

ISSN 2799-0435



Volume 2 Issue 2

Lukad

An Online Journal of Pedagogy



LUKAD

An Online Journal of Pedagogy

Volume 2, Issue 2

December 2022

ISSN 2799-0435



**Philippine Normal University South Luzon
The National Center for Teacher Education
The Technology and Livelihood Education Hub
Copyrights**

The entire contents of the journal are protected by intellectual property law as stipulated in RA 8293 also known as Intellectual Property Code of the Philippines. The copyright of the articles published in the journal remains with the authors. The thoughts, views, and opinions expressed in the articles belong solely to the authors and do not necessarily reflect that of Philippine Normal University and members of the editorial board. Readers are allowed to reproduce or print the materials in whole but are not allowed in any way to modify or change their contents. Likewise, uploading, republishing, or distributing any content of this journal in any means is strictly prohibited.

About the Cover

“Matayog at malayo ngunit hindi malabo”

Patuloy na aasa na amy pag-asa pa ang mga pag-asa ng bayang ito. Mangangarap kahit malayo, hanginin man ng bagyo ay hindi maglalaho.

Photograph by Rebecca An
About the cover by Rebecca An



About the Journal

LUKAD is the official biannual open access journal of Philippine Normal University South Luzon (PNUSL), Philippines. It is a peer-reviewed, interdisciplinary and multidisciplinary journal of pedagogy.

The journal seeks to publish research articles, monographs, and book reviews across the different topics with special emphasis but not limited to the following:

- Technology and Livelihood Education
- Culture and Heritage
- Sustainable Education
- Critical History
- Literacy
- Local History

The word *lukad* is a Tagalog term that refers to a meticulous and laborious way of extracting coconut meat from the coconut shell by using different technological tools and processes. This term is appropriate for PNUSL because of its distinct local characteristic and identity. The university is geographically located in the coconut basket of the Philippines – Lopez, Quezon. As a National Center for Teacher Education, its mission is to link technology and livelihood education to philosophical, sociological, historical, psychological and political contexts.



Editorial Board

Editors-in-Chief

Rodrigo D. Abenes, PhD, *Philippine Normal University Manila*
Reynald M. Cacho, MA, *Philippine Normal University South Luzon*

Managing Editors

Ma. Sheila M. Simat, DALL, *Philippine Normal University South Luzon*
Jayson L. De Vera, MA, *Philippine Normal University Manila*

Associate Editors

Amor F. Loniza, PhD, *Philippine Normal University South Luzon*
Joanna Marie A. De Borja, MA, *Laguna State Polytechnic University*

Copy and Style Editor

Lexter R. Natividad, PhD, *Central Luzon State University*

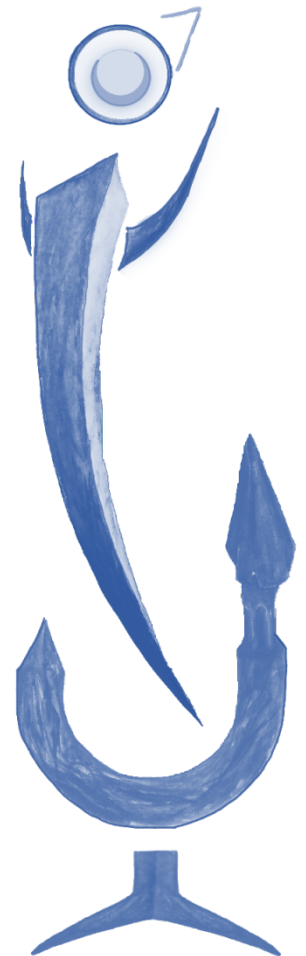
Technical Assistants

Hannah Rose D. Mapula, *Philippine Normal University South Luzon*
Erlene Joy C. Daelo, *Philippine Normal University Manila*

International Advisory Consultants

Roel V. Avila, PhD, *Philippine Normal University South Luzon*
Ronald Allan S. Mabunga, PhD, *Philippine Normal University*
Adonis P. David, PhD, *Philippine Normal University Manila*
Lordinio A. Vergara, DPhD, *Philippine Normal University Manila*
Leah Amor S. Cortez, PhD, *Philippine Normal University South Luzon*
Bill Atweh, PhD, *Ateneo de Manila University*
Jove Jim S. Aguas, PhD, *University of Santo Tomas*
Jerwin M. Mahaguay, PhD, *University of Rizal System – Pililia Campus*
Rhochie Avelino E. Matienzo, PhD, *University of Santo Tomas*
Feorillo Petronillo A. Demeterio III, PhD, *De La Salle University*
Kenneth Bauzon, PhD, *St. Joseph College – New York*
Randy A. Tudy, PhD, *Cor Jesu College*
Peter Paul Élicor, PhD, *Ateneo de Davao University*
Roland Theaus DS. Pada, PhD, *University of Santo Tomas*
Arlyne C. Marasigan, PhD, *Philippine Normal University Manila*
Inero V. Ancho, PhD, *University of the Philippines Los Baños*
Jeremiah Joven Joaquin, PhD, *De La Salle University*
Fleurdeliz R. Altez-Albela, PhD, *University of Santo Tomas*

<https://lukad.org>



LUKAD: An Online Journal of Pedagogy
Volume 2, Issue 2 (December 2022)

Table of Contents

<i>The RAPID Way to Unpack Critical Pedagogy and Psychosocial Support.....</i> Reynald M. Cacho	1
<i>Improving the Academic Status of Selected Grade 7 Students through Integrative Assessment Program.....</i> Lynji S. Pedrosa, Rowena A. Osorio, Catherine B. Pascual, and Agapito T. Lera	4
<i>Modular Distance Approaches and the Learning Competencies of TLE Students in the New Normal Education.....</i> Roxanne R. Linab	20
<i>Reasons for Teaching Critical Thinking: A Proposal in Confucian Ethics.....</i> Ranie B. Villaver	29
<i>Stress Levels of Pre-Service Teachers: Basis for a Proposed Virtual Dialogue Program (VDP).....</i> Joshua C. Marimuthu, Banjie G. Sarmiento, Mica C. Abad, Neil M. Faustino, Joshua H. Gregorio, Marela Marie S. Edillor, Jan Derec T. Punzalan, Apolinar G. Callo, Jr., Liz Nicole L. Endiza, and Dave C. Fajardo	42
<i>Mapagpalayang Pagpapatnubay: Social Justice Counseling Perception and Experiences of Filipino School Counselors.....</i> Alyzza Louize V. Malibiran and Aurora B. Fulgencio	57
<i>Makabayang Pedagohiya: Isang Pagdalumat.....</i> Voltaire M. Villanueva	77



The RAPID Way to Unpack Critical Pedagogy and Psychosocial Support

Reynald M. Cacho
Editor-in-Chief
cacho.rm@pnu.edu.ph

The editorial note's title sounds a bit ambitious. Let me temper and level your expectations then. The current issue does not provide a reinvention of the wheel but rather offers empirical studies, cases and alternative or supplemental perspectives that may be considered as knowledge contribution in problematizing and enhancing flexibility, personalization, contextualization, processes and relevance of the current educational landscape both in the basic and higher education level.

If little to no improvement is needed on the wheel, the path that it navigates may then need enhancement. In a system view, the environment where the former interacts should be enabling and empowering. True enough, the post-pandemic educational landscape is rapidly returning to its pre-pandemic phase with evidence-based and insightful lessons learned during the pandemic. Without a doubt, the learning losses are immense and the road to recovery through the **RAPID Framework** is critical (World Bank, the Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF & USAID, 2022).

The current issue is proactive to the RAPID framework mentioned earlier. Through the simplified worksheets and Integrative Assessment Performance Task (IAPT), Pedrosa et al. (2023) models how a school-based approach (**R**)each and (**A**)ssess the students at risk. Indeed, the concerted effort of key stakeholders and contextualized learning materials coupled with sound feedback mechanisms could drive extra miles in improving the personal and school life of students in need of support and attention. In parallel, the modular distance approach focusing on activity-based and problem-based activities are found to be effective in supporting learning among high schoolers but the latter is favored to be more effective in the new normal mode of education (Linab, 2023).

In terms of (**P**)rioritizing the fundamentals, teachers and education policy makers may consider increasing advocacy on teaching and/or facilitating critical thinking based on the Confucian ethics apart from the Western views (Villaver, 2023). Critical thinking in this age of connectedness has never been more important; it should then become an essential element of the basic skills more so for lifelong learners. On the other hand, (**I**ncreasing the efficiency of instruction particularly through a 'catch-up learning' at the higher education level may

necessitate the use of a proposed 'virtual dialogue program' (Marimuthu et al., 2023). With such a program, pre-service teachers' sources of stress are identified. Furthermore, authors support that dialogue partner personality, content of the conversation and number of engagements to name a few are crucial in learning optimization.

Finally, 'D' in RAPID stands for '*Develop* psychological psychosocial health and well-being.' The last paper in this issue is a fitting promotion to such a strategy. Malibiran and Fulgencio (2023) explore the school counselor's experiences in their interventions and their findings led to insightful recommendations in understanding further their student counselees' challenges and well-being, and the former professional needs and advocacies. To sum it up, their framework consisting of '*empowering, advocating, equalizing and transforming*' on social justice counseling guides key stakeholders informed practices and future researchers' directions.

All in all, the papers in this issue rapidly unpack an integrative, modular, dialogic and critical pedagogy with empowering psychosocial support for teachers, students, researchers and policy makers to reflect on as starting points and/or alternative views with limitations on their own. While you are reading this, we cannot help but sincerely express that we are indebted to the authors, reviewers, contributors, editors and organizational players in making this issue possible. The LUKAD journal legacy lives on!

References

- Linab, R. (2022). Modular Distance Approaches and the Learning Competencies of TLE Students in the New Normal Education. *Lukad: An Online Journal of Pedagogy*, 2(2), 20-28.
- Malibiran, A.L., & Fulgencio, A. (2022). *Mapagpalayang Pagpapatnubay: Social Justice Counseling Perception and Experiences of Filipino School Counselors*. *Lukad: An Online Journal of Pedagogy*, 2(2), 57-76.
- Marimuthu, J., Sarmiento, B., Abad, M., Faustino, N., Gregorio, J., Edillor, M. M., Punzalan, J.D., Callo, A., Endiza, L. N., & Fajardo, D. (2022). Stress Levels of Pre-Service Teachers: Basis for a Proposed Virtual Dialogue Program (VDP). *Lukad: An Online Journal of Pedagogy*, 2(2), 42-56.
- Pedrosa, L., Osorio, R., Pascual, C., & Lera, A. (2022). Improving the Academic Status of Selected Grade 7 Students through Integrative Assessment Program. *Lukad: An Online Journal of Pedagogy*, 2(2), 4-19.
- Villaver, R. (2022). Reasons for Teaching Critical Thinking: A Proposal in Confucian Ethics. *Lukad: An Online Journal of Pedagogy*, 2(2), 29-41.
- World Bank, the Bill & Melinda Gates Foundation, FCDO, UNESCO, UNICEF, and USAID. (2022). Guide for Learning Recovery and Acceleration: Using the RAPID Framework

to Address COVID-19 Learning Losses and Build Forward Better.
<https://www.worldbank.org/en/topic/education/publication/the-rapid-framework-and-a-guide-for-learning-recovery-and-acceleration>

Improving the Academic Status of Selected Grade 7 Students through Integrative Assessment Program

Lynji S. Pedrosa

*Commonwealth High School
lynji.pedrosa@depedqc.ph*

Rowena A. Osorio

*Commonwealth High School
rowena.osorio@depedqc.ph*

Catherine B. Pascual

*Commonwealth High School
catherine.pascual001@depedqc.ph*

Agapito T. Lera

*Commonwealth High School
agapito.lera@depedqc.ph*

Abstract

The alarming increasing number of students under conditional status due to non-submission and non-compliance of Grade 7 students in Commonwealth High School has caught the attention of the school administration and the Continuous Improvement Program (CIP) team to respond immediately and initiate the necessary intervention. The Integrative Assessment Program (IAP) is an intervention program implemented to reduce the number of students with conditional academic status. The program included the development of the learning materials and monitoring tools, facilitation of timely, constructive, and relevant feedback and the conduct of remediation for learners who need further assistance. Hence, the researchers conducted this study for the purpose of assessing the effectiveness of the implementation of the Integrative Assessment Program. This study used a mixed-method research design with quantitative and qualitative approach. Specifically, this study adopted the explanatory sequential design. This design intends to use the qualitative data to explain the results of the quantitative data (Creswell & Clark, 2018). Three sections in Grade 7 with the greatest number of students with conditional academic status were selected as the participants for the program. Out of 83 students who were academically conditional before the implementation of IAP, 74 or 89.16% of them have improved and eventually passed the school year. The computed McNemar Change Test value suffices the claim that there was a significant change in the academic status of the students before and after the implementation of the program. Indeed, the implementation of IAP was a

success, and the program helped the students improve their academic status. The strong collaboration of teachers, parents, students, school administration and other stakeholders became the driving force for the fulfillment of this endeavor. It was further recommended in this study to design more pathways to improve the engagement and motivation of students especially those under modular learning modality, to give more flexible deadlines of submission of outputs and to explore various teaching strategies and techniques without compromising one's health and safety.

Keywords: Integrative Assessment Program (IAP), Continuous Improvement Program (CIP), intervention program, non-compliance, non-submission, academic status

Introduction

The temporary suspension of the traditional face-to-face learning and the implementation of different learning modalities due to the unprecedented global pandemic have brought a sudden shift and transition to the educational system. Distance learning became mandatory in 2020 as an urgent response to ensure continuity of education. All schools, both private and public, are in the process of adapting to the new normal form of learning. With this, the Department of Education is doing its best to provide a package of education interventions to ensure the health, safety and well-being of learners, teachers and other stakeholders through the Basic Education Learning Continuity Plan, (DO s2020_012). The adoption of BE-LCP includes the following strategies: streamlined K to12 Curriculum to the most "essential" learning competencies or MELCs, the use of multiple learning delivery modalities such as distance learning and blended learning, either on top or in place of face-to-face learning and the effective utilization of Self-Learning Modules (SLMs) either in print or offline/online digital formats. To supplement the issuance of BE-LCP, DepEd released DepEd Order No. 31, s. 2020 also known as Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan which highlighted the interrelated roles of learners, teachers and parents in adapting to the changes of distance learning processes. As stipulated in this order, teachers are expected to give particular focus on the following: designing the assessment to allow for flexibility in multiple modalities; communicating to learners and parents/guardians the design and standards for grading the assessment; setting up mechanisms to monitor and record progress remotely; giving timely, constructive, and relevant feedback; and facilitating remediation for learners who need further guidance.

Despite the effort of the DepEd to provide necessary operational directives across all schools, distance learning poses challenges in the conduct of assessment. Issues about the quality of learning materials, the system of distribution and retrieval of learning packets, the

recording, monitoring and giving feedback on learners' progress and the students' motivation for self-directed learning deter teachers from the added workload. The validity, reliability, and fairness are always constant considerations. Teachers play an important role in determining appropriate accommodations to ensure that all students can learn. The design of the assessments should be made inclusive and fair to cater to any form of learning modalities. Although the convenience of working from home seems like a joyous set-up for learners, it becomes a challenge as well. The limited time of virtual interaction with teachers and classmates during synchronous sessions make it difficult for some students to study and learn the lessons on their own. The loads of work that the students receive every week becomes dreadful and stressful causing them to decline their interest to learn. These mainly are some of the factors that cause the students' non-compliance and non-submission of the task assigned to them. This claim was validated in the SWOT analysis that the School CIP team conducted during the end of the first quarter. The alarming increasing number of students under conditional status due to non-submission and non-compliance as reflected in the report from the Registrar's Office has caught the attention of the school administration and the CIP team to respond immediately and do the necessary action.

The Integrative Assessment Program (IAP) is an intervention program of the schools Continuous Improvement Program (CIP) which aims to reduce the number of students with conditional academic status. The program included the development of the learning materials and monitoring tools and the implementation of distance learning and remedial classes. The products of this program included simplified worksheets and integrative assessment performance tasks which went through content validation and language editing. The program also implemented distance learning via online and modular mode of learning and the conduct of remedial classes. Integrated monitoring systems have provided awards and recognitions to all deserving student participants of the program.

In the data gathered by the researchers and the CIP team in Commonwealth High School, Grade 7 had the highest percentage of students with conditional academic status. Specifically, it comprises 1,108 students out of 1,982 or 55.75% of the Grade 7 students. Hence, they were the priority of this program. Among the 46 sections of Grade 7, the top three sections with the highest percentage of students with conditional academic status were identified. Based on the data gathered from the Needs Analysis survey conducted, 83 out of 133 Grade 7 students responded that the foremost reason why Grades 7 has the highest number of conditional status is multiple tasks provided by each subject teacher. Hence, the students failed to comply with the assigned tasks. Moreover, the results of the First Grading Period revealed in conformity with the results of the survey conducted.

Hence, it was the intention of the researchers to conduct this study for the purpose of assessing the effectiveness of the implementation of the Integrative Assessment Program as a school-based strategy for managing defiance and non-compliance of selected Grade 7 learners of Commonwealth High School.

Purpose of the research

The Integrative Assessment Program is an initiative program of the school's Continuous Improvement Program (CIP). It is an intervention program which aims to reduce the number of students with conditional academic status, who had at least one failing grade in any subject across the quarters. The program included the development of the learning materials and monitoring tools and the implementation of distance learning and remedial classes. The development of the Weekly Home Learning Task (WHLT) was utilized to guide the learners on how they will manage their learning tasks by organizing the topics and activities in all subjects for the whole week. The WHLT also provided parents to keep track of the learner's performance by checking the accomplished works and encourage them to give timely feedback on the learning difficulties encountered by the learners. The simplified worksheets and Integrative Assessment Performance Task (IAPT) were prepared by the writers recommended by the department heads. These developed learning materials have undergone content and language evaluation. WHLT, simplified worksheets and IAPT which were used in both modular and online classes. Distribution of the learning packets which includes the WHLT, simplified worksheets and IAP for the students under modular mode were also done every two weeks followed by the retrieval of the answered sheets and outputs. The execution of the remedial classes was conducted by the identified remedial teachers in collaboration with the subject teachers and advisers. Students employed a Helpline as the means to answer their queries under modular learning.

This program implementation was started during the third quarter period and the gathering of results at the end of the School Year 2020-2021. The program aimed to build strong partnership and collaboration with multifarious stakeholders of the school community. Memorandum of Agreement between the stakeholders and the school ensured commitment and support in the IAP. The barangay office was in-charge of the communication and information drive of the program. Provision of vehicles and security personnel was provided by the barangay for the home visitation. Food packs were supplied from the donations of Association of the Alumni of Commonwealth High School (AACHS) and the school's urban gardening.

Tracking and monitoring systems in the distribution and retrieval of the learning packets of the students were done in modular mode. Tracking and monitoring of students' practices in online and offline classes were also observed. Monitoring tools using Google drive were utilized to check the progress of the students both in online and modular mode of learning. Documentation and recording of the remedial classes were also checked to ensure the students' performance and status. Part of this program was to keep and document records accurately and efficiently for the release of records in the academic assessment of the selected Grade 7 students with conditional status. At the end part of the program, awards, incentives, and recognition were provided to students who have exemplified improvements in their academic performance.

This study was conducted to identify the effectiveness of the Integrative Assessment Program (IAP) in improving the academic performance of the students.

Specifically, this study answered the following questions:

1. What are the problems encountered by the students with conditional academic status?
2. What is the number of students with conditional academic status before the implementation of the Integrative Assessment Program (IAP)?
3. What is the number of students with conditional academic status after the implementation of the IAP?
4. Is there a significant difference between the number of students with academic conditional status before and after the implementation of the IAP?
5. What are the perceptions of the students and parents towards the IAP?

Conceptual/Theoretical Framework of the Study

Continuous Improvement (CI) is an approach for continuously assessing, analyzing, and acting on the improvement of key processes, which focuses on both customer demands and intended performance. To support the DepEd's commitment in fostering a culture of continuous learning and improvement, the CI's context is included in the learning environment to better adjust to changing times and support the vision of creating an effective and relevant impact on learners. Figure 1 shows the Conceptual Framework of the study.

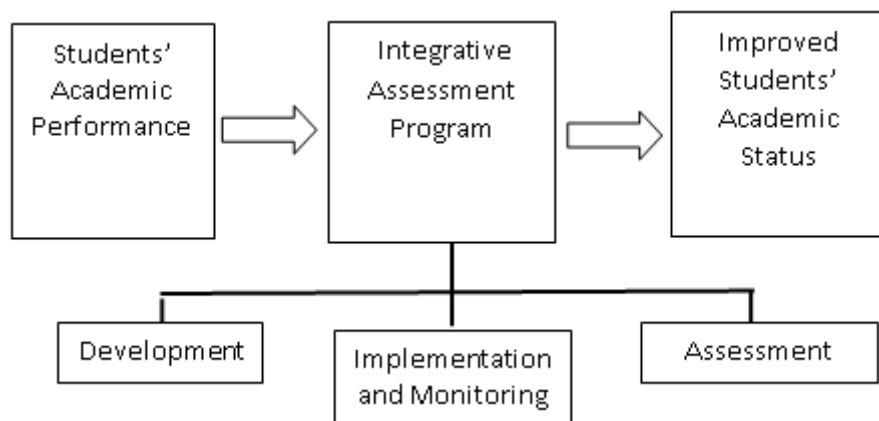


Figure 1. Integrative Assessment Program Framework

As shown in Figure 1, the academic profiles of the Grade 7 students who were identified at risk of failing were gathered as the input of this study. The voice of the customer served as the basis for planning of the appropriate intervention to be used.

In the research process, the Integrative Assessment Program was formed with the collaborative partnership of the stakeholders and the school community to address the identified gap. The IAP is composed of three phases, such as development, implementation and monitoring, and assessment. The CI team worked on developing, validating, and producing simplified worksheets, integrative performance activities, and weekly home learning plans during the development phase. In the implementation and monitoring phase, the tracking and monitoring systems in the distribution and retrieval of the learning packets, the consistency of submission of outputs of learners under online and modular learning modalities and the attendance in remedial classes were regularly checked. In the assessment phase, the participants' perceptions and overall evaluation towards the IAP implementation were gathered and used as the basis for the program's improvement and other provisions. Questionnaires, tabulation of students' responses, and statistical analysis of the data were carefully administered.

The assessment of the effectiveness of the IAP implementation was directed towards the expected output, the improved academic status of the students under the program.

Methodology

This study used a mixed – method of research, quantitative and qualitative in approach. Specifically, this study adopted the explanatory sequential design. This design intends to use the qualitative data to explain the results of the quantitative data (Creswell & Clark, 2018). In application of quantitative approach, this research used questionnaires to determine the reasons behind the academic status of the participants. Furthermore, numerical data was used to determine the number of students with conditional academic status before and after the program. On the other hand, to have deeper analysis on the program itself, the researchers conducted an interview on selected participants and determined their perceptions, experiences and recommendations toward the program. The latter was the application of a qualitative approach.

The descriptive design also applied to this study. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. It can answer what, where, when and how questions, but not why questions. In line with this study, this aims to describe the condition of the participants and how the IAP does help them to improve their academic status.

Participants of the Study

The researchers used purposive sampling in selecting the participants of the study. Purposive sampling involves handpicking subjects, usually to suit very specific intentions (Cristobal & Cristobal, 2017), which is the most appropriate method the researchers employed in selecting the respondents. Specifically, the three sections with the greatest number of students with conditional academic status were selected. Since the IAP aimed to help the students who are at risk of failing, the three sections namely; 7-A, 7-B, and 7-C were the identified participants for the program.

Below is the table that shows the number of students per section, with the respective number of students with conditional academic status.

Table 1. Respondents of the Study

Sections	No. of Students	No. of Conditional Status			
		Male	Female	Total	Percentage
A	40 (38)	21(19)	12 (12)	33 (31)	82.5%
B	44 (40)	17 (14)	16 (15)	33 (29)	75%
C	49 (44)	7 (5)	10 (7)	17 (12)	34.69%
Total	133 (122)	45 (38)	38 (34)	83	62.41%

Table 1 shows that the total number of students with conditional academic status from the three sections is 83 out of 133 total enrollees. The latter embodies 62.41% which is more than half of the total number of students. Likewise, the researchers aim to reduce this percentage with the implementation of the IAP.

Research Instruments

There were two research instruments in this study, specifically: survey and interview schedule. The data used to determine the academic status of the students were based from the consolidated report submitted by the class advisers. The students in this study were identified based on their grades in the First Grading period.

Survey

The survey consisted of statements determining the reasons of the students for their academic status, and in the form of a checklist. It was a researcher-made survey that was validated by experts in the aspect of content, format, and appropriateness. The result of this survey was used to finalize the flow of the IAP to address the problems encountered by the students in studying.

Interview Schedule

This research instrument was used to interview selected participants after the implementation of the program to determine their perceptions, experiences, and recommendations toward the Integrative Assessment Program (IAP). The instrument utilized researcher-made questions to gather pertinent responses from the participants. Moreover, probing and follow-up questions were also provided to deepen and widen the responses of the participants for richer data. Finally, before the conduct of the interview, the interview schedule was validated by experts for its content, format, and appropriateness.

Data analysis

The frequency and percentage were computed to determine the common problems encountered by the respondents. Likewise, the same descriptive statistics were used in determining the number of the academically conditional students before and after the implementation of the IAP. Furthermore, to establish the significant difference between the academic status of the respondents before and after the intervention, the McNemar Change Test was employed. This treatment is a nonparametric statistical tool that aims to determine if there is a significant difference between two dependent variables. As for the results of the interview, the thematic analysis was done to analyze and discover themes and patterns across the responses of the participants.

Ethical Consideration

In the conduct of the study, the researchers ensured that ethical standards were adhered. Permission for authorities was secured with proper documentation. Anonymity of the participants was treated with utmost confidentiality, together with the gathered data from them. The data were used solely for the purpose of the study. During the interview, the researchers were mindful of the approach of the conversation and made sure that the interviewee feels at ease and completely heard.

