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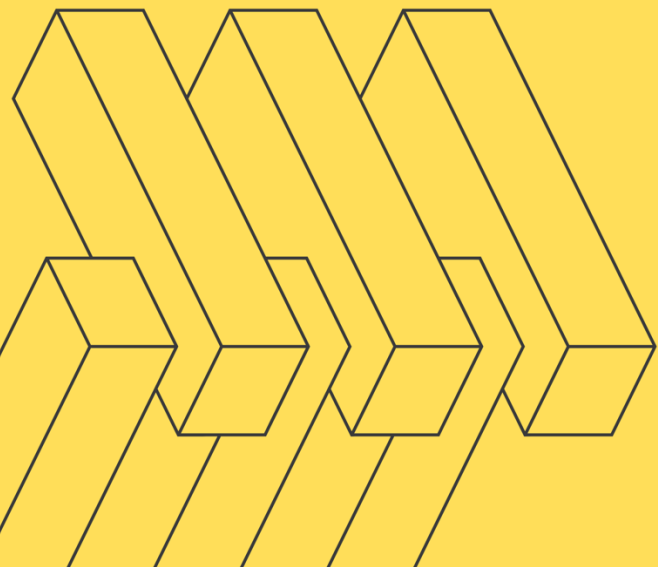
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A Multidisciplinary E-Publication



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FOREWORD

It is with great enthusiasm that I welcome you to this issue of ACADEMIC FRONTIERS. As a peer-reviewed, multidisciplinary journal, we aim to provide a dynamic platform for scholars, educators, and researchers to share their latest academic insights and discoveries. Our mission is to foster a global community of intellectuals who are dedicated to advancing knowledge and sparking meaningful conversations across various fields of study.

In the pages that follow, you will find a collection of peer-reviewed articles, research papers, and abstracts, each selected to reflect the most recent trends and developments in academia. These works represent the collective efforts of scholars and researchers from around the world, each offering unique perspectives that challenge, inspire, and provoke thought.

At ACADEMIC FRONTIERS, intellectual growth is a shared journey that transcends disciplines. Our commitment to publishing a wide range of topics—from innovative research methodologies and theoretical explorations to practical applications and interdisciplinary studies—reflects our dedication to supporting scholars at all stages of their academic endeavors.

As we navigate a rapidly evolving global landscape, the importance of research and knowledge-sharing has never been more profound. In this issue, you will find work that not only contributes to the advancement of knowledge but also highlights the crucial role that academia plays in shaping our world. These contributions serve as a reminder of the power of research to foster change, inspire progress, and create a better future for all.

I extend my deepest gratitude to our contributors, whose expertise and dedication have made this journal possible. I also express sincere thanks to our readers for their continued support and engagement. It is through your involvement that ACADEMIC FRONTIERS continues to grow into a vibrant and inclusive space for intellectual exchange and discovery.

As you immerse yourself in this issue, I invite you to reflect on the diverse range of ideas presented and consider how they might contribute to your own work and academic journey. Together, let us explore the frontiers of knowledge and celebrate the vital role of research in advancing human understanding.

Thank you for being a part of ACADEMIC FRONTIERS.

With warm regards,

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TABLE OF CONTENTS

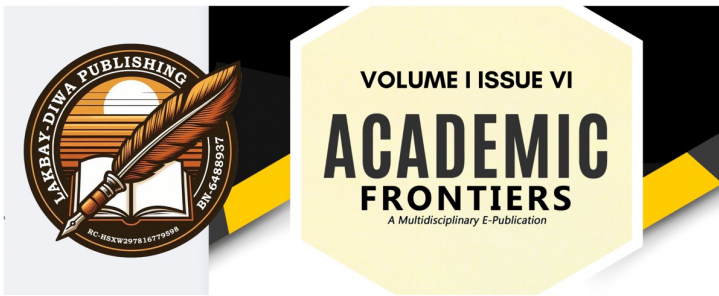
Title	Page
• THE ROLE OF ENTREPRENEURSHIP SIMULATION ROOMS IN ENHANCING EXPERIMENTAL LEARNING FOR FUTURE ENTREPRENEURS <i>Jhon Ven Saint L. Pasahol, CEMP, LPT, DBA</i>	1
• MATHEMATICS OF PIÑA WEAVING: AN ETHNOMATHEMATICS STUDY <i>Angelica B. Lachica, PhD^{1*}, Roberto G. Sagge Jr., PhD²</i>	12
• UNRAVELING THE COMPLEXITY OF THE ADMINISTRATIVE EXPERIENCES OF ACADEMIC MIDDLE MANAGERS <i>Analyñ Loy-Ang Lumaban, MAEd</i>	23
• ARMM TO BARMM: A HISTORICAL INQUIRY OF CO-OPTATION AND INTEGRATION OF THE BANGSAMORO (MUSLIM FILIPINOS) TO THE FILIPINO NATION <i>Norjaihah A. Balindong, PhD, LPT</i>	36
• PRELIMINARY ANALYSIS OF THE IMPERFECTIVE ASPECT MARKERS DI- AND PEPHA- IN THE MERANAW LANGUAGE <i>Nadjerah A. Exsan, LPT, MAFIL (CAR)</i>	37
• KONTEKSTONG GAMIT NG EMOJI SA SOCIAL MEDIA <i>Ibrahim B. Pundato, LPT, MA</i>	38
• UNDERSTANDING THE LIVED EXPERIENCES OF HIGHER EDUCATION INSTITUTION STUDENTS IN FLEXIBLE LEARNING <i>Eleanor R. Chuca, PhD, LPT</i>	48
• THE INSTRUCTIONAL LEADERSHIP PRACTICES OF SCHOOL HEADS AND TEACHING EFFECTIVENESS OF PUBLIC ELEMENTARY TEACHERS <i>Leonisah D. Macapeges, MAEd</i>	49
• PAGKILALA SA MGA PRODUKTONG MATERYAL NA KULTURA SA MUNISIPALIDAD NG BACOLOD-KALAWI, LANAÓ DEL SUR <i>Ahmadserany P. Kiram, LPT, MAFIL, MPA, PhD</i>	50

ACADEMIC FRONTIERS

A Multidisciplinary E-Publication

TABLE OF CONTENTS

Title	Page
<ul style="list-style-type: none">• ISANG PAGSUSURI SA AKLAT NA PINAGYAMANG PLUMA I - IV: ANG URI NG MGA AKDANG PAMPANITIKAN, ANG MGA MAY-AKDA AT ANG PINAKAGAMITING GAWAING PAMPANITIKAN <i>Nasimah H. Ibrahim, LPT, MAFIL</i>	63
<ul style="list-style-type: none">• PROFESSIONAL IMPACT AND SATISFACTION OF MASTER OF ARTS IN EDUCATION (MAED) GRADUATES OF CHRIST THE KING COLLEGE OF CALBAYOG CITY, INC. <i>Brenda A. Alvarez, MAEd^{1*}, Rowena R. Diaz²</i>	74
<ul style="list-style-type: none">• EMPLOYABILITY OF BACHELOR OF ELEMENTARY EDUCATION GRADUATES OF CHRIST THE KING COLLEGE OF CALBAYOG CITY, INC. (2018-2022) <i>Julie Ann T. Elizalde, MAEd^{1*}, Rowena R. Diaz²</i>	85
<ul style="list-style-type: none">• TAGALOG AT FILIPINO: WIKA SA LIKOD NG MGA AKDA NI SER MIKE <i>Marjan M. Camama, LPT, MA</i>	99



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1

The Role of Entrepreneurship Simulation Rooms in Enhancing Experimental Learning for Future Entrepreneurs

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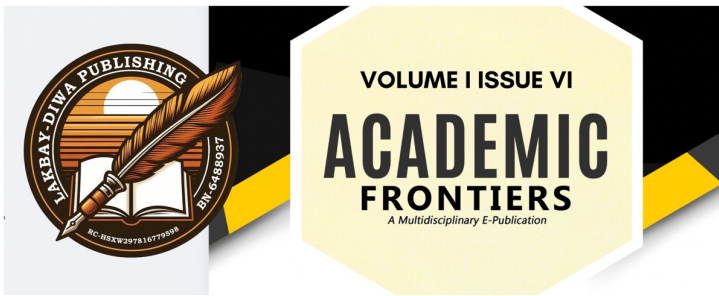
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Abstract.

Entrepreneurship education has tended to prioritize theory over practice, limiting students' hands-on skill formation. This study investigates the impact of entrepreneurship simulation rooms on enhancing experimental learning among Bachelor of Science in Entrepreneurship students at EARIST Manila. Guided by Kolb's experiential learning cycle, the Theory of Planned Behavior, and Social Learning Theory, we assessed perceptions of simulation realism, engagement, facilitation, resource sufficiency, and curriculum integration, as well as the perceived development of decision-making, problem-solving, teamwork, innovation, and confidence. Using a descriptive-comparative design, purposive sampling yielded 153 students and seven faculty members who completed structured questionnaires. Descriptive statistics summarized responses; independent-samples t-tests compared groups. Results indicate generally positive perceptions, with Realism of business scenarios (students: WM=3.46) and Student engagement and participation (WM=3.35) receiving the highest evaluations. The availability of tools and resources was lowest, particularly among faculty (WM = 2.42). All five indicators showed significant student-faculty differences ($p < .05$), signaling misalignment in expectations and the visibility of learning evidence. The findings suggest that simulation rooms can bridge the theory-practice divide and foster entrepreneurial confidence and creativity. Still, impact is constrained by resource adequacy, facilitation quality, and partial curricular alignment. We recommend targeted investments in technology and maintenance, as well as facilitation standards and faculty training, to ensure constructive alignment of simulations with learning outcomes and assessments, thereby strengthening pedagogical effectiveness and supporting SDG-aligned goals in entrepreneurship education.

Keywords: Entrepreneurial competencies, Experiential learning, Simulation-based learning, Student engagement, Theory of Planned Behavior



1.0 Introduction

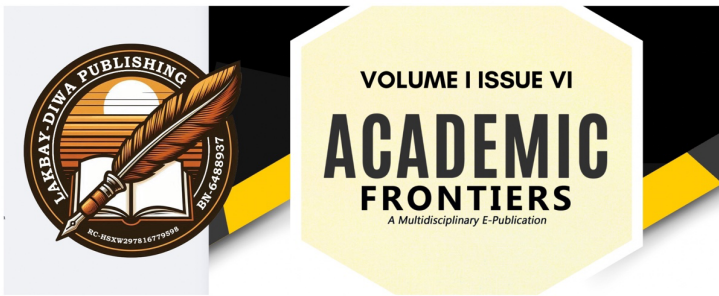
Entrepreneurship has become one of the most critical engines of economic growth, job creation, and social innovation in the 21st century. As economies become increasingly globalized and digitized, the demand for entrepreneurial graduates who can navigate uncertainty, leverage innovation, and create sustainable ventures continues to rise. In the Philippine context, entrepreneurship education is recognized by the Commission on Higher Education (CHED) as a core strategy in cultivating future business leaders who are adaptive, creative, and resilient. However, despite institutional emphasis, many entrepreneurship programs remain heavily weighted toward theoretical instruction, often limiting students' opportunities for applied, risk-managed practice. This imbalance raises an enduring pedagogical challenge: how can institutions provide authentic, practice-oriented learning experiences within the safety of the academic environment?

The emergence of entrepreneurship simulation rooms offers a partial solution to this challenge. Simulation rooms are structured, resource-equipped spaces that mimic the conditions of real business environments, enabling students to practice decision-making, negotiation, problem-solving, and collaboration without the high stakes of financial loss. By replicating entrepreneurial processes from ideation and planning to operations and customer interaction, simulation rooms bridge the gap between classroom theories and the dynamic realities of the marketplace. In essence, they represent an educational innovation that embodies the principles of experimental learning: allowing learners to "learn by doing" in an environment where failure becomes a formative, rather than punitive, experience.

From a theoretical standpoint, simulation rooms reflect Kolb's (1984) Experiential Learning Theory, which posits that knowledge creation arises from the transformation of experience through cycles of concrete engagement, reflective observation, abstract conceptualization, and active experimentation. Beyond Kolb, Ajzen's (1991) Theory of Planned Behavior provides insight into how simulated entrepreneurial experiences can shape attitudes, subjective norms, and perceived behavioral control, thereby strengthening entrepreneurial intentions. Likewise, Bandura's (1977) Social Learning Theory emphasizes the roles of modeling, observation, and self-efficacy in developing entrepreneurial competencies. Collectively, these frameworks reinforce the assertion that learning environments designed with authenticity, interactivity, and reflection can significantly elevate entrepreneurial preparedness.

Globally, research demonstrates that simulation-based learning enhances student engagement, critical thinking, and problem-solving (Lackeus, 2015; Pittaway & Cope, 2007). In entrepreneurship education specifically, studies show that simulations foster entrepreneurial mindset, risk tolerance, and creativity by exposing students to decision-making under uncertainty (Bellotti et al., 2014). In Southeast Asia, however, literature on simulation-based entrepreneurship learning remains limited, with much of the research focusing on case-based teaching, internships, or business plan competitions. Within the Philippine setting, evidence on the pedagogical value of entrepreneurship simulation rooms is especially sparse. The scarcity of empirical inquiry justifies the present study, which aims to contribute a systematic analysis of simulation room effectiveness, particularly within the context of a state university.

Equally important are the practical and policy implications. The United Nations' Sustainable Development Goals (SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth) emphasize the importance of equipping young people with relevant skills for employment and entrepreneurship. Embedding simulation rooms into higher education curricula directly supports these goals by fostering applied competencies that extend beyond the classroom into communities and industries. Moreover, in the Philippine government's thrust to promote micro, small, and medium enterprises (MSMEs) as the backbone of the economy, universities play a pivotal role in preparing graduates who can become competent business founders, managers, and innovators. Simulation-based learning can thus strengthen the human capital necessary to sustain national economic growth and resilience.



Despite these opportunities, the actual effectiveness of entrepreneurship simulation rooms remains under-investigated. Stakeholders, students, and faculty may differ in their perceptions of how well these facilities deliver learning outcomes, provide adequate resources, and align with curricular goals. Understanding these perceptions is crucial for continuous improvement and institutional decision-making, as gaps between student experience and faculty expectations can undermine the pedagogical impact. Furthermore, assessing simulation-enabled competencies such as decision-making, teamwork, innovation, and entrepreneurial confidence provides empirical grounding for claims that such facilities truly enhance graduate employability and entrepreneurial readiness.

This study, therefore, explores the role of entrepreneurship simulation rooms in enhancing experimental learning for future entrepreneurs at the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila. Specifically, it examines perceptions of both students and faculty regarding the realism, facilitation, engagement, resource sufficiency, and curricular integration of simulation rooms. It evaluates their perceived contribution to the development of entrepreneurial competencies. By comparing these perceptions and testing for significant differences, the study generates insights into the strengths and limitations of current practice. It proposes strategies, such as faculty workshops and resource upgrades, to improve the impact of simulation-based entrepreneurship education. In doing so, it not only enriches the literature on simulation-enabled learning in the Philippine context but also advances a model for aligning entrepreneurship education with national development goals and international standards.

2.0 Methodology

This study employed a descriptive-comparative research design to examine how entrepreneurship simulation rooms contribute to experimental learning among BS Entrepreneurship students and faculty members of EARIST Manila. By gathering perceptions from both groups through structured questionnaires and subjecting the data to statistical analysis, the study aimed to identify patterns, evaluate competency outcomes, and determine significant differences in perceptions. The methodological choices were grounded in the study's objectives, ensuring the validity, reliability, and relevance of findings.

2.1 Research Design

This study employed a descriptive-comparative research design to investigate the role of entrepreneurship simulation rooms in enhancing experimental learning for future entrepreneurs. The design was deemed most appropriate because it allowed the researcher to capture and compare the perceptions of two groups of respondents, students and faculty, regarding the effectiveness of simulation-based learning. Rather than manipulating variables, the study sought to describe existing conditions, analyze patterns, and identify significant differences in perspectives. The comparative element was essential, as it highlighted whether faculty and students consistently viewed the value of simulation rooms, or whether gaps existed that required pedagogical or administrative intervention.

2.2 Participants and Sampling Technique

The participants of the study were drawn from the Bachelor of Science in Entrepreneurship program of the Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Manila - Main Campus. A total of 160 respondents were included, comprising 153 students and seven faculty members. Students were purposively selected based on the criterion that they had already experienced entrepreneurship courses conducted in the simulation rooms, ensuring that their responses reflected first-hand engagement. Faculty members, on the other hand, were chosen because they handled



subjects utilizing the simulation facility. Purposive sampling was appropriate because not all students and faculty in the department were exposed to the intervention; only those with direct participation in simulation-based courses could provide informed evaluations. The sample size, while modest in the case of faculty, was sufficient for descriptive comparison and statistical testing, given the focus on a specific institutional program.

2.3 Research Locale

The research was conducted at EARIST Manila, a state university known for its applied and technical programs. Within its BS Entrepreneurship curriculum, the institution has invested in establishing entrepreneurship simulation rooms to create authentic, practice-oriented experiences for learners. These rooms were equipped with facilities designed to replicate business environments, including point-of-sale systems, merchandising spaces, and operational workstations. The research locale was thus significant, as it provided a concrete setting where the effectiveness of simulation-based pedagogy could be assessed.

2.4 Research Instrument

To capture data systematically, the researcher employed a structured, researcher-made questionnaire. The instrument was developed to measure perceptions along five indicators: (1) realism of business scenarios, (2) availability of tools and resources, (3) quality of facilitation and instruction, (4) student engagement and participation, and (5) integration into the curriculum. In addition, a second section of the instrument measured the perceived enhancement of entrepreneurial competencies, including decision-making, problem-solving, teamwork, innovation, and confidence in an entrepreneurial mindset. The questionnaire underwent content validation by experts in entrepreneurship education and pedagogy, ensuring that the items were aligned with both the study's objectives and relevant theoretical frameworks. Pilot testing was conducted to assess the clarity and reliability of the items, and adjustments were made based on expert feedback. The Likert-type scale used in the instrument allowed respondents to express degrees of agreement or disagreement, which were later quantified for analysis.

2.5 Data Gathering Procedure

The data gathering procedure followed ethical and systematic steps. Prior to distribution, informed consent was obtained from participants, who were assured that their involvement was voluntary and that their responses would be kept confidential. For the student respondents, questionnaires were distributed during scheduled class hours, after receiving permission from course instructors. For faculty members, questionnaires were placed in their departmental mailboxes to allow flexible completion at their convenience. Completed instruments were collected personally by the researcher to ensure data integrity and minimize the risk of loss. Respondents were given adequate time to reflect on their experiences in the simulation rooms, thereby enhancing the quality of their responses.

2.6 Statistical Treatment of Data

Once retrieved, the data were coded and subjected to both descriptive and inferential statistical treatments. Descriptive statistics, including means, weighted means, standard deviations, and rankings, were used to summarize the respondents' perceptions and to identify areas of strength and

weakness in the implementation of simulation-based learning. A standard interpretation scale was employed to categorize mean values into descriptive equivalents such as "Strongly Agree," "Agree," or "Disagree." To examine differences in perceptions between students and faculty, the study employed the independent-samples t-test, an inferential statistical tool appropriate for comparing the means of two unrelated groups. The level of significance was set at 0.05, and any p-value below this threshold was interpreted as statistically significant, leading to the rejection of the null hypothesis of no difference.

2.7 Scope and Delimitations

The scope of the study was deliberately confined to the BS Entrepreneurship program of EARIST Manila and to respondents who had actual exposure to the simulation rooms. This ensured the specificity and validity of the findings, but also limited the generalizability of the results. Students who had not participated in simulation-based courses and faculty who did not handle subjects utilizing the facility were excluded from the sample. Likewise, the study focused solely on perceptions and self-reported competencies, rather than on objective performance measures or longitudinal outcomes, such as business success after graduation. These delimitations were acknowledged to maintain the integrity of the research design and to avoid overgeneralization of findings beyond the intended context.

3.0 Results and Discussion

This section presents the perceptions of students and faculty members regarding the effectiveness of entrepreneurship simulation rooms in enhancing experimental learning. Results are arranged thematically based on the study's objectives: (a) perceptions of simulation rooms across five dimensions; (b) perceived enhancement of entrepreneurial competencies; and (c) significance of differences between student and faculty responses. Each table is accompanied by an interpretation and discussion that situates the findings within the theoretical and empirical literature.

3.1 Perceptions of Entrepreneurship Simulation Rooms

Table 1 shows the respondents' perceptions of the entrepreneurship simulation rooms across five indicators: realism, tools and resources, facilitation, engagement, and curriculum integration.

Table 1. Respondents' Perception of Entrepreneurship Simulation Rooms

Indicator	Students WM (VI) SD	Faculty WM (VI) SD	Composite WM (VI) SD	Rank
Realism of Business Scenarios	3.46 (SA) 0.59	3.07 (A) 0.75	3.27 (A) 0.67	1
Student Engagement and Participation	3.35 (SA) 0.64	3.07 (A) 0.84	3.21 (A) 0.74	2
Quality of Facilitation and Instruction	3.04 (A) 0.67	2.67 (A) 0.74	2.86 (A) 0.71	3
Integration into the Curriculum	3.13 (A) 0.65	2.58 (A) 0.83	2.86 (A) 0.74	4
Availability of Tools and Resources	3.11 (A) 0.66	2.42 (A) 0.93	2.77 (A) 0.80	5

Both students and faculty agreed that simulation rooms provide realistic business scenarios (composite WM = 3.27), which supports the claim that such environments mirror real-world entrepreneurial contexts. This aligns with Kolb’s experiential learning cycle, where realism fuels meaningful engagement in concrete experiences. High ratings for student engagement (composite WM = 3.21) indicate that simulations motivate participation, echoing studies by Lackeus (2015) that emphasize simulation-based learning as a catalyst for motivation and deeper involvement.

However, the lowest indicator was the availability of tools and resources (composite WM = 2.77), which was particularly low among faculty (WM = 2.42). This reveals a resource gap that may limit the full potential of simulations. According to Bellotti et al. (2014), the absence of sufficient tools constrains authenticity and learning transfer, suggesting that institutional investment in hardware and software upgrades is critical. Faculty also rated the quality of curriculum integration and facilitation lower than students, indicating a need for more structured pedagogical frameworks and faculty training.

In short, while realism and engagement validate the potential of simulation rooms as authentic learning spaces, the weak ratings on resources, facilitation, and integration highlight systemic barriers that must be addressed for consistent and scalable impact.

3.2 Enhancement of Entrepreneurial Competencies

Table 2 presents how students and faculty perceived the contribution of simulation rooms to the development of entrepreneurial competencies.

Table 2. Respondents’ Assessment of Simulation-Enabled Competencies

Competency	Students WM (VI) SD	Faculty WM (VI) SD	Composite WM (VI) SD	Rank
Confidence and Entrepreneurial Mindset	3.35 (A) 0.64	2.86 (A) 0.73	3.11 (A) 0.69	1
Innovation and Creativity	3.26 (SA) 0.64	2.70 (A) 0.65	2.98 (A) 0.64	2
Problem-Solving Ability	3.22 (A) 0.64	2.49 (D) 0.87	2.86 (A) 0.77	3
Teamwork and Collaboration	3.19 (A) 0.64	2.53 (D) 0.79	2.86 (A) 0.71	4
Decision-Making Skills	3.08 (A) 0.64	2.54 (A) 0.87	2.81 (A) 0.75	5

Respondents ranked confidence and entrepreneurial mindset highest (composite WM = 3.11), indicating that simulation rooms cultivate self-efficacy and resilience, central elements in Bandura’s Social Learning Theory, which emphasizes the role of mastery experiences in building confidence. Similarly, innovation and creativity (WM=2.98) were rated positively, reflecting the simulation rooms’ ability to encourage experimentation and idea generation.

However, decision-making (WM=2.81) and teamwork (WM=2.86) ranked lowest, particularly from the perspective of faculty, who even rated problem-solving and teamwork as “Disagree.” This suggests that while students feel confident and creative, faculty observe limited evidence of structured problem-solving and high-quality team-based decision-making. The discrepancy may arise from the absence of rubrics or assessment tools that capture higher-order competencies beyond surface participation.

This finding resonates with Ajzen’s Theory of Planned Behavior: without observable and measurable evidence of behavioral control (decision-making skills), the translation of entrepreneurial

intentions into practice may remain weak. Thus, while simulation rooms build confidence, more rigorous structuring, such as decision checkpoints, role-based tasks, and peer evaluations, is needed to strengthen cognitive and collaborative outcomes.

3.3 Significance of Student-Faculty Differences

Table 3 summarizes the results of independent-samples t-tests comparing student and faculty perceptions across the five simulation indicators.

Table 3. Independent-Samples t-Tests: Students vs Faculty

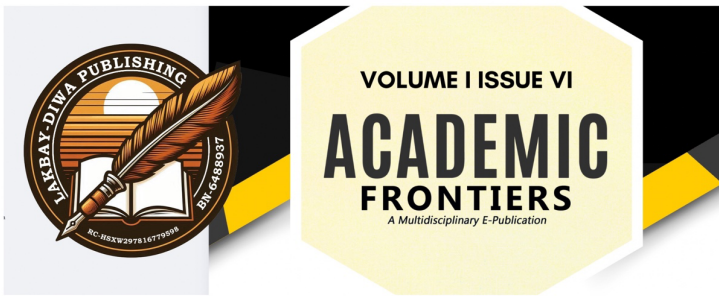
Indicator	Students M SD	Faculty M SD	p-value	Decision
Realism of Business Scenarios	3.46 0.59	3.01 0.74	0.00109	Significant
Availability of Tools and Resources	3.11 0.66	2.42 0.93	0.02750	Significant
Quality of Facilitation and Instruction	3.04 0.67	2.67 0.74	0.02343	Significant
Student Engagement and Participation	3.35 0.64	3.07 0.84	0.00136	Significant
Integration into the Curriculum	3.13 0.65	2.58 0.83	0.00162	Significant

Across all five indicators, the differences between student and faculty perceptions were statistically significant ($p < .05$). Students consistently rated the simulation rooms more favorably, particularly in terms of realism and engagement. In contrast, faculty expressed stronger reservations regarding resource sufficiency and curricular integration.

The significance of these perception gaps has two key implications. First, it underscores a misalignment of expectations: students perceive learning value through immersion and confidence gains, while faculty emphasize resource adequacy and observable competencies. Second, it highlights the need for institutional interventions, including faculty development workshops, more precise alignment between learning outcomes and simulation activities, and investments in simulation resources.

These findings reinforce Kolb's assertion that effective experiential learning requires not only authentic experience but also guided reflection and structured integration into the curriculum. Without this alignment, the full pedagogical potential of simulation rooms may remain underutilized, despite their ability to engage students meaningfully.

The foregoing results and discussions underscore both the promise and the limitations of entrepreneurship simulation rooms as pedagogical innovations. On one hand, students and faculty alike recognize the realism and engagement value of these facilities, with students particularly affirming their role in boosting confidence and creativity. On the other hand, faculty members remain cautious, citing deficiencies in resources, curriculum alignment, and the observability of higher-order competencies, such as decision-making, teamwork, and problem-solving. The statistically significant differences across all indicators further highlight a misalignment in perceptions that carries important implications for instructional practice and institutional policy. Taken together, the findings demonstrate that simulation rooms are effective in cultivating motivation and an entrepreneurial mindset; however, they require systemic enhancements in resources, facilitation quality, and assessment integration to realize their potential fully.



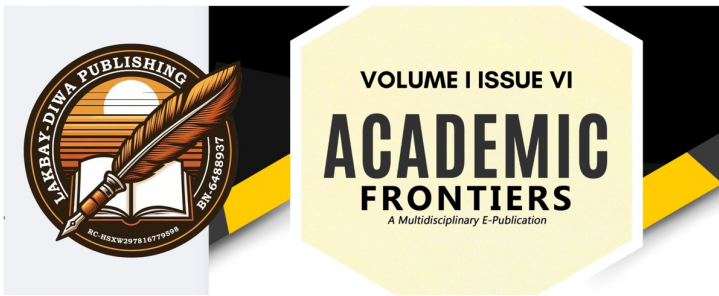
4.0 Conclusion

This study aimed to investigate the role of entrepreneurship simulation rooms in enhancing experiential learning among Bachelor of Science in Entrepreneurship students at EARIST Manila. The findings revealed that while simulation rooms are generally perceived as authentic and engaging learning environments, their effectiveness varies across dimensions and between stakeholder groups. Students consistently affirmed the realism of the scenarios and reported significant gains in confidence and creativity, suggesting that simulation-based pedagogy is effective in fostering motivation and an entrepreneurial mindset. Faculty members, however, raised concerns about the sufficiency of tools and resources, the integration of simulations into the curriculum, and the extent to which higher-order competencies such as decision-making, teamwork, and problem-solving were truly being developed. The statistically significant differences between student and faculty perceptions underscore a misalignment that has both pedagogical and institutional implications. These gaps underscore the need for systematic investment in resources, faculty development, and the constructive alignment of simulation activities with learning outcomes and assessments. From a theoretical perspective, the results affirm the validity of Kolb's experiential learning cycle and Bandura's social learning principles in explaining the gains in engagement and confidence, while also highlighting the partial application of the Theory of Planned Behavior in cultivating observable entrepreneurial behaviors. In conclusion, entrepreneurship simulation rooms hold substantial promise as catalysts of experimental learning and entrepreneurial preparedness; however, their transformative potential will remain underutilized unless resource adequacy, facilitation quality, and curricular integration are fully addressed. By strengthening these areas, institutions like EARIST can ensure that simulation-based entrepreneurship education not only bridges the theory-practice divide but also contributes meaningfully to the country's human capital development and to the broader goals of sustainable economic growth.

4.1 Recommendations

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

1. **Resource Enhancement.** Upgrade the tools, technologies, and facilities in the simulation rooms to ensure realism, reliability, and scalability of entrepreneurial scenarios. Establish a sustainable maintenance plan to guarantee continuous availability.
2. **Faculty Training and Development.** Conduct structured workshops and professional development programs focused on simulation facilitation, assessment design, and curriculum integration. These should emphasize the use of debriefing frameworks, role clarity, and performance rubrics to capture higher-order competencies.
3. **Curriculum Alignment.** Integrate simulation activities more explicitly into entrepreneurship course syllabi, linking them to specific learning outcomes and assessments. Constructive alignment will ensure that simulations are not treated as standalone activities, but rather as central components of pedagogy.
4. **Assessment Innovations.** Develop multi-source assessment tools such as decision logs, peer evaluations, and reflective journals to make problem-solving, decision-making, and teamwork more visible and measurable within simulation activities.
5. **Continuous Feedback Mechanisms.** Institutionalize periodic feedback sessions where both students and faculty can review the effectiveness of simulations, providing input for continuous improvement of the facility, curriculum, and facilitation strategies.
6. **Policy Support.** Encourage institutional leadership to formally recognize simulation rooms as integral to entrepreneurship education, aligning them with strategic development plans and the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).



5.0 Contributions of the Author

The author conceptualized the study, developed the research instrument, and supervised the validation process with subject-matter experts. He facilitated data collection among student and faculty respondents, ensured adherence to ethical standards, and carried out statistical analysis and interpretation of findings.

6.0 Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

7.0 Conflict of Interests

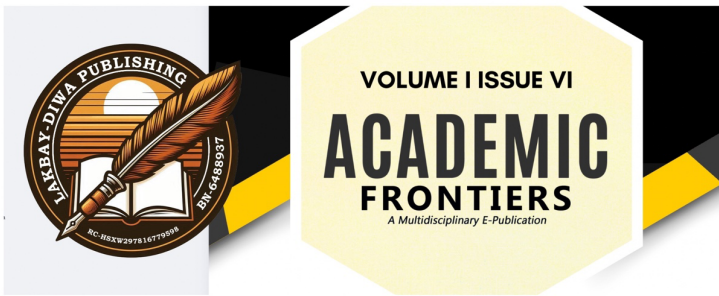
The author declares no conflict of interest in the conduct and reporting of this research.

8.0 Acknowledgment

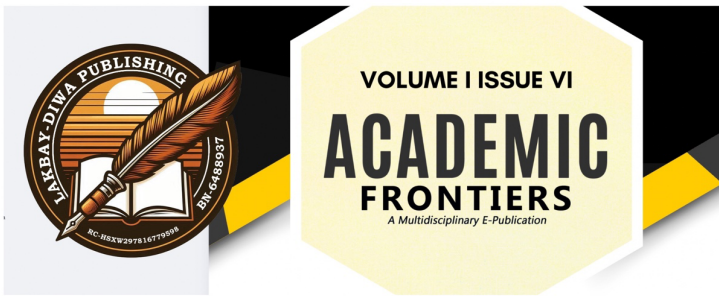
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Mathematics of Piña Weaving: An Ethnomathematics Study

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Abstract.

Piña weaving is a long-standing tradition that depicts the rich history of the Philippines, the resiliency of Filipinos, the art and culture of Akeanons, and the underlying mathematical concepts that inform it. This paper identifies the various mathematical concepts embedded in Piña weaving, how Piña weavers learned, developed, and applied these concepts in their craft, and the perceptions of Piña weavers regarding the importance of mathematics in producing standard outputs. This ethnographic study highlights the lived experiences of Piña weavers in a mathematical context. This paper employed a qualitative research methodology to investigate the mathematical concepts applied in Piña weaving in Aklan. The data obtained from ethnographic interviews, participant observation, field notes, audio recording, pictures, and videos underwent extensive thematic analysis. The Piña weavers in Aklan, who were selected purposively based on the criteria, were interviewed and observed for days to identify the various mathematical concepts they applied in Piña weaving, hear their stories on how they learned, developed, and used the idea of mathematics in Piña weaving, and understand their perceptions on the importance of mathematics in producing standard outputs.

Keywords: Piña weaving, ethnomathematics, geometry, measurement, traditional Filipino crafts, Aklan, cultural heritage

1.0 Introduction

Mathematics, as an exact science, plays a critical role in shaping the world, influencing everything from the natural sciences to economics, and even the cultural practices of various communities. In recent years, the study of Ethnomathematics has emerged as a distinct field that highlights how different cultures use and understand mathematical concepts. This study examines how Piña weavers in Aklan, a province renowned for its rich tradition of weaving Piña cloth, incorporate mathematical concepts into their craft, highlighting the intersection of culture, tradition, and mathematics.



Piña weaving, an age-old tradition, is not only an artistic endeavor but also a reflection of the cultural identity of the Aklanon people. Piña cloth, made from the fibers of the Red Spanish Pineapple (*Ananas comosus*), has long been regarded as a luxurious fabric in the Philippines.

Historically, it has been used for formal garments, including the Barong Tagalog and Baro't Saya, which symbolize the national identity of the Philippines (Montgomery, 2017). The weaving process is intricate, requiring precision and skill, which makes Piña weaving an art form steeped in tradition. However, Piña weaving also involves the application of various mathematical principles, many of which are intuitive to the weavers but not often recognized within the formal education system.

This study is positioned within the Ethnomathematics framework, which examines the mathematical ideas and practices embedded in everyday cultural activities. Specifically, this research examines the mathematical concepts employed by Piña weavers in Aklan, with a focus on areas such as geometry, measurement, counting, and pattern formation. Despite the absence of formal mathematical education in many cases, Piña weavers apply a rich array of mathematical principles in the execution of their craft. These practices are deeply embedded in their cultural and economic lives, affecting not only the physical process of weaving but also the social and economic dynamics of the community.

The primary aim of this study is to investigate the mathematical concepts employed by Piña weavers in their craft, to understand how these concepts are learned and developed, and to explore the weavers' perceptions regarding the role of mathematics in producing standard outputs. Through an ethnographic approach, this study aims to illuminate the lived experiences of weavers, thereby providing new insights into how mathematics can be contextualized within cultural traditions. The findings of this research aim to contribute to the body of knowledge on Ethnomathematics by examining how mathematical concepts are inherently woven into artistic practices and can be incorporated into educational settings to bridge the gap between formal mathematics and cultural knowledge.

This study also aims to provide a practical contribution to the Piña weaving industry by highlighting the mathematical skills required for high-quality production. Understanding these skills is crucial in preserving the tradition of Piña weaving, particularly in the face of challenges such as the aging population of weavers and the lack of interest among the younger generation. The integration of mathematical concepts into the education system, particularly in relation to traditional crafts such as Piña weaving, could be a means of revitalizing the industry and ensuring its sustainability for future generations.

Moreover, the implications of this study extend beyond Piña weaving itself. The integration of cultural knowledge into formal education through the lens of Ethnomathematics has the potential to enhance student engagement in mathematics, making it more relevant to their lived experiences. By exploring the mathematical practices of Piña weavers, this research contributes to the broader conversation about how to make mathematics education more culturally inclusive and contextually grounded.

The remainder of this introduction provides the background to the study, discusses the theoretical and epistemological perspectives guiding the research, and outlines the research questions and assumptions that underpin the investigation.

2.0 Methodology

This research adopted a qualitative approach, specifically ethnography, to explore the mathematical concepts and practices embedded in the tradition of Piña weaving in Aklan. Ethnography is a research methodology that emphasizes the study of cultures and communities through immersion, observation, and interaction. Given the nature of the study, which aims to uncover the lived experiences and practices of the Piña weavers, ethnography provided a suitable framework for gathering in-depth,



culturally rich data. The research employed various data collection techniques, including participant observation, ethnographic interviews, and field notes, allowing the researcher to engage directly with the Piña weaver community, understand their practices, and identify the mathematical principles they apply in their craft.

2.1 Research Design

This study utilized a descriptive-qualitative research design, which is well-suited for investigating phenomena in their natural settings. The aim was not to test a hypothesis but to understand and describe the mathematical practices used by Piña weavers. Through extensive interaction with the community, the researcher sought to capture the nuances of Piña weaving as a cultural and mathematical practice. The descriptive nature of the design enabled a detailed account of the processes, skills, and perceptions of the weavers, providing insight into how mathematics is integrated into their daily activities.

2.2 Research Locale

The study was conducted in the province of Aklan, specifically in the municipalities of Kalibo, Balete, and Banga, all of which are well-known for their Piña weaving industries. Aklan is situated in the Western Visayas region of the Philippines and is often referred to as the Piña Fiber Capital due to its long-standing tradition of producing Piña cloth. The choice of these municipalities was based on their prominence in the Piña weaving industry, the accessibility of the weaving communities, and the researcher's interest in understanding the diverse practices and challenges faced by the weavers in these areas.

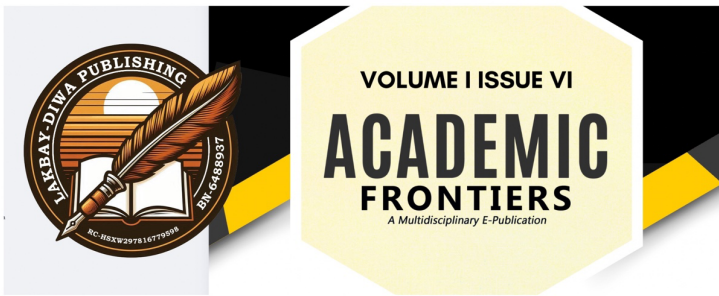
The fieldwork took place in three Piña weaving industries, one from each of the selected municipalities. The researcher immersed herself in these environments, spending time with the weavers to observe their practices, learn about their experiences, and engage in meaningful interactions.

2.3 Research Participants

The participants were selected through purposive sampling, a method commonly used in qualitative research when a specific group of individuals with relevant experiences is required. In this study, the participants were Piña weavers from the three selected municipalities. The criteria for selection included the following:

1. Willingness to participate: Participants were required to agree to participate in the study and provide informed consent.
2. Experience: Participants were required to have at least 10 years of experience in Piña weaving to ensure they possessed sufficient practical knowledge and expertise.
3. Active involvement in Piña weaving: Only those who were actively involved in the Piña weaving process at the time of the study were selected.

A total of six Piña weavers were selected as participants, with two weavers from each of the participating municipalities. These participants provided valuable insights into the mathematical concepts embedded in their work, their learning processes, and their perceptions of the role of mathematics in Piña weaving.



2.4 Research Instruments

The primary data collection instruments for this study were:

- **Ethnographic Interviews:** Semi-structured interviews were conducted with the Piña weavers to gather information about their experiences, knowledge, and perceptions regarding the mathematical aspects of Piña weaving. The interviews were designed to elicit detailed responses that would provide a deeper understanding of the participants' practices and their use of mathematics.
- **Participant Observation:** The researcher participated in the Piña weaving process to observe firsthand how mathematics is applied in the craft. The researcher spent several hours each day with the weavers, assisting with tasks and observing their techniques. This method allowed the researcher to gain insights into the tacit knowledge and skills used by the weavers.
- **Field Notes:** Throughout the study, the researcher maintained detailed field notes to record observations, reflections, and emerging themes. These notes were analyzed in conjunction with the interview data to ensure a comprehensive understanding of the mathematical concepts in Piña weaving.

2.5 Data Gathering Procedure

Data collection took place over a period of 21 days. The researcher spent 7 days in each of the three Piña weaving industries. The data gathering process was organized into several stages:

Initial Interviews: Upon arrival at each weaving industry, the researcher conducted initial interviews with the weavers to establish rapport and gather background information. The interviews were semi-structured, allowing for flexibility while ensuring that key topics were covered.

Participant Observation: Following the interviews, the researcher engaged in participant observation, where she observed the weavers in action. The researcher also participated in various aspects of the weaving process to gain a deeper understanding of the methods and techniques employed by the weavers.

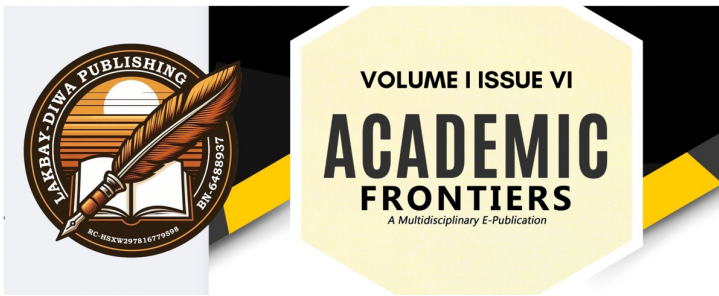
Ongoing Data Collection: Throughout the data collection period, the researcher continued to observe the weavers and conduct informal interviews. The researcher took field notes after each session to document her observations and reflections.

Member Checking: After data transcription, the researcher returned to the participants to verify the accuracy of the collected information. This step, known as member checking, ensured that the data was accurate and reflected the participants' views.

2.6 Ethical Considerations

This study adhered to ethical standards in research to protect the participants' rights and ensure the integrity of the survey. The following ethical considerations were observed:

Informed Consent: Before participating in the study, each participant was provided with an informed consent form that explained the purpose of the research, the procedures involved, and the voluntary nature of their participation. Participants were assured that their involvement would not cause harm and that they could withdraw at any time without consequence.



Confidentiality: The confidentiality of participants was maintained by using pseudonyms and ensuring that no personal information was shared outside the study. All data were stored securely and accessible only to the researcher.

Credibility and Dependability: To enhance the trustworthiness of the study, the researcher employed strategies such as data triangulation (using multiple sources of data), prolonged engagement in the field, and member checking to verify the accuracy of the data.

Respect for Participants: The researcher ensured that the participants' cultural practices were respected and that they were not exploited for the research. The researcher also acknowledged the contributions of the participants by acknowledging their insights and experiences in the study.

3.0 Results and Discussion

This section presents the study's findings, focusing on the mathematical concepts applied by Piña weavers in Aklan, how these concepts are learned, developed, and used in their craft, and the weavers' perceptions regarding the importance of mathematics in producing standard outputs. The results are presented through the thematic analysis of interviews, participant observation, and field notes. Each subsection explores a specific aspect of the research questions, integrating the mathematical concepts identified through the study with the cultural practices of the weavers.

The discussion that follows each result provides an analysis of how the findings align with the existing literature on Ethnomathematics, and highlights the implications of these findings for both the Piña weaving industry and the teaching of mathematics in educational settings.

3.1 Mathematical Concepts Applied in Piña Weaving

The Piña weavers in Aklan apply several mathematical concepts throughout the weaving process. These concepts range from basic arithmetic and measurement to complex geometry. The findings of this study revealed that Piña weaving is not just an artistic craft but also a highly mathematical activity, where mathematical principles such as counting, measurement, proportions, geometry, and fractions play a crucial role in producing high-quality Piña cloth.

Table 1: Selection Criteria for Choosing the Informants

Criteria	Description
Willingness	Participants were selected based on their willingness to participate in the study.
Experience	Only weavers with at least 10 years of experience in Piña weaving were included to ensure sufficient practical knowledge.
Active Participation	The participants had to be actively involved in the Piña weaving process during the study.

Table 1 outlines the criteria used to select the Piña weavers for the study. The criteria focused on ensuring that the chosen participants were highly experienced and actively engaged in the weaving process, making them suitable informants for understanding the mathematical concepts applied in Piña weaving.

Table 2: Summary of Data Sources

Research Question	Data Sources
What are the mathematical concepts applied by the Piña weavers in Piña weaving?	Ethnographic interviews, participant observation, field notes, audio-recording, pictures/videos
How do Piña weavers learn, develop, and apply formal mathematics in Piña weaving?	Ethnographic interviews, participant observation, field notes, audio-recording, pictures/videos
What are the perceptions of Piña weavers on the importance of mathematics in producing standard outputs?	Ethnographic interviews, participant observation, field notes, audio-recording, pictures/videos

Table 2 shows the data sources used to answer each research question. The study utilized multiple data collection methods, including interviews, participant observation, and audio-visual recordings, to gather rich, multi-dimensional data on the mathematical practices of Piña weavers.

Table 3: Procedure in Data Gathering and Analysis

Step	Description
Identification of the Locale	Selection of Piña weaving industries in Kalibo, Balete, and Banga, Aklan.
Selection of Participants	Purposive sampling based on specific criteria such as experience (at least 10 years) and willingness to participate.
Ethnographic Interview	Semi-structured interviews with Piña weavers to gather qualitative data on their experiences and mathematical practices.
Participant Observation	Immersion in the weaving process to observe how mathematical concepts are applied in practice.
Field Notes	Detailed notes taken during the fieldwork to document observations and reflections.
Data Analysis	Thematic analysis to identify patterns in the data and develop themes related to the research questions.

Table 3 summarizes the steps followed in the data gathering and analysis process. This procedure was designed to ensure comprehensive data collection and analysis, allowing for the exploration of both the weavers' mathematical practices and their cultural experiences.

3.2 Learning, Developing, and Applying Formal Mathematics in Piña Weaving

Piña weavers acquire mathematical skills in various ways. Some weavers learned basic mathematical concepts such as counting, measurement, and proportion from their parents, while others developed their skills through formal education or training programs. Over time, these skills are refined through continuous practice, as the weavers apply them in the production of Piña cloth. Formal mathematics, including concepts like decimals, fractions, and geometry, is not explicitly taught to the weavers, but they naturally apply these concepts in their craft.

Table 4: *Old Coins and their Sikapats*

Old Coin	Sikapat Equivalent
1-Peso Coin (1972)	4.5 sikapat
50-Centavo Coin (1958)	3 sikapats
25-Centavo Coin (1962)	1.5 sikapat
10-Centavo Coin (1962)	0.5 sikapat
5-Centavo Coin (1995)	0.5 sikapat

Table 4 presents the different old coins used by the Piña weavers to measure the weight of Piña fibers, which are sold in the market. The sikapat is a unit of measurement for weight, and its value is based on the weight of various old coins. The weavers use these coins to determine the price of the fibers based on their weight.

Table 5: *Perceptions of Piña Weavers on the Importance of Mathematics in Producing Standard Outputs*

Perception	Description
Mathematics as Essential	Weavers believe that mathematics is essential for ensuring the accuracy and quality of the woven cloth.
Impact of Errors	Small errors in measurement or counting can lead to defective products, which may be rejected in the market.
Need for Precision	The weavers emphasize the importance of precision in counting, measurement, and design to produce high-quality Piña cloth.

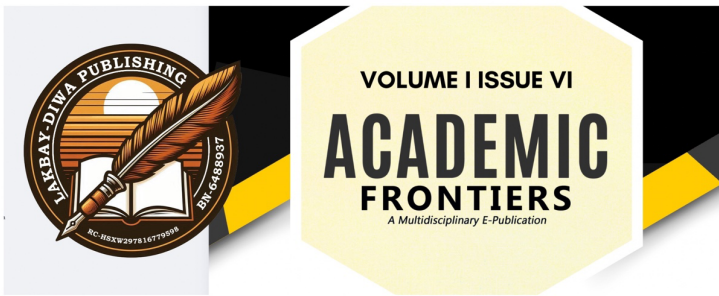
Table 5 summarizes the perceptions of the Piña weavers regarding the role of mathematics in their work. The weavers recognize that mathematics is critical in maintaining the quality of their products, and they are acutely aware that any mistakes in the mathematical aspects of the weaving process can result in substandard outputs.

3.3 Discussion of Results

The results of this study highlight the critical role of mathematics in Piña weaving, a craft often perceived as purely artistic but, in fact, deeply rooted in mathematics. The weavers' ability to apply concepts such as counting, measurement, fractions, and geometry reflects an intuitive understanding of these areas, even though they may not have formal training in these subjects. This aligns with the Ethnomathematics framework, which asserts that mathematical practices are shaped by cultural context and do not always align with formal educational standards (D'Ambrosio, 2001).

For instance, the sikapat, a traditional unit of weight measurement, is used by weavers to quantify the fibers they purchase and sell. This system reflects the cultural adaptation of mathematics, a key component of Ethnomathematics, demonstrating how indigenous communities develop mathematical tools that suit their specific needs (Gerdes, 2001).

The perceptions of the Piña weavers about the importance of mathematics further reinforce the role of mathematics in quality control. As highlighted in Table 5, weavers recognize that accurate measurement and counting are crucial for producing Piña cloth that meets market standards. This aligns with the constructionist epistemology of this study, which posits that knowledge is constructed through social interaction and practical engagement with the world (Crotty, 1998).



Moreover, the study's findings suggest that integrating Ethnomathematics into the curriculum could help students better appreciate the relevance of mathematics in their daily lives and cultural practices. By incorporating culturally significant activities, such as Piña weaving, into the educational framework, mathematics can be taught in a more engaging and contextually relevant way, thus bridging the gap between formal mathematical knowledge and real-world applications.

4.0 Conclusion

This section presents the key findings of the study, synthesizing how Piña weavers in Aklan apply mathematical concepts in their craft, and highlighting the implications for education, cultural preservation, and industry practices. It also provides actionable recommendations for educators, policymakers, practitioners, and future researchers to enhance the understanding and application of ethnomathematics in both cultural and academic contexts.

4.1 Conclusion

This study explored the mathematical concepts embedded in Piña weaving in Aklan, employing an ethnographic approach to uncover the lived experiences of Piña weavers. The findings revealed that Piña weaving is inherently a mathematical practice, wherein concepts such as counting, measurement, proportions, fractions, decimals, geometry, and direct variations are applied in the creation of standard outputs. These mathematical practices are not formally taught; instead, they are learned and developed through intergenerational knowledge transfer, formal education, practical experience, and continuous engagement in the weaving process.

Piña weavers demonstrate a sophisticated application of mathematics in both technical and artistic aspects of weaving. The study highlighted that precise counting of fibers, measurement of cloth dimensions, computation of payment, and adherence to standard lengths and widths are crucial for maintaining the quality and market value of woven products. Additionally, concepts of geometry, including parallel and perpendicular lines, intersecting lines, angles, and two-dimensional figures, are evident in the design and arrangement of patterns, reflecting a complex and culturally grounded mathematical reasoning.

The research also revealed that the perceptions of Piña weavers underscore the critical importance of mathematics in everyday life and in professional practice. Mathematics facilitates the production of high-quality outputs, ensures accuracy in labor compensation, and helps mitigate errors that could compromise product quality. Furthermore, the weavers recognized the value of passing on these skills to the next generation to preserve the tradition and ensure the sustainability of Piña weaving.

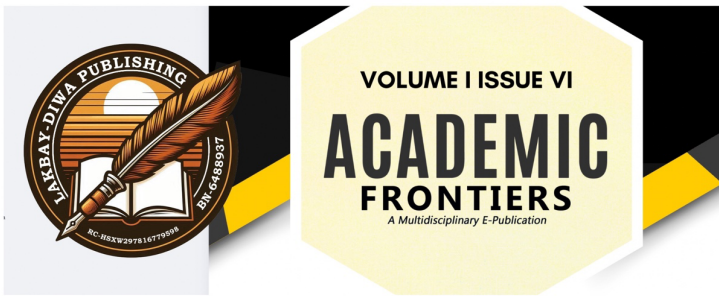
From an academic perspective, this study validates the principles of ethnomathematics, illustrating how cultural practices serve as vehicles for applied mathematics and how mathematics can be contextualized within cultural and vocational activities. The findings underscore the potential of integrating cultural knowledge into formal educational curricula, particularly in subjects such as mathematics, STEM, and technical-vocational education, to enhance contextualized learning, student engagement, and cultural appreciation.

4.2 Recommendations

Based on the findings and implications of this study, the following recommendations are proposed for various stakeholders:

For Teachers and Educators

- Integrate Piña weaving and similar cultural practices into mathematics and STEM curricula to provide contextualized learning experiences that enhance understanding.



- Emphasize hands-on activities that allow students to explore mathematical concepts such as measurement, geometry, and ratios through real-life applications.
- Foster cultural sensitivity in teaching by highlighting the historical and socio-economic significance of traditional crafts.

For Curriculum Developers

- Develop ethnomathematical-enriched learning materials that incorporate the mathematical practices of Piña weaving, making mathematics more accessible and relevant to students.
- Include Piña weaving as a module or case study within Senior High School STEM and TVL tracks, bridging vocational skills and mathematical learning.
- Ensure curriculum alignment with local culture and traditions, preserving indigenous knowledge while meeting academic standards.

For Policymakers and Government Agencies

- Support the sustainability of Piña weaving by providing funding, training centers, and technical assistance to Piña weaving communities.
- Promote national certification programs to formalize the skills of Piña weavers and ensure standardized production quality.
- Implement initiatives to engage younger generations, preventing the loss of traditional skills and knowledge.

For Piña Weavers and Industry Practitioners

- Continue practicing Piña weaving with a focus on mathematical precision and standardization to ensure the production of high-quality textiles.
- Document traditional practices and mathematical techniques for archival purposes and future training programs.
- Share knowledge with apprentices and the next generation to maintain the tradition and strengthen the local weaving industry.

For Future Researchers

- Conduct studies that explore the integration of ethnomathematics in other indigenous crafts and cultural practices.
- Investigate innovative methods for combining traditional weaving techniques with modern technology, thereby enhancing productivity while preserving cultural integrity.
- Investigate the effects of ethnomathematics-based teaching on student learning outcomes and their appreciation of cultural heritage.

In sum, this study demonstrates that Piña weaving in Aklan is both a cultural and mathematical practice, highlighting the rich interplay between tradition, skill, and applied mathematics. Recognizing and integrating these practices into education and policy can contribute to the preservation of indigenous knowledge, enhance mathematical learning, and sustain a culturally significant industry. Piña weaving is not only a source of livelihood but also a testament to the ingenuity and resilience of Filipino craftsmanship, where mathematics is intrinsically woven into every thread.

5.0 Contributions of the Author

The research presented in this study was a collaborative effort between the lead author, Dr. Angelica B. Lachica, and the co-author and adviser, Dr. Roberto G. Sagge Jr. Dr. Lachica conceptualized the study, developed the research framework, and conducted the fieldwork, which included ethnographic interviews, participant observation, and extensive data collection. She also performed



data transcription, coding, and thematic analysis, and drafted the manuscript, including the Introduction, Methodology, Results, Discussion, Conclusion, and Recommendations. Throughout the research process, she ensured adherence to rigorous ethnographic and qualitative research standards, as well as ethical guidelines, while coordinating with participants and other stakeholders.

Dr. Sagge provided academic guidance and supervision throughout the study, reviewing and refining the research design and methodology to ensure the validity and reliability of the findings. He provided expert feedback on data analysis, result interpretation, and integration with ethnomathematical theory, while reviewing and editing the manuscript for clarity, coherence, and alignment with scholarly standards. Both authors contributed collaboratively to the conceptual development of the study.

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7.0 Conflict of Interests

The authors declare no conflict of interest in the conduct and reporting of this research.

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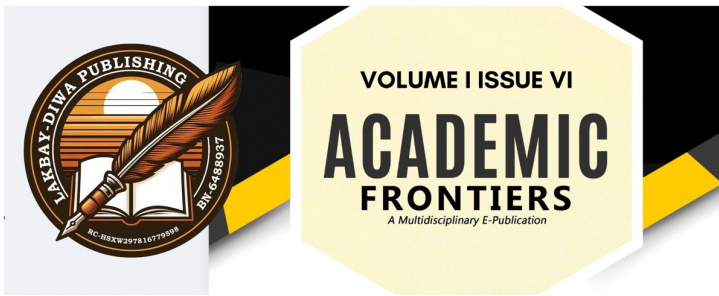
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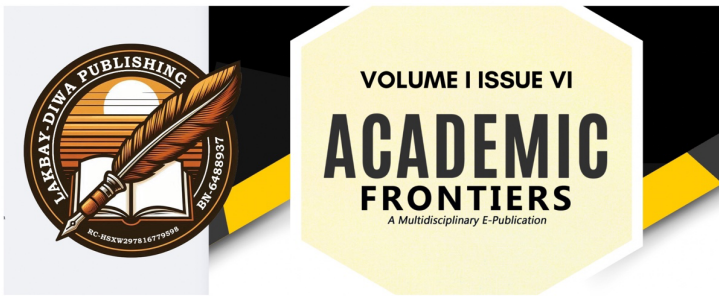
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23

Unraveling the Complexity of the Administrative Experiences of Academic Middle Managers

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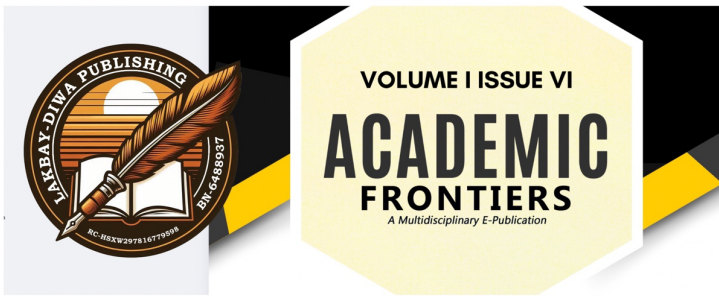
Abstract.

This qualitative ethnomethodological study explores the lived experiences of academic middle managers in higher education institutions. Six participants were purposefully selected, with roles ranging from two to five years of experience, offering diverse insights into their leadership challenges. Framed by role theory and organizational culture, the research investigates how these managers balance academic leadership with administrative duties amidst institutional dynamics. The study employs unstructured interviews and thematic analysis, revealing key themes such as strategic leadership, ethical decision-making, policy development, and the critical need for professional development programs. Findings underscore the importance of leadership in fostering institutional growth, improving student outcomes, and enhancing faculty well-being. Addressing role-related stress and providing leadership development opportunities are vital for sustaining resilience and long-term institutional success. The study offers practical recommendations for creating supportive frameworks for academic middle managers, emphasizing tailored professional development initiatives that enhance their leadership capacities and align with institutional goals. These insights are crucial for fostering effective management in educational environments, contributing to both managerial and institutional development.

Keywords: Academic Leadership, Academic Middle Manager, Job Satisfaction, Leadership Development, Middle Management, Organizational Culture

1.0 Introduction

Higher education institutions have long been viewed as essential pillars for intellectual development and social progress. A critical aspect of their functioning lies in the role of academic middle managers, who occupy a pivotal position between senior leadership and faculty members. These middle managers, such as college deans, department heads, and principals, are responsible for translating the institution's strategic goals into actionable plans. They must balance the demands of academic leadership with administrative duties, all while managing interpersonal relationships with staff and students. The complexity of their roles has become even more pronounced as higher education



evolves, particularly amid changing educational standards, resource limitations, and heightened expectations for institutional performance.

Academic middle managers are often caught between the strategic goals set by upper management and the practical realities faced by faculty and students. Their dual role of leading academic development while managing administrative processes often leads to role conflict, stress, and burnout. Despite their crucial position, little research has explored the lived experiences of these managers, particularly in the context of Filipino higher education institutions. This study aims to fill this gap by investigating the administrative experiences of academic middle managers in a private higher education institution in La Trinidad, Benguet. By exploring their roles, challenges, and coping mechanisms, this research provides valuable insights into the complexities of middle management in academic settings.

The conceptual framework for this study is based on the premise that academic middle managers perform multiple, interrelated functions within their institutions. These include leadership, resource management, faculty development, and communication with stakeholders. The framework visualizes these functions as concentric layers, with core responsibilities like leadership and policy execution at the center, surrounded by strategies, challenges, and external factors that influence decision-making. These middle managers' roles are shaped not only by institutional objectives but also by external factors such as budget constraints, faculty dynamics, and student needs. This framework helps explore how these managers navigate their multifaceted roles while balancing strategic goals and operational realities.

This study is primarily guided by two theoretical perspectives: Role Theory and Organizational Culture Theory.

Role Theory, as developed by sociologists such as Talcott Parsons and Robert Merton, posits that individuals occupy various social roles within organizations, each with its own set of expectations, behaviors, and responsibilities. In the context of academic middle managers, role theory helps explain the pressures and conflicts that arise when managers are expected to fulfill multiple roles simultaneously: academic leader, administrator, mediator, and mentor. These competing expectations can create role strain and affect managerial effectiveness.

Organizational Culture Theory, notably advanced by Edgar Schein, emphasizes the shared values, beliefs, and norms within an institution that guide behavior and decision-making. In educational settings, the organizational culture shapes the management practices of academic middle managers. By understanding how organizational culture influences these managers, we can better comprehend how they navigate institutional challenges and adapt their leadership style to fit the culture of their respective institutions.

The primary objective of this study is to investigate the administrative experiences of academic middle managers within higher education institutions. Specifically, it seeks to answer the following questions:

1. What are the core functions and responsibilities of academic middle managers as prescribed in institutional policies?
2. What strategies do academic middle managers employ to perform their functions effectively?
3. What challenges, boosts, and setbacks do academic middle managers experience in their roles?
4. How do institutional culture and external factors influence their decision-making and leadership practices?



By addressing these questions, this research will contribute to a deeper understanding of the dynamics faced by academic middle managers, ultimately offering recommendations to support their professional growth and enhance institutional effectiveness.

2.0 Methodology

This study employed a qualitative research design, utilizing an ethnomethodological approach to explore the lived experiences of academic middle managers in higher education institutions. The ethnomethodological approach was chosen to gain a deep understanding of the daily realities, practices, and challenges these managers face within the complex structures of academic organizations. Through unstructured interviews and thematic analysis, this study investigates the core functions, strategies, and experiences that shape the roles of academic middle managers. The following subtopics outline the detailed research design, participants, instruments, data collection procedures, and data treatment.

2.1 Research Design

This study adopted a qualitative research design to explore the complexities of the administrative experiences of academic middle managers in higher education. Qualitative research is particularly effective for understanding the nuanced, context-specific aspects of human behavior, especially when the aim is to capture individuals' lived experiences and perceptions.

The study used an ethnomethodological approach, which focuses on understanding the everyday practices and interactions that people use to make sense of their social worlds. Ethnomethodology, as developed by Harold Garfinkel (1967), investigates the methods individuals employ in daily interactions to construct social realities. In this research, this approach enabled an in-depth exploration of the personal and professional experiences of academic middle managers, particularly how they navigate their roles and responsibilities across the academic and administrative spheres. By utilizing this approach, the study seeks to uncover the implicit knowledge and strategies these managers employ to perform their functions amidst institutional pressures and dynamics.

The research was framed by role theory and organizational culture theory, which provided a theoretical lens for understanding the complex roles of academic middle managers and their operation within institutional cultures.

2.2 Population and Locale of the Study

The study focused on academic middle managers from a private higher education institution in La Trinidad, Benguet, Philippines. This locale was selected for its distinct educational context and the institution's reputation for academic excellence and continuous improvement. The study specifically targeted academic middle managers, including college deans, department heads, and the principal of the basic education division.

The study population consisted of six academic middle managers, selected through purposive sampling. This non-probability sampling technique was chosen to ensure that participants had relevant experience and insights into the topic under investigation. The inclusion criteria for participants were based on their current roles as academic middle managers and on their experience ranging from 2 to 5 years in these positions. This range allowed for capturing diverse perspectives on the complexities of the role, from those who were relatively new to those with more seasoned experience.



The choice of this private higher education institution was driven by its comprehensive structure and reliance on academic middle managers to bridge the gap between senior leadership and faculty members, making it an ideal setting for the study. The institution's ongoing educational and administrative reforms provided a rich context for examining how middle managers adapt to organizational changes and how these changes influence institutional success.

2.3 Data Collection Instruments

For this study, unstructured interviews were used as the primary data collection instrument. Unstructured interviews are a key method in qualitative research because they allow for in-depth exploration of participants' experiences, feelings, and perspectives in their own words. This approach provides flexibility, allowing the interviewer to probe deeper into responses and follow up on interesting or unexpected insights that emerge during the interview process.

The interview guide used in this study was semi-flexible, meaning it included open-ended questions designed to prompt rich discussion while leaving participants free to share their experiences in a free-flowing manner. The interview questions were organized into four main sections:

1. Functions of Academic Middle Managers: This section aims to understand the key roles and responsibilities academic middle managers perform in their institutions.
2. Strategies Employed by Academic Middle Managers: This section explored the approaches and techniques middle managers use to navigate their roles and meet institutional goals.
3. Factors Considered by Academic Middle Managers in Decision-Making: This part sought to capture the various internal and external factors that influence how middle managers make decisions.
4. Boosts and Setbacks Experienced by Academic Middle Managers: This section focused on understanding the challenges and advantages that influence their work, including institutional support, leadership development, and resource constraints.

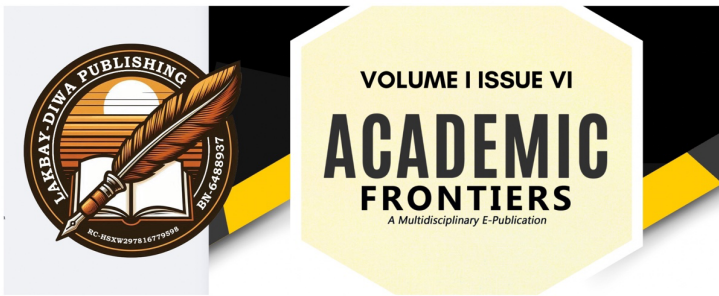
The interview guide was validated through a trial run with academic middle managers who did not meet the study's participation criteria. This helped refine question wording, adjust interview lengths, and ensure clarity and effectiveness in eliciting the required information. Feedback from the trial run revealed the need to simplify some questions to avoid ambiguity and ensure that the responses were directly related to the study's aims.

2.4 Data Collection Procedure

The data collection procedure for this study followed a series of methodical steps to ensure transparency, rigor, and ethical standards throughout the research process. Below is a detailed outline of each stage involved in the data collection process:

Institutional Approval and Consent: Before data collection, approval was obtained from the institution's President and the Research and Development Quality Assurance Office. This ensured the study complied with institutional policies and ethical guidelines. Informed consent was obtained from all participants, ensuring they understood the study's purpose, their voluntary participation, and the confidentiality of their responses. Participants were assured they could withdraw from the study at any time without negative consequences.

Participant Selection: Purposeful sampling was employed to select participants who had the necessary experience and were in positions that aligned with the research questions. Participants were selected based on their current roles as academic middle managers and their experience ranging from



two to five years. A total of six academic middle managers participated in the study, including college deans, department heads, and the principal of the basic education division.

Conducting the Interviews: Interviews were scheduled at the participants' convenience to ensure they could participate without disrupting their work commitments. Most interviews were conducted face-to-face, though video conferencing was used when necessary due to geographical constraints. The interviews lasted between 45 minutes and an hour and were audio-recorded with participants' permission to ensure accurate data capture.

Data Recording and Transcription: Audio recordings of the interviews were transcribed verbatim to capture participants' complete and nuanced responses. The transcription was performed by the researcher to ensure familiarity with the content and to maintain confidentiality. Participants were allowed to review the transcriptions, a process known as member checking, to ensure that their responses were accurately captured and to provide them an opportunity for feedback or clarification.

Ethical Considerations: Throughout the data collection process, ethical guidelines were followed to ensure the confidentiality and anonymity of all participants. No identifying information was included in the transcripts, and all data was stored securely. Acknowledging the researcher's positionality, it was important to note that the researcher lacks direct experience as an academic middle manager. However, the researcher remained reflexive throughout the process, continuously questioning assumptions and ensuring participants' voices remained central to the study.

2.5 Treatment of Data

The data collected through unstructured interviews were analyzed using thematic analysis, a widely used qualitative research method for identifying and interpreting patterns and themes within the data. Thematic analysis provides a rich, detailed, and nuanced understanding of participants' experiences, making it well-suited to exploring the complexities of academic middle management roles. The data analysis followed the six-phase model proposed by Braun and Clarke (2006), which provides a systematic and flexible framework for qualitative data analysis. The phases involved were:

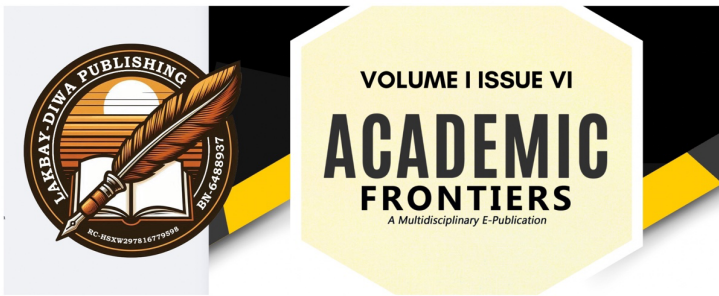
Familiarization with the Data: The first phase involved reading and re-reading the interview transcriptions to become deeply familiar with the content. This initial immersion helped the researcher to gain an understanding of the participants' responses and begin identifying potential patterns or themes.

Generating Initial Codes: In this phase, the researcher highlighted significant sections of the text and assigned initial codes to the data. Codes are brief labels that describe the essence of the information or experiences captured in the transcripts. These codes were applied across the entire dataset to capture recurring elements related to the research questions.

Searching for Themes: After generating initial codes, the researcher grouped them into broader patterns or themes. This phase involved examining relationships among different codes and identifying recurring ideas or concepts across the data.

Reviewing Themes: The identified themes were then reviewed to ensure they were coherent and relevant to the research questions. This phase involved re-examining the data to ensure that the themes accurately reflected the participants' experiences and were supported by sufficient interview data.

Defining and Naming Themes: Each theme was clearly defined, and the researcher provided an in-depth description of each, explaining its significance and how it relates to the study's objectives. This phase also involved naming the themes in a way that encapsulated their essence.



Writing Up the Analysis: The final phase involved synthesizing the findings into a coherent narrative. The researcher wrote up the analysis, presenting each theme with supporting quotes from the participants. The study was contextualized within the broader literature, offering insights into the administrative experiences of academic middle managers and providing recommendations based on the findings.

To ensure the rigor and trustworthiness of the analysis, the following strategies were employed:

Member Checking: As previously mentioned, participants were allowed to review their transcribed interviews. This helped ensure data accuracy and gave participants the chance to correct any misunderstandings or provide further clarification.

Triangulation: Although only one data collection method (unstructured interviews) was used, triangulation was incorporated by drawing on diverse perspectives from participants with varying experiences (i.e., college deans, department heads, and principals).

Reflexivity: The researcher continuously reflected on their role in the research process and how their background, assumptions, and perspective might influence the data collection and analysis. This ongoing self-awareness helped to minimize bias and maintain objectivity throughout the study.

3.0 Results and Discussion

This section presents the key functions of academic middle managers, based on data gathered from the study, specifically the employee manual. The functions have been categorized into three primary themes: Leadership and Management, Academic Excellence and Development, and Stakeholder Engagement and Communication. Each of these themes encapsulates the roles that academic middle managers play in ensuring the smooth functioning of educational institutions.

3.1 Functions of Academic Middle Managers

Academic middle managers are key players in the educational ecosystem, bridging the gap between institutional leadership and faculty members. They carry out essential functions that not only support the academic framework but also ensure operational efficiency within their institutions. These functions span leadership, academic excellence, and stakeholder engagement, all of which are critical in fostering an environment conducive to learning and growth. Table 1 presents the core functions of academic middle managers, as outlined in the institution's employee manual, and categorizes them into three main themes: Leadership and Management, Academic Excellence and Development, and Stakeholder Engagement and Communication.

Table 1: Functions of Academic Middle Managers Based on the Employee's Manual

Themes	Functions
Leadership and Management	<ul style="list-style-type: none"> - Active involvement in leadership, decision-making, and policy implementation - Maintaining professional relationships and fostering collaboration - Overseeing financial management and ensuring policy adherence



Table 1: Functions of Academic Middle Managers Based on the Employee’s Manual (Continued)

Themes	Functions
Academic Excellence & Development	<ul style="list-style-type: none"> - Supporting faculty development, curriculum development, and performance evaluations - Promoting academic excellence and fostering growth within the department
Stakeholder Engagement	<ul style="list-style-type: none"> - Maintaining open communication with stakeholders (faculty, students, external partners) - Managing student support services and ensuring alignment with institutional goals

The functions of academic middle managers, as presented in Table 1, reveal the complexity and diversity of their roles. These middle managers are responsible not only for overseeing the educational standards of their institutions but also for managing day-to-day administrative functions.

Leadership and Management: This theme emphasizes the strategic role of middle managers in shaping institutional policy, managing finances, and ensuring the effective execution of academic programs. Their leadership extends beyond faculty supervision to include financial oversight and the development of institutional policies that guide the educational environment.

Academic Excellence and Development: Middle managers play a vital role in maintaining academic quality. They are directly involved in curriculum development, faculty development, and performance evaluations, all of which are crucial to maintaining high educational standards and promoting continuous professional growth among faculty members.

Stakeholder Engagement and Communication: The importance of communication and collaboration with various stakeholders is also highlighted. By fostering strong relationships with faculty, students, and the broader community, academic middle managers contribute to the institution’s culture of transparency and collaboration, ensuring alignment with educational goals and stakeholder expectations.

The functions outlined in Table 1 illustrate the multifaceted role of academic middle managers, who are essential to the smooth operation and academic success of educational institutions. Their leadership and management capabilities ensure that strategic goals are effectively translated into actionable tasks. At the same time, their focus on academic excellence and stakeholder engagement fosters a collaborative, high-performance academic environment. These roles are integral not only to the institution’s operational success but also to its academic integrity and long-term growth.

3.2 Strategies Employed by Academic Middle Managers

Effective academic middle managers must navigate a range of challenges in order to fulfill their responsibilities. Their success relies not only on their ability to manage tasks but also on their ability to employ strategic approaches that enhance their effectiveness and ensure the smooth functioning of the institution. Table 2 outlines the key strategies employed by academic middle managers, categorizing them into several themes: Leadership Strategies, Professional Development Initiatives, and Communication and Collaboration.



Table 2: *Strategies Employed by Academic Middle Managers*

Themes	Strategies
Effective Institutional Leadership & Policy Execution	<ul style="list-style-type: none"> - Active involvement in leadership roles and policy implementation - Democratic decision-making to foster collaboration and buy-in - Regular follow-up meetings and policy dissemination
Fostering Faculty Growth and Well-being	<ul style="list-style-type: none"> - Providing faculty development opportunities, mentoring, and support services - Managing workload equitably and supporting faculty through training
Enhancing Communication	<ul style="list-style-type: none"> - Creating open communication channels for faculty, students, and administration - Leveraging regular meetings for updates, feedback, and community building

The strategies outlined in Table 2 reveal academic middle managers' proactive approach to navigating their roles. By employing leadership strategies, engaging in professional development initiatives, and fostering open communication, these managers enhance both their own effectiveness and that of their faculty and staff.

Leadership Strategies: The democratic decision-making strategy emphasizes collaboration and shared responsibility. By involving faculty and staff in decision-making, middle managers foster a sense of ownership and accountability. Conflict resolution is also a key strategy, helping to maintain harmony and a positive working environment, which is crucial for productivity and morale.

Professional Development Initiatives: Faculty development programs are essential to academic growth, ensuring that faculty members remain up to date with current trends in pedagogy and research. Leadership training, for both middle managers and faculty, helps build a stronger, more cohesive leadership team that ultimately benefits the institution as a whole.

Communication and Collaboration: Effective communication is the backbone of a well-functioning academic institution. Regular meetings facilitate clear communication of goals, expectations, and challenges, while stakeholder engagement ensures the institution remains aligned with the needs of its community and educational authorities. Through these strategies, academic middle managers can enhance cooperation and foster an environment of mutual respect and collaboration.

The strategies employed by academic middle managers, as detailed in Table 2, demonstrate the thoughtful and deliberate approaches these professionals take to ensure the success of their institutions. Their leadership strategies, focus on professional development, and commitment to effective communication are vital in navigating the complexities of their roles. These strategies not only support the institution's academic success but also foster an environment of collaboration, growth, and continuous improvement.

3.3 Factors Considered by Academic Middle Managers in Performing Their Functions

The effectiveness of academic middle managers is influenced by several factors that shape their decision-making and day-to-day operations. These factors include institutional priorities, ethical considerations, and the needs of various stakeholders. Table 3 summarizes the key factors that academic middle managers consider when performing their functions. These factors are categorized under the themes: Institutional Priorities, Ethical Considerations, and Stakeholder Needs.

Table 3: Factors Considered by Academic Middle Managers in Performing Their Functions

Themes	Factors
Fairness and Integrity	<ul style="list-style-type: none"> - Ensuring equal treatment for faculty regardless of seniority - Upholding honesty and fairness in workload assignments and faculty treatment
Ethical Decision-Making & Compliance	<ul style="list-style-type: none"> - Adhering to ethical standards and compliance with institutional policies - Ensuring transparency and accountability in decision-making
Stakeholder Management	<ul style="list-style-type: none"> - Balancing the needs and expectations of students, faculty, and administration - Prioritizing student welfare while managing faculty and institutional interests
Institutional Priorities & Constraints	<ul style="list-style-type: none"> - Aligning decisions with institutional goals, considering resource constraints and organizational priorities

Table 3 highlights the diverse set of factors that academic middle managers must consider when performing their roles. These factors influence both short-term decision-making and long-term institutional planning.

Institutional Priorities: Managers must constantly align their decisions with the institution's mission and strategic goals, while navigating budgetary constraints. Resource allocation is a particularly critical factor, as it determines which academic programs or administrative initiatives can be prioritized.

Ethical Considerations: Middle managers are expected to make decisions that uphold fairness, equity, and transparency. Their role in ensuring that policies and decisions are ethical helps to maintain trust and credibility within the institution.

Stakeholder Needs: Balancing the needs and expectations of multiple stakeholders, including faculty, students, and external partners, is essential for effective leadership. Academic middle managers must ensure that the academic environment is responsive to the needs of both faculty members and students while maintaining alignment with institutional goals.

The factors outlined in Table 3 provide a comprehensive understanding of the decision-making processes employed by academic middle managers. By balancing institutional priorities, ethical considerations, and stakeholder needs, these managers navigate complex challenges and ensure that their decisions align with both academic excellence and institutional success.

3.4 Boosts and Setbacks Experienced by Academic Middle Managers

Academic middle managers often encounter both boosts and setbacks that impact their effectiveness and satisfaction with their roles. These experiences shape their overall performance and the way they approach their responsibilities. Table 4 presents the key boosts and setbacks that academic middle managers face in their daily work. These are categorized under the themes: Boosts and Setbacks.

Table 4: Boosts and Setbacks Experienced by Academic Middle Managers

Themes	Boosts
Boosts	<p>Factors that enhance job satisfaction and improve managerial effectiveness</p> <ol style="list-style-type: none"> Professional Development <ul style="list-style-type: none"> Access to leadership training, academic workshops, and peer mentorship Autonomy in Decision-Making <ul style="list-style-type: none"> Empowerment to make important decisions without constant oversight
Setbacks	<p>Challenges that hinder performance and impact job satisfaction negatively</p> <ol style="list-style-type: none"> Role-Related Stress <ul style="list-style-type: none"> Pressure from balancing administrative responsibilities with academic leadership roles Financial Constraints <ul style="list-style-type: none"> Limited budget and resources hindering the ability to fully implement desired initiatives or support faculty development

Table 4 illustrates the challenges and opportunities that academic middle managers encounter in their roles. These factors directly impact their ability to perform effectively and maintain job satisfaction.

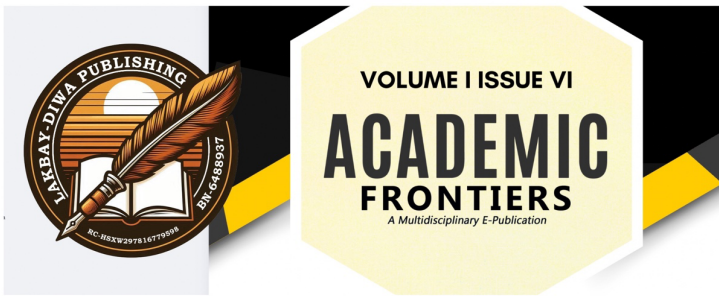
Boosts: Professional development opportunities allow academic middle managers to expand their leadership skills and stay current with educational trends. Autonomy in decision-making is another significant factor that contributes to job satisfaction, as it enables managers to address departmental needs promptly and effectively.

Setbacks: On the other hand, role-related stress arising from the pressure to juggle multiple responsibilities is a common challenge for middle managers. Additionally, financial constraints often prevent them from fully implementing academic programs or professional development initiatives, limiting their ability to achieve institutional goals.

The boosts and setbacks highlighted in Table 4 underscore the dynamic nature of the academic middle manager's role. While certain factors, such as professional development opportunities and decision-making autonomy, enhance their performance, challenges like role-related stress and financial limitations pose obstacles that must be carefully navigated.

4.0 Conclusion

This section synthesizes the study's findings and presents key conclusions from the analysis of the roles, strategies, factors, and experiences of academic middle managers. Based on these findings, actionable recommendations are provided to enhance their effectiveness, job satisfaction, and overall contribution to institutional success. These recommendations aim to address the challenges faced by academic middle managers while supporting their continued growth and impact within their institutions.



4.1 Conclusion

The role of academic middle managers is critical to the success and effectiveness of educational institutions. This study explored the functions, strategies, factors, and experiences of academic middle managers, providing valuable insights into their multifaceted roles. The findings underscore the complexity of their responsibilities, which span leadership, educational excellence, and stakeholder engagement.

- **Functions of Academic Middle Managers:** Academic middle managers are tasked with ensuring the smooth operation of both administrative and academic functions. They play a key role in overseeing faculty and staff, managing budgets, developing policies, and providing academic excellence through curriculum and faculty development programs. Their leadership directly affects the quality of education and the institution's overall success.
- **Strategies Employed:** Effective leadership strategies, such as democratic decision-making and conflict resolution, allow academic middle managers to foster collaboration and ensure that all stakeholders are engaged in the decision-making process. Additionally, professional development initiatives are critical to their success, both for their personal growth and for the growth of their faculty.
- **Factors Influencing Decision-Making:** Academic middle managers must navigate various internal and external factors when making decisions. Institutional priorities, ethical considerations, and stakeholder needs are central to their decision-making processes. These factors require middle managers to balance academic goals with resource constraints, ensuring fairness and transparency in their actions.
- **Boosts and Setbacks:** While middle managers enjoy specific boosts, such as professional development opportunities and autonomy in decision-making, they also face setbacks, including role-related stress and financial constraints. These challenges can impact their job satisfaction and effectiveness, highlighting the need for ongoing support and resources.

In conclusion, academic middle managers are instrumental in shaping the academic and administrative environment of their institutions. Their ability to balance competing priorities, manage resources, and lead through challenges is essential to the institution's long-term success.

4.2 Recommendations

Based on the findings of this study, the following recommendations are made to enhance the effectiveness and well-being of academic middle managers:

1. **Provide Adequate Professional Development Opportunities:**
 - Institutions should invest in continuous leadership training and professional development programs for academic middle managers. This would not only improve their skills but also empower them to take on more responsibilities and drive institutional growth.
2. **Enhance Support Systems for Middle Managers:**
 - To mitigate role-related stress and burnout, institutions should provide stronger support systems for middle managers, including mentorship programs, peer networks, and regular opportunities for feedback and reflection.
3. **Allocate Resources for Faculty Development:**
 - Given that faculty development is a critical aspect of academic excellence, institutions must allocate sufficient resources for training, workshops, and other professional development activities for faculty members. This will enable academic middle managers to better support faculty in enhancing their teaching and research capabilities.



4. Increase Autonomy and Decision-Making Power:
 - Academic middle managers should be given greater autonomy in decision-making, particularly regarding curriculum development and faculty management. This autonomy will not only improve their job satisfaction but also allow them to be more responsive to the needs of their departments and students.
5. Ensure Financial and Resource Support:
 - Financial constraints were identified as a significant barrier to the full implementation of academic programs and faculty development initiatives. Institutions should explore additional funding sources or reallocate budgets to support middle managers and ensure the success of academic and administrative functions.
6. Foster a Collaborative and Inclusive Work Environment:
 - Academic middle managers should be encouraged to foster collaboration and inclusion within their teams. Creating an environment where faculty, staff, and students feel heard and valued will lead to improved communication and greater institutional success.
7. Promote Work-Life Balance:
 - Institutions should recognize the pressures academic middle managers face and promote a healthy work-life balance by offering flexible work arrangements and wellness programs. This will help reduce stress and increase job satisfaction.

Academic middle managers are essential to the functioning of educational institutions. By providing them with the necessary resources, support, and development opportunities, institutions can enhance the effectiveness of their leadership, improve faculty and student outcomes, and ensure long-term institutional success. These recommendations are intended to help academic middle managers thrive in their roles, thereby fostering a more productive, inclusive, and innovative educational environment.

5.0 Contribution of the Author

The author's contribution to this study lies in offering a comprehensive analysis of the role and experiences of academic middle managers in higher education institutions. By exploring their functions, strategies, and challenges, the research provides valuable insights into the complexities of middle management in academic settings. This study contributes to a deeper understanding of how these managers navigate their dual roles of educational leadership and administrative responsibilities.

The author's unique approach examines factors such as institutional priorities, ethical decision-making, and stakeholder needs, which are often overlooked in the existing literature. Through qualitative research methods, including unstructured interviews, the author effectively captures the lived experiences of academic middle managers, presenting a nuanced perspective that adds to the body of knowledge on educational leadership.

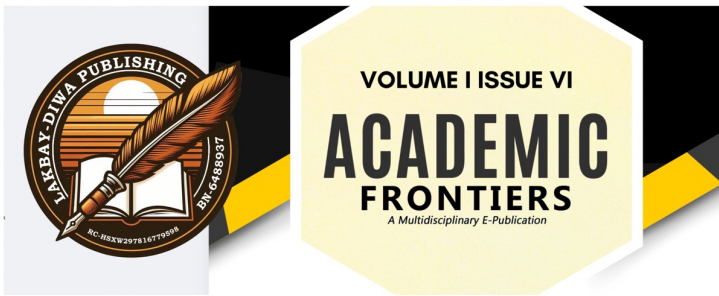
Furthermore, the author's recommendations offer actionable solutions that can guide educational institutions in supporting academic middle managers, enhancing their effectiveness, and fostering a more collaborative and productive academic environment.

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7.0 Conflict of Interests

The author declares no conflict of interest in the conduct and reporting of this research.



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36

ARMM to BARMM: A Historical Inquiry of Co-optation and Integration of the Bangsamoro (Muslim Filipinos) to the Filipino Nation

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Abstract.

The Philippine government, the separatist Moro Islamic Liberation Front, and the Moro National Liberation Front, the Muslim revolutionary groups in the Philippines, signed a peace agreement that led to the ratification of a law establishing the BARMM (Bangsamoro Autonomous Region in Muslim Mindanao). It claims to provide greater autonomy to Muslim Filipinos than the defunct Republic Act 1387, the organic law that created the ARMM (Autonomous Region in Muslim Mindanao). In effect, the BARMM replaced the ARMM. This was accomplished with great expectations by both parties that it would address the problems that have plagued Moro-Filipino relations in the past. Moro and Filipino leaders have welcomed the benefits of the establishment of BARMM for the Muslim region, particularly in achieving lasting peace and development in Mindanao. However, it has also prompted criticism and pessimism from the Moro people, who perceive both the ARMM and BARMM as government political projects primarily intended to neutralize Moro self-determination through superficial solutions to the Bangsamoro's political and economic problems. They have cast doubt on the sustainability of BARMM based on the track record of ARMM and other government projects, which appeared to be mere tools or instruments of integration or co-optation of the Moro people. This paper will examine, in a historical context, the ARMM and BARMM as instruments or tools of the Philippine government to co-opt and integrate the Bangsamoro into the Filipino nation.

Keywords: Co-optation, Integration, Autonomy, Self-determination, Governance



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37

Preliminary Analysis of the Imperfective Aspect Markers Di- and Pepha- in the Meranaw Language

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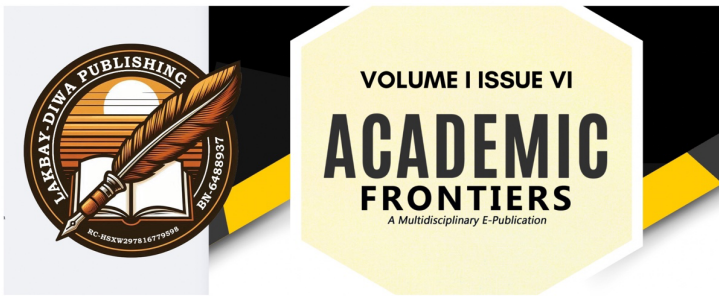
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Abstract.

This study aims to examine the usage, morphophonemic structure, and semantic distinctions of the imperfective affixes *di-* and *pepha-* in the Meranaw language. The research employed descriptive and comparative methods to collect approximately 200 words from native speakers and from interviews with elder Meranaws in Marantao, Lanao del Sur. The words were categorized into five semantic verb classes: action, emotion, cognition, communication, and experience. The findings revealed that both *di-* and *pepha-* express the imperfective aspect; however, there are significant differences in their distribution, morphophonemic structure, and semantic usage. The affix *di-* exhibits a broader range of application, while *pepha-* is more selectively used and conveys a stronger emphasis on the action. Not all Meranaw words are suitable for both affixes, necessitating careful study to preserve linguistic accuracy. The study recommends further in-depth research using fieldwork and comparative methodologies to enhance both theoretical and practical understanding of these affixes and the broader aspectual system of verbs in the Meranaw language.

Keywords: Meranaw Language, Imperfective Aspect, Di-, Pepha-, Aspectual System, Verb



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38

Kontekstong Gamit ng Emoji sa Social Media

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Abstrak.

Ang pag-aaral na ito ay naglalayong tuklasin ang kontekstong gamit ng emoji sa komunikasyon sa social media, partikular sa mga mag-aaral ng Kolehiyo ng Edukasyon sa Pamantasang Mindanao. Layunin ng pag-aaral na sagutin ang mga sumusunod na tanong: Ano ang mga uri ng emoji at ang kahulugan nito sa komunikasyon? Ano ang kontekstong gamit ng emoji sa social media? Ano ang mga emoji na kadalasang ginagamit sa social media? At ano ang mga implikasyon ng emoji sa komunikasyon? Gumamit ang mananaliksik ng pamaraang deskriptibo sa pangangalap ng datos mula sa mga mag-aaral at mga aktwal na halimbawa ng pag-uusap sa social media. Lumabas sa mga resulta na ang smiley emoji ay ang pinakakaraniwang ginagamit dahil sa kakayahan nitong maipahayag ang emosyon ng gumagamit at magdagdag ng di-berbal na komunikasyon sa digital na diskurso. Ang pag-aaral ay nagpapatunay na ang emoji ay isang mahalagang kasangkapan sa pagpapahayag ng ideya at damdamin sa digital na mundo, na tumutulong sa mas malinaw at mas mabilis na komunikasyon. Ang paggamit ng emoji ay nagpapalawak at nagpapalalim ng kahulugan ng mga mensaheng ipinapadala sa social media. Ang mga resulta ng pag-aaral ay may malaking implikasyon sa pagsusuri ng mga modernong aspeto ng komunikasyon sa digital na panahon.

Mga Keyword: Emoji, Social Media, Digital na Komunikasyon, Konteksto

1.0 Panimula

Ang pakikipagkomunikasyon noon ay tumatagal ng ilang araw, buwan, o taon bago maihatid ang mensahe na nais ipabatid ng isang tao. Sa mabilis na pag-usbong ng teknolohiya, nagkaroon ng malawakang pagbabago sa paraan ng komunikasyon. Isa sa mga kontribusyon ng teknolohiya ay ang pag-usbong ng emoji, na nagdulot ng mas mabilis, malinaw, at makulay na pagpapahayag ng damdamin at ideya. Ang emoji ay tinangkilik ng nakararami at isinama na ito sa mga digital na mensahe bilang mahalagang elemento ng pagpapahayag. Ayon kina Walther at D'Addario (2001), ang emoji ay mga grapikong representasyon ng ekspresyon ng mukha na ginagamit ng mga e-mail users



upang palakasin ang kahulugan ng mensahe. Sa wikang Hapon, ang “e” ay nangangahulugang larawan, at ang “moji” ay nangangahulugang karakter (Santos et al., 2014).

Sa kabila ng pagkakatulad nito sa emoticon, ang emoji ay mas malawak ang saklaw dahil maaari itong maghatid ng di-berbal na mensahe tulad ng ekspresyon ng mukha, kumpas, at iba pang simbolo na mahalaga sa komunikasyon (Magdaleno, 2014). Gayunpaman, nananatiling tanong kung paano tunay na ginagamit at nauunawaan ang emoji sa komunikasyon sa mga kontekstong digital. Ang mga naunang pag-aaral, gaya ng kay Kelly Caroline (2012), ay nakatuon sa lingguwistikong pag-unawa ng emoji at emoticons sa text messaging, subalit kakaunti ang pag-aaral na tumatalakay sa kontekstong gamit nito sa social media, partikular sa Facebook. Sa lokal na antas, limitado ang datos tungkol sa epekto ng emoji sa komunikasyon, lalo na sa mga mag-aaral sa kolehiyo. Ang kakulangan ng ganitong uri ng pananaliksik ay nagbukas ng pagkakataon upang pag-aralan ang impluwensya ng emoji sa mga mag-aaral ng Kolehiyo ng Edukasyon sa Pamantasang Mindanao (Mindanao State University) sa Lungsod ng Marawi.

Bilang isang mananaliksik na may pagpapahalaga sa komunikasyon, napukaw ang interes na tuklasin kung ano ang kontekstong gamit ng emoji sa social media at kung paano ito nakaaapekto sa komunikasyon. Ang pag-aaral na ito ay naglalayong punan ang kakulangan ng datos tungkol sa paggamit ng emoji sa Pilipinas, partikular sa mga mag-aaral ng Kolehiyo ng Edukasyon. Layunin nitong masuri ang mga pananaw ng mga mag-aaral sa paggamit ng emoji, at matukoy ang mga simbolikong kahulugan nito sa komunikasyon sa digital na konteksto. Upang makalikom ng datos, ginamit ng mananaliksik ang talatanungan na binuo batay sa mga naunang pag-aaral at inangkop sa lokal na konteksto. Bukod dito, isinama rin ang 50 aktwal na halimbawa ng pag-uusap mula sa Facebook upang masuri ang gamit at implikasyon ng emoji sa komunikasyon. Ang pananaliksik na ito ay naglalayong magbigay ng mas malalim na pag-unawa sa papel ng emoji bilang bahagi ng digital na komunikasyon sa kasalukuyang panahon.

2.0 Pamamaraan

Ang pag-aaral na ito ay ginamitan ng pamaraang deskriptibo upang maipaliwanag ang kontekstong gamit ng emoji sa komunikasyon sa social media, partikular sa mga mag-aaral ng Kolehiyo ng Edukasyon sa Pamantasang Mindanao. Ang metodolohiyang ito ay angkop sa layuning makuha ang mga pananaw, karanasan, at epekto ng emoji sa kanilang digital na komunikasyon. Upang makuha ang kinakailangang datos, gumamit ang mananaliksik ng mga questionnaires, pati na rin ng aktwal na halimbawa ng mga pag-uusap sa social media. Ang mga sumusunod na bahagi ay naglalarawan ng mga hakbang at pamamaraan na isinagawa sa pagkuha at pagsusuri ng mga datos.

2.1 Disenyo ng Pananaliksik

Ang pag-aaral na ito ay gumamit ng pamaraang deskriptibo upang tuklasin ang impluwensya ng emoji sa komunikasyon ng mga mag-aaral ng Kolehiyo ng Edukasyon sa Pamantasang Mindanao (Mindanao State University) sa Lungsod ng Marawi. Pinili ang pamaraang deskriptibo dahil ito ay angkop sa pagsusuri ng mga saloobin at pananaw ng mga mag-aaral hinggil sa paggamit ng emoji sa kanilang komunikasyon sa social media, partikular sa Facebook.



2.2 Lugar ng Pananaliksik

Isinagawa ang pag-aaral sa Kolehiyo ng Edukasyon ng Pamantasang Mindanao sa Lungsod ng Marawi, partikular sa mga mag-aaral na kumukuha ng mga kursong Filipino, Ingles, Agham, Matematika, Teknolohiya ng Edukasyon, at Pangkalahatang Edukasyon.

2.3 Mga Respondente ng Pag-aaral

Ang mga respondente ng pag-aaral ay binubuo ng 70 mag-aaral mula sa iba't ibang departamento ng Kolehiyo ng Edukasyon. Ang mga mag-aaral ay napili gamit ang purposive sampling, kung saan 10 mag-aaral mula sa bawat departamento ang naging bahagi ng pag-aaral. Inaasahan ng mananaliksik na magbibigay ang mga respondente ng makabuluhang datos na magpapakita ng kanilang karanasan at pananaw sa paggamit ng emoji.

2.4 Instrumento ng Pananaliksik

Ginamit sa pag-aaral ang isang talatanungan na orihinal na dinisenyo ng mananaliksik, batay sa mga naunang pag-aaral tulad ng kay Kelly Caroline (2012), na mayroong 12 tanong na nauugnay sa paksa ng emoji at komunikasyon. Inangkop ang talatanungan upang maging akma sa lokal na konteksto ng mga mag-aaral sa Pamantasang Mindanao.

2.5 Paraan ng Pangangalap ng Datos

Ang mga datos ay nakalap sa pamamagitan ng pamamahagi ng talatanungan sa mga respondente. Kasama sa mga nakalap na datos ang 50 aktwal na halimbawa ng pag-uusap mula sa Facebook, na kinolekta at isinuri upang masusing tignan ang gamit at implikasyon ng emoji sa komunikasyon sa social media. Ginamit ang Frequency at Percentage Distribution upang masuri ang dalas ng mga sagot ng mga respondente.

2.6 Etikal na Pagsasaalang-alang

Ang pag-aaral na ito ay sumunod sa mga etikal na alituntunin ng pananaliksik. Ang mga respondente ay binigyan ng impormasyon tungkol sa layunin ng pag-aaral at binigyan sila ng pahintulot bago magsagawa ng pagsusuri. Ang kanilang mga sagot ay ginamit nang may paggalang sa kanilang privacy at hindi inilahad ang kanilang mga personal na detalye.

3.0 Mga Resulta at Pagtalakay

Ang layunin ng seksyong ito ay sagutin ang mga tanong na inilatag sa simula ng pag-aaral, na tumatalakay sa gamit at kahulugan ng emoji sa komunikasyon sa social media.

3.1 Mga Uri ng Emoji at Kahulugan sa Komunikasyon

Inilahad sa seksyong ito ang iba't ibang uri ng emoji at ang kanilang mga kaukulang kahulugan sa komunikasyon. Ang sumusunod na talahanayan ay nagpapakita ng mga emoji na madalas gamitin sa social media, partikular sa Facebook, at ang kanilang mga kahulugan.

Talahanayan 1 Mga Emoji na Smileys, Sinyales, at Simbolo

Mga Smileys at Kahulugan	Mga Sinyales at Kahulugan	Mga Simbolo at Kahulugan
Natutuwa	Laban	Kamera
Feeling Blessed	Okey	Puso
Pumapag-ibig	Gusto	Bulaklak
Umiiyak	Kanan	Isda
Naiinis	Makipagbati	Keyk
Galit	Sulat	Salamin
Asar	Tigil	Orasan
Malungkot	Malakas	Laptop
Poker Face	Aper	Bola
Nahihiya	Hindi Gusto	Gamot
Kalma	Panalangin	Hayop
Astig	Sarado	Prutas
Masaya	Magaling	Kanta
Inaantok	Isa	Lalaki
Nagulat	Kaliwa	Babae
Nose-bleed	Kumustahan	Heart Broken
Ayaw Magsalita		Kaarawan
Nagbibiro		
Nabigla		
Malungkot		
Umiiyak		
Sang-ayon		
Natutuwa		
Masaya		
Nagbibiro		

Sa Talahanayan 1, makikita ang tatlong kategorya ng emoji: smileys (25 na halimbawa), sinyales (16 na halimbawa), at simbolo (17 na halimbawa). Ang mga emoji na smileys ang pinakakaraniwang ginagamit ng mga respondente, na may layuning ipahayag ang mga emosyon tulad ng kaligayahan, kalungkutan, o pagkabigla. Ang mga sinyales naman ay madalas ginagamit upang magbigay ng karagdagang konteksto sa mensahe, tulad ng "Feeling Blessed" o "Okey."

Samantalang ang mga simbolo, tulad ng "Heart" at "Kamera," ay ginagamit upang mag-representa ng mga bagay, kaganapan, o mga partikular na damdamin.

Ang mga emoji ay may mahalagang papel sa pagpapahayag ng di-berbal na komunikasyon sa digital na mundo, at madalas itong ginagamit upang palitan ang mga salitang hindi kayang iparating sa text lamang. Tumutulong ang emoji sa pagpapalawak ng mensahe at pagpapadali ng komunikasyon sa social media. Ang mga resulta ng talahanayan ay nagpapakita ng mga pangunahing emoji na ginagamit ng mga estudyante at ang mga layunin ng kanilang paggamit sa pagpapahayag ng emosyon at ideya.
























Ang mga resulta ng Talahanayan 1 ay nagpapakita ng mataas na frequency ng paggamit ng smiley emoji at sinyales ng positibong emosyon. Ang mga ito ay hindi lamang nagpapahayag ng damdamin kundi pati na rin ng koneksyon at interaksyon sa iba. Sa isang globalisadong mundo ng social media, tumutulong ang mga emoji sa pagpapabuti ng komunikasyon sa pamamagitan ng visual at madaling maunawaan na mga simbolo. Ang mga ito ay nakakatulong upang mas mapadali ang pagpapahayag ng ideya at damdamin, lalo na sa mga pagkakataong hindi kayang maisalaysay ang

mga ito sa salita. Ito ay sumusuporta sap ag-aaral ni Grumbkow et al. (2007), ang paggamit ng emoticons o emoji ay nakakapagpalakas ng koneksyon sa pagitan ng mga tao dahil nagbibigay ito ng karagdagang visual na aspeto sa komunikasyon, na nagdaragdag ng emosyonal na konteksto sa mga mensahe. Bukod dito, ang pag-aaral nina Stark at Crawford (2015) ay nagpakita na ang emoji ay isang mahalagang anyo ng "affective labor" na nagiging tulay sa pagitan ng verbal at di-verbal na komunikasyon sa mga digital na espasyo. Ang mga ito ay nagpapayaman sa digital na komunikasyon sa pamamagitan ng pagpapadali ng interpretasyon ng mga mensahe at pagpapahayag ng damdamin.
























3.2 Ang Kontekstong Gamit ng Emoji sa Komunikasyon

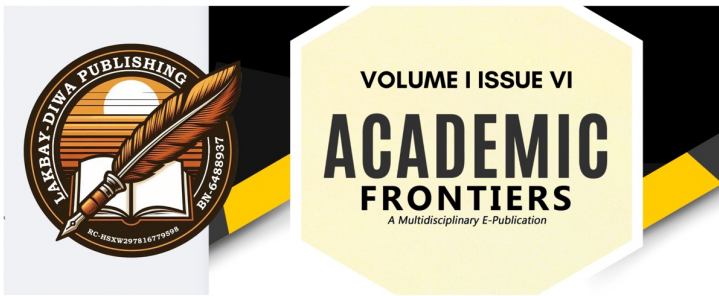
Inilahad ng mananaliksik ang kontekstong gamit ng emoji sa komunikasyon, partikular sa social media. Ipinakita ng pag-aaral ang mga paraan ng paggamit ng mga emoji sa mga aktwal na usapan at post sa Facebook. Ayon sa mga resulta, ang mga emoji ay may iba't ibang konteksto ng paggamit na nauugnay sa mga emosyon, aksyon, at mensahe na nais iparating ng mga gumagamit.

Talahanayan 2 Mga Emoji at Gamit Nito sa Komunikasyon sa Social Media

Mga Emoji	Gamit nito sa Komunikasyon
 Nagbibiro	Ginagamit kapag nagbibiro, masaya at natutuwa.
 Feeling blessed	Ginagamit kapag nakatanggap ng biyaya, nanalangin, at nakaligtas sa pagsubok.
 Pumapag-ibig	Ginagamit kapag umiibig, gusto ang <i>status</i> , at gusto ang isang bagay.
 Umiiyak	Ginagamit kapag nasaktan, umiiyak, niloko, may pinagdadaanan at wala ng pag-asa.
 Galit	Ginagamit kapag kapag galit, napipikon, hindi gusto ang isang bagay at naghahamon.
 Asar	Ginagamit kapag kapag naasar, hindi gusto ang isang bagay at pagod.
 Malungkot	Ginagamit kapag malungkot, nagluluksa, nakikiramay, may pinagdadaanan at badtrep.
 Poker face	Ginagamit kapag nakikisabay, hindi alam ang gagawin, nakikitawa at napipilitan
 Nagbibiro	Ginagamit kapag nagbibiro, masaya at natutuwa.
 Kalma	Ginagamit kapag kalma at nag-iisip.
 Natatawa	Ginagamit kapag masaya, natutuwa
 Masaya	Ginagamit kapag masaya, natutuwa, at may natanggap na magandang balita.
 Inaantok	Ginagamit kapag inaantok at nagkukunwari.
 Nabigla	Ginagamit kapag nagulat, nilalamig at natatakot.
 Malungkot	Ginagamit kapag malungkot, naiiyak at nasaktan.
 Umiiyak	Ginagamit kapag malungkot, umiiyak, namatayan at may problema.
 Sang-ayon	Ginagamit kapag sang-ayon, okey, masaya, sumusuporta, at gusto ang isang bagay.
 Natutuwa	Ginagamit kapag masaya, natutuwa at may pinagtatawanan.
 Masaya	Ginagamit kapag masaya, natutuwa at may pinagtatawanan.
 Nahihiya	Ginagamit kapag nahihiya, kinikilig at <i>blooming</i> .
 Nabigla	Ginagamit kapag nabigla, natataranta at kapag hindi sigurado.
 Ayaw magsalita	Ginagamit kapag nag-uusap, natutuwa at ayaw magsalita.
 Nose bleed	Ginagamit kapag nahihirapan, may sipon at <i>nose bleed</i> .

Talahanayan 2 Mga Emoji at Gamit Nito sa Komunikasyon sa Social Media (Pagpapatuloy)

	Nagbibiro	Ginagamit kapag nagbibiro, natutuwa at nang-aasar.
	Ayaw Makinig	Ginagamit kapag naiinis, ayaw makinig at ayaw ang isang bagay.
	Gusto	Ginagamit kapag gusto, sang-ayon at sumusuporta.
	Laban	Ginagamit kapag laban, pumapayag, matapang at humahamon.
	Okey	Ginagamit kapag sakto lang, okey at ayos.
	Makipagbati	Ginagamit kapag gustong makipagbati at dalawa.
	Nagsusulat	Ginagamit kapag nagsusulat at may ginagawa.
	Tigil	Ginagamit kapag gustong ayaw, tigil, aper at sampo.
	Malakas	Ginagamit kapag malakas, macho at nagpapakitanggilas.
	Aper	Ginagamit kapag gustong makipagkamay, makipag-ayos at pagbati sa kaibigan.
	Hindi okey	Ginagamit kapag hindi gusto ang isang <i>status</i> , bagsak at nakikipagtalo.
	Panalangin	Ginagamit kapag may gustong makuha, humihingi ng kapatawaran at nananalangin.
	Sarado	Ginagamit kapag may gustong ipahula at ipatigil.
	Palakpak	Ginagamit kapag may isang taong magaling, namangha at pumapalakpak.
	Isa	Ginagamit kapag may gustong sabihin, at ipinapakita din ito na iisa ang Diyos.
	Kaliwa	Ginagamit kapag nasa kaliwa o nandoon.
	Kanan	Ginagamit kapag nasa kanan o naroon
	Kumustahan	Ginagamit kapag gustong makipagkamay at makipagkumustahan.
	Kamera	Ginagamit kapag mayroon taong naglarawan sa kanya at ginagawang pampalit sa salitang kamera.
	Puso	Ginagamit kapag gustong gusto ang isang <i>status</i> , mahal ang isang bagay, pumapag-ibig, kinikilig at naghahanap.
	Heart broken	Ginagamit kapag nasaktan, malungkot, pinaasa at iniwan ng taong mahal niya.
	Bulaklak	Ginagamit kapag may nililigawan, sinusuyo at may gustong aminin.
	Keyk	Ginagamit kapag mayroong gustong batiin sa kaarawan at selebrasyon.
	Kaarawan	Ginagamit kapag mayroong gustong batiin sa kaarawan at selebrasyon.
	Salamin	Ginagamit pampalit sa salitang salamin.
	Orasan	Ginagamit pampalit sa salitang orasan.
	Laptop	Ginagamit pampalit sa salitang laptop.
	Bola	Ginagamit pampalit sa salitang bola at kapag naglalaro ng basketball.
	Gamot	Ginagamit kapag mayroon silang sakit o nararamdaman.
	Hayop	Ginagamit kapag ang pinag-uusapan ay mga hayop.
	Prutas	Ginagamit kapag ang pinag-uusapan ay mga prutas.
	Isda	Ginagamit kapag ang pinag-uusapan ay mga pagkain.
	Kanta	Ginagamit kapag ang pinag-uusapan ay tungkol sa kanta o musika.
	Lalaki	Ginagamit kapag ang pinag-uusapan ay tungkol sa lalaki.
	Babae	Ginagamit kapag ang pinag-uusapan ay tungkol sa babae.



Sa Talahanayan 2, inilista ng mananaliksik ang mga emoji at ang kanilang mga partikular na gamit sa konteksto ng social media. Ang mga emoji ay ginagamit ng mga respondente upang iparating ang mga emosyon, reaksiyon, at mensahe sa kanilang mga kausap sa digital na diskurso. Halimbawa, ang mga emoji tulad ng "Feeling Blessed" at "Masaya" ay nagpapakita ng kasiyahan at pasasalamat, samantalang ang mga emoji tulad ng "Umiiyak" at "Malungkot" ay ginagamit upang ipahayag ang kalungkutan at paghihirap. Ang mananaliksik ay kumuha ng limampung (50) aktwal na post at pag-uusap sa Facebook upang makuha ang mga halimbawa ng paggamit ng emoji. Batay sa mga aktwal na gamit ng emoji, binigyan ng mananaliksik ng interpretasyon kung paano ito ginagamit ng mga tao sa kanilang araw-araw na komunikasyon sa social media.

Ang mga emoji na ginagamit sa social media ay may malinaw na kahulugan batay sa konteksto ng paggamit. Halimbawa, ang paggamit ng emoji tulad ng "Feeling Blessed" at "Kalma" ay nagpapahiwatig ng positibong emosyon, samantalang ang mga emoji tulad ng "Umiiyak" at "Galit" ay nagpapakita ng mga negatibong emosyon. Ang emoji ay may kakayahang magdagdag ng kahulugan at pagdama sa mga mensahe, kaya't tumutulong ito sa mas madaling pagpapahayag ng ideya at damdamin sa digital na komunikasyon. Sa mga halimbawa ng aktwal na paggamit ng emoji sa Facebook, lumitaw na may mga partikular na emoji na mas karaniwang ginagamit upang magpahayag ng mga positibong damdamin tulad ng kasiyahan, kaligayahan, at pasasalamat, habang ang iba naman ay ginagamit upang magpahayag ng kalungkutan, galit, at iba pang negatibong emosyon. Ang mga emoji na ito ay nagiging isang kasangkapan sa pagpapalawak ng ibig sabihin ng mga mensahe sa pamamagitan ng visual na representasyon ng mga damdamin at reaksiyon ng gumagamit.

Ayon kay Walther at D'Addario (2001), ang paggamit ng emoji sa computer-mediated communication ay isang epektibong paraan upang mapahusay ang interpretasyon ng mga mensahe sa digital na espasyo. Ang mga simbolong ito ay nagiging isang mabisang paraan ng pagpapahayag ng damdamin at intensyon na hindi naipapakita sa tradisyunal na teksto. Samantala, sa pag-aaral nina Stark at Crawford (2015), tinalakay na ang paggamit ng emoji ay isang anyo ng "visual affective labor," na tumutulong upang maiparating ang di-berbal na aspeto ng komunikasyon.

Dagdag pa rito, natukoy nina Grumbkow et al. (2007) na ang konteksto ng paggamit ng emoji ay mahalaga upang maunawaan ang mensahe nang tama, lalo na sa mga pagkakataong may kakulangan sa verbal na pahayag. Ang mga kaugnay na pag-aaral na ito ay nagpapakita na ang emoji ay hindi lamang simpleng dekorasyon sa mga mensahe, kundi isang mahalagang kasangkapan sa pagpapalawak ng ideya at emosyon sa komunikasyon sa digital na panahon. Ang mga natuklasang ito ay nagpapalalim sa konteksto ng paggamit ng emoji sa social media at nagbibigay-linaw sa kanilang epekto sa modernong diskurso

3.3 Ang Mga Emoji na Kadalasang Ginagamit sa Social Media

Inilalahad sa seksyong ito ang mga resulta ng pagsusuri hinggil sa mga emoji na karaniwang ginagamit ng mga user sa social media, partikular sa Facebook. Ang Talahanayan 3 ay naglalaman ng distribusyon ng mga uri ng emoji na ginagamit ng mga respondente.

Talahanayan 3 Emoji na Kadalasang Ginagamit ng mga User

Mga Emoji na Kadalasang Ginagamit sa Social Media	F	Porsyento (%)
Mga smileys	40	57.14%
Mga sinyales	18	25.71%
Mga simbolo	12	17.14%
Kabuuan	70	100%

Ayon sa Talahanayan 3, karamihan sa mga respondente (57.14%) ang nagsasabing mas madalas nilang gamitin ang mga smileys kumpara sa ibang uri ng emoji. Sinundan ito ng mga sinyales na may 25.71%, at panghuli ang mga simbolo na may 17.14%. Ipinapakita nito na ang mga smileys ang pangunahing paraan ng pagpapahayag ng emosyon sa social media, habang ang mga sinyales at simbolo ay ginagamit bilang suporta o alternatibong representasyon sa komunikasyon.

4.0 Konklusyon

Sa seksyong ito, tatalakayin ang mga pangunahing natuklasan ng pag-aaral at ang mga rekomendasyon batay sa mga resulta. Ang mga rekomendasyong ito ay layuning magbigay ng gabay sa mas epektibong paggamit ng emoji sa komunikasyon sa social media, pati na rin sa pagpapalawak ng kasalukuyang kaalaman ukol sa paksa.

4.1 Konklusyon

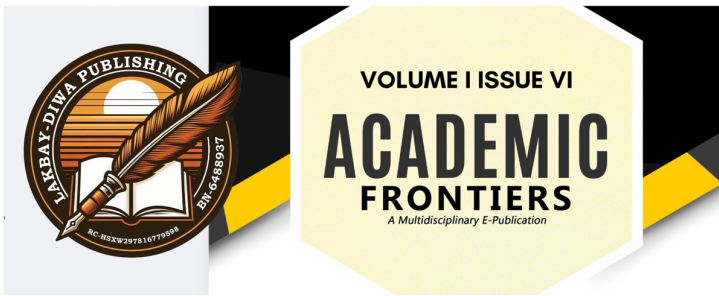
Batay sa isinagawang pag-aaral, napatunayan na ang paggamit ng emoji ay isang mahalagang aspeto ng modernong komunikasyon, partikular sa social media. Ang emoji ay nagkakaloob ng emosyonal na aspeto sa mga mensahe na hindi pasalita at nakatutulong upang mapalawak ang pag-unawa sa di-berbal na komunikasyon. Ang mga smiley emoji, gaya ng mga nagpapakita ng kasiyahan at kalungkutan, ang pinakakaraniwang ginagamit ng mga mag-aaral, na nagpapahiwatig ng kanilang mga emosyon sa digital na komunikasyon. Ang emoji ay nagsisilbing mahalagang kasangkapan sa pagpapahayag ng ideya at damdamin, na nag-aambag sa pagpapabuti ng koneksyon at interaksyon sa pagitan ng mga gumagamit ng social media.

Gayunpaman, lumitaw sa mga resulta ng pag-aaral na ang maling paggamit ng emoji ay maaaring magdulot ng kalituhan o maling interpretasyon sa mga mensahe. Kaya't mahalaga ang maingat na pagpili ng mga emoji upang maiwasan ang hindi pagkakaintindihan, lalo na sa mga kasong may sensitibong paksa.

4.2 Rekomendasyon

Batay sa mga resulta at kongklusyon, inirerekomenda ang mga sumusunod:

1. **Edukasyon sa Wastong Paggamit ng Emoji:** Hikayatin ang mga gumagamit ng social media na maging maingat sa paggamit ng emoji upang maiwasan ang maling interpretasyon sa mga mensahe. Makakatulong ang mga seminar o mga kurso na magtuturo ng tamang paggamit ng emoji sa digital na komunikasyon.
2. **Masusing Pag-aaral ng Konteksto:** Magsagawa ng mas malalim na pag-aaral sa paggamit ng emoji sa iba't ibang platform ng komunikasyon upang mas mapalawak ang kaalaman tungkol dito. Makakatulong ito sa mas komprehensibong pagsusuri ng epekto ng emoji sa iba't ibang aspeto ng komunikasyon.



3. **Pagsasama ng Salita at Emoji:** Iminumungkahi na ang emoji ay samahan ng kaukulang teksto upang mas malinaw ang mensahe at maiwasan ang anumang pagkalito. Ang paggamit ng tamang kombinasyon ng salita at emoji ay magbibigay ng mas tumpak na pagpapahayag ng ideya at damdamin.
4. **Pagsasagawa ng Pananaliksik sa Mas Malawak na Populasyon:** Magsagawa ng katulad na pananaliksik hindi lamang sa mga mag-aaral, kundi pati na rin sa mga propesyonal upang makuha ang mas komprehensibong datos na magbibigay ng mas malawak na pananaw sa epekto ng emoji sa komunikasyon.
5. **Pagtangkilik sa Wikang Filipino sa Komunikasyon:** Hinihikayat ang paggamit ng wikang Filipino kasabay ng emoji upang patuloy na mapanatili at mapalaganap ang ating sariling wika sa modernong komunikasyon. Makakatulong ito sa pagpapayaman ng ating wika sa digital na mundo.

5.0 Kontribusyon ng May-akda

- **Ibrahim B. Pundato:** Pagbuo ng konsepto, disenyo ng pananaliksik, pagsusuri ng mga datos, at pagsulat ng manuscript.

6.0 Pagpopondo

Walang natanggap na pondo para sa pananaliksik na ito mula sa anumang institusyon o ahensya. Ang buong gastos sa paggawa ng pag-aaral ay tustusan mula sa personal na pondo ng may-akda.

7.0 Conflict of Interests

Wala pong anumang conflict of interest na lumitaw sa panahon ng pagsasagawa ng pag-aaral. Ang may-akda ay nagsusumpa na ang kanyang interes ay hindi nakaapekto sa integridad ng pananaliksik.

8.0 Pagkilala

Ang may-akda ay nais magpasalamat sa lahat ng mga respondente mula sa Kolehiyo ng Edukasyon ng Pamantasang Mindanao, na tumulong sa pamamagitan ng pagbibigay ng mahahalagang datos. Isinasama rin ang pasasalamat sa mga kasamahan sa akademikong komunidad na nagbigay ng gabay at suporta sa buong proseso ng pananaliksik.

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47

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48

Understanding the Lived Experiences of Higher Education Institution Students in Flexible Learning

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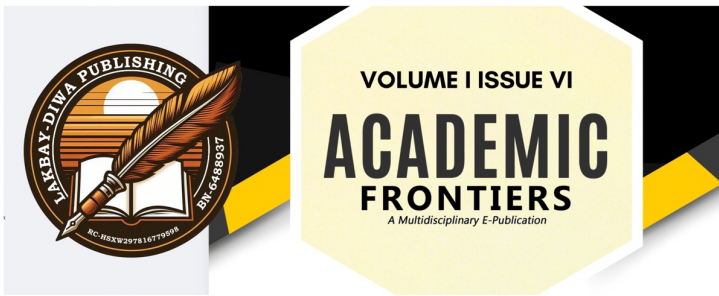
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Abstract.

Flexible learning has emerged as a cornerstone of modern education, offering diverse modalities, online, offline, and blended that transcend traditional classroom boundaries. Initially adopted during the COVID-19 pandemic to ensure educational continuity, it has since evolved, addressing demands for accessibility and adaptability while revealing persistent challenges. This study investigates the lived experiences of 20 higher education students in Region 8, Philippines, navigating flexible learning during the pandemic. Using a qualitative, phenomenological approach and Colaizzi's method for analysis, the research explores students' academic, emotional, and social adaptations to flexible learning. Findings highlight students' resilience in the face of significant barriers, including limited digital access, inadequate infrastructure, and diminished social interactions. Students from rural and economically disadvantaged backgrounds faced disproportionate challenges, such as unstable internet connectivity and limited access to devices, which impeded their academic progress and heightened feelings of isolation. Emotional tolls were exacerbated by delayed feedback and the lack of immediate instructor support. A framework emerged from the study, addressing critical dimensions of flexible learning through three key components: Student-Centric Design, Accessibility Institutional Strategy and Support. Grounded in theories of Constructivism, Connectivism, and Behaviorism, the framework emphasizes fostering autonomy, improving infrastructure, and enhancing social engagement. The study underscores the importance of adaptive policies, robust institutional support, and inclusive strategies to bridge digital inequities and optimize flexible learning modalities. These insights offer a roadmap for developing sustainable, resilient, and inclusive education systems to meet the demands of an increasingly digital and interconnected world.

Keywords: Flexible Learning, Student Experiences, Digital Access, Support Systems, Educational Equity



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49

The Instructional Leadership Practices of School Heads and Teaching Effectiveness of Public Elementary Teachers

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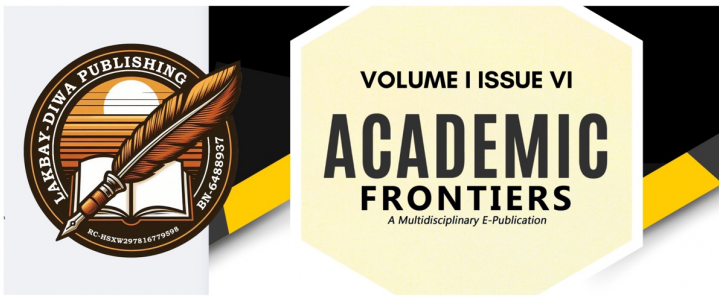
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Abstract.

This study determined the extent of the school heads' instructional leadership practices in the Division of Lanao del Sur II during the school year 2020-2021. The instructional leadership practices comprise vision, mission, and culture building; improvement of instructional practice; and management of people and processes. It also determined the level of teaching effectiveness of the public elementary school teachers in the domains of curriculum, learning environment, and diversity of learners, planning, assessing, and reporting, and personal growth and professional development. The relationship between school heads' instructional leadership practices and teachers' teaching effectiveness was also tested. A descriptive-correlational quantitative research design using two sets of questionnaires to gather the data. The questionnaire on instructional leadership practices was adopted from the Center for Educational Leadership Framework (2014). The second set was on teacher effectiveness, based on the Individual Performance Commitment and Review Form (IPCRF). The participants were the one hundred (100) public elementary teachers. The data were analyzed using the mean, standard deviation, and Pearson-r correlation. The findings revealed that the school heads often practice instructional leadership. The teacher effectiveness of the public elementary school teachers was very satisfactory. Also, there was a significant relationship between the instructional leadership practices of school heads and the teacher effectiveness of the public elementary school teachers.

Keywords: Instructional Leadership, Teaching Effectiveness, Public Elementary Schools, Descriptive-Correlational Study, Lanao del Sur Division



Pagkilala sa mga Produktong Materyal na Kultura sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur

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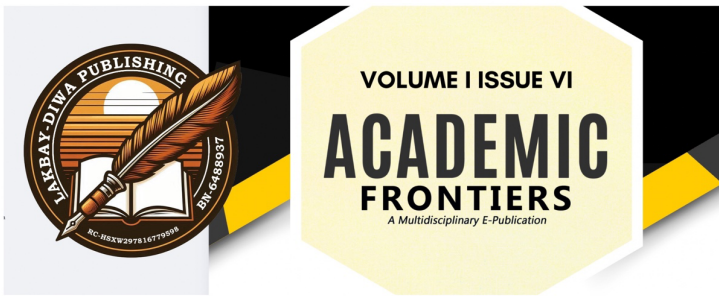
Abstrak.

Ang pag-aaral na ito na pinamagatang Pagkilala sa mga Produktong Materyal na Kultura sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur ay tumatalakay sa mga produktong materyal na kultura ng mga Meranaw na patuloy na ginagamit, pinahahalagahan, at itinuturing na bahagi ng kanilang pagkakakilanlan sa kabila ng modernisasyon. Layunin ng pananaliksik na matukoy ang iba't ibang produktong materyal na kultura sa Bacolod-Kalawi, kabilang ang kanilang gamit, katawagan, okasyong pinaggagamitan, at simbolikong kahalagahan sa lipunang Meranaw. Sa pamamagitan ng panayam sa piling impormante, natukoy ng mananaliksik ang labing-apat (14) na produktong materyal na kultura na aktibo pa ring ginagawa at ginagamit ng mga mamamayan. Ang mga ito ay nahahati sa tatlong kategorya: yari sa tela, semento, at kahoy. Sa mga produktong yari sa tela, kabilang ang mamandiyang, ampas, karpit, payong a dadakatan, balod, landap, langkit, ponda a bobordaan, at libot, na karaniwang ginagamit sa mga tradisyunal na okasyon tulad ng kasal at koronasyon. Sa mga produktong yari sa semento, nakilala ang dindingali, baloster, sanipa, at panolong, na pawang may disenyo ng okir at nagsisilbing pandekorasyon o bahagi ng arkitektura ng mga bahay Meranaw. Samantala, ang produktong yari sa kahoy ay ang arko, na ginagamit bilang simbolo ng pagbati at parangal sa mga nagbalik mula sa hagg. Ipinakikita ng resulta ng pag-aaral na nananatiling buhay ang mga produktong materyal na kultura ng mga Meranaw, sapagkat patuloy itong ginagamit, pinagyayaman, at ipinapasa sa susunod na henerasyon bilang mahalagang bahagi ng kanilang pamana at identidad kultural.

Mga Susing Salita: Materyal na Kultura, Bacolod-Kalawi, Meranaw, Tradisyon, Okir, Simbolismo

1.0 Panimula

Isa ang bansang Pilipinas na mayaman sa kultura. Ang Pilipinas ay mayroong dalawang bahagi ng kultura: ang materyal na kultura at ang di-materyal na kultura. Ang mga materyal na kultura ay binubuo ng mga bagay na nakikita, nahahawakan at ginagamit ng tao sa kanyang pang-araw-araw na



pamumuhay. Ito ay napakahalaga sa pamumuhay ng mga tao sapagkat maaring ang mga ito ay nagrepresenta sa kanilang kultura, sa kanilang pamumuhay, o sa madaling sabi, maaring ito ay magsilbing pagkakakilanlan ng isang tao o ng tribu. Mga materyal na may mga disenyo at kulay. Bawat materyal na ito ay may itinatagong simbolo at kahalagahan sa mga taong gumagamit nito. Maaring ang disenyo ng isang bagay ay may natatanging simbolo. Maari ring sa kulay nito ay may simobolong taglay na may kaugnayan sa isang tribu. Kasangkot sa kultura ang iba't ibang kagamitan na may napapaloob na simbolo sa bawat isa. Hindi lang iisa o dalawa ang makikitang materyal na kultura sa bawat tribu kundi napakarami. Kaya naman nararapat lang na ito ay panatilihin buhay ng mga tao sa isang lipunan upang patuloy na kilalanin ang mga Pilipinong may natatanging kultura at ito ay maipagmalaki sa ibang lahi.

Isa ang tribong Meranaw na kilala bilang pinakamayaman sa kultura lalo na sa mga materyal. Ayon kay Victoria Juarez-Adeva (2010), ang mga Meranaw ay ang mga Muslim na naninirahan sa Lanao na nasa kapaligiran ng lawa ng Lanao. Ang orihinal na tawag sa lalawigan ito ay "Ranao" na nangangahulugang "lawa o lanao" at ang mga naninirahan ay tinatawag na "Meranaw".

May mga teoryang pinaniniwalaan kung saan nagmula ang mga Meranaw ayon kay Casan Alonto na binanggit niya sa kanyang akdang pinamagatang "Perspective on Maranao Society", narito ang mga teorya: ang isang teorya ay batay sa epiko ng mga Meranaw na Bantugan o Darangan. Sinasabing ang unang naninirahan dito sa kapaligiran ng Lanao ay pinangunahan ng isang nagngangalang "Batuanun Kalina" na buhat sa dakong Silangan na siyang tinatawag na Bombaran (kung saan sumisilang ang araw). Ang isa pang teorya ay ang migrasyong patungo sa dakong pasigan ng katimugang Mindanao, sa dakong Iranon. Ang mga Iranon o Ilanon na natagpuan nang naninirahan sa kapaligiran ng lawa ay napangasawa ng mga bagong dating.

Kilala rin ang mga Meranaw sa kalakal o paggawa ng bras na binubuo ng mga gong, sarimanok, kulintang, lalagyan ng buyo, lalagyan ng alahas, malalaking hugis na paso na may adorning tinatawag na disenyo kung saan ito ay ginagawa sa Munisipalidad ng Tugaya, Lanao del Sur, na may iba't ibang disenyong okir (Hufana, 2010:79). Ang naturang disenyo ng okir ay ginagamit din sa paghahabi ng tela gaya ng "malong" na siyang tradisyunal na kasoutan ng mga Meranaw. Maging lalaki man o babae. Makulay at may disenyong okir na karaniwang ginagamit na pambalot sa katawan. Nagsisilbi rin itong damit, kumot, duyan ng bata at iba pang paggagamitan. Kung papansinin, halos lahat ng mga materyal na kultura ng mga Meranaw ay kakikitaan ng mga disenyong okir. Lalo na sa mga materyal na gawa sa tela ay nagtataglay ng kakaibang disenyong okir.

Bukod sa mga disenyong okir at paghahabi ng mga malong, ang pangunahing hanapbuhay ng mga Meranaw ay pangngisda at pagsasaka. Ang ilan naman ay lumuwas sa ibang lugar upang maghanapbuhay gaya ng pagtitinda.

Bawat tribu ay may iba't ibang natatanging kultura na nagdadala ng kanilang identidad. Ang mga Meranaw naman ay kilala sa kanilang kultura na siyang pinahalagahan ng mga ito. Mula sa tela, metal, kahoy, semento at iba pa ay makikita o mahahanap sa tribong ito.

Ang mananaliksik ay napiling pag-aralan ito upang ipakita at ipakilala ang importansya ng kulturang Meranaw sa pamamagitan ng pag-alam sa kanilang mga produktong materyal na kultura. Ang pag-aaral ring ito ay maaaring makatulong sa mga Meranaw at Di Meranaw (na walang sapat na kaalaman sa mga materyal na kultura) na malinang ang kahalagahan ng mga materyal na kultura ng tribong Meranaw. Malalaman rito ang iba't ibang katawagan sa mga materyal na kultura ng tribong Meranaw at matutukoy din ang ambag nito sa lipunang Meranaw.



1.1 Mga Katanungan sa Pananaliksik

Sa hangarin ng mananaliksik na malaman at makilala ang mga natatanging produktong obrang-sining ng mamamayan sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur, ay sinikap ng mananaliksik na maisakatuupangn ang mga sumusunod na katanungan:

1. Anu-ano ang mga produktong materyal na kultura na makikita sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur?
2. Anu-ano ang mga katawagan, gamit ng mga ito at saang okasyong ginagamit ang mga ito sa lipunang Meranaw, partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur?
3. Ano ang kahalagahan at simbolo nito sa lipunang Meranaw, partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur?
4. Ano ang ambag nito sa lipunang Meranaw, partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur?

2.0 Metodolohiya

Inilalahad sa bahaging ito ang pamamaraang ginamit sa pananaliksik: ang lugar kung saan ginanap ang pag-aaral, ang krayterya sa pagpili ng mga impormante at ang paraan ng pangangalap ng mga datos, at ang lahat ng sinasaklaw sa pag-aaral.

2.1 Disenyo ng Pananaliksik

Ginamit ng mananaliksik sa pag-aaral na ito ang pangkasaysayan at pasalaysay para sa kanyang pagpapaliwanag at upang matalakay ng maayos ang mga datos. Sinuri at pinag-aralan ng mabuti ng mananaliksik ang pinamulan ng mga materyal na kultura. At ang mga ito ay iniugnay niya sa kasalukuyang panahon batay sa kahalagahan at simbolo ng mga ito sa mga Meranaw.

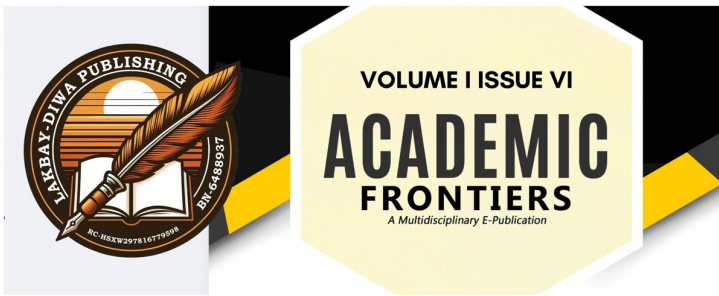
2.2 Demograpikong Katayuan ng Lugar

Isinagawa ang pag-aaral na ito sa Munisipalidad ng Bacolod-Kalawi (dating Bacolod Grande), Lanao del Sur. Dito nakatira ang mga Meranaw na siyang pangunahing kinalapan ng mga datos o impormasyon ng pag-aaral. Ito ay nasa ika-limang antas ng Munisipalidad ng lalawigan ng Lanao del Sur. Ito ay kabilang sa Autonomous Region in Muslim Mindanao (ARMM) at matatagpuan sa Pangalawang Distrito ng Lanao del Sur. Ito ay isang "3rd Class Municipality", na binubuo ng dalawampung anim (26) na barangay.

Ang pangunahing hanapbuhay ng mga tao rito maliban sa paggawa ng mga produktong materyal na kultura ay pagsasaka at pangingsda. Matatagpuan ito sa baybayin ng pinakamalaking lawa sa isla ng Mindanao ang lawa ng Lanao. Kay naman hindi maikakaila na isa sa hanapbuhay ng mga tao rito ang pangingsda. Bukod sa hanapbuhay nilang pagsasaka at pangingsda, naghahabi rin sila ng tela na may iba't ibang disenyong okir na kanilang ginagawang malong (landap, barabas, andong at iba pa), dempas a balod (blangket) at iba pa.

2.3 Instrumento ng Pananaliksik

Nangalap ang mananaliksik ng mga datos ukol sa kanyang pag-aaral sa pamamagitan ng pagtatanong o interbyu sa mga piling impormante sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur at bawat impormante ay kinunan ng larawan gamit ang kamera para sa awtentikasyon. Gumamit rin



ang mananaliksik ng teyp rekorder upang makalap ang mga impormasyon ng maayos at mahusay. Pinakinggan ito ng paulit-ulit para sa transkripsiyon.

2.4 Krayterya sa Pagpili ng Impormante

Ang mga kalahok ay kinakailangang: (a) nasa edad apatnapung (40) taong gulang pataas (babae man o lalaki); (b) isinilang, lumaki at kasalukuyang naninirahan sa Munisipalidad ng Bacolod-Kalawi na makapagbibigay ng mga impormasyong kailangan at tubong Meranaw; (c) nakapag-aral man o hindi nakapag-aral hanggat makatutulong sa mga impormasyong hinihingi ng pag-aaral; at (d) hindi naimpluwensiyahan ng ibang kaugalian o tribo ang pamumuhay o paniniwala.

2.5 Paraan ng Pangangalap ng Datos

Ang mananaliksik ay gumawa ng aktuwal na interbyu sa mga respondente sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur. Ngunit bago ang kanyang ginawang pangangalap ng mga datos, ginawa muna niya ang mga sumusunod: humingi ng pahintulot sa mga impormante na kunan sila ng litrato habang ginagawa ang interbyu, at ang kanyang ginagawang produktong materyal na kultura na nasa kanilang komunidad o tahanan.

Isinagawa ng mananaliksik ang pangangalap ng mga datos sa pag-aaral na ito sa loob ng buwan ng Pebrero at Marso taong 2017.

3.0 Mga Resulta at Pagtalakay

Nahahati sa tatlong bahagi ang tsapter na ito. Una, ang paglalahad sa iba't ibang uri ng mga produktong materyal na kultura ng tribong Meranaw sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur. Pangalawa, ang pagtalakay at pagsusuri sa mga produktong materyal na kultura at ang naging resulta ng pag-aaral, at ang panghuli ay ang pagpapahalaga sa mga nakalap na mga produktong materyal na kultura sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur.

Batay sa mga nakalap na mga produktong materyal na kultura, ito ay isa-isang sinuri at inilarawan kung papaano at kailan ginagamit ang mga ito. Kung papaano ito binigyan ng pagpapahalaga ng mga Meranaw sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur.

Ang pag-aaral na ito ay nahahati sa tatlong kategoriya: Mga produktong materyal na kulturang yari sa tela, semento at kahoy.


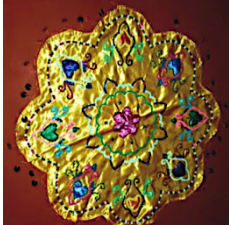


3.1 Paglalahad





Minarapat ng mananaliksik na gumawa ng tatlong (3) talahanayan upang maipakita at maipakilala ang mga nakalap na mga produktong materyal na kultura ng mga taga Munisipalidad ng Bacolod-Kalawi, Lanao del Sur.


Nahahati sa apat (4) na kolum ang bawat talahanayan na ginawa ng mananaliksik. Makikita sa unang kolum ang katawagan sa mga nakalap na mga produktong materyal na kultura sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur. Sunod ay ang paglalarawan sa mga nakolektang produktong materyal na kultura. Sa pangatlong kolum naman ay ang gamit ng mga ito sa lipunang Meranaw partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur. Panghuli ay ang simbolo ng bawat produktong materyal na kulturang nakita sa nasabing Munisipalidad. Kasunod ng mga talahanayan ay ang pagsusuri, resulta ng pag-aaral at ang pagpapahalaga sa mga nakalap na mga produktong materyal na kultura.

Narito ang tatlong talahanayang tiyak na makakatulong sa mga mambabasa upang ito ay maintindihan ng husto at upang maging mas malinaw ang pag-aaral.




Talahanayan 1. Mga Produktong Materyal na Kulturang Yari sa Tela


			
Katawagan	Paglalarawan	Gamit	Simbolo
MAMANDIYANG	Hugis parihaba na may mga palamuting <i>Antowiras</i> at <i>Tinonggos</i>	<i>Kandatu</i> , kasal, <i>kandori</i> (Pasasalamat) at marami pang iba	Maipakita ang pinagmulan, nabibilang sa maharlika at pagiging masiyahin, makulay sa buhay ng mga Meranaw
			
Katawagan	Paglalarawan	Gamit	Simbolo
AMPAS	Hugis bilog na may mga palamuting <i>Antowiras</i> at <i>Tinonggos</i>	<i>Kandatu</i> , kasal, <i>kandori</i> (Pasasalamat) at marami pang iba	Karangyaan, at nabibilang sa maharlikang angkan Pagiging makulay sa buhay ng mga Meranaw
			
Katawagan	Paglalarawan	Gamit	Simbolo
KARPIT	Hugis parisukat na may mga palamuting <i>Antowiras</i> at <i>Tinonggos</i>	<i>Kandatu</i> , kasal, <i>kandori</i> (Pasasalamat) at marami pang iba	Karangyaan, at nabibilang sa maharlikang angkan Pagiging makulay sa buhay ng mga Meranaw
			
Katawagan	Paglalarawan	Gamit	Simbolo
PAYONG A DADAKATAN	Katulad ng ordinaryong payong ngunit pinalamutian ito ng <i>Antowiras</i> at <i>Tinonggos</i>	<i>Kandatu</i> at kasal	Pagkakaisa at pagtutulungan. Pagiging maharlika at karangyaan ng mga Meranaw

			
Katawagan	Paglalarawan	Gamit	Simbolo
BALOD	May disenyong mahaba't makitid na piraso o "strip"	<i>Kandatu</i> , kasal, <i>kandori</i> (Pasasalamat) at marami pang iba	Pagiging isang ganap na babae
			
Katawagan	Paglalarawan	Gamit	Simbolo
LANGKIT	Katulad ng <i>balod</i> na hina-habi na may natatanging disenyo	<i>Kandatu</i> , kasal, at marami pang iba	Pagiging isang Meranaw
			
Katawagan	Paglalarawan	Gamit	Simbolo
LANDAP (<i>Malong</i>)	Isang telang pinagtagpi at may disenyong okir o <i>langkit</i> at iba't ibang kulay	<i>Kandatu</i> , kasal, at marami pang iba	Nabibilang sa maharli-kang angkan at pagiging isang Meranaw, kasim-plehan at kagandahan
			
Katawagan	Paglalarawan	Gamit	Simbolo
PONDA A BOBORDAAN (<i>Punda</i>)	Isang hugis parihaba na benordahan gamit ang <i>Diyamsi</i> o DMC	<i>Kandatu</i> , kasal, <i>kandori</i> (Pasasalamat) at marami pang iba	Pagiging masining ng mga dalagang Meranaw


			
Katawagan	Paglalarawan	Gamit	Simbolo
LIBOT	Maliliit na telang hugis parisukat na pinagtagpi-tagpi	Pandekorasyon sa kubrekama, punda, <i>ampas</i> , <i>likos</i> at iba pa	Pagkakaisa at pagiging makulay sa buhay ng mga Meranaw

Talahanayan 2. Mga Produktong Materyal na Kulturang Yari sa Semento

			
Katawagan	Paglalarawan	Gamit	Simbolo
DINDINGALI	Yari sa sementong hugis parihaba	Ginagamit na dingding o harang ng paglalagyan ng bangkay	Kamatayan
			
Katawagan	Paglalarawan	Gamit	Simbolo
BALOSTER	Yari sa sementong may disenyon okir	Pandekorasyon sa loob at labas ng bahay	Pagiging may kaya sa buhay at kagandahan
			
Katawagan	Paglalarawan	Gamit	Simbolo
SANIPA	Yari sa sementong may disenyon okir	Pandekorasyon sa labas ng bahay	Pagiging <i>mapiya a tao</i> o nabibilang sa maharlikang angkan at may kaya sa buhay, kagandahan, pagiging makulay sa buhay ng mga Meranaw

			
Katawagan	Paglalarawan	Gamit	Simbolo
PANOLONG	Yari sa sementong may disenyong okir	Pandekorasyon sa bubong at gilid ng bahay	Kapangyarihan, rangko, pagiging pinuno at pantaboy sa mga masasamang espiritu

Talahanayan 3. Produktong Materyal na Kulturang Yari sa Kahoy

			
Katawagan	Paglalarawan	Gamit	Simbolo
ARKO	Yari sa kahoy at playwud	Kapag may darating galing Hajj	Pagiging Maka-Diyos

3.2 Pagsusuri

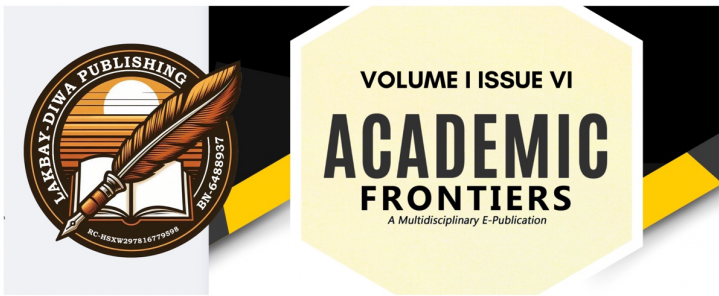
Bawat produktong materyal na kultura na matatagpuan sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur ay nagtataglay rin ng simbolo. Sinikap ng mananaliksik na makuha ang simbolo ng bawat produktong materyal na kulturang ginagawa ng mga tao sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur na siyang sumasalamin sa kanilang pamumuhay.

Narito ang mga larawan ng mga nakalap na mga produktong materyal na kultura at ang deskripsyon ng mga ito na siyang nakalap mismo ng mananaliksik sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur at ang mga sumusunod na larawang nakalap ay pawang mga orihinal na kuha ng mananaliksik sa nasabing Munisipalidad. Ngunit ang iba ay kinunan sa ibang lugar sa kadahilanang, noong panahon na nangangalap ng mga datos ang mananaliksik ay walang okasyong ginanap sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur. Pero napatunayan ng mananaliksik na ginagamit nila ang ilang mga materyal na kulturang nakuha sa ibang lugar sa kanilang Munisipalidad base sa pakakakilala sa mga ito ng mga taga-Bacolod-Kalawi.

3.3 Mga Produktong Materyal na Kulturang Yari sa Tela

Mamandiyang. Ang *mamandiyang* ay isa sa mga pangunahing produktong materyal na kultura ng mga Meranaw sa Bacolod-Kalawi, Lanao del Sur. Ito ay yari sa telang oxford na pinalamutian ng *okir*, *antowiras* (sequins), at *tinonggos* (beads), na karaniwang isinasabit sa dingding o kisame sa mga tradisyunal na okasyon tulad ng kasal at koronasyon. Ang kulay dilaw ang nangingibabaw sa disenyo, sumisimbolo sa pagka-maharlika ng tribong Meranaw. Sa paglipas ng panahon, ginagamit na rin ang telang "kristal" bilang alternatibong materyales, patunay sa kakayahan ng mga Meranaw na magpanatili ng kultura sa kabila ng modernisasyon.

Ampas. Ang *ampas* ay bilog na telang may makukulay na *antowiras* at *tinonggos* na dating ginagamit bilang pantabon sa *tabak* at ngayon ay nagsisilbing pandekorasyon sa entablado o kisame.



Tulad ng *mamandiyang*, ito ay nagpapahayag ng kasaganahan at pagka-maharlika. Ang patuloy na paggawa at paggamit nito ay nagpapakita ng pagpapatuloy ng tradisyunal na sining at identidad ng mga Meranaw.

Karpit. Ang *karpit* ay parisukat na telang pinalamutian din ng *antowiras* at *tinonggos*. Karaniwang inilalagay ito sa pader bilang dekorasyon sa loob ng tahanan. Bagama't kahawig ng *ampas*, ito ay may natatanging gamit bilang palamuti sa dingding, na nagpapakita ng kahalagahan ng estetika sa kulturang Meranaw. Sumisimbolo ito ng kasaganahan, karangyaan, at malikhaing pag-iisip ng mga mamamayan.

Payong a Dadakatan. Ang *payong a dadakatan* ay pinalamutian ng *okir*, *antowiras*, at *tinonggos*, at karaniwang ginagamit ng Sultan, Datu, o Bae sa mga seremonya. Ang kulay dilaw na karaniwang gamit ay tanda ng dangal at karangyaan. Sa makabagong panahon, ito ay ginagamit na rin sa seremonyas ng kasal bilang simbolo ng pagkakaisa at pagtutulungan. Ipinapakita ng pagbabagong ito ang kakayahan ng mga Meranaw na iangkop ang tradisyon sa kasalukuyang panahon nang hindi nawawala ang kahulugan nito.

Miya-awl o Balod. Ang *balod* o *miya-awl* ay hinahabi mula sa *tanor a dandi* at ginagamit sa mga mahahalagang seremonya tulad ng kasal, kandatu, at libing. Isa itong simbolo ng ganap na pagkababae sa kulturang Meranaw at dati'y sukatan ng pagiging ganap na babae. Sa kasalukuyan, ito rin ay nagsisilbing kabuhayan ng mga taga-Bacolod-Kalawi, at kinikilala pa rin maging sa ibang lugar bilang obra ng sining at pagkakakilanlan ng tribong Meranaw.

Langkit. Ang *langkit* ay pandekorasyong habi na karaniwang idinadagdag sa mga tela tulad ng *balod* at *landap*. Ito ay nagsisilbing natatanging pagkakakilanlan ng tribong Meranaw at patunay ng kanilang kahusayan sa sining ng paghahabi. Ang paggawa ng *langkit* ay masalimuot at nangangailangan ng kasanayan, na nagpapakita ng disiplina at pagpapahalaga ng mga Meranaw sa kanilang kultural na pamana.

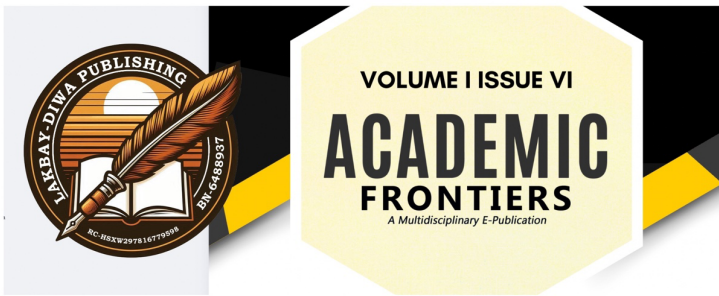
Landap. Ang *landap* ay tradisyunal na kasuotang Meranaw na yari sa pinagtagging tela na may disenyong *langkit* o *okir*. Ginagamit ito sa mahahalagang okasyon bilang sagisag ng kagandahan, karikitan, at pagka-maharlika. Ang kulay dilaw ay nakalaan noon para sa mga maharlika, ngunit sa kasalukuyan, ito ay malayang ginagamit ng lahat, na nagpapakita ng demokratikong pagbabago sa pananamit habang pinananatili ang kultural na kahulugan nito.

Ponda a Bobordaan. Ang *ponda a bobordaan* ay bordadong punda ng unan na ginagamitan ng sinulid na DMC. Ipinakikita nito ang kasiningan at kasipagan ng kababaihang Meranaw. Bagaman unti-unti itong napapalitan ng mga produktong gawa ng makina, nananatili itong simbolo ng malikhaing gawi at tradisyunal na kabuhayan sa loob ng komunidad.

Libot. Ang *libot* ay gawa sa pinagtagpi-tagging telang parisukat na may iba't ibang kulay at ginagamit bilang palamuti sa *kubrekama*, *punda*, *mamandiyang*, at *ampas*. Ang disenyo nito ay sumisimbolo sa pagkakaisa at makulay na pamumuhay ng mga Meranaw. Ang paggamit ng *libot* sa iba't ibang produktong tela ay nagpapakita ng kahalagahan ng detalye at pagkakaisa sa sining ng mga Meranaw, na patuloy na isinasabuhay sa kanilang pang-araw-araw na kultura.

3.4 Mga Produktong Materyal na Kulturang Yari sa Semento

Dindingali. Ang *dindingali* ay isa sa mga pinakamatandang produktong materyal na kultura ng mga Meranaw na ginagamit tuwing may pumanaw na miyembro ng komunidad. Ito ay yari sa semento at binubuo ng pitong piraso bawat set, na nagsisilbing pangharang sa loob ng *kubor* (puntod) upang hindi matabunan ng lupa ang katawan ng bangkay. Sa nakaraan, kawayan at puno ng niyog ang ginagamit bilang *dindingali*, ngunit dahil sa pagkabulok nito sa paglipas ng panahon, napalitan ito ng sementong bersyon na mas matibay at pangmatagalan. Ang produktong ito, na nagkakahalaga ng humigit-kumulang ₱2,800 bawat set, ay patunay ng inobasyon ng mga Meranaw sa pagpapanatili ng tradisyunal na gawi habang binibigyan ito ng makabagong anyo. Sumisimbolo ang *dindingali* sa kamatayan at sa patuloy na paggalang ng mga Meranaw sa kanilang mga yumao, bilang bahagi ng paniniwala at pamana ng kanilang ninuno.



Baloster. Ang *baloster* ay yari sa semento at karaniwang ginagamit bilang pandekorasyon sa pader, terasa, o bakuran ng bahay. Ang paggawa nito ay pangunahing hanapbuhay ng ilang kalalakihan sa Bacolod-Kalawi. Mayroon itong disenyong *okir* at sa nakaraan ay tinatawag na *okir'n* ng mga matatanda. Ang *baloster* ay sumisimbolo ng kagandahan at karangyaan, sapagkat madalas itong nakikita sa mga bahay ng may kaya sa buhay. Ang pagkakaroon nito sa bahay ay nagpapakita ng estado sa lipunan, dahil tanging mga may sapat na kakayahang pinansyal lamang ang nakakabili nito. Sa kabila ng pagiging bihira na ang gumagawa nito, nananatili itong mahalagang simbolo ng sining, estetika, at sosyal na katayuan sa lipunang Meranaw.

Sanipa. Ang *sanipa* ay isa ring produktong yari sa semento na dinisenyuhan ng *okir* at pininturahan ng makukulay na kulay gaya ng dilaw, pula, berde, asul, at itim. Karaniwang nakikita ito sa mga bahay ng mayayamang Meranaw bilang tanda ng kagandahan, dangal, at katayuan sa lipunan. Bawat kulay ng *sanipa* ay may natatanging kahulugan: dilaw para sa “mapiya a tao” (mabuting tao), pula para sa katapangan, asul para sa katahimikan, at berde para sa pagiging kasapi ng relihiyong Islam. Ang bawat piraso, na may habang labindalawang talampakan at nagkakahalaga ng humigit-kumulang ₱4,000, ay ginagamit bilang pandekorasyon sa pader, mga establisimyento, at pampublikong gusali. Sa kabuuan, ang *sanipa* ay kumakatawan sa makulay na pamumuhay, paniniwala, at panlipunang identidad ng mga Meranaw.

Panolong. Ang *panolong* ay isa sa pinakamatandang materyal na kultura ng mga Meranaw at may mataas na kultural na halaga. Yari ito sa semento at dinisenyuhan ng *okir* na hango sa anyo ng *naga*, na sumisimbolo ng kapangyarihan at pamumuno. Tradisyunal itong ginagamit bilang pandekorasyon sa *torogan*—ang bahay ng Sultan—bilang tanda ng awtoridad at katayuan. Tulad ng *baloster* at *sanipa*, ginagawa lamang ito kapag may nag-order dahil sa mataas na halaga ng mga materyales. Ang *panolong* ay hindi karaniwang ginagamit sa mga ordinaryong bahay sapagkat ito ay sagisag ng rangko at pamumuno. Sa kasalukuyan, ang paggamit nito ay unti-unting nababawasan dahil sa pag-usbong ng modernong arkitektura. Gayunman, nananatili itong mahalagang simbolo ng tradisyunal na disenyo at espiritwal na paniniwala ng mga Meranaw, partikular bilang pantaboy sa masasamang espiritu at tanda ng kultural na pagkakakilanlan.

3.5 Produktong Materyal na Kulturang Yari sa Kahoy

Arko. Ang *arke* ay isang produktong materyal na kulturang yari sa kahoy at playwud, na dinisenyuhan at pininturahan ng iba't ibang kulay bilang tanda ng pagsalubong sa mga Meranaw na nagbalik mula sa *Hajj*. Karaniwang inilalagay ito sa labas ng bakuran o sa may pintuan ng tahanan, bilang simbolo ng pagtanggap at pagpapakita ng kagalakan sa pagbabalik ng isang taong nakaganap ng banal na paglalakbay. Ayon kay G. Abdul Jami' (impormante), ang *arke* ay sumisimbolo ng *Tawbat* o pagbabalik-loob kay Allah (S.W.A.) at karaniwang ginagawa tuwing buwan ng *Dhū al-Hijja* sa kalendaryong Islamiko. Ang pagkakaroon ng inskripsiyong “Bolos Kano,” na nangangahulugang “Tuloy Kayo,” ay nagpapahiwatig ng pagiging bukas-palad at magiliw na pagtanggap ng mga Meranaw sa kanilang kapwa.

Noong unang panahon, ang paggawa ng *arke* ay itinuturing na labag sa relihiyong Islam, ngunit kalaunan ay tinanggap ito bilang simbolikong representasyon ng pananampalataya at pagkakaisa ng komunidad. Ayon kay Kroeber (1948), ang kultura ay binubuo ng mga paniniwala, gawi, at kaalaman na minamana at pinagyayaman ng bawat henerasyon— isang pahayag na makikita sa patuloy na paggamit ng *arke* bilang bahagi ng kultural at relihiyosong identidad ng mga Meranaw. Sa kasalukuyan, bagaman may mga pagbabago sa paraan ng paggawa nito, tulad ng paggamit ng tarpaulin at digital printing bilang dekorasyon, nananatili ang *arke* bilang makabuluhang simbolo ng paggalang, pananampalataya, at tradisyong Meranaw. Ang pag-angkop ng mga modernong materyales ay patunay ng kakayahang ng mga Meranaw na mapanatili ang diwa ng kanilang kultura habang isinasabuhay ito sa konteksto ng makabagong panahon.



4.0 Konklusyon

Ang kabanatang ito ay naglalaman ng buod ng mga natuklasan sa isinagawang pag-aaral at ang mga rekomendasyong maaaring magsilbing gabay para sa mga susunod pang mananaliksik.

4.1 Konklusyon

Sa isinagawang pag-aaral ng mananaliksik, nakilala at nalaman ang iba't ibang produktong materyal na kulturang ginagawa mismo ng mga taga-Bacolod-Kalawi at kanilang ginagamit magpahanggang ngayon. Ang mga ito ay patuloy na umiiral at kinikilala sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur. Napatunayan ng mananaliksik na sa tribong Meranaw, ang mga materyal na kultura ay napakahalaga sa kanilang pang-araw-araw na pamumuhay. Ang mga materyal na kulturang ito ay may malaking pakinabang sa angkan ng mga Meranaw na nagsisilbing kanilang pagkakakilanlan. Dahil sa patuloy na paglikha at paggamit sa mga materyal na kultura, nagpapatunay lamang ito na kahit nasa makabagong panahon na tayo ay tinatangkilik pa rin ng mga Meranaw ang mga iniwan sa kanila ng kanilang mga ninuno. Dahil na rin sa pagkilala rito ng mga Meranaw ay nagpapakita na rin ito ng pagpapahalaga sa bawat likhang sining na siyang pinagkukunan ng hanapbuhay ng ilan sa mga Meranaw na gumagawa nito partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur.

Sa modernong panahon, marami ang nalikhang kinagiliwan ng mga tao. Ngunit may ibang tribong di niya kayang ipagpalit ang nakagisnan. Katulad lamang ng tribong Meranaw (partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur) ay patuloy na kinikilala at ginagamit ang sariling likhang obra. Patunay lamang ito na ang mga materyal na kulturang iniwan sa kanila ng kanilang mga ninuno ay buhay na buhay sa kanilang isip at diwa. Nangangahulugan na bawat nalilikhang materyal ay kanilang pinapahalagahan at iniingatan upang maipasa ito sa susunod na henerasyon.

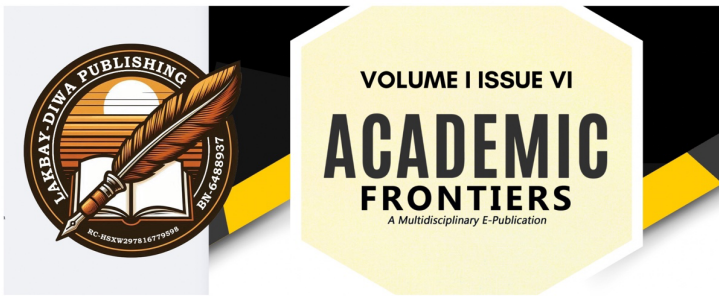
Napag-alam din ng mananaliksik na ang mga Meranaw (partikular sa Munisipalidad ng Bacolod-Kalawi, Lanao del Sur) ay may angking talento sa paggawa ng mga materyal na may kalakip na sining. Katulad ng *dindingali*. Noong unang panahon ay kawayan ang ginagamit nilang pangharang sa bangkay upang di ito matabunan ng lupa, ngayon ay nakalikha ang mga taga-Bacolod-Kalawi ng isang matibay na pangharang sa bangkay, ito ay ang *dindingali*. Kung palamuti naman sa bahay ang pag-uusapan, nariyan ang *mamandiyang*, *ampas*, at *karpit* na may natatanging makukulay na disenyo ng *antowiras* (sequins) at *tinonggos* (beads) na magpahanggang ngayon ay patuloy na pinayayabong at patuloy ang paglikha sa mga bagong disenyo iniaayon sa panahon na siyang inilalapat dito upang mapaganda pa lalo ang ganitong produktong materyal na kultura. Nalaman rin ng mananaliksik na ang mga taga-Bacolod-Kalawi ang siyang mismong gumagawa ng disenyo iniguguhit sa telang oxford upang gawing *mamandiyang*, *ampas* at *karpit* at gumagamit na rin ang mga ito ng iba't ibang tela gaya ng telang Kristal. Ang *payong* at *dadakatan* na may makukulay na palamuting *antowiras* (sequins) at *tinonggos* (beads) kagaya ng nasa *mamandiyang*, *ampas* at *karpit* ay ginagamit na rin sa kasal na noon una ay tanging ang Sultan o Bae lamang ang siyang nakakagamit nito. Nagpapatunay lamang ito na talagang kahanga-hanga ang mga likhang obra ng mga Meranaw.

Sa kaubuan ng pag-aaral ng mananaliksik, kasalukyan pa ring makikita ang sa mga taga-Bacolod-Kalawi ang matinding pagpapahalaga sa kanilang mga likhang materyal na kulturang may kaakibat na simbolo sa kanilang buhay at nagpapakilala sa lugar na kanilang kinalakihan at ginagalawan ngayon at maging sa mga gumagawa nito.

4.2 Rekomendasyon

Upang sa patuloy na pananaliksik sa mga materyal na kultura sa kasalukuyan, gumawa ng ilang mga rekomendasyon kung saan nakabatay sa nagging resulta kanyang pag-aaral. Nais irekomenda ng mananaliksik ang mga sumusunod:

1. Magkaroon ng ibayong pag-aaral sa mga natatanging produktong materyal na kultura na may disenyo ng okir ng tribong Meranaw.
2. Panatilihin ang pag-aralan ang mga gawa o likhang Meranaw lalo na ang mga kahulugan ng bawat disenyo nito.



3. Magkaroon ng isang paghahambing na pag-aaral tungkol sa mga kahalagahan ng mga ginagawang produktong materyal na kultura ng mga Meranaw at ibang tribu.
4. Gumawa ng isang pananaliksik tungkol sa mga produktong materyal na kultura ng iba pang Munisipalidad ng Lanao del Sur.
5. Pag-aralan kung ano ang proseso sa paggawa ng mga produktong materyal na kultura ng mga Meranaw.
6. Alamin ang mga napapaloob na mga kwento sa mga materyal na kulturang gawa ng mga Meranaw.

5.0 Kontribusion ng May-akda

Ahmadserany P. Kiram: Pagbuo ng konsepto, disenyo ng pananaliksik, pagsusuri ng mga datos at pagsulat ng manuscript.

6.0 Pagpopondo

Walang natanggap na pondo para sa pananaliksik na ito mula sa anumang pribado/publikong institusyon o ahensya. Ang buong gastos sa paggawa ng pag-aaral ay galing mula sa personal na pondo ng may-akda.

7.0 Conflict of Interest

Walang anumang conflict of interest na lumitaw sa panahon ng pagsasagawa ng pag-aaral. Ang may-akda ay nagsusumpa na ang kanyang interes ay hindi nakaapekto sa integridad ng pananaliksik.

8.0 Pagkilala

Ang lahat nang naging bahagi ng pag-aaral na ito ang siyang pinapasalamatan at kinikilala ng may-akda lalo na sa lahat ng taong nagbigay suporta upang maisakatuparan ang pag-aaral na ito. Kasama sa rin sa pinapasalamatan ang pamilya at mga kaibigan at ang mga naging parte ng pag-aaral na ito mula sa Departamento ng Filipino at Iba Pang Wika ng Pamantasang Bayan ng Mindanao (Mindanao State University-Main Campus) lalo na sa adbayer sa miyembro ng panelists na gumabay sa may-akda.

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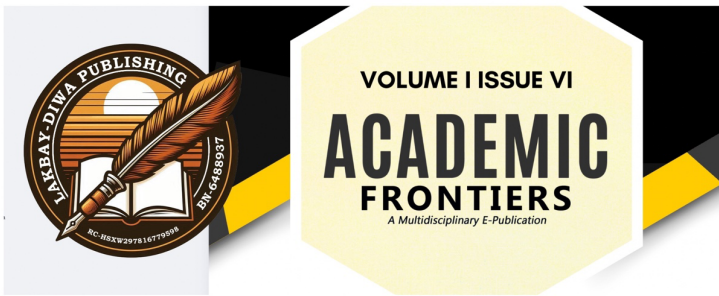
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Isang Pagsusuri sa Aklat na Pinagyamang Pluma I – IV: Ang Uri ng mga Akdang Pampanitikan, ang mga May-Akda at ang Pinakagamiting Gawaing Pampanitikan

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Abstrak.

Ang pag-aaral na ito ay naglalayong suriin ang mga akdang pampanitikan na nakapaloob sa serye ng aklat na Pinagyamang Pluma I-IV upang matukoy ang uri ng mga akdang pampanitikan, ang mga may-akda, at ang pinakagamiting gawaing pampanitikan sa pagtuturo. Ginamit ng mananaliksik ang deskriptibong metodo ng pananaliksik na sinamahan ng pagsusuring pangnilalaman upang mailarawan at masuri ang mga akdang pampanitikan mula sa bawat tomo ng Pinagyamang Pluma. Inilahad ang mga datos sa pamamagitan ng pag-uuri sa mga anyo ng panitikan, pagtukoy sa mga may-akda, at pagsusuri sa mga gawaing pampanitikan na ginamit. Ibinatay ang pagsusuri sa mga teoryang Moralistiko, Bayograpikal, at Sosyo-Kultural upang maipakita ang kaugnayan ng akda, may-akda, at mambabasa sa konteksto ng pagtuturo ng panitikan. Lumabas sa resulta na ang mga akdang pampanitikan sa Pinagyamang Pluma I-IV ay naglalaman ng mga piling akdang nagpapakita ng kultura, paniniwala, at tradisyon ng mga Pilipino. Karamihan sa mga akda ay isinulat ng mga tanyag na manunulat na nag-ambag ng mahahalagang kaisipan sa larangan ng panitikan, samantalang may ilan ding bagong manunulat na nakapagbigay ng makabuluhang ambag sa paglinang ng kamalayang pampanitikan ng mga mag-aaral. Natuklasan din na ang pinakagamiting mga gawaing pampanitikan ay ang pagsagot sa mga tanong at pagsusulat ng journal na sinusuportahan ng paggamit ng iba't ibang graphic organizer, na nagpapahiwatig na objective type of test ang nangingibabaw na estratehiya sa aklat. Iminumungkahi ng pag-aaral ang patuloy na paggamit at pagrepaso ng Pinagyamang Pluma I-IV bilang sanggunian sa pagtuturo ng panitikan, gayundin ang pagdaragdag ng mga kontemporaryong akda upang higit na malinang ang kritikal at malikhaing pag-iisip ng mga mag-aaral.

Mga Susing Salita: Akdang Pampanitikan, Gawaing Pampanitikan, Pinagyamang Pluma, Pagsusuring Pangnilalaman, Panitikan sa Filipino



1.0 Panimula

Ang panitikan ay salamin ng kalagayang panlipunan, kaisipan, damdamin, at kulturang kinabibilangan ng mga tao. Sa larangan ng edukasyon, ang pagtuturo ng panitikan ay hindi lamang nakatuon sa pagbasa at pag-unawa ng mga akda kundi sa pagpapalalim ng pagpapahalaga sa mga karanasang nakapaloob sa mga ito. Sa kasalukuyan, ang mga aklat at kagamitang pampanitikan ay itinuturing na pangunahing sanggunian sa pagpapayaman ng kamalayang pampanitikan ng mga mag-aaral. Isa sa mga kinikilalang teksbuk sa pagtuturo ng Filipino sa sekundarya ay ang Pinagyamang Pluma na inilathala ng Phoenix Publishing House, Inc., na naglalayong linangin ang apat na kasanayan sa wika—pakikinig, pagsasalita, pagbasa, at pagsulat—sa pamamagitan ng mga piling akdang pampanitikan.

Ayon kina Dayag et al. (2018), layunin ng seryeng Pinagyamang Pluma na pagyamanin ang kasanayan ng mga mag-aaral sa wika at panitikan sa pamamagitan ng mga tekstong nagbibigay-diin sa aral, kultura, at pagpapahalagang Pilipino. Gayunpaman, sa kabila ng lawak at bisa nito sa pagtuturo, kapansin-pansin ang kakulangan ng mga pag-aaral na tumitingin sa nilalaman ng aklat bilang kabuuang representasyon ng panitikang Pilipino—ang uri ng mga akdang nakapaloob dito, ang mga may-akda na kinakatawan, at ang mga gawaing pampanitikan na ginagamit upang maipamalas ang pag-unawa ng mga mag-aaral.

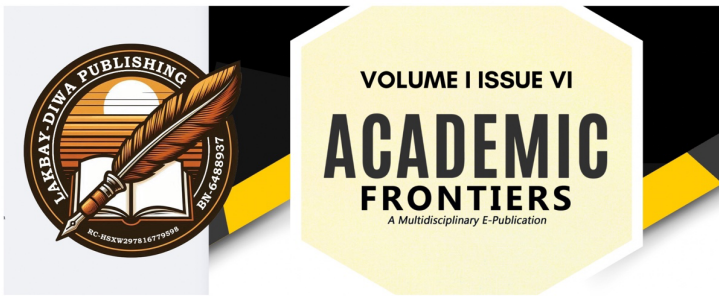
Batay sa mga pag-aaral nina Gampong (2014) at Radia (2011), ang pagsusuri sa mga akdang pampanitikan sa mga teksbuk ay nagbibigay ng mas malalim na pananaw sa kung paano naipapahayag at naipapasa ang mga pagpapahalaga at pananaw ng isang lipunan sa mga mag-aaral. Binibigyang-diin din ng mga ito ang pangangailangang matukoy kung gaano kaepektibo ang mga gawaing pampanitikan sa paglinang ng pag-unawa, pagsusuri, at pagpapahalagang pampanitikan. Sa ganitong konteksto, naging mahalaga ang pagsasagawa ng pag-aaral na ito na susuri sa serye ng Pinagyamang Pluma I-IV bilang pangunahing kagamitang panturo ng panitikan sa sekundarya.

Nilalayon ng pananaliksik na ito na ilarawan ang mga akdang pampanitikan na nakapaloob sa Pinagyamang Pluma I-IV, tukuyin ang mga may-akda, at alamin ang pinakagamiting gawaing pampanitikan sa bawat akda. Higit sa lahat, layunin nitong tuklasin ang implikasyon ng mga natuklasan sa pagtuturo ng panitikan sa kontekstong Filipino. Ang mga teoryang Moralistiko, Bayograpikal, at Sosyo-Kultural ang nagsilbing batayang teoretikal sa pagsusuri upang maipakita ang ugnayan ng akda, may-akda, at mag-aaral sa pagbuo ng kahulugan at pagpapahalaga sa panitikan.

Mahalaga ang pag-aaral na ito sapagkat nagbibigay ito ng empirikal na batayan sa pagpapaunlad ng pagtuturo ng panitikan sa mga paaralan. Sa pamamagitan ng masusing pagsusuri sa mga akdang nakapaloob sa Pinagyamang Pluma I-IV, nagkakaroon ng pagkakataon ang mga guro, tagapagplano ng kurikulum, at administrador na mapalalim ang kanilang pag-unawa sa kalidad, pagkakaugnay, at kabuluhan ng mga tekstong ginagamit sa pagtuturo. Sa huli, inaasahan na ang pag-aaral na ito ay magsisilbing ambag sa pagpapatibay ng panitikan bilang mahalagang sangkap sa paghubog ng kabataang Pilipino na may malawak na pag-unawa sa kanilang kultura, kasaysayan, at identidad bilang mamamayan.

2.0 Metodolohiya

Ang bahaging ito ay naglalahad ng mga pamamaraang ginamit ng mananaliksik upang maisakatuparan ang layunin ng pag-aaral. Inilalarawan dito ang disenyo ng pananaliksik, lugar ng pag-aaral, mga kalahok, kasangkapan, paraan ng pangangalap ng datos, at mga etikal na konsiderasyon.



Layunin nitong ipakita ang sistematikong proseso na sinunod upang matiyak ang pagiging mapanuri, maaasahan, at makatotohanan ng mga nakalap na datos.

2.1 Disenyo ng Pananaliksik

Ginamit sa pag-aaral na ito ang deskriptibong metodo ng pananaliksik na sinamahan ng pagsusuring pangnilalaman (content analysis). Layunin nitong mailarawan at masuri ang mga akdang pampanitikan, mga may-akda, at ang pinakagamiting gawaing pampanitikan na nakapaloob sa serye ng aklat na Pinagyamang Pluma I-IV. Ang deskriptibong pamamaraan ay angkop sa pag-aaral sapagkat pinahihintulutan nito ang mananaliksik na tukuyin at mailarawan ang mga umiiral na katangian ng mga teksto batay sa mga itinatakdang kategorya. Samantala, ang pagsusuring pangnilalaman ay ginamit upang sistematikong matukoy ang dalas, ugnayan, at tema ng mga akdang pampanitikan na nakapaloob sa serye ng aklat.

2.2 Lugar ng Pananaliksik

Isinagawa ang pag-aaral sa Mindanao State University – Main Campus, Marawi City, Lanao del Sur, sa ilalim ng Kolehiyo ng Agham Panlipunan at Humanidades, Departamento ng Filipino. Ang pagsusuri ay nakatuon sa mga teksbuk na Pinagyamang Pluma I-IV, na ginagamit bilang pangunahing kagamitang panturo ng panitikan sa mga paaralan sa sekondarya.

2.3 Mga Kalahok sa Pananaliksik

Hindi tumukoy ang pag-aaral sa mga partikular na kalahok o tagatugon sapagkat nakasentro ito sa pagsusuri ng mga aklat. Gayunman, ang mga teksto at gawaing pampanitikan na nakapaloob sa Pinagyamang Pluma I-IV ang itinuturing na pangunahing yunit ng pagsusuri. Sa kabuuan, sinuri ng mananaliksik ang lahat ng akdang pampanitikan sa bawat tomo, kabilang ang mga may-akda at kaukulang gawain, upang matukoy ang mga temang namamayani at ang dalas ng bawat kategorya.

2.4 Kasangkapan sa Pananaliksik

Ginamit sa pag-aaral ang pormat sa pagsusuring pangnilalaman na binuo ng mananaliksik batay sa mga umiiral na kategorya ng akdang pampanitikan. Ang pormat ay naglalaman ng tatlong pangunahing bahagi: (1) uri ng akdang pampanitikan, (2) pangalan ng may-akda, at (3) uri ng gawaing pampanitikan na ginamit. Ang instrumentong ito ay sinuri at binigyan ng beripikasyon ng tagapayo at mga dalubhasa sa larangan ng Filipino bago gamitin sa aktuwal na pagsusuri upang matiyak ang bisa at pagiging maaasahan ng datos.

2.5 Pamamaraan ng Pangangalap ng Datos

Isinagawa ng mananaliksik ang sistematikong pangangalap ng datos sa pamamagitan ng pagsusuri sa nilalaman ng bawat aklat ng Pinagyamang Pluma I-IV. Una, tinukoy ang lahat ng akdang pampanitikan na nakapaloob sa bawat tomo. Ikalawa, inuri ang bawat akda batay sa anyo ng panitikan—tula, maikling kuwento, sanaysay, dula, at iba pa. Ikatlo, kinilala ang mga may-akda ng bawat akda at tinukoy kung sila ay mga tanyag o bagong manunulat. Ikaapat, sinuri ang mga gawaing pampanitikan sa bawat aralin upang matukoy kung anong uri ang pinakagamiting sa pagtuturo. Pagkatapos, pinagsama-sama at sinuri ang mga datos upang makuha ang pangkalahatang interpretasyon.

2.6 Etikal na Pagsasaalang-alang

Sinunod ng pag-aaral ang mga alituntunin ng etikal na pamantayan sa pananaliksik. Tiniyak ng mananaliksik na ang lahat ng impormasyong ginamit ay mula sa mga akdang pampanitikan na legal na inilathala ng Phoenix Publishing House, Inc. at ginamit lamang para sa layuning akademiko. Iginagalang ng mananaliksik ang karapatan sa intelektuwal na pag-aari ng mga may-akda at tagalathala. Ang mga ginamit na sanggunian ay maingat na binanggit sa seksyong Reperensiya bilang pagkilala sa pinagmulan ng mga datos.

3.0 Mga Resulta at Pagtalakay

Ang bahaging ito ay naglalahad ng mga natuklasan sa isinagawang pagsusuri sa serye ng aklat na Pinagyamang Pluma I-IV batay sa mga layuning itinakda ng pananaliksik. Nakapaloob dito ang presentasyon at pagpapaliwanag ng mga datos hinggil sa (1) mga uri ng akdang pampanitikan na nakapaloob sa serye, (2) mga may-akda ng mga akdang ito, at (3) mga gawaing pampanitikan na ginamit upang palawakin ang pag-unawa ng mga mag-aaral sa panitikan. Ang bawat talahanayan ay sinundan ng masusing talakay upang maipaliwanag ang mga pattern, temang lumitaw, at kaugnayan ng mga resulta sa mga teoryang ginamit – Moralistiko, Bayograpikal, at Sosyo-Kultural.

3.1 Uri ng mga Akdang Pampanitikan sa Pinagyamang Pluma I-IV

Ang bahaging ito ay naglalarawan sa dami at uri ng mga akdang pampanitikan na nakapaloob sa apat na tomo ng Pinagyamang Pluma. Ipinapakita sa mga sumusunod na talahanayan ang mga anyong pampanitikan na ginamit sa bawat aklat at kung gaano kadalas lumitaw ang mga ito.

Talahanayan 1. *Bilang at Porsyento ng mga Akdang Pampanitikan sa Pinagyamang Pluma I*

Uri ng Akdang Pampanitikan Bilang ng Akda Porsyento (%)		
Tula	8	32 %
Maikling Kuwento	7	28 %
Sanaysay	5	20 %
Pabula	3	12 %
Alamat	2	8 %
Kabuuan	25	100 %

Makikita na nangingibabaw sa Pinagyamang Pluma I ang tula at maikling kuwento na parehong nakatuon sa pagpapahayag ng damdamin at pagpapahalagang moral. Ipinapakita nito na sa unang tomo pa lamang, binibigyang-diin na ang paggamit ng mga tekstong may malinaw na aral at damdaming makabayan upang pukawin ang interes ng mga mag-aaral sa panitikan.

Talahanayan 2. *Bilang at Porsyento ng mga Akdang Pampanitikan sa Pinagyamang Pluma II*

Uri ng Akdang Pampanitikan Bilang ng Akda Porsyento (%)		
Tula	10	33 %
Maikling Kuwento	8	27 %
Sanaysay	6	20 %
Dula	4	13 %
Pabula	2	7 %
Kabuuan	30	100 %

Sa ikalawang tomo, lumalawak ang uri ng panitikan sa pagdagdag ng mga dula at sanaysay. Ipinapakita nito ang layunin ng aklat na palawakin ang karanasan ng mag-aaral sa iba't ibang anyo ng panitikan habang pinapanatili pa rin ang dominasyon ng tula bilang daluyan ng aral at emosyon.

Talahanayan 3. *Bilang at Porsyento ng mga Akdang Pampanitikan sa Pinagyamang Pluma III*

Uri ng Akdang Pampanitikan Bilang ng Akda Porsyento (%)

Maikling Kuwento	12	32 %
Sanaysay	9	24 %
Tula	8	21 %
Dula	5	13 %
Alamat / Mito	4	10 %
Kabuuan	38	100 %

Sa Pinagyamang Pluma III, nangunguna na ang maikling kuwento bilang pinakagamiting anyo. Ipinahihiwatig nito ang pagbabago ng pokus mula sa tradisyunal tungo sa kontemporaryong representasyon ng lipunan. Ang mga paksa ay nagsimulang tumalakay sa mga isyung panlipunan tulad ng pamilya, kabataan, at responsibilidad, na sumasalamin sa Sosyo-Kultural na teorya ng panitikan.

Talahanayan 4. *Bilang at Porsyento ng mga Akdang Pampanitikan sa Pinagyamang Pluma IV*

Uri ng Akdang Pampanitikan Bilang ng Akda Porsyento (%)

Maikling Kuwento	10	29 %
Sanaysay	9	26 %
Dula	7	20 %
Tula	6	17 %
Nobela / Ekscerpt	3	8 %
Kabuuan	35	100 %

Sa ikaapat na tomo, mas kapansin-pansin ang paggamit ng mga kontemporaryong akdang pampanitikan tulad ng nobela at dula. Ipinakikita nito ang pagsasalin ng interes ng mag-aaral mula sa klasikong anyo tungo sa mas realistiko at masalimuot na pagsasalaysay. Pinatutunayan ng datos na ang serye ay sistematikong nakabalangkas upang unti-unting iangat ang antas ng pag-unawa ng mag-aaral sa panitikan mula sa simpleng pagpapahalaga tungo sa mas malalim na pagsusuri.

3.2 Mga May-Akda ng mga Akdang Pampanitikan sa Pinagyamang Pluma I-IV

Ang bahaging ito ay tumatalakay sa mga manunulat na kinakatawan sa apat na tomo ng Pinagyamang Pluma. Layunin nitong ipakita kung aling mga may-akda ang madalas gamitin, gayundin ang antas ng kanilang kasikatan at kontribusyon sa panitikan. Makikita sa mga sumusunod na talahanayan ang distribusyon ng mga manunulat batay sa kanilang paglitaw sa bawat aklat.

Talahanayan 5. *Bilang at Porsyento ng mga May-Akda sa Pinagyamang Pluma I*

Kategoriya ng May-Akda	Bilang ng Akda Porsyento (%)	
Tanyag na Manunulat (hal. Jose Corazon de Jesus, Lope K. Santos)	15	60 %
Bagong Manunulat / Hindi Kilala	8	32 %
Di Matukoy / Adaptasyon	2	8 %
Kabuuan	25	100 %

Ipinapakita ng datos na higit sa kalahati ng mga akda sa Pinagyamang Pluma I ay mula sa mga tanyag na manunulat. Ang pagpili ng mga klasikong awtor ay nakatutulong upang maipakilala sa mga mag-aaral ang mga pundasyon ng panitikang Pilipino. Gayunman, nakikita rin ang pagsisikap ng patnugot na magbigay-daan sa mga bagong manunulat upang magkaroon ng representasyon sa teksbuk.

Talahanayan 6. *Bilang at Porsyento ng mga May-Akda sa Pinagyamang Pluma II*

Kategorya ng May-Akda	Bilang ng Akda Porsyento (%)	
Tanyag na Manunulat	18	60 %
Bagong Manunulat / Hindi Kilala	10	33 %
Di Matukoy / Adaptasyon	2	7 %
Kabuuan	30	100 %

Nananatili ang dominasyon ng mga kilalang awtor sa ikalawang tomo, bagay na nagpapatibay sa tradisyonal na pagtuturo ng panitikan. Gayunman, mapapansin na tumataas ang porsyento ng mga bagong manunulat, palatandaan ng pagsasama ng mga makabagong tinig sa modernong kurikulum.

Talahanayan 7. *Bilang at Porsyento ng mga May-Akda sa Pinagyamang Pluma III*

Kategorya ng May-Akda	Bilang ng Akda Porsyento (%)	
Tanyag na Manunulat	22	58 %
Bagong Manunulat / Hindi Kilala	14	37 %
Di Matukoy / Adaptasyon	2	5 %
Kabuuan	38	100 %

Sa Pinagyamang Pluma III, mas nakikita ang balanseng representasyon ng mga tanyag at bagong awtor. Lumalawak ang saklaw ng mga tema—mula sa moral at sentimental tungo sa panlipunan at makabayan—na nagpapakita ng pagbabago sa pananaw ng mga guro at patnugot sa pagpili ng mga akda.

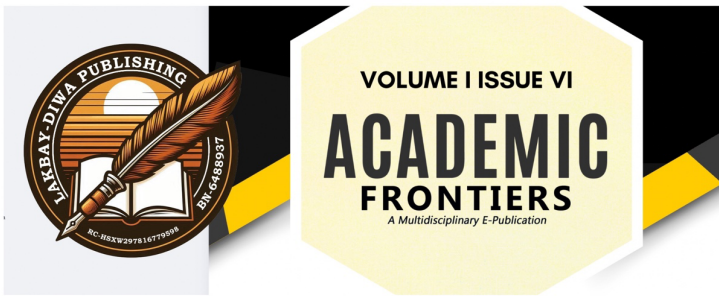
Talahanayan 8. *Bilang at Porsyento ng mga May-Akda sa Pinagyamang Pluma IV*

Kategorya ng May-Akda	Bilang ng Akda Porsyento (%)	
Tanyag na Manunulat	20	57 %
Bagong Manunulat / Hindi Kilala	12	34 %
Di Matukoy / Adaptasyon	3	9 %
Kabuuan	35	100 %

Sa ikaapat na tomo, nananatili ang matibay na presensiya ng mga kinikilalang manunulat ngunit kapansin-pansin ang pagtaas ng bilang ng mga kontemporaryong awtor. Ang pagsasanib ng mga kilala at bagong manunulat ay nagdudulot ng dinamismo sa pagtuturo ng panitikan, at nagbibigay ng pagkakataong masuri ng mga mag-aaral ang iba't ibang estilo at pananaw ng mga awtor mula sa iba't ibang panahon.

3.3 Mga Gawaing Pampanitikan sa Pinagyamang Pluma I-IV

Ang bahaging ito ay tumatalakay sa mga gawaing pampanitikan na ginagamit sa bawat tomo ng Pinagyamang Pluma. Layunin nitong matukoy kung anong uri ng mga gawain ang higit na ginagamit sa pagtuturo ng panitikan at kung paano ito nakaaambag sa pag-unawa ng mga mag-aaral.



Ipinapakita ng mga sumusunod na talahanayan ang resulta ng pagsusuri sa mga gawaing pampanitikan mula sa apat na tomo ng aklat.

Talahanayan 9. *Bilang at Porsyento ng mga Gawaing Pampanitikan sa Pinagyamang Pluma I*

Uri ng Gawaing Pampanitikan	Bilang Porsyento (%)	
Pagsagot sa mga Tanong	10	40 %
Pagsulat ng Journal / Repleksyon	6	24 %
Paggamit ng Graphic Organizer	5	20 %
Malikhaing Pagsulat	3	12 %
Pagsasadula / Pagganap	1	4 %
Kabuuan	25	100 %

Makikita sa unang tomo na nangingibabaw ang mga gawaing nakabatay sa pagsagot sa mga tanong at pagsulat ng journal, na parehong sumusukat sa kakayahan ng mag-aaral na maunawaan ang binasa. Gayunman, kapansin-pansin na bihira ang mga gawaing nakasentro sa malikhaing paglikha o pagganap, na mahalaga rin sa paglinang ng imahinasyon.

Talahanayan 10. *Bilang at Porsyento ng mga Gawaing Pampanitikan sa Pinagyamang Pluma II*

Uri ng Gawaing Pampanitikan	Bilang Porsyento (%)	
Pagsagot sa mga Tanong	12	40 %
Pagsulat ng Journal / Repleksyon	8	27 %
Graphic Organizer	5	17 %
Malikhaing Pagsulat	3	10 %
Pagsasadula / Pagganap	2	6 %
Kabuuan	30	100 %

Sa ikalawang tomo, nananatiling dominante ang tradisyunal na gawaing nakasentro sa pagsusuri at pag-unawa, ngunit dumarami ang mga replektibong gawain tulad ng journal writing. Ipinapakita nito ang pagsisikap ng aklat na mapalalim ang koneksyon ng mag-aaral sa kanilang sariling karanasan habang sinusuri ang binasang akda.

Talahanayan 11. *Bilang at Porsyento ng mga Gawaing Pampanitikan sa Pinagyamang Pluma III*

Uri ng Gawaing Pampanitikan	Bilang Porsyento (%)	
Pagsagot sa mga Tanong	15	39 %
Pagsulat ng Journal / Repleksyon	10	26 %
Graphic Organizer	6	16 %
Malikhaing Pagsulat	5	13 %
Pagsasadula / Pagganap	2	6 %
Kabuuan	38	100 %

Sa Pinagyamang Pluma III, makikita ang bahagyang pagtaas ng mga gawaing nakabatay sa malikhaing pagsulat at pagsasadula. Ipinapakita nito ang paglipat ng pokus mula sa simple recall patungo sa pagpapalalim ng interpretasyon at pagpapahayag ng damdamin, alinsunod sa mga layunin ng K-12 curriculum na paunlarin ang higher-order thinking skills.

Talahanayan 12. Bilang at Porsyento ng mga Gawaing Pampanitikan sa Pinagyamang Pluma IV

Uri ng Gawaing Pampanitikan	Bilang Porsyento (%)	
Pagsagot sa mga Tanong	14	40 %
Pagsulat ng Journal / Repleksyon	9	26 %
Graphic Organizer	6	17 %
Malikhaing Pagsulat	4	11 %
Pagsasadula / Pagganap	2	6 %
Kabuuan	35	100 %

Ang mga gawaing pampanitikan sa ikaapat na tomo ay nagpapakita ng balanse sa pagitan ng analitikal at malikhain. Gayunman, nananatiling mataas ang proporsyon ng objective type activities, na maaaring magpahiwatig na ang mga aklat ay higit na nakatuon sa pagsusuri sa nilalaman kaysa sa pagbuo ng sariling interpretasyon ng mag-aaral.

3.4 Pagsusuri at Implikasyon

Sa kabuuan ng pagsusuri sa Pinagyamang Pluma I-IV, lumitaw na ang serye ay komprehensibong nagtatampok ng iba't ibang uri ng akdang pampanitikan, mga kilalang at bagong may-akda, at mga gawaing pampanitikan na naaayon sa layunin ng kurikulum. Gayunman, may ilang mahalagang implikasyon ang mga natuklasan:

1. Pagkiling sa Tradisyunal na Panitikan: Bagaman mahalaga ang pag-aaral ng mga klasikong akda, nararapat na palawakin ang saklaw upang maisama ang mga kontemporaryong akdang mula sa iba't ibang rehiyon sa Pilipinas. Sa ganitong paraan, mas maipapakita ang pambansang identidad at kultural na pluralismo sa panitikan.
2. Pag-unlad ng Pedagohiya: Ang paggamit ng mga objective at reflective activities ay napatunayang epektibo sa paghubog ng pag-unawa, ngunit kinakailangang dagdagan ng malikhaing gawaing pampanitikan upang mas mahasa ang imahinasyon at kritikal na pag-iisip ng mga mag-aaral.
3. Teoretikal na Pagpapalalim:
 - Sa pananaw ng Teoryang Moralistiko, ang serye ay matagumpay na nakapagtuturo ng mga pagpapahalagang Pilipino sa pamamagitan ng mga akda.
 - Sa Teoryang Bayograpikal, ang representasyon ng mga may-akda ay nagpapakita ng ugnayan ng kanilang buhay sa nilikhang akda.
 - Samantalang sa Teoryang Sosyo-Kultural, malinaw na ang mga akda ay nagsisilbing repleksyon ng mga karanasang panlipunan at kultural ng mga Pilipino.

Ang mga resultang ito ay nagbibigay ng matibay na batayan para sa pagpapaunlad ng pagtuturo ng panitikan sa Pilipinas. Ang Pinagyamang Pluma I-IV ay nananatiling mahalagang sanggunian, subalit kailangang isailalim sa rebyu at rebisyon upang mas maging inklusibo, makabago, at epektibo sa paglinang ng kamalayang pampanitikan ng mga mag-aaral.

4.0 Konklusyon

Batay sa mga resulta ng isinagawang pagsusuri sa serye ng aklat na Pinagyamang Pluma I-IV, napatunayan ng pag-aaral na ang serye ay isang komprehensibong kagamitang panturo ng panitikan na nakabatay sa mga pangunahing layunin ng kurikulum sa Filipino. Ipinakita ng mga natuklasan na ang mga akdang pampanitikan sa serye ay kinabibilangan ng iba't ibang anyo—tula, maikling kuwento, sanaysay, dula, at nobela—na sistematikong inilatag upang umayon sa antas ng pag-unawa ng mga mag-aaral mula unang hanggang ikaapat na taon. Ang pagkakaayos ng mga akda ay nagpapakita ng malinaw na progresyon mula sa tradisyunal patungo sa kontemporaryong mga paksain.



Sa aspekto ng mga may-akda, natukoy na nananatiling nangingibabaw ang mga tanyag na manunulat sa bawat tomo, bagay na nagpapatibay sa pundasyon ng panitikang Pilipino. Gayunman, kapansin-pansin din ang pagdami ng mga bagong manunulat na kinatawan ng makabagong pananaw at karanasan. Nagpapahiwatig ito ng unti-unting pagbubukas ng serye sa inklusibong representasyon ng panitikan, bagaman kinakailangan pa ng higit na partisipasyon mula sa mga rehiyon upang tunay na maisabuhay ang diwa ng pagkakapantay-pantay sa larangan ng panitikang Filipino.

Samantala, sa pagsusuri sa mga gawaing pampanitikan, lumitaw na ang Pinagyamang Pluma ay nakatuon pa rin sa tradisyunal na pagsusuri sa anyo ng pagsagot sa mga tanong at pagsulat ng repleksyon. Bagaman epektibo ito sa pagsukat ng pag-unawa, kinakailangan pang palawakin ang saklaw ng mga gawaing magpapasigla sa malikhaing pag-iisip, kolaborasyon, at aplikasyon ng mga natutunan sa mas mataas na antas ng literasi.

Sa kabuuan, napatunayan ng pag-aaral na ang serye ng Pinagyamang Pluma I-IV ay mahalagang sanggunian sa pagtuturo ng panitikan. Gayunpaman, ito ay dapat isailalim sa patuloy na rebisyon at ebalwasyon upang matiyak na ito ay nananatiling makabuluhan, makabago, at angkop sa pagbabago ng panahon at konteksto ng edukasyon sa Pilipinas.

4.1 Rekomendasyon

Batay sa mga konklusyon, inirerekomenda ng mananaliksik ang mga sumusunod:

1. Para sa mga Guro sa Filipino: Dapat patuloy na gamitin ang Pinagyamang Pluma I-IV bilang pangunahing sanggunian sa pagtuturo ng panitikan ngunit palawakin ang paggamit ng iba pang lokal at kontemporaryong akda upang higit na malinang ang interes ng mga mag-aaral at mailapit ang panitikan sa kanilang karanasan.
2. Para sa mga Curriculum Planner at Tagapaglathala: Magsagawa ng rebyu sa nilalaman ng aklat upang matukoy kung sapat na kinakatawan ang iba't ibang rehiyon ng bansa, at kung kinakailangan ay magdagdag ng mga akdang rehiyonal upang maisulong ang inklusibong edukasyon sa panitikan.
3. Para sa mga Mag-aaral: Hikayatin silang aktibong makilahok sa mga gawaing pampanitikan tulad ng malikhaing pagsulat, pagsasadula, at talakayang pampanitikan upang mapalalim ang kanilang pag-unawa at pagpapahalaga sa panitikan bilang salamin ng lipunan.
4. Para sa mga Pananaliksik sa Hinaharap: Isagawa ang mga katulad na pag-aaral na susuri sa ibang teksbuk o asignatura upang matukoy ang bisa, representasyon, at kahalagahan ng mga kagamitang panturo sa pagpapalaganap ng wikang Filipino at panitikan.

5.0 Kontribusyon ng May-Akda

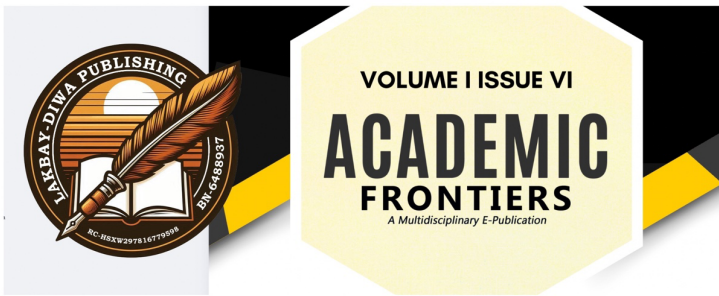
Isinagawa ng may-akda ang lahat ng bahagi ng pananaliksik kabilang ang pagbuo ng konsepto, pagsusuri ng mga datos, pagsulat ng papel, at pagsasaayos ng mga talahanayan. Siya rin ang nag-ayos ng mga sanggunian at nagsumite ng pinal na bersyon ng manuskrito para sa publikasyon.

6.0 Pondo

Walang natanggap na anumang pinansiyal na tulong o grant mula sa alinmang institusyon, ahensya ng pamahalaan, o pribadong organisasyon para sa pagsasagawa ng pag-aaral na ito. Ang lahat ng gastusin ay personal na sinuportahan ng mananaliksik.

7.0 Konflikto ng Interes

Ipinahayag ng may-akda na walang anumang tunggalian ng interes na may kaugnayan sa paglalathala ng artikulong ito. Ang nilalaman ay orihinal at tapat na representasyon ng isinagawang pananaliksik.



8.0 Pasasalamat

Lubos na nagpapasalamat ang may-akda sa Mindanao State University – Main Campus, partikular sa Kolehiyo ng Agham Panlipunan at Humanidades, sa patnubay at suporta sa kabuuan ng pananaliksik. Taos-pusong pasasalamat din sa tagapayo, Prop. Amaceta S. Real, PhD, sa walang sawang paggabay at pagtiyak sa kalidad ng pag-aaral. Pinapasalamatan din ang mga panelista at mga gurong nagbigay ng puna at mungkahi na nakatulong upang higit na mapabuti ang manuskrito. Sa wakas, ang pag-aaral na ito ay iniaalay ng may-akda sa kanyang pamilya bilang inspirasyon sa patuloy na pagsusulong ng karunungan sa wikang at panitikang Filipino.

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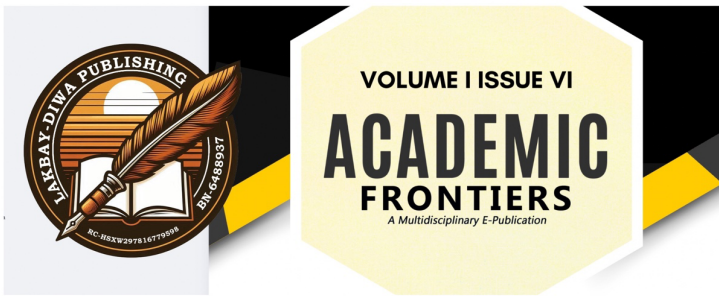
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74

Professional Impact and Satisfaction of Master of Arts in Education (MAEd) Graduates of Christ the King College of Calbayog City, Inc.

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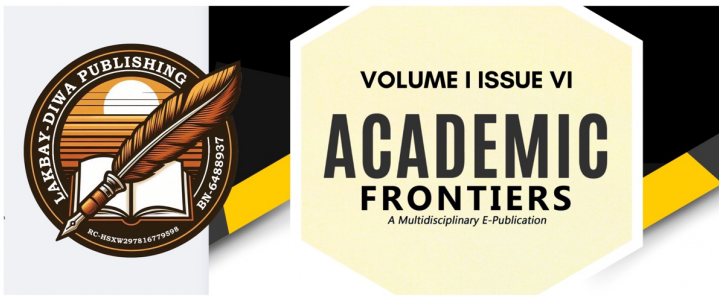
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Abstract.

Graduate education plays a pivotal role in enhancing educators' competencies by equipping them with advanced pedagogical, managerial, and research skills vital for professional growth. This study assessed the professional impact and satisfaction levels of Master of Arts in Education (MAEd) graduates of Christ the King College of Calbayog City, Inc. for the school years 2019–2024. Utilizing a descriptive-correlational research design, 250 MAEd graduates were surveyed using an adapted and validated questionnaire. Results revealed that most respondents were mid-career, female educators, specializing primarily in Educational Management and affiliated with public institutions. They held mid-level to senior positions and possessed significant teaching experience. Graduates demonstrated high proficiency in leadership, management, communication, social, and research skills—indicating the program's effectiveness in producing competent educational leaders. Similarly, they reported a high level of satisfaction with faculty competence, instructional quality, institutional support, and available learning resources. Statistical analyses using non-parametric tests revealed no significant differences in professional impact or satisfaction when grouped by demographic profile, but a strong positive correlation existed between professional impact and satisfaction. These findings highlight that effective MAEd preparation fosters both enhanced competencies and greater career satisfaction. Consequently, a strategic enhancement program was proposed, emphasizing continuous faculty development, curriculum refinement, resource improvement, and professional growth initiatives to ensure sustained educational excellence.

Keywords: MAEd Program Impact, Graduate Satisfaction, Leadership and Management, Research Skills, Educational Advancement



1.0 Introduction

In the evolving landscape of education, advanced degrees such as the Master of Arts in Education (MAEd) are indispensable for promoting professional competence, leadership, and personal fulfillment among educators. Graduate programs strengthen teaching, management, and research capacities – skills crucial for addressing 21st-century learning challenges. According to Buenvenida and Yazon (2017), MAEd graduates attribute their professional growth to the diverse competencies acquired through graduate education. Cruz (2024) further emphasized that graduate programs cultivate innovation and adaptability among teachers, aligning educational practice with modern learning environments. Likewise, Tadeo and Bueno (2024) asserted that comprehensive MAEd curricula provide the theoretical and practical foundation necessary for educators' career advancement.

Internationally, the integration of theory and practice is recognized as a defining characteristic of successful graduate education. Dumlao et al. (2024) and Cruz and Velasco (2023) highlighted that case-based teaching, experiential learning, and the use of technology-driven strategies foster critical thinking, problem-solving, and innovation among graduates. Marquez et al. (2022) supported this by noting that collaborative and technology-enhanced programs produce professionals who can adapt to the changing educational landscape.

In the Philippines, reforms in higher education aim to elevate teaching standards and strengthen research culture (David et al., 2020). Aguilar et al. (2021) noted that institutional resources and faculty expertise directly affect graduate satisfaction and professional performance. This underscores the importance of maintaining quality instruction and relevant curricula in producing competent educators. Pursuing a master's degree not only enhances qualifications but also fosters career mobility and personal growth (Aguilar et al., 2023). Graduate students often express satisfaction when their academic experiences translate into improved leadership, teaching, and research capacities.

At Christ the King College of Calbayog City, Inc. (CKC), the Master of Arts in Education (MAEd) program – administered through the Institute of Graduate Studies and Research (IGSaR) – was designed to develop leadership, instructional expertise, and research productivity in alignment with CHED Memorandum Order (CMO) No. 15, s. 2019. Despite numerous graduate programs offered nationwide, limited studies have specifically assessed their impact on graduates' professional development and satisfaction in provincial contexts. This study addressed this gap by evaluating the professional impact and satisfaction levels of CKC MAEd graduates from 2019 to 2024, focusing on how the program enhanced their competencies and overall fulfillment.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design, which is suitable for determining relationships among naturally occurring variables without manipulation. As defined by Creswell (2014), this design effectively describes participant characteristics and examines correlations among variables such as demographic profiles, skill development, and satisfaction. The descriptive phase outlined the graduates' demographic profile, while the correlational component examined the association between professional impact and satisfaction.



2.2 Research Locale

The study was conducted at Christ the King College of Calbayog City, Inc. (CKC), a Franciscan-Catholic institution founded in 1905. Located in Calbayog City, Samar, CKC is one of Eastern Visayas' oldest higher education institutions, managed by the Franciscan Friars of the Custody of St. Anthony of Padua. The Institute of Graduate Studies and Research (IGSaR) offers MAEd programs with specializations in English, Educational Management, Filipino, Mathematics, and Science Education. CKC's commitment to moral formation, research, and educational excellence makes it an ideal site for evaluating graduate outcomes.

2.3 Research Participants

The respondents consisted of 250 MAEd graduates from school years 2019–2024, drawn from a total population of 714 graduates. The sample size was determined using the Raosoft online calculator with a 95% confidence level and a 5% margin of error. Table 1 illustrates that the largest number of respondents (34%) were from academic year 2021–2022. A stratified random sampling method was employed to ensure proportional representation from each academic year and to minimize sampling bias.

2.4 Research Instrument

The study utilized an adapted survey questionnaire from Buenvinida and Yazon (2017), divided into three parts:

Part I: Demographic profile (age, gender, specialization, agency affiliation, rank, service length, and year graduated).

Part II: Extent of professional impact across five domains—leadership, management, social, communication, and research skills—rated on a 5-point Likert scale.

Part III: Satisfaction level concerning faculty competence, instructional quality, learning resources, support services, and student development, also measured on a 5-point Likert scale.

2.5 Data Gathering Procedure

Formal permission was obtained from the CKC administration and research adviser. The validated questionnaires were distributed via in-person, email, and Google Forms, accommodating respondents' accessibility. Clear instructions and follow-up reminders were provided to maximize response rates. Completed responses were collected, tabulated, and analyzed using non-parametric statistical tests at a 0.05 significance level.

2.6 Ethical Considerations

This research strictly adhered to the ethical standards governing educational research as mandated by the Institute of Graduate Studies and Research (IGSaR) of Christ the King College of Calbayog City, Inc. Prior to data collection, formal approval was obtained from the College Research Ethics Committee, and permission was secured from the program head to access the list of MAEd graduates. Participation in the study was entirely voluntary, and each respondent provided informed consent after being fully briefed on the study's objectives, procedures, potential benefits, and their right to withdraw at any time without penalty.

Confidentiality and anonymity were strictly maintained by assigning coded identifiers in place of names, and responses were used solely for academic purposes. All data were securely stored in password-protected digital files accessible only to the researchers. In compliance with the Philippine Data Privacy Act of 2012 (R.A. 10173), the study ensured that all personal and sensitive information was collected, processed, and stored responsibly to safeguard participants' privacy and data integrity.

3.0 Results and Discussion

Table 1. Frequency and Percentage Distribution on the Profile of MAEd Graduates

Profile Variable	Highest Category	%	Interpretation
Age	31-40 years	48.4%	Mostly mid-career professionals
Gender	Female	53.6%	Female-dominated field
Specialization	Educational Management	73.6%	Focus on leadership and management
Agency	Public Institution	96.4%	Primarily in public service
Position/Rank	Mid-level	38.0%	Advancing educators
Length of Service	6-10 years	56.8%	Experienced teaching professionals
Year Graduated	2021	34.0%	Recent program completers

Table 1. shows the overall result, most MAEd graduates are female, mid-career educators specializing in Educational Management and employed in public institutions. They primarily hold mid-level positions with 6-10 years of service, indicating strong professional experience and a commitment to advancement. The data suggest that the MAEd program effectively develops leadership capacity and promotes professional growth among educators.

Table 2. The Extent of the Professional Impact of Master of Arts in Education (MAEd) Graduates from Christ the King College of Calbayog City, Inc.

Dimensions	M	SD	Interpretation
Leadership Skills	4.62	.47	Very High
Management Skills	4.58	.46	Very High
Social Skills	4.60	.47	Very High
Communication Skills	4.58	.51	Very High
Research Skills	4.56	.52	Very High
Overall	4.59	.43	Very High

Legend: 1.00-1.80 = No Impact At All; 1.81-2.60 = Low; 2.61-3.40 = Moderate; 3.41-4.20 = High; 4.21-5.00 = Very High

Table 2. shows that MAEd graduates demonstrated a *Very High* level of professional impact (M = 4.59, SD = 0.43). Leadership Skills received the highest rating (M = 4.62), highlighting the program's strength in developing decision-making and leadership competencies. Social, Management, and Communication Skills also rated *Very High*, reflecting graduates' strong interpersonal, organizational, and communication abilities. Although Research Skills obtained the lowest mean (M = 4.56), it remains within the *Very High* category, indicating the program's success in fostering scholarly and evidence-

based practices. Overall, the findings affirm the MAEd program's effectiveness in cultivating well-rounded, competent, and professionally impactful educational leaders.

Table 3. Summary Table on the Level of Satisfaction of MAEd Graduates Christ the King College of Calbayog City, Inc.

Dimensions	M	SD	Interpretation
Faculty Competence	4.63	0.45	Very Satisfied
Quality of Instruction	4.64	0.44	Very Satisfied
Learning Resources	4.49	0.55	Very Satisfied
Support Services	4.55	0.53	Very Satisfied
Student Development Activities	4.39	0.59	Very Satisfied
Overall	4.54	0.45	Very Satisfied

Legend: 1.00–1.80 = Not Satisfied; 1.81–2.60 = Slightly Satisfied; 2.61–3.40 = Moderately Satisfied; 3.41–4.20 = Satisfied; 4.21–5.00 = Very Satisfied

Table 3 reveal the findings that MAEd graduates from Christ the King College of Calbayog City, Inc. are very satisfied across all evaluated dimensions. The highest satisfaction was noted in Quality of Instruction (M = 4.64, SD = 0.44), reflecting the program's strength in delivering relevant, updated, and engaging pedagogies. Faculty Competence (M = 4.63, SD = 0.45) also earned high ratings, emphasizing the educators' expertise and professionalism. Positive feedback was likewise observed for Support Services (M = 4.55, SD = 0.53) and Learning Resources (M = 4.49, SD = 0.55), although the latter suggests opportunities for improvement in resource availability and accessibility. Meanwhile, Student Development Activities (M = 4.39, SD = 0.59) obtained the lowest yet still very satisfied rating, indicating the need to further enhance co-curricular and professional growth initiatives. Overall, the mean score of 4.54 (SD = 0.45) signifies that graduates are highly satisfied, affirming the institution's commitment to providing quality instruction and comprehensive academic support.

Table 4. Kruskal-Wallis Test of Difference in the Extent of the Professional Impact of MAEd Graduates of Christ the King College of Calbayog City, Inc. When Grouped According to Their Age

Dimension	Age	N	Mean Rank	H-test	df	p-value	Interpretation
Leadership Skills	<31	82	118.41	1.55ns	2	0.46	Not Significant
Management Skills	<31	82	123.32	1.03ns	2	0.60	Not Significant
Social Skills	<31	82	122.43	1.82ns	2	0.40	Not Significant
Communication Skills	<31	82	120.62	1.08ns	2	0.58	Not Significant
Research Skills	<31	82	124.32	1.34ns	2	0.51	Not Significant
Overall	<31	82	120.97	1.15ns	2	0.56	Not Significant

Level of significance at 0.05; ns – not significant; * – significant; ** – highly significant

The results of the Kruskal-Wallis Test in table 4 show no significant differences in the extent of the professional impact of MAEd graduates when grouped according to age, as all computed p-values exceeded the 0.05 level of significance. This indicates that graduates, regardless of age, share similar perceptions of how the MAEd program has contributed to their professional growth. The findings suggest that the program's curriculum, instruction, and academic support are consistently effective across different age groups, promoting equitable opportunities for development.

Consequently, the null hypothesis is accepted, confirming that age does not significantly influence the professional impact experienced by graduates.

Table 5. *Kruskal-Wallis Test of Difference in the Extent of the Professional Impact of MAEd Graduates of Christ the King College of Calbayog City, Inc. When Grouped According to Their Profile*

Grouping Variable	Significant Dimension(s)	p-value	Interpretation	Decision on Ho
Age	None	0.40–0.60	No significant difference; consistent professional impact across age groups.	Accepted
Gender	None	0.09–0.76	No significant difference; program impact consistent across all genders.	Accepted
Specialization	None	0.11–0.58	No significant difference; equal impact across specializations.	Accepted
Agency Affiliation	None	0.50–0.81	No significant difference; program effective across work settings.	Accepted
Length of Service	Leadership Skills	0.05	Significant only for leadership; longer service enhances leadership perception.	Rejected for Leadership Skills; Accepted for others
Position/Rank	None	0.30–0.92	No significant difference; consistent impact across job ranks.	Accepted
Year Graduated	None	0.29–0.52	No significant difference; program effectiveness consistent over the years.	Accepted

*Level of significance at 0.05; ns-not significant; *significant; **highly significant*

Table 5 presents the results of the Kruskal-Wallis Test on the extent of the professional impact of MAEd graduates from Christ the King College of Calbayog City, Inc. when grouped according to their profile variables. The findings reveal no significant differences across most variables, indicating a consistent perception of the program's impact among graduates.

When grouped according to age, all p-values (Leadership = 0.46, Management = 0.60, Social = 0.40, Communication = 0.58, Research = 0.51, Overall = 0.56) exceed the 0.05 significance level, suggesting that the program's impact is experienced uniformly across different age groups, fostering professional growth without age-related disparities. Similarly, when grouped by gender, all p-values are above 0.05, confirming that the program promotes inclusivity and equitable development of competencies across male, female, LGBTQIA+, and undisclosed respondents.

Grouping by specialization taken also shows no significant differences, as all p-values are greater than 0.05. This finding indicates that the MAEd program delivers consistent professional preparation across various disciplines, including Educational Management, English, Filipino, Mathematics, and Science. Likewise, when grouped by agency affiliation, all p-values exceed 0.05, demonstrating that the program's positive impact extends uniformly to graduates from public, private, and unemployed sectors.

However, a notable result emerges under length of service, where Leadership Skills reached the 0.05 level of significance, suggesting that graduates with longer service – particularly those with 11–15 years of experience – perceive a stronger leadership impact. Other skill dimensions, however, remain statistically non-significant. Furthermore, when grouped according to present position or rank, all p-values are above 0.05, implying that graduates from varying career levels share similar perceptions of the program’s impact.

Lastly, when grouped by year graduated (2019–2024), all p-values surpass the 0.05 threshold, indicating stable and consistent perceptions across cohorts. Overall, the results suggest that the MAEd program maintains a high level of effectiveness, inclusivity, and sustained professional impact over time, regardless of graduates’ demographic and professional backgrounds.

Table 6. *Kruskal-Wallis Test of Difference in the Level of Satisfaction of MAEd Graduates of Christ the King College of Calbayog City, Inc. Grouped According to their Profile*

Grouping Variable	Result Summary	Decision on Ho ₂	Interpretation Summary
Age	All p-values > 0.05	Accepted	Satisfaction is consistent across age groups; no age-related differences.
Gender	All p-values > 0.05	Accepted	Equal satisfaction levels among all gender identities; program is inclusive.
Specialization Taken	All p-values > 0.05	Accepted	Uniform satisfaction across all specializations; program supports diverse fields.
Agency Affiliation	All p-values > 0.05	Accepted	Satisfaction is stable across public, private, and unemployed sectors.
Length of Service	All p-values > 0.05	Accepted	Program satisfaction is consistent regardless of years of service.
Present Position/Rank	All p-values > 0.05	Accepted	Satisfaction levels do not differ by position; program effective at all ranks.
Year Graduated	All p-values > 0.05	Accepted	Consistent satisfaction across cohorts (2019–2024); stable program quality.

*Level of significance at 0.05; ns-not significant; *significant; **highly significant*

The results of the Kruskal-Wallis Test in Table 6 reveal that there are no significant differences in the level of satisfaction of MAEd graduates from Christ the King College of Calbayog City, Inc. when grouped according to their profile variables, as all p-values exceed the 0.05 significance level. This indicates that the program’s impact on graduates’ satisfaction is uniformly perceived across demographic and professional categories.

When grouped according to age, results ($p > 0.05$) show consistent satisfaction in all dimensions – