R-IDI-12)

“I must study even before the exam. I should also study some related information to our topics especially in Mathematics.” (R-IDI-05)

After experiencing difficulties in taking the test as there are some test items which are not discussed in the class, they see how important it is to prepare for it by developing their study habits and testing skills:

“Nituo ko nga ang ang senior high maga-preparar kanamo padulong sa sunod namong dyorni pinaagi sapag imprub sa amohang estudi habits ug testing skills.” (I believe that senior high school is preparing us to our next journey by improving our study habits and testing skills.) (R-IDI-08)

“Na-realaiiz nako nga ang tama nga preparasyon bag-o mag exam makatabang gayod sa pag-tubag sa mga pangutana sa exam.” (I realized that proper preparation before the exam would help us answer the test questions.) (R-IDI-9)

Then, the other one is seeing the value of sacrifice, perseverance, and commitment to achieving success in life:

“Dabil mahirap lang ang aming bubay at maraming mga pagsubok na dumarating sa amin, ito ang aking naging daan.

Hindi hadlang ang kabirapan upang susuko na tayo sa pagaaral.

Bilang isang mag-aaral, magsakripisyo ako upang maabot ko ang aking mga pangarap at matulungan ko ang aking mga magulang balang araw.” (Because we are poor and there is a lot challenges that came to our life, it is the only way. As a student, poverty is not the hindrance in achieving my goals and dreams in life in order to help my parents someday) (R-IDI-10)

“Kailangan kong seryosohin ang pagsagot sa mga pasulit dahil dito rin nakabase ang markang makukuha ko at sa markang iyon ang silbing kapalit sa mga pagbihirap ng aking mga magulang sa pagpa-aral sa akin at kabiti na may mga pagsubok mang dumating hindi rin iyon ang maging hadlang upang matupad ang aking mga pangarap na magsilbing gabay at aabon sa amin balang araw.” (I need to take it seriously in answering the test because it will be the bases of my grade and that grade will be the reward of the sacrifices of my parents. Even though there is lot of challenges that I face it will not be the hindrance to achieve my goals and my dreams in life. It will be my guide and it will lift up our life someday). (R-IDI-02)

And, above all these is that they see the importance of prayers in their studies for guidance:

“Palaging manalangin at di-gumawa ng mali at pagbutihin ang pag-aaral. (Always pray, don’t do anything wrong and study well) (R-IDI-07)

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The Employability of Accounting Technology Graduates of the University of the Immaculate Conception, Davao City, Philippines

Mary Jane B. Amogues¹ and Emma V. Sagarino²

¹ Faculty, College of Accountancy and Business Education
University of the Immaculate Conception
mamoguis@uic.edu.ph

² Research Director, University of the Immaculate Conception

ABSTRACT

Academic institutions must track their graduates to establish their employment status and identify areas for improvement. As a result, this study among accounting technology graduates from the University of the Immaculate Conception was done to determine their profile, labor market information, job-related competencies, level of satisfaction at UIC, and insights into the elements that contribute to their employability. This is a descriptive study that made use of a survey and a focus group discussion (FGD). The research was carried out in Davao City and focused on the city's various industries. It covered 95 graduates from the academic years (AY) 2013-2014 to 2018-2019, 89 in the survey, and six in the FGD. The quantitative data were analyzed using frequency counts, percentages, and the mean. In addition, some qualitative data was embedded into the discussion to help triangulate the quantitative findings, and the insights into their employability were thematized. Most survey respondents are females who are single and graduated in the AY 2017–2018. Almost half of the survey participants are already regular employees, and more than a third are managers or supervisors. Communication skills are the most important and beneficial in their first employment followed by human relations, entrepreneurial abilities, critical thinking, and IT skills. Some qualitative participants believe that entrepreneurial skills, along with adaptability, flexibility, and dependability, were valuable in their first job. The participants are highly employable considering that the majority obtained their first job within one to six months, while more than 40% were hired within a month of applying. The top five industries where they are

employed include retail, government agencies/LGUs, banking, BPO, and agribusiness. The employment they got is aligned with their college preparation. The participants found the UIC administration, ABA program, faculty, school facilities, and student services very satisfactory. The qualitative participants appreciate the responsiveness of the administration to the concerns of the students vis-à-vis its mission of providing quality education. Professional competence and good grades, on-the-job training, UIC graduates' satisfactory job performance, and Christian values are among the elements they believe have greatly helped their job search. Some participants value the Catholic education they received at the university.

Keywords: Tracer study, employability, university accounting technology graduates, descriptive research, Davao City, Philippines

INTRODUCTION

Tracer Studies are commonly becoming a recognizable practice worldwide. They involve identifying and following graduates from higher education institutions (HEIs) worldwide spurred by the need to consider how graduates view the experiences they underwent during their degree study and their transition to the job market (Badiru et al., 2016). The importance of graduate tracer studies is to incorporate improvements into the institutional effectiveness programs of universities or higher education institutions by collecting and analyzing information on graduate's professional and personal careers. Such studies can be used to collect data on the employment situation of the most recent graduates to obtain indicators for their professional performance (Teichler, 1998; Egesah et al., 2014). They can therefore be used to contribute to causal explanations of the relevance of the study conditions and services provided by the higher education institutions and the graduate's performance in the labor market (Teichler 2011, Schomburg et al., 2011, Heidemann 2010, Egesah et al., 2014).

Some of the indicators of course effectiveness is the ability of the graduates to prove to employers their competency and consequently be hired as employees (Sagarino et al, 2013). Likewise,

graduate tracer studies are relentlessly becoming an exhilarating instrument by which intrinsic opportunities, curriculum and training relevancies, and challenges are revealed and used (Ramos, 2006; Egesah et al., 2014).

One of the challenging issues that an academic institution must address is to prove that its graduates are employable. Hence, the mapping of graduates is another essential aspect of tracer research. Hinchliffe et al; (2011) and Holmes (2013) defined graduate employability as the ability of higher education graduates to find and create work. Employability implies that institutions and companies have supported students' knowledge, skills, qualities, reflective disposition, and identity, necessary for graduates to succeed in the workplace.

Accountancy and Business Administration Program of the University of the Immaculate Conception (UIC) has produced two tracer studies of its graduates. (Sagarino et al, 2013) uncovered that the employability of the business graduates is specifically attributable to effective curriculum and training, prestige of the university, values, and discipline. Employers find the UIC business graduates to be competent, dependable, trustworthy, God-centered, dedicated, and sociable. These business graduates were mostly employed within six months of graduation. Caminade et al. (2016), on the other hand, ascertained that among the Bachelor of Science in Accountancy graduates, the majority are employed within their field of expertise. Seventy-five percent (75%) of the respondents are Certified Public Accountants of whom 79% were employed within a month after submitting their application. Skills in entrepreneurial, relational, communication, information technology, and problem-solving were the identified competencies relevant to their job.

On the other hand, the Bachelor of Science in Accounting Technology (BSAT) of the university was established in the academic year 2010-2011 and the first batch graduated in the academic year 2013-2014. The program produced 364 BSAT graduates since the course started and the researchers would like to track their employment status and careers. These graduates have not been mapped in terms of their employability and work performance. This study will provide feedback about the effectiveness and curriculum relevance of the accounting technology course as basis for the university education and services program improvement and

marketability. In the academic year 2018-2019, UIC replaced the course BSAT with BSIS in accordance with CHED Memorandum Order No. 25 series of 2015, which contained the policies, standards, and guidelines (PSG) for Bachelor of Science and Information System (BSIS).

Objectives of the Study

This study aimed to map the Accounting Technology graduates of the university employed in the different industries in Davao City. Specifically, it determined the following:

1. The profile of the participants as to sex, civil status, school year graduated, and further studies pursued.
2. The labor market information of the participants, particularly, the employment status, job position, skills useful in the job or business venture, means of obtaining the job and period of seeking the first job after college
3. The reasons of staying in the first job
4. Industry they are employed?
5. The satisfaction level of the graduate – respondents in terms of administration, ABA program, faculty, school facilities and student services and their insights about the factors that contributed to their employability

METHODOLOGY

In this study, the researchers utilized a descriptive research design employing both quantitative and qualitative approaches such as survey and focused group discussion (FGD). Participants' profiles, labor market information, and the industries in which they work were all described. The participants' perceptions of the factors that influence their employability were also discussed.

The study was conducted in Davao City which is a commercial center and highly urbanized city on the island of Mindanao. Davao City has achieved a milestone double-digit economic growth of 10.9 percent in 2017, the highest in the history

of the region. The industry grew by 19.1 percent, owing to the improving performance of the construction, which accelerated to 38.2 percent in 2017 from 24 percent in 2016; manufacturing, 11.4 percent from 11.3 percent in 2016; mining and quarrying, 18.2 percent from 15.7 percent in 2016. Services grew by 7.3 percent and business activities sustained its 6.8 percent growth in 2017 (Colina IV, 2018). The employment rate in the Davao region in 2018, where Davao City belonged, is relatively higher at 95.7% compared to the other areas in the Philippines like National Capital, Ilocos, Central Luzon, CALABARZON, MIMAROPA, Bicol, Western and Visayan regions.

The participants of the study are composed of the University of the Immaculate Conception (UIC) Accounting Technology graduates of AY 2013-2014 to 2018-2019 from selected establishments representing various industries in Davao City. Quota sampling was employed where a minimum of 25% of the graduates or at least 91 participants was targeted. Moreover, snowball sampling was used in identifying the probable respondents for the survey. Hence, the study covered 95 graduates, 89 in survey and six in the FGD.

The respondents were asked to answer an adapted questionnaire from the tracer study of Caminade et al. (2016), which focuses on the contribution of UIC to their employment and career. Moreover, a focused group discussion (FGD) was also conducted on another set of participants through a virtual platform to draw out in-depth information related to their employability. One of the researchers facilitated the FGD. Prior to the actual conversations, she oriented the focused group first about the purpose of the discussions and made sure of the voluntariness of their participation. The proceedings were recorded, and the FGD lasted for two hours.

The data were analyzed through frequency counts and percentages to present the profile, employment information and employability factors of the graduate respondents. Mean was used to determine the satisfaction level of the respondents on the different services provided by the institution. The satisfaction level was interpreted through this matrix.

Range of Scale	Description	Interpretation
3.26-4.00	Very high	Excellent
2.51-3.25	High	Very Satisfactory
1.76-2.50	Average	Satisfactory
1.00-1.75	Low	Poor

On the other hand, the FGD recorded proceedings were transcribed and the researchers utilized some of the responses to substantiate the discussion of the quantitative results. As to the insights of participants about the factors influencing their employability, a thematic analysis was made.

Ethical Considerations

The enumerators ensured that the respondents were properly approached to participate in the survey. Each of the participants understood the purpose of the study before they gave their consent to fill out the survey form. Hence, their participation was voluntary in nature. No data was associated to each of the respondents in compliance with the Data Privacy Act of 2012.

Prior to the data gathering the respondents were oriented about the objectives of the study and informed consent was obtained. It was emphasized to them that they are the most appropriate respondent for the study and their honesty in accomplishing the survey tool is very important to establish the credibility of the findings of the study.

The researchers will provide the dean of the College of Accountancy and Business Education with a copy of the findings of this study for possible implementation of the recommendations. Moreover, the researchers plan to publish their findings to a referred research journal.

RESULTS AND DISCUSSION

Profile of the Survey Participants

The survey covered 89 BSAT graduates, majority of them are females (73%) and the rest are males. Predominantly 98.9% were single. Most respondents (52.8%) graduated in the academic year 2017–2018; 22.5% in 2016–2017; 12.4% in 2014–2015; 11.2 % in 2015–2016; and 1.1% in 2013–2014. Furthermore, 5.6 % of these graduates pursued a master's degree in business administration, 1.1 % proceeded to a master's degree in management.

The qualitative participants are also dominated by females (83.3%), and they are still not married. Half of them graduated in AY 2016–2017, while more than a third in AY 2017–2018. Only one went on to pursue further studies, particularly in law.

Labor Market Information

Employment Status & Job Position. As to the respondents' labor market information (Table 1), 49.5% are already regular employees, while 30% are contractual or casual employees, 5.6 % are self-employed, and 14.6% are unemployed. Of those who are employed, 5% are managers, 27.6% are supervisors, and 67.1 % are rank and file employees.

Skills Useful in the First Job. For the quantitative participants, communication is the most important and useful skill for graduate respondents in their first job, followed by Human Relations, Entrepreneurial Skills, Critical Thinking, and IT Skills. Some of the qualitative participants triangulate the entrepreneurial skills as beneficial in their first job. Specifically, a participant shared her experience when she was employed with a Samsung sales outlet. The marketing and sales skills that she initially learned from UIC helped her as an effective employee.

[...] *katong* marketing ug sales skills, *isa jud to siya kay* since *nag work ko sa* Samsung before sa PNB, *na mag hit man gud ka ug* quota when it comes to sales. [...] (#FGD_06)

I find marketing and sales skills to be essential because when I was still working with Samsung before I transferred to PNB, I needed to hit the sales quota.

Table 1. Labor Market Information

Aspects	Frequency/ Cumulative Rate	Percentage/ Rank
2.1 Employment Status		
Regular	44	49.5
Contractual/Casual	27	30.3
Self-employed	5	5.6
Unemployed	13	14.6
Total	89	100.0
2.2 Job Position		
Manager	4	5.3
Supervisor	21	27.6
Rank and File	51	67.1
Total	76	100.0
2.3 Skills Useful in the First Job		
Communication	142	Rank 1
Human Relations	139	Rank 2
Entrepreneurial	138	Rank 3
Critical Thinking	136	Rank 4
IT Skills	133	Rank 5
2.4 Means of Obtaining the First Job		
Response to an advertisement	7	9.9
As walk-an applicant	14	19.7
Recommended by someone	29	40.8
Information from friends	10	14.1
Arranged by school's	5	7.0

job placement officer		
Online Recruitment	6	8.5
Total	71	100.0
<hr/>		
2.5 Period of Seeking the First Job		
Less than a month	29	40.9
1 to 6 months	38	53.5
7 months to 11 months	3	4.2
2 years to less than 3 years	1	1.4
Total	71	100.0

Also, most of the qualitative participants validated the relational skills to be essential in their jobs. One participant emphasized that her co-employees appreciate her qualities of a modern auditor--sociable, sympathetic, and joyful. She believes that it is beneficial to the company when the auditor helps find solutions to strengthen the organization's internal control system instead of finding faults among the employees.

[...] *Di ba kung internal auditor ka ang mindset kay striketa ka, dili ka approachable kanang murag isog kaayo ka sa mga panan-aw sa mga co-employee mo. Pero in terms man gud sa akoo, murag nakita nila na approachable ko, cheerful ko, dali lang ko maduolan. Kanang instead na problem ang amoang storyaban, gapangita mi ug solution kung paano i-solve tong problem. (#FGD_03)*

If you are an internal auditor, you are perceived to be strict and unapproachable by your peers. It is contrary to my personality; they find me approachable and cheerful. Instead

of talking about the problem, we discover a solution to solve the problem.

Moreover, they give credence on the qualities such as adaptability, flexibility, and dependability. For them, these are the characteristics that are common to UICians.

[...] *Dali ra daw ko naka* adapt sa environment, *tapos maasaban daw kay ako ang go-to-person sa akong mga peers* [...] (FGD_01)

They noticed that I quickly adjusted to the new atmosphere and that I am dependable because I am a go-to person by my peers.

[...] *Ako daw kay* very considerate. *Gina weigh nako kung significant ba ni siya or kailangan pa ba ni i-report* and then last thing I think *ang na-hone sa akoa sa UIC kay flexible sa tanang aspect. Pwede ko i-assign diri like sa akong work karon pwede pud sa laing lugar.* (#FGD_02)

They find me considerate since I weigh the findings to see if they're significant and whether I should report them. Then, I believe UIC has assisted me in honing my flexibility. I could be stationed anywhere.

This finding on the participants' notable qualities implies that UIC is successful in producing Ignacian Marian graduates with the desired characteristics. As published on the university website, RVM graduates are expected to be competent in coping with change, which is adaptation. To be helpful to the organization they work, they must be adaptable and inventive.

The quantitative result supports the finding of Cervantes et al. (2019) that communication, human relations, and critical thinking skills are essential in the workplace practice of the College of Business Entrepreneurship and Accountancy graduates of their university. Further, IT skill was rated important. Similarly, the findings support Alvarez's (2020) conclusion that critical thinking skills, human relations/interpersonal skills, entrepreneurial skills, oral and written communication skills are all fundamental skills in the workplace for the graduates, while IT skill was rated important.

Means of Obtaining & Period of Seeking the First Job

The most common method of acquiring their first employment was being referred by someone (40.8%), as a walk-in applicant (19.7%), information from friends (14.1%), a response to an advertisement (9.9%), online recruitment (8%), and arranged by school's job placement officer (7%). In terms of the time spent looking for a first job, it's worth noting that a considerable percentage (40.9%) were hired within a month of applying, while the majority (53.5%) took between one and six months.

The qualitative responses reinforce the claim of the participants that they were hired within a month of applying for their first job. Indeed, one participant happily shared that she was requested to report to her first job as an accounting staff in a hotel the day after graduation. She credited the school job fair, where she applied and was interviewed, for facilitating her speedy employment.

Ang first job ko sa Penacle, madali lang ako naka trabaho doon kasi sa job Fair ng UIC and then one day after ng graduation, nag start na ako kaagad, so walang rest at vacation na nangyari after graduation. Bali ininterview kami and the sabi nila na mag wait lang daw sila ng graduation day ko pero hindi pa nila sinabi na hired na ako maam. [...] (#FGD_04)

Another participant backed up the claim of quick employability by saying she was hired three weeks after applying. She was employed on the spot immediately following her job interview.

She even admitted to being divided between two potential jobs at the same time. She was considered for both companies, where she applied in response to a job advertisement on Facebook.

Since graduate ko March 2017, 3 weeks after pa ko nag start apply jud. Nay mga groups sa facebook na naga indicate jud silag mga email asa ka mag send ug resume which is mga accounting staff ang ilahang mga kailangan. So, nag send ko sa duha na companies which is the Avida Towers and Prime Billboards. [...] Gi-interview ko ni Avida, gipatake kog exam and then that day sad kay gitawagan ko sa Prime Billboards na mag interview ko for the next day. Then that day na gi-interview ko nila is na-hired on the spot ko which is gusto nila na on that day pud ko mu-duty dayon, agad-agad ilang gusto. (#FGD_06)

The job search waiting time between one to six months jives with the findings of Gonzales (n.d). He highlighted that their business education graduates in Northwestern University were hired within six months from the time they started hunting for a job.

Reasons for Staying in the First Job

One of the vital reasons mentioned by 47 of the 76 respondents or (62%) for staying in their first job is the compensation and benefits provided to employees. In addition, 58 percent said that the challenges of their first job are the reason they are remaining. Thirty-five percent said their job is related to their course, 33 percent said their choice is based on their specific expertise, and 18 percent said the essential aspect is proximity to their home. Twenty percent stated it was because of family influence, and 13 percent said it was because of peer influence. (Table 2).

Table 2. Reasons for Staying in the First Job

Reasons for Staying the First Job	Number of Responses	Percentage
Salaries and Benefits	47	62%
Career Challenge	44	58%
Related to Course	35	46%
Related to Special Skill	25	33%
Family Influence	15	20%
Peer Influence	10	13%

This finding on retention factors supports Bussin's (2018) conclusion that millennials value benefits, seek challenges, and learning. Furthermore, they have been observed to enjoy recognition, growth, and career opportunities. Hence, it is recommended that management may utilize strategies along these aspects to encourage the millennials to stay in their job.

Industries the Graduates Are Employed

The data in Table 3 depicts the industries in which the graduates are employed. A significant number of respondents (26%) worked in the retail industry, as well as government institutions (14.5%). Some worked in banking and BPO (9.2% each), agribusiness (6.6%), health services and land development (5.3%), academe and pharmaceutical (3.9%), telecommunications, and food and beverage (2.6%), with the rest working in other industries such as cooperatives, financing, insurance, online, and logistics (1.3 percent per sector).

The FGD participants' current employment corroborates the quantitative results as they work with retail industries, a government agency like GSIS, banking and financial institutions, and BPO. Most of them serve as internal auditors, especially in the retail and financial institutions.

Currently, I work in Deco Arts
Marketing, store support of Citi

Hardware as an internal auditor.
 (#FGD_05)

Currently, connected with Philippine National Bank (PNB) as new account’s clerk or teller. I am in rotation every now and then so either new account’s clerk or teller. I have been a regular employee for three years now. [...] (#FGD_06)

The top five industries where the respondents are currently employed concur with the result of Calma (2019), where he highlighted that the Business Administration graduates of Baliuag University are employed in industries such as banking, marketing & sales, services, and BPO. However, it should be noted that the BSAT graduates of UIC are also relevant among government agencies and local government units. Also, the result is parallel to the findings of Sagarino et al. (2013) that most UIC business graduates are employed in retail, banking, and government agencies.

Table 3. Industries the Graduates Are Employed

Industry	Frequency	Percentage
Retail	20	26.3
Government Agencies/LGU	11	14.5
Banking	7	9.2
Business Process Outsourcing (BPO)	7	9.2
Agribusiness	5	6.6
Health Services	4	5.3
Land Development	4	5.3
Academe	3	3.9
Pharmacy/Pharmaceutical	3	3.9
Food and Beverage	2	2.6
Telecommunication	2	2.6
Cooperative	1	1.3
Financing	1	1.3
Insurance	1	1.3
Online (Internet)	1	1.3

Logistics	1	1.3
1.3Mining	1	1.3
Oil	1	1.3
Physical Fitness Center	1	1.3

Satisfaction Level of the Graduates on Selected Aspects

The data in Table 4 illustrates that the respondents' overall satisfaction level with the school's selected services is high, with an overall mean score of 2.85. This result means that they find the administration, ABA program, faculty, school facilities, and student services as very satisfactory. Likewise, their responses are homogenous and consistent ($SD < 1.00$). However, school facilities got the lowest mean score of 2.65, yet it is still described as high (very satisfactory). This result infers that UIC may continue improving in these five areas since the rating given by the participants did not reach an excellent level.

Table 4. Satisfaction Level on Selected Aspects

Aspects	Mean	SD	Description
Administration	2.93	.79	High
ABA Program	2.96	.81	High
Faculty	3.00	.84	High
School Facilities	2.65	.85	High
Student Services	2.70	.81	High
Overall Mean	2.85	.72	High

The focus group shared some personal stories to reinforce their satisfaction about the university as their collegiate alma mater. One participant remembered how the administrator or program head responded to student feedback regarding teachers' performance during the regular evaluation conducted by guidance personnel. One of her professors, she claimed, had improved her teaching style in response to the learners' feedback. This, she believes, demonstrates that school's administration are serious about resolving students' issues, particularly when it comes to providing high-quality education.

[...] *Sa admin kay katong naa siyay*
evaluation, *gidungog jud nila ang*

comment *sa mga* students. [...] *Kay* the next semester, *na-teacher nako siya* again which is *nag bag-o jud ang iyabang way, dili na siya* more on *sa katong* usual *na ginabuhat niya mag lisod mi ug sabot. Kato siya maka-happy jud siya na* side as student and as a graduate *sad naa jud ang heart niya* is for students also, *dili lang siya na mueskwela lang ka para makahuman ka* but *also na maka* learn *jud ka sa mismo nga naa pa ka sa school ug ginamold ka nila na maging* better person at the same time. (#FGD_06)

In the aspect of administration, there was that time when the comments or evaluation of the students about the poor teacher's performance was addressed. In the next semester, that teacher's performance greatly improved. Also, the core of the university's education is not just to help students to graduate but to mold them to become better persons.

Also, one participant appreciated the desire of the teachers to help the students learn, as manifested by their patience and approachability. Moreover, she described the teachers to be kind and courteous. For her, this experience motivated her to strive more to learn the lessons well.

I can say as a whole *kay wala man namo na-teacher ang tanan*, but *sa* ABA program is that *ang* teachers are very good in teaching and then *dili sila* out of touch *na klase na mga* professors *na kanang dali jud nimo sila maduolan*. If ever you have questions or *kanang wala kay nasabtan sa klase*, you can really ask them and then *buotan sila kay kanang*

pag mag ask ka sa ilaha kay they won't make you feel na ay kabugo nimo oy, wala na nimo na-gets. (#FGD_01)

I can say that the teachers that the ABA program teachers are very good in teaching, and they are approachable. If you have questions or some things you did not understand, you can ask them, and then they won't make you feel like an idiot.

It is also worth noting that participants recognize the essence of what they learned at UIC in their current careers. One participant appreciated the usage of Systems Applications and Products (SAP) accounting software in one of her major subjects, which she found to be beneficial. However, another participant commented on her lack of knowledge of Microsoft Excel, which she believes should have been emphasized in her computer laboratory subject. For her, competence in this computer program is helpful in one's accounting and auditing tasks.

Siguro pud tanang lessons na na-encounter nako sa UIC especially ang SAP. Mao jud na ang pinakagamit pud na lesson na na-apply nako sa akong first job ug current job. (#FGD_04)

All the lessons that I learned from the university, especially the SAP, that is the most helpful knowledge in my first job and current job.

Kanang lisod pa gani kapaon ang excel, kanang ingana gani. So murag mas mag kuan sila program para mas i-prepare pa jud ang students sa work life ug sa ilabang maabutay na experience para dili sila mag lisod pag sugod. Great example kanang sa excel, kanang mga shortcuts,

kanang mga mag lupad-lupad lang ang numbers, stuff like that. (#FGD_05)

I had difficulty utilizing Microsoft excel. So, I suggest that in a computer subject, the students will be taught about computer programs like excel, particularly its shortcuts and animations, stuff like that.

Finally, the participants' pride in their alma mater, the University of the Immaculate Conception, is remarkable. Being a graduate of this university enhances their confidence, especially when it comes to job applications.

About *sa* UIC, *kanang* during employment search *murag ma-boast jud nimo* like *sa* HR *ug sa* Hiring Officer or *sa* supervisor *na "gikan kog UIC"*, "UIC graduate ko", *kanang murag imoha jud ipagmalaki ba. (#FGD_5)*

During your employment search, you may brag to the HR or recruiting officer about your UIC degree, of which you should be proud.

The results of UIC evaluation differ from those of Caminade et al. (2016), who found that components of administration, ABA program, and school facilities only received satisfactory ratings among UIC Accountancy graduates. This finding could imply that the institution, particularly the ABA program, has significantly improved these three areas, given the present study's respondents indicating very high evaluations.