Results and Discussion

Problems encountered by the students with conditional academic status

Table 2 shows the results of the survey conducted among the students with conditional academic status

Table 2. Problems Encountered by the Students with Conditional Status

Reasons	Frequency	Percentage	Rank
1. I can't get/access some modules/worksheets. (Hindi po ako nakakuha/nakaka -access ng mga ilang modyul/worksheet)	23	27.71	7
2. I was not able to answer/do some of the tasks set by my teacher. (Hindi po ako nakapagsagot/gumawa ng mga ilang gawain na itinakda ng aking guro.)	39	46.99	5
3. Sometimes the instructions in the modules/activities are not clear. (Hindi po malinaw minsan ang mga panuto sa mga modyul/gawain na itinakda.)	65	78.31	2
4. I don't attend virtual classes very often. (Hindi po ako nakadadalo nang madalas sa oras ng birtwal na pagkklase.)	31	37.35	6
5. I don't communicate often with my teacher/counselor. (Hindi po ako nakikipag-ugnayan nang madalas sa aking guro/ tagapayo.)	42	50.60	4
6. I cannot keeping up with the amount of work that teachers do. (Hindi nakakahabol sa dami ng pinapagawa ng mga guro.)	79	95.18	1
6. I don't have enough time to do the assigned tasks. (Wala po akong sapat na panahon upang gawin ang mga itinakdang gawain.)	21	25.30	8
7. I have difficulty understanding some of the modules/tasks set. (Nahirapan po akong maunawaan ang mga ilang modyul/gawain na itinakda.)	58	69.88	3
Reasons	Frequency	Percentage	Rank

1.Hindi po ako nakakuha/nakaka -access ng mga ilang modyul/worksheet. (I have not been able to access some modules/worksheets.)	23	27.71	7
2.Hindi po ako nakapagsagot/gumawa ng mga ilang gawain na itinakda ng aking guro. (I was not able to answer/do some tasks set by my teacher.)	39	46.99	5
3.Hindi po malinaw minsan ang mga panuto sa mga modyul/gawain na itinakda. (Sometimes the instructions on the modules/tasks set are not clear.)	65	78.31	2
4.Hindi po ako nakadadalo nang madalas sa oras ng ng birtwal na pagkaklase. (I don't attend virtual classes often.)	31	37.35	6
5.Hindi po ako nakikipag-ugnayan nang madalas sa aking guro/ tagapayo. (I don't communicate often with my teacher/adviser.)	42	50.60	4
6.Hindi nakakahabol sa dami ng pinapagawa ng mga guro. (Can't keep up with the amount of work teachers asked me to do.)	79	95.18	1
7.Wala po akong sapat na panahon upang gawin ang mga itinakdang gawain. (I don't have enough time to do the assigned tasks.)	21	25.30	8
8.Nahihirapan po akong maunawaan ang mga ilang modyul/gawain na itinakda. (I'm having trouble understanding some of the modules/tasks that are set.)	58	69.88	3

The survey aimed to determine the problems that they have encountered in studying. Looking at the table, statements 6, 3 and 8 gained the highest frequency of responses, implying that these are the most commonly encountered problems of the students. Specifically, 79 or 95.18% of the students claimed that they cannot cope up with too many activities given by the teachers. Furthermore, 65 students or 78.31% of them said that the instructions on the module are unclear, which became the reason why they cannot answer them. Finally, 58 of the students or 69.88% of them found it hard to understand the

content and activities of the module. These results were used as the basis for the implementation of the IAP project.

The researchers supposed that there are several factors that led to the circumstances of the students. Likewise, after conducting interviews and survey to the students regarding their needs and problems encountered, the Integrative Assessment Program (IAP) was designed. Reviewing the results of the survey, most of the students generally had problems in understanding the module and accomplishing the activities and tasks given by the teachers. With this, with the IAP project, together with the CIP Team and selected teachers, simplified worksheets, integrative assessments, and weekly home learning plans were constructed to aid the learning of the students.

Academic status of the conditional students before the implementation of Integrative Assessment Program (IAP)

Table 3 shows the academic status of the students in the selected sections before the intervention program.

Table 3. Number of Students with Conditional Academic Status Before IAP

Sections	No. of Students	No. of Conditional Status			
		Male	Female	Total	Percentage
A	40	21	12	33	82.50%
B	44	17	16	33	75.00%
C	49	7	10	17	34.69 %
Total	133	45	38	83	62.41%

In Grade 7-A, 33 out of 40 students (82.50%) have academic conditional status. On the other hand, in Grade 7-B, there are 33 out of 44 students (75.00%) are in conditional status. Finally, 17 students out of 49 (34.69%) of 7-C have the same academic status. There is a total of 133 enrolled students in the selected classes, and 83 of them are found to be in conditional academic status after the first grading period. The latter encompasses more than half of students, specifically 62.41% of the students are conditional, which is quite disturbing.

Various factors affect the academic performance of the students, validated and justified by numerous studies and researches. The pandemic and new teaching-learning practices, suitable for distance and blended learning, are other factors that surfaced. The students and

teachers who were used to the face-to-face set up abruptly shifted to the online and modular delivery modes. As for the majority of the students and teachers, this was their first time in such a structure, and everyone tried their best to cope with the method. Nonetheless, examining the 83 students who are academically conditional, it turned out that most of them are under modular learning modality. Finally, the researchers looked deeper on the conditions that led these students to their academic status, and arose with a solution.

Academic status of the conditional students after the implementation of Integrative Assessment Program (IAP)

Table 4 shows the academic status of the students after the implementation of the IAP.

Table 4. Number of Students with Conditional Academic Status after IAP

Sections	No. of Conditional Status	Status After IAP					
		Passed		Failed		NLS	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
A	33	30	90.90	0	0.00	3	9.09
B	33	29	87.88	0	0.00	4	12.12
C	17	15	88.24	1	5.88	1	5.88
Total	83	74	89.16	1	1.20	8	9.64

As indicated in the table, out of 83 students who are academically conditional before the implementation of IAP, 74 or 89.16% of them have improved and eventually passed the school year. Unfortunately, one of them failed and needed to repeat the Grade 7 level, and 8 or 9.64% of the students were not able to finish the school year.

The number of the students who have passed indicates that there was a drastic change in the number before and after the implementation of the IAP. During the implementation of the program, the concerned students were given simplified worksheets to accomplish. Also, teachers collaborated in making integrative assessments which lessen the performance tasks of the students. Furthermore, to help the parents in guiding their students, the weekly home learning plan was given, containing the specific activities that the students need to finish daily. Finally, to ensure that students can accomplish the tasks and activities to them, they were monitored by their subject teachers and advisers. These undertakings greatly contributed to the improvement of the majority of the students.

Comparison on the Academic Status of Students before and after IAP

Table 5 shows the results of the comparison of the academic status of the respondents before and after the implementation of IAP

Table 5. Comparison on the Academic Status of Students before and after IAP

Before	After	f	%
Conditional	Passed	74	89.16
Conditional	Failed	1	1.20
Conditional	NLS	8	9.64
Conditional	Conditional	0	0.00
Total		83	100.00
Computed χ^2		69.12	
Critical Value		3.84	
<i>p</i> -value		<000001	
Decision		Reject the null hypothesis	
Interpretation		There is a significant change in the academic status of the students after the implementation of IAP.	

McNemar Change Test was used to determine if there is a significant change in the academic status of the students. Moreover, from the table, the computed value of χ^2 is 69.12 which is higher than the critical value of 3.84, leading the researchers to the decision of rejecting the null hypothesis and claiming that there is a significant change in the academic status of the students after the implementation of IAP. On the other hand, the same decision and interpretation were concluded since the *p*-value of <0.000001 is less than the level of significance, 0.05.

Despite some of the students who were retained in Grade 7, the researchers can claim that the implementation of IAP was a success, and the program helped the students to improve their academic status. The undertakings that transpired helped the students in improving their studies. Also, they were taught to improve their self-regulation for better academic outcomes. Additionally, the parents were able to assist their students in studying with the help of the weekly home learning plan. During the pandemic, parents, too, have swiftly adapted to overcome the learning gaps that have formed in their children's learning (Bhamani et al., 2020). Teachers recalibrate the worksheets and other activities to make them

simpler for the students. The conclusion of the feat of the program was due to the high number of students who finished and passed the school year.

Perceptions of the students and parents towards the Integrative Assessment Program (IAP)

The researchers conducted online interviews with selected Grade 7 students and their parents. The responses were gathered, carefully analyzed and systematically categorized into themes. Based on the results, there were three major themes that emerged from the perceptions of the participants towards the Integrative Assessment Program (IAP).

The results revealed that the conduct of the IAP is effective. The participants perceived that IAP is effective as it guided the students on the things that they need to accomplish in every subject. As one of the student-respondents said, *“Mas naging madali sa akin ang paggawa ng mga activities kasi po nakalagay na lahat sa Weekly Home Learning ang gagawin at madali ko pong makita kung ano pa ang kulang ko sa week na yun.”* The utilization of the Weekly Home Learning Plan was maximized and effectively used to manage their time in accomplishing learning tasks and activities.

Furthermore, the participants and their parents considered IAP as comprehensive and complete. The whole program was well-coordinated and systematic. As one of the parent-respondents said, *“Na appreciate ko po yung effort ng mga teachers para matulungan ang anak ko sa mga activities at lessons na di nya masyado maintindihan noon. Lagi po nila ako ina-update kung may di ipinasa ang aking anak”* There was a smooth collaboration among the implementers of the program and stakeholders which made the participants feel that they are taken care of. In addition to this, participants noted that the implementation of the program was well-executed and organized from the beginning until the culmination. Another parent respondent said, *“Mula sa orientation, remedial classes at pati yun pagbigay nila ng gulay dito sa bahay, sobrang thankful po kami dun”*.

The participants also considered the program contextualized as it addressed the specific needs and concerns of every learner. One of the student-respondents said, *“Yun binigay po na mga worksheets, mas madali ko na pong naintindihan at nasagutan kesa dun sa unang module na mahaba”*. Through the different activities given to students, learning became more meaningful and relevant to them.

EFFECTIVE AS A LEARNING GUIDE - IAP was effective as it guided the students on the things that they need to accomplish in every subject.

COMPREHENSIVE - The tasks and activities became easier to understand and accomplish since they were simplified through the program.

ESSENTIAL - IAP was found by the respondents to be essential in every aspect of teaching and learning process in modular modality.

Conclusion

This study aimed to assess the effectiveness of the implementation of the Integrative Assessment Program as a school-based strategy for managing defiance and non-compliance of selected Grade 7 learners of Commonwealth High School.

Based on the findings of the study, the following conclusions are drawn. The students had problems in understanding the module and accomplishing the activities and tasks given by the teachers. Likewise, they claimed that they cannot cope with too many activities given by the teachers, and said that the instructions on the module are unclear which made it hard for them to understand and answer them. More than half of the students are academically conditional, and most of them are in modular learning modality. After the implementation of the IAP, the majority of the students have finished and passed the school year. A very few of them needed to be retained in Grade 7, and some on the other hand were not able to finish the school year. The IAP abetted the students in improving their academic status, and its implementation was a success. The endeavors of the program, with the help of the teachers and other stakeholders, assisted the students in achieving the goal of completing and concluding the academic year.

Recommendations

Since the IAP has been proven effective, this program is recommended to be cascaded to other grade levels and other students at risk of failing. The school should be consistent in providing mechanisms to establish a safe school learning environment and to better support the specific needs of every learner.

To address the learning losses caused by the pandemic, the school administration, teachers and other school stakeholders should begin developing a learning recovery plan and use the gathered data as its baseline. The strong partnership among stakeholders should be maintained to effectively implement other school programs and projects. Plans for dissemination and utilization of the results of the study by sharing best practices and the entire IAP process may be completed through LAC sessions, research colloquiums, and teachers' In-Service Training (INSET).

Lastly, the data gathered may be used by other future researchers in conducting similar studies.

Hence, short term recovery efforts can lead to long term transformations. Teachers and students should remain resilient as everyone adapts to the new normal. because education is a shared responsibility of everyone.

References

- Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency Order 12 S. 2020.* Retrieved from <https://www.deped.gov.ph/2020/06/19/june-19-2020-do-012-2020-adoption-of-the-basic-education-learning-continuity-plan-for-school-year-2020-2021-in-the-light-of-the-covid-19-public-health-emergency/> July 19 , 2020
- Bhamani, S., Makhdoom, A. Z., Bharuchi, V., Ali, N., Kaleem, S., & Ahmed, D. (2020, July 7). Home Learning in Times of COVID: Experiences of Parents. *Journal of Education and Educational Development*, 7(1), 9. <https://doi.org/10.22555/joed.v7i1.3260>
- Interim Guidelines For Assessment And Grading In Light Of The Basic Education Learning Continuity Plan DepEd OR D ER No. Q 31 s. 2020.* Retrieved from <https://www.deped.gov.ph/2020/10/02/october-2-2020-do-031-s-2020-interim-guidelines-for-assessment-and-grading-in-light-of-the-basic-education-learning-continuity-plan/>. October 2, 2020

Modular Distance Approaches and the Learning Competencies of TLE Students in the New Normal Education

Roxanne R. Linab
Department of Education
roxannelinab3@gmail.com

Abstract

This experimental study was conducted to determine the effectiveness of modular distance approaches to the learning competencies of TLE students in the new normal education. It sought to describe the problem using the pretest and posttest scores of two experimental groups. The questions and learning activity sheets were made to determine the learning competencies of the respondents. The respondents were the 60 randomly selected Grade 8 students of Camflora National High School. The first group was the 30 respondents utilizing activity-based approach, while the second group with 30 respondents was exposed to problem-based approach. Statistically, the following findings indicated the meaningful difference between the two groups utilizing the two approaches. The respondents exposed in two approaches showed that the respondents' posttest scores apparently improved. In terms of the significant difference between the pretest scores of respondents using the two approaches, the hypothesis is sustained. When tested for a significant difference between the posttest scores of two approaches, there is no significant difference in terms of knowledge and process. However, performance and understanding scores found it significantly different. Therefore, the null hypothesis is partially sustained. Hence, on the test of significant difference on the pretest and posttest scores of respondents utilizing the two approaches all variables are significantly different. Thus, the hypothesis is not sustained. This time of pandemic, new modality can support students' learning. The two approaches are both effective; however, to develop students' higher-order thinking skills, a problem-based approach is more effective.

Keywords: Modular Distance Approaches, Learning Competencies, Activity-based Approach, Problem-based Approach

Introduction

With the challenges of the "New Normal" the teachers are all gearing up to face another year of changes to ensure the delivery of quality of instruction for the learners. This

clearly explained how DepEd supports the teachers to continue their duties by imparting and transferring knowledge and making the skill meaningful and authentic, to educate and influence learners to be globally competitive and to become a reliable citizen of the country especially in this time of pandemic.

Since face-to-face classes are not yet allowed, the DepEd implemented different learning Delivery Modalities (LDM) that schools can adapt and use (Malipot, 2020). One of the alternative learning modalities for the new normal is modular distance approach, to make sure that learning remains unhampered.

The high school is one of the public schools in San Andres, Quezon that continuously develops competitive students. When the K to 12 Basic Education Program was implemented, the school offered exploratory courses for students depending on the available resources of the community and the needs of the locality. The school is located in one of the remote areas with poor internet connection and mostly students are residing in some barangay with no internet connectivity and with no available gadgets to use. Relating to the aforementioned statements, the administrator conceptualizing the present situation they choose a modular distance approach as the best learning modality that best suited the learner, teachers' parents and all stakeholders' safety.

Additionally, since it is a TLE subject its focus is not only to develop cognitive skills but also to acquire skills as preparation to become productive members of the community. Using a new approach empowering learners and communities to create positive learning environments in which students can grow is possible. With the guidance of their parents or other members of the family and with the assistance from the teacher, the learner will be encouraged to learn at their own pace.

Furthermore, we cannot deny the fact that we have diverse learners with different styles of learning. We need to find out what approaches among activity-based and problem-based drives the students to perform well using new modality that will suit their interest. This paper sought to determine the effects of modular distance approaches and the learning competencies of TLE students in the new normal education.

Purpose of the research

The study's primary goal is to determine the effect of modular distance approaches to the learning competencies of TLE students in the new normal education: 1) Is there a significant difference in the pretest scores of the respondents using the two approaches in terms of: knowledge; process; performance; and understanding? 2. Is there a significant difference in the posttest scores of the respondents using the two approaches in terms of knowledge; process; performance; and understanding? 3. Is there a significant difference

between the pretest and posttest scores of the respondents exposed to activity-based approach and problem-based approach in terms of: knowledge; process; performance; and understanding?

Methodology

This study used the experimental design to describe the condition of the problem in detail. It includes summarizing, organizing and presenting data into tables and figures. This study was conducted according to the pretest and posttest of two experimental groups. The two experimental groups were established in this research and the measurements were made to assess modular distance approaches using activity-based approach and problem-based approach before and after the experiment in both groups.

Participants of the study

To select the respondents, random sampling was used. The respondents of the study were the sixty (60) Grade 8 students enrolled this school year 2020-2021 in Camflora National High School, San Andres, Quezon. The thirty (30) students were exposed to an activity-based approach and the other 30 students were exposed to a problem-based approach.

Research instruments

The study used experimental design, where pretest and posttest was given to both experimental groups. The first group used an activity-based approach, while the second group were exposed to a problem-based approach. Pretest was administered before the lesson started prior to the treatment. The scores from the pretest were used to see the initial ability of both groups were similar before conducting the treatment. On the other hand, the scores from posttest were used to measure whether the implemented modular distance approaches activity-based learning and problem-based approach influence both experimental groups or not.

Data analysis

The following treatment in the analysis and interpretation of data was used. The percentage, weighted mean, frequency and Standard Deviation were used to provide description of the respondent's pretest and posttest scores. For a test of difference t-test was applied for an independent sample. For analysis and interpretation of data, alpha .05 was used to determine the significance of the variables.

Ethical consideration

A letter of endorsement to the Principal of Camflora National High School, the study site, was secured. Then the approved letter was presented to the principal of Camflora

National High School. The learning Activity Sheets (Problem-based and Activity-based) made by the researcher were personally distributed and retrieved together with the pretest and posttest to and from the parents of the respondents.

Results and Discussion

Table 1. Pretest scores of the Respondents Using Activity-Based Approach and Problem-Based Approach

Learning Competencies	Activity-based		Problem-based		t	df	Sig. (2-tailed)	Mean Difference	95% CID		Interpretation
	Mean	SD	Mean	SD					L	U	
Process	5.27	2.10	4.77	2.08	.927	58	.358	.50	-.58	1.58	Not Significant
Product	5.93	1.91	5.83	1.05	.251	58	.803	.10	-.70	.90	Not significant
Understanding	6.13	1.96	6.70	1.95	-1.12	58	.266	-.57	-1.58	.44	Not significant

The findings demonstrated in Table 1 denote the difference of the pretest scores of the respondents using activity-based approach and problem-based approach. The table revealed that in terms of knowledge, process, performance and understanding all the corresponding two-tailed values are greater than 0.05. We conclude that, in terms of all variables, there is no significant difference between the pretest scores of the respondents using activity-based approach and problem-based approach.

Table 2. Posttest Scores of the Respondents Using Activity-Based Approach and Problem-Based Approach

Learning Competencies	Activity-base		Problem-base		t	df	Sig. (2-tailed)	Mean Difference	95% CID		Interpretation
	Mean	SD	Mean	SD					L	U	
Process	7.17	1.66	7.77	1.43	-1.498	58	0.14	-0.6	-1.4	0.2	Not Significant
Performance	7.83	1.56	9.07	1.26	-3.377	58	0.001	-1.23	-1.96	-0.5	Significant
Understanding	8.03	1.43	9	1.05	-2.989	58	0.004	-0.97	-1.61	-0.32	Significant

Table 2 presents the difference between the posttest scores of the respondents using activity-based approach and problem-based approach. In terms of knowledge and process the table showed that the corresponding two-tailed value of the two variables are greater than 0.05, which means that in terms of knowledge and process there is no significant difference between the posttest scores of the respondents after being exposed in learning activity sheets of activity-based approach and problem-based approach.

However, in terms of performance, respondents in activity-based approach got a mean of 7.83, while respondents of problem-based approach in performance got a mean of 9.07, it has a corresponding two-tailed value of 0.001. While the respondents exposed an activity-based approach in terms of "Understanding" got a mean of 8.03. On the other hand, respondents exposed in problem-based approach got a mean of 9.00 and "Understanding" got a corresponding two-tailed value of 0.004. The corresponding two-tailed value of performance 0.001 and understanding 0.004 explained that there is a significant difference between the posttest scores of the respondents using activity-based approach and problem-based approach.

As presented in the table, it showed that the means obtained by the respondents exposed in problem-based approach are higher than the mean of the respondents exposed in activity-based approach which means that the respondents in problem-based approach perform and understand the lesson better. The performance task of students such as real application, producing or creating something even the situational problem given was useful. The students develop lifelong learning and higher-order thinking skills. As cited in the article written by Cotton (2011), the benefit of problem-based learning to secondary education will foster analytical thinking skills of students. Thus, authentic assessment provides students an opportunity to learn skills that can directly apply to the environment, including the workplace. Modular distance using a problem-based approach is effective.

This result is supported by the study conducted by Abude (2021). Modular distance has a positive effect on students' new way of learning. It fulfills the diversified needs of students of all levels. Students learn at their own pace and promote positive changes in teachers teaching style.

Table 3. Pretest and posttest Scores of the Respondents Exposed to Activity-Based Approach.

Learning competencies	Pretest		posttest		t	df	Sig. (2-tailed)	Interpretation
	Mean	SD	Mean	SD				
Knowledge	7.7	1.51	9.57	0.82	-8.351	29	.000	Significant
Process	5.27	2.1	7.17	1.66	-9.009	29	.000	Significant
Performance	5.93	1.91	7.83	1.56	-7.193	29	.000	Significant
Understanding	6.13	1.96	8.03	1.43	-6.089	29	.000	Significant

Table 3 provides details about the difference between the pretest and posttest scores of the respondents exposed to activity-based approach. The table presents that all variables of learning competencies have a corresponding two-tailed value which is less than 0.05. The findings indicated a *significant difference* between the pretest score and the posttest scores of the respondents exposed to activity-based approach. In the study conducted by Anwer (2019), it was found out that using activity-based approaches increases students' motivation and academic achievement. The study also showed that the majority of the students found activity-based learning to be more effective and interesting wherein, it will be proved that the more senses are stimulated, the better and the longer a person learns. It was asserted with this literature that a high-quality self-learning material or module should contain sufficient activities to stimulate students to study constantly (Torrefranca, 2017). Furthermore, the study conducted by Lagura (2016) revealed that students gained knowledge and skills when they are subjected to different activity-based learning modalities. Many of the students increased the total scores from pretest to posttest.

Table 4. Pretest and posttest Scores of the Respondents Exposed to Problem-Based Approach

Learning Competencies	Pretest		posttest		t	df	Sig. (2-tailed)	Interpretation
	Mean	SD	Mean	SD				
Knowledge	7.2	1.77	9.5	0.73	-9.206	29	.000	Significant
Process	4.77	2.08	7.77	1.43	-8.677	29	.000	Significant
Performance	5.83	1.05	9.07	1.26	-13.307	29	.000	Significant
Understanding	6.7	1.95	9.0	1.05	-6.345	29	.000	Significant

Table 4 posted the difference between the pretest and posttest scores of the respondents exposed to a problem-based approach. All variables got a corresponding two-tailed value which is less than 0.05. It shows that the pretest scores and posttest scores of the respondents exposed to problem-based approach are significantly different. As presented in the table above, the students were able to improve their scores in the posttest and learned the lesson about electrical installation and maintenance using learning activity sheets of problem-based approach.

This finding is being supported by the literature of Kurt (2020). According to him, problem-based learning can also sharpen students' critical thinking skills and problem-solving abilities essential to life-long learning.

Furthermore, in the study conducted by Herrera (2011), students exposed in problem-based instruction performed better than the activity method. The study conducted by De Wet and Walker (2013) showed that the majority of students were in favor of problem-based learning, which is based on making applications of theory into practical situations. The study concluded that students benefited from problem-based learning in that they thought they had improved their knowledge skills and critical thinking abilities and felt that they had learned things that they could carry into their future lives out in the world at large and the workplace.

Conclusion

The aims of this study were to determine the effect of modular distance approaches to the learning competencies of TLE students in the new normal education. Modular approaches such as activity-based and problem-based with the help of learning activity sheets could be used in this time of pandemic.

The learning competencies of the respondents in electrical installation and maintenance exposed in activity-based approach and problem-based approach in terms of knowledge, process, performance and understanding showed that most of the respondents got the lowest score in the pretest but in the posttest apparently their scores improved and much better than the pretest. It suggests that the students learned more after being exposed in learning activity sheets.

It can support students' learning and promote effective learning as well. Moreover, this study's posttest result proved that the students are highly motivated to learn because of the learning activity sheets that they utilized. In developing students' higher-order thinking skills, however, a problem-based approach is more effective than an activity-based approach.

Recommendations

Based on the conclusions of the study, the following recommendations are highly proposed:

1. Considering modular distance was an effective approach to use in this time of pandemic, teachers may choose either between activity-based approach and problem-based approach to those schools located in remote areas to encourage and enhance the interest of the students in learning while using the new modality.
2. Because it was found that the students exposed in problem-based approach perform and understand better the lesson about electrical installation and maintenance than the students utilizing activity-based approach through the use of performance task and situational problem given, teachers may utilize this approach to develop students' lifelong learning and higher order thinking skills.
3. Since the use of learning activity sheets was found to be enjoyed by the students in learning TLE competencies in terms of knowledge, process, performance and understanding in the new normal education, future researchers may also conduct further research about strategies that can also be applied in modular distance approach.

References

- Abude, A. J. (2021). *The Effectiveness of Modular Distance Learning Modality to the Academic Performance of Students: A Literature Review*. *Himalayan Journal of Education and Literature*, Retrieve from: <https://himjournals.com/article/448> January 14, 2021
- Anwer, F. (2019). *Activity-Based Teaching, Student Motivation and Academic Achievement*. *Journal of Education and Educational Development*. *Forman Christian College, Pakistan*. Vol. 6 No. 1. Retrieved from <https://EJ1216784.pdf> January 11, 2021
- Cotton, C. (2014). *Real-world and active-the Benefits of problem-based learning*. Retrieved from https://www.teachermagazine.com/au_en/articles/real-world-and-active-the-benefits-of-problem-based-learning January 11, 2021
- De Wet, L. & Walker, S. (2013). *Student Perceptions of Problem-Based Learning: A Case Study of Undergraduate Applied Agrometeorology*. *International Scholarly Research Notices*, Vol. 2013, Article ID 982942, 9 pages, 2013. <https://doi.org/10.1155/2013/982942>
- Herrera, F. T. (2011). *Problem and Activity-Based Approaches: Their Influence to Students' Achievement and Retention Scores in Introductory Probability and Statistics*. *International Journal of Multidisciplinary Research*. *Philippine E-Journal*, Volume 2 No. 1. Retrieved from <https://ejournals.ph/article.php?id=2425>.
- Kurt, S. (2020). *Problem-Based Learning (PBL), in Education Technology*. Retrieved from <https://educationaltechnology.net/problem-based-learning- pbl/>

- Lagura, G. L. (2016). *Activity-based Teaching: Its Effects on the Students Performance in Economics Subject of Agusan National High School, Philippines*. *Annals of Studies in Science and Humanities*, Vol 2, No 2. Retrieve from <http://journal.carsu.edu.ph/index.php/assh/article/view/86>
- Malipot, M. H. (2020). *DepEd Prepares Self-Learning Modules for Education's New Normal*. *Manila Bulletin*. Retrieved October 29, 2020 <http://mb.com.ph/2020/07/01/deped-prepares-self-learning-modules-for-educations-new-normal/>
- Torre Franca, E. C. (2017). *Development and Validation of Instructional Modules on Rational Expressions and Variations*. *The Normal Lights*, Volume 11 (1), 43- 73. <https://375-1251-1-PB.pdf>

Reasons for Teaching Critical Thinking: A Proposal in Confucian Ethics

Ranie B. Villaver
University of San Carlos (Cebu)
rbvillaver@usc.edu.ph

Abstract

Critical thinking (CT) in the Philippine basic education curriculum may be said to be clearly evident in the inclusion of “Trends, Networks and Critical Thinking in the 21st Century”. The course is required in the senior high school HUMSS track. CT in Philippine education is likely based or patterned upon U.S.’s “teaching for thinking” program. In Lipman’s survey (2003), the program transitioned to “teaching for critical thinking.” The Philippines was a U.S. colony from 1898 to 1946. This historical and yet colonial reason for teaching CT appears mitigated by a seeming universal recognition of the necessity for teaching critical thinking in schools in every culture. Such recognition appears clear, for example, in Noddings (2016). Despite the existence of such a reason, however, there appears a need to supplement it with ones other than from the perspective of the west. The perspective referred to is that of Confucian ethics. Confucian ethics gives attention to good, sound reasoning (Lai 2006), which suggests an emphasis on CT. Given that, Confucian ethics likely promotes teaching of CT. The proposal here is that in the consideration of reasons or views for teaching CT in the country, a non-western point of view, that of Confucian ethics, be given a hearing.

Keywords: critical thinking (CT), teaching CT, Confucius (Kongzi 孔子), Confucian ethics

Introduction

Critical thinking (CT) in the Philippine basic education curriculum may be said to be clearly evident in the inclusion of a course called “Trends, Networks and Critical Thinking in the 21st Century”. The course is required in senior high school (in the academic track for Humanities and Social Sciences strand or HUMSS). One prerequisite of the subject is “Philosophy of the Human Person”, which, as part of the core curriculum, is to be taken by very senior high school pupil.¹ A course on logic (either formal or informal) used to be a general education (GE) course in higher education. Education reform that started in 2018 has

¹ See <https://www.deped.gov.ph/k-to-12/about/k-to-12-basic-education-curriculum/academic-track/>

not included logic as a GE course. Ethics, a philosophy course, has been retained as one of the GE courses. Although the logic course taught in colleges for many years was scholastic (i. e. Aristotelian-Thomistic), CT in Philippine education curriculum is likely based or patterned upon the United States' "teaching for thinking" program. In Matthew Lipman's survey (2003, p. 31), it is said that that program transitioned to "teaching for *critical* thinking." Lipman (whose dates are 1923 to 2010) writes:

[Following the craze for teaching for thinking in the 1980s or so] Some educators perceived [that the problem is not that teachers and professors are not teaching for thinking]. But [that] the *quality* of such thinking was deficient. What was needed was not merely teaching for thinking, but teaching for *critical* thinking. [Emphases in the original]

The Philippines was a U.S. colony from 1898 to 1946. This historical and yet colonial reason for teaching CT appears mitigated by a seeming universal recognition of the necessity for teaching critical thinking in schools in every culture.² Such recognition appears clear, for example, in Nel Noddings (2016, chapter 5).

Despite there being such a reason, however, there appears a need to supplement it with ones other than from the perspective of the west. The perspective referred to is that of Confucian ethics. Confucian ethics gives attention to good, sound reasoning (see Lai 2006, chapter 5), which suggests an emphasis on CT. The meaning of CT used here is one which comes from an informal logic approach to teaching CT by Richard Paul (1981; cf. 1990, chapter 8). Paul discusses the approach's 'strong sense', whose idea of CT is fundamentally the cultivation of a good level of 'Socratic' doubt in learners. In that the features of Confucian ethics or Confucian moral thinking point to the need of sound and proper thinking in the process of moral deliberation, it seems clear that part of Confucian ethics is promotion of CT (and with that, the teaching of CT). The proposal here is that in the consideration of reasons or views for teaching CT in the country, a non-western viewpoint, that of Confucian ethics, be given a hearing.

The paper's main section has three parts. In part 1, I discussed the seeming universal recognition of the need to teach CT and some approaches to teaching it (and concomitantly the meaning of CT according to each approach). In part 2, I elaborated on Confucian ethics as skills-based ethics, since the proposal of what Confucian ethics is that it is *skills*-based. And in part 3, I discussed the idea that Confucian moral thinking is one which promotes teaching of CT.

The Need to Teach CT

² This historical and yet colonial reason for teaching CT may be even seen in the proposal of "education for freedom" for us Filipinos. This is on the assumption that education and CT are fundamentally connected. "Education for freedom" is a proposal of Ruby Suazo (2022), who writes: "education for freedom should be the goal of education for Filipinos in the postcolonial time." (p. 10)

There is a seeming universal recognition of the necessity for teaching critical thinking in schools in every culture. In philosophy of education textbook for undergraduates (first edition published in 1995) of Nel Noddings (whose dates are 1929 to 2022), she implies this in saying that philosophers, philosophers of education, and educators have assigned importance to critical thinking. That they have means that CT must be necessary in the academe or that teaching it in schools is necessary. In the chapter, Noddings then states that, given there is no consensus among philosophers and educators concerning what CT is and concerning what approach to use to teach it, there are fundamental questions: *What is CT?* and *How do we teach it?* Having these questions means that if we are to teach CT, we have to know what CT is and what approach to take to teach it. In Noddings (2016, chapter 5), by considering the Common Core State Standards (in US education), she presents ideas about what CT is. She then proceeds to the approaches to the teaching of critical thinking (discussed also in prior editions). The approaches also have with them ideas about what critical thinking is. Although it seems that the only pertinent point here is the point that at the outset of Noddings' chapter – the chapter on logic and critical thinking – there is value given to CT by philosophers and educators, the need to teach CT in every culture is also seen in considering a response or two to the question of how to teach CT. That is because the responses also convey their meanings of CT. Definition of CT is important in the consideration of whether CT ought to be taught in every society. In the following, I discuss the informal logic approach, which responds to the formal logic approach.³

The informal approach is *anti*-formal. It is anti-formal in the sense that the approach focuses on *process*, in particular on the process or the making of rational persons (of students). This is clear in Richard Paul (1981; cf. 1990, chapter 8). Paul (whose dates are 1937 to 2015) sees both formal and informal approaches as having the goal of effecting the rational person. He writes the following:

I take it to be self-evident that virtually all teachers of critical thinking want their teaching to have a global "Socratic" effect, making some significant inroads into the everyday reasoning of the student, enhancing to some degree that healthy, practical, and skilled skepticism one naturally and rightly associates with the rational person. This necessarily encompasses, it seems to me, some experience in seriously questioning previously held beliefs and assumptions and in identifying contradictions and inconsistencies in personal and social life. (1981, p. 3)

It is clear to Paul that whether one teaches CT in the formal or the informal way is of consequence. Given that the goal is to inculcate a good or healthy degree of skepticism in

³ The formal logic approach is that approach which suggests "the teaching of logic as a means to CT" (Noddings, 1995, p. 78). The idea is that CT is developed by teaching the use of modern symbolic logic. For example, in the analysis of ordinary or everyday natural language reasoning or argument, sentential logic is used. Sentential (logic) analysis tries to figure out whether an everyday or academic argument is one that has *valid* or *invalid form*, which are clear (given two truth values and five logical operators).

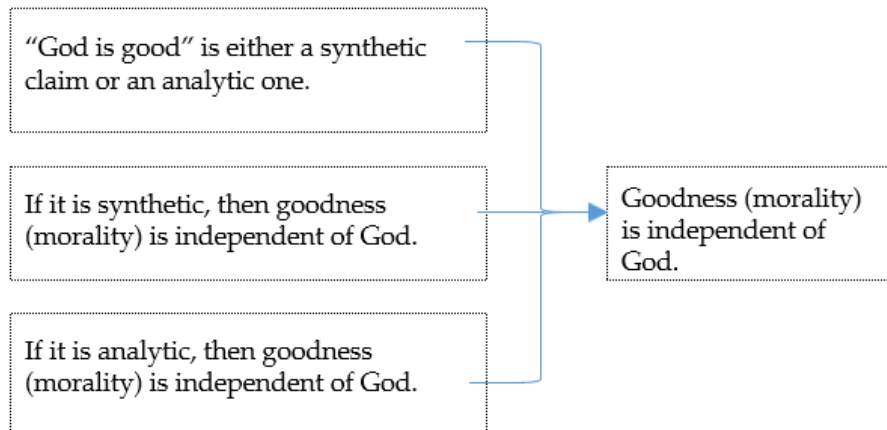
students, the use of the formal approach is warranted. It is undeniable that formal approaches also help in fostering that. But to Paul, it is the informal approach which does the best trick. This is because the informal approach uses the view that arguments are inseparable from the learner's real world concerns. It is in such a view where learners really learn to "seriously question previously held beliefs and assumptions" and to "identify [tensions] in their personal and social life".

Paul (1981) distinguishes teaching CT in the "weak" sense from teaching it in the "strong" sense. The "weak" teaching of CT is part of what is called classical approaches. According to Jamie Carlin Watson, in the classical approaches, "critical thinkers attempt to interpret statements or arguments clearly and charitably, and then they apply the tools of formal and informal logic and science, while carefully attempting to avoid fallacious inferences....". "Informal logic and science" referred to by Watson here is the '(informal) fallacies approach'. Focus on both formal and informal fallacies is clear in Paul's description of the "weak" sense (1981, p. 3):

The usual scenario runs something like this. One begins with some general pep-talk on the significance of critical thinking for personal and social life. In this pep-talk one is reminded of the large scale social problems created by prejudice, irrationality, and sophistic manipulation. Then one launches into a discussion of the difference between arguments and non-arguments and the reader is led to the notion that, without any further knowledge of the in's and out's of contextual or background considerations, he can learn to analyze and evaluate atomically the arguments he comes across (the "non-arguments" do not presumably need critical appraisal) by parsing them out into, and focusing on the relation between, "premises" and "conclusions". In examining that relationship the reader is encouraged to look for formal and/or informal fallacies, conceived as atomically determinable and correctable "mistakes". Irrationality in human reasoning is implied thereby to be reducible to complex combinations of atomic mistakes. One roots it out, presumably, by rooting out the atomic mistakes one-by-one.

Here, Paul criticizes the fallacies approach. In effect, he is saying that the "weak sense" is stuck to the task of determining whether arguments in a piece of reasoning have committed fallacies. More significantly, it is clear in Paul's words that the "weak" sense *de*-contextualizes arguments and that such move zeroes in on arguments to the neglect of other parts of the reasoning piece (which help provide or is context). Analysis in the "weak" sense of analysis of a paper, "God and the Good: Does Morality Need Religion?" (1964), written by philosopher Kai Nielsen (whose dates are 1929 to 2021), would start with

identification of the premises and (intermediate and main) conclusions.⁴ Argument map or diagram is commonly used to show this. An example or style of such map or diagram is as follows:



According to this diagram, the three reasons or premises are linked, i. e. they work together in establishing the conclusion. The next step is evaluation of the relation between premises and conclusion, in which the question is whether the latter follows necessarily

⁴ In the paper Nielsen argues for the view that independence of morality from God or religion is necessary. In the formal logic approach, it would be pointed out that Nielsen's argument concerns the logic of the statement "God is good" and that his argument, in a nutshell, is as follows: (Premise 1) "God is good" is either a synthetic claim or an analytic one; (Premise 2) If it is synthetic, then goodness (morality) is independent of God; (Premise 3) If it is analytic, then goodness (morality) is independent of God.; (Conclusion) Goodness (morality) must be independent of God. Or in (formal sentential logic) symbolization, using the following translation scheme, $S \equiv$ "God is good" is a synthetic claim; $A \equiv$ "God is good" is an analytic claim; $I \equiv$ Goodness (morality) is independent of God:

(Premise 1)	$S \vee A$
(Premise 2)	$S \supset I$
(Premise 3)	$A \supset I$

(Conclusion)	I

Nielsen mentions the possibility of the sentence 'God is good' to be neither synthetic nor analytic, but he relies only on the two alternatives. The argument is valid, because its logical form is valid. An argument with a valid logical form is one whose conclusion would have to be true if all its premises are true, or in truth-table terms, with a valid logical form there is no possible scenario (i. e. no row or line) in which the premises are true and the conclusion is false. Since there is no row of the logical form's truth table in which the premises are all true and the conclusion is false, the argument is valid. (Sections of this note are forthcoming in an ethics textbook.)

from the former. The argument's fault might be that its logical form is not valid (formal fallacy) or that there is no connection at all whatsoever (because the premise is irrelevant), an example of informal fallacy.⁵ This analysis, to Paul, is incomplete, in that context and background of the paper is not taken into consideration. The neglect of context and background in the analysis appears to be due to concentration on reasoning mistakes and on belief that rationality consists in infallibility in the sense of absence of any logical mistakes.

To Paul, context and background of the entire piece of reasoning is everything. To him, it is everything because in his approach (i.e. the "strong" sense); arguments are not to be separated from the learner's real world concerns. Paul (1981, p. 3) expresses his alternative, the "strong sense", in the following words:

In place of "atomic arguments" one focuses on argument networks (world views); in place of conceiving of arguments as susceptible of atomic evaluation one takes a more dialectical/dialogical approach (arguments need to be appraised in relation to counter-arguments, wherein one can make moves that are very difficult to defend or ones that strengthen one's position). One is led to see that atomic arguments (traditional conception) are in fact a limited set of moves within a more complex set of actual or possible moves reflecting a variety of logically significant engagements in the world. In this "real" world, whether that of "ordinary" or "philosophical" discourse, argument exchanges are means by which contesting points of view are brought into rational conflict, and in which fundamental lines of reasoning are rarely "refuted" by an individual charge of "fallacy", however well supported. The charge of fallacy is a move; it is rarely logically compelling; it virtually never "refutes" a point of view. This approach, I believe, squares much more closely with our own and the student's experience of argument exchanges.

Paul's concern is the learner's "experience of argument exchanges". To him, the 'weak' approach worries not on such experiences because its focus is on fallacies. His suggestion in

⁵ It is to be supposed that the analysis would also worry about the argument's soundness, which, besides formal validity, deals with the truth of the premises. The question is if any or all the premises are false. Are any of the premises in Nielsen's argument true? Nielsen explains the idea of Premise 2 by pointing out first that 'God is good' would be a sentence whose truth would have to be 'discovered', given that it is not analytic or a truth of language. Next, understanding 'discovering' or knowing God to be good as having satisfactory reason for the belief that "God never falls short of perfection" (1964, p. 52), Nielsen presents a seemingly better reason which a believer would give. This reason is that God's nature is kindness as shown through God's deeds. But Nielsen notes that in saying that, one has appealed to a "logically independent moral criteria". That is to say that claiming that God is good is made not because of God, which accordingly means that goodness is independent of God (1964, pp. 51-53). Premise 3 is explained by Nielsen through pointing out first that 'God is good' is analytic not in the sense that 'good' is the definition of 'God', but in the sense that 'good' is a necessary condition of 'God'. He then points out that given that, "without ... prior understanding of goodness we could not understand the sentence 'God is good'" (1964, pp. 53-56). In other words, for Nielsen, goodness would have to be independently understood, that is, that it does not depend on God. Given the assumption that the first premise is true, if any of the two other premises is false, Nielsen's argument is deemed unsound.

the 'strong' approach is to remember that arguments are never isolated. Paul uses the term "argument networks" to express the idea. His view is that arguments need to be conceived of as 'real', by which he means in effect that philosophical arguments or real life arguments are interesting not because one's ideas or another's are challenged and refuted by knock-down counter-arguments. To Paul, learners have real-life personal and social concerns. The teaching of CT which focuses on "atomic arguments" discards these concerns in a significant way. It is on this basis that Paul focuses on context or background and says that the meaning of teaching "strong sense" CT is "to help the student to develop reasoning skills precisely in those areas where he is most likely to have egocentric and sociocentric biases." (1981, p. 6). The "egocentric and sociocentric biases" exist because the student has actual real-life personal and social concerns.

In regards to Nielsen's paper, it is clear that in the "strong" sense teaching of CT important questions will include: *What is the context of Nielsen's argument for the necessity of the independence of morality? It seems that the paper concerns the correctness of the view that morality or goodness depends on God (or religion) or divine command theory (DCT), but what are the counter-arguments for the necessity of the independence of morality view? The logic of Nielsen's argument is compelling, but isn't it that the point that morality depends on God is the idea that God determines morality or goodness, which means that I may have conception of good but I have it because of God or with God (not without God)? Is this a counter-argument to Nielsen's?*

The idea of CT in the informal (Richard Paul) approach is that CT is *thinking for oneself*, which is what Paul means by "a global 'Socratic' effect". CT, in other words, is possession of a healthy degree of skepticism, which is inculcated or fostered not by understanding arguments as "atoms" to be dissected but rather by understanding them as points for the learner to exercise and exhibit her rationality.

Given these two approaches, *formal* and *anti-formal*, perhaps what philosophers and educators mean by the value of CT and thus the teaching of it is now clear. People in any society deal with philosophical and real-life arguments or, to use Richard Paul's words, they have "experience of argument exchanges". Since that is fact, having critical thinking skills is imperative, which entails that teaching CT is imperative.

Confucian Moral Thinking as Skills-Based Ethic

Here, I discuss Confucius' ethics as skills-based ethics as proposed and discussed by Karyn Lai (b. 1964). Lai's proposal (2006, chapter 5) in a nutshell is that Confucian moral thinking emphasizes features of ethical decision-making which point to the need of sound and proper thinking in the process. In that the features point to this need, it seems clear that part of Confucian ethics is promotion of CT (and with that, the teaching of CT). In Richard Paul's 'strong' sense of the informal approach, it is clear that the goal of having a good, healthy degree of skepticism or 'thinking for oneself' is the important element of the meaning of CT. (That the features of ethical decision-making in Confucian moral thinking relate to sound and proper thinking and therefore skepticism or 'thinking for oneself' will be elaborated on in the next section.)

Lai's proposal is explicated in *Learning from Chinese Philosophies* (2006), in the chapter titled "Confucianism as a Skills-Based Ethic". The features of ethical decision-making stressed in Confucian moral thinking are as follows:

[i] skills of interpretation and creativity, [ii] sensitivity to morally significant factors, [iii] a broad knowledge and understanding of situations in life, [iv] a depth of experience including learning from the experiences of others, and [v] the fine balancing skills required in deliberation and judgment. (2006, p. 124)

Lai's proposal is based on the early Confucian texts' presentation of Confucius, Mencius or Mengzi 孟子 (c. 372-289 B.C.E.) and Xunzi 荀子 (c. 310-220 B.C.E.) as "committed, conscientious and skillful thinkers and deliberators" (2006, p. 116). To Lai, the *skills of interpretation and creativity* are derived from recognition of the uniqueness of situations at hand. The uniqueness of each situation and thus the need for such skills are clear in *Analects* 9.8. The passage is one which shows Confucius is "conscientiously committed to understanding the situation" (Lai, 2006, p. 121). In the passage, Confucius says that if he could give nothing in response to a peasant's question, he would not give up. In the passage, Confucius says: "I hammered at his problem from all sides, till I worked out something" (Leys, 1997, p. 40) Lai writes: "There is much attention given to how one might adequately understand a situation in order to respond to it. This calls for creativity in action. If each situation is unique, ethical deliberation must involve interpretation and understanding of the details of that situation and creativity in one's handling of that situation."

Lai also mentions *Analects* 7.8 not just to state Confucius' emphasis on understanding a situation and creativity but also to lead to (iii) *a broad knowledge and understanding of situations in life*, and (iv) *a depth of experience including learning from the experiences of others*. The following is found in *Analects* 7.8:

I do not open the way for students who are not driven with eagerness; I do not supply a vocabulary for students who are not desperately trying to find the language for their ideas. If on showing students one corner they do not come back to me with the other three, I will not repeat myself. (Ames and Rosemont, 1998, p. 112 cited in Lai, 2006, p. 121)

Lai writes that the passage is about what Confucius "expects from the teaching and learning process": he "expects a significant degree of intellectual independence and initiative of his disciples" (2006, p. 121). Lai mentions that philosophical analyses of Confucian moral thinking have the point that creativity is remarkable in the thinking. In particular, she mentions the work of David Hall and Roger Ames (1987), in which it is stated that creativity is key element in the making of *junzi*^{gentlemen; noble or paradigmatic persons} (君子). That creativity is an important element in the process implies that in Confucian thinking "[e]xposure to a wide variety of situations and a broad range of exemplars will increase one's repertoire and moral imagination" (2006, p. 121). Such exposure reflects features (iii) and (iv).

Sensitivity to morally significant factors is clear in Mencius 4A.17, among other passages in early Confucian texts. The passage is as follows:

Chunyu Kun said, "Is it true that according to the rites [*li* 禮], men and women must not touch one another?"

"That is what the rites prescribe," said Mencius.

"If your sister-in-law were drowning, would you extend her your hand?"

Mencius said, "A man who would not extend his hand to a drowning sister-in-law would be a wild beast. That men and women must not touch one another is ritual; extending one's hand to a drowning sister-in-law is balancing circumstances [*quan* 權]."

Chunyu Kun said, "Today, the world is drowning. Why do you, Sir, not extend your hand to it?"

"When the world is drowning, you extend the Dao to save it. When a sister-in-law is drowning you extend your hand – do you wish me to save the world with my hand?" (Eno, online)

Mencius's response to the second question highlights *quan*, which in turn highlights sensitivity to a morally significant factor. Proper or correct thinking on the matter, according to Mencius, would have the sensitivity that one's sister-in-law is family. That she is family means that she is very important to Mencius. Her being part of the family is a morally significant factor to Mencius. Moreover, it must be noted that Mencius believes in 'extending affection' or 推 (*tui*^{extend; push}). The idea of *tui* is that *ren* (compassion) or *jianai*^{universal concern; impartiality} 兼愛 is extension of *ren* 仁 (kinship).⁶

The fine balancing skills required in deliberation and judgment is clear in Xunzi. Lai mentions a section in the *Xunzi*, in chapter 23 (*Xing e* 性惡, 'Human Nature is Evil'):

Liking what is beneficial and desiring gain are people's inborn disposition and nature. Suppose there were brothers who had some property to divide, and that they followed the fondness for benefit and desire for gain in their inborn dispositions and nature. If they were to do so, then the brothers would conflict and contend with each other for it. However, let them be transformed by the proper form and good order of ritual and the standards of righteousness (禮義). If so, then they would even give it over to their countrymen. Thus, following along with inborn dispositions and nature, even brothers will struggle with each other. If transformed by ritual and the standards of righteousness, then they will even give it over to their countrymen. (Ivanhoe & Van Norden 2001, p. 301)

This section has been interpreted as pointing out that Mencius's view of human nature as naturally good (*xing shan* 性善) is mistaken. According to such an interpretation, Xunzi's

⁶ To Mencius, *ren*^{compassion} or *jianai* is extension and fruition of *ren*^{kinship}. Mozi 墨子 (flourished c. 430 BCE) disagrees on the point that *ren*^{kinship} leads to *ren*^{compassion}. In the *Mozi*, Chapter 39, 'Against Confucians', Mozi understands Confucian prescription of observance of grades or levels of respect or affection depending on relational proximity (for example) as meaning the impossibility of turning partiality to impartiality or universal affection. For Mozi, it is certainly false that *ren*^{kinship} necessarily leads to *ren*^{compassion}.

example demonstrates that it is not true that compassion is a core part of our human nature. The section shows otherwise: if compassion is a core part of being human, then it would be the case that the brothers do not need the standards of *li* 禮 (ceremony/behavioral propriety) and *yi* 義 (rightness or appropriateness) to make them not quarrel over property dividing. Because the brothers do need those standards, it cannot be true that there is compassion in the core of our being. To the feature of moral deliberation of fine balancing skills, Xunzi's pointing out the need for the standards of *li* and *yi* is key. Xunzi points out that *li* and *yi* would thwart the brothers' selfishness. That these standards do that means that it is in *li* that we find a prescription for negotiating with one's kin and others (Lai, 2006, pp. 116-117). Such a skill of negotiation is one important balancing skill.

An important note on Lai's proposal is that it is not a response to the question of whether there are important parallels between western ethical theories and Confucianism. Her proposal is a consideration of the question of whether Confucianism might be like any of the existing theories in the western tradition. This is important to note because some scholars have drawn parallels between Confucius' ethics and ethical theories in the western tradition. That parallels exist between the tradition and theories in the west is unquestionable; Lai writes, "there doubtless will be" (2006, p. 115). The more interesting question is whether the tradition is anything like one of the existing theories in the western tradition. The question is more interesting because it is one which is tantamount to asking if any of the existing western theories is like Confucianism. The assumption is that Confucian ethics is an ethic of its own and it may be that some theory or other in the western tradition resembles Confucius's skills-based ethic. The ethic "incorporates elements of character, care, duty, obligation, and consideration of outcomes" (Lai 2006, p. 109), and Lai (2006, p. 124) notes that "none of [the] existing theories sufficiently captures the nature of Confucian ethics".

Confucian Moral Thinking and Teaching CT

As has been pointed out, in that the features of ethical decision-making in Confucian ethics point to the need of sound and proper thinking, it seems clear that part of the ethics is promotion of CT and the teaching of CT. The features present the ethics to be about "the cultivation of reasoning skills and sensitivity in moral deliberation" (Lai 2006, p. 109). Lai (2006, pp. 109-110) writes the following:

Taken together, we may describe these skills in terms of 'coordinative reasoning' a phrase used by Antonio Cua to describe a process of 'presenting and representing those features of the case which severally *cooperate* in favor of the conclusion ... The reasons are like the legs of a chair, not the links of a chain' [1971: 207]. According to Cua, this kind of reasoning – as contrasted with argument processes that require a deductive chain of demonstrative reasoning – is distinctive not only in its methodology, but also in what it takes to constitute validity. Within the Confucian ethical tradition, validity in moral reasoning may include appeals to tradition and precedents, as well as consideration of contextual, personal and circumstantial factors.

In terms of connection of the ethics with analysis of arguments or reasoning in the approaches to teaching CT discussed in part 1 of this paper's main section, there exists such connection and it is clear. According to Lai's research and words in the quotation, in Confucian moral thinking validity or correctness in reasoning is important but it is not demonstrative. It is not demonstrative, in that such correctness is measured not by there being deduction, but by having proper basis (tradition and precedents, in particular) and having undergone a thinking through of context and individual factors.

For example, *Mencius* 4A.17, as Lai (2006, pp. 119-120) says, is one where we see "the exercise of practical wisdom which is arguably more important than mere rule-following". Setting aside Lai's evaluation about which of the kinds of reasoning is more important, rule-following is an example of deductive reasoning in moral deliberation. An agent in rule-following would reason as follows: 'The rule or command is X. Therefore, I follow what is commanded in X.' In the *Mencius* passage 4A.17, the *li* mentioned is 'Men and women must not touch one another.' If Mencius agrees on rule-following, he would have responded with: 'If my sister-in-law were drowning, I would not help her. That's because I follow the *li*.' On the contrary, Mencius reasons in the following way: 'If my sister-in-law were drowning, the correct thing to do is to help her. That is because her being family is a personal morally significant factor. (Morally significant factors ought to be considered.)'

Examination of validity or correctness in reasoning (both demonstrative and non-demonstrative) relates to the meaning of CT as fundamentally about skepticism or 'thinking for oneself'. Despite criticism of the standard approach to CT, study of validity and soundness of arguments is important in the process of developing CT in learners. The criticism, mainly by John McPeck (1990, p. 21), is that the process of making critical thinkers, who "somehow think for themselves ...[who] do not simply believe everything which they may hear or read", is one which cannot be achieved even initially by taking one or two CT courses. The process, according to McPeck, involves consideration of "forms of thought" (a term he borrows from philosopher of education Paul Hirst, whose dates are 1927 to 2020) or "relevant peculiarities", by which McPeck seems to mean that the skeptical mindset is *not* doubt or criticality in the ordinary or non-philosophical sense. Studying the nature of valid and sound (and invalid and unsound) arguments may not lead to at least starting points of 'thinking for oneself' but such somehow gives an idea to learners as to what are involved in people's reason-giving practices. For instance, if one can go beyond rule-following because there are better reasons, then this demonstrates a thinking about or question of whether rule-following is an all-or-nothing approach. That there is such a question appears to show that the criticism of the use of studying soundness of arguments in demonstrating what independence of thought is as futile appears false.

Palpably, in Confucian ethics there is attention given to reasoning skills, specifically on good moral reasoning. Although the conception of validity is non-deductive, validity in Confucian moral thinking veers towards the practical. That it does so, though, does not mean that *thinking for oneself* is not clear in the ethics. It has been recognized that Confucius was rather like Socrates (469-399 B.C.E.), whose dictum of "Think for yourself" is practical as well in the ultimate. Herrlee Creel (1949, p. 1) has written that Confucius "carefully avoided laying down rules, because he believed that no creed formulated by another person can

excuse any man from the duty of thinking for himself". According to this, Confucius was undogmatic. *Analects* 6.29 and 7.20, for example, likely attest to this. Although 6.29 is also in the *Zhongyong* 中庸, fifth century B.C.E. text, Edward Slingerland's (2006, p. 18) translation of the passage hints the idea as does the passage's tone: "The Master said, 'Acquiring Virtue by applying the mean [中庸] – is this not best? And yet among the common people few are able to practice this virtue for long.'" That to Confucius the practice of Virtue (for long) is no longer common among people appears to mean that his purpose has not been the imposition of Virtue. Passage 7.20 is as follows:

The Master said: "For my part, I am not endowed with innate knowledge [zhi 知]. I am simply a man who loves the past [gu 古] and who is diligent in investigating it." (Leys, 1997, p. 31)

According to this, there is very close connection between knowledge (*zhi* 知) and antiquity (*gu* 古), and Confucius' concentration on antiquity implies that Confucius does not have doctrines (for imposition). The focus rather in Confucius and in Confucian ethics is on cultivation of reasoning skills and sensitivity, as already noted. Accordingly, it is my conclusion that given that there is an emphasis on reasoning or on CT in Confucian moral thinking, Confucian ethics likely promotes teaching of CT. The proposal here is that in the consideration of reasons or views for teaching CT in the country, a non-western perspective, that of the Confucians, be given a hearing.

Conclusion

In this paper, I have proposed that perspectives from Confucian ethics or Confucianism be given consideration in the justification of teaching CT in the Philippines. The problem is that although there exists a seeming universal recognition of the necessity for teaching critical thinking in schools in every culture, a historical and yet colonial reason for teaching CT still stands. In this paper's main section, I have elaborated on the seeming general recognition of the need to teach CT, explained the meaning of Karyn Lai's proposal that skills-based ethics is what Confucian ethics is, and attempted to ground my proposal. It is my belief that perhaps a non-western perspective would provide a supplemental if not better reason for teaching CT.⁷

References

- Creel, H. G. (1949). *Confucius and the Chinese Way*. U.S.A.: Harper and Brothers.
- Eno, R. *Mencius: an online translation*. Retrieved from <https://scholarworks.iu.edu/dspace/bitstream/handle/2022/23421/Mengzi.pdf?sequence=2&isAllowed=y>
- Hall, D.L. & Ames, R.T. (1987). *Thinking through Confucius*. U.S.A.: State University of New York Press.

⁷ I wish to thank the anonymous reviewer for helpful comments and suggestions.

- Ivanhoe P. & Van Norden, B. (Eds.). (2001). *Readings in Classical Chinese Philosophy*. U.S.A.: Hackett.
- Lai, K. (2006). *Learning from Chinese Philosophies: Ethics of interdependent and contextualized self*. U.K.: Ashgate.
- Leys, S. (Trans.). (1997). *The Analects of Confucius*. U.S.A.: W. W. Norton & Company.
- Lipman, M. (2003). *Thinking in education* (2nd ed.). U.K.: Cambridge University Press.
- McPeck, J. (1990). *Teaching Critical Thinking: Dialogue and Dialectic*. New York: Routledge.
- Nielsen, K. (1964). God and the Good: Does Morality Need Religion?. *Theology Today* 30(4), 47–58.
- Noddings, N. (2016). *Philosophy of education* (4th ed.). U.S.A.: Westview Press.
- _____. (1995). *Philosophy of education*. U.S.A.: Westview Press.
- Paul, R. (1981). Teaching Critical Thinking in the “strong” sense: A focus on self-deception, world views, and a dialectical mode of analysis. *Informal Logic* 4(2), 2-7.
- _____. (1990). *Critical Thinking*. U.S.A.: Sonoma State University, Center for Critical Thinking and Moral Critique.
- Slingerland, E. (Trans.). (2006). *Confucius: the essential Analects*. U.S.A.: Hackett.
- Suazo, R. Education and the Filipino: Freedom and Integration of Conflicting Cultures, in Opiniano, G., Jackson, L., Cortez F., de los Reyes, E., Mancenido-Bolaños, M., Altez-Albela, F., Abenes, R., Monje, J., Basal, T., Elicor, P., Suazo, R., & Azada-Palacios, R. (2022). Philosophy of Education in a New Key: A Collective Writing Project on the State of Filipino Philosophy of Education. *Educational Philosophy and Theory* 54(8), 1256-1270.
- Watson, J. C. Critical thinking. *The Internet Encyclopedia of Philosophy*. Retrieved from <https://iep.utm.edu/critical-thinking/>

Stress Levels of Pre-Service Teachers: Basis for a Proposed Virtual Dialogue Program (VDP)

Joshua C. Marimuthu
InTouch CX
jcmarimuthu@gmail.com

Banjie G. Sarmiento
Mapua Malayan Colleges Laguna
bgsarmiento@mcl.edu.ph

Mica C. Abad
Morning Star Montessori School Incorporated
martinalanchapie@gmail.com

Neil M. Faustino
InTouch CX
matienzoneil939@gmail.com

Joshua H. Gregorio
InTouch CX
gregoriojoshua920@gmail.com

Marela Marie S. Edillor
Archangel Christian School Incorporated
edillormarelaedillor@gmail.com

Jan Derec T. Punzalan
janderecp@gmail.com

Apolinar G. Callo, Jr.
callohdhon9@gmail.com

Liz Nicole L. Endiza
St. Therese Colege of Arts and Science Inc.
llucena.bos@gmail.com

Dave C. Fajardo
fajjtrick05@gmail.com

Abstract

In response to the increasing COVID-19 cases in the Philippines, the Department of Education (DepEd) and the Commission on Higher Education (CHED) started implementing online classes and modular distance learning. The online mode of learning took its toll on the mental health of the students, mainly because of the increased stress levels. This research aimed to evaluate the effectiveness of a virtual dialogue to reduce the stress levels of pre-service teachers, specifically: (1) determine the social support systems, socio-economic status, and access to online academic resources; (2) identify the sources of stress of pre-service teachers; (3) determine the components of an effective Virtual Dialogue Program (VDP); (4) assess the stress levels before and after the VDP; and, (5) propose the implementation of a VDP as an effective stress-coping strategy. The data were obtained from 15 pre-service teachers under the Bachelor of Elementary Education (BEED) program of Laguna University, A. Y. 2021. The Perceived Stress Scale (PSS-10) by Cohen (1994) was adopted to measure the stress levels. To identify the sources of stress and to determine the components of an effective VDP, structured interviews were conducted. Based on the results, the three greatest sources of stress were: socio-economic factors, academic requirements, and workload. The components of an effective VDP from the most to the least important are: personality of the partner, content of the dialogue, number of sessions, length of each session, and time of day of the dialogue. Results of the Paired Samples T-test showed that there was a significant decrease in the respondents' stress levels after the implementation of a VDP. Therefore, it is recommended to implement a VDP in teacher education institutions to decrease the stress levels of pre-service teachers during and even after the pandemic.

Key words: online, stress, Virtual Dialogue Program

Introduction

The sudden outbreak of the COVID-19 virus pushed schools to a close. As the pandemic caused lockdowns to prevent the virus from spreading, the Department of Education implemented new learning modalities for continuous learning. These changes, however, brought about stress to the students for they are not prepared for this new form of education as well as the institutions that offer it in the Philippines (Rotas & Cahapay, 2021).

To prevent the rapid spread of the infection, the government implemented various policies and health protocols. These include physical distancing, wearing of face mask and face shield, contact tracing, and community quarantine. As a result, various sectors were negatively affected, the economic and educational systems to mention, especially. Face-to-face interactions were indefinitely banned due to the strict protocols, leading companies to let go of some

manpower and for schools to resort to conducting online classes. These events, in turn, affected the socio-economic status and mental, and emotional health of Filipinos.

However, the ones affected the most are the students. The paradigm shift from face-to-face to online forced them to rely on technological resources. Unfortunately, since their parents got laid off from work, maintaining these resources became another challenge. Not all of the families have the privilege of having gadgets or a stable internet connection which quickly became essential.

Despite all of the negativity related to it, stress is something experienced by every person and it may help motivate in finishing certain tasks (Smith, 2020). Thus, stress management strategies prove to be significant especially in an educational setting. Various methods in coping with stress are available; among these is communication. Instead of keeping it all inside, it is more helpful to communicate one's opinions and emotions (Robinson, Smith, & Segal, 2020).

In Laguna University College of Education (LU-COED), most students are experiencing the hardships brought about by this digital classroom age. Being teacher education students, the BEE4 pre-service teachers were required to conduct demonstration teachings wherein the most common instructional material is PowerPoint presentation. Pre-service Teachers refer to the fourth-year Bachelor of Elementary Education students of Laguna University College of Education A. Y. 2020-2021 who were trained by their respective mentors.

However, gadgets and internet connectivity are needed to create a decent presentation. The lack of one or both greatly adds to the stress experienced by these students, among other factors. This challenge led the researchers to introduce a VDP (*Virtual Dialogue Program*) that refers to one-on-one 30- to 60-minute video-call sessions via Facebook Messenger for three consecutive days.

This study aimed to evaluate the effectiveness of virtual dialogue as a stress-coping strategy of Pre-service Teachers of LU-COED. Specifically, this study sought to: (1) determine the social support system, socio-economic status, and levels of access to online academic resources of the pre-service teachers; (2) identify the sources of stress of pre-service teachers; (3) determine the components of an effective VDP; (4) assess the stress levels of the pre-service teachers vis-à-vis before and after the intervention program; and (5) propose the implementation of a VDP as an effective stress-coping strategy for pre-service teachers.

The sudden pandemic caused by COVID-19 struck everyone unexpectedly, and it affected the socio-economic status and mental and emotional health of not only the teachers but also the students. Furthermore, sparse studies have been done regarding the effectiveness of digital communication as a stress-coping strategy during the pandemic, given that it only occurred recently. As timely as it is, this study focused on the effectiveness of a VDP as an appropriate coping strategy for stress management especially during the pandemic. The pre-service teachers' the problems encountered during transition from online distance learning to in person modality is not within the scope of this study.

Theoretical Framework

The Transactional Theory of Stress and Coping was used by the researchers to support this study. The theory states that stress by itself cannot negatively affect a person unless it is deemed significant enough to have its effect (Lazarus & Folkman, 1987 as cited in Asadi Shavaki, et al., 2020). This involves several processes: primary appraisal (initial analysis of stress); secondary appraisal (analysis of capacity to alter situation and emotional response); coping strategies (efforts to reduce stress); mediators (information-seeking, optimism, or social support); and, coping outcome (result of coping with stress).

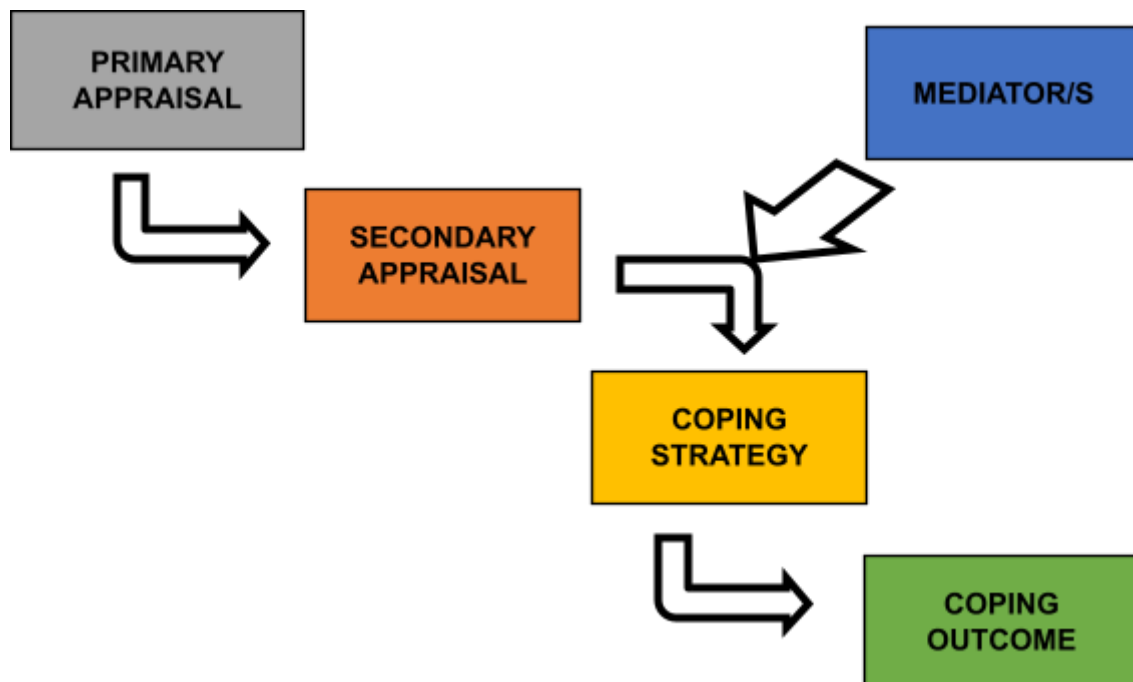


Figure 1. Theoretical Framework (adopted and modified from Lazarus & Folkman, 1987 as cited in Asadi Shavaki, et al., 2020)

Methodology

Research Design

A descriptive research design was conducted to effectively investigate the stress levels of the pre-service teachers before and after the intervention, the VDP. This research design was utilized due to the fact that the study concerns itself with the gathering and interpreting of data in numerical form (Bhandari, 2021) and focuses on a causal (cause-and-effect) relationship (Mitchell, 2016). Quantitative data were also collected to identify the sources of stress of pre-service teachers and to determine the characteristics of an effective VDP.

Research Locale

The study was conducted at Laguna University that included the BEED-4 pre-service teachers from the College of Education as respondents. The study was conducted online due to the pandemic, with the researchers' and participants' well-being in mind.

Sample Size of the Study

Fifteen pre-service teachers under the Bachelor of Elementary Education (BEED) Program of Laguna University, Academic Year 2020-2021 served as the respondents of this study. They were only 15 because they were selected using purposive sampling. They were purposely selected because they were the students in the class who have access to gadgets and internet connectivity.

Research Instruments

The research instruments consisted of three parts. The first part consists of several items which gather the respondents' profiles in terms of social support system, socio-economic status, and access to online academic resources. The second and third parts consist of items adopted and modified from the Perceived Stress Scale (PSS-10). This standardized test by Sheldon Cohen (1994), is composed of ten items used to measure stress level. The PSS-10 was adopted and modified to quantify the stress levels of the pre-service teachers before and after conducting the VDP. In scoring the tests, each answer corresponds to a score: an answer of 0 will get 1 point; 1 will get 2 points; 2 will get 3 points; 3 will get 4 points; and, 4 will get 5 points. Higher points mean higher stress levels. Items with asterisks (*), however, are positive statements, and thus, the scores are reversed—0 will get 5 points, 1 will get 4 points, 2 will get 3 points, 3 will get 2 points, and 4 will get a point.

Data Gathering Procedure

The study underwent three stages towards completion:

(1) Planning Stage. The Perceived Stress Scale (PSS-10) by Sheldon Cohen (1994) was adopted and modified to develop the questionnaires. The pre-test was constructed to determine the stress level of the respondents before the conduct of the Virtual Dialogue Program (VDP). The post-test consists of similar PSS-10 questions but were re-arranged.

The VDP is characterized as one-on-one 30 to 60 minutes video calls via Facebook Messenger with a partner whom they are comfortable with every 8 o'clock in the evening for three consecutive days. The chosen person or coach became their conversation partner for the whole program. The topics included in the VDP were events, interactions, changes, and other factors that were considered stressors by the respondents. The role of the coach was to listen and provide advice on how to deal with stress.

(2) Development Stage. The first questionnaire dealt with the demographic profile of the respondents while the second questionnaire consists of the PSS-10 questions. The VDP was conducted for three consecutive days. On the 4th day, the post-test was given to the respondents. A structured interview questionnaire was also used to identify the sources of stress of the pre-service teachers and to determine the components of an effective VDP.

(3) Validation Stage. This stage includes the evaluation of the pre-test, post-test, and structured interview by two experts in the field of education. Revisions were made based on the comments and suggestions of the validators. This stage was before administering the questionnaires via Google forms.

Data Analysis

The responses made by the pre-service teachers describing their socio-economic statuses, social support systems, access to online academic resources, and stress levels were presented. For instance: people with whom they can be comfortably open with; number of household members; monthly family income; online academic resources available; and, the stress scale adopted and modified from the PSS-10 by Sheldon Cohen (1994). In providing the overview of these data, a summary was created.

- a. People with Whom I can be Comfortably Open with
 - 0 – None
 - 1 – Some of my friends only
 - 2 – Some of my family members only
 - 3 – Some of my friends and family members
 - 4 – Most of my friends and some of my family members
 - 5 – Some of my friends and most of my family members
 - 6 – Most of my friends and most of my family members
- b. Monthly Family Income (in Php)
 - 0 – Below 10,000
 - 1 – 10,000 to 29,999



- 2 – 30,000 to 49,999
- 3 – 50,000 to 69,999
- 4 – 70,000 and above
- c. Online Academic Resources Available
 - 0 – None
 - 1 – Smartphone only
 - 2 – Smartphone and stable internet connection
 - 3 – Smartphone and laptop/desktop only
 - 4 – Smartphone, laptop/desktop, and stable internet connection
- d. Perceived Stress Scale (adopted and modified from the PSS-10 by Sheldon Cohen, 1994)
 - 0 – Never
 - 1 – Almost never
 - 2 – Sometimes
 - 3 – Fairly often
 - 4 – Very often

Responses to the questionnaires were summarized and statistically analyzed. Descriptive statistics such as frequency distribution, mean, and percentage were considered. To determine if there is a correlation between the results before and after the virtual dialogue program, the paired sample T-Test was utilized.

Results and Discussion

Tables 1.1, 1.2, and 1.3 reveal the results of the pre-service teachers' personal profiles in terms of social support system, socio-economic status, and access to online academic resources.

Table 1.1. Pre-service teachers' profile in terms of social support system

Social Support System	Frequency	Percentage
High	3	20%
Average	10	66.67%
Low	2	13.33%
TOTAL	15	100%

In terms of a social support system or having a family or friends that provides mental and emotional assistance, Table 1.1 shows that most of the pre-service teachers have an average support system, with frequency of 10 or 66.67% of the total. Twenty percent (3) had a high support system while 13.33% (2) had a low support system.

The APA Dictionary of Psychology (n.d.) defined social support as the provision of assistance or comfort to others, typically to help them cope with biological, psychological, and social stressors. On the other hand, Cohen and McKay (2020) defined it as the mechanisms by which interpersonal relationships presumably buffer one against a stressful environment. Social support can be in the form of emotional support, instrumental or material support, informative support, and social company (Camara, Bacigalupe, & Padilla, 2020).

Furthermore, social support is an important factor that can affect mental health (Harandi, Taghinasab, & Nayeri, 2017). In a study conducted by Agbaria and Mokh (2021), they concluded that social support may increase college students' ability to cope with stress actively, adaptively, and efficiently. Also, Labrague, de Los Santos, and Falguera (2021) identified social support as protective factors against loneliness which can lead to stress, anxiety, or depression. Moreover, social support from friends/peers is a significant factor in college students' psychological well-being (Mergal, et al., 2019).

Table 1.2. Pre-service teachers' profile in terms of socio-economic status

Socio-economic status	Frequency	Percentage
High	0	0
Average	1	6.67%
Low	14	93.33%
TOTAL	15	100%

Table 1.2 indicates the socio-economic status of the pre-service teachers. Most of them belong to the low-income class 93.33% (14), with 9 having below 10,000Php and 5 having 10,000-29,999Php monthly income. The average-income class consists of 6.67% (1 respondent), having 30,000-49,999Php monthly family income. None of the pre-service teachers belong to the high-income class.

The increase in stress can be also attributed to the social support system that the respondent is currently experiencing. The social support hypothesis is thought to remove or decrease the negative link between perceived stress and health and quality of life as a result of a chronic disease. It can be then surmised that having an adequate support system helps in lowering stress levels.

Some studies also found that socio-economic status had a big impact on the mental health of an individual. From the current study of Smith (2020) above and beyond present stress and other relevant demographics, socio-economic status was adversely related to involvement in health-risk behaviors and life stress. In addition, households with a greater level of SMD (Severe Mental Disorder) earned less money and had much fewer assets than households

without SMD. Moreover, households with a greater level of disability and depression had lower income and less spending (Hailemichael, et al., 2019). Lower family income and GDP (Gross Domestic Product) were also linked to a greater frequency of severe uncertainty stress (Yang, et al., 2017).

Table 1.3. Pre-service teachers' profile in terms of access to online academic resources.

Access to Resources	Frequency	Percentage
High	6	40%
Average	4	26.67%
Low	5	33.33%
TOTAL	15	100%

Access to online academic resources are shown in Table 3.3. With a frequency of 6 or 40%, most of the respondents have high access to these resources, having ownership of a smartphone, a laptop/desktop computer, and with stable internet connection. Next, 33.33% or 5 respondents have low access, only owning one smartphone each. Four pre-service teachers, making up 26.67%, have average access, with two of them having a smartphone and stable internet connection, and the others having a smartphone and a laptop/desktop computer.

Socio-economic status was linked to perceived stress, and students with a lower socio-economic position had a greater level of perceived stress. Furthermore, lower socio-economic status has also been connected to a hypercortisolism pattern (Urescha, et al., 2015, as cited in Bai, et al., 2021). This means that with lower socio-economic status, cortisol or stress hormone production significantly increases.

Table 2.1. Sources of Stress of Pre-Service Teachers

Source of Stress	Total Score
Socio-economic factors	22
Academic load	37
Availability of academic resources	40
Relationship with family, relatives, and loved ones	60
Health status	66

In Table 2.1, the source of stress with the lowest score will be the most impactful and the one with the lowest will be the least impactful. From the data gathered, the sources of stress

from most impactful to least impactful are: socio-economic factors (22), academic requirements and workload (37); availability of academic resources (40); relationship with family, relatives, and loved ones (60); and, physiological and psychological well-being (66). A study by Prendergast, Ní Dhuinn, and Loxley (2021) showed that financial difficulties have a direct effect on the levels of stress experienced by pre-service teachers, with those of lower economic status experiencing higher levels of stress than those with higher financial capabilities.

In addition to the pre-service teacher’s general responses, there are more specific causes of stress among the students as stated by the University of St. Andrews (2021). These are returning to study, pressure of combining paid work and study, difficulty in organizing work, poor time management, leaving assignments to the last minute, out of control debts, poor housing, overcrowding, noise and adjusting to life in a new environment or even country.

Table 3.1. Components of an Effective Virtual Dialogue Program

Component	Total Score
Personality of the partner	15
Content of the dialogue	44
Length of each session	55
Time of the dialogue	66
Frequency of dialogue sessions	45

Table 3.1 shows the results of the interviews regarding the components of an effective VDP—1 for most important and 5 for least important. As shown in the data above, the most important component is the personality of the partner (15), second is the content of the dialogue (44), third is the frequency/number of the dialogue sessions (45), fourth is the length of each session (55), and least important is the time of day of the dialogue (66). Additionally, 8 (53.33%) suggested a weekly session, 6 (40%) a biweekly routine, and 1 (6.67%) suggested a program consisting of three sessions per week.

Table 4.1 Stress Levels of Pre-Service Teachers

VDP	WEIGHTED MEAN	INTERPRETATION	STRESS LEVEL
Before	3.173	Sometimes	Average
After	2.067	Almost never	Low

As shown in Table 4.1, the overall weighted mean of the pre-test scores is 3.173 with an interpretation of “sometimes”, which falls in the average level. This shows that the pre-service teachers experienced average stress prior to the VDP. The overall weighted mean of the post-test

scores is 2.067 interpreted as “almost never”. The stress levels of the pre-service teachers fall in the low category after the VDP. As evident in these tables, the stress levels of the pre-service teachers went from average to low. With the available data, the Paired Samples T-Test was conducted. The table below shows the values computed for the Paired *t*-test.

Table 5.1. *t*-Test: Paired Two Sample for Means

	Before VDP	After VDP
Mean	3.17	2.07
Variance	0.23	0.09
Observations	15	
Pearson Correlation	0.00	
Hypothesized Mean Difference	0.00	
Df	14	
<i>t</i> -computed	7.50	
P (T<=t) one-tail	0.00	
<i>t</i> -critical one-tail	1.76	
P (T<=t) two-tail	0.00	
<i>t</i> -critical two-tail	2.14	

Table 5.2. Difference between Pre-Service Teachers’ Stress Levels

VDP		<i>t</i> -computed	Df	<i>t</i> -critical	Analysis
Before		7.50	14	2.14	Significant
After					

Table 5.2 shows that the *t*-computed value is 7.50 at a degree of freedom of 14. The *t*-critical value is 2.14. Since *t*-computed is greater than *t*-critical, the null hypothesis was rejected. This shows that there has been a significant decrease in the stress level after the intervention.

Summary and Recommendations

The salient findings of the study were as follows:

1. Profile of the 15 BEEd-4 pre-service teachers in terms of:

1.1. Social support system

Ten (66.67%) of the respondents can open up to 3 family members, 3 (20%) are at high rank which translates to sharing with 4-6 family members, and 2 (13.33%) are at low rank (can open up to 1 family member).

1.2. Socio-economic status

Fourteen (93.33%) belong to the low rank—9 (60%) having monthly family income below 10,000Php and 5 (33.33%) having 10,000 to 29,999Php—and 1 (6.67%) at average with a monthly family income of 30,000 to 49,999Php.

1.3. Access to online academic resources

Six (40%) were at high rank who owned a smartphone, laptop/desktop, and with stable internet connection. Five (33.33%) belonged to a low rank owning only a smartphone each. Four (26.66%) were at an average rank, with 2 (13.33%) having smartphones and with stable internet connection and the other 2 (13.33%) owned both a smartphone and a laptop/desktop each.

2. Sources of stress of the 15 BEEd-4 pre-service teachers:

The main sources of stress were categorized into five: socio-economic factors (ranked 1 by 60%; ranked 2 by 40%), academic requirements and workload (ranked 1 by 13.33%; ranked 2 by 40%; ranked 3 by 26.67%; ranked 4 by 20%), availability of academic resources (ranked 1 by 26.67%; ranked 2 by 20%; ranked 3 by 20%; ranked 4 by 26.67%; ranked 5 by 6.67%), family, relatives, and loved ones (ranked 3 by 33.33%; ranked 4 by 33.33%; ranked 5 by 33.33%), and physiological and psychological well-being (ranked 3 by 20%; ranked 4 by 20%; ranked 5 by 60%).

3. Components of an effective VDP:

The components of an effective VDP were: personality of the partner (ranked 1 by 100%), content of the dialogue (ranked 2 by 60%; ranked 5 by 20%; ranked 4 by 13.33%; ranked 3 by 6.67%), number of sessions (ranked 3 by 40%; ranked 2 by 33.33%; ranked 4 by 20%; ranked 5 by 6.67%), length of each session (ranked 3 by 40%; ranked 4 by 33.33%; ranked 5 by 20%; ranked 2 by 6.67%), and time of day of the dialogue (ranked 5 by 53.33%; ranked 4 by 33.33%; ranked 3 by 13.33%).

4. Stress levels of the 15 BEEd-4 pre-service teachers before the VDP:

Nine out of 15 (60%) of the respondents experienced average (mean of 7.4) to high (mean of 6.1) levels of stress (Stress Scale scores of 30 and above) before the implementation of the virtual dialogue program.

5. Stress levels of the 15 BEEd-4 pre-service teachers after the virtual dialogue program:

Fifteen out of 15 (100%) of the respondents had lower stress level (Stress Scale scores below 30), with the responses mostly being in the low bracket (mean of 10.8).

6. Difference of the stress levels of the 15 BEEd-4 pre-service teachers before and after the implementation of the VDP

The overall t -computed was 7.50 with a degree of freedom of 14, and a t -critical value of 2.14. Since t -computed is greater than t -critical, it was interpreted as significant; therefore, the null hypothesis (There is no significant difference in the stress level after the implementation of a VDP) was rejected.

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

1. School administrators in teacher education institutions may implement a VDP to help pre-service teachers cope with stress. The characteristics of an effective VDP included in this study may be used as a basis for the implementation of a VDP in their institution.
2. Future researchers may consider conducting the same study but should increase the sample size or population of the study to improve the accuracy of the results.
3. To improve the accuracy of the post-test results, the duration of the VDP should be extended.
4. To extend the coverage and strengthen the results of the study, respondents from other schools should be included.
5. Qualitative data can be included to further explain the respondents' answers to the ten-item questionnaire adopted from the PSS-10.

References

- Agbaria, Q., & Mokh, A. A. (2021). Coping with stress during the coronavirus outbreak: The contribution of big five personality traits and social support. *International Journal of Mental Health and Addiction*, 1-19
- American Psychological Association. (n.d.). *social support*. APA Dictionary of Psychology. <https://dictionary.apa.org/social-support>
- Asadi Shavaki M., Fasihi Harandy T., Rahimzadeh M., & Pourabbasi A. (2020). Factors Related to Behavioral Functioning in Mothers of Children with Type 1 Diabetes: Application of Transactional Model of Stress and Coping, *Int J Endocrinol Metab*, 18(2):e74356. doi: 10.5812/ijem.74356
- Bai, X., Jiang, L., Zhang, Q., Wu, T., Wang, S., Zeng, X., Li, Y., Zhang, L., Li, J., Zhao, Y., & Dai, J. (2021). Subjective Family Socioeconomic Status and Peer Relationships: Mediating Roles of Self-Esteem and Perceived Stress. *Front. Psychiatry*. 12:634976. doi: 10.3389/fpsy.2021.634976
- Bhandari, P. (2021). *An introduction to quantitative research*. Scribbr. <https://www.scribbr.com/methodology/quantitative-research/>

- Camara, M., Bacigalupe, G., & Padilla, P. (2017). The role of social support in adolescents: are you helping me or stressing me out? *International Journal of Adolescence and Youth*, 22(2), 123-136
- Cohen, S. (1994). *Perceived Stress Scale*. Mind Garden.
<https://www.mindgarden.com/documents/PerceivedStressScale.pdf>
- Cohen, S., & McKay, G. (2020). Social support, stress and the buffering hypothesis: A theoretical analysis. In *Handbook of Psychology and Health* (4), 253-267
- Hailemichael, Y., Hanlon, C., Tirfessa, K., Docrat, S., Alem, A., Medhin, G., Fekadu, A., Lund, C., Chisholm, D., & Hailemariam, D. (2019). Mental health problems and socioeconomic disadvantage: a controlled household study in rural Ethiopia. *International Journal for Equity in Health*, 18(1), 1-12.
<https://link.springer.com/content/pdf/10.1186/s12939-019-1020-4.pdf>
- Harandi, T. F., Taghinasab, M. M., & Nayeri, T. D. (2017). The correlation of social support with mental health: A meta-analysis. *Electronic physician*, 9(9), 5212
<https://www.st-andrews.ac.uk/students/advice/leaflets/stress/>
- Labrague, L. J., de Los Santos, J. A. A., & Falguera, C. C. (2021). Social and emotional loneliness among college students during the COVID-19 pandemic: The predictive role of coping behaviors, social support, and personal resilience. *Perspectives in Psychiatric Care*.
<https://doi.org/10.1111/ppc.12721>
- Mergal, V. C., Mediante, S. B., Orbon, M. C., Gumarao, M. S., Balila, J. S., Fajnilan, L. M., ... & Balila, E. A. (2019). Social Support, Spirituality and Psychological Wellbeing of Working Students. In *Abstract Proceedings International Scholars Conference*, 7(1). 881-900
- Mitchell, O. (2016). Experimental Research Design. *The Encyclopedia of Crime and Punishment*, 1.
<https://doi.org/10.1002/9781118519639.wbecpx113>
- Prendergast, M., Ní Dhuinn, M., & Loxley, A. (2021). "I worry about money every day": The financial stress of second-level initial teacher education in Ireland. *Issues in Educational Research*, 31(2), 586-605. <http://www.iier.org.au/iier31/prendergast.pdf>
- Robinson, L., Smith, M., & Segal, R. (2020). *Stress Management*. HelpGuide.Org.
<https://www.helpguide.org/articles/stress/stress-management.htm>
- Rotas, E., & Cahapay, M. (2021). From stress to success: Exploring how Filipino students cope with remote learning amid COVID-19 pandemic. *Journal of Pedagogical Sociology and Psychology*, 3(1), 27-35. <https://doi.org/10.33902/JPSP.2021366608>
- Smith, M. W. (2020). Ways to Manage Stress. *Stress Management: Ways to Prevent and Relieve Stress*. <https://www.webmd.com/balance/stress-management/stress-management>
- Smith, T. (2020). *The role of lifetime stress in the relation between socioeconomic status and health-risk behaviors*. Doctoral dissertation, University of Cincinnati.
<https://www.proquest.com/openview/ac10121ff7f346939f4c7279bfdeaeac/1?pq-origsite=gscholar&cbl=18750&diss=y>
- University of St. Andrews (2022). *Managing Stress* [Leaflet].
<https://www.st-andrews.ac.uk/students/advice/leaflets/stress/>

Yang, T., Yang, X. Y., Yu, L., Cottrell, R. R., & Jiang, S. (2017). Individual and regional association between socioeconomic status and uncertainty stress, and life stress: a representative nationwide study of China. *International Journal for Equity in Health*, 16(1).
<https://doi.org/10.1186/s12939-017-0618-7>



Mapagpalayang Pagpapatnubay: Social Justice Counseling Perception and Experiences of Filipino School Counselors

Alyzza Louize V. Malibiran
Miriam College
malibiran.alv@pnu.edu.ph

Aurora B. Fulgencio
Philippine Normal University
fulgencio.ab@pnu.edu.ph

Abstract

Young Filipino students struggled because of their biopsychosocial backgrounds, which highlights the need for school counselors to advocate for students when they are subjected to disadvantaged positions. This study aims to explore the concept of social justice counseling experiences of selected Filipino school counselors by looking into the social injustice experiences of their counselees; their corresponding interventions; and the perceived areas of improvement to strengthen their intervention efforts. Through semi-structured in-depth interviews, it emerged that Filipino counselees experienced child poverty and indigence, violence, repercussions of mental health problems, prejudice and discrimination, and dysfunctional family dynamics. Filipino school counselors manage these through empowering the disempowered, advocating for the marginalized, equalizing social injustices by the law, and transforming adversities to advocacy opportunities. The participants shared that their intervention may be strengthened by supporting their professional development, reacquainting themselves and students, strengthening collaborative efforts, and alleviating obstacles to advocacy. Through these findings and the short- and long-term recommendations to aid and care for the school counselors' personal and professional wellness, this study hopes to elevate the important role of school counselors in supporting young Filipino students amidst their own struggle to advocate for their profession.

Keywords: Social justice counseling, counseling advocacies, Filipino school counselors, marginalized counselees, qualitative-exploratory

Introduction

School counselors play integral roles in the lives of students because of their functions and responsibilities. Filipino guidance counselors are defined as individuals aiming to help individuals grow to their fullest potentials and plan their futures according to their skills, interests, and needs (Guidance and Counseling Act, 2004) by providing socially relevant services (American School Counselor Association [ASCA], 2020). They are expected to guide and advocate for their clients, especially where the clients might be treated unfairly in part due to their age, sex, gender, sexual orientation, socioeconomic status, or any other factors that can be abused by people (ASCA, 2020). School counselors are individuals practicing guidance and counseling in the education setting.

Social Injustice Experiences of Filipino Students

School counselors deal with the Filipino students who have been vulnerable to disenfranchisement due to circumstances that are often outside of their control. Reports and national news revealed that Filipino students suffer from oppression such as discrimination, physical, psychological, and sexual violence because of their age (Cerojano, 2016); sex (Reysio-Cruz, 2020; Ramos, 2020); sexual orientation, gender identity, and gender expression (ABS-CBN News, 2017; Human Rights Watch, 2017), disabilities (Arcilla, 2020; Ambiong, 2020), and socioeconomic status (Malig, 2020; Crisostomo, 2020). Being in a Catholic-dominated country, Filipino students with different religion were exposed to unique oppressions such as red-tagging, which is a state-perpetuated labeling of these students as subversives and terrorists (ABS-CBN, 2020; CNN Philippines, 2020; Naparan & Balimbingan, 2020; Talabong, 2020).

Studies show that there are concerns regarding the mental health condition of Filipino youth. A survey indicated that Filipino youth are 3.4 times more susceptible to experiencing severe stress, thrice more vulnerable to experience severe anxiety, and 2.7 times more prone to have severe depression (Mendez, 2020). According to Estrada et al. (2020), a survey on the prevalence of suicide in the Philippines showed that 16.8% of students aged 13 to 17 attempted to attempted suicide in the last 12 months prior to the study. While statutory measures are in place to protect Filipino youth against abuse, evidence pointed out that they are still demoralized and oppressed for factors outside their control.

Advocacy and Social Justice Counseling

Literature defines social justice as the concept of challenging inequality and placing importance on the well-being of individuals (Ibrahim & Heuer, 2016). It subscribes to the idea of a just society (Ibrahim & Heuer, 2016), regardless of background or status. It entails that all members of society must be accorded equal opportunities no matter their group's position

(Adams, et al., 2013). However, there is a prevalent problem in the positioning of social groups in society that ultimately creates an opportunity for others at the expense of less dominant groups (Johnson, 2018).

Social justice counseling is an approach that equalizes these imbalances between social groups. It is an approach where counselors advocate at the level of individual, community, and public arena whenever appropriate to decrease, if not eliminate, the barriers hindering the healthy development of their counselees (American Counseling Association [ACA], 2005). School counselors can use this in their exploration to understand how oppression plays out in the struggles and resulting behavior of their counselees and how counselors can use that in the counseling process (Ratts, 2009). The Advocacy Competencies is a framework that specifically lays out competencies and in performing social justice counseling at the appropriate level and arena (American Counseling Association [ACA], 2018). The levels of advocacy intervention include microlevel (client/student), meso level (schools/community), and macro level (public arena) (Ratts et al., 2007).

School counselors are privileged to make a conscious choice to abate oppressive beliefs rather than perpetuate them (Casado Pérez, 2017). They can choose to address the symptoms of what their counselees are going through, but critical counseling suggests complementing the intervention by initiating uncomfortable but necessary conversations and committing with actions that will challenge the prevailing oppressive ideologies (Casado Pérez, 2017). Critical counseling points towards individuals' radical wellness, which has been defined as the simultaneous flourishing of one's mental health and critical social awareness (Casado Pérez, 2017). In this way, critical counseling and radical wellness are closely related to the concept of social justice counseling.

Related literature sustained the relevance of the school counselors' roles in supporting students towards accessing their rights and equal opportunities. Grimes et al. (2018) emphasized that school counselors must ensure that students access their rights for education no matter their backgrounds. It could be achieved through utilizing and extending their own knowledge and privileges to their counselees who otherwise did not enjoy the same advantages (Edwards et al., 2017). Singh et al. (2018) reported that school counselors employed consciousness-raising and political savvy or discerning the appropriate time and method to intervene to achieve the maximum desired effect in their advocacy work. School counselors recognized the importance of initiating difficult conversations in helping their students (Singh et al., 2018). Likewise, school counselors formed strategic relationships in the school and in the community (Grimes et al., 2018) to widen the reach of their students' concerns.

Singh and colleagues (2018) reported that school counselors conveyed that a critical part of advocacy is teaching the students to advocate for themselves by training them to acquire the

skills for self-advocacy. School counselors must empower counselees by directing them to relevant resources and information that can help them with their issues and concerns (Singh et al., 2018). School counselors also help counselees understand and communicate their needs with the appropriate people (Singh et al., 2018). Disenfranchised counselees often feel as if their control and power have been taken away; their counselors must strive to establish in the counseling relationship that the authority to make decisions lie in the counselees (Crumb et al., 2019).

School counselors also spoke out for the issues and concerns plaguing the profession itself. Filipino school counselors, spearheaded by its local professional group, continually pushed for the acknowledgment of the guidance counselors' importance and need for commensurate support (Philippine Guidance and Counseling Association [PGCA], 2019), including financial compensation and career progression. This initiative included educating other members of the school environment about their roles and functions as school counselors as part of their advocacy practices. School counselors and their roles are often misunderstood in schools, and this consequently results in either being undervalued or being encumbered with too many expectations (Field & Baker, 2004). Clarifying their roles and duties as counselors enables them to focus on their responsibilities and advocacy more effectively (Singh et al., 2018).

Purpose of the Research

This research intends to answer the following questions:

1. What social justice issues were experienced by the school counselors' counselees?
2. What are the interventions used by school counselors in managing counselees' experiences of social justice issues?
3. What are the areas of improvement to strengthen the school counselors' interventions to counselees' experiences of social justice issues and other problems?

Furthermore, this study aims to add to the evidence-based literature on social justice counseling in the Philippines and to advocate for Filipino students, school counselors, and the guidance and counseling profession by shedding light on their current conditions and experiences. Despite advocacy or social justice work being a core component of counseling, there is limited literature devoted to the topic of social justice counseling (Duan & Brown, 2016). Studies suggest that journals related to counseling more often feature multiculturalism, further highlighting the lack of focus on producing social justice-based counseling-related studies (Dollarhide, et al., 2020). An article written on the history of counseling in the Philippines mentioned advocacy as a core component of the services of counselors (Tuason et al., 2012), which could be further explored through this study.

Exploring this topic aims to improve to provide Filipino school counselors with more options that may complement other strategies that address youth oppression and disenfranchisement. It intends to encourage school counselors to view social justice counseling as a supplementary option when selecting the appropriate approach to addressing student problems.

Methodology

As this qualitative-exploratory research intends to develop a baseline data on social justice counseling in the context of Filipino school counselors and counselees, online semi-structured individual interviews were conducted among 22 Filipino school counselors from private (50%) and public (50%) basic education institutions in various regions in the Philippines; 82% are Registered Guidance Counselors; 64% identified as heterosexual cisgender females, 18% as heterosexual cisgender males, and 5% as gay cisgender males; 36% have worked as a guidance counselor for 6 to 9 years, 32% for 10 to 14 years, 27% for 15+ years, and 5% for 3 to 5 years.

After receiving the clearance to proceed from the Philippine Normal University's Research Ethics Committee, participants were invited through referrals and snowball sampling to participate in the study until data saturation was reached. Each participant was invited to complete the informed consent form through an email sent by the first author; the informed consent form encoded in Google Forms included the purpose, perceived risks, and procedures that the participants would need to know about the study before they were asked to provide their full consent to participate, with the understanding that their participation would be purely voluntary. Participants were informed that the study is about advocacy practices in the counseling profession and the strategies employed by school counselors in managing the cases they deal with. They were also offered an amount of Php 100 as a token of appreciation as part of the informed consent form, but most participants declined to receive the token.

The online interviews, done through Zoom, Google Meet, or Facebook Messenger, were guided by an interview protocol that was developed by the researcher following the four-phase process of the Interview Protocol Refinement Framework (Castillo-Montoya, 2016). To ensure that the protocol would be effective in data gathering, experts in qualitative research, language, and guidance and counseling were tapped for validation. These experts are also long-term professors in a state university for teacher education with various qualitative research initiatives in their respective fields. Based on their comments and suggestions, revisions were made to the interview protocol and mock interviews were conducted to ensure that the interviews would be efficient in acquiring information regarding the social justice counseling experiences of school counselors.

The final version of the interview protocol included preliminaries; discussion of informed consent; interview questions that include open-ended questions about the school counselors' cases, their interventions, and areas of improvement in terms of social justice counseling; and closing statements. The individual interviews, which lasted for an average of one (1) hour per participant, were conducted by the first author who identifies as a bisexual cisgender female from a low-middle income family living in an urban area and completing her master's degree in counseling.

The gathered data were a combination of Filipino and English responses; this original form of the data was used during the thematic analysis while selected verbalizations were translated into English and checked by a researcher-linguist for accuracy for this report. Participants were assigned a code to ensure the confidentiality of their identity; during the transcription of data, all identifiable information such as specific locations or names of their schools were redacted. The data analysis followed the process of Farber (2006) involving the initial reading of the data and identification of the initial codes, tagging of codes to the data via NVivo during the second sweep of data, categorizing and clustering of the codes, and appropriating of titles and description for the emerging themes. The themes and subthemes from this process were presented individually to an expert in the process of qualitative research and an expert in qualitative research specific to guidance and counseling for peer debriefing; the themes and subthemes emerging from a specific participant were sent back to the respective participant for member checking. Finally, the themes and subthemes were grouped according to the research objectives that they were intended to address.

Results

The themes are presented according to the research objective they are addressing: a) counselees' social justice issues handled by school counselors; b) school counselors' interventions to counselees' social justice issues; and c) areas of improvement to strengthen school counselors' interventions to counselees' social justice issues.

Counselees' Social Justice Issues Handled by School Counselors

Based on the accounts of the Filipino school counselors, counselees experienced social justice issues involving a) child poverty and indigence; b) violence; c) repercussions of mental health problems; d) prejudice and discrimination; and e) dysfunctional family dynamics. These themes depicted counselees being deprived of equal opportunities or becoming vulnerable to abuse because of their backgrounds.

Child poverty and indigence. School counselors shared their encounters with counselees from indigent families. Poverty itself is a form of oppression that deprives the

students of basic needs such as food, proper shelter, and education. School counselors shared how students were tagged as lazy and demotivated by teachers, and excluded by their peers because of their low energy and unhygienic appearance, which were results of their poor living conditions. Additionally, school counselors identified indigence as a factor to other social injustices plaguing their counselees, such as gender-based sexual violence. One school counselor shared how one student was molested in exchange for money, "Her mother lets [others] touch her, molest her, and in exchange there is money)."

Violence against counselees. Based on the observations and conversations with their counselees, 13 school counselors recounted how the students experienced being intentionally harmed or humiliated by the teachers inside the classroom; how their students were bullied by their peers and experienced the bystander effect from their classmates; and how their students experienced sexual violence from their peers, teachers, or people in their homes.

Gender-based violence. GBV is one form of violence that infringes on the rights of the students to a safe environment where they can learn and grow. Almost half of the school counselor participants depicted stories of their counselees being sexually assaulted and harassed by people with moral ascendancy over them, by people in their homes, and by their peers. One school counselor shared how her counselees were assaulted by their neighbors, uncles, and even fathers. Another school counselor said, "[The mother] would bring her to a motel, check her in one room." A different school counselor also shared, "Sometimes the mother is an accomplice, because they get paid."

Bullying and the bystander effect. Half of the school counselors shared having counselees who were bullied by their schoolmates for their background, such as religion, appearance, or sometimes unidentified reasons. Ben, who was handling Muslim students during a time when rebels laid siege to an area in the Philippines, shared how his students were targeted and labeled, "They were bullied during the war in Marawi; they were sometimes labeled as rebels by their classmates." Students who experienced bullying felt how oppression damaged one's psyche and sense of safety. This theme also illustrates the instances when students experienced bullying or other social injustice in the school and shared that no one among their peers stepped up to assist them, "Their neutrality... somehow contributed to the escalation of the situation, because they did nothing." Witnessing bullying and being passive about the oppression of others' rights to safety contributes to oppression itself.

Repercussions of mental health problems. During the interviews, 59% of the school counselors shared that mental health challenges may be the effects of existing social injustices related with other issues. A school counselor recounted how a gay counselee's depressive symptoms stemmed from his family's religious and cultural views regarding his sexuality. This highlights how an individual's psychological condition, a vulnerability to social stigma on its

own, is also caused or exacerbated by other social determinants. Related to that, one school counselor shared the bullying experienced by another counselee because of depression, "I have one case before where the child had a history of depression, so they told me that they experienced bullying because they were called crazy."

Prejudice and discrimination. Marginalized students with development and learning disabilities, behavioral problems, different sex, sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC), and religion, experienced varying degrees of prejudice and discrimination are discussed by all school counselors. Prejudice and discrimination hindered students' potential to receive equal opportunities as their peers towards healthy adjustment and growth. Parents who hold prejudice against learning or developmental problems refused to follow recommendations for their children's special needs, which stunted the children's capacity to be high functioning members of society ("Even self-help skills were a little difficult for the child. She had difficulty going to the lavatory. Her age is already for elementary school... she didn't even build self-help skills").

This also tackles the prejudice and discrimination faced by students involved in truancy, smoking, drinking alcohol on school grounds, gang fights, misdemeanors, or with illegal drugs. A public school counselor shared that students like them were accused of petty crimes like theft from their neighboring residential communities. Due to the reputation of students with problem behaviors, another public school counselor found that schools often fail to provide opportunities for these students to be rehabilitated and develop into responsible citizens; she observed that classes with the problematic students have "class advisers who don't care, those who are too lazy to teach." Further, she said, "The students have no teacher in the classroom, they'll leave, they'll go out, they get into fights."

Dysfunctional family dynamics. More than half of the school counselors (68%) recognized how the family culture, family values, family upbringing, and family dynamics of some of their counsees aggravated the unfair treatment their counsees had to face or took away their opportunity to be empowered to emancipate themselves from social injustices. For instance, a school counselor held the belief that having dysfunctional families aggravated other social injustices experienced by students, "[T]he parents do not know how to be parents. They do not know how to raise a child. It's not food, not money... it's not that that concerns the child, it's because they are not taken care of." A school counselor discussed how students whose parents were not able to provide them with social support struggled with adjusting to difficult situations. Likewise, another participant noticed that students who received acceptance and social support from their families despite being vulnerable to social injustices were able to perform well academically and meet their set goals consistently.

Filipino School Counselors' Interventions to Counsees' Social Justice Issues



This section shows the face of social justice counseling for Filipino school counselors as they address the needs of their disempowered and marginalized students. School counselors a) empowered their disempowered counselees; b) advocated for the marginalized; c) equalized social injustices by the law; and d) transformed adversities to advocacy opportunities.

Empowering the disempowered. This theme entails helping counselees understand their contexts and reactions through counseling, guiding them identify their needs, and assisting them in acquiring those resources needed to overcome challenges (“When [the student] is not ready, I would ask, ‘What is it about the conversation that you’re not ready? Is it because you lack conversational skill?’ Because if it’s the conversational skill that is lacking, we’ll practice, we’ll role-play.”). These actions are grounded to the school counselors’ belief that counselees have the autonomy and capabilities to be empowered.

School counselors shared that empowering disempowered counselees further involves being educated with the social injustices that they experience and critically examining their situations, even at the expense of re-evaluating their previously held beliefs. The participants’ techniques might be dissonant with the principles of social justice counseling as the techniques focus on the counselees instead of their environment, but the school counselors also acknowledged that presenting problems could be symptoms of larger conflicts that were outside the control of their counselees.

Advocating for the marginalized. All Filipino school counselors became allies of their counselees and asserted their best interests in spaces where students do not have access or where they feel unsafe to do so by collaborating and coordinating with teachers, families, peers, government agencies, and other professionals to help students; speaking on behalf of the counselees to inform relevant stakeholders and decision-makers of students’ plights; extending their help above and beyond or sacrificing their own time and other resources to focus on their counselees; utilizing evidence-based knowledge and other information services to raise consciousness regarding the social injustices. One school counselor said, “We follow up consistently, continuous collaboration with the parents and the teachers concerned,” so as to “ensure that there is no recurrence of the same conflict.”

Equalizing social injustices by the law. Certain cases of social injustices encountered by counselees were handled by following policies and protocols that are mandated by the law. This is especially true for situations where legal procedures had to be complied with, such as during instances of bullying, drug use or possession, and child sexual abuse. All five school counselors who shared that they addressed social injustices by referring to the law in handling counselees’ cases were from public institutions. Cases of bullying were handled according to the

Anti-Bullying Law and survivors of child sexual abuse were referred to duty bearers, or government agencies that are particularly mandated by the Child Protection Policy to handle such cases. One school counselor in particular shared how she brought her student to the barangay hall after learning about the sexual abuse she suffered from her uncle at home. School counselors handling cases related to illegal drugs were also referred to other agencies following policies and laws appropriate for school-aged students.

Transforming adversities to advocacy opportunities. School counselors recognize that being creative and resourceful is necessary for performing their guidance functions and helping their students, particularly when delivery of guidance services is challenging. Public school counselors' problems often involve the disproportionate ratio between students and school counselors, and the wrong assumptions about their roles (for instance, counselors are disciplinary officers). As one school counselor said, "When it comes to things like that, it's really just up to you to find ways," school counselors transformed these adversities by training students to be peer counselors or forming support groups and turning disciplinary cases into counseling sessions.

Areas of Improvement to Strengthen School Counselors' Interventions to Counselees' Social Justice Issues

The themes discussed in this section are constructed based on the accounts of the Filipino school counselors. According to the school counselors, a) supporting their professional development; b) reacquainting themselves and their students; c) strengthening collaborative efforts; and d) alleviating obstacles to advocacy could elevate their counseling practices when dealing with counselees' social injustices.

Supporting professional development. School counselors believed in the importance of continually developing and updating their skills, capabilities, and knowledge in the profession and related processes through various means. Professional development may stem from formal education and training or from reflection based on the accounts and experiences of students.

School counselors further emphasized that a healthy mental wellbeing equips them for continuous improvement. One school counselor said, "If you're happy, if you know your boundaries, you'll have more to give, you will have love to give, you will have care to give, you will have patience to give." School counselors believed that maintaining positive emotions and resiliency are necessary for caring for their students.

Reacquainting school counselors and students. This theme underscores the need for school counselors to be mindful of their own social positions, privileges, and oppressions as it

may affect their practice. One school counselor said, "I do really separate my own beliefs and values, so they don't affect the counseling process." Likewise, it is also important for school counselors to characterize the identity, needs, and struggles of their counselees to gain added context on performing their roles more effectively ("Everyone should be included, so you should also learn who your students are, what their needs are").

Strengthening collaborative efforts. School counselors find that establishing new and strengthening existing networks within the students' communities, external agencies, families, and peers are beneficial to their intervention efforts. Given the importance of connecting and collaborating with other professionals and agencies to provide the assistance that students may need to confront social injustices, they see the need to be flexible and strategic in building social capital ("I am an introvert, I like working alone, but when it comes to collaboration... You are thinking about the students. So even if you don't like the person you're talking to, you try to do your best to collaborate with them").

Alleviating obstacles to advocacy. "I have a lot of work to do- I can still work, I have the heart, but I don't know how to divide myself," lamented one of the school counselors about the challenges in the guidance profession. Misconceptions about the roles and functions of the guidance professionals, lack of enough school counselors, and emotional fatigue are some of the obstacles to school counselors' advocacy opportunities. School counselors actively attempted to address the obstacles in the level that they can, such as through holding orientations on the guidance functions, encouraging students and other professionals to pursue counseling, and emphasizing the need for self-care and work-life balance.

Discussion

The findings of this study hone the proposed Filipino model of social justice counseling. In contrast to the framework of social justice counseling that focuses on micro-, meso-, and macro levels (ACA, 2018), Figure 1 exhibits the praxis of Filipino school counselors as facets that collectively work towards emancipating the students from their oppressive conditions. *Mapagpalayang pagpapayo*, Filipino words that translate to *emancipatory counseling*, encapsulates Filipino school counselors' efforts to address the needs of students by simultaneously empowering students, advocating with and for students, equalizing opportunities for student growth and development, and transforming counselor and student experiences. These facets are not hierarchical but rather considered and performed mutually.

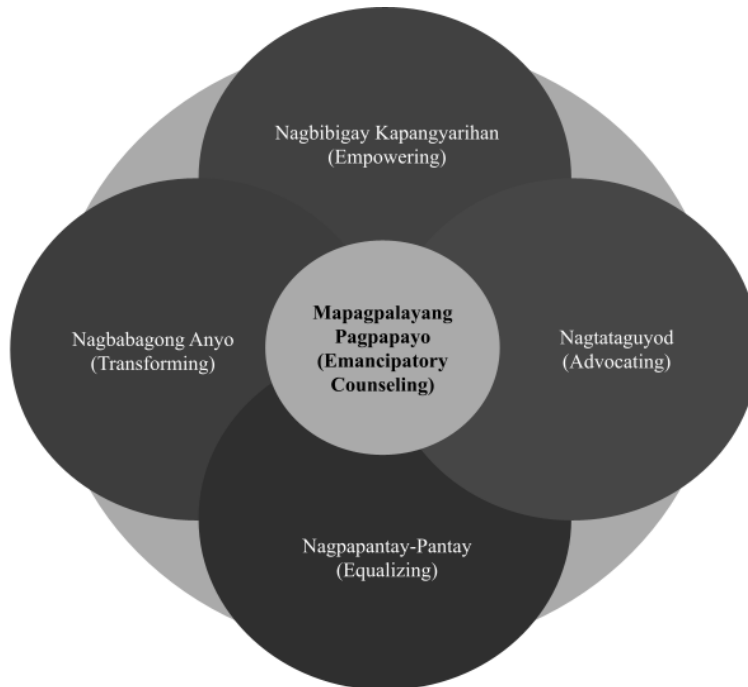


Figure 1. Framework of Mapagpalayang Pagpapayo: Proposed Filipino Model of Social Justice Counseling

Nagbibigay Kapangyarihan (Empowering)

School counselors who integrate social justice competencies into their work identify the strengths of their counselees and maximize that to build the counselees' confidence and capacity for self-advocacy (Singh et al., 2018), especially for cases of prejudice and discrimination, repercussions of mental health problems, and bullying and the bystander effect. School counselors educate others using empirical and factual data with the goal of mitigating prejudice against their counselees and encouraging them to also support their counselees and other students who might be experiencing similar situations. In advocacy work, the use of reliable information is relevant in demonstrating the veracity of the claims for advocacy.

In relation to that, school counselors also empower their disempowered counselees by educating themselves about the issues that their counselees face, particularly for cases of prejudice and discrimination. School counselors investigate what could be the factors that affect the presenting problems of their counselees by looking into the environmental and social aspects surrounding their students. Further, school counselors closely examined the issue by educating themselves on the issues that they managed, particularly for students with prejudice

and discrimination cases such as members of the LGBTQ community. School counselors who strive to be agents of change are encouraged to be informed of the social issues that their students are vulnerable to.

Nagtataguyod (Advocating)

Advocating for the marginalized counselees is essentially becoming their ally and asserting the counselees' best interests in spaces where they do not have access or where they feel unsafe to do so (ACA, 2018). Shim and Vinson (2021) recognized the role of social injustices and systemic oppression in the deterioration of mental health of the minority as they endure stigma, discrimination, and violence because of their bio-psychosocial backgrounds, hence having allies who advocate for disenfranchised students is important. In cases of prejudice and discrimination, violence against counselees that included gender-based violence and bullying and the bystander effect; child poverty and indigence; and repercussions of mental health problems, school counselors shared that they advocated on behalf of the marginalized, by leveraging their roles as adults and professionals to represent and assert the needs of their counselees in front of these stakeholders. School counselors work toward helping counselees acquire opportunities that will enable them to achieve their goals by acting as a consultant to relevant stakeholders who can provide these opportunities for the counselees (Ratts, 2009).

Nagpapantay-Pantay (Equalizing)

School counselors equalize the opportunities for students to free themselves from social injustices through existing laws and policies. The law is designed to achieve and maintain social justice by ensuring that each member of society should have access to equal opportunities to grow and thrive (Clarke, n.d.). For cases of violence against counselees such as gender-based violence and bullying and the bystander effect, school counselors cited existing laws, such as the Anti-Bullying Law, and policies such as the Child Protection Policy of the Philippines' Department of Education (DepEd), as their guide in handling cases of bullying and gender-based violence. School counselors who also encountered problem behaviors, specifically illegal drug-related incidents, were handled by following government-mandated procedures. As problem behaviors are risk factors to juvenile delinquency (National Research Council and Institute of Medicine, 2001), more restorative means could be used to lessen the chances of these students from becoming youth offenders. In the Philippines, a lawmaker stated that children in conflict with the law must be held accountable for their actions but still emphasized reformation and rehabilitation of their behavior (Senate of the Philippines, 2011). School counselors adhere to existing laws and policies intending to facilitate the restorative growth of their counselees.

Nagbabagong Anyo (Transforming)

Although transforming adversities to advocacy opportunities does not discuss how school counselors addressed specific cases of social injustices, it depicts how school counselors exert efforts and practice resourcefulness to reduce the barriers to the delivery of the guidance services. School counselors adapt to the needs of the students using the often-limited resources that are available for their services. It shows that school counselors ensure that their profession and practice shapes itself depending on the needs of their counselees. Filipino professional groups for guidance and counseling continuously advocate for the development of guidance counselors for this reason. Subong (2021) shared the efforts being made to mold the guidance profession in the Philippines to be more equipped to help counselees. Subong (2021) further encouraged school counselors to join these efforts by lobbying to decision- and policymakers by educating them of what is the condition of school counselors on the ground—lack of enough registered guidance counselors because of the low compensation negatively affect the efficacy of guidance services for students and the potential for advocacy work; and misconceptions about the roles and functions of school counselors that need to be addressed on top of the counselees' cases that they need to manage. A steady delivery of guidance services affirms that the counselees' concerns would be given attention to accordingly.

Conclusion

It was presumed at the beginning of the research that social justice counseling was an obscure practice among Filipino school counselors due to the limited local literature dedicated to the topic. However, participating school counselors' practices display social justice counseling competencies, especially at the microlevel or the student-level. The findings denote that while Filipino school counselors are not familiar with social justice counseling, their accounts of the social justice issues that their counselees face indicate that Filipino students are vulnerable to and experience various forms of social injustices. Additionally, Filipino school counselors address these cases with interventions that focus not only on the individual processing of their counselees, but also on the environmental and social injustices at hand.

School counselors highlight the intricate ways in which they engage the participation of their networks of teachers, professionals, parents, and peers to address counselees' needs and the importance of sharing correct and relevant information regarding the plights of their counselees. This suggests a need to strengthen and disseminate an accurate narrative of what counselees are going through among stakeholders.

Evidently, the advocacy that is more familiar for Filipino school counselors at this point is the advocacy for the profession—to be more visible in the community and to encourage more people to pursue the field of guidance and counseling to bridge the significant gap between the

number of registered guidance counselors and the students, especially in public schools. Filipino school counselors themselves are exposed to social injustices such as the lack of resources to perform their functions, disinformation about their roles and responsibilities, and insufficient compensation for the level of their qualifications and labor. It makes sense, then, that those participating Filipino school counselors' identified areas of improvement all focused on their needs. While it is common knowledge among school counselors that the low salary and high academic requirements discourage other professionals from pursuing the profession, it might not be the same for the general public.

Recommendations

Recommendations for future related research and implications for practice are enumerated in this section. Future researchers who may want to explore *mapagpalayang pagpapatnubay* can look deeper into the phenomenology of students' experiences of social injustices and evaluate the effectiveness of the school counselors' interventions when applied to specific instances of social injustices. The extent of the interventions identified in *mapagpalayang pagpapatnubay* may be explored by surveying whether the practices of school counselors in different regions of the country validate this proposed model. Moreover, *mapagpalayang pagpapatnubay* may also be explored by reviewing its compatibility with existing graduate training and curriculum for guidance and counseling.

Moving forward, the present study posits several short and long-term recommendations based on the findings. The following long-term recommendations that are mostly addressed for community and national level, acronymized as A.I.D., are proposed:

- A Advertise guidance and counseling advocacies. School counselors invite the participation of more supporters to their cause by utilizing their social media and other platforms to discuss challenges in the profession vis-à-vis the cases that they handle in their schools.
- I Interact with policy and lawmakers. School counselors advocate for the profession by continually communicating the need for salary and career progression to their legislators and supporting professional groups who discuss it in public fora.
- D Develop more research as a sound basis for petitioning guidance and counseling professional advocacies. Research findings may provide more weight in convincing policy and lawmakers to pay attention to school counselors' petitions.

In the meantime, school counselors may also benefit from the following short-term recommendations that are directed towards building their competencies for advocating with and for students, presented in an acronym of C.A.R.E.:

- C Conduct continuing education for school counselors. School counselors may gain an advantage from a series of learning sessions that focus on counseling techniques that are most helpful to certain cases that involve social injustices. School counselors must also continuously update on new or emerging laws on or related to intersectional identities such as SOGIESC; disability; indigenous people; religion; child rights; etc., as these may unearth new or obscure forms of social injustices.
- A Advocate for self-care for school counselors. Emotional fatigue is a price for the emotional labor invested by school counselors in dealing with their counselees' concerns. School counselors need to be equipped with skills to effectively handle their wellbeing.
- R Reinforce the leadership skills of school counselors. School counselors may need to further heighten their skills in unifying stakeholders to achieve a common goal, as it emerges in this study that school counselors often collaborate and coordinate with communities and professionals in their interventions.
- E Explore the benefits of reflective practice in counseling. Reflective practice allows school counselors to examine their knowledge based on their own experiences in the profession and modify their practice accordingly (Taylor, 2020). School counselors may further benefit from reflective practice as it is reported to help improve one's empathy and lessen negative feelings such as stress and guilt (Taylor, 2020).

Through the results of the present study and the suggestions to A.I.D. and C.A.R.E. for the school counselors' personal and professional wellness, the researcher hopes to elevate the important role of school counselors in supporting young Filipino students amidst the school counselors' struggle to advocate for their profession.

References

- ABS-CBN News. (2017, June 22). Students bullied, discriminated in PH over gender identity: HRW. *ABS-CBN News*.
<https://news.abs-cbn.com/news/06/22/17/students-bullied-discriminated-in-ph-over-gender-identity-hrw>
- ABS-CBN News. (2020, February 21). Teachers' group slams 'profiling' of Muslim students in Metro Manila. *ABS-CBN News*.

- <https://news.abs-cbn.com/news/02/21/20/teachers-group-slams-profiling-of-muslim-students-in-metro-manila>
- Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3rd ed.). Routledge.
- American Counseling Association. (2005). *ACA Code of Ethics*. American Counseling Association: A professional home for counselors.
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- American Counseling Association. (2018). *Advocacy Competencies*. American Counseling Association: A professional home for counselors.
https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf?sfvrsn=f410212c_4
- American School Counselor Association. (2020, November 18). *The role of the school counselor*. American School Counselor Association (ASCA). Retrieved November 20, 2020, from <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/RoleStatement.pdf>
- Ambiong, J. (2020, September 28). *Barriers and challenges of obtaining quality education for students with disabilities in the Philippines*. Ruh Global Impact.
<https://www.ruhglobal.com/barriers-and-challenges-of-obtaining-quality-education-for-students-with-disabilities-in-the-philippines/>
- Arcilla, J. (2020, January 9). Address educ of PWD children – PIDS. *The Manila Times*.
<https://www.manilatimes.net/2020/01/09/campus-press/address-educ-of-pwd-children-pids/672752/>
- Casado Pérez, J. F. (2017). Embodying a critical counseling practice and radical wellness. *Counseling Today*, 60(2), 56-59.
<https://ct.counseling.org/2017/08/embodying-critical-counseling-practice-radical-wellness/>
- Castillo-Montoya, M. (2016). Preparing for interview research: The Interview Protocol Refinement Framework. *The Qualitative Report*, 21(5), 811-831.
<https://nsuworks.nova.edu/tqr/vol21/iss5/2>
- Cerjano, T. (2016, December 7). UNICEF survey: 80 percent of Filipino youths suffer violence. *PhilStar Global*.
<https://www.philstar.com/headlines/2016/12/07/1651174/unicef-survey-80-percent-filipino-youths-suffer-violence>
- Clarke, P. (n.d.). *Social justice and law*. osjspm.org.
<http://www.osjspm.org/social-justice-and-law>
- CNN Philippines. (2020, February 21). Police hit over alleged profiling of Muslim students. *CNN Philippines*.
https://cnnphilippines.com/news/2020/2/21/Police-hit-over-alleged-profiling-of-Muslim-students.html?fbclid=IwAR0NWOYGEkVTHz1lu-OEelpJTM_CciwFOLMYmNYRyTBrmjLuriNlcP5KGTm

- Crisostomo, V. (2020, July 17). 'Altered': Everything wrong with Jessica Soho's feature of alter. by Victor Crisostomo.
<https://medium.com/@toybswrites/altered-everything-wrong-with-jessica-soho-s-feature-of-alter-3af6ed1f78ad>
- Crumb, L., Haskins, N., & Brown, S. (2019). Integrating social justice advocacy into mental health counseling in rural, impoverished American communities. *The Professional Counselor, 9*(1), 20-34. <https://doi.org/10.15241/lc.9.1.20>
- Dollarhide, C. T., Rogols, J. T., Garcia, G. L., Ismail, B. I., Langenfeld, M., Walker, T. L., Wolfe, T., George, K., McCord, L., & Aras, Y. (2020). Professional development in social justice: Analysis of American Counseling Association conference programming. *Journal of Counseling & Development, 98*(1), 41-52. <https://doi.org/10.1002/jcad.12298>
- Duan, C., & Brown, C. (2016). Developing social justice counseling and advocacy skills. In *Becoming a multiculturally competent counselor* (pp. 356-384). SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781071800751.n14>
- Edwards, L. M., Tate, K. A., Cook, J. M., Toigo, M. P., & Yeomans, A. C. (2017). Counselors as advocates: Effects of a pilot project designed to develop advocacy knowledge and confidence in trainees. *Journal for Social Action in Counseling and Psychology, 9*(2), 79-94. <https://doi.org/10.33043/JSACP.9.2.79-94>
- Estrada, C. A., Usami, M., Satake, N., Gregorio Jr., E., Leynes, C., Balderrama, N., de Leon, J. F., Concepcion, R. A., Timbalopez, C. T., Tsujii, N., Harada, I., Masuya, J., Kihara, H., Kawahara, K., Yoshimura, Y., Hakoshima, Y., & Kobayashi, J. (2020). Current situation and challenges for mental health focused on treatment and care in Japan and the Philippines - highlights of the training program by the National Center for Global Health and Medicine. *BMC Proceedings, 14*(11). <https://doi.org/10.1186/s12919-020-00194-0>
- Farber, N. K. (2006). Conducting qualitative research: A practical guide for school counselors. *Professional School Counseling, 9*(5). <https://doi.org/10.1177/2156759X0500900401>
- Field, J. E., & Baker, S. (2004). Defining and examining school counselor advocacy. *Professional School Counseling, 8*(1), 56-63. <https://eric.ed.gov/?id=EJ707088>
- Grimes, L. E., Haskins, N., & Paisley, P. O. (2018). "So I went out there": A phenomenological study on the experiences of rural school counselors and social justice advocates. *Professional School Counseling, 17*(1), 40-51. <https://doi.org/10.1177/2156759X0001700107>
- Guidance and Counseling Act of 2004*. (PH).
<http://www.officialgazette.gov.ph/2004/03/02/republic-act-no-9258/>
- Human Rights Watch. (2017). *Just let us be: Discrimination against LGBT students in the Philippines*. Human Rights Watch.
<https://www.aidsdatahub.org/sites/default/files/resource/human-rights-watch-just-let-us-be-lgbt-philippines-2017.pdf>

- Ibrahim, F. A., & Heuer, J. R. (2016). Incorporating social justice and advocacy in counseling and psychotherapy. In *Cultural and Social Justice Counseling* (pp. 99-122). Springer, Cham.
https://doi.org/10.1007/978-3-319-18057-1_5
- Johnson, A. (2018). *Privilege, power, and difference* (3rd ed.). McGraw-Hill.
- Malig, K. (2020, July 12). How far are you willing to go to buy a laptop for an online class? *GMA News Online*.
<https://www.gmanetwork.com/news/lifestyle/familyandrelationships/746488/how-far-are-you-willing-to-go-to-buy-a-laptop-for-an-online-class/story/>
- Mendez, C. (2020, June 1). Stress, anxiety, depression on the rise among Gen Z, Millennial employees and those working from home – Survey. *One News*.
<https://www.onenews.ph/stress-anxiety-depression-on-the-rise-among-gen-z-millennial-employees-and-those-working-from-home-survey>
- Naparan, G. B., & Balimbingan, N. A. (2020). Challenges and coping mechanisms of Muslim students in a Catholic higher education institution. *Social Sciences & Humanities Open*, 2(1), 100021. <https://doi.org/10.1016/j.ssaho.2020.100021>
- National Research Council and Institute of Medicine. (2001). The development of delinquency. In *Juvenile Crime, Juvenile Justice*. The National Academies Press.
<https://doi.org/10.17226/9747> National Academies of Sciences, Engineering, and Medicine. 2001. *Juvenile Crime, Juvenile Justice*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9747>
- Philippine Guidance and Counseling Association. (2019, November 19). In *Facebook*. [Official Page]. Retrieved November 20, 2020, from
<https://www.facebook.com/PGCAOfficial/photos/pcb.903260440069498/903260220069520/>
- Reysio-Cruz, M. (2020, June 29). More students raise cry vs harassment. *Inquirer.Net*.
<https://newsinfo.inquirer.net/1298843/more-students-raise-cry-vs-harassment>
- Ramos, M. S. (2020, June 28). Miriam College students bear harassment complaints. *Inquirer.net*.
<https://newsinfo.inquirer.net/1298492/miriam-students-bare-harassment-complaints>
- Ratts, M. J. (2009). Social justice counseling: Toward the development of a fifth force among counseling paradigms. *The Journal of Humanistic Counseling, Education and Development*, 48(2), 160-172. <https://doi.org/10.1002/j.2161-1939.2009.tb00076.x>
- Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA Advocacy Competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling*. <https://doi.org/10.1177/2156759X0701100203>
- Senate of the Philippines. (2011). *Pangilinan: Problem is not the law, but understanding and implementation* [Press Release].
https://legacy.senate.gov.ph/press_release/2011/0913_pangilinan1.asp
- Shim, R. S., & Vinson, S. Y. (2021, March 29). *To achieve mental health equity, dismantle social injustice*. Scientific American.

- <https://www.scientificamerican.com/article/to-achieve-mental-health-equity-dismantle-social-injustice/>
- Singh, A. A., Urbano, A., Haston, M., & McMahan, E. (2018). School counselors' strategies for social justice change: A grounded theory of what works in the real world. *Professional School Counseling, 13*(3), 135-145. <https://doi.org/10.1177/2156759X1001300301>
- Subong, F. R. D. (2021, May 20). *Updates, Challenges, and Thrusts of the PGCA Legislative Advocacies* [Conference session].
- Talabong, R. (2020, February 21). Metro Manila police 'profile' Muslim students for anti-extremism campaign. *Rappler*.
<https://www.rappler.com/nation/metro-manila-police-profile-muslim-students-anti-extremism-campaign>
- Taylor, D. (2020). Reflective practice in the art and science of counseling: A scoping review. *Psychotherapy and Counseling Journal of Australia, 8*(1).
<https://pacja.org.au/2020/08/reflective-practice-in-the-art-and-science-of-counselling-a-scoping-review/>
- Tuason, M. T. G., Fernandez, G., Therese, K., Catipon, M. A. D. P., Trivino-Dey, L., & Arellano-Carandang, M. L. (2012). Counseling in the Philippines: Past, present, and future. *Journal of Counseling & Development, 90*(3), 373-377.
<https://eric.ed.gov/?id=EJ969543>

Makabayang Pedagoghiya: Isang Pagdalumat

Voltaire M. Villanueva
Philippine Normal University
villanueva.vm@pnu.edu.ph

Abstrak

Nakasalalay sa masining at makaagham na paraan ng pagtuturo na nakasandig sa pedagoghiya ang ugat ng makabayang pagtuturo. Sangkap nito ang nilalaman at pamamaraan upang makita ang masaya, mabunga, at mahalagang batayan ng pagkatuto ng pag-aaral. Mahalagang madalumat at malirip ang katangian, kahulugan, kahalagahan, at kaugnayan ng makabayang pedagoghiya tungo sa pagbuo at pagtataguyod ng pedagoghiyang tumutuon at tumatanaw sa kaligiran at kapakanan ng bayan. Sa pag-aaral, naging batayan upang dalumatin ang makabayang pedagoghiya mula sa mga bagong kurso sa Filipino sa Pangkalahatang Edukasyon (General Education) mula sa hamon at panukala ng Komisyon sa Mataas na Edukasyon. Pinagtibay ng mga kurso ang mithiing magkaroon ng tiyak na pundasyong makabayang pedagoghiya ang bawat magiging guro mula sa Pamantasang Normal ng Pilipinas. Isinakongkreto ang panukalang pananaw sa dinalumat na makabayang pedagoghiya mula sa aktuwal na ugnayan ng guro at mag-aaral mula sa binuong batayang dokumento na kurikulum at silabus upang itampok ang tiyak na katangian ng makabayang pedagoghiya. Ambag ng pananaliksik ang yugto kung paano magplano, bumuo, at magpatupad ng isang pamamaraan upang matugunan ang kahingiang panlipunan gamit ang pedagoghiyang makabayan. Bukas sa pagpapaunlad ang pananaliksik mula sa nakitang ugnayang tugon ng mga kasangkot upang itaguyod ang makabayang pedagoghiya sa loob at labas ng disiplinang/kursong Filipino sa iba't ibang antas at lawak ng pag-aaral

SUSING-SALITA: kurikulum, makabayang pedagoghiya, nasyonalismo, pedagoghiya, silabus



Panimula

Batbat ang lipunan ng suliraning tumatagos sa iba't ibang isyu at problemang kultural, historikal, ekonomik, ekolohikal, at marami pang iba. Inaasahang matutugunan ng edukasyon bilang batayan ng mobilisasyon at transpormasyong panlipunan na may haplos-pedagohikal na naglalapat ng makabayang dulog o lapit gamit ang dapat, sapat, at lapat na nilalaman at paraan ng pagtuturo.

Ang makabayang pedagohiya ay tumutukoy sa itinataguyod na mithiin sa pangkalahatan ng makabayang edukasyon. Pinatunayan ni Prospero Covar (1991) na bawat nilalang ay taglay ang likas na pagiging makabayan sa kabuuan ng kaniyang pagkatao. Kung kaya't inaasahang madali itong malilinig kung tinutuhog ng isang kurikulum ang mithiing makalikha ng mga makabayang kabataang mag-aaral. Ang pagkamakabayang Pilipino ay isang pilosopiya ng sarili, naghahangad ng pambansang pag-unlad, at pagkakaroon ng matatag na pagkakakilanlan na makikinabang ang lahat upang protektahan ang sarili at panlipunang kapakanan (Sepeda, 2012). Samakatuwid, malaki ang gagampanang tungkulin ng kurikulum sa paghubog ng kamalayan ng guro at mag-aaral na sasandig sa prinsipyo ng makabayang pedagohiya. Kung kaya't ang makabayang pedagohiya ay mailalarawan sa pagitan ng kapangyarihang taglay nito at kasanayang litaw sa mga mag-aaral na makikita sa ugnayang nilalaman-pamamaraan ng mga guro at mag-aaral (Yu, 2005). Samakatuwid, sinasagot nito ang mga tanong kaugnay kung ano ang ituturo na kaugnay ng paksa at paano ituturo kaugnay ng paraan o pedagohiya sa pagtuturo.

Ang pagtuturo at pagkatuto sa prinsipyo ng makabayang pedagohiya ay makikita sa pagtatanong, pangkatang gawain, at iba't ibang teknik na ang bunga ng pagkatuto ay sumasalamin sa pagkilos para sa kapakanan o kaunlaran ng bayan (Villanueva, 2014). Sa pagtatanong, sentro ang tanong upang tugon ay litaw ang bayan. Sa mga pangkatang gawain, suliranin at solusyon sa kapakanan ng bayan ang tunguhin. Sa iba't ibang teknik gamit ang mga dulog sa pagtuturo nagiging konsepto ang batayang kaalaman sa lokalisasyon at kontekstuwalisasyon para bigyang-pansin ang espasyo ng bayan (Constantino, 1990). Sa ganitong pananaw, bunga ng makabayang pedagohiya ang pagtataguyod ng malikhain at inobatibo, kritikal na pag-iisip, at metakognisyon upang makatulong sa paglutas ng mga kakaharaping suliranin at pagbuo ng desisyon. Samakatuwid taglay ng kapangyarihan ng makabayang pedagohiya na mabago ang kamalayan at tahakin ng isang indibiduwal na maging kabalikat sa layuning mapaunlad ang kinabibilangang lipunan na taglay ang ugnayan ng kaakuhan, kamalayan, kalinangan, at kasaysayan. Ang kasanayan sa makabayang pedagohiya

ay katuwang upang mahasa ang bawat mag-aaral sa pakikipagtalastasan; panlipunang pananagutan sa usaping pangkapaligiran at kultural; kamalayang global; pagkamalikhain at pagiging inobatibo; malikhain at mapanuring pag-iisip sa paglutas at pagbuo ng mga pasya o desisyon; pakikiisa; kolaborasyon; pamumuno; panghabambuhay na pagkatuto at pamamahalang pansarili; at higit sa lahat ang kasanayang *digital* kaakibat ng manipulasyon ng makabagong teknolohiya (Fortunato, 1995). Ang mga kasanayang nailahad ay magagamit sa pagtugon ng mga mag-aaral gamit ang komunikatibong kasanayan (Liwanag, 2001). Sa mga temang natukoy na kasanayan palalakasin ng temang makabayan ang pagtatagpo ng mga kasanayan at kahusayan para maging kapangyarihan ng mga mag-aaral.

Kung kaya't pinagtatagpo ng ugnayang nilalaman-pamamaraan sa pagitan ng guro at mag-aaral ang ugnayang kapangyarihan-kasanayan na dapat mamalas sa pagdalumat sa makabayang pedagohiya na makikita sa Filipino General Education (Gen.Ed) sa Pamantasang Normal ng Pilipinas-Maynila bilang lunsaran at konteksto ng makabayang pedagohiya. Samakatuwid, inihahanda ng makabayang pedagohiya ang magiging guro sa hinaharap ay makibahagi sa pagbabago ng lipunan at ang kanilang natutuhan ay muling ipapasa sa lilingang mga kabataan sa ilalim ng kanilang pamamahala bilang mga gurong nagsusulong din ng makabayang pedagohiya.

Tuong Tutugunan ng Pag-aaral

Sinagot ng pag-aaral ang sumusunod na katanungan sa pamamagitan ng pagdalumat sa diskurso ng teksto at konteksto ng makabayang pedagohiya.

1. Ano ang makabayang pedagohiya?
2. Ano ang relasyon ng ugnayang nilalaman-pamaraan, guro-mag-aaral, at kasanayan-kapangyarihan sa makabayang pedagohiya?
3. Paano babalangkasin, bubuuin, at isasakatuparan ang makabayang pedagohiya?

Konsepto at Konteksto ng Makabayang Pedagohiya sa Gen.Ed Filipino

Ang makabayang pedagohiya ay ugnayan ng teorya at praktika sa triyanggulong pagtatagpo ng guro, mag-aaral, nilalaman, at pamamaraan (Nuncio, 2005). Makikita ang lahat ng mga ito sa komprehensibong layunin, proseso, at pamamaraan ng prosesong pedagohikal. Samakatuwid, ang makabayang pedagohiya ay inaasahang magiging daan upang mahasa ang kaisipan ng mga magiging guro na nakaugat sa diwang Makabayan. Dahil isa sa pokus ng makabayang pedagohiya ang konteksto ng karanasan sa ugnayan ng nilalaman at pamamaraan,

pinaniniwalaang ang bunga ng pagkatuto ng mga magiging guro ay nagmumula sa karanasan at bumabalik sa karanasan upang maging batayan ng pagtuturo-pagkatuto. Sa kabuoan, katangian ng makabayang pedagohiya ang pagkilala sa ating lahi, kultura, kasaysayan, maging mga katutubong pagpapahalaga at paniniwala na nakaugat sa ugnayang guro at mag-aaral, nilalaman at paraan ng pagtuturo, at kapangyarihan at kasanayan na bunga ng pagtuturo.

Ang Gen.Ed Filipino ang magiging lunsaran at teksto na pagdadaluyan ng panukalang makabayang pedagohiya. Mula sa tatlong kurso o siyam na yunit na binagong kurso batay sa programang pangwika at panitikan, palulutangin ang malalayuning itaguyod ang diwang makabayan. Sa pagsasakatuparan ng pagtataguyod at pagsusulong ng makabayang pedagohiya; maisasakatuparan ito gamit ang tatlong pangunahing salik na ugnayan: guro-mag-aaral, nilalaman-pamamaraan, at kapangyarihan-kasanayan.

Ugnayang Guro-Mag-aaral, Nilalaman-Pamaraan, at Kapangyarihan-Kasanayan

Sa makabayang pedagohiya ang ugnayang guro at mag-aaral ay esensiyal upang isakatuparan ang adhikaing ilapit sa isip at puso ng bawat isa ang bayan bilang bunga o kalalabasan ng kurso o programa. Magkatuwang ang guro at mag-aaral sa danas kaugnay ng makabayang pedagohiya. Kalaunan, ang guro at mag-aaral ay magkapantay mula sa pagpapasinaya sa mga batayang kaalaman hanggang sa pagpapalawak at pagpapalalim nito.

Sa makabayang pedagohiya ang ugnayang nilalaman at pamamaraan ang tugon sa mga tanong kung ano at paano dapat ituturo ang kurso o programa. Ang mga batayang kaalaman sa nilalaman na makikita sa aralin, konsepto, tema, o paksa ay mahalaga sa konteksto ng indihinisasyon, kontekstuwalisasyon, at lokalisasyon (Almario, 1990). Kadalasang nakapaloob sa kaakuhan, kalinangan, kultura, at kasaysayan ang mga lunsarang aralin na tatapatan ng makabago at inobatibong estratehiya na nagtatampok sa makabayang pedagohiya (Lumbera, 2000). Kung kaya't madaling umugnay ang bawat isa at maipasok ang konteksto ng sarili, pamilya, pamayanan, bayan, bansa, at daigdig. Ang nilalaman-pamamaraan ay hinubog ng dulong, teorya, estratehiya, teknik, at kagamitang sa pagtuturo, at iba pang konseptong pedagogikal.

Sa makabayang pedagohiya ang ugnayang kapangyarihan at kasanayan ang batayang pagmumulan ng pagpapalano, pagbuo, at pagpapatupad ng mga bunga ng pagkatuto (Mendoza, 2008). Bukod sa mga pinagtibay na pamantayan bilang tiyak na palatandaan at panukat sa mga tiyak na kasanayang nilinang, may kahingiang maipagpatuloy ito dulot ng hindi magmamaliw na pag-unawa sa naging daloy ng prosesong pedagogikal.

Batayang Pag-aaral at Pananaliksik ng Makabayang Pedagohiya

Ang makabayang pedagohiya ay mahalagang mahimay upang mapalutang ang pagdalumat nito sa konteksto ng makabayang edukasyong humaharap sa pagtanggap ng banyagang modelong kurikulum.

Bayan Bilang Kaisipan

Sa salitang “makabayan”, ang panlaping “maka” ay nagiging panlaping makauri na nagsasaad ng katangiang isinasaad na salitang-ugat. Ibig sabihin, paglalarawan ng pagtatangi sa bayan o katumbas ng pagmamahal at pagpapahalaga sa bayan. Sentro sa salita ang salitang-ugat na bayan na may mayamang batayan ng pagpapakahulugan. Dinalumat ni Dr. Zeus Salazar (1991), isa sa nagsulong ng Bagong Kasaysayan at Pantayong Pananaw ang mga konseptong may kaugnayan sa pagbuo ng bansa. Ayon sa kanya, nagmula ang salitang ito sa “banua” bago naging “bayan,” at kalaunan ay “bansa”. Ang bawat bayan ay maituturing na estadong etniko na may payak at pinagyayamang sistema. Bawat estadong-bayan ay may katumbas na estadong etniko na tumatayo bilang liderato ng estado. Para kay Salazar, kanya-kanya o hindi pa lubusang naaabot ng Pilipinas ang antas ng kabansaan dahil sa ipinakilalang konseptong nasyon ng mga ilustrado (tulad ni Rizal) noong panahon ng mga Kastila. Ito ay siya na ring sanhi na nagpaudlot sa pag-unlad ng bansa. Ang ginawang paghahati-hati ng mga dayuhan ang dapat lagpasan ng mga Pilipino upang magkaisa at palakasin ang ating pagiging Pilipino. Para kay Jose Rizal, nakaugat sa patriotismo at nasyonalismo ang pagbuo ng nasyon o bayan. Nagkakaisa ang bayan dahil sa nararansang pang-aabuso. Dito nagmumula ang pagsusulong ng mga sentimiyento mula sa nang-aagrabyadong mananakop. Nanguna si Rizal na ituwid ang mga maling pagtingin ng mga dayuhan sa mga Pilipino. Naging daan ito sa pagbuo ng pambansang identidad na may mataas na dignidad na nagpapahalaga sa bayan. Para kay Rizal, dapat walang kinikilalang talento o lahi ang estado dahil lahat ay may kakayahan na marapat lamang suportahan ng pamahalaan o estado (San Juan, 2013). Kung kaya’t malaki ang ugnayan ng polisiyang pampamahalaan na tatagosa sa kalakaran sa mga paaralan.

Pedagohiya Bilang Kaisipan

Katumbas ng pedagohiya ang agham at sining sa pagtuturo sa mga bata (*paideia*). Tinukoy ang pedagohiya bilang agham at sining sa pagtuturo upang matamo ang pagkatuto ng mag-aaral. Ang pedagohiya bilang agham at sining ng pagtuturo ay nakabatay sa simulain at prinsipyong nakaugat sa paglinang ng mag-aaral (Nuncio, 2004). Ang pedagohiya ang

nagbibigay sigla sa proseso ng edukasyon batay sa karanasan at kamalayan ng pagkatuto (Quito, 1985 at Mahaguay, 2013). Samakatuwid, malaki ang ugnayan ng karanasan ng pagkatuto sa agham at sining ng pagtuturo na tumutukoy sa pedagohiya sapagkat ito ang sandigan sa ugnayan ng guro at mag-aaral. Sa ugnayan ng guro at mag-aaral gamit ang pedagohiya, marapat na maging sentro ang makabayang pedagohiya. Sa pedagohiyang nakasentro sa pagiging makabayan, ang pagtuturo at pagkatuto sa kaakuhan, kamalayan, kalinangan, at kasaysayan ay magiging litaw ang pagpapahalaga sa bayan.

Kapag pinag-usapan ang pedagohiya sa aspektong pang-edukasyon, mahalaga ang naging papel ni Paolo Freire, isang edukador na mula sa Brazil at may akdang *Pedagogy of the Oppressed* (1984) and *Pedagogy of Liberation* (1975). Kaniyang binigyang-pansin ang maling pagtingin sa pagtuturo at pagkatuto mula sa pagtanggap at pagdedeposito ng kaalaman na nagmula sa mga nakatataas sa lipunan. Kaniyang ginamit ang konsepto ng politika na masasalamatin sa sistema ng edukasyon. Para sa kaniya, ang guro at ang iba pang nagtataguyod ng edukasyon ay hindi makatatakas sa bahid ng politika kung saan ang proseso ng pagtuturo at pagkatuto ay hindi naging makabayan (Mabacquiao, 2007). Dahil ang sistema ng edukasyon ay mistulang pagbabangko na may katangiang marahas; hindi ito nagbibigay ng partisipasyon sa mga mag-aaral bilang paglalarawan ng kanilang kapangyarihan kung kaya't hindi nito natatamo ang mapagpalayang edukasyon na dapat maitampok sa pedagohiya bilang sining at agham ng pagtuturo. Upang ang marahas na sistema ay malagpasan, mahalaga ang diyalogo sa edukasyon. Sa diyalogo o pag-uusap nahuhubog ang kritikal na pananaw. Ang kritikal na pananaw bilang katangian ng kritikal na pedagohiya ay hindi lamang nakabatay sa lohika. Nakaugat ito sa pagtingin at pananaw sa kalagayang panlipunan na hinahanapan at ginagawan ng karampatang tugon ng guro at mag-aaral bilang produkto ng usapan o diyalogo sa proseso ng pagtuturo at pagkatuto. Samakatuwid, ang talagang tinutumbok o pinahahalagahan ng edukasyong iniluwal ng makabayang pedagohiya ay ang pananaw sa malawakang nangyayari sa lipunan. Sa pagpapanibago ng pananaw, unti-unting aalisin ang pagtingin na ang guro ang tagapag-impok ng kaalaman sa mga mag-aaral. Sa ganitong pangitain, ang mga mag-aaral ay nananatiling tagatanggap lamang ng karunungan. Sa makabayang pedagohiya, binibigyan ng kapangyarihan ang mga mag-aaral na maging aktibong kabahagi sa pagtuklas ng katotohanang nakaugat sa reyalidad. Kung kaya't sa ganitong sitwasyon, isinusulong ni Freire (1975: 3 at 132) ang mapagpalayang edukasyon para sa mag-aaral. Mangyayari lamang ito kung bibigyan ng pagkakataon ang mag-aaral na ilantad ang iba't ibang suliraning panlipunan at linangin at hikayatin silang maghain ng mga tiyak na alternatibo at solusyon. Sa makabayang pedagohiya, itatampok ang iba't ibang suliranin na matutukoy mismo ng mga magiging guro at mula sa

nabatid na problema ay kinakailangang lapatan ng katugunan na makikita sa iba't ibang anyo ng bunga ng pagkatuto o pagganap. Kung kaya't malinaw sa pananaw ni Freire na ang binabago ng edukasyon ay ang pananaw ng mag-aaral sa sitwasyong ang tunay na mga problema ay nakaugat sa tunay na buhay at lipunan na pagbabatayan ng pagkatuto. Para kay Freire:

*There is nothing more compelling than the facts of real life.
For me, the primary goal is for theory to embrace everyday
living.*

Ang makabayang pedagohiya bilang alternatibong pananaw na kakasangkapanin sa paglaban sa banta ng globalisasyon na lantarang inihahain ng neoliberalisasyon ay magiging matatag at matibay na muog ng magiging guro upang tuwirang maging tagapagtaguyod ng mapagpalayang edukasyon. Ang mga natukoy na suliranin sa proseso ng ugnayang pedagogikal ng guro at mag-aaral ang panghahawakan ng guro sa hinaharap na bigyang katugunan. Ang tugong tinutukoy ay ang pag-asam na kasunod sa pagpapanibago ng pananaw ay ang pagtatamasa ng pag-unlad. Ang kaunlaran para kay Freire ay hindi ang tuwiran o ang tuwirang pagbabago ng lipunan, kundi ang kaunlaran na hangad ng edukasyon ay ang pagbibigay ng pagkakataon sa mga mag-aaral na makibahagi sa pagtuklas ng katotohanan upang mabago ang kanilang pananaw (Freire and Shor, 1987: 3 sa banggit ni Mahaguay, 2013: 84).

Sa pagsasangkapan ng makabayang pedagohiya, hindi malalayong matumbok nito ang inilahad ni Antonio Torralba (2002) sa kanyang *“Excellence of Pedagogy, Pedagogy of Excellence: Towards Excellent Teachers Teaching Excellence”* na matatamo ang kahusayan sa pagtuturo at pagkatututo kung ang guro bilang tagapagpadaloy ng karunungan ay nakapagpapamalas ng pag-unawa sa larangang itinuturo upang ang mag-aaral ay lubos ding makaunawa sa ambag ng larangan sa pag-unlad. Kung kaya't ang guro ay marapat na makakapagpakita ng kahusayan mula sa pagpapalano hanggang sa pagpapatupad ng iba't ibang gawain na makikita sa banghay-aralin, silabus, at iba't ibang kagamitang pampagtuturo. Maituturing ding nagsusulong ng kahusayan ang tagapagpadaloy ng karunungan sa pamamagitan ng pagpapanukala at paghahanda ng mga lunsarang babasahin na pag-iikutan ng pagtalakay sa isang tiyak na aralin. Ang pagtuturo ng kahusayan sa aspektong pedagogikal ay masasalamina din sa kahusayan ng mga mag-aaral. Para kay Torralba:

Excellence in study or pedagogy in excellence can be seen from the perspective of how the student learns the subject excellently or from the perspective of how the teacher teaches excellence.

Ang makabayang pedagohiya ay nagtataguyod ng kahusayan sa pamantayang pangnilalaman at pangkasanayan. Maisasakatuparan ang kahusayan sa pamamagitan din ng kahusayan sa ugnayan ng guro, mag-aaral, at pamamaraang nakasandig sa makabayang pedagohiya na ang nilalaman na pagmumulan ng kahusayan ay nakasalalay sa malalim at malawak na pananaw at pag-unawa sa kaakuhan, kamalayan, kalinangan, at kasaysayan ng lipunang Pilipino.

Makabayang Guro at Pagtataguyod ng Makabayang Pedagohiya

Ang epektibong pagtuturo at pagkatuto gamit ang makabayang pedagohiya ay nakasalalay sa malikhain at siyentipikong proseso. Ayon kay Belvez (2000); bilang guro na nagtataguyod ng paghubog sa makabayang guro sa hinaharap, maituturing na manggagawa at alagad ng sining at agham ang bawat guro higit lalo ang gurong nagtataguyod ng makabayang pedagohiya. Magkatuwang ang mga disiplinang ito sa pagpapabisa, pagpapalakas, at pagsasakabuluhan ng proseso ng pagtuturo at pagkatututo. Ayon kay Belvez, nagiging masining dahil sa kaugnay na pagkamalikhain at agham dahil may pinag-uugatang prinsipyo na isinasagawa sa sistematikong paraan. Isang tiyak na proseso ang ipinakita ni Villamin (na kay Belvez, 2000) na nagpapakita ng siyentipikong paraan ng pagtututo na nakabatay sa "Anim na Hakbang sa Siklo ng Pagtuturo." Nakapaloob sa siklo ang: 1) pagsusuri sa kakayahan, kawilihan, pangangailangan ng mga mag-aaral upang makabuo ng layuning makatutugon sa tinukoy na mga pangangailangan, 2) pagpili ng nararapat na kagamitang angkop sa kakayahan at interes ng mga mag-aaral, 3) paghahanda ng mga pagkatutong sitwasyunal at pagpili ng nararapat na istratohiya sa pagtuturo na tutulong sa pagtatamo ng mga layunin at tunguhin, 4) paghahanda ng mga yunit instruksyunal at banghay-aralin kung saan inilalahad ang layunin at teknik na pagmumulan na mapagsasanggunian sa oras ng pagtuturo, 5) pagganyak sa mag-aaral sa aktibong pakikilahok sa mga gawain na magiging patnubay sa proseso ng pagkatuto sa pamamagitan ng epektibong mekanismo ng pagbibigay ng *feedback*, at 6) ebalwasyon sa magiging pagganap o produkto ng pagkatuto ng mga mag-aaral. Samakatuwid, malinaw na maigting ang ugnayan ng hakbang ng pagtuturo sa mga salik ng epektibong pagtuturo at pagkatututo mula sa layunin, mag-aaral, paksa, guro, kagamitan, at kaligiran ng paaralan sa pagpili, implementasyon, at pagtataya sa sining at agham na batayan ng pagtuturo

at pagkatututo sa myutwal na ugnayan at unawaan ng guro at mag-aaral bilang katangian ng prosesong pedagogikal tampok ang makabayang pedagogiya.

Marami ng mga pag-aaral at pananaliksik ukol sa umiiral at umuusbong na inobasyong pangsilid-aralan na layuning hikayatin ang mga mag-aaral upang matuto. Bawat guro ay tumutugon sa panawagang ito upang mapasigla at mapabunga ang paraan ng proseso ng pagtuturo at pagkatuto gamit ang ugnayan ng nilalaman, kasanayan, at pagpapahalaga na pinagtatagpo ng guro at mag-aaral sa loob at labas ng silid-aralan (Tomlinson, 1999). Subalit, mainam na maging bahagi ng inobasyon sa larangan ng pagtuturo at pagkatuto ang pagsasa-alang-alang ng mga inobatibong gawain upang makalinang ng mga makabayang mag-aaral na nakaugat sa makabayang pedagogiya. Nakaangkla ang iba't ibang inobasyong ginagamit at batayan ng guro sa kasiningan at kaaghaman ng gagawing pagtuturo ang tatlong pangunahing kategorya ng pagtuturo. Ang mga kategorya ay ang: 1) Pakikinig at Pagsasalita na nakapailalaim ang mga iba't ibang gawain tulad ng lektyur, talakayan at balitaktakan, tanong-sagot, pagbibigay/pagsunod sa panuto, pangkatang malayang talakayan, 2) Pagbasa at Pagsulat na ginagamit ang pamamaraang paglutas ng suliranin gamit ang pagsagot sa mga batayan at sanayang aklat, pinalatuntunang pagtuturo, at pagtuturong *individualized*, 3) Pagmamasid at Pagsasagawa na kinapalolooban ng pamaraang pabalak gaya ng lakbay- aral, pakitang- gawa, at *hands-on* o mga gawaing panlaboratoryo. Sa mga nabanggit na iba't ibang hati o pamamaraan ng pagtuturo, mainam kung ang iba't ibang natukoy na inobasyon sa pagtuturo ay sangkapan ng makabayang pedagogiya.

Isang huwarang guro ang kailangan sa nagbabagong kurikulum tugon sa mapanghamong panahon kaugnay ng globalisasyon. Kailangang ang guro ay mapagkakatiwalaang tagapamahala sa proseso ng pagtuturo at pagkatuto na nakaugat sa makabayang pananaw. Ang isang makabayang guro ay marunong gumabay sa mag-aaral upang maging aktibo sa gawaing pampagkatuto tungo sa kapakinabangang pansibiko at panlipunan. Sa ugnayan at kolaboratibong karanasang nalilikha niya, naiiwasan ang mga mag-aaral na maghintay lamang sa mga isusubong kaalaman o impormasyon. Taglay niya ang kaalaman sa aralin habang bukas sa iba pang bagong kaalaman sa kaniyang larangan. Nagbabahagi siya ng kaalaman at karanasan na kalauna'y mapapasama sa iniimpok na kasanayan at kahusayan upang mapakanibangan ng lipunan. Taglay ng makabayang guro na nakabatay sa makabayang pedagogiya ang katangiang intelektuwal, emosyunal, sosyal, ekonomiko, at pisikal. Sa pamamagitan ng makabayang pedagogiya matutupad ang mithiing makahubog ng buo at ganap na mag-aaral.

Konsepto at Konteksto ng Makabayang Pedagogiya sa Pangkalahatang Edukasyon-Filipino sa PNU

Ang silabus ng mga umiiral na kurso sa Gen.Ed Filipino sa konteksto ng PNU ang batayan ng pagtataguyod ng edukasyong mapagpalaya, siyentipiko, at makamasa batay sa lente ng makabayang edukasyon. Ang makabayang pedagogiya sa ugnayang nilalaman-kasanayan, partisipasyon, at iba pang batayan ay pinagtibay ng mga kasagutan ng mga kalahok mula sa sarbey at panayam. Pangunahing nilapatan ng diskurso ang deskripsiyon ng kurso at iba pang mga bahagi ng silabus na ang nilalaman ay nakakiling sa konteksto ng mga paksa, tema, at nilalamang nilapatan ng angkop na estratehiya, gawain, teknik, at pagsasanay.

Talahanayan 1. Paglalarawan sa Makabayang Pedagogiya Kaugnay ng mga Kurso sa Gen.Ed Fil.

Kurso	Deskripsiyon ng Kurso
Gen.Ed Fil-01 Filipinolohiya Sa Iba't Ibang Espesyalisasyon	<p>Nakatuon ang kurso sa pagtanaw sa Filipino bilang isang larangan na pagmumulan ng mayamang karunungan. Ang karunungan hatid ng Filipinolohiya bilang larangan ay nagtatampok sa maigting na ugnayan ng kaisipan, kalinangan, at lipunang Pilipino. Tampok sa kurso ang iba't ibang kaalaman sa nagpapamalas sa kabuoang estruktura ng Pilipino mula sa iba't ibang teksto tulad ng mga makabago at napapanahong babasahin at mga elektronikong sanggunian. Magiging kasangkapan ng pagsasakatuparan ng kurso ang interdisiplinaryong paraan upang magkaroon ng mataas na diskurso sa larangan ng Filipino mula sa pagtawid sa disiplinaryang Sikolohiya, Pilosopiya, at Agham Panlipunan. Sa tulong ng Filipinolohiya, magiging malinaw para sa mga mag-aaral ang kaakuhan (<i>identity</i>), kamalayan (<i>awareness</i>), kalinangan o kultura, at kasaysayan ng lahi at liping Pilipino.</p> <p>Tatayahin ang mga mag-aaral mula sa produkto at pamantayang pagganap mula sa iba't ibang gawain at pangangailangang pangkurso. Ang mga napapanahong produkto tulad ng dokyu-vidyo at suri-sipat sa mga pinakasampung nangungunang pahiwatig ng pagka-Pilipino mula sa pagkain, gawain, at iba ang pagbabatayan ng malalim na pagdalumat sa teksto at konteksto ng kurso.</p>

Gen.Ed Fil-02 Midya at Teknolohiya	Ang kurso ay tumatalakay sa maigting na ugnayan ng midya at teknolohiya. Magiging hanguan at daluyan ang dalawang domeyn sa pagdalumat sa penomenang panlipunan. Mula sa mabubuong pagpapakahulugan mula sa iba't ibang inobatibong gawain, mahihinuha ang katangian, kahalagahan, at kaugnayan ng midya at teknolohiya sa nakalipas, kasalukuyan, at sa hinaharap. Tatayahin ang kaalaman at kasanayan ng mga mag-aaral mula sa iba't ibang produktong naging kasangkapan ay ang paglalapat ng midya at teknolohiya upang maisapraktika ang lahat ng natutuhan.
Gen.Ed Fil-03 Sosyedad at Literatura	Ang kurso ay nakatuon sa pagtalakay, pagsusuri at paglikha ng Literaturang Pilipino na naglalarawan ng sosyedad at pumapaksa sa mga isyung makabuhan, upang higit na mapahalagahan ng mag-aaral ang kanilang pagkatao at ang kultura at kasaysayan ng ating bansa. Bibigyang pansin ang pag-aaral sa mga akdang tungkol sa karapatang pantao, usaping pangkasarian, kalagayan ng mga manggagawa at magsasaka, sitwasyon ng mga Lumad at katutubo, panitikan kaugnay ng diaspora, epekto ng globalisasyon at iba pa. Batay sa mga natutuhan ay inaasahang makabubuo rin ang mga mag-aaral ng mga akdang pampanitikan na sumasalamin sa kalagayan ng lipunan gamit ang multi-media na mamarkahan batay sa naitakdang rubric.

Ang tagumpay ng *Commission in Higher Education* (CHED) na alisin ang Gen.Ed Filipino at ibigay ang kaniya-kaniyang kakayahan ng mga kolehiyo at unibersidad na panatilihin ang mga kurso sa Filipino sa Gen.Ed ang nag-udyok sa Pamantasang Normal ng Pilipinas na bumuo ng mga kursong tutugon sa hamon ng kaibahan at pekulyaridad na tutugon sa hamon ng pagbuo at paglinang ng makabayang pananaw gamit ang mga nilikhang kurso. Ang programang inihahain ng larangan ng Filipino na makikita sa Pangkalahatang Edukasyon na binubuo ng tatlong kurso o siyam na yunit bilang larangang nakaangkla sa domeyn ng pagpapalaganap ng sining at wika ay masinsing tumutugon sa pamamagitan ng sistematiko at empirikal na pagsunod sa itinatadhana ng batas at global na mga pamantayang pang-edukasyon. Ang iba't ibang pinagyamang kurso ay nagsusulong sa pagtatampok ng paglinang ng mga mag-aaral na magiging guro ng bayan sa hinaharap na nagpapamalas ng ika-21 siglong kasanayan at pagkatuto. Ang batayang kaalaman mula sa nilalaman at pagsasanay ay lumilina sa kasanayan sa komunikasyon, kolaborasyon, kritikal na pag-iisip,

kasiningan at pagkamalikhain na pangunahing kailangan sa paglikha ng mga mag-aaral sa mundo ng paggawa o karera. Ang mga bagong kurso sa ilalim ng yunit ng Filipino sa ilalim ng Fakulti ng mga Sining at Wika sa Pamantasang Normal ng Pilipinas ay pagtugon sa Komisyon ng Mataas na Edukasyon na iangat ang mga kurso, asignatura, o aralin sa disiplinaryang Filipino na ibinaba sa antas Senior High School sa pamamagitan ng pagpapatingkad ng diwang makabayan.

Malaki ang gampanin ng programa upang tugunan ang kahingian ng sistema ng edukasyon na lumikha ng mga gurong may malalim na kaalamang pangnilalaman na pinagtibay ng kahusayang pedagohikal. Ang mga magsisipagtapos sa programang ito ay tintitiyak na malalim at malawak ang kabatirang pangnilalaman upang maging inobatibong guro, mananaliksik, at pinuno sa larangan ng edukasyon.

Talahanayan 2. Kalalabasan ng Programa sa Tatlong Kurso ng Ge.Ed. Filipino

Mga Kalalabasan ng Programa	<ol style="list-style-type: none"> 1. Matukoy ang holistikong ugnayan ng midya at teknolohiya bilang penomenong panlipunan. 2. Mailarawan ang pangkalahatang pag-unlad at naging ambag ng midya at teknolohiya na pagbabago sa iba't ibang yugto ng panahon sa mundo at sa Pilipinas. 3. Maikita ang pangkalahatang praktikal na gamit ng midya at teknolohiya sa pang-araw-araw na buhay at edukasyon ng mga tao. 4. Magamit ang midya at teknolohiya sa praktikal at epektibong suportang pedagohikal sa edukasyon. 5. Magamit ang midya at teknolohiya sa pagbubuo ng alternatibo at inobatibong mgaistratehiya/metodo at kagamitang pampagtuturo at <i>output</i> sa aktuwal na pagtuturo at pagkakatuto sa bagong kadawyan. 6. Natutukoy ang pundamental na ambag ng midya at teknolohiya sa radikal na mga pagbabago at pagpapaunlad ng ating lipunan at ang implikasyon ng mga ito sa pagkatuto at pagkataong Pilipino.
Tema ng Kasarian	<ol style="list-style-type: none"> 1. Pantay na gamit ng wika sa pakikipagtalastasan 2. Pagkakakilanlan ng kasarian 3. Tungkuling Pangkasarian 4. Paglalarawan ng kasarian sa midya, sining, at literatura 5. Pagkakaipantay-pantay ng kasarian sa bawat larang 6. Pagkakaiba-iba ng mga mag-aaral

Ang kahusayan sa batayang kaalamang pedagogikal ang susi sa paglinang ng mga guro ng bayan sa wika, panitikan, at bayan na maging makabayan. Pinagtibay pa ng bunga ng pagkatuto ang inklusyon sa mga isyung panlipunan tulad ng aspektong pangkasarian upang lalong isulong ang malawak, malalim, at mapagpalayang makabayang edukasyon. Malaki ang gampanin ng batayang kaalaman at kasanayan ng mga mag-aaral na hinubog ng iba't ibang kurso at programa upang palalimin ang konsepto at konteksto ng pagkamakabayan. Ang bunga ng pagkatuto sa bawat kurso ay nakaugat ang pagsasapraktika ng iba't ibang teorya sa mga batayang pangnilalaman na nilapatan ng iba't ibang pamaraan upang ilapat sa hamon ng mundo ng pagtuturo na may haplos at dulog makabayan.

Talahanayan 3. Halimbawang Ugnayang Guro-Mag-aaral sa Gawain at Pagsasanay

Kurso	Paksa	Gawaing Guro at Mag-aaral
Filipinolohiya	WIKA: Kahulugan at Gamit Konseptong Pangwika <ul style="list-style-type: none"> • gramatika • sosyolingguwistika • jargon, register, slang 	*tagapag-ambag -ang guro at mag-aaral ay mag-aambag ng tiyak na paraan upang mapagyaman ang wika sa paraang "AMBAGAN" at "SAWIKAAAN"
Midya at Teknolohiya	Midya at Teknolohiya sa Iba't Ibang Yugto ng Kasaysayan ng Pilipinas	*tagalikha -magkatuwang ang guro at mag-aaral sa pagsasagawa ng pananaliksik ng bawat pangkat para JUANSAPANATAYM (<i>video presentation</i>)
Sosyedad at Literatura	Depinisyon ng Panitikan Ang Papel ng Panitikan sa Pagbubuo ng Panggurong Ideolohiya	*tagapagtaguyod -ang guro ang magpapasinaya sa adbokasiyang itinataguyod sa paglikha ng sariling mga akda kadikit ng kaganapang panlipunan na agad susundan at tutugunan ng mga mag-aaral

Ang bawat isa ay aktibong kalahok sa pagtatamo ng makabayang pedagohiya na makikita sa tiyak na gampanin ng guro at mag-aaral na kasangkot sa prosesong pedagogikal. Mahalagang makita na bagama't laging tinutukoy sa tradisyonal na pagtanaw na ang bunga ay produkto, nakapaloob sa gawaing magpapamalas ng produkto ang mga tiyak na kalalabasan ng kurso at programa sa anyong kaalaman, kasanayan, etika, at pagpapahalagaga. Ang tungkulin at gampanin ng bawat isa ay patungo sa mithiing luminang ng mga makabayang guro na dadaan din sa siklo ng paghubog sa mga makabayang mag-aaral.

Talahanayan 4: Ugnayang Nilalaman-Pamaraan sa Gawain at Pagsasanay

Kurso	Mahalagang Halimbawang Tanong	Gawaing Guro at Mag-aaral						
Filipinolohiya	<ol style="list-style-type: none"> 1. Bakit mahalagang matukoy ang iba't ibang konsepto sa likod ng wika? 2. Paano nakatutulong ang wika sa ugnayang panlipunan? 3. Paano magiging mabisa ang pagpapaunawa ng mga salita, idea, at kaisipan kaugnay ng wika? 	<p>Pagbabasa ng ipadadalang ng "Ano ang Ambag Mo sa Wikang Filipino" ni Virgilio Almario tungo sa pag-aambag ng salita mula sa pinagmulang etnolingguwistikong pangkat at salitang mahalagang dapat unawain sa kasalukuyang panahon?</p> <p>Pagbuo ng panimulang ambag mula sa salita ng bayang pinagmulan at ambag na salita ng makabagong panahon. Magiging gabay ang sumusunod:</p> <table border="1" data-bbox="743 1285 1071 1663"> <tbody> <tr> <td data-bbox="743 1285 906 1402">AMBAG AN</td> <td data-bbox="906 1285 1071 1402">SAWIKAN AN</td> </tr> <tr> <td data-bbox="743 1402 906 1549">salita ng bayan</td> <td data-bbox="906 1402 1071 1549">salita sa pandemya</td> </tr> <tr> <td data-bbox="743 1549 906 1663">*daluyong</td> <td data-bbox="906 1549 1071 1663">*ayuda</td> </tr> </tbody> </table>	AMBAG AN	SAWIKAN AN	salita ng bayan	salita sa pandemya	*daluyong	*ayuda
AMBAG AN	SAWIKAN AN							
salita ng bayan	salita sa pandemya							
*daluyong	*ayuda							

		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">R</td> <td style="text-align: center;">I</td> </tr> <tr> <td style="text-align: center;">E</td> <td style="text-align: center;">A</td> </tr> </table> <p>*reyalisasyon-napagtibay na kaaalaman</p> <p>*implikasyon-kaugnayan ng salita sa kaisipan, lipunan, at kaisipang Pilipino</p>	R	I	E	A
R	I					
E	A					
Midya at Teknolohiya	<ol style="list-style-type: none"> 1. Bakit mahalagang mailarawan ang pag-unlad ng midya at teknolohiya sa kasaysayan ng Pilipinas? 2. Ano ang naging epekto at impluwensiya ng midya at teknolohiya sa Pilipinas? 3. Ano ang implikasyon nito kasalukuyang panahon bilang masugid na taga-angkat ng mga ito? 	<p>Pagbabasa ng artikulo tungkol sa umiral na uri ng midya at teknolohiya sa panahon ng Amerikano, Hapon at Kontemporaryong panahon.</p> <p>Pagbabasa ng artikulo hinggil sa mga paksang tatalakayin sa susunod na linggo.</p>				
Sosyedad at Literatura	<ol style="list-style-type: none"> 1. Bakit dapat umabot sa yugto ng pagsusuri ang 	<p>Pagpapabasa ng kahalagahan ng Panunuring Pampanitikan sa artikulong “Ang Kritika sa Panahon ng Krisis” ni E. San Juan sa https://ejournals.ph/article.php?id=10630</p>				

	<p>isang akdang pampanitikan?</p> <p>2. Paano magagamit ang naabot ng pagsusuri sa kapakinabangan g panlipunan?</p> <p>3. Paano malilinig ang pasusuri lampas sa teoryang pampanitikan?</p>	<p>Ipaliwanag kung bakit sinabi ng may akda na “ang pag-asa ay nasa kritika”.</p> <p>Pagpapanood rin ng sumusunod:</p> <p>“Quarantine” ni Joel Costa Malabanan sa https://www.youtube.com/watch?v=ywaG-HuoszM</p> <p>“Babangon Tayo” ng Concerned Artists of the Philippines (CAP) sa https://www.youtube.com/watch?v=BdOsDkdqN68</p>
--	---	---

Sa ugnayang nilalaman at pamamaraan, malaki ang gampanin ng mahalaga o esensiyal na mga katanungan upang magbigay ng tuon at direksyon sa bunga o kalalabasan ng pagkatuto sa bawat sesyon ng kurso. Bukod sa mga pampukaw na tanong na pagbabatayan ng lalim at lawak ng aralin na patungo sa konteksto ng pagtalakay sa lipunang Pilipino, pinagtatibay ito ng makabayang nilalaman at pamamaraan na kadikit ng karanasan ng bawat mag-aaral na kalahok sa gawaing pedagogikal. Sa ganitong paraan, nagiging matibay ang ugnayang pagtuturo at pagkatuto na binigkis ng makabayang dulog.

Talahanayan 5. Ugnayang Kasanayan-Kapangyarihan sa Gawain at Pagsasanay

Kurso	KASANAYAN	KAPANGYARIHAN
Filipinolohiya	<p>Pagsusuri sa gamit ng wika sa pagtalakay ng ugnayang kaisipan, lipunan, at kultura</p> <p>Pag-uugnay ng mga tiyak na wikang umusbong sa panahong ng pandemya sa ugnayang kaisipan, lipunan, at kultura</p>	<p>Pagbuo ng “SAMPUNG PINAKA: Dokyu-Bidyo ng Pagkakakilanlang Pilipino”</p> <ul style="list-style-type: none"> • Naglalaman ng adbokasiya sa anyong paglalahad, paglalarawan, at pagsasalaysay ng

		pagiging lipi at lahing Pili at Pino.
Midya at Teknolohiya	<p>Pagsusuri sa gamit ng teknolohiya at midya sa pagtalakay ng iba't ibang aspektong panlipunan.</p> <p>Pagtalunton sa gampanin ng midya at teknolohiya sa paghubog ng pangkalagayang pambansa noon ngayon, at sa hinaharap.</p>	<p>Pagbuo ng OPLAN TIKTOKHANG: ISANG IMPORMATIBONG PARODYANG BIDYO</p> <ul style="list-style-type: none"> • Naglalaman ng iba't ibang isyung panlipunan upang maglahad at magmulat gamit ang iba't ibang elementong teknolohikal.
Sosyedad at Literatura	<p>Pagsusuri sa iba't ibang akdang pampanitikan tungo sa pag-uugnay sa iba't ibang penomenang panlipunan.</p> <p>Paglinang ng kamalayang mapagmatyag mula sa iba't ibang anyong panitikan na nilapatan ng makabayang anyo ng pagsusuri.</p>	<p>Pagbuo ng LITFOLIO: Kalipunang Pampanitikan sa Anyong Limbag at Digital</p> <ul style="list-style-type: none"> • Naglalaman ng mga orihinal na akdang nagsusulong ng makabayang pagkilos para sa minimithing kaunlaran.

Ang ugnayang kasanayan at kapangyarihan ay tinutupad ng layunin at paglalapat sa bawat aralin na sakop ng kurso. Ang makapangyarihang pagkilos na makikita sa paglalapat at pagsasapraktika ng mga natutuhan na inaasahang ipagpatuloy na gawin sa pang-araw-araw at sa naghihintay na hamon bilang guro ng kinabukasan ang batayan sa paglikha ng mga halimbawang pagsasanay at gawaing naglalantad sa mga tiyak na pagkilos mula sa mga adbokasyang panlipunan. Makapangyarihan ang isang gawaing pedagogikal kung hinulma ito ng plano at lohikal na isinagawa ang mga tiyak na hakbang sa pagtuturo upang matiyak na matatamo ang pagkatuto.

Pangwakas: Hamon at Tugon ng Makabayang Pedagohiya

Ang mithiin ng kurikulum sa Gen.Ed Filipino ay nakaugnay sa tunguhing nais matamo ng paaralan mula sa itinakda at inaasahang mga layunin. Ang Gen-Ed Filipino ay tumutugon sa pangkalahatang mandato na kolektibong paglikha ng mga kursong nakapaloob sa paghubog ng mga kabataang Pilipinong inihahanda sa mundo ng paggawa. Ang Gen.Ed Filipino sa konteksto ng PNU ay isa lamang sa paraan upang patibayin ang mga mag-aaral sa batayang nilalaman na pinagtibay ng mga kasanayan upang maging makapangyarihang nagmamahal at nagpapahalaga sa bayan. Mabibigyang- katuwiran ang itinataguyod na makabayang pedagohiya sa kurikulum sa konteksto ng lipunang Pilipino gamit ang mga inobatibong kagamitang pampagtuturo na lapat at sapat sa proseso ng pagtuturo at pagkatuto. Upang matiyak ang masteri sa mga natutuhan ng bunga ng produkto o pagganap, pinag-uugnay ang iskima o dating kaalaman at kasanayan na mahalagang nakaugat sa pang-araw-araw na karanasan, isyu, o suliraning naobserbahan o nasasaksihan ng mga mag-aaral. Sa ganitong pamamaraan madaling mahanapan ito ng katugunan o solusyon na nagmula sa kanilang karanasan.

Taglay ng makabayang pedagohiya bilang prosesong masasandigan ng guro sa pagpapalawak ng kabatiran ng mga mag-aaral ang kaalaman, kasanayan, at kapangyarihang alay para sa bayan. Sinasagot ng makabayang pedagohiya ang humihinang kabatiran sa nasyonalismo upang labanan ang hamon ng globalisasyon at neo liberalisasyon. Nakapaloob sa makabayang pedagohiya na hubugin ang mga magiging guro na ilapat ang talas at talab ng mga makabago at inobatibong estratehiya bilang sandata sa banta ng globalisasyon. Mahalagang ang paaralan partiular ang mga institusyong pangguro bilang institusyong nagsisilbing pandayan at hulmahan ng pagkatao ang magsulong ng makabayang pedagohiya. Malaki ang papel na gampanin ng isang inobatibong guro upang bigyang-pagpapakahulugan ang makabayang pedagohiya sa pamamagitan ng makabayang pamamaraan ng pagtuturo bilang pagharap at pagpaplanong masawata ang hamong hatid ng globalisasyon. Kinakailangang magmula ang paglinang ng kamalayang makabayan na magiging sandata ng inobatibong guro sa tulong ng kurikulum na ang pangunahing batayan ay nakasalig sa adhikain, nilalaman, pamamaraan, at iba pang salik na ang pangkalahatang adhikain ay mapatatag ang kamalayang lokal sa hamon ng kalakarang global. Sa ganitong perspektiba maipapamalas ang katangiang pagkamakabayan ng guro na tatagos sa mag-aaral.

Itinataguyod at isinasabuhay ng makabayang pedagohiya ang pagpapanibagong diwa ng magiging guro sa hinaharap. Iwawaksi ng makabayang pedagohiya ang panginginon sa mga

dayuhan na bahid na katangian ng neoliberalisasyon sa edukasyong dulot ng globalisasyon. Nakasandig ang makabayang pedagohiyasa ugnayan at talaban ng nilalaman at pamamaraan sa prosesong pedagogikal na ilalapat ng isang makabayang guro. Sa kabuuan, taglay na katangian ng makabayang pedagohiya ang pedagohiyang nakaugat sa edukasyong maka-Pilipino para sa mga Pilipino.

Sa konteksto ng Gen.Ed Filipino, marapat na lalong mapalakas, mapagtibay, at maipag-ibayo ang Filipino lampas sa tradisyunal na pagturing dito bilang batayan lamang ng kaalaman ng kasanayan sa wika at panitikan. Ang pagpapalakas sa Filipino ay marapat na makita bilang daluyan ng intelektuwal o matalinong diskursong panlipunan na ang kinasangkapan ay ang pagpapatatag at pagpapatibay ng kaakuhan, kamalayan, kalinangan at kasaysayan ng lipunang Pilipino. Nasa kapangyarihan ng mga gurong magtataguyod ng bawat disiplina na ikonteksto ang ika-21 siglong edukasyon para ilapat ang pagmamahal sa kamalayang lokal upang maging handa at malakas sa kalakarang global. Ang glokalisasyon ang mainam na yakaping ideolohiya na nakapaloob sa mga babasahin at angkop at praktikal na gawaing pampagkatuto.

Kung makikita ang kahinaan at kakulangan sa teoretikal na balangkas at silabus ng kasalukuyang pag-aaral, mas marapat pang patatagin ang kahingian ng silabus na ang tuon ay ang nababagay na kasanayan at kakayahan upang matiyak ang kahusayan ng mga magiging guro sa hinaharap. Marapat na ang kasanayan at kakayahang hatid ng Filipino bilang larangan ay maunawaang tulay upang mas matiyak ang pag-unlad ng kahusayan sa iba't iba pang mahahalagang domeyn o larangan. Ang kakayahan at kasanayan patungo sa kahusayan ay dapat maging tulay upang matiyak na ang gurong magtatapos sa Pamantasang Normal ng Pilipinas ay mapagnilay at matugunin batay sa pangangailangang panlipunan. Upang ito ay bigyang-katuparan, mahalaga ang ugnayan ng iba't ibang guro sa pamamagitan ng bahagihan ng mga nilalaman at epektibong pamamaraan mula sa yunit ng Filipino at iba't ibang larangan gamit ang talakayan, palihan, at interdisiplinaryong at kolaboratibong pananaliksik. Sa ganitong pamamaraan, mag-uumpisa ang pagtingin at pagpapanumbalik ng sigla ng Filipino sa pamantasan bilang batis ng matalinong talakayan at diskurso.

Sa pangkalahatan, ang tagumpay ng pagtataguyod ng makabayang pedagohiya ay lalawak at lalalim kung ito rin ay itataguyod at matiyagang susubaybayan ng pamunuan ng pamantasan. Kung ang pedagohiyang makabayan ay palalakasin sa pamantasan gamit ang tuwirang adbokasyang makabayang nakapaloob sa bagong Gen.Ed Filipino, tiyak lalakas ang

kaalaman, kasanayan, at kapangyarihang makabayan ng mga gurong pag-asa ng mga pag-asa ng bayan.

SANGGUNIAN

- Almario, V. S. (1990). *Bantayog: "Mga piling sanaysay sa wika at panitikan"*. Lungsod ng Quezon: Phoenix Publishing House.
- Constantino, P. C. (1996). *"Wika, nasyonalismo, at ideolohiya: mga piling diskurso sa wika at lipunan"*. Lungsod Quezon: University of the Philippines Press, Diliman.
- Fortunato, T. F. at Valdez, E. S. (1995). *"Pulitika ng wika"*. De La Salle University Press. Maynila: Leon Guinto St., Malate.
- Jocano, F. L. (2001). *"Filipino Worldview: ethnography of local knowledge"*. 2001. Lungsod Quezon: PUNLAD Research House, Inc., Diliman.
- Liwanag, L. B. (2001). *"Mga hamon at direksyon sa pagtuturo ng Filipino sa ikatlong milenyum: punla sa lingguwistikang filipino, handog parangal kay Alfonso O. Santiago"*. 2001. Grandwater Publications and Research Corporation. Lungsod ng Makati: J.P Rizal St.
- Lumbera, B. L. (2000). *"Writing the nation/pag-aakda ng bansa"*. University of the Philippines Press. Lungsod Quezon: UP Diliman.
- Mabaquiao, N. M. Jr. (2007). *"Globalisasyon, kultura, at kamalayang pilipino"*. MALAY. 2007 Tomo XIX. Blg. 3. Maynila: Pamantasang De La Salle.
- Mahaguay, J. M. (2013). *"Ang Pilosopiya ng edukasyon para sa mga pilipino ayon kay emerita s. quito: isang pagsusuri"*. Disertasyon. Maynila: Kolehiyo ng Malalayang Sining, Pamantasang De La Salle.
- Mendoza, R. J. (2008). *"Ang kurikulum na filipino: saan patungo sa hamon ng globalisasyon"*. MALAY. Tomo XX. Blg.2. Maynila: Pamantasang De La Salle.
- Nuncio, E. M. (2004). *"Ang kritikal na pedagohiya tungo sa mapagpalayang pagsulat"*. Sangandiwa: Araling Filipino Bilang Talastasang Pangkalinangan at Lapit-Pananaliksik. University of Santo Tomas Publishing House. Maynila: Espana.
- Nuncio, E. M.. (2005). *"Mga talinghaga sa laylayan: ang mapagpalayang pedagohiya ng maikling pagsulat at antolohiya ng mga tula ng bukalsining"*. University of Santo Tomas Publishing House. Maynila: Espana.
- Quito, E. S. (1985). *"Pilosopiya ng edukasyon sa diwang filipino"*. Malay. Journal of Humanities and Social Sciences, Volume 5, No.2. Maynila: Pamantasang De La Salle.1987. *Wikang Pambansa at Edukasyon*. Malay. Journal of Humanities and Social Sciences, Volume 5, No.2. Maynila: Pamantasang De La Salle.

- Salazar, Z. A. (1991). "Ang pantayong pananaw bilang diskursong pangkabihasnan, pilipinolohiya: kasaysayan, pilosopiya at pananaliksik". Bautista, V. at R. Pe-Pua (mga ed.) Maynila: Dalubhasaan ng Agham Panlipunan at Pilosopiya.
- San Juan, D. M. M. (2013). "Kaisipang nasyonalista at teoryang dependensiya sa edukasyon: ideolohikal na kritik ng programang Kto12 ng Pilipinas". 2013.Malay Tomo XXVI Blg. 1. Maynila: Pamantasang De La Salle.
- Sepeda, B. N. (2012). "Isang pagpapanibago ng edukasyon sa pilipinas batay sa isang makabayang pilosopiya". MALAY Tomo XXIV Blg.2. Maynila: Pamantasang De La Salle.
- Villanueva, V. M. (2013). "Mungkahing gamit/paraan sa pagtuturo at pagkatuto upang alamin at suriin ang kakayahang umunawa". DALUMAT: Multikultural at Multidisiplinaryong E-Journal sa Araling Filipino. Tomo 4 Blg. 1 at 2. Numina Publications.
- Yu, R. T. (2005). "Tungo sa pagbuo ng filipinong diskursong pangkalinangan." *filipino at pagpaplanong pangwika*". Ikalawang Sourcebook ng SANGFIL. Sentro ng Wikang Filipino. Lungsod Quezon: UP Diliman