Insights About their Employability

The qualitative participants enthusiastically shared the factors which they felt helped them get employed. Among these include

professional competence and good grades, on-the-job training, admirable job performance of UIC graduates and Christian Values.

Professional Competence and Good Grades. Some participants believe in their professional abilities, which are first demonstrated in the job exam outcomes. They also feel that companies consider the desirability of the applicants' grades when hiring employees. Indeed, having honors can be a competitive advantage, according to one participant. Furthermore, co-curricular activities in college are also regarded as supplementary features because they demonstrate one's aptitude in areas other than academics, such as leadership, time management, commitment, teamwork, and relational skills, among others.

Siguro ang gi-consider sa employer that time is first ang grades sa transcript kay ana siya kay akoang grades daw kay good naa daw koy kanang taas ang mark sa some of the subjects. [...] Nakita niya ang akong potential to be credit analyst kay gipatake ko nilag exam and then na determine nila na fit ko for that position so mao to, gitawagan ko nila balik and gi-offer nila ang job. (#FGD_01)

What the employer had considered was my good grades in some of the subjects in my transcript. The HR officer saw my potential to be a credit analyst based on the examination result. So, they offered that position to me.

Sa resume nako kay gibutang man gud nako nga like, dean's lister ko before, natagaan ko leadership award and aside from that gibutang pud nako didto na I do debates pero ako silang giingnan ug precaution na murag "I did debates

because I was afraid of crowds” *so kanang* I did something that I was fearful of *para gani i-overcome siya unya para i-hone ug i-develop akong speaking skills (#FGD_05)*

I placed in my resume that I was a dean’s lister, a leadership awardee, and a debater. But I emphasized that I did debates because I was afraid of crowds, which was my way of handling my limitations. It was also my way of honing my speaking skills.

On-the-Job Training (OJT). Employers also examine the applicant's work experience while evaluating them. One participant stated that her OJT's alignment with the employer's requirement was a factor in her being hired in her first job. Another participant, on the other hand, stated that her OJT in the United States makes her credentials more appealing to employers. Her experience working in a foreign corporate organization, she believes, is an advantage.

During the job interview, *sabi niya malaki daw ang potential ko for the assigned job tapos sabi niya since accounts payable ang kanilang binabanap na position, in line din siya doon sa aking internship which is ang UIC din ang nagbigay ng internship sa SSS, which is accounts payable department din ako na-assign. So ang sabi nila “if i-hire namin ito si Carla, meron na siyang ideas agad kung ano yung accounts payable na work. (FGD_04)*

During the job interview, the interviewer said that I have the potential for the assigned job—accounts payable staff. This task was in line with my internship in SSS,

which is UIC facilitated. So for them, it is advantageous if they hire me because I already had an idea with accounts payable-related work.

I think *ang* OJT, *isa siya sa* reason *ngano pud siguro ko na-hire kay* during interview, since *naay* PNB *sa* New York, during *sa* area head *na* interview *nako kay gi-inform ko niya na naay* bank *na sa* New York *siya na* area. *Pwede daw ko mag apply didto* since *nag* OJT *ko sa gawas*. *So murag isa to siya sa* advantage *na* reason. *Siguro makita nila na naay* potential *someday naa koy* background *nga naa gud sa gawas*, so feeling *nako isa pud to siya sa* reason *ngano ko nila gi-hire*. (FGD_06)

I think one of the reasons I was hired was my internship abroad because, during the area head interview, the interviewer informed me that there is a Philippine National Bank (PNB) branch in New York to which I might be interested in applying. I think that was one of my competitive edges—the experience through my OJT abroad.

Admirable Job Performance of UIC Graduates.

Interestingly, some of the participants noted that the satisfactory performance of UIC graduates as workers in their respective organizations had influenced their employability. For them, their superiors have high regard for UIC graduates.

Siguro advantage *siya kay siguro daghan na pud nag dugay sa* bank from UIC,

on the school's practices like the prohibition of tattered jeans, hair color, and ear-piercing for boys. In our company, these are also not allowed; we need to be formal. I think these were the characters they saw in me—adaptability and flexibility.

[...] I think ang edge ko lang is sinabi ko na flexible, madaling maka adapt. Kasi after six months may interview ulit kung bakit ka qualified maging regular employee. [...] Patience to learn lang tapos marunong ka lang makisama. (#FGD_02)

I think my edge was flexibility—I could quickly adapt because, after six months of being employed, another interview is done to assess whether you are qualified to become a regular employee. So, I think patience to learn and knowing how to deal with others are essential.

The observation about the UIC graduates' satisfactory performance and relational skills match the findings of Sagarino et al. (2013), who found that human resource officers recognize the remarkable job performance of UIC alumni employees as demonstrated by their competence to accomplish their tasks. These personnel professionally interact with clients and get along well with their coworkers.

Conclusions

Most survey participants are females and predominantly were single. Most respondents graduated in the academic year 2017–2018. Only 6.7% of these graduates pursued a master's degree in business administration and management. The qualitative participants are also dominated by females, and they are still not married. Half of them

graduated in AY 2016-2017, while more than a third in AY 2017-2018. Only one went on to pursue further education, primarily in the field of law.

Almost half of the survey participants are already regular employees, while 30% are contractual or casual employees. A minimal portion is self-employed (5.6 %) and unemployed (14.6%). Managers make up 5% of those employed, supervisors make up 27.6%, and rank and file employees make up 67.1 percent.

In their first employment, the survey participants find communication skills as the most significant and helpful, followed by Human Relations, Entrepreneurial Skills, Critical Thinking, and IT Skills. Some qualitative participants validate entrepreneurial skills to be advantageous in their first employment. Moreover, they added adaptability, flexibility, and dependability to be valuable in their job.

Being referred by someone was the leading means for them to get their first job. A considerable percentage (40.9%) were hired within a month after applying, but the majority (53.5%) took one to six months. The survey participants' claim that they were hired within a month of applying for their first job is supported by the qualitative participants.

Retail, government agencies/LGUs, banking, BPO, and agribusiness are the top five industries where UIC BSAT alumni work. Salary and perks, career challenges, and employment relevance to their course are the top three reasons their stay with their first employer. This result infers that the employment they got is related to the university course they completed.

Generally, the participants find the UIC administration, ABA program, faculty, school facilities, and student services very satisfactory. The qualitative participants appreciate the responsiveness of the administration to the concerns of the students vis-à-vis its mission of providing quality education.

Professional competence and good grades, on-the-job training, the admirable job performance of UIC graduates, and Christian values are among the factors they believed aided them in their employability. Some appreciate the education founded on Catholic principles that they obtained from the UIC.

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The Memoranda and Orders of the Department of Education on Learning Continuity Plan: A Critical Discourse Analysis

Cherry May D. Macabodbod and Danilo G. Baradillo²

² University of the Immaculate Conception

ABSTRACT

In the Department of Education, the releasing of numerous monthly memoranda and orders have caused confusion among readers. Studies have reported that they present unclear and ambiguous statements which is crucial since it affects one's interpretation. This qualitative study, utilizing Van Dijk's Critical Discourse Analysis framework aimed to find out the linguistic features, the discourse flow, and the ideological framing embedded in the 30 memoranda and orders on Learning Continuity Plan. The said corpora were gathered from March to December 2020, which were extracted from the DepEd's official website. Analysis revealed that most of the corpora were mandative directives, issued as department order. Results also revealed that the transitivity, active and passive voice, modality, thematic structure, and cohesive device were the linguistic aspects present in the corpora. In the analysis of the discourse flow, writers employed topic and topic navigation in shaping the flow of thoughts. Further, legitimation, unification, and reification were embedded ideological framing in the memoranda and orders. These ideologies carefully attended to the interplay of meaning and power in the actual circumstances of social life. The findings of this study would be an avenue for the readers to contemplate the powerful influence of language in social settings.

KEYWORDS: Education, applied linguistics, critical discourse analysis, learning continuity plan, memoranda and orders, Philippines

INTRODUCTION

Memoranda and orders are generally used for communicating policies, procedures, or related official business within an organization. It is often written from a one-to-all perspective, broadcasting a message to an audience on the activities, events, actions, or observances (Lewis, 2019). However, numerous monthly memoranda and orders are issued in the Department of Education. Instead of becoming an influencing armory in the field of communication being evaluated by the group of policymakers, the clarity of thoughts and expressions are not evident, mixed messages, confusing signals, and murky meanings also happened to result in ambiguity and leading to multiple interpretations (Viennet & Pont, 2017; Warren, 2019).

Globally, confusing directives leave people many questions unanswered and misunderstanding. One of which is the report of Minsk (2020) on Trump's executive memorandum towards the extension of student loan relief for millions of Americans due to the COVID-19 crisis. It was unclear as to the months of extension for the memorandum, and it only provides for a short three-month extension up to December 31, 2020. However, he said that the student payments and interest would be suspended during his released public statements until further notice, perhaps indefinitely. Also, Americans found the issued memorandum vague, for it is not stipulated clearly as to the coverage of student loan order, possible requirements to qualify the extension, and impact on borrowers who are in default on government-held federal student loans. Accordingly, this memorandum provides the borrower with little insight into their rights, options, or obligations.

Sad to note that the Philippines has also experienced ambiguity of directives. This can be seen in the subsequent change of President Duterte from rejecting the idea of opening classes to approving distance and blended learning while the world awaits a cure or vaccine for COVID-19. He approved having limited face-to-face classes in low-risk areas starting January 2021, provided that the schools should meet conditions set by the government, including strict observance of physical distancing and hygiene measures. His conflicting directives issued lead to confusion for everybody, especially the parents and the learners, as to the realization of it and

the readiness of the schools to respond to the current health crisis experience (Tupas, 2020).

In Davao City, a conflict of understanding with the directive is also observed. It can be seen in the statement of the Department of Education Davao City on homeschooling as not advisable as one of the teaching-learning delivery modalities in the present situation. It creates various interpretations and turns misleading among parents regarding where and how to proceed with their children's education, knowing that learners are not allowed to go to school, and not all have gadgets and access to an internet connection (Manila Bulletin, 2020).

The memoranda mentioned above and orders of the Department of Education in line with the Learning Continuity Plan that is issued to the schools and school learning centers have caught my attention. These are social concerns, for these discuss issues concerning our educational system. Nevertheless, there are no current studies published in this field. Mashuri (2016) has only been conducted genre analysis on English memorandum of understanding, while Nelson (2015) has studied the memorandum of understanding of the Jamaican government and trade unions. In these trying times where memorandum and order are means to connect people in the department, I hope to fill in this gap to provide adequate information and quench my curiosity about people's eagerness to harmonize to societies standard. Moreover, for people, specifically the learners, teaching and non-teaching personnel be aware of the language of the directives in the department; this study would be presented at the research conference and published in the online journal. For these reasons, this study was purposively and rigorously conducted.

Purpose of the Study

The present study focused on the Department of Education's memoranda and orders in line with Learning Continuity Plan, purposively selected and identified from the DepEd's official website. Upon working on the ideological framework of power in these directives, the aim of this study revealed the embedded ideological framing found in the memoranda and orders through the examination of the language and its flow of discourse. Therefore, Van Dijk's Critical Discourse Analysis was utilized to perform the textual, discourse flow, and ideological framing to carry out the analyses.

Theoretical Underpinnings

This study is based on the central notion of Van Dijk's (1993) Critical Discourse Analysis, which articulated within a conceptual triangle that connects society, discourse, and social cognition. CDA sets up the relationship between discourse and power investigating the way in which authority, dominance, and social inequality are constructed, sustained, reproduced, and resisted in the discourse of written texts and spoken words, according to Kazemian and Hashemi (2014). In the first level of analysis, that is the identification of the linguistic features, the researcher anchored it on the theory of Halliday's (1985) Systemic Functional Grammar. This theory investigates the structure and content of the text and the relationship between language and its functions in social settings such as the transitivity, active and passive voice, modality, thematic structure, and cohesive device. Looking into the discursive practice, as the second level of analysis, the researcher anchored it to Chafe's (2001) analysis of discourse flow such as the topic and topic navigation. The phrase *discourse flow* in Chafe's theory identifies the forces that give direction to the flow of thoughts in a written discourse. Finally, in the third level of analysis, that is the identification of the ideology, the researcher anchored it to Thompson's (1990) mode of operation of ideology. Ideology includes legitimation, unification, and reification. This theory establishes and sustains relations of domination and analyzes the relationship between symbolic forms of society and relations of power. This is congruent with the argument of Brasier (2002) who claimed that ideology is the way meaning is mobilized in the social world and supports and sustains those in positions of power.

METHODOLOGY

Research Design. This study made use of a qualitative research method, utilizing a Critical Discourse Analysis (CDA) approach to identify the memoranda and orders linguistic features, flow of discourse, and its embedded ideological framing. Qualitative research was utilized by the researcher as key instrument in gathering the data by examining the documents gathered; analyzed multiple sources of data which are reviewed and organized into themes and categories; involves inductive and deductive analyses in examining the corpora diligently as to the making of themes and gather evidences

that would support each theme; allowed emergent themes/patterns/designs subject for changes during the initial, actual, or final phase of the analysis through a coding system; and attempted the researcher to develop a complex picture of the problem or issue being studied (Creswell, 2013; Bhandari, 2020).

Research Materials. The materials in this study were memoranda and orders issued by Department of Education for both public primary and secondary schools from March 2020 to December 2020. Those memoranda and orders containing rationale were retrieved and downloaded in the official website, *deped.gov.ph*. The retrieved memoranda and orders were all written in English and discussed Learning Continuity Plan. A total of 30 memoranda and orders served as the corpora that were analyzed using Van Dijk's Critical Discourse Analysis framework. For Braun and Clarke (2013), a range of 10 to 100 corpora would be allowed in thematic analysis; thus, the total sample of 30 corpora was acceptable number of corpora in the study. The memoranda and orders were coded. Coding is the process of condensing the text data (Creswell, 2015) using labels in assigning symbolic meaning to the descriptive or inferential information found in the study (Miles, et al., 2014). In coding the corpora, the memoranda and orders were numbered based on its directive's issuance number (i.e., DO 002 for Corpora 002 followed by a sequence number).

Data Analysis. In the first level of analysis, the corpora were examined as to their directives subclasses and linguistic features. Tsui's (1995) directives subclasses were utilized in categorizing the memoranda and orders, into mandates or advisives. To achieve this, each was investigated as to the purpose of its issuance, whether it gives instructions, threat, advice, or warning. Looking into its linguistic features, Halliday's (1994) Systemic Functional Linguistics was used. Each memorandum and order's rationale were carefully studied into its lexical choice such as the patterns of transitivity, the use of active and passive voice, the choices of modality or polarity, the thematic structure of the text, and the cohesive devices. On the other hand, the flow of the discourse was determined using Chafe's (2001) analysis of discourse flow. For him, the topic, topic navigation, navigation by schema, navigation by interaction, and the text helped in identifying the forces that give direction to the flow of thoughts in

the rationales of the memoranda and orders of the Department of Education. In the analysis of its ideological framing, Thompson's (1990) modes of operation of ideology was utilized. The five modes of ideological operation were considered: legitimation; dissimulation; unification; fragmentation; and reification. After thorough analyses, the findings were then categorized and tabulated to provide clearer discussion of the findings and to draw conclusions based on the research questions posted.

Trustworthiness. To demonstrate the reliability of this qualitative content analysis, using concepts like credibility, confirmability, transferability, and dependability—adopted from Lincoln and Guba's (1985) model, which provides four criteria—was used. The goal of credibility is to bolster the claim that the investigation's results are important enough to pay attention to.

RESULTS

Profile of Research Materials

Presented in Table 1 is the profile of the research materials used in the study. These are the memoranda and orders of the Department of Education that discussed the Basic Education Learning Continuity Plan. The 30 corpora were coded, with their corresponding title and classification. During the analysis, 25 corpora were classified as mandative directives, issued as DepEd orders and 5 corpora were classified as advisory directives, issued as DepEd memoranda. As observed, 25 of the 30 memoranda and orders are mandative directives. These directives are employed to get the addressee performs the action. The issuance of these department orders is an indicative of the urgency to respond with the situation in this time of pandemic.

Table 1
Profile of Research Materials

Type of memoranda/ order	Frequenc y	Codes
Mandative	25	Corpora 002_1, Corpora 006_2, Corpora 007_3, Corpora 008_4, Corpora 009_5, Corpora 014_6, Corpora 015_7, Corpora 016_8, Corpora 018_9, Corpora 021_10, Corpora 023_11, Corpora 024_12, Corpora 025_13, Corpora 026_14, Corpora 027_15, Corpora 028_16, Corpora 029_17, Corpora 031_18, Corpora 032_19, Corpora 033_20, Corpora 035_21, Corpora 036_22, Corpora 038_23, Corpora 040_24, Corpora 041_25
Advisive	5	Corpora 061_26, Corpora 002_27, Corpora 055_28, Corpora 053_29, Corpora 075_30

Shown in the table, there are 25 mandative memoranda/order that were classified during the analysis, while there were only five advisives. There were 30 total of memoranda/order included as the corpora of the study.

Linguistic Features of the Department of Education Memoranda and Orders on Learning Continuity Plan

The data in Table 2 pertains to the linguistic features employed in the memoranda and orders of the Department of Education on Learning Continuity Plan. These linguistic features can be found in the content and structure of the corpora, which include the transitivity, active and passive voice, modality, thematic structure, and cohesive device.

Table 2
Linguistic Features of the Department of Educations
Memoranda and Orders on Learning Continuity Plan

Linguistic Features	Subclasses	Sample Statement from the corpora
Transitivity	Material	The Department of Education issues the enclosed Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities (<i>Corpora 021_10</i>)
	Verbal	The Learning Support Aides communicate with and explain to the learners the learning tasks or activities indicated
	Relational	The JDVP-TVL is a tuition fee assistance (<i>Corpora 035_21</i>)
Voice	Active	DepEd developed the Basic Education Learning Continuity Plan to ensure that learning opportunities are provided to our learners. (<i>Corpora 018_9</i>)
	Passive Agent Specified	The training modality to be adopted by the Regional Offices shall depend on the existing level of community quarantine in the area (<i>Corpora 033_20</i>)
	Passive Agentless	This policy is hereby issued to provide the implementing guidelines which define the purpose, coverage, eligibility criteria, and procedures on the grant o WTDIB (<i>Corpora 029_17</i>)
Modality	shall	This order <i>shall</i> take effect immediately upon its approval and shall remain in force and in effect for the duration of the K to 12 Basic Education Program ... (<i>Corpora 002_1</i>)
	must	According to the Universal Declaration of the Rights of Disabled Persons (1975), education <i>must</i> enable learners with disabilities to develop their capabilities and skills to the maximum (<i>Corpora 021_10</i>)
	may	The structure <i>may</i> change as DepEd responds to new conditions (<i>Corpora 006_2</i>)

Thematic Structure	Simple Theme	The <i>COVID-19 pandemic</i> posed many challenges in the implementation and delivery of basic education in the country (<i>Corpora 033_20</i>)
	Textual Theme	<i>Moreover</i> , this policy institutionalizes the PPSS as a public statement of professional accountability for supervisors (<i>Corpora 025_13</i>)
	Clausal Theme	<i>With the lifting of ECQ in some areas</i> , the government allows the resumption of construction works, taking into consideration construction safety protocols (<i>Corpora 009_5</i>)
Cohesive Device	Additive	<i>Further</i> , the learners and households profile, access, and readiness, as well as the context and situation of the area where the school are located shall be taken into consideration (<i>Corpora 032_19</i>)
	Adversative	Schools are encouraged to integrate such celebrations or observances in curricular activities as reasonable and appropriate, <i>but</i> the schools may plan on the celebrations or observances they will highlight for the year (<i>Corpora 007_3</i>)
	Causal	Recordings of these webinars are also intended to be shown through different platforms on the internet and broadcasted via television as part of the TV education of DepEd. <i>Thus</i> , the webinars and their broadcast will provide a rare opportunity to promote child rights and child protection in basic education (<i>Corpora 061_26</i>)

Transitivity. This grammatical feature is presented in the corpora to analyze the meaning of clause in the text asking who the actors are, the acted upon, and the processes involved in that action. Through this, it can make a clause more understandable because the reader would know the specific process used in the clause.

Voice. In this study, these grammatical constructions communicate certain information about an action which shows the

relationships between the verb and the subject or the object. In this sense, the memoranda and orders need to be intentional about the voice to ensure clarity, making it explicit to the reader who is acting or what had been done in the discourse.

Modality. It is presented in the memoranda and orders as a phenomenon whereby language is used to discuss possible situations. It can express obligation, advice, permission, and possibility. *Shall* is a modal verb example that is found in the corpora. It is used to suggest or ask someone's willingness to do something. In the sample statement, the writers persuade the DepEd Implementing and Non-implementing Units to prudently manage their financial and human resources in this time of pandemic. It is a conscious desire of the writers, asking the addressee to positively respond to this call to suffice the needs and to support the implementation of the Basic Education Learning Continuity Plan.

Thematic Structure. In this study, this linguistic feature organizes the message and enhances connectivity between ideas in the memoranda and orders. It unifies around an initiating topic, which makes the statements coherent and easy to comprehend.

Cohesive Device. In the memoranda and orders of the Department of Education, this helps achieve a well-constructed and understandable writing. Moreover, this signals the relationship between the different clauses, sentences, and paragraphs.

Discourse Flow Employed in the Rationales of the Department of Education Memoranda and Orders

The second part of the analysis probed how the rationales of the memoranda and orders on Learning Continuity Plan help shape the flow of the discourse. Hence, it has been found out that the department uses topic and topic navigation in shaping the discourse flow, as shown in Table 3.

Table 3
Flow of the Discourse in the Rationales of the Memoranda and Orders

Discourse Flow	Subject	Sample lines of Rationale from the Corpora
	Massive Shifts in the Functioning of All Sectors and behavior of Societies Around the World due to COVID-19	The Coronavirus Disease pandemic has posed significant shifts in the functioning and behavior of societies in many parts of the world (<i>Corpora 040_24</i>)
Topic	Safety and Development of the DepEd Personnel	School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning (<i>Corpora 024_12</i>)
	The Implementation of Learning Continuity Plan	<i>As response</i> , the Department of Education through DepEd Order No. 12, s. 2020 has adopted the Basic Education Learning Continuity Plan, a package of education interventions that will respond to the basic education challenges brought about by COVID-19 .. (<i>Corpora 015_7</i>)
Topic Navigation	Students Protection and Program of Assistance	<i>In this regard</i> , DepEd developed the Senior High School Voucher Program, a program of financial assistance ..(<i>Corpora 016_8</i>)

Topic. It is the subject of the written discourse, introduced by the DepEd writers. The utilization of topic, as a discourse flow, orients the readers on the entirety of the directives. Hence, two subjects are observed in the rationales gathered such as the *massive shifts in the functioning of all sectors and behavior of societies around the world due to COVID-19* and the *safety and development of the De Ed personnel*, which are identified as the topics of the memoranda and orders on Learning Continuity Plan.

Topic Navigation. This is another discourse flow evident in the rationales of the memoranda and orders on Learning Continuity Plan in which the utilization of this is an introduction of a new topic in the flow of the conversation. Here, the previous topic had just been closed, and to continue the discourse, another topic will be introduced. In its introduction, the utilization of linguistic markers is employed. As observed, the writers expose two general contents of the corpora navigating to a new topic, that is, *the implementation of the Learning Continuity Plan* and the *students' protection and program of assistance*.

Ideological Framing in the Memoranda and Orders of the Department of Education

Legitimation. This illustrates how systematic relations of power can be established and maintained in the corpora by being represented as legitimate. In this regard, the legal systems are presented to guide both the system and the individuals. Hence, the DepEd writers employed rationalization strategy in the memoranda and orders to show the legitimation ideology.

Unification. It is shown in the memoranda and orders on Learning Continuity Plan by bringing people and agencies together with no material ties to help each other in facing the current problem. Here, collaboration is the strategy employed by the writers to signify unification ideology

Reification. This ideology is embedded in the corpora stating that the transitory historical situations are natural and would continue infinitely. The writers communicate it to the readers using the naturalization strategy.

DISCUSSION

Five linguistic features have transpired in the study of the memoranda and orders of the Department of Education in line with Learning Continuity Plan. These are the transitivity, active and passive voice, modality, thematic structure, and cohesive device. The identification and the interpretation of these linguistic aspects in a

discourse is an important part of the conceptual triangle, according to Van Dijk (2006).

Transitivity. It is the transmission of ideas which represents the processes or experiences like actions, events, processes of consciousness, and relations that covers all phenomena and anything that can be expressed by a verb, according to Halliday (1994). Based on the analysis, three transitivity processes such as the material, verbal, and relational processes are evident in the corpora. Hence, Obiero (2017) posits that writers normally make decisions on the types of processes they involve based on the kind of reality they intend to portray.

Active and Passive Voice. The employed voice phenomena in the memoranda and orders are the active voice, passive agent specified, and passive agentless. As to Sogut (2018), these have been becoming important component among the variety of linguistic devices to convey writers position in the reported event, foreground or backgrounding the agent and action in a specific directive. Correspondingly, this linguistic feature makes it impossible to report the events in a neutral way because such choices, which the language stem both enables and forces the writers to make in every utterance, are precisely the points at which the operation of ideology can and does occur. Therefore, writers have to make choice among the active voice or passive voice because it is not possible to use them together in an utterance, according to Xie (2013).

Modality. Halliday (1994) asserts that it is the speaker's judgment of the probabilities or the obligations involved in what he is saying. It can be inferred that its usage is to establish the judgment and the opinion of the writers towards his topic and readers, which relates the validity of what is being predicated, stated, questioned, commanded, or offered, according to Obiero (2017). Further, for Halliday and Matthiessen (2014), this may also refer to social relationship within the clause, in which Olaniyan and Adeniji (2015) claim that it is signified in clauses in a range of linguistic forms, namely, modal auxiliary verbs, sentence adverbs, adjectives, and in some verbs and nominalizations.

Thematic Structure. The structuring of language as a message is realized in the thematic structure of the constituent clauses of a text. It plays an important role to the reader's comprehension as it facilitates the coherence and cohesiveness of the text, according to To (2018). Pengsun and Yushan (2014) added that it is concerned with the organization of information within clauses, and through this, with the organization of larger text.

Cohesive Device. Almutairi (2017) notes that it shows the relation between clauses and connects ideas together, which contributes to the semantic organization of the text, thus, standing on its own as a category covering the usage of adjunct-like elements in the sentences. Moreover, it enables the process of text analysis to spot and examine the cohesive components of its texture. These ties connect the meaning of items within the text to each other, to the context, and the world outside the text.

This study has proven that the examination of the rationales subject in the memoranda and orders helped shape the flow of the discourse. Hence, these thoughts drive the language forward and is constrained by limits on the amount and duration of information that can appear in a focus of active consciousness. This flow of thoughts is then guided by the manipulation of discourse topics at various levels, according to Chafe (1994) and Tannen, et al. (2015). The gathered rationales of the memoranda and orders from the DepEd official website revealed that Chafe's (2001) two of the flow of discourses are found in the corpora. These are the topic and topic navigation.

Topic. According to Tannen, et al., (2015), this refers to the discourse topic or the topic of the paragraph. It is a coherent aggregate of thoughts that may be introduced by a participant in a conversation and by another, or by several participants jointly. Typically, these have clear beginnings, although not always, and their endings may be well-defined.

Topic Navigation. According to Tannen, et al., (2015), once a topic has been introduced, the more limited focus of active consciousness navigates through it, activating first one included idea and then another until the topic is judged to have been adequately

covered and closure is judged appropriate. This navigation, as to Chafe (2001) may be guided by a schema, some familiar pattern that provides a path for a writer to follow. Consequently, according to Yang, et al., (2013), when encountering a topic shift, readers navigate to build a new substructure for the new topic and once the foundation for the new topic is laid, the mapping stage begins when readers gradually develop the representation by mapping on new information.

What can be drawn from the findings are the different ideologies embedded in the memoranda and orders on Learning Continuity Plan. These are the legitimation, unification, and reification ideologies. According to Lukin (2017), ideology is formed through repeated manifestations of a pattern of meanings. It is the basis of the social representation of groups, as to Van Dijk (1998). Moreover, for Nescolarde-Selva, et al. (2017), it sees the relations between ideologies and discourse. It emphasizes on its four qualities such as a) the way ideas have; b) power; c) guiding evaluations; and d) guiding actions.

Legitimation. It is the functioning of ideology in which meaning serves to establish and sustain relations of domination, which is regarded as integral part of a broader concern with the characteristics of action and interaction, the forms of power and dominion, the nature of social structure, social reproduction and social change, the features of symbolic forms and their roles in social life, according to Thompson (1990).

Unification. According to Barnes (2014), it collectivizes members of a society who share similar beliefs and sets up oppositions between differing ideologies. Here, the writers inform the readers that collaboration exists amidst pandemic, showing people's unit and willingness to help each other.

Reification. As to Kazaz and Gulnar (2014), these transitory historical situations are claimed to be natural, and are emphasized that these will continue infinitely. Consequently, this ideology used to describe a form of social consciousness in which human relations come to be identified with the physical properties

of things, thereby acquiring an appearance of naturalness and inevitability, according to Thompson (1990).

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Leadership Behavior and Self-Efficacy of Principals as Determinants of Professional Learning Community Practices: A Convergent Design

Rufino S. Ylanan¹ and Edna T. Salva², Phd

¹ Quezon Elementary School, Tiblawan, Gov. Generoso, Davao Oriental

² University of the Immaculate Conception, Davao City, Philippines
esalva@uic.edu.ph

ABSTRACT

This study explored the influence of leadership behavior and self-efficacy of principals on professional learning community practices using convergent design. The participants were the teachers from the selected public elementary schools in Region XI, Philippines. The participants for the quantitative phase and for the qualitative phase were purposively chosen from the selected public elementary schools to participate in the in-depth interview and focus group discussion. Regression and thematic analysis were used to analyze the corresponding data gathered. In the quantitative phase, the results showed that the status of leadership behavior and self-efficacy of principals were both described as very high which means that principal leadership is always observed, and the principal's self-efficacy is always manifested while the status of professional learning community practices in public schools was also described as very high which means that professional learning community practices are always evident. Further, it was revealed that leadership behavior and self-efficacy of the principal significantly influenced the professional learning community practices of the public elementary schools. In the qualitative phase, a validated researcher-made interview guide was used to probe the participants' lived experiences with regard to the professional learning community practices and how these shaped the teachers' beliefs, attitude and commitment. The result showed two essential themes that emerged pertaining to the participants' views on professional learning community practices which include nurturing environment for competence development and charismatic instructional leadership. Likewise, three essential themes emerged on the role of participants' experiences in shaping the beliefs, attitude,

and commitment towards professional learning community practices. These include deepened awareness of professional growth, openness and positive outlook in pursuing school goals, and service with academic integrity and professionalism. Finally, findings of the integration revealed that the results of two phases corroborated with each other.

KEYWORDS: Education, principal leadership behavior, self-efficacy, professional learning community practices, convergent design, Philippines

INTRODUCTION

Teachers are having several issues regarding their professional learning community (PLC) practices (Hairon et al., 2017; Zhang et al., 2017). Teachers perceived insufficient timing, unsupportive leadership from administrators, unfavorable accountability system, and lack of collaboration of teachers as the barriers to implementing PLC (Zhang et al., 2017). Other challenges include overwhelming workload for teachers and lack of a thorough understanding of the concept and implementation of Professional Learning Community (PLC) (Hairon et al., 2017). Likewise, initiating and leading structural and cultural changes in schools to develop a well-functioning PLC has become the biggest challenge faced by school leaders (DuFour et al., 2016).

In a nutshell, as emphasized by Qiao et al. (2018) and Wang (2016), resolving identified barriers in the PLC and providing betterment of PLC requires school administrators who have leadership behavior that demonstrate support for teachers and who exhibit self-efficacy in distributive leadership practice with teachers. On the contrary, Zhang et al., (2016) conceptualized PLC practices in terms of collaborative learning, professional competency, facilitative leadership, structural support, and cultural barriers based on the findings of an empirical study conducted in Shanghai Chinese schools. Wang (2016) found that the actual practices of PLCs in two high-achieving senior high schools in Northeast China were characterized by collective enquiry, collaboration, and shared practices. Wang (2016) further emphasized that institutionalized collaborative teams were perceived to be effective in facilitating collaborations as well as spontaneous conversations among teachers. Apart from that,

researchers in Taiwan claimed that the practice of PLC is positively associated with elements, such as shared vision, supportive and shared leadership, and collegial trust in order for the teachers to collaborate effectively and reflect upon each other while practicing PLC (Chen et al., 2016).

Advocates of PLCs viewed teacher isolation as a problem and professional collaboration as a solution (Hord et al., 2015). Research not just in schools but in other organizations as well showed that working in a group can heighten productivity in several ways. For teachers faced with classrooms of diverse abilities, behaviors, and personalities and with covering a broad curriculum, exchanging tips and techniques can be valuable (Kearns, 2014). But it is more than just exchanging ideas on classroom practice, group-based work can lead to superior quality designs for curriculum, plans for staff training, and analysis of productivity data (Kirwan, 2013). While group work like this may not have direct and immediate effects on practice, it builds group and organizational capacity what some call organizational learning (Senge, 2014).

The importance of teacher collaboratively learning from one another has been highlighted to be significant in improving education systems (Mourshed et al., 2010). With the increasing demands in education reform to improve student academic outcomes, school leaders have pressed for the implementation of professional learning communities (PLCs) as an approach for reorganizing and constructing school improvement (Voelkel et al., 2017).

Moreover, research findings supported that PLCs can get people to work smarter and harder which should translate into greater student learning (Ferguson, 2013; Fulton et al., 2010; Smith, 2012). On the other hand, research and experience also highlighted that PLCs do not automatically produce great results (DuFour et al., 2016). It means that if leadership is weak, if a group's objectives are ill-defined, if a group's objectives are unrelated to larger organizational goals, and if group members are not given time and support for their work, then time spent in group work can be unproductive, failing to benefit either the participants or the organization. Worse, unproductive group work can be detrimental, a bad experience damaging morale and souring people to future collegial efforts (Elbousty et al., 2010).

In order to raise the global labor competitiveness, some Asian countries such as Japan, Korea, Singapore, and China started to

transfer theories and practices of the PLC into their education systems in the last few decades. Generally, Asian countries, like China, developed cultures more collective than Western countries (The Hofstede Center, 2013). Wong (2010) contends that the tradition of collectivism has laid a more solid foundation for teachers to work collectively than their Western counterparts. Researchers, such as Seo and Han (2012), argue that Korean teachers' performance of collaboration at the practice level is the worst compared to other performances in PLCs.

Likewise, it is understandable that there have been increasing interest and popularity of PLCs including all other forms of teacher learning communities regardless of the terms being used (Lieberman & Miller 2011). However, the knowledge base on PLCs has been drawn predominantly from Western contexts. Relatively little analysis has been done on the nature and implementation of PLCs in Asian contexts (Hairon & Dimmock 2012; Wang 2014). Not surprisingly, context has been reported to be essential in understanding how PLCs are enacted (Hairon et al., 2015). More conceptual and theoretical work thus needs to be done on PLCs drawn from Asian contexts especially in the Philippines. Furthermore, with growing interest in PLCs in Asian settings the apparent need to develop an Asian knowledge base on PLCs has increased is felt by the researcher of this study.

To fill the research gap, this study attempted to shed new insights into the PLC practices in the local context. Specifically, through the use of convergent design, this study could provide better understanding of the academic community of public elementary education in Region XI regarding the leadership behavior and self-efficacy of principals as determinants of the professional learning community practices. Ultimately, the findings of this study could provide school leaders and teachers with research-based recommendations to improve the PLC practices in their respective schools.

Worldview and Theoretical Lens

As a pragmatist, the researcher adhered to a pragmatic worldview that the creation of individual realities is treated as a derivative of varying personal experiences and ideas encountered and not of an absolute default (Maddux e al., 2015). Through pragmatic exploration, optimum answers are provided, as facts and accuracy

may differ crossways between and among people, places and period. Moreover, like Terrell (2012), he did not focus on issues and approaches by not exclusively using one method, instead he embraced the pragmatic paradigm that engages mixing data collection methods and data analysis procedures within the research processes (Creswell, 2003).

This study was anchored on the exemplary leadership theory of Kouzes et al., (2012). The theory consists of a set of principles that address the leadership responsibilities and intrinsic motivations necessary for leaders to accomplish their personal best within the educational practice. The five core practices embedded in this theory are positively related to both the effectiveness of leaders and the level of commitment, engagement, and satisfaction of those being led. The five practices of exemplary leadership include: inspire a shared vision, challenge the process, encourage the heart, model the way, and enable others to act. These practices serve as guide for nurturing the leadership capacity in anyone.

In addition, the study was anchored on Social Learning Theory of Bandura (1977) which is often used in education to highlight the idea that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media references. He asserted that people learn in social settings while observing and interacting with others. The theory focused on observation. Most human behavior is learned by observing and modeling. A key component of a PLC is that people learn by observing and modeling.

Further, the study was also based on the theoretical foundation of the Self-Efficacy Theory (Bandura, 1997). The theory stated that self-efficacy is the people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance. A principal self-efficacy is a judgment of his or her capabilities to structure a particular course of action in order to produce desired outcomes in the school he or she leads (Bandura, 1997). Both positive and adverse consequences of behavior experiences can affect self-efficacy. A person's self-efficacy can measure how confident a person is in performing a task (Walter, 2015). People who have a strong belief in their abilities approach difficult tasks as challenges rather than threats to be avoided

METHODOLOGY

Research Design

In this study, the researcher employed mixed methods specifically convergent design. This is an evolving research technique that promotes the systematic synthesis or mixing of quantitative and qualitative data within a single study or ongoing investigation or inquiry (Creswell, 2013). This method collects and analyzes both quantitative and qualitative data and integrates data during data collection, analysis and discussion. This method uses procedures that implemented quantitative and qualitative components concurrently (Creswell, 2017).

The mixed methods design is the sibling of multi-method research in which either solely multiple quantitative or solely multiple qualitative approaches were combined. The convergent design both gave equal emphasis on the analysis and interpretation of the collected data (Mertens, 2018). Convergent design simultaneously gathered the quantitative and qualitative data and the data analysis (Creswell, 2017). The purpose of this design is to use qualitative results to assist in confirming and interpreting the findings of a quantitative study.

In the quantitative phase, the researcher specifically used descriptive correlation approach in order to address the problems in the study and achieve its purpose. This approach measures two or more relevant variables and assess a relationship between or among them (Schmitz, 2012). The relationship between leadership behavior, self-efficacy of principals, and PLC practices were described and examined. Survey method was employed using adapted survey questionnaires with a five-point Likert scale.

Meanwhile, in the qualitative phase, the researcher used phenomenological approach. A phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or phenomenon and focuses on the commonality of their lived experience (Creswell, 2013). Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Phenomenology is the most appropriate approach to use because the researcher wants to understand the lived experiences of the teachers on the professional learning community practices in public elementary schools in Region XI (Creswell, 2017).

Place of the Study

The study was conducted purposively in public elementary schools in Region XI. The locale is also known as Davao Region in Southern part of Mindanao shown in Figure 3. It consists of five provinces namely; Davao del Norte, Davao Oriental, Davao del Sur, Davao De Oro, and Davao Occidental, and one highly urbanized city like Davao City and five component cities namely; Digos City, Island Garden City of Samal, Mati City, Panabo City and Tagum City. The Davao Region comprises five provincial schools divisions such as Davao de Oro, Davao del Norte, Davao del Sur, Davao Occidental and Davao Oriental and six schools city divisions namely Davao City, Digos City, Tagum City, Island garden City of Samal, Panabo City and Mati City. Region XI is surrounding the Davao Gulf, bounded on the north by the provinces of Surigao del Sur, Agusan del Sur and Bukidnon; on the east by the Philippine Sea, and on the west by the Central Mindanao provinces.

Participants

The participants of the quantitative strand were the 308 teachers in the selected public elementary schools in Region XI who are involved in the Professional Learning Community. For multiple linear regression, Bujang et al. (2017) suggested a minimum sample size of 300 or more to generate an approximation of estimates with parameters in a survey. The researcher employed stratified random sampling in selecting the participants from purposively selected schools in Region XI practicing PLCs in Region XI with gender as the basis for stratification. Stratified random sampling is a type of probability sampling that allows researcher to improve precision relative to simple random sampling wherein the population is divided into non-overlapping groups, or strata, along a relevant dimension such as gender (Salkind, 2020).

In the qualitative strand, the researcher purposively selected 10 public elementary school teachers for the IDI and 7 public school elementary teachers for the FGD. A total of 17 public elementary school teachers were invited as participants. Inclusion criteria used were as follows: have been teaching for at least three years in the public elementary schools which have been implementers of PLC.

Data Analysis

Mean was used to comprehend the characteristics of specific data sets. In simple terms, mean measures the central tendency of the responses (Creswell, 2017). The **standard deviation** measured the spread of the data distribution and used to determine how varied the responses of the participants are. **Pearson correlation coefficient**, known as r was used to determine the relationship between the independent variables and dependent variable in this study. Moreover, the **multiple regression analysis** was used to determine the particular variable that significantly influenced professional learning community practices. While the data from the IDI and FGD were analyzed using thematic analysis. The interview was recorded so that data and notes obtained could be analyzed to determine the emerging codes and themes. This method emphasizes pinpointing, examining, and recording patterns or themes within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Mertens, 2018).

Trustworthiness of the Study

To establish the trustworthiness of the study, the researcher followed the four proposed criteria in evaluating interpretive research work by Lincoln and Guba (1985), which are as follows: credibility, transferability, dependability, and confirmability. Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation.

RESULTS

The Status of the Leadership Behavior of Principals

The status of Leadership Behavior as assessed by the teachers in the public elementary schools reflected in table 1.1 has an over-all mean of 4.38 described as very high. In addition, its minimal standard deviation of .61 showed that public elementary school teachers' responses about the leadership behavior of their principal closely resemble each other. The domain encouraging the heart has the highest mean of 4.41 described as very high which are supported by the item mean ratings ranging from 4.28 to 4.47. While the lowest

mean domain is challenging the process with a mean of 4.36 described as very high.

Table 1.1
The Status of the Leadership Behavior of Principals

Indicators	Mean	SD	Descriptive Level
Modelling the Way	4.37	.66	Very high
Inspiring a Shared Vision	4.38	.62	Very high
Challenging the Process	4.36	.60	Very high
Enabling Others to Act	4.38	.67	Very high
Encouraging the Heart	4.41	.68	Very high
OVERALL MEAN	4.38	.61	VERY HIGH

The Status of Self-Efficacy of Principals

Table 1.2 shows that in totality, the Self-Efficacy of principals as assessed by teachers in the public elementary schools is very high with an over-all mean rating of 4.41 described as very high. Considering the degrees of dispersion of the responses in this variable, the over-all standard deviation is .58 indicating that the responses are relatively clustered around the mean. The second domain is the highest among the three which about efficacy for instructional leadership. It has a category mean of 4.45 described as very high. Meanwhile, efficacy of management has the lowest mean of 4.48 described as very high.

Table 1.2
The Status of Self-Efficacy of Principals

Indicators	Mean	SD	Descriptive Level
Efficacy of Management	4.38	.61	Very high
Efficacy for Instructional Leadership	4.45	.62	Very high

Efficacy for Moral Leadership	4.41	.60	Very High
OVERALL MEAN	4.31	.58	VERY HIGH

The Status of Professional Learning Community Practices in Public Elementary Schools

It is shown in Table 1.3 that in totality, the status of professional learning community practices in public elementary schools is very high with an overall mean overall mean rating of 4.39 described as very high. The dispersion in this variable, has a standard deviation is .56 indicating that the responses are relatively clustered around the mean.

Shared values and visions and collective learning application are the two indicators with the highest mean of 4.42. While the indicator with the lowest mean is shared and supportive leadership with a mean of 4.32.

Table 1.3
The Status of Professional Learning Community Practices in Public Elementary Schools

Indicators	Mean	SD	Descriptive Level
Shared and Supportive Leadership	4.32	.63	Very High
Shared Values and Vision	4.42	.57	Very High
Collective Learning Application	4.42	.56	Very High
Shared Personal Practice	4.40	.58	Very High
Supportive Conditions-Relational	4.40	.60	Very High
Supportive Conditions-Structural	4.36	.58	Very High
OVERALL MEAN	4.39	.56	VERY HIGH

Influence of Leadership Behavior and Self-Efficacy of Principals Towards Professional Learning Community Practices in Public Elementary Schools

Table 2 shows the results of the multiple regression analysis. Leadership behavior of the principals significantly influenced the PLC practices in public elementary schools with a p-value that is different from zero at the 0.05 level of significance (2-tailed) ($p < .05$) with a positive standardized beta value of .29. Thus, for every unit increase in the value of leadership behavior of principals, there is a corresponding increase of .29 in the in-PLC practices in the public elementary schools.

Table 2
Influence of Leadership Behavior and Self-Efficacy of Principals Towards the Professional Learning Community Practices of Public Elementary Schools

		Professional Learning Community Practices			
		Standardized Coefficients	t	p-value	Remarks
Leadership Behavior		.29	4.49	.00	Significant
Self-Efficacy		.63	9.97	.00	Significant
R	.90				
R ²	.82				
F	675.70				
p	.00				

Further, it also shows that the self-efficacy of principals influenced the PLC practices with a p-value that is different from zero at the 0.05 level of significance (2-tailed) ($p < .05$) with a positive standardized beta value of .63. Hence, it suggested that for every unit increase in the value of the self-efficacy of principals, there is a corresponding increase of .63 in the professional learning community practices in the public elementary schools. Notably, between the two

independent variables in this study, self-efficacy of principals recorded a higher influence towards the professional learning community practices in the public elementary schools. Importantly, the combined influence of the independent variables, leadership behavior, and self-efficacy of principals towards professional learning community practices in public elementary schools is significant ($F = 675.70, p < .05$). Meanwhile, 82 percent of the variance of the professional learning community is explained by the variables, leadership behavior and self-efficacy of principals, explored in this study as indicated by $R^2 = .82$. This means that 18 percent of the variance of the professional learning community practices can be attributed to other factors aside from the variables explored in the study.

Profile of the Participants of the Qualitative Strand

There were 17 participants who met the inclusion criteria were chosen for the IDI and FGD. Ten of them were chosen IDI wherein six were females and four were males while seven composed the FGD, four females and three males. Importantly, pseudonyms are used to protect the identity of the participants, who were the public elementary school teachers from the purposively chosen schools.

Table 3.1
Profile of the Participants

No.	Pseudonyms	Sex	Study Group	Location
1	Ann	F	IDI	Tagum City
2	Eden	F	IDI	Davao Oriental
3	Riza	F	IDI	Davao City
4	Rodge	M	IDI	Tagum City
5	Jennifer	F	IDI	Davao de Oro
6	Jess	M	IDI	Mati City
7	JR	M	IDI	Tagum City
8	May	F	IDI	Davao del Sur
9	Joy	F	IDI	IGACOS
10	Elie	M	IDI	Davao de Oro

11	Juhai	F	FGD	Davao Oriental
12	Grace	F	FGD	Davao Oriental
13	Roman	M	FGD	Davao Oriental
14	Riza	F	FGD	Davao City
15	Steph	F	FGD	Davao City
16	Diosdado	M	FGD	Davao Oriental
17	Mark	M	FGD	Davao City

Lived Experiences of Public Elementary School Teachers about Professional Learning Practices

Nurturing Environment for Competence Development.

This is one of the essential themes that emerged based on the IDI and FGD responses of the participants of this study as regards the lived experiences of the teachers in the public schools regarding their professional learning community practices. As shared by the participants,

...PLC sessions are very informative and needed for our professional growth (Ann, IDI # P01)

... we've learned new things and discovered new ways to solve problems in the classroom (Eden, IDI # P02)

...we share strategies and ideas on how to solve issues and problems encountered during PLC meetings. (May, IDI # P08)

...we collaborate in teams; have discussions and deliberations about teaching and learning. (Riza, IDI # P03)

Charismatic Instructional Leadership. Another essential theme identified from their shared lived experiences regarding the

behavior of their principal towards PLC activities in school was charismatic instructional leadership. As shared by the participants about the behavior of their principal as regards to their PLC activities are as follows:

... walks the talk (Roman, FGD # P13)

... checks and monitors the conduct of PLC sessions (May, IDI # P08)

... gives me a lot of trust and provides good working relationship among teachers. (Juhai, FGD # P11)

... participates in learning with us her eagerness encourages us to also learn and venture into something new in teaching. (Ann, IDI # P01)

... coaches us and shares insights during our PLC activities... (Rodge, IDI # P04)

The Roles of Experiences in Shaping the Beliefs, Attitude and Commitment of Teachers on Professional Learning Community Practices

Deepened Awareness of Professional Growth. This essential theme emerged from the responses of the participants. The core ideas of the responses are approximately equal in number. When asked on the description of the influence of their experiences in their belief towards PLC practices, some of the responses of the participants are as follows:

...meeting with our PLC team help us grow professionally. It can bring new ideas to our teaching strategies and

solve particular challenges that one might be facing with a particular concept of lesson. (May, IDI # P08)
... a successful PLC will stray away from negativity... towards positivity and solution-oriented members. (Roman, FGD # P13)

...feel like working with fellow teachers is awesome. I am such a better teacher. (Elie, IDI # P10)

...PLC is a source of new and relevant topics especially now during this new normal setting unlike before that topics were boring and ... not interesting and relevant. (JR, IDI # P07)

Openness and Positive Outlook in Pursuing School

Goals. Another essential theme identified from the responses of the participants of this study is *openness and positive outlook in pursuing school goals*. This theme emerges from the code *Positive outlook and personal willingness* and *being open to work with others*. Several participants' responses are as follows:

... I have now a positive outlook towards PLC. I have seen that it has positive effects to the professional growth of teachers. (Ann, IDI # P01)

...I am now open for learning with the team and eager to learn. (JR, IDI # P07)

...I developed ...attitude ...to excel inside and outside the school. (Rodge, IDI # P04)

...I am looking for self-improvement.
(Jess, IDI # P06)

... meetings and PLC sessions,
encourages us to take risk and positive
changes throughout the process of
teaching and learning. (Eden, IDI #
P02)

Service with Academic Integrity and Professionalism.

Another essential theme identified from the responses of the participants of this study. Several participants' responses are as follows:

... maintain the commitment of the
scheduled time for PLC to sustain it.
(May, IDI # P08)

... have frequent meetings and
sessions. (Joy, IDI # P09) and the
principal ...will lead the members as
one for a better and quality outcome.
(Eden, IDI # P02)

Data Integration on the Salient Quantitative and Qualitative Findings

Merging- Converging. The following pairs of quantitative and qualitative data denote agreement or confirmation with respect to the ratings from the survey and the recurring insights from the IDI and FGD. These convergences are established in the following, namely: the status of leadership behavior of principals which got a very mean rating of 4.50 in *challenging people to try out new and innovative ways to improve what we do*; very high mean of 4.47 in item 1 of *encourage the heart* category particularly on *praising people for a job well done*; and very high mean of 4.46 in item 3 under *modeling the way* category about *following through on the promises and commitment that he/she makes is rated very high had converged with the identified core ideas gathered from the IDI and FGD among elementary public school teachers. As revealed in table 3.2, the core ideas namely: encouraging and motivating the teachers for high level PLC participation, coaching and mentoring teachers on effective instruction, being responsive to the needs of teachers and acting as a role model or exemplary leader*

are qualitative findings that resulted to merging as the nature of data integration and converging as the functional integration with the quantitative findings on Leadership Behavior regarding PLC practices.

Further, the quantitative findings on Status of the Principal Self-Efficacy under indicator 2 *efficacy for instructional leadership* item 4 about *creating a positive learning in school* was rated very high with a mean of 4.52; under *efficacy for instructional Leadership*, the item 1 about *motivating teachers* was rated very high with a mean of 4.49, and for item 3 about *managing change in school* rated very high at a mean of 4.46 were parallel with the qualitative findings on the leadership behavior and self-efficacy of the principals as regards to schools professional learning community practices highlighting the core ideas *coaching and mentoring teachers for instruction, encouraging the teachers for high level PLC participation, and valuing collaboration and teamwork in sharing updated teaching-learning practices*. Evidently, the nature of data integration was merging and converging as functional integration.

Likewise, on the status of the PLC practices in public elementary schools under indicator 2 *shared values and vision*, the item 6 about *having policies and programs that are aligned to the schools' vision* was rated very high with a mean of 4.50, under indicator 5 *Supportive Conditions-Relational*, the item 1 on *existing caring relationships among staff and students that are built on trust and respect* was rated very high at a mean of 4.47; and indicator 4 *Shared Personal Practice* on item 5 about *existing opportunities for coaching and mentoring* was rated very high at a mean of 4.46 had matched with the core ideas on teachers assessment regarding the leadership behavior and self-efficacy of the principals as regards to schools PLC practices which are namely on: *being an oversight authority in facilitating PLC activities, valuing collaboration and teamwork in sharing updated teaching-learning practices, and coaching and mentoring teachers on effective instruction*. Thus, the nature of qualitative and quantitative data integration was merging, and the functional integration was converging.

The significant influence of leadership behavior and self-efficacy of principals towards PLC practices in public elementary schools with p-value of .00 ($p < .05$) had merged with the qualitative data findings. The codes on the roles of experiences in shaping the commitment of teachers towards PLC practices namely: *dedication to self-growth to serve better* and *professional nobility*, with the essential theme service with integrity and professionalism with the core ideas: *driving*

the teacher to be more dedicated to reach full potential and serving better through open and clear communication.

DISCUSSION

The status of leadership behavior in public elementary schools of Region XI through the lens of the teachers is very high. This means that the principal leadership behavior is always observed and their behavior forms as basis for them to be more productive in the workplace. This is supported by the Exemplary Leadership Theory of Kouzes and Posner (2012) asserting that when leaders experience their personal best, they display five core behaviors and practices, they model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart.

Meanwhile, status of self-efficacy of principals in public elementary schools of Region XI through the lens of the teachers is very high. This implies that the teachers view that their principals possessed the needed capabilities to structure a particular action that will produce desired outcomes in the school. This means that the principals' self-efficacy is always manifested. This finding supports the study of Flessa (2012) which reported that school principals with high levels of self-efficacy display quality supervision of teachers, persistence in pursuing goals and accomplishing tasks, and are more open and willing to adapt to change. Therefore, these leaders are better positioned to influence the quality of teaching and learning by maintaining a positive school climate for both staff and students (Price, 2012; Smith et al., 2006). This variable has three indicators namely efficacy of management, efficacy of instructional leadership, and efficacy for moral leadership.

Also, the status of professional learning community practices in public elementary schools of region XI through the lens of the teachers is very high. This means that the professional learning community practices are always evident. This result supports the findings of Buttram and Farley-Ripple (2016) that principals play a central role in communicating key reform initiatives because most teachers do not have direct access to such initiatives. In addition, finding is in consonance to the study of Wilson (2016) which revealed that real professional learning communities involve shared governance among members that will ultimately result in school

improvement. Likewise, Hoaglund et al. (2014) revealed that professional learning communities are designed not only to determine what students will learn, but also to develop a space for teachers to determine how to respond when students do not learn.

The result of the multiple regression analysis revealed that the independent variables leadership behavior and self-efficacy of principals significantly influenced professional learning community practices in public elementary schools. This denotes that the two independent variables have a very high influence on the dependent variable. Notably, self-efficacy recorded a higher influence towards the professional learning community practices in public elementary schools in Region XI. This means that the increase in the level of leadership behavior and self-efficacy of principals would also likely increase the professional learning community practices of public elementary schools in Region XI. This conforms to the study of Mindich and Lieberman (2012) which revealed the importance of the principal's role in the development of PLCs from their findings in their research by arguing that principals need conviction to push their staffs to take on this effort, but they also need to support and adjust the process. They discovered that professional communities were more prevalent when principals were viewed by staff as having an inclusive facilitative leadership. Additionally, finding is in consonance to that of Mullen and Hutinger (2008) who noted that principals are able to create, sustain, and foster teacher development through partnerships; therefore, principals are in a position to build capacity within teachers.

The essential theme nurturing environment for competence enhancement developed from the codes provision of professional development opportunities, and existence of positive academic climate implies that PLC provides opportunities for teachers to upgrade knowledge and skills by sharing updated teaching and learning practices. In addition, school leadership must provide an environment that motivates teachers to improve the ways in which they deliver instruction, which can empower students and help them to improve their academic performance. This is similar to the study of Spillane (2008) which reported that school leadership can shape a learning environment that is productive and meaningful to teachers and students.

Another essential theme identified from the codes on functional leadership actualization, and persuasive coaching and

mentoring on effective instruction is charismatic instructional leadership. This means that successful PLCs need to have principals who will act as role model and instructional leaders who coach and mentor teachers for effective instruction. This is supported by the study of Manaseh (2016) who reported that instructional leadership is one of the most useful tools for creating effective teaching and learning environments to improve the quality of education. Instructional leaders know what is happening in the classroom and develop the capacity of their teachers and staff by building their strengths and reducing their weaknesses.

The experiences of participants regarding professional learning community practices influence in shaping their beliefs, attitude, and commitment toward PLC.. The implication of the three essential themes which were drawn out from the in-depth interviews and focus group discussion of the participants are as follows: The first theme that emerges is deepened awareness of professional growth culled out from the responses of the participants when asked on the role of their experiences that shapes their beliefs towards professional learning community practices. This essential theme formed out from the codes becoming engaged and empowered teachers and awareness of self-development. The responses of the teachers revealed that their experiences have shifted their perspective about PLC practices and have changed their paradigm as being more positive about self-development and being engaged and active participant in professional development activities. This finding supports the study of Burns and Lawrie (2015) which noted that increasing the awareness of teachers needs to be developed professionally throughout the course of their careers to be effective.

Another theme emerged from the responses of the participants with regards to the role of experiences in shaping their attitudes towards professional learning community practices is openness and positive outlook in pursuing school goals. This theme emerged from the codes namely positive outlook, personal willingness and being open to work with others. It connotes that teacher should embrace the positive outlook on PLC activities on their professional growth and being open in working collaboratively with the PLC community in finding better ways of teaching a challenging lesson. This implies that experiences of the participants affect their attitude towards PLC practices; majority of them responded that it is strengthening positive outlook on PLC activities

and openness in working collaboratively with the community to achieve school goals. This finding supports the study of Woodland et al. (2013) that teacher's learning can be positively improved through collaboration with colleagues, through sharing ideas, experience, and resources, through giving feedback in order to become reflective about the teaching practice, and through supporting each other. Moreover teachers' attitudes towards teaching play an irreplaceable role in collaboration and these attitudes must be positive (Smith et. al., 2009).

The third essential theme that emerged from the responses of the participants with regard to the role of experiences in shaping their commitment towards professional learning community practices is service with integrity and professionalism. This theme emerged from the codes namely dedication to self-growth to serve better and profession nobility. This implies that to implement PLC practices in schools, teachers must possess the passion, drive and dedication to work as a team to achieve school goals. Further, professional commitment can be augmented through teacher collegiality (Sha 2012).

The corroborative findings on the aspect of leadership behavior indicate that challenging the process has a parallel result as compared to *Encouraging and motivating the teachers for high level PLC participation* and *being an oversight authority in facilitating PLC activities*. This implies that the leadership behavior of principals in challenging people to innovate has a great impact on their PLC participation. This also means that the leadership behavior of principals in challenging the process is very high and getting encouragement, motivation and having oversight authority during PLC activities are major concerns. This finding supports the study of Kwo (2010) which reported that rather than restricting learning space for teachers to schools and institutional environments, teacher learning should be observed in a wider global space. In addition, finding is similar to the study of Cochran-Smith and Demers (2010, that teacher learning does not come in a form of a set day-to-day activity but is rather a process of teachers' engagement in taking challenges and opportunities with thoughtful reconnections within their inner worlds. Thus, it is important to stress that new instructional approach and new pedagogies are certainly an educational must in all of today's social and economic contexts (Fullan and Langworthy, 2014).

Similarly, research studies have demonstrated that leadership behavior impacts the teachers' participation in the community. In other words, if the leadership behavior of principals is exemplary, they can encourage and motivate teachers to participate in self-improvement activities.

Implication for Educational Practices

The results of this study imply that professional learning community practices in public schools is giving opportunity for teachers to work collaboratively resulting in better student achievement. It is giving all teachers equal opportunities to participate in professional development activities that will ultimately result in significant changes and improvement in teaching cultures and practices. As a leader of a school, there are lots of responsibilities that are laid on the administrator's shoulders to ensure the practice of PLCs. It is important to provide school heads with training opportunities for them to acquire self-efficacy in management, instructional, and moral leadership thereby developing their competence in creating and sustaining PLC practices in schools. Further, it is imperative to develop exemplary leadership behavior among principals that are able to model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart of teachers that will have a significant impact to the teachers, organization and the community. The DepEd can assist and support the schools in promoting and building effective PLC practices by providing the schools with the resources and technical assistance in the form of workshops and training. School heads should be trained on the skill how get support for this PLC.

CONCLUSION

Based on the findings of this study, the following conclusions were established. The leadership behavior and self-efficacy of principals in the public elementary schools in Region XI is always observed as assessed by the teachers. Similarly, the professional learning community practices were seen to be always evident. Further, the leadership behavior and self-efficacy of principals significantly influenced professional learning community. Additionally, self-efficacy recorded a higher influence towards the professional learning community practices in public elementary schools in Region XI.

Importantly, the combined influence of the independent variables, leadership behavior, and self-efficacy of principals towards professional learning community practices in public elementary schools is significant. In the qualitative aspect, there were two emerging themes that emerged relevant to the lived experiences of teachers with regard to professional learning community practices. These include competence enhancement and instructional leadership competence. These themes highlight how the professional learning community was practiced in the selected public elementary schools in Region XI. In addition, there were three essential themes that emerged on the role of experiences in shaping the attitude and commitment of teachers towards professional learning community practices. These include deepened awareness of professional growth, openness and positive outlook in pursuing school goals and service with academic integrity and professionalism. These themes highlight how the beliefs, attitude, and commitment of public elementary school teachers are shaped through their experiences in professional learning community practices. Finally, the salient quantitative and qualitative findings revealed a parallel result. This corroborated finding means that the quantitative and qualitative findings merged and converged each other.

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A Look into the Discursive Practice of Translanguaging of Multilingual Learners in Mathematics: A Parallel Convergent Approach

Ailyn Grace G. Pantaleon¹ and Danilo G. Baradillo,² Phd

¹ North Eastern Mindanao State University-Lianga Campus

² University of the Immaculate Conception

ABSTRACT

Translanguaging is an ability to use language fluidly to make meaning beyond one or two languages. This parallel convergent mixed methods aimed to address the discursive practice on translanguaging of multilingual learners in a Mathematics. By descriptive correlational design, the quantitative phase used standardized survey instrument in determining the status the translanguaging tendencies and grades in identifying the performance in Mathematics of 300 randomly selected Mathematics learners. On the other hand, a triangulation of classroom observations and in-depth interviews with ten purposefully sampled learners were utilized in the qualitative phase, which explored their discourses during translanguaging and how do these discourses help in their learning process. Statistical analysis revealed moderate translanguaging tendencies and good level of performance. Correlation revealed that translanguaging tendencies have no significant relationship with Mathematics performance. Findings also revealed that learners discourse used during translanguaging includes exposition and argumentation. Thematic analysis emerged four themes on the participant's uses of translanguaging in the learning process which include elucidating concepts, facilitating understanding, considering the present scenarios of communication, and overcoming challenges. Remarkably, the mixing of the salient qualitative and quantitative findings revealed merging-converging, diverging, and associating types of nature of integration.

Keywords: Education, applied linguistics, translanguaging, mathematics, parallel convergent, Philippines

INTRODUCTION

The identities of individual languages in structural and/or socio-political terms become relevant most often than not in a teaching-learning environment. In an environment of Mathematics learning, there has been an identified gap in achievement among monolingual and multilingual learners as evidenced by researches in some countries dating more than 30 years ago. For other countries, this gap has been acknowledged more recently and traced back to a limited language proficiency in the official language of instruction (Haag et al., 2013).

The underachievement of students in Mathematics has been purported to the unfamiliarity of language used in the classroom (Nath et al., 2009; Ongstad, 2006). It cannot be denied that most of the prospective college students are unprepared for learning Mathematics. The low understanding level accompanied by discouraging achievements of the students in Mathematics has become a cause of great concern of our country and has bothered badly the educationists (Patena & Dinglasan, 2013). Scholars concerned with academic underachievement among bilingual students began to address important questions about the language these students bring to school and how language may relate to the understanding of school failure (MacSwan, 2017).

In many European countries, bilingual teaching programs are discussed controversially. Although the Council of Europe pleads for including students' home languages in subject-matter courses, most European school systems are still reluctant to open their monolingual classrooms to home languages as the state of research on the benefits of including home languages is not yet consistent (Meyer et al., 2016).

The United States, on the other hand, does not have an official national language policy describing specific language policies and practices for schools. However, many states have passed language policy legislation that ensures the status of English-Only policy over other languages (Shafie et al., 2010; Kaptan et al., 2012). This is in spite of the several research studies over the last 17 years and over a range of contexts provide evidence that enabling students to draw on all of their languaging resources for learning supports that learning (Moll, et al., 2013; Paris, 2012).

One of these studies was of He, Lai & Lin who deeply explored a Math education professor's translanguaging (between Chinese and English) and trans-semiotizing (between verbal explanations and visual displays, Mathematics symbols, images, and graphic organizers, etc.) practices during a tertiary Mathematics education seminar in Hong Kong. The analysis shows that translanguaging and trans-semiotizing strategies interplay to facilitate intercultural communication in the intellectual inquiry of multimodal Mathematics discourse at the tertiary level (He et al., 2016).

Meanwhile in the Philippines, the Commission on Higher Education (CHED) mandated the use of the English language as the primary medium of instruction in the tertiary or higher education level (CHED, 2003). English is also introduced as the "global" language, as well as the language of Math, science and technology (Villanueva et al., 2009). Nevertheless, a study revealed that the use of Filipino language as a medium in teaching Mathematics has significantly improved students' performance. Further, the study investigated the benefits of introducing such intervention to students in a broader perspective. Thus, the adoption of multilingual instruction in Mathematics is then believed to be essential in alleviating students' performance.

Mathematics is a pillar of almost all the streams in academic sectors (Tsanwani, 2009). Given the important role Mathematics plays in tertiary education and most careers, it becomes necessary to consider ESL students' home-language as part of content-learning in order to improve their comprehension skills and appreciate their L1.

In multilingual setting such as that of Philippines where learners come from diverse cultural and linguistic backgrounds, teachers need to synchronize their pedagogies to multilingual principles and translanguaging so as to ease the transfer of knowledge, and to establish their linguistic repertoire (Canagarajah, 2013; García et al., 2014). Moreover, higher education is increasingly characterized by the global movement of people and ideas. For this reason, it is a particularly ripe context for translanguaging.

Nonetheless, even with the groundbreaking researches described above, much remains in question about translanguaging. Almost no literature exists on translanguaging in higher education, since most (though not all) of the existing literature explores translanguaging in primary and occasionally secondary classrooms. Furthermore, studies of spontaneous translanguaging have mainly

focused on cases of bilingual speakers who speak an additional language in English-speaking countries (Martin-Beltrán, 2014; Martínez-Roldán, 2015; Gort and Sembiante, 2015) and not on the regional and local minority languages with a minority status in the country. Thus, there is also a lack of research on translanguaging in global bi- and multilingual contexts.

Worldview and Theoretical Lens

Positivism and Interpretivism are the two basic approaches to research methods in Sociology. Positivists prefer quantitative methods, while Interpretivists prefer qualitative methods (Nguyen et al., 2015). Positivist approach is employed in the study during the use of researcher-made surveys questionnaires and statistics tools as methods. On the other hand, interpretivist approach is utilized through conducting classroom observation and unstructured interviews.

The study also employed the Translanguaging theory (Otheguy, García, & Reid, 2015; Garcia & Li, 2014; Canagarajah, 2012; Baker, 2011; Garcia, 2009). Translanguaging is a theoretical lens that offers a different view of bilingualism and multilingualism. The theory posits that bilinguals, multilinguals, and indeed, all users of language select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative contexts. It counters the traditional thought of language users possessing two or more autonomous language systems. Translanguaging also represents an approach to language pedagogy that affirms and leverages students' diverse and dynamic language practices in teaching and learning.

The study is also anchored on the Social Learning Theory of Vygotsky (1978). Social Learning Theory by Vygotsky (1978) explained how people learn in social contexts (learn from each other) and informs how teachers construct active learning communities. According to this theory, social interaction is the source of learning and development which is not found solely in the mind of an individual. Thus, students learn through interactions and communication with others. Further, Vygotsky examined how social environments influence the learning process. He suggested that learning takes place through the interactions students have with their peers, teachers and experts. Therefore, there is a need for students to

participate actively in classroom interactions and speaking activities because these may lead them to achieve good academic performance.

METHODOLOGY

Research Design

This study employed a mixed methods design particularly convergent parallel mixed method approach. Mixed methods research draw liberally from both quantitative and qualitative assumptions when they engage in their research (Cherryholmes, 1992; Morgan, 2007; Creswell, 2008). Creswell and Clark (2007) justify the use of mixed methods as a second method is needed to enhance a primary method.

In the design, the quantitative phase employed descriptive statistics to get the results on the status of translanguaging tendencies, and level of the multilingual learner's performance in mathematics. Descriptive study is a type of research in which information is collected without changing or manipulating the environment. The qualitative phase of this study is phenomenological. The purpose of this is to 'describe' events, people or subjects as they exist. quantitative data through a survey questionnaire and Mathematics grade and qualitative data through classroom observation, interview, audio and video recording and transcription were collected and analyzed simultaneously.

Place of the Study

The study was conducted at University A at Lianga, Surigao del Sur. The University Campus is one of the satellite Campuses of the SDSSU System. It is the only State University located in the Municipality of Lianga which comprises of 13 Barangays and the only Fisheries school in the Province of Surigao del Sur. The Institution was established on the year 1948 as a national high school but now, it achieved its status as a university through Republic Act 9998 signed on February 22, 2010. Furthermore, the institution offered eight (8) programs which are all CHED-recognized and AACCUP accredited. Currently, it has 1,343 enrollees, 694 of which are freshmen students who are enrolled in the subjects under the Revised General Education Curriculum (RGEC). Moreover, the University Campus is one of the State Universities and Colleges (SUCs) in the Caraga Region that offers tuition-free higher education. As State Universities

and Colleges (SUC's) offer tuition-free higher education, University A has attracted linguistically diverse students from all over the CARAGA region which made the locale a prospect for multilingual translanguaging in higher education.

Participants

In quantitative phase of this study, random sampling was applied in the selection of the survey participants. A total of 300 survey participants or 50% of the freshmen population who are enrolled in the Mathematics in the Modern World subject on the first and second semesters of the Academic Year 2018-2019 were chosen.

In this phase, non-probability sampling specifically purposive sampling techniques was employed. In this study, the participants were the tertiary multilingual learners who were officially enrolled in Mathematics in the Modern World subject at University A on the first and second semesters of the academic year 2018-2019. Furthermore, the participant's age ranged from 18-30. These participants speak languages other than English and Tagalog. Moreover, to protect the identity of the participants, coding was used. 001 to 300 was used as codes for this study. In the selection of interview participants, Onwuegbuzie et al., (2007) recommended ten participants for phenomenological studies. Same number of participants was employed in this study that was selected through random sampling.

Data Analysis

Frequency Count, Percentage Rank, Weighted Mean and Correlation Analysis. Data from the survey questionnaire was subjected for analysis in the quantitative phase of this MMR study. After the retrieval of the questionnaire, the data were tallied and treated. Survey data were analyzed using SPSS version 22 for descriptive and inferential statistics. These statistical treatments used to identify the status of translanguaging tendencies and the level of the multilingual learner's Mathematics performance, and significant relationship between the translanguaging tendencies and Mathematics performance.

Discourse Analysis. In this MMR study, data were collected from the multilingual learners through recorded classroom observation. In analyzing the recorded classroom observation, the detailed transcripts were explored as to modes of discourse employed

by the participants during the classroom interaction. The aforementioned form of analyzing the data aims to examine the discursive practice on translanguaging of multilingual learners during classroom interaction.

Thematic Analysis. In this study, the researcher probed for patterns and themes that were generated from the utterances or statements of the participants during the one-on-one interview. The themes were framed on purpose of translanguaging on the learning of the participants

Trustworthiness of the Study

To establish the trustworthiness of the study, the researcher followed the four proposed criteria in evaluating interpretive research work by Lincoln and Guba (1985), which are as follows: credibility, transferability, dependability, and confirmability. Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation.

RESULTS

Status of the Multilingual Learners in Translanguaging Tendencies and Performance in Mathematics

Status of the Multilingual Learners in Translanguaging Tendencies. Revealed in Table 1.1 is the status of translanguaging tendencies of the multilinguals learners. The table displays the statements classified into four categories, namely: Framework Task and Using L1 as a Scaffolding Resource obtained the descriptive rating of high, Crosslinguaging got moderate and Meshing got low. Next to it is the mean, standard deviation and the descriptive rating.

Table 1.1
Status of the Multilingual Learners in Translanguaging Tendencies

Category	Mean	SD	Descriptive Level
Framework tasks	3.67	0.71	High

Using L1 as scaffolding resource	3.66	0.63	High
Crosslinguaging	2.84	0.79	Moderate
Meshing	2.52	0.78	Low
OVERALL MEAN	3.17	0.46	Moderate

The overall mean on the status of multilingual learners in translanguaging tendencies is 3.17 described as high with a standard deviation of 0.46. The category on framework task got the highest mean of 3.67 with a descriptive rating of high. Meanwhile the category meshing got the lowest mean of 2.52 with a descriptive rating of very low.

Performance in Mathematics. Shown in Table 1.2 is the level of the multilingual learner's performance in Mathematics. For the purpose of easy correlation with the status of multilingual learners translanguaging tendencies, grade is divided into five levels. Starting from grade 70 to 74 is grade level 1 described as failed, dropped or withdrawn. Next, grade 75 to 79 is grade level 2 described as fair. Grade 80 to 84 is grade level 3 with descriptive rating of good. Then grade 85 to 89 is grade level 4 with the descriptive rating of satisfactory. Lastly, grade 90 to 95 is grade level 5 described as very satisfactory. The descriptive rating assigned to each grade level was based from the University A's description of grades as reflected in the student's handbook. The table also displays the frequency count and percentage of the multilingual learner's performance per level.

Table 1.2.
Performance in Mathematics

Grade	Level	Descriptive Rating	Frequency (<i>f</i>)	Percentage (%)
90-95	5	Very Satisfactory	13	4.33
85-89	4	Satisfactory	79	26.33
80-84	3	Good	170	56.67
75-79	2	Fair	25	8.33
74-70	1	Failed, Dropped, Withdrawn	13	4.33

The result shows that the highest percentage of 56.67% or 170 of the respondents got a descriptive rating of good or level 3 of 5 under grade bracket of 80-84. This denotes that more than half of the learners has good performance in Mathematics. In contrast, the lowest percentage 4.33% or 13 of the respondents got a descriptive rating of very satisfactory or level 5 of 5 and failed, dropped, withdrawn or 1 of 5 under grade brackets of 90-95 and 74-70 respectively. This represent an evenly distributed number of extreme performers. In general, 92 or 30.67% belong to above good performers and 38 students or 12.67% of the learners belong to below good performers. This indicates that good performers constitute the largest number of respondents, followed by below good performers and lastly, the above good performers. This denotes that majority of the students have acquired good performance in Mathematics.

Relationship between the Multilingual Learners in Translanguaging Tendencies and the Performance in Mathematics

Showcased in Table 2 is the significant relationship of the identified translanguaging domains to the level of performance in Mathematics of the multilingual learners. Displayed in the correlation are the r-vale and p-value of Framework Task, Using L1 as Scaffolding Resource, Crosslinguaging and Meshing paired with Performance. R-value of -.01 to .08 and p-value of .92 to .17 of the variables are all interpreted as not significant.

Table 2
Correlation between Translanguaging Tendencies and Performance

<i>Variables Paired</i>	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Framework Task and Performance	.06	.23	Not significant
Scaffolding Resource and Performance	.08	.17	Not significant
Crosslinguaging and Performance	-.01	.92	Not significant

Performance			significant
Meshing and			Not
Performance	.03	.27	significant
Overall	.06	.27	Not
			significant
$r^2 = .009$	$f = .668$	$p\text{-value} = .614$	

Overall, Translanguaging got the *R-value* of .06 and *p-value* of .27 interpreted as not significant. It further denotes that translanguaging as a whole does not significantly predict the performance of the multilingual students in Math. The R-squared of the correlation is .009. This value explains the degree of relationship between two variables, the translanguaging tendencies and Mathematics performance.

Discourses used during Translanguaging

Shown in Table 3.1 is the profile of the participants who were the source of data of this study. Codes are used in the presentation of the participants to keep the confidentiality of the study. IDI is used for in-depth interview participant. The number next to the code signifies the number of the participant in this category. In the in-depth interview, two out of ten participants speak Kinamayu as their mother tongue. Eight of the informants can either speak or understand Kinamayu but they have Bisaya as their mother tongue. Meanwhile, CO is the code used for classroom observation. In the classroom observation, there was a minimum of 20 students and a maximum of 50 students in each class. For every participation taken by the students, codes are assigned to them. SX-f is assigned for an unknown student identified only as female while SX-m is for unknown student identified only as male. S is for a known student and Ss is for students or group of students. There were a total of eight classroom observations conducted. The number next to CO in the reference identifies sequence of the classroom observation. Lastly, the classes observed from CO1 to CO 8 are multilinguals as they either use or understand English, Tagalog, Bisaya and Kinamayu languages in their Math class.

Table 3.1
Profile of the Participants

Code	Sex	Languages	Study Group
IDI 1	M	English, Tagalog, Bisaya	In-depth interview
IDI 2	M	English, Tagalog, Bisaya	In-depth interview
IDI 3	F	English, Tagalog, Bisaya	In-depth interview
IDI 4	F	English, Tagalog, Bisaya	In-depth interview
IDI 5	F	English, Tagalog, Bisaya	In-depth interview
IDI 6	F	English, Tagalog, Bisaya	In-depth interview
IDI 7	F	English, Tagalog, Bisaya	In-depth interview
IDI 8	F	English, Tagalog, Bisaya, Kinamayu	In-depth interview
IDI 9	M	English, Tagalog, Bisaya, Kinamayu	In-depth interview
IDI 10	M	English, Tagalog, Bisaya	In-depth interview
Ss1-Ss17	CO 1	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S22	CO 1	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1-SX-m11	CO 1	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-f1-17	CO 1	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss17	CO 2	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S17	CO 2	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1-SX-m38	CO 2	English, Tagalog, Bisaya, Kinamayu	Classroom Observation

SX-f1-14	CO 2	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss12	CO 3	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S18	CO 3	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1- SX-m29	CO 3	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-f1-12	CO 3	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss19	CO 4	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S13	CO 4	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1- SX-m15	CO 4	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-f1- SX-f16	CO 4	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss20	CO 5	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S11	CO 5	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1- SX-m7	CO 5	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-f1-11	CO 5	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss16	CO 6	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S8	CO 6	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1- SX-m13	CO 6	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-f1-13	CO 6	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss38	CO 7	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S12	CO 7	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1- SX-m21	CO 7	English, Tagalog, Bisaya, Kinamayu	Classroom Observation

SX-f1-33	CO 7	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
Ss1-Ss47	CO 8	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
S1-S11	CO 8	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-m1-SX-m27	CO 8	English, Tagalog, Bisaya, Kinamayu	Classroom Observation
SX-f1-31	CO 8	English, Tagalog, Bisaya, Kinamayu	Classroom Observation

Shown in Table 3 are the modes of discourses used during translanguaging. In this study, it was found out that exposition and argumentation were the modes of discourses used during translanguaging in Mathematics class. The table also includes sample utterances per discourse used by the students from the eight classroom observations conducted by the researcher.

Table 3.2
Discourses used during Translanguaging

Mode of Discourse	Sample Utterances
Exposition definition	<p>T: oh what is Cartesian product. {calls random students} <i>walay na</i> research <i>sa</i> definition?</p> <p>...</p> <p>– SX-m6: X and Y <i>ra</i>.</p> <p>T: X and Y. yes mister [S4/last].</p> <p>S4: uhm from the word itself Cartesian product is Cartesian plane you see the X and Y where is the X, is the positive and negative, <i>aw</i> <mumbles>. yeah a b <i>basta</i> there are four. {students laugh}. yeah <i>basta</i> X and Y considered <i>da</i> Cartesian plane.</p> <p>(CO 4)</p>

<p>Exposition – classification</p>	<p>T: what is natural number? starts with 0? Ss2: <i>sa</i> 1 ma'am. T: yes. starts with 1. so <i>kung ... mag-start ta sa</i> 1, natural number between 1 and 2, SX-m2: <i>dili na s'ya</i> natural ma'am. ... T: 1.1, 1.2 to 1.9 is not a natural number. SX-m4: <i>dili na</i> natural <i>kay naa na nay</i> point. (CO 1)</p>
<p>Exposition – comparison and contrast</p>	<p>: and then? what's the difference <i>lagi</i> between <i>sa</i> CxD and Dx C? <i>ingon ka parehas ra</i>. S5: <i>bali ra sila</i> ma'am. SX-m7: reverse. SX-m8: swapping. <laughs> (CO 4)</p>
<p>Exposition – process analysis</p>	<p>T: okay who will explain? miss, [S22/last] explain. <i>kay kaw man nag-answer</i>. S20: so, B intersection C. so <i>ang</i> intersection <i>sa</i> B <i>ug</i> C is, 4, 8, 9. then, difference <i>kung</i> A, is union to C is 0, 1, 3, 4, 5, 6, 7, 8, 9. then, <i>ato i</i>-cancel out <i>ang</i> common elements <i>para makuba nato ang</i> difference. so, <i>ang</i> common elements is, <i>aw</i> are, 4, 8 and 9. so, <i>diba galaong si</i> ma'am <i>na haw</i> difference is, <i>mas i</i>-priority <i>ang pinaka-una</i>. so, <i>mawara da ini</i>. so <i>ang bilin</i>, null set. (CO 1)</p>

Argumentation

Teacher: so as business people in the near future, ...why is it important to study or to have a problem solving skill? ...

...

S3: for me ma'am, it is very important especially in business because (2.0) like ah (.) accounting, part *g'yud na sa magkuan* because accounting is art of recording, specifying, summarizing, interpreting the business transaction in terms of <un>xxxxx. </un>
(CO 6)

Exposition Definition. Learners are using exposition definition as a discursive practice in the Math class. This discourse is evident when multilingual students are asked to explain the term “infinite set”. By defining, students translanguaged by translating or mixing languages in an utterance. The excerpts below are the direct utterances of the students which prove that this discourse is employed in the class.

T: infinite set. oh what is infinite set?

SX-f4: unending.

SX-f5: cannot be measured.

T: cannot be measured?

SX-f6: cannot be listed.

Exposition Classification. Another type of exposition used as a discourse in the class is classification. This discourse is utilized when multilingual students are to identify which items qualify the categories “natural numbers between 1 and 2” and “positive integers less than 15” being presented. The excerpt below is an example of such discourse.

T: what is natural number? starts with 0?

Ss2: with 1 ma'am.

T: yes. starts with 1. so if we will start on 1, natural number between 1 and 2,

SX-m2: it's no longer natural ma'am.

Exposition Comparison and Contrast. Aside from the two aforementioned types of exposition, comparison and contrast is another type of exposition discourse employed in the Math class. This type is usually used by multilingual students when looking at similarities and differences of set concept in Math. The excerpts below illustrate this discourse.

T: ... how will you differentiate the two groups? ...

S1: in the (.) inside ma'am we can only see few but in the outside we can see a lot more. <3>based on my experience.<3/>

Exposition Process Analysis. The last type of exposition discourse used is process analysis. This discourse is noted when multilingual students explain the pattern of a deductive reasoning activity performed in class. On some level, process analysis has something in common with narrative. The excerpts below affirm this finding.

T: what is the pattern? what pattern can you see in this? based on the example? ... my question is, what is the pattern? why is it 16? yes miss [S9]?

...

SX-m24: <13>ma'am add. add.<13/>

T: add what?

SX-m24: 1+1, 2. 2+2, 4. 4+4, 8. 8+8, 16

Argumentation. The second mode of discourse used by students during translanguaging is argumentation. This discourse is often used when multilingual students articulate opinion or reason on the importance of having problem solving skills and on which method between inductive and deductive reasoning is best. The direct utterances between teacher and students are presented below.

T: huh? no question? okay my question is, what is the best method? is it inductive reasoning or deductive reasoning?... oh I heard someone saying inductive here. why is it inductive?

SX-f33: deductive for me because when, when you analyze the situation, uhm you can (.) prove that your answer is correct because through your solution.

Uses of Translanguaging Discourses in the Learning Process of Students

Shown in Table 4 are the uses of translanguaging discourses in the learning process of students. The thematic analysis below shows how the thematic statements were derived from issues probed, core ideas, and codes or categories. The supporting theoretical lens for each of the formulated theme was also indicated.

The results reveal four emerging themes presented in a thematic statement form, namely: 1) elucidating concepts, 2) facilitating understanding, 3) considering present scenarios of communication than on future prospects; and 4) overcoming challenges. These themes were generated from the ten in-depth interviews conducted with the selected participants. These uses of translanguaging are illustrated below.

Table 4
Uses of Translanguaging Discourses in the Learning Process of Students

Essential Themes	Core Ideas
Elucidating concepts	Students do not understand easily when English is used in explaining Students prefer to mix languages when explaining answers during oral recitation Students are allowed to ask questions or clarifications in vernacular or mixed with English Students prefer teacher to ask questions and clarifications in vernacular or mixed with English Students understand each other when

Facilitating understanding	<p>vernacular and English are simultaneously used compared to using English only</p> <p>Students easily use vernacular in sharing thoughts and ideas to others</p> <p>Students believe that ideas are best expressed when using the most comfortable language</p> <p>Students simultaneously use different languages for easier expression of ideas</p>
Considering present scenarios of communication than on prospects	<p>Students will not be encouraged to practice speaking in English</p> <p>Students' English-speaking skills will not be harnessed</p> <p>Students are aware that they should not be dependent in being allowed to mixed languages</p> <p>When students encounter persons fluent in English whom they need to speak to, they may not be as confident</p>
Overcoming challenges	<p>students prefer the mixing of languages</p> <p>students observe using English in Math class more loose compared to English class</p> <p>students have poor English vocabulary</p> <p>Students' ideas can be vague when translated since many terms in Math do not have vernacular equivalent</p>

Elucidating Concepts. It was noted during class observation that students indeed use translanguaging in their Math class. During the in-depth-interview, it was verified that learners would use other languages (Kinamayo, Bisaya and Tagalog) in explaining, asking and clarifying Math concepts and ideas. They have affirmed this use of translanguaging as follows:

When explaining because if there, if there is a question it can be uttered in English(.) just gradually. (IDI 8)

Facilitating Understanding. This study found out the translanguaging is employed by multilingual learners to facilitate understanding. The result provides emphasis on the relevance of

translanguaging its role in facilitating academic learning. When a student is comfortable in expressing their ideas in class, they become actively involve which lead them to acquire better understanding of the concepts taught. These views are presented by the quotes from the participants as discussed below:

So that, it can be explained easily Ma'am and(.) our classmates will understand. (IDI 1)

As what I have observed Ma'am is, like, (it) becomes easy to catch up Ma'am and like easy to understand already ...so they can easily understand the topic if, there is Bisaya(.) and not all in English. (IDI 10)

Considering Present Scenarios of Communication than on Future Prospects. Another use that TL serves is that it gives more consideration on the present scenarios of communication than on future prospects. The results indicate that student's use of translanguaging afforded them comfort and power in the preference and use of their language repertoires. This purpose of TL most likely occur as multilingual students feel the need to accomplish the day's task (activities or assessment) than to gradually improve their English skills for the future use. The student explains this idea as follows:

Maybe it will help better if, you will simultaneously (use) English and (vernacular) in understanding Mathematics, specially in the discussion Ma'am because, if, the two are simultaneously used(.) the(.) students are like "haay" (however) (.) if you will always use vernacular(.) the standards are like ... For the students, they can't compete with other countries Ma'am. (IDI 5)

Data Integration of Salient Qualitative and Quantitative Findings

Divulged in Table 5 is the data integration of salient qualitative and quantitative findings. It shows the different columns to interpret how the data in the study are integrated. The present study on the discursive practice on translanguaging of multilingual learners in Mathematics carries out a mixed method approach employing convergent parallel approach. The first column presents the aspects or focal points of the study; followed by the second and third columns where the quantitative and qualitative findings are revealed. The fourth column is the nature of data integration which justify the idea of integration.

Table 5
Data Integration of Salient Quantitative and Qualitative Findings

Aspect of focal points	Quantitative Findings	Qualitative Findings	Nature of Integration
Mathematics Achievement	Table 1.2 on performance level 3 (Grade 80-84 with $f=170$, $\%= 56.67$) and level 5 (Grade 90-95 with $f=13$, $\%= 4.33$)	Code on Ease in expressing self from Table 4	Merging-Association
Non-Significance of Translanguaging Domains on the Performance in Mathematics	Table 2 on correlation between translanguaging domains and level of performance with overall $r .06$ and p -value $.12$	Essential theme on facilitating understanding from Table 4	Merging-Diverging

Framework Task	Table 1.1 on item no. 1 on managing the class with mean 3.42 and SD 0.93	Core Idea on Assisting others to or in participating in class using vernacular or mixed languages from Active Participation Code, Table 4	Merging-Associating
Using L1 as Scaffolding Resource	Table 1.1 on item no. 1 on explaining Math concepts with mean 3.47 and SD 0.99	Code on Explaining from Table 4	Merging-Converging
Crosslanguaging	Table 1.1 on item no. 2 on being allowed to speak other languages with mean 3.93 and SD 1.08	Core idea being allowed to use vernacular or mixed languages when asking question or clarification from Table 4	Merging-Associating
Meshing	Table 1.1 on item no. 1 on being allowed to mix languages for speaking activities with mean 4.13 and SD 1.08	Discourses used during translanguaging from Table 3	Merging-Converging

DISCUSSION

Status of the Multilingual Learner in Translanguaging Tendencies and Performance in Mathematics

The result reveals that out from the four categories of translanguaging tendencies, Framework Task and Using L1 as a Scaffolding Resource obtained the descriptive rating of high, while Meshing got low status. This result supports the findings that translanguaging is evident in multilingual classroom employed either by students or teachers for classroom management (Anderson, 2017; Licona, 2015; Nambisan, 2014; Stavrou, 2015; Bezzina, 2016; McMillan et al., 201). Another notable finding of this study is the high status of translanguaging in using L1 as scaffolding resource. Garcia (2016) noted that in order for a technique to be scaffolding, it needs to provide supporting structures that enable students with the possibility of achieving the target or focus. This study verifies the findings that translanguaging is indeed used by and for the multilingual students as a scaffolding resource (Dahlberg, 2017; Anderson, 2017). Therefore, the data of the study substantiate Licona (2015) statement which says that many emergent bilinguals flow in and out of English and other languages as they move throughout their daily activities. Translanguaging is a resource for bilinguals to draw upon as they carry out their everyday lives, make sense of their worlds, and engage in communicative acts (Licona, 2015).

Significant Relationship between the Multilingual Learners in Translanguaging Tendencies and the Performance in Mathematics

As revealed in the result, there was no significant relationship between the status of translanguaging tendencies and the level of the multilingual learner's Mathematics performance. This means that the Framework task, Using L1 as a Scaffolding Resource, Crosslinguaging and Meshing categories of translanguaging do not have significant relationship to the performance in Mathematics of the multilingual learners. This result does not support the study of Paz (2017) who found that the use of multilingual instruction in Mathematics significantly contributed to the performance of the students.

The findings show that translanguaging and the use of literacy practices enhance thinking within the academic context. Findings also show that translanguaging and the use of literacy practices enabled students to relate the curriculum content to their personal experiences and use them as a resource for negotiating the meanings of the text, to provide constructive and critical opinions in the discussions in the classroom and thus enable the students to control their own learning which became pupil- directed. Finally, the paper examined the way the teacher uses translanguaging to support academic learning. In a different study, Coyoca et al., (2009) case studies of students who participated in unidirectional brokering, in reciprocal brokering where the broker assists the brokee in exchange for help with other academic tasks, and in distributed brokering, where the direction of assistance is directed from one student to many students or from many students to one student. Brokering is considered as crosslinguaging, as the process involves one student asking another directly for a translation or meaning of a word

Discourses used during Translanguaging

The triangulated data from classroom observation, and in-depth interview, confirms two modes of discourses used during translanguaging namely, exposition and argumentation. The study also revealed that multilingual learners shift and mix English, Filipino, Bisaya and Kinamayu languages. In some of the discourse, it was revealed that during translanguaging, language input is done in a different language while language output is done in another language. This finding confirms what Garcia (2006) suggests that translanguaging could probably be used in a such a way that the language inputs (reading and listening) will be done in one language and the language outputs (writing and speaking) may be done in another language. She believes that it is one way in which bilingual learners get engaged in the classroom.

This study backs up the study of He et al., (2016) which employed oral presentation strategies such as classification, exemplification, and contrast facilitate understanding of the complex mathematic discourse. This study noted a student translanguaging between English and Bisaya and trans-semiotizing the Bisaya explanation “bali” with the Mathematics symbol “CXD and DXC”. This further supports the claim of He, Lai, & Lin on focusing on the

translanguaging (between Chinese and English) and trans-semiotizing (between verbal explanations and visual displays, Mathematics symbols, images, and graphic organizers, etc.) strategies might have been carried on mathematical meaning-making more smoothly.

Uses of Translanguaging Discourses in the Learning Process of Students

The results reveal four uses of translanguaging discourses of multilingual learners namely: 1) translanguaging is purposively used to explain, ask, and clarify concepts and ideas, 2) translanguaging facilitates better understanding, active participation and ease in expressing ideas among students; 3) translanguaging gives more consideration on the present scenarios of communication than on future prospects; and 4) translanguaging overcomes challenges caused by differences in students' circumstances, level of English proficiency and Math skills.

Many students believe that being able to elucidate concepts serves a vital function in the student's academic life. The result revealed that translanguaging has a role within the classroom discourse. The shifting or mixing of languages supports different purposes which include the practice of explaining and asking Math concepts. This result gives weight to the statement of Hornberber (2012) who says that in classroom interaction, students and teachers not only draw on more than one language, but also use multiple and dynamic varieties of these different languages for varying purpose in different context

This study found out the translanguaging is employed by multilingual learners to facilitate understanding. The result provides emphasis on the relevance of translanguaging in establishing academic learning by facilitating better understanding, active participation and ease in expressing ideas among students. This finding supports Li et al., (2013) who states that translanguaging is holistic process during which people use language to express their thoughts, obtain knowledge and experience, make sense, and communicate with each other.

Another use that TL serve is that it gives more consideration on the present scenarios of communication than on future prospects. The results indicate that multilingual students' use of translanguaging afforded them comfort and power in the preference and use of their

language repertoires while learning Mathematics concepts. This study supports Wahba (2012), Swanwick (2016) and (Dahlberg, 2017) on the findings that translanguaging supports communication.

This study revealed that that students used translanguaging to overcome challenges caused by differences in students' circumstances, level of English proficiency and Math skills. In fact, many concurs to acknowledge translanguaging presentation of ideas so that they can expound and comprehend Mathematical concepts in the languages they can better do so. The result that multilingual learners are positive towards translanguaging corroborates with the findings of Paxton (2009), Shifidi (2014) Caruso (2018), and Bartlett (2018).

Data Integration of the Salient Qualitative and Quantitative Findings

In the corroborated data, average and high levels of performance are associated to the learner's ease in expressing self. According to Joseph (2015), the challenge bilingual student's face is more complicated when the subject involves calculations, computations and the use of scientific jargons during practical sessions. Subjects like Mathematics, Physics or Geography has proved more difficult to learn in a second language (Joseph, 2015). The result of this study validates what psycholinguistic studies suggest that "classroom instruction should allow bilingual students to choose the language they prefer for carrying out arithmetic computation, either orally or in writing" (Moschkovich, 2007).

Implication for Educational Practices

The results of the study provide understanding that learners have varied discursive practices on translanguaging. As mentioned in the introduction to this dissertation, a major goal of this dissertation was to address the discursive practice on translanguaging of multilingual learners in a tertiary institution. An important step in meeting this goal was to describe how these practices are used by the learners and determine how it could predict performance in the classroom. This study directly contributes to a growing body of literature that suggests the power of leveraging heritage languages in the classroom. Whereas prior studies have centered largely around interactions between bilingual individuals, this study suggests that

students that do not share heritage languages can participate in translanguaging practices to summarize texts, clarify procedural information, demonstrate expertise, deepen understandings of vocabulary, and promote students' metalinguistic awareness. Sharing these findings and different activities with teachers that are learning to support emerging bilingual students in their classrooms is one first step towards implementing translanguaging pedagogies.

CONCLUSION

From the results and analysis, the researcher may conclude that the participants' translanguaging is highly evident in framework task and using L1 as a scaffolding resource and their performance in Mathematics is largely good. This means that the multilingual learners most likely mix, or shift English, Filipino, Bisaya and Kinamayu languages when managing the classroom and supporting their own learning. Moreover, from the result of the significant relationship, it may be concluded that translanguaging domains do not affect the Mathematics performance of the multilingual learners. In addition, the multilingual learners employ varied discourses during translanguaging in Mathematics like exposition and argumentation. This could be due to the nature of Mathematics teaching and learning which require comprehensive explanation and systematic reasoning than using descriptive examples to convey an image and telling a story. As to the uses of translanguaging in the learning process, it may be concluded that the multilingual learners finds the practice of translanguaging in class useful particularly in elucidating concepts, facilitating understanding, considering present scenarios of communication and overcoming challenges. It can be further concluded that the participants generally express positive attitudes towards the use of translanguaging.

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Personality Types and Language Learning in Relation to Language Proficiency among Senior High School Students

Arnie A. Valera¹ and Maria Christa G. Montebon², MAEd

¹ Davao Oriental State University, Mati, Davao Oriental
arniedaniel@gmail.com

² University of the Immaculate Conception

cmontebon@uic.edu.ph

ABSTRACT

This study aimed to determine the relationship between personality types and language learning strategies to English proficiency. This is quantitative research employing a descriptive-correlational research design. In total, there were 231 senior high school student-respondents who took the test, derived through stratified random sampling, from three schools within the lone district of the City of Mati, Davao Oriental. The mean was used to determine the introversion and extroversion levels, the level of usage of language learning strategies, and the level of English language proficiency of the respondents. The Pearson-Product Moment Correlation Coefficient was employed to identify the relationship between personality types and language learning strategies, and English proficiency. The findings of this study revealed that there are slightly more introverts than extroverts who took part in the study. Along with this finding, the language learning strategy statements were generally found to be somewhat true to the respondents. Results show that there was no significant relationship that existed between personality types and English proficiency. Furthermore, language learning strategies were found to have a significant relationship with English proficiency.

Keywords: Education, English, personality types, language learning strategy, English proficiency, quantitative method, descriptive-correlational design, Philippines

INTRODUCTION

The necessity to effectively communicate in the English language has recently increased due to the demands that are required to compete in the various fields to further globalization. In order to do this, students in countries, especially those who do not use English as their native language, study English as a main subject in their educational curriculum. Varying personality types were studied and considered, and different language learning strategies were employed to achieve English proficiency. However, recently it has been evident that students have become less adept in communicating using the English language. This resulted to a decline in their proficiency. The most common difficulties encountered by the students are the construction of sentences, usage of right verb tenses, paragraph coherence, usage of contextually appropriate vocabulary, and difficulty in comprehending texts.

A study conducted by Masalimova et al. (2016) pointed out that 69% of their respondents had difficulties identifying the structural pattern of the English sentences, made mistakes in reproducing the tense of the verb-predicate, and cannot differentiate between affirmative or negative and active or passive sentences. In the United States, a research by Rossier (2016), as cited in Domantay & Ramos (2018) tested 50 Spanish-speaking ESL high school students appraising only their oral English skills and found out that many students recently, are not able to effectively compose words, make words into meaningful sentences, and combine sentences into coherent paragraphs (Domantay & Ramos, 2018).

Another study conducted in the Pacific Islands of Fiji by Chand (2014), in Oceania, have found out that despite the students' immersion in the usage of the English language, there still existed in the tertiary students' writing, errors in terms of the appropriateness of the words they used according to the context, the spelling of words, and their sentence construction. In Thailand, a study conducted by Cubalit (2016) cited that the students' skills in reading and listening are still generally weak, compared to other

members of the Association of Southeast Asian Nations (ASEAN).

In the Philippine context, it was recently shown in a nationwide survey referred to as the Programme for International Student Assessment (PISA), conducted by the Organization for Economic Co-operation and Development (OECD) that 15-year-old Filipino students ranked the lowest among 79 countries which took part in the testing. The country's average score in reading was 340 points—roughly 147 points or 90% below the 487 OECD Average (OECD, 2019). All in all, the countries were ranked in descending order according to the average reading score, which is the focus of PISA 2018. Only 19% of the takers of the test were found out to be able to point out the main idea in a moderate length text, reflect on the forms and purposes of texts, and search for information based on complex criteria. Furthermore, the mathematical and scientific performance of these students were evaluated to still be far below average, mainly attributing thus to low reading comprehension.

This Philippine scenario prompted the researcher to conduct a study to learn more about these certain variables which can predict the students' proficiency in their command of the English language. Although the studies cited earlier (Masalimova, et al., 2016; Rossier, 2016; Chand, 2014; Cubalit, 2016; and OECD, 2019) have looked into other variables' effect or possible correlation to language proficiency, the researcher desired to look into the relationship that may exist between personality types and written English. Another thing which sets this study's gap to others is the new research instrument being used, which is more context-appropriate to language learning as compared to the leading instruments that generally test personality types.

This study also aimed to compare findings with most researches on the effect of language learning strategies on whether they can predict proficiency in the English language. To the best knowledge of the researcher, there are only a few recent researches on the topic, thus this study shall reflect results with respondents in the Philippines the 21st century. This study can provide a database that can be used as a tangible reference for a deeper understanding on the development of the learners' linguistic proficiency. For students, this study could provide them

essential feedback and information regarding their language learning, thus knowing themselves better which is a key to the development of their English language skills. A person's personality type is a reference not just for one's preferences on learning, but also as to how one responds to stimuli in the learning environment, in general.

Theoretical Framework

This study is anchored on Carl Jung's Personality Theory (1971), GassSelinker's (1994) and Cattell's (1987) investment theory, and Rubin's (1975) Theory on Second Language Learning.

Carl Jung's Personality theory emphasizes that a person can fall in either one out of two categories, introversion and extraversion (Jung, 1971). However, being classified to one type does not mean that the person is not capable of displaying the other type. All persons possess both mechanisms but the relative predominance of one or the other determines the type where a person belongs to (Rothgleb & Clemens, 1992). Gass and Selinker (1994) and Cattell's (1987) investment theory, in support to the hypotheses by Omaggio-Hadley's (1993), theorized that personality factors influences the degree of achievement of individuals in learning a second language, since some features of the learners' personality could encourage, or inhibit second language learning (Gass & Selinker, 1994; Cook, 1996 in Capellan, 2017). Furthermore, these studies (Gass and Selinker, 1994; Cattell, 1987; OmaggioHadley, 1993) emphasize that only can language acquisition at all levels of proficiency be effective when these two factors are considered and given appropriate attention.

METHODOLOGY

Research Design

This study utilized a quantitative research that is descriptive-correlational. This study is quantitative in nature since this intends to establish, confirm, and validate relationships and develop generalizations that contribute to theory (Leedy et al., 2001). According to Creswell (2003), quantitative research employs experimental inquiry strategies and surveys and uses predetermined

instruments to yield statistical data. As for this study, a quantitative method was used to objectively and numerically show data.

This study also made use of the descriptive research method. This type of research describes the phenomena being studied. The data were gathered, and descriptive statistics were to analyze these data (Lomax et al., 2013). Graphs and charts were used to show data distribution (Kritsonis, 2002). In this study, the students' personality types, their language learning strategies and their English proficiency were presented in detail.

Furthermore, this study used the correlative research method which involved looking into the relationship in between two or more variables that exist (Cherry, 2017). Moreover, it investigated on a range of factors such as the nature of the relationship between the factors and the theoretical model that were developed and tested to explain these correlations (Lomax et al., 2013). This was utilized in this study to determine if there exists a relationship among the students' personality types, the language learning strategies they employ, and their English proficiency as measured by the research instruments predetermined for the purpose.

Place of the Study

This research was conducted in Davao Oriental, a province in the Philippines, within Region XI, that borders Davao de Oro to the West, Agusan del Sur to the north and Surigao del Sur to the northeast. It faces the Philippine Sea, part of the Pacific Ocean, to the east. It is the easternmost province in the country with Pusan Point in the municipality of Caraga as the easternmost location. It has a registered population of 558,958 as of 2015 according to the Philippine Statistics Authority (PSA), with a population density of 98 inhabitants per square kilometer or 250 inhabitants per square mile. The province has one city which served as its capital—the City of Mati. This province is mostly inhabited by immigrants from Visayas. Major ethnic groups within the province include Mandaya, Mansaka, Manobo, and Ka'agan.

Respondents

The respondents of this research were Senior High School students of three schools within the province of Davao Oriental. The researcher decided that they are the most representative

respondents of the study since these students are about to finish high school, and thus, can be considered to be fully equipped with basic English instruction since elementary and junior high school. Furthermore, it can be said that they are preparing for collegiate education since the new K-12 curriculum incorporates minor subjects from college into the senior high level.

Furthermore, the stratified random sampling was used as the sampling method in this research. It is where the population is divided into groups called strata and a random sample is taken from each subgroup (Taherdoost, 2016). This is often used when there is a great deal of variation within a population to be tested.

Statistical tools

The **Mean** and the **Standard Deviation** were used to determine the level per personality type, language learning strategies and language proficiency. The **Pearson Product Moment Correlation**, measured how strong the relationship is between two variables (Lane, 2018), was used to find out whether there existed relationships and associations among the three variables: students' personality types, language learning strategies and English language proficiency. The **Multiple Regression Analysis** this statistical tool was used to determine the moderating effect, if there is, of the independent variables: personality types and language learning strategies, to the students' English proficiency.

RESULTS AND DISCUSSION

Levels of Personality Types

Presented in Table 1 are the level of personality types of the 231 respondents who participated in this study. As a whole, the test gained an overall mean of 3.03, which indicates that the respondents, in general, believes that the statements on their introversion/extroversion in language learning are somewhat true

of themselves. Taking the general standard deviation of .432 into consideration, this means that the answers are generally homogenous or identical. Furthermore, the results showed that the level of extroversion can be quantified to have reached an overall mean score of 2.95 and an SD of .558, indicating that the respondents' extroversion is at a moderate level, thus somewhat true to them, and that their responses are homogenous. Introversion, in general, gained an overall mean score of 3.11, and an SD of .576, signifying that the level of introversion among the students who took the test are at the moderate level, and that the responses show homogeneity in the responses, based on the standard deviation.

Table 1

Social Media Engagement of the Grade 10 Students

Indicators	Mean	Standard Deviation	Descriptive Rating
Extroversion	2.95	.558	Moderate
Introversion	3.11	.576	Moderate
Overall Mean	3.11	.576	Moderate

The results of this study have shown that students, no matter the personality type, prefer listening than talking in the classroom. This supports the results of a related study conducted in Iran by Baktash et al., (2016), which states that reticence or shyness to participate in the classroom setting is common and existent among students, notwithstanding their personality and level of proficiency. This furthermore coincides with the results on a more recent study by Murphy, Eduljee, Croteau, and Parkman (2017), that neither extraversion nor introversion is significantly related to classroom participation.

Usage Levels of Language Learning Strategies

The levels of usage of the senior high school students' strategies in learning a language are presented in Table 6. This second variable is composed of six indicators. The general mean of the whole test is 3.26, which points out that the strategies described in the statements are sometimes practiced by the respondents in learning English as a second language.

Table 2
Usage Levels of Language Learning Strategies

Indicators	Mean	Standard Deviation	Descriptive Rating
Memory-related Strategies	3.09	.561	Sometimes
Cognitive Strategies	3.22	.572	Sometimes
Compensation Strategies	3.18	.731	Sometimes
Metacognitive Strategies	3.41	.657	Sometimes
Affective Strategies	3.18	.702	Sometimes
Social Strategies	3.45	.788	Sometimes
Overall Mean	3.26	.491	Sometimes

As a whole, this Social Strategies earned a category mean of 3.45, therefore signifying that the statements therein are sometimes practiced by the students in learning English. *Asking the other person to slow down or say it again if one does not understand something in SL* gained the highest mean with 3.72 interpretable to be often practiced by the respondents. This meant that the students mostly asks the speaker to slow down so they can understand. This is in consonance with the results of two studies conducted in Iran by Khosravi (2012) and Salahshour, Sharifi, & Salahshour (2012), where social and metacognitive strategies are the most used strategies in learning English. Meanwhile, memory-related strategies, has the lowest mean of 3.09, interpreted to be sometimes practiced by the students in their learning of the English language.

Level of Proficiency in the English Language

Presented in Table 3 are the mean percentages of the students' scores computed using 50-based equivalency. The Grammar and Vocabulary Test comprises of 50 items while the Reading Test has 10 items. As seen in the table, the overall mean score of the students for both tests is 76.47, described as Poor, which is interpreted that the students, in general, are not proficient in their usage of the English language. When broken down into its indicators, the students scored an average of 76.18 for the Grammar and Vocabulary Test, thus within the 75-77 range which are only barely passing the mark, and 77.90 in the Reading Test which both

points out that the on average, the student respondents are not proficient in both competencies of the English language..

Table 3
Level of Proficiency in the English Language

Indicators	Mean	Standard Deviation	Descriptive Rating
Grammar and Vocabulary	76.18	10.147	Poor
Reading	77.90	11.249	Poor
Overall Mean	76.47	9.429	Poor

Although achieving an overall passing rate, this is quite surprisingly rather low since it is known that the Philippines use English as one of its second languages, and English is commonly used in the three branches of media in the country: broadcast, social and print, which the students must be exposed to. The researcher took the initiative to count the number of respondents who achieved scores higher than or equal to 30 (the passing score in a 50-based computation of equivalents) and found out that 56.28% of the whole sample population has passed the test, with scores averaging to 37.89 for 60 items. For the grammar and vocabulary test, 130 students passed out of the total population of 231, with scores averaging 33.84; 144 students passed in the reading test with scores averaging 7.01, all computed using the 50-based computation.

As observed by the researcher, the items by which the students usually made mistakes in are those of the forms and tenses of the verb. This is followed by the appropriate usage of prepositions in a sentence. The questionnaire is more of a supplication test, where the test-taker must choose from four choices the appropriate word or phrase that must be put in the blank. As for the reading test, the students have scored quite good in it, thus the level of most of the students' reading comprehension must be at the interpretive (second) level, which is at par with what is required by the reading test.

Correlations between Personality Types and Proficiency in English Language

Through the results exhibited in Table 4, it is revealed that the correlation between Personality Types and Linguistic Proficiency is not significant. It is shown in the table that the p-value (.133) has exceeded over the 0.05 margin of error. Since there is no correlation that exists between the two variables, there is no more a need to look further into the influence of the independent variable to the dependent through regression analysis. This supported the results of the study done by Chen, Jiang, and Mu (2015) and Sharp (2008) saying that neither extroversion nor introversion were key factors in a learner’s performance in the English language.

Table 4
Correlations between Personality Types and Proficiency in English Language

Variables	Language r	Proficiency Sig.	Interpretation
Personality Types	.100	.133	Not Significant
Language Learning Strategies	.138	.038	Significant

Moreover, this result disproves a theory in Stephen Krashen’s (1988) Acquisition-Learning Hypothesis that states that a person’s personality poses a significant effect on his proficiency in the English language, most especially his grammar knowledge, explaining that extroverts benefit out of language usage, thus extroverts are more grammatically concise than introverts. Furthermore, the results of this study do not support Gass and Selinker’s (1994) investment theory stating that personality factors influence an individual’s level of achievement in second language learning.

Nonetheless, the results of this study have supported the findings of the study conducted by Sharp (2008) in Hong Kong stating that there is no clear relationship that is found between personality and ability in the second language, thus leading this researcher to not investigate further on the variables. Another study

by Kato (2009) yielded the same results that personality types have nothing to do with proficiency. More recently, a study by Capellan (2017) tried to correlate personality types with their language examination grades and concluded that the results were statistically insignificant.

The results of this study align with Rubin's (1975) Language Learning Strategy Theory, stating that some of the successes in learning a new language may be attributed to the strategies that the learners use. The results also support Gass and Selinker's (1994) idea theorizing that personality factors influence the degree of achievement in second language learning. These figures pointing out to the correlation of language learning strategies and English language proficiency is in accordance with studies by Ariani (2015), Salahshour, Sharifi, & Salahshour (2012) and Khosravi (2012). This study disagrees with the results found by a study focusing on cultural intelligence, language learning strategies, and English language proficiency conducted in a nearby Southeast Asian country, Indonesia, by Rachmawaty, Welllo, Akil, and Dollah (2018) stating that there is no correlation between the two variables: language learning strategies and proficiency in the English language.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn. The results of this study showed that knowing whether a language learner is an introvert, or an extrovert does not affect, in any way, his level of proficiency (grammar, vocabulary and reading comprehension) in the English language. This indicates that activities related to language learning may be given, without considering the students' personality types. This study pointed out that the students may not have many ideas about language learning strategies, thus explaining the infrequent usage of these strategies in learning the English language. The usage of students of language learning strategies does not mainly affect English proficiency thus, notwithstanding its type or category, it may or may not be reconsidered in the learning of English due to the result established after the conduct of the study that language learning strategies are significantly yet weakly correlated with the level of proficiency in the English language. Since, aside from language learning strategies, there are other factors that affect how language learners learn the

target language (e.g. motivation, experiences, age), it would be unwise to support the idea that all language learners prefer the same good language learning strategies, nor should they be trained to use and develop the same strategies to become successful in learning the English language.

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Demographic Characteristics and Professional Development as Predictors of Work Performance of English Teachers in Public School

Juditha M. Cambroner¹ and Virgion H. Mamonong², Phd

¹ Department of Education, Davao City

² Professor, College of Teacher Education,
University of the Immaculate Conception, Davao City
vmamonong@uic.edu.ph

ABSTRACT

Low performing teachers tend to produce low-achieving learners and since it is critical to maintain high quality teachers to provide quality education, it is vital to consider all possible factors that impact the teacher's work performance. To validate this contention, this study aimed to determine the influence of demographic profile and professional development to the work performance of English teachers in the public school. The researcher employed descriptive correlational design and covered 222 public elementary school English teachers from the Division of Davao City who were selected through purposive sampling. The statistical tools used were the mean, standard deviation, Pearson-r Moment Correlation and Multiple Regression Analysis. An adapted and validated questionnaire determined the professional level of teachers while the Results based Performance Management System-Individual Performance Commitment and Review Form was utilized to determine the work performance of teachers. Findings revealed that the level of teachers' professional development and work performance both yielded a very high rating. Moreover, there is a significant relationship between demographic profile and professional development and work performance of teachers. However, demographic profile and professional development do not significantly predict the work performance of teachers.

Keywords: Education, English, demographic profile, professional development, work performance, descriptive correlation, Philippines

INTRODUCTION

Teachers are the most essential in the education system. If they are ineffective, there is no way to expect a stable generation in the future. With this, the magnanimity of the teachers' role should definitely not leave anything to chance. The work performance of teachers as defined by Hwang et al. (2017) as the actions teachers perform in school in order to achieve educational goals. Since it is one of the factors in finding out school effectiveness and learning outcomes, teachers are expected to be skillful in orchestrating and managing learning in the classroom. However, according to Darling-Hammond et al., (2017), educators are faced with several challenges which affect a negative impact on their work performance. The unsatisfactory work performance of teachers is a worldwide phenomenon that cannot be disregarded.

A study that determined the work performance of English teachers was conducted by the Ghanaian which revealed the poor work performance of teachers. The unsatisfactory performance led to an in-depth needs' analysis pinpointing to the lack of regular in-service training, lack of teaching and learning instructional tools, lack of motivation, and inadequate supervision (Hervie & Winful, 2018). A study on teacher performance ratings revealed that the percentage of teachers rated unsatisfactory reached up to 28.7% (Kraft et al., 2017). In addition, Copland et al. (2014) mentioned that most English teachers fell below the required work performance standard because of the lack of appropriate trainings. Moreover, the poor work performance of Iranian English teachers was caused by insufficient subject and pedagogic knowledge, unequal attention to individual students, lack of professional commitment, interpersonal relationship problems, and demotivation (Doosti & Afshar, 2016).

In the Philippines, the teachers of Abra province obtained low scores when assessed on their work performance. Results of the study suggested that teachers take a number of enrichment trainings that may help them (Meniado, 2019). Instead of achieving at least a very satisfactory performance rating, the teachers did not meet the exceeded expectation (Pilarta, 2015). In a similar manner, another group of teachers barely achieved a satisfactory performance rating when evaluated using the Competency Based Performance Appraisal System of Teachers (Jimenez, 2020).

The same scenario happened in Davao where teachers were confronted with unsatisfactory performance. The study of Bonghanoy (2019) on teachers' work performance revealed that the unsatisfactory performance was caused by the lack of self and environmental knowledge. The educators identified the classroom difficulties that had confronted them and revised their pedagogical concepts and teaching plans and tools to better improve their work performance.

On the other hand, a study that aimed to examine the demographic factors affecting work performance of teachers identified gender, age bracket, educational level, pay and length of service of teachers as apparent factors that have a significant influence on the level of work performance of teachers (Alyaha, 2017). However, according to Morayo (2015), none of the demographic variables of gender, qualification and years of experience had any significant relationship with the teachers' work performance. On the contrary, Roustae (2015) discovered an increase in work performance based on age group. Also, Saadatu (2014) found significant differences in performance on the basis of age group, working experience and educational qualification.

The above literatures clearly showed the conflicting views on the influence of age, years in teaching, and professional development on teacher work performance. Most of the above-mentioned studies conducted were bivariate association. Some research were more on the association between demographic profile and work performance. Others related professional development to work performance. However, the researcher has not come across a study that determines the combined influence of age, years in teaching, and professional development as predictors of work performance. With this reason, it gave motivation to the researcher to carry out this study. Hence, there is a need to examine the influence of age, years in teaching, and professional development to the work performance of English teachers in the public school.

Theoretical Framework

This study was anchored on the Human Capital Theory proposed by Schultz (1961). Schultz's Theory postulates that the knowledge or characteristics a worker has, contributes to his or her "productivity". The characteristics and knowledge components may

be aligned to the two independent variables in this study which are demographic characteristics and professional development. This framework also covers some propositions that there are positive links between demographic characteristics and work performance and professional development and work performance. In the study of Abarro. (2018), it was confirmed that there was a relationship between demographic characteristics and work performance. It was discovered that demographic factors affect the performance of teachers. As to the link between professional development and work performance, Putri et al. (2019) pointed out a robust connection between professional development training and English teachers' work performance.

METHODOLOGY

Research Design

The study utilized the quantitative research method. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can be measured, normally on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2012). Quantitative research methods are used in dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. They are utilized to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Leedy, 1993). Specifically, the research design that was employed in this study was the descriptive correlation method. Creswell (2012) described correlation as a statistical test to establish patterns for two variables. Moreover, Aggarwal (2019) labeled descriptive research as devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research involves proper analyses, interpretation, comparisons, identification of trends and relationships. In this study, the demographic characteristics, the levels of professional development and work performance of English teachers were investigated. On the other hand, the relationship between demographic characteristics and professional development with the work performance of English teachers was explored

Place of the Study

The study was conducted at one of the districts of the Division of Davao City, Region XI. The district is situated at the heart of the city with a total population of 522 teachers. Specifically, the study was administered at the selected monograde public elementary schools in Davao City. These educational institutions are located at the Poblacion District which belongs to the most highly urbanized district in Davao City. Further, the schools which were included in the study were comprised of the following number of English teachers: School A (84); School B (54); School C (44); School D (35); School E (23); School F (22) and School G (16). Apparently, these seven schools are classified as big schools and small schools based on the learners' population. Schools A, B, and C belong to the big school category while schools D, E, F, and G are considered as small schools.

Respondents

The respondents of the study were the elementary English teachers who handle language and reading subjects at the Department of Education, Division of Davao City. There were 222 teachers who were selected through a purposive sampling procedure. Purposive sampling is the process of selecting a sample by taking a subject that is not based on the level of area but is taken based on the specific purpose (Sunders et al, 2012). In selecting the respondents, the following inclusion criteria were taken into consideration: First, the teacher respondents currently handle language and reading subjects at the elementary level. Second, the teacher-respondents have served the department for at least five years. Third, the teacher-respondents are 21 years old and above. Lastly, the teacher-respondents are willing to take part in the study.

Statistical tools

The data were analyzed using the mean and standard deviation, Pearson r Moment Correlation, and multiple regression analysis. **Mean and Standard Deviation**, the mean was used in giving concise descriptions of the English teachers' demographic profile, professional development, and work performance. On the other hand, the standard deviation determined how spread out, how far or how close the teachers' responses is in relation to the mean. **Pearson-r Moment Correlation**, this was used in testing the

relationships of English teachers' demographic profile and professional development to the work performance. **Multiple Regression Analysis**, this was used to determine the influence of the respondent's demographic profile and professional development on the work performance of teachers.

RESULTS AND DISCUSSION

Demographic Profile of English Teachers

Table 1 reveals the demographic profile of the participating elementary English teachers in the public school. The age and number of years in service are presented in the table with corresponding frequency and percentage. Results show that the highest number of respondents fall within the range of 40 years old, and above which has 61.3%. This indicates that most of the respondents are middle-aged adults.

Table 1
Demographic Profile of English Teachers in
Terms of Age and Years of Experience

	Profile	Frequency	Percent
Age	21-30 years old	21	9.5
	31-39 years	65	29.3
	old 40 years	136	61.3
	old and above		
	Total	222	100.0
Years of Experience	5-10 years	86	38.7
	11-15 years	46	20.7
	16-20 years	33	14.9
	21 years and above	57	25.7
	Total	222	100.0

However, it is noticed that the lowest number of respondents lies between the range from 21-30 years old described as the young adult which has 9.5%. On the other hand, those adult respondents who belong to 31-39 years old got a total percentage of 29.3%. Further, the result implies that a greater bulk of English teacher-participants come from those who are classified as middle-aged or veteran faculty members.

The same table shows the number of respondents and the corresponding percentage according to their years of teaching experience in the public school. As shown, the highest number of teacher-respondents comes from those who have been teaching for 5-10 years, labeled as beginning teachers with 38.7%. The data show that out of 222 respondents, 86 English teachers come from this group of educators. However, only 25.7% of them have been teaching for 16-20 years consisting of 57 respondents who are also called experienced teachers. The data suggest that majority of the elementary English teachers who have worked at the public school are novice teachers. The result implies that the number of English teachers in elementary public schools is dominated by middle-aged or seasoned teachers. However, when it comes to the length of service, the majority of the respondents are those who belong to the newbie educators.

Level of the Professional Development of Teachers

The data in Table 2 highlights the level of the teachers' professional development in terms of context, process, and content. The overall result garnered a standard deviation of .471. The range of the standard deviation is from .465 to .521 which is less than 1 indicating that the data is very closely related to the average.

Table 2

Level of the Professional Development of Teachers

Domain	Mean	Std. Deviation	Description
Context	4.29	.518	Very High
Process	4.35	.521	Very High
Content	4.47	.456	Very High
Overall Mean	4.37	.471	Very High

The highest mean among indicators is content with a mean of 4.47, described as very high which indicates that in this domain, teachers exhibit a high manifestation of understanding and appreciation for content of his or her classes. The finding conforms to the statement of Johnson (2011) that efficient teachers understand and display appreciation for content tackled in the class. Moreover, the present finding proves the study of Wei et al (2009) that teachers need to provide research-based instructional approaches that support learners in meeting academic standards. The lowest mean among indicators is process with a mean of 4.29, described as very high. The same result is seen in Powers et al (2016) which states that when school leaders listen to the teachers' feedback and take it into consideration, this becomes essential in achieving school goals.

Level of the Work Performance of Teachers

Table 3 reveals the level of work performance of English teachers in public school. Five indicators are shown on the table with corresponding mean and standard deviation; these indicators include Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning and Assessment and Reporting and Plus Factor.

Table 3
Level of the Work Performance of English Teachers According to Key Result Area

No. Key Results Area	Mean	Std. Deviation	Interpretation
1. KRA 1-Content Knowledge and Pedagogy	4.33	.309	Very High
2. KRA 2-Learning Environment and Diversity of Learners	4.25	.265	Very High
3. KRA 3- Curriculum and Planning	4.26	.262	Very High
4. KRA 4-Assessment and Reporting	4.31	.299	Very High

5. KRA 5-Plus Factor	4.33	.309	Very High
OVERALL	4.30	.224	Very High

The overall result indicates a mean rating of 4.30 described as very high with a standard deviation of .224. The standard deviation is within the range from .262 to .309 which is less than 1. This means that the data is very closely related to the average, hence very reliable. The very high descriptive rating means that teachers' work performance in the five key result areas are at a high level. This implies that teachers applied knowledge of content, managed classroom structure to engage learners, planned teaching and learning processes, designed, assessed, and performed various related works that contribute to the teaching-learning process. The result of this study ties well with the finding of Miao et al., (2015) who found out that teachers' work performance highlights the manifestations of great knowledge on content, understanding diversity of learners, development of ideas, and possessing skills that can be observed through instructional behaviors in the classroom.

Among the five key result areas, content knowledge and pedagogy and plus factor both obtain the highest mean of 4.33 described as very high. This implies that teachers exemplary performed in applying knowledge of the content and performing numerous work that are related to the teaching and learning process. Filgona et al. (2020) emphasized that teachers demonstrated a mastery of content knowledge and are equipped with strategies on the interconnection within and across curriculum areas. The finding likewise shows that teachers' very high-level performance in the plus factor only demonstrates that they exceptionally accomplished the tasks stipulated in DepEd order no.2, s.2015.

Meanwhile, the teachers earn the lowest mean in the *learning environment and diversity of learners* with a mean of 4.25 described as very high. Though the descriptive rating is very high, this area still needs to be improved. Lian et al, (2018) emphasized that the learning environment and diversity of learners have to be given top consideration and teachers have to secure learning environments that are safe, secure, fair, and supportive to encourage learner responsibility and achievement. The result implies that teachers need

to improve more on the area of managing classroom structure to engage learners.

Relationship between English Teachers' Demographic Profile and Work Performance and Professional Development and Work Performance

Table 4 shows the relationship between demographic profile and professional development and work performance of English teachers in public school. The p-values of demographic profile and professional development are .099 and .182, respectively. Since they are greater compared to the level of significance at 0.05, this means that there is no significant relationship between demographic profile and professional development and work performance of teachers. The above findings conform to the statement of Abaro (2018) that factors like age and length of service do not affect the work performance of teachers. Further, this finding is also consistent with Bailey et al. (2017) which stated that teachers' performance ratings did not vary by educators' characteristics. However, the result on professional development negates the findings of Putri et al. (2019), Bicaaj (2014), and Giraldo (2014) that revealed a strong correlation between professional development training and English teachers' work performance.

Table 4
Test of Relationship Between English Teachers' Demographic Profile and Work Performance and Professional Development and Work Performance

INDEPENDENT VARIABLES	WORK PERFORMANCE		
	R	p-value	Remarks
Demographic Profile			
Age	.123	.066	Not Significant
Years of experience	.143	.033	Significant
Professional Development	-.090	.182	Not Significant

In particular, the result shows that there is no significant relationship between the age and work performance of English teachers with a p-value of .066. and R value of .123. This implies that teachers' work performance is not affected by their age. This finding is in accordance to the result reported by Alufohai and Ibhafidon (2015), that young teachers, mature or middle age educators do not differ significantly in their work performance level. The result leads to similar findings of Sivasakthi and Muthumanickam (2012) and Mahdi and Al-Dera (2013) that young educators, mature or middle-aged educators do not differ significantly in their work performance level. On the contrary, the finding invalidated the statements of Ismail et al., (2018), Nyagah and Gathumbi (2017), and Aloka and Bojuwoye (2013) that teachers' age affects their work performance. The result also negates the statement of Hapompwe (2020) that age is significant on the teaching performance of educators.

To discuss further, the same table shows that there is a significant relationship between years of experience and work performance of teachers with a computed p-value of .033 and R value of .143. It indicates that the work performance of English teachers in public school is affected by their number of years spent in the service. The result coincides with the study of Catolos (2017) that length of service is significant on the teaching performance of teachers.

Likewise, the result is in consonance to the study of Nurnaningsih (2017) and Fatma and Tugay (2015) that revealed that teaching experience has significantly influenced the work performance of teachers.

Similarly, Cocca et al., (2019) and Podolsky et al. (2019) assert that experienced teachers show a higher level of work performance than neophyte teachers in numerous aspects. However, Gates (2019) and Appleton (2005) argue that teachers' experience has little bearing on a teacher's efficacy. On the other hand, professional development has a low p-value of .182 and R value of -.090 and found out to be insignificant with the teachers' work performance. This implies that professional development training has no significant relationship to the work performance of English teachers. The finding is inconsistent with the claims of Putri et al (2019), Carlisle and Berbeitsky (2011), and Darling-Hammond (2010) that declared

that professional development training and English teachers' work performance found to be strongly correlated.

Significance on the Influence of Demographic Profile and Professional Development to the Work Performance of English Teachers

Table 5 presents the result of the multiple regression analysis performed in this study. It shows the standardized beta coefficient of the variables and the t-value including its significance value. The result of the overall correlation is based on the computed p-value of the demographic profile and professional development. The computed overall p-value is .114. The probability value showed that the set of variables in the study did not significantly predict the work performance of elementary teachers in the public school ($p > .05$). In particular, the age and years in service are not statistically significant to the work performance of English teachers ($\beta = -.023, .158$ and $p > .05$). In other words, demographic profile is not a positive contributor to the work performance of teachers. In the same way, professional development does not predict work performance ($\beta = -.079, p > .05$). Moreover, the computed R square .027 signifies that only 2.7 percent of the variations in work performance can be accounted to the set of predictor variables, the rest 97.3 percent were due to other factors not included in the study.

The result provides a picture of how well demographic profile and professional development predict the work performance of teachers. The demographic profile and professional development have a significant impact on the work performance of teachers.

The finding is akin to a study cited by Abarro (2018) which stated that age was not an indicator of the work performance of teachers. The result of this study also conforms to the findings of Abiola et al. (2016) when they uncovered in their study that teaching experience had no significant influence on the performance of English Language teachers.

Table 5
Significance on the Influence of Demographic Profile and Professional Development to the Work Performance of English Teachers

	Beta	t	Sig.	Interpretation
Demographic profile				
Age	-.023	3.902	.881	Not Significant
Years of Service	.158	3.902	.311	Not Significant
Professional development	-.079	3.902	.242	Not Significant
R=.164				
R Square=.027				
F=2.009				
p value=.114				

Meanwhile, Lu et al. (2017) noted that teacher professional development programs had no significant effect on teaching performance. Additionally, the result of this study has a reverse finding compared to the study of Garret (2017) that revealed that giving professional development to improve the teachers’ work performance guarantees significant and applicable results. It could be surmised therefore that, although the variables are correlated, it does not state that it has an effect. With that, it contradicts the Human Capital Theory proposed by Schutz (1961). Schutz’s theory claims that the training or characteristics of the employee, predicts his or her “productivity” or performance. Based on the result, the context standard turns out to be the weakest among the aspects of professional development. Professional development cannot be successful without a strong context or foundation on curricular and instructional approaches that have a high probability of influencing teachers’ work performance. One of the main limitations of the Human Capital Theory is that it assumes greater training or professional development will always bring about higher performance. However, the theory is not comprehensive. Indeed, higher training can lead to higher levels of performance but has not considered other variables in the equation.

CONCLUSIONS

In light of the findings of the study, the following conclusions were drawn. Most of the English teachers belong to middle adulthood. These are the teachers whose age ranges from 40 years old and above. When it comes to years in service, most of them are newbies and have served for 5-10 years only. The level of the teachers' professional development is very high. The professional development of teachers is structured into context, process, and content. The area of content has the highest mean which indicates that teachers' training is focused on equity, quality teaching, and family involvement. Next in rank is the process which highlights more on data-driven practices, design of professional development practices, evaluation of learners, adult learning, research-based practices, and collaboration of educators. Last in rank is the frame of context which highlights the learning communities, leadership, and resources. The level of the English teachers' work performance is very high. This very satisfactory performance of teachers in the five key result areas namely: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment, and reporting, and plus factor only implies that teachers are effective and competent to provide quality education to learners. The age of English teachers has no relationship in terms of their work performance. However, the study shows that there is a relationship between years of experience and work performance of teachers. It is also suggested that none of the three aspects of professional development has relationship on the work performance of teachers. The age, years of service and professional development do not predict the work performance of teachers. Although there is a relationship between the variables, but it does not show a causal relationship.

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Socio-Affective Factors and Reading Comprehension Performance of the Grade 10 Public School Learners

Analee H. Cainglet¹ and Virgion H. Mamonong², Phd

¹ Doña Carmen Denia National High

² University of the Immaculate Conception, Davao City

ABSTRACT

Reading is an essential skill in learning, thus producing readers who could interact meaningfully and critically to the text read is one of the goals of English language teaching. However, it remains a challenge among many teachers. Thus, this study aimed to investigate the significant relationship of socio-affective factors with learners' reading comprehension performance. The quantitative research method was used, specifically the descriptive-correlation method. There were 330 Grade 10 respondents who were officially enrolled in the three selected schools for the school year 2018-2019. An adapted and validated survey questionnaire was used to test the level of socio-affective factors, and an adopted and validated tool was utilized to determine the level of reading comprehension. The mean was used in giving a concise description of students' level of socio-affective factors and reading comprehension while Pearson-r Correlation Method was used in testing the relationship of the said variables. Findings revealed that the level of socio-affective factors of the students is high which indicates that the traits are often observed by the students. On the other hand, the level of reading comprehension level 10 students is low, indicating that the students were poor in reading comprehension. Further, findings showed that there is no significant relationship between the respondents' socio-affective factors and their reading comprehension performance.

KEYWORDS: Education, English, Socio-affective Factors, Reading Comprehension Performance, Descriptive-correlation, Philippines

INTRODUCTION

Comprehension is the goal of reading. It is not enough that a learner could recognize a word, produces its sounds, and eventually articulates it, but it is necessary that one could understand what is being read. Thus, reading competence is an essential skill that every student should possess. Without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited (Alvermann & Earle, 2003). The more reading comprehension gets arduous when their critical thinking skills are being challenged. This is in assonance to the claim of Cliff, et al. (2005); Pretorious (2000); and Yeld (2009) that many students have difficulty in operating higher level of reading.

In many parts of the globe, such as South Africa, United Kingdom, Britain, and California (Asimov, 2006; Baer et al., 2007; Grabe, 2006; Rankin, 2013; Chaka, 2015), poor reading comprehension among school learners is of great concern. In 2012, South African Grade 10 English First Additional Language (EFAL) learners, the result showed that the participants did slightly above average in the reading comprehension test but performed below average in the recall and summary task. Meanwhile, fewer than half of California's students' reading and numeracy competence is commensurate with that of grade level learners nearly a decade after the state began overhauling its public education. In the same breath, in Britain, the year 2008 was declared a National Year of Reading because of the poor reading competence of some of the learners in English. In addition, even in United States, reading difficulties is also a major problem for both children and adult. Reportedly, the National Assessment of Educational Progress (NAEP), 29% and 20% of fourth and eighth grade students, respectively, scored below the basic reading (NCES, 2011). In high school, 39% of students scored at the proficient level or higher and 24% scored below basic on the NAEP.

The academic achievement of children in public schools is found to be weak to withstand the challenges in the 21st century (NAEP, 1988 as cited by Cabardo, 2008). Secretary Andrew Gonzales, the former Department of Education (DepEd) Secretary, admitted during the Education Congress at Teacher's Camp, Baguio City that poor academic achievement is clearly shown in the low ratings they receive in the National Achievement Test (NAT) which

were administered by the National Education Testing and Research Center (NETRC). Moreover, the results showed that most of the takers, both in elementary and high school, were weak in the reading comprehension part in English. This denotes that learners had low reading proficiency.

The problem on reading comprehension is also prevalent in the institution where the researcher is connected. This is shown in the formative and summative assessment and in the NAT result. The NAT comparative results show that there is an increase of 11.33% in 2012-2013, 21.28% in 2013-2014, and a decrease of -19.39% in 2014-2015 (DepEd NAT Comparative Result, 2015)

Research had been conducted to find the cause and come up with a solution on reading comprehension correlating it to some factors. In fact, a study was conducted in Caraga University, Cabadbaran, Agusan del Norte among 132 Grade 7 students on the levels of comprehension in terms of availability of literary reading materials at home and in school, adequacy of reading of reading instruction, and reading habits. Using descriptive research design, the result showed that the learners are weak in comprehension, particularly in the interpretive and critical level (Paz, 2010). Though ample of studies were conducted on reading comprehension, what makes this study distinct is that the researcher is trying to reciprocate it to some socio-affective factors like motivation, interest, attitude, self-efficacy, and environment. Thus, this study aimed to find out the relationship of socio-affective factors to the reading comprehension performance of the Grade 10 students.

Theoretical Framework

This study was anchored to Self-determination Theory (Deci et al., 2000) which is based on motivational theory and explains how people can be motivated for its own sake. When applied in education, the students need to be motivated, intrinsically or extrinsically, for such will result in high quality learning and conceptual understanding. Further, the theory emphasized that to get the students to read, they have to be motivated and self-determined. To motivate them to read, activities that increase competence, relatedness, and autonomy are vital to achieve success. As students become more determined and motivated, their interests increase, attitudes become positive, self-esteem and self-efficacy are likely be raised and desired outcomes are achieved. Moreover, when learners are instructed to gain knowledge

(competence/cognitive) and perceive a sense of involvement with significant adults, as well as collaboration with peers (relatedness/social) and can make choices and to take personal responsibility (autonomy/affective), there will be an increase in intrinsic motivation and autonomous internalization of extrinsic motivation which result to reading comprehension.

METHODOLOGY

Research Design

The study utilized the quantitative research method. Quantitative research is an approach for testing objective theories by examining the relationship among variables. Specifically, the research design employed in the study was the descriptive correlation method. Creswell (2009) defined correlation as a statistical test to establish patterns for two variables. The statistical analysis of the research question can be conducted through a progression or sequence of analyses using a standard test for correlation that produces a result called “r.” This method involves the collection of data in order to test the hypothesis or to answer questions concerning the current status of the study. This design was adopted since the main problem of the study is to determine the significant relationship between socio-affective factors and the reading performance of the students.

Place of the Study

The study was conducted in the bosom of Davao City, which is known to its lush vegetation, bountiful exotic flowers and fruits supplying the whole populace of the city. This city is known as the Durian Capital of the Philippines. Specifically, the study was conducted into the three public schools in Toril, Davao City and they are coded School X with 3,274 students, School Y with 3,200 students and School Z with 1,540 students. These three institutions were chosen since it was found out that there is a problem on the reading comprehension performance of the students based on the reading profile conducted by the schools.

Respondents

The respondents of the study were the 330 Grade 10 students coming from the three institutions. These students were officially enrolled for the academic year 2018-2019. The researcher used the

random method for sampling procedure through Slovin's Formula to determine the appropriate size of the population. Slovin's Formula is used to calculate sample size (n) given the population size (N) and a number of errors (e). Further, it is a random size technique formula to estimate the size.

Statistical tools

Gathered data from the survey and questionnaire was treated using the following statistical tools: **Mean score** was used to determine the level of the two variables, namely socio-affective factors and reading comprehension performance of the students. **Standard Deviation** was used to determine the variation between each data point relative to the mean. **Pearson Product Moment Correlation** was used to test the relationship of the independent and dependent variable.

RESULTS AND DISCUSSION

Level of Socio-affective Factors of the Grade 10 Learners

The results reveal that the overall mean describing the socio-affective of the students is 3.63 or high which indicates that the socio-emotional aspects of the students in terms of reading are often observed. This further indicates that the high impact of motivational dimensions to the reading performance of students cannot be neglected as they play a crucial role to students' reading development and progress.

Table 1

Level of Socio-affective Factors of Grade 10 Learners

	Mean	Std. Deviation	Description
Motivation	3.66	.69	High
Interest of Reading	3.75	.71	High
Attitude	3.96	.85	High
Self-efficacy	3.38	.606	Moderate
Environment	3.39	.704	Moderate
Overall Mean	3.63	.570	High

The results reveal that the overall mean describing the socio-affective of the students is 3.63 or high which indicates that the socio-emotional aspects of the students in terms of reading are often observed. This further indicates that the high impact of motivational dimensions to the reading performance of students cannot be neglected as they play a crucial role to students' reading development and progress. Attitude toward reading is another indicator on socio-affective factors. The sub mean obtained is 3.96 or high which indicates that the students often observed this trait. It also indicates that they have a very positive attitude towards reading and implying how the academic community fostered a desirable attitude towards reading. This substantiates the claim of McKenna (2001) that the attitude towards reading that a reader develops depends upon the kind of environment where he/she grows. If the people that surround him/her have positive attitude toward reading, most likely he/she will develop the same. On the level of socio-affective factors of students in terms of self-efficacy, the computed sub mean is 3.38 or moderate. This indicates that self- efficacy as an offshoot of reading needs to be further developed among students for this trait is sometimes observed by the students. This result also has an implication on planning reading lessons that should incorporate reading tasks that hone students' self-efficacy in keeping with the belief of Ghonsooly et al., (2010) that self-efficacy is an important factor in the achievement of higher scores in English language skills such as reading comprehension.

Level of Reading Comprehension of Grade 10 Learners

Data in Table 2 presents the level of reading comprehension performance of Grade 10 students. The overall computed mean rating that describes the reading proficiency of the Grade 10 students is 38.48 or low. This rating indicates that the Grade 10 students had poor reading performance and were still in a developing level.

Table 2
Level of Reading Comprehension of Grade 10 Learners Item

Level	Mean Percentage	Std. Deviation	Description
Literal	45.04	18.09	High
Appreciative	38.79	16.55	Low
Inferential	38.60	16.14	Low
Reorganization	36.55	20.57	Low
Evaluative	33.45	15.51	Low
Overall Mean	38.48	10.31	Low

Meanwhile, the highest obtained mean rating is 45.04 or high for literal level. This indicates that students' proficiency level was satisfactory in terms of responding to questions that require a superficial level of reading- a level of reading that is basically informational and that readers only get the explicit information from the text which does not require higher order thinking skills.

The lowest computed mean rating is 33.45 or low for evaluative reading. This indicates that the student's reading comprehension is considered poor and did not have much ability to respond to questions that would allow them to pass judgment on or evaluate a statement, dialogue and scenes in the text read. As evaluative questions are those that require higher order thinking skills, students did not perform much in this regard. This implies that the reading activities with which the students got involved might have not made an intensive drill on developing critical reading as an avenue where students can hone their evaluative skills. Such result is supported by Yeld (2009), in which she reveals in her 2009 National Benchmark Test Project (NBTP) report that more students fall within the basic and intermediate level rather than in the proficient level. He added that many students have difficulty in operating at the higher level of reading.

Relationship between the Level of Socio-Affective Factors and the Level of Reading Comprehension of Grade 10 Students

Table 3 presents the data on the significant relationship between the level of socio-affective factors and the level of reading proficiency of Grade 10 students. The overall results show that the

tabulated p-value is .29 which is greater than the significance value of .05. This shows that there is no significant relationship between socio-affective factors and reading comprehension performance of the Grade 10 learners. This further implies that the ability of Grade 10 students to comprehend on reading materials is not affected by socio-emotional factors such as motivation, attitudes towards reading, interest in reading, environment, and self-efficacy. Moreover, the result of the study disproved the theories that socio-affective factors have significant relationship on the reading comprehension performance of the targeted respondents. This further disproves the Self-determination Theory (Deci et al., 2000) that claims that students need to be motivated intrinsically and extrinsically to have quality learning and conceptual understanding. Such result might be influenced by some factors that when the students took the reading test and answer the questionnaire, the weather condition was not conducive, the learning environment was not suitable, or they were not physically or mentally prepared.

Table 3
Relationship between the Level of Socio-Affective Factors and the Level of Reading Comprehension of Grade 10 Students

Independent Variable	Reading Comprehension		
	Remarks	R	p-value
Literal	45.04	18.09	High
Appreciative	38.79	16.55	Low
Inferential	38.60	16.14	Low
Reorganization	36.55	20.57	Low
Evaluative	33.45	15.51	Low
Overall Mean	38.48	10.31	Low

CONCLUSIONS

Based on the foregoing findings, the researcher has drawn the following conclusions. The level of socio-affective factors is high which means that students often observed these traits in reading. It

further means that they had a high regard in reading and had positive attitude towards reading. They were also motivated to read when the reading materials are appreciable and when they value them as they relate to real life situations. The reading comprehension of the students is low which indicates that the students are poor in reading comprehension especially materials that require higher order thinking skills. There is no sufficient statistical data that would establish the significant relationship between socio-affective factors and reading comprehension of the students.

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The Mediating Effect of Parental Involvement in The Relationship Between Vocabulary Learning Strategy and Reading Motivation of the Students in Secondary Public Schools: A Convergent Design

John Harry S. Caballo¹ and Teresita Q. Adriano, PhD²

¹University of Mindanao, Davao City
john_caballo@umindanao.edu.ph

²University of the Immaculate Conception, Davao City
tadriano@uic.edu.ph

ABSTRACT

This mixed methods study, employing convergent triangulation design, aimed to ascertain the miscues-based oral reading level of the senior high school students. 151 participants were chosen from three campuses of a non-sectarian institution, and quantitative data were gathered from the participants by reading a 185-word reading selection orally. Miscue analysis by Goodman (1969) was used to identify the number of incurred miscues of the participants. The quantitative data were analyzed descriptively and treated using mean, t-test, post hoc analysis, and analysis of variance. Results revealed that the participants acquired an overall reading score of 92.39%, which means most of them are at the instructional level. Further, a significant difference is revealed when a comparison is made between the three academic strands. Moreover, the qualitative data were obtained through in-depth interviews (IDI) and focus group discussion (FGD), both requiring participants to answer open-ended questions. Through thematic analysis, the researcher unveiled the participants' experiences, the role of grouping variables, and the role of these experiences in shaping their beliefs, biases, attitudes, and behaviors. Finally, a joint display of quantitative and qualitative findings revealed that convergent data between two approaches occurred when merging function is employed. Based on the results, an intervention scheme was proposed.

Keywords: Education, English, oral reading level, oral reading miscues, miscue analysis, senior high school, Philippines

INTRODUCTION

Reading is the process of thinking that involves recognition of words and activation of prior knowledge to create meaning of the text (Gopal et al., 2018). It is considered as the gateway for learning since other school courses rely heavily on the ability of students to read (Williams, 2012). UNESCO described reading as the means by which literate individuals can gain access to the vast and wide-ranging source of knowledge and experiences that have been preserved in written form (Estrada, 2016).

A study conducted in West Texas found that oral reading is positively related to students' success on state-mandated assessment (Jones, 2010). It means that students who have difficulties in oral reading will likely experience poor academic outcomes (Chang, 2011). A vast number of college students are considered unprepared for the demands of reading at the college level (Paulson & Mason-Egan, 2007). It is evident in the study of 20 Florida Atlantic University students who committed 1058 miscues from two passages from a college textbook (Warde, 2005). Oral reading miscues, although typical to younger readers, are present at all educational levels (Jones, 2010).

In the Philippines, particularly Benguet, the Department of Education regional office revealed the outcomes of the Philippine Informal Reading Inventory (Phil-IRI), DepEd's reading assessment tool, showing the region had 301 nonreaders. Among the non-readers, 84 were Grade 6, 118 were Grade 5, and 99 were Grade 4. However, the post-test results showed a significant number of improvements from 14,682 frustrated readers to 9,090, which means that 5,592 readers became instructional readers (Manila Times, 2019). It is a manifestation that intervention could indeed aid students' improvement. Senate basic education committee chairman Sherwin Gatchalian is being urged to face the growing incidence of non-readers and frustration-level readers in public schools around the country (Philippines Star, 2019).

In Davao City, the Department of Education included ten schools' divisions of Region 11 in the agency's financial assistance to

its intensified reading program for elementary school (Rimando, 2012). The Bureau of Learning Delivery of the Department of Education initiated the Philippine Informal Reading Inventory anchored in the department's flagship program "Every Child is a Reader Program" that directly addresses this problem and to enhance the reading capabilities of every Filipino child (Department of Education, 2018). On March 26, 2018, DepEd issued DO 14, s. 2018 or the Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (The Department of Education, 2018). The results of the assessment tool served as a basis for the design of a suitable school, division, regional, and national intervention programs to enable every child to read and write at his/her grade level (Department of Education, 2018). A testament to how serious the Department of Education is in implementing government reading programs and, at the same time, a manifestation of the widespread reading problem in the region.

This study examined the miscues-based oral reading level of senior high school students and determined their oral reading experiences. The findings of the study may generate useful insights about miscues-based oral reading level and may help create an intervention scheme to address the oral reading miscues of the students. However, while the government program is designed to identify the level of reading proficiency per se which includes oral reading speed and comprehension; and silent reading speed and comprehension, this study, on the other hand, focused only on identifying the miscues-based oral reading level with the integration of qualitative data through in-depth interviews and focus group discussions. Addressing oral reading miscues may help students to be more efficient readers since accuracy in reading is a strong predictor of a strong understanding of texts (Wise et al., 2010).

Furthermore, most of the participants of studies about miscues-based oral reading level are from elementary and junior high school. I have not encountered studies with participants from the senior high school level. As previously mentioned, this problem does not only exist in the elementary levels but also tertiary. Hence, I am strongly motivated to find out the miscues-based oral reading level of Senior High School students from a non-sectarian institution since these miscues may result to academic struggle (Williams, 2012) that could lead students to evade activities essential in the enhancement of their reading skills (Borjes, 2009).

WORLDVIEW AND THEORETICAL LENS

Pragmatism is often associated with mixed methods where the focus is on the consequences of research and the research questions rather than on the methods. It is based on the proposition that researchers should use the philosophical or methodological approach that best suited to the specific research problem being investigated (Kaushik & Walsh, 2019). Similarly, researchers highlight the research problem and use all available approaches to understand the issue instead of focusing on methods. While there are solutions that have worked before, those solutions may not apply to current participants and locations (Creswell, 2014). As a pragmatist, the primary consideration is the quest for answers which address the contemporary phenomenon. It is also important to use different approaches for data collection and analysis rather than relying on one process.

This study is anchored on Miscue analysis by Goodman (1969), which is a research procedure that analyzes unexpected responses when reading familiar but cohesive texts orally. It is not only an effective method for evaluating students' oral reading level, but also a method for analytically determining the information a student brings to the text (Gopal & Mahmud, 2018). Hempenstall (1998) defined miscue analysis as a significant linguistic scheme designed to assess the techniques that students use in their reading. Miscue analysis procedures are becoming increasingly popular for both research and evaluation purposes. This study is also based on the theory of reading process by Goodman (1994). He identified three types of knowledge about the language cueing systems that readers bring to the text, namely: graphophonic cueing system, syntactic cueing system, and semantic cueing system. Lastly, this study is also anchored on the bottom-up approach by Gough (1972), which posited that the reading process follows a sequence from a letter and word recognition before meaning constructions. The bottom-up approach is associated with "phonics" approaches to reading instruction, suggesting that children must first learn to recognize letters before they can read words, phrases, and sentences (Husztai, 2009).

METHODOLOGY

Research Design

A convergent triangulation mixed method was employed in this study. It is a form of mixed methods design in which the researcher merges quantitative and qualitative data to provide a comprehensive research problem analysis. The investigator typically collects both forms of data roughly at the same time in this design and then integrates the information into the interpretation of the overall results. Moreover, contradictions or incongruities are explained or further probed in this design (Creswell, 2014).

A mixed methods research provides advantages over qualitative or quantitative approaches alone since it offset the weaknesses of both qualitative and quantitative studies; presents an ampler and more comprehensive understanding of the research problem; suggests a way for developing better and contextualized research instruments; and helps explain findings. A convergent triangulation design represents the traditional model of a mixed methods triangulation design. In this model, the researcher gathers and examines quantitative and qualitative data separately on the same phenomenon. Then during the analysis, the different results converge. When researchers want to validate, confirm, or corroborate quantitative results with qualitative findings, this method is utilized. The objective of this model is to arrive with valid and substantial conclusions about a single phenomenon (Creswell, 2014).

Place of the Study

This study was conducted in the Davao Region, particularly in Davao, Tagum, and Digos City. Designated as Region XI, it is one of the regions in the Philippines centered on Mindanao's southeastern portion. Located in Southeastern Mindanao, Davao offers a variety of travel experiences set in lush natural landscapes from stunning white sand beaches to calm refreshing highlands. Davao City is the regional hub and the country's third busiest international airport. The capital of Davao Del Norte, Philippines, Tagum City has a population of 259,444, according to the 2015 census. It is strategically situated in the northern portion of Southern Mindanao and lies in the intersection of three major road network systems. Digos City lies on the western shores of the Davao Gulf and southern foothills of Mount Apo on the island of Mindanao. It is centrally situated between the two major cities in Mindanao - Davao City and General

Santos City. The three cities in Region XI were chosen because the selected institution in this study have branches located in these areas. These branches offer an almost similar number of senior high school students under Science, Technology, and Engineering and Management (STEM), Humanities and Social Sciences (HUMSS), and Accountancy, Business, and Management (ABM) strands.

Participants

One hundred fifty-one (151) participants were chosen from three campuses using quota sampling method. Quota sampling is a non-probability sampling, and it can be defined as a sampling method of gathering representative data from a group. The application of quota sampling ensures that the sample group represents specific characteristics of the population chosen by the researcher (Saunders, Lewis, & Thornhill, 2012). Fifty (50) participants per campus are more than the prescribed quota samples of 10 per strata by Changing Minds (2012). The participants were male and female grade 11 and 12 students from three academic strands.

In the qualitative phase of this study, a focus group discussion (FGD) was conducted composed of eight students. According to Creswell (2014), qualitative interviews means that the researcher conducts face-to-face interviews with participants, interviews participants by telephone, on the Internet, or engages in focus group interviews with six to eight interviewees in each group. Further, in-depth interviews which composed of 12 members, were also conducted.

Data Analysis

The collected quantitative data were examined through analyzing the frequency distribution of respondents with respect to the oral reading level, the level or miscues-based oral reading level, and the significant difference in the miscues-based oral reading level when analyzed by campus, strand, grade level, and sex. The statistical tools used are the mean, standard deviation, coefficient of variation, and *p*-value. First, Mean is the tool to determine the miscues-based oral reading level. Second, t-test and analysis of variance (ANOVA) were tools used to determine the significant difference between the means of various groups. t-test was used for grade level and sex, and ANOVA was used for campus and strand. Apart from standard deviation and *p*-value, the coefficient of variation (SD/Mean) was

also analyzed to indicate whether the oral reading miscues committed have low, moderate, or high variation. In analyzing qualitative data, the procedure of the research design was followed. The qualitative data collected observed a practical analysis. Transcription of data, organization of data, coding of data, validation of data, and conclusion of data was executed.

Trustworthiness of the Study

To establish the trustworthiness of the study, the researcher followed the four proposed criteria in evaluating interpretive research work by Lincoln and Guba (1985), which are as follows: credibility, transferability, dependability, and confirmability. Trustworthiness of this study was addressed through a thorough collection of data by survey and in-depth interview and was supported by FGD for triangulation.

RESULTS

Quantitative Results

Frequency Distribution of Participants with respect to Oral Reading Level

Table 1 presents the frequency distribution of the participants with respect to the oral reading level of senior high school students in a non – sectarian institution. As illustrated in table 1, a total of 151 students participated in this study. These participants are HUMSS, ABM, STEM senior high school students from 3 different campuses of a non – sectarian institution. Out of 51 participants from campus A, 25 are categorized as instructional, 13 are categorized as both frustration and independent. In campus B, from 50 students, 32 are instructional, 11 are frustration, and seven are independent. In campus C, 27 from 50 participants are instructional, 15 are frustration, and eight are independent.

Table 1
Frequency distribution of the participants with respect to oral reading level

Group	N	ORAL READING LEVEL		
		Independent	Instructional	Frustration
Campus A	51	13	25	13
Campus B	50	7	32	11
Campus C	50	8	27	15
Total	151	28	84	39
HUMSS	59	4	29	26
STEM	47	17	27	3
ABM	45	10	28	7
Total	151	31	84	36
Grade 11	80	9	51	20
Grade 12	71	19	33	19
Total	151	28	84	39
Male	66	10	32	24
Female	85	18	52	15
Total	151	28	84	39

In terms of strands, 59 participants are HUMSS students, 47 are STEM students, and 45 are ABM students. Out of 59 participants from HUMSS, 29 are instructional, and four are independent. For 47 STEM participants, 27 students are at instructional level, and three are frustration. For ABM, 27 out of 45 students are instructional, and seven are frustration. When it comes to grade level, 80 grade 11 students and 71 grade 12 students participated in the study. For grade 11, 51 are instructional, and nine are independent. For grade 12, 33 are instructional, 19 are frustration, and 19 are independent. In terms of sex, 66 participants are male, and 85 participants are female. For males, 32 are instructional, and ten are independent. For females, 52 are instructional, and 15 are frustration. Generally, majority of participants are instructional; however, cases of frustration in oral reading from students enrolled in Science, Technology, Engineering,

and Mathematics (STEM) and Accounting, Business, and Management (ABM) Strands are relatively few in comparison to students enrolled in Humanities and Social Sciences (HUMSS) Strand.

Miscues-Based Oral Reading Level of Senior High School Students in a Non-sectarian Institution

Table 2 illustrates the miscues-based oral reading level of senior high school students in a non – sectarian institution. The result shows that based on 151 participants who read the 185 word selection, students’ miscues obtained an overall mean of 14 (SD = 11.16) with a coefficient of variation of 0.80. It means that the overall miscues committed by the participants indicate a relatively low variation. The overall mean of students’ miscues is 14 resulted in an oral reading score of 92.39%, which means that the students have adequate knowledge of the text. Further, this reveals that the participants can generally read better from teacher-directed instruction (Department of Education, 2018).

Table 2
Miscues-based oral reading level of senior high school students in a nonsectarian institution

Types of Miscues	Mean	Oral Reading scores	Oral Reading Level	SD	CV	Remarks
Omission	2	98.93%	Ind	2.13	1.07	Moderate
Substitution	3	98.50%	Ind	4.36	1.45	High
Insertion	1	99.32%	Ind	2.53	2.53	High
Repetition	4	98.05%	Ind	2.97	0.74	Low
Reversal	1	99.04%	Ind	0.71	0.71	Low
Mispronunciation	4	97.64%	Ind	3.75	0.94	Low
Overall	14	92.39%	Ins	11.16	0.80	Low

Regarding the specific types of miscues, all six types have acquired more than 97% oral reading scores, which belongs to the independent level. It indicates that no miscue reached an average of more than 6. However, substitution and insertion, although reached the independent level, are considered to be high variance, as evident in the coefficient of variation of 1.45 (SD = 4.36) and 2.53 (SD = 2.53), respectively. Omission miscue obtained a 1.07 (SD = 2.13) coefficient of variation, which means that this miscue has a moderate variation. Furthermore, repetition, reversal, and mispronunciation have almost but not quite similar cases as these miscues obtained 0.71 (SD = 2.13), 0.74 (SD = 2.53), and 0.94 (2.97) coefficient of variation respectively which indicate that these miscues manifest low variation.

Significance of the difference in the miscues-based oral reading level of senior high school students

Table 3 presents the analysis of variance and independent t-test set at .05 level of significance conducted to determine whether each of the four grouping variables, namely, campus, strand, grade level, and sex used in this study, can cause significant differences in the miscues-based oral reading level of senior high school students in a non-sectarian institution. When grouped by campus, campus A obtained the highest mean of 93.17 (SD = 5.75), campus B, and C obtained a mean of 91.98 (SD = 7.07) and 91.99 (SD = 5.17) respectively with a corresponding *p*-value of .521 (*F* – value = .655). The results show that there is no significant difference in the miscues-based oral reading level of senior high school students at .05 level of significance. It indicates that the campus has nothing to do with the extent of students committing miscues in oral reading. In terms of strands, STEM participants obtained the highest mean of 95.60 (SD = 2.66), ABM participants are three points below with 92.96 (SD = 5.30), and HUMSS participants had the lowest mean of 89.39 (SD = 7.04). Acquiring a *p*-value of .000 (*F* – value = 17.174), this means that there is a significant difference when a comparison is made between the three academic strands. This finding describes that the academic program to which the students belong is a factor that can create a difference in miscues-based oral reading level. Moreover, using post hoc analysis, the comparison between STEM and HUMSS (*p*-value = .000), and ABM and HUMSS (*p*-value = .003) established a significant difference. However, STEM and ABM (*p*-value = .058) shows no significant difference.

Table 3
Significance of the difference in the miscues-based oral reading level of senior high school students

Grouping Variables	N	Mean	SD	T or F value	p-value	Description	
Campus	A	5	93.17	5.7	.655	.521	Not Significant
	1			5			
	B	5	91.98	7.0			
	0			7			
Strand	C	5	91.99	5.1	17.174	.000	Significant STEM>HUMSS (p-value = .000) ABM>HUMSS (p-value = .003) STEM>ABM (p-value = .058)
	0			7			
	HUMS	5	89.39	7.0			
	S	9		4			
Grade Level	STEM	4	95.60	2.6	.000	Significant	
	7			6			
Sex	ABM	4	92.96	5.3	-	.067	Not Significant
	5			0			
Grade Level	Grade 11	8	91.54	6.3	1.843	.067	Not Significant
	0			1			
Sex	Grade 12	7	93.34	5.6	-1.68	.096	Not Significant
	1			0			
Sex	Male	6	91.46	6.7	.096	.096	Not Significant
	6			2			
Sex	Female	8	93.11	5.3	.096	.096	Not Significant
	5			8			

When it comes to grade level, the result presents that grade 12 has a mean of 93.34 (SD = 5.60), which is slightly higher than 91.54 (SD= 6.31) of grade 11 with a corresponding *p*-value of .067 (*T* – value = -1.843). Thus, there is no significant difference in the

miscues-based oral reading level in terms of grade level. This result indicates that grade level is not a factor that could distinguish the miscues-based oral reading level of senior high school students. Lastly, with pertains to sex, male participants have obtained a mean of result yielded a *p*-value of .096 (*T* – value = -1.68), which means that there is no significant difference in the level of miscues-based oral reading level when it comes to sex. It shows that, in terms of miscues-based oral reading, both males and females generally commit almost the same number of miscues.

Qualitative Results

Experiences of senior high school students as regards oral reading miscues

Table 4 shows the thematic analysis based on the responses of participants in the in-depth interviews and focus group discussions, which were transcribed verbatim. Responses were extracted from the result of the three probed issues to reveal the experiences of senior high school students in a non – sectarian institution as regards oral reading miscues. Issue one obtained three codes, issue two obtained four codes, and issue three obtained two codes, which have their corresponding core ideas and essential themes such as low self-esteem, self-correction implementation, and uncertainty of future miscues.

Table 4
Experiences of senior high school students as regards oral reading miscues

Themes	Core Ideas
Low self-esteem	Having poor knowledge in English generally Fearing the possibility of mispronunciation Being laughed at for committing miscues Being criticized for having a different accent Feeling nervous and awkward when reading unfamiliar words Encountering unfamiliar words causing hesitation in oral reading Experiencing difficulty to focus on reading in class

	Being in front of the audience contributes to the pressure
	Being made fun of because of miscues
	Being deliberately taught wrongly for a laugh
	Having peers deliberately repeat miscues
	<hr/>
Self-correction implementation	Omitted letters/words from the words/sentence
	Substitution miscue
	Merged words that create another word
	Inability to pronounce correctly due to stuttering
	Difficulty pronouncing some letters
	Tendencies to correct miscues immediately
	Repeating the correct entry upon knowledge of miscues
	<hr/>
Uncertainty of future miscues	Might be advancing to the next curricular level amidst getting used to committing miscues
	Thinking that it may be the reason for not being promoted to the next level of education
	Committing the same miscues
	Experiencing the same humiliation

Low self-esteem. The negative experiences of committing oral reading miscues can significantly affect the participants' feelings of personal capacity. Their cynicism and doubts were rooted in the ridicule and discrimination due to miscues committed during oral reading activities, thus, led to low self – esteem. A participant admitted having a lack of knowledge in English and struggling with unfamiliar words. Most of them fear the possibility of committing miscues during the reading activities and the adverse reactions of classmates after committing miscues. Moreover, some of them also felt that their fossilized accent from their native tongue was an additional burden during oral reading.

I lack knowledge in English,
and I struggle with words that
are not familiar to me. (*IDI – 3*)

Self-correction implementation. Miscues in oral reading defined as unexpected responses that occur when the concept and knowledge of the reader do not meet the texts. However, although committing miscues is unavoidable, it is also essential for readers to have knowledge and awareness regarding this matter.

In other words, one must learn to notice miscues and develop a way to fix them. Suitable corrections indicate the learner is aware of the text. Frequent corrections may be an indication that the student is reading a little too quickly and maybe visually drawn to the shape of the words. During in-depth interviews (IDI) and focus group discussion (FGD), the participants shared their experiences regarding miscues they frequently commit and how they correct them. There are two cases of omission taken from the participants' responses. First, omitting the letter from the word, and second, omitting the word from the sentence.

When I read, I sometimes miss a text. I omit something like "ing." (IDI – 9)

I tend to delete something in the sentence. (IDI – 6)

Uncertainty of future miscues. Miscues are inevitable during oral reading. Committing miscues in oral reading activities and other related activities will always be a possibility. During in-depth interviews (IDI) and focus group discussion (FGD), it is evident that the participants have anxieties regarding oral reading miscues. These anxieties can be categorized into two: fear of stagnation and recall of previous negative experiences. In the responses, the participants expressed that becoming old but getting used to committing miscues as one of the sources of their anxieties in oral reading. It means that one is no longer aware of his/her miscues, which is fatal. On the other hand, other participants linked their anxieties academically. They fear that miscues may hinder future advancement.

What if I will not change? That I will keep on committing miscues in front of a crowd? (IDI -1)

I am anxious that when I get older, I am still not good at reading. (IDI – 3)

What if this would be the reason why I cannot graduate college? (IDI – 3)

Role of grouping Variables on Miscues-Based Oral Reading Level

Table 5 presents the thematic analysis based on the role of grouping variables on miscues-based oral reading level of senior high school students in a non-sectarian institution. These groups are composed of campus, strand, grade level, and sex. The result discusses deeper into the four essential themes that arose from a thorough analysis and investigation of the qualitative data. These are campus role vagueness; course as a significant factor; training and exposure as determinants and neutral ground for men and women. The following essential themes yielded a total of eight codes.

Campus role vagueness. When probed about the contributions of campus on oral reading level, participants' responses were varied. Some do not acknowledge the importance of campus on their oral reading level, and some participants viewed campus as an essential contributor to the development of their oral reading level. Most of the activities, although students were tasked to read, did not require to read orally. Further, they added that the individual effort is more influential compared to institutional contribution.

I don't think school has an effect. We are more on analyzing, silent reading, and writing, so oral reading is not something that we often do. (IDI – 11)

Table 5
Role of grouping variables on miscues-based oral reading level

Themes	Core Ideas
Campus role vagueness	Believing that schools have little contribution
	Considering that individual effort is more influential as compared to institutional contribution
	Experiencing school based reading activities as part of the curriculum
	Having the notion that schools must correct miscue
Course as significant factor	Believing that the oral reading is subsumed by the other aspects of the subject matter
	Experiencing that the correct way of reading is not highlighted as compared to the requirements of the subject matter to be understood
	Believing that oral reading makes them good communicators as required by the course
	Experiencing that reading orally makes us better reporters
Training and exposure as determinants	Believing that there is no difference in the oral reading level because of the 1-year gap from grade 11 – 12
	Believing that the same oral reading level is demonstrated in grade 11 and 12
	Being biased that grade 12 students are better oral readers than grade 11
	Believing that grade 12 students experienced miscues before and have eventually improved
Neutral ground for men and women	Believing that women are more focused on reading than men
	Observing that women generally love reading stories
	Seeing that in the classroom, men perform better in oral reading
	Being biased that men are better because most professions that require oral reading are men

Course as a significant factor. Participants, during IDI and FGD, shared about the lack of emphasis of strands on correcting oral reading miscues. Specialized courses focused more on content knowledge than oral reading. Although not highlighted, however, participants shared that oral reading helped enhanced other abilities, especially on the humanities and social sciences strand. During IDI and FGD, students believed that correcting oral reading miscues is subsumed by the other aspects of the subject matter. It means that whenever there are oral reading activities, the focus is on the content knowledge, hence, disregarding the importance of correcting miscues.

In our subjects in ABM, especially in major subjects, we are more on solving than reading orally. (FGD – P1)

In STEM strand, most of the time, we read on our own but silently. If ever we are tasked to read aloud, our teachers are only focusing on the content. (FGD – P5)

Training and exposure as determinants. Senior high school, unlike elementary and junior high school, only have two grade levels. As per data acquired from in-depth interviews and focus group discussion, some of the participants believed that there is no distinction in oral reading level in terms of grade level. Some, however, also claimed that grade 12 students are better oral readers since they are one year ahead. Participants during the IDI and FGD believed that there is no significant gap in the oral reading level between grades 11 and 12. They argued that one year is not enough to distinguish the two grade levels.

We are only one year ahead of grade 11 students, so I do not think there is a difference. If the gap is a little bit longer, like grades 9 and 12, we might see a difference. (IDI – 11)

Almost the same level because grade 11 students, like us, are still improving, and senior high school is only two years. (*IDI - 12*)

Neutral ground for men and women. The responses during IDI and FGD established that there is no distinction between men and women in terms of oral reading. Some used the behavior of women as an indication that they are more competent readers than men. However, some participants justified that men in different endeavors manifest superiority in oral reading. The participants believed that women are more focused than men. Women participate more often in oral reading activities, which resulted in the enhancement of oral reading level.

Women have an advantage because they are focused on reading; men are more on playing games. (*IDI - 1*)

Women, because I noticed they read in front often than men. (*IDI - 7*)

Role of Experiences in Shaping the Beliefs, Biases, Behavior, and Attitudes of Students as Regards Oral Reading

Table 6 presents the thematic analysis based on the role of experiences in shaping the beliefs, biases, behavior, and attitudes of students as regards oral reading. Three essential themes emerged from the analyzed data, namely, personal motivation and commitment; claims must be supported by research and techniques to incurring miscues. Six codes were obtained from the essential themes.

Personal motivation and commitment. Like other endeavors in life, oral reading demands motivation and commitment from the readers. During FGD and IDI, the participants shared their beliefs upon experiencing oral reading miscues. They acknowledged that oral reading is difficult, and that practice is an essential requirement to achieve a certain level of mastery. Concerning the responses of the participants, some first recognized the challenging

nature of oral reading, and then emphasized the significance of practice to avoid oral reading miscues. Moreover, they realized that mastery demands time and cannot be achieved overnight.

It (oral reading) is difficult because you encounter difficult words that is why practice is essential. (IDI - 9)

Oral reading is a long-term practice and cannot be mastered overnight. It takes time to read correctly. (FGD - P8)

Claims must be supported by research. During IDI and FGD, the participants shared their experiences that led to their oral reading biases. These biases were based on their perceptions that need more clarification and validation from a reliable source. The participants mentioned two biases, namely: halo effect in favor of achievers, and comprehension is given more importance rather than pointing out miscues. In a classroom setting where there is a variation of abilities, students tend to compare achievers to none. Based on the qualitative data gathered during IDI and FGD, participants described honor students as good oral reader while also theorizing that students who frequently commit miscues and poor oral readers are non – achievers.

Table 6
Role of experiences in shaping the beliefs, biases, behavior, and attitudes of students as regards oral reading.

Themes	Core Ideas
Personal motivation and commitment	Acknowledging that oral reading is a difficult skill to learn
	Realizing that oral reading takes time to master
	Believing that oral reading requires dedication
	Improving oral reading level is a personal accountability

Claims must be supported by research	Being biased that achievers in the classroom are also competent oral readers
	Stereotyping non-achievers as poor oral readers
	Experiencing that oral communication subjects are taken for granted
	Noticing that teachers are more concerned with comprehension rather than oral reading
	Realizing that reading slowly will make me avoid miscues
Techniques to avoid incurring miscues	Learning to take time to read difficult words to avoid miscues
	Toning down the voice when encountering difficult words and wait for others' help
	Reading silently first before uttering the words

Techniques to avoid incurring miscues. The experiences in committing miscues led to some changes in participants' attitudes and behaviors. Some of them found a way to avoid the miscues, and some created a way to make the miscues unnoticeable. For the participants, as per experience, they realized that reading slowly and learning to take time to read difficult words helped them avoid miscues. In other words, to avoid oral reading miscues, one must be careful in uttering words.

I do not read fast to avoid miscues. (IDI – 7)

Read slowly. Do not read fast so that you can correctly pronounce the words. (IDI – 6)

When reading, I always take my time to avoid miscues especially every time I read challenging words. (FGD – P4)

Data Integration of Salient Qualitative and Quantitative Findings

The current study on miscues-based oral reading level of senior high school students in a non – sectarian institution is employing convergent triangulation mixed methods. Table 7 presents the joint display of salient qualitative and quantitative findings. It shows the various columns to interpret how the qualitative and quantitative data in the study are integrated. The first column presents the aspects or the focal point of the study, followed by the second and third columns where the quantitative and qualitative results are shown. The fourth and fifth columns are the nature of and function in integration, which justify the idea of integration.

Merging. The nature of data in the first to fifth aspects or focal point is *merging*. The results from quantitative and qualitative data were integrated using a joint display. In this study, the researcher first reports the quantitative statistical results and then discusses the qualitative findings that confirm the statistical results. (Creswell, 2014). Integration through merging of data occurs when researchers bring quantitative and qualitative results together for analysis and comparison (Fetters, Curry, & Creswell, 2013). The data are merged when the researcher takes the two data sets and explicitly brings them together or integrates them (Creswell, 2003).

Table 7

Joint display of salient qualitative and quantitative findings

Research Area	Quantitative Results	Quantitative Results	Nature of Integration
	Out of 151 students who read the 185 – word selection:	Self-correction implementation with codes:	
Reading miscues	The total mean of miscues committed is 14; 92.39%, which indicates an instructional level in oral reading.	<ul style="list-style-type: none"> • Omission miscue • Substitution miscue • Mispronunciation Miscue 	Merging - Converging
	Instructional level		

<p><i>(the level at which readers profit the most from teacher-directed instruction in oral reading</i> (Department of Education, 2018) <i>(From Table 2: Total miscues committed)</i></p>	<p><i>(From Table 4: Frequently committed miscues</i></p>
<p>Strand as a significant differentiating factor</p> <p>- Oral Reading Level mean of different academic strands: HUMSS - 89.39, Frustration level - <i>the level at which readers find reading materials so difficult that they cannot successfully respond to them</i> (Department of Education, 2018)</p> <p>STEM - 95.60, ABM - 92.96</p>	<p>Course as a significant factor with codes:</p> <ul style="list-style-type: none">• Specialized subjects have different views on oral reading• Oral reading enhances other abilities <p>Merging - Converging</p> <p><i>(From Table 5: Strand)</i></p>

	Oral Reading Level Mean of three campuses.		
	Campus A = 93.17, Campus B = 91.98, Campus C = 91.99	Campus role vagueness with codes:	
Campus as a not significant differentiating factor	Instructional level <i>(the level at which readers profit the most from teacher- directed instruction in oral reading</i> (Department of Education, 2018)	Passive role of schools on oral reading Active role of schools on oral reading	Merging – Converging
	p-value = .521, which means that there is no significant difference (p-value > 0.05 = NS) in oral reading level when analyzed by campus. <i>(From Table 3:Campus)</i>	<i>(From Table 5: Campus</i>	

Grade level as a not significant differentiating factor	<p>Oral Reading Level Mean</p> <p>Grade 11 = 91.54 Grade 12 = 93.54</p> <p>Instructional level <i>(the level at which readers profit the most from teacher-directed instruction in oral reading</i> (Department of Education, 2018)</p> <p>p-value = .067, which means that there is no significant difference (p-value > 0.05 = NS) in oral reading level when analyzed by grade level. (From Table 3: Grade level)</p>	<p>- Training and exposure as determinants with codes:</p> <ul style="list-style-type: none"> • Generally having the same level in oral reading in two grade levels. • In isolated cases, higher oral reading level is manifested in the higher-grade level. <p>(From Table 5: Grade level)</p>	Merging – Converging
Sex as a not significant differentiating factor	<p>Oral Reading Level Mean</p> <p>Male = 91.46 Female = 93.11</p> <p>Instructional level <i>(the level at which readers profit the most from teacher-directed instruction in oral reading</i></p>	<p>Neutral ground for men and women with codes:</p> <ul style="list-style-type: none"> • Behavioral manifestation women in terms of oral reading 	Merging – Converging

<p>(Department of Education, 2018)</p> <p>p-value = .096 which means that there is no significant difference (p-value > 0.05 = NS) in oral reading level when analyzed by sex.</p> <p>(From Table 3: Sex)</p>	<ul style="list-style-type: none"> • Biased perception of men's superiority over women on oral reading <p>(From Table 5: Sex)</p>
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Converging. Based on the results, the function of integration of the first to fifth aspects or focal points in this study is *converging*. This function occurs when the researcher collects both quantitative and qualitative data, analyzes them separately, and then equates the results to see if the findings confirm (Creswell, 2014).

DISCUSSION

Using miscue analysis, among the three oral reading levels, the majority of the participants are instructional readers. Students who read at an instructional level, according to the Department of Education (2018), means that they can read with the support of a teacher. It is the level where students make the most progress and can register performance at 90% to 96% accuracy in oral reading. Determining the oral reading level can be done through timed-tasks that require students to identify letter-sound correspondences, identify nonsense words, identify real terms, or read connected text aloud (Wise, et al., 2010).

The oral reading level of the majority of the participants, based on the miscue analysis, is instructional. Since the selection is composed of 185 words, this means that they committed not less than six and not more than 19 miscues. Instructional level, according to the Department of Education (2018), is the level where students make the most progress and can register performance at 90% to 96% in oral reading. In support, Franz (2011) stated that instructional reading level means that the students can use word-recognition clues

and techniques, and they read with teachers' assistance. Instructional level is usually determined from books or other materials, which the student can read with no more than one miscue in approximately 20 words. To add, the Department of Education (2018) cited that awareness of the oral reading level of the students could help the teacher identify the materials that are suitable for students. Moreover, miscues committed during oral reading provide teachers pieces of evidence with regards to the level of familiarity of students towards the content matter. It will somehow aid the teachers in planning an intervention to address the problem. It will also help them strategize the next steps to enhance the reading level of students (Watson, 2018).

Based on the results, there is no significant difference in the miscues-based oral reading level of senior high school students in a non – sectarian institution in terms of campus, grade level, and sex. In terms of campus, all three campuses have an oral reading level ranging from 91% - 93%. It indicates that the campus has nothing to do with the extent of students committing miscues in oral reading. This result is in contrast to Bronfenbrenner's Ecological Systems Theory (1986), as cited by Ogetange (2018), which explained the contribution of school in the oral reading level. This contribution includes the physical design, the school literacy environment, and the quality of teachers.

Self - esteem is an individual's subjective evaluation of their worth. It encompasses beliefs about oneself as well as emotional states, such as triumph, despair, pride, and shame. The majority of the participants shared their negative experiences during oral reading, and one of which is discrimination during reading activities. Students become frightened when they have to read unfamiliar text aloud. Because they are nervous, they do poorly (Dresser, 2012). Watson (2018) stated that self – correction is an indicator that a student is a competent reader. Corrections show the learner is aware of the meaning. If the corrections are quite frequent, then the learner may be reading a little too fast. Further, he posited that too much correcting even on words that do not alter the meaning may ultimately affect the learner's understanding of the text (Estrada, 2016).

Some participants believed that campus contributed to their oral reading level. They thought that the campus plays an active role in oral reading. This finding is supported by a study conducted by

Ogetange (2018). It was revealed that one of the contributions of school in the enhancement of oral reading is the environment. This topic was not included in the responses of participants as they only focused on the curriculum of the school. Ogetange (2018) added that students improved, aside from highly qualified teachers, more from female teachers than their male counterparts. Meaning, it is a factor if the teachers on the campus are mostly women.

Motivation is one concept that continually surfaces as an important focus in reading and learning to read, particularly for adolescents (Cox, 2007). Motivation is critical for adolescent readers. If students are not motivated to read, research shows that they will simply not benefit from reading instruction (Cox, 2007). During the focus group discussion and in-depth interviews, participants expressed their beliefs on oral reading. They recognized the difficult nature of oral reading and the better ways to address its difficulty. They added that to avoid miscues, personal motivation and constant practice must be done.

The focal point of miscue analysis is to enhance the oral reading level of students. Since the instructional level in oral reading still means that students commit miscues and rely on the inputs and assistance of their teachers, it must be an indication that this oral reading level must not be tolerated. Lehner (2017) postulated that miscues could change the meaning of the text and maybe especially detrimental to students' understandings of the information presented. Meaning to say, a reader must avoid committing numerous miscues to evade modifying the meanings of the text while reading.

Implication for Educational Practices

The result of this study is, without a doubt, a massive benefit to address the occurrences of oral reading miscues and to enhance the existing oral reading level of the students. It reminds us that miscues in oral reading are still happening even in the higher levels of the academic ladder. Analyzing miscues will support students' quests to improve their oral reading level, especially those who were promoted even though specific competencies were not yet attained.

It will help teachers to choose student-centered reading materials, thereby allowing teachers to ensure that the reading contents provided will help enhance the oral reading level of students. It will also help teachers to have a clear view of the status of the oral reading level, thus, improving their teaching strategies. Further, it also

unfolds the experiences and the effects of these experiences for the students. The school administrators can also help by institutionalizing the conduct of miscues analysis. This way, the teachers will feel the full support of the institution in improving the miscues-based oral reading level of the students.

CONCLUSION

From the results and analyses, the researcher may conclude the following: As for the frequency distribution, students enrolled in Science, Technology, Engineering, and Mathematics (STEM) and Accounting, Business, and Management (ABM) Strands are instructional while students enrolled in Humanities and Social Sciences (HUMSS) Strand categorized as frustrated readers. Overall, the senior high school students in a non-sectarian institution attained an oral reading score of 92.39% or instructional level. There is no significant difference in the miscues-based oral reading level of senior high school students when analyzed by campus, grade level, and sex. However, a significant difference is manifested when a comparison is made between the three academic strands. Lastly, the thematic analysis of data reveals the experiences of senior high school students in a non-sectarian institution. From them, three essential themes emerged, namely, low self-esteem, self-correction implementation, and uncertainty of future miscues. Using thematic analysis on qualitative data with regards to the role of grouping variables on miscues-based oral reading level, three essential themes emerged, namely, campus role vagueness, course as a significant factor, training and exposure as determinants, neutral ground for men and women. Using thematic analysis on qualitative data with regards to the role of experiences in shaping the beliefs, biases, behavior, and attitudes of students as regards oral reading, three essential themes unveiled from the analyzed data, namely, personal motivation and commitment, claims must be supported by research, and techniques to avoid incurring miscues. Finally, a joint display of quantitative and qualitative findings revealed that convergent data between two approaches occurred when merging function is employed.

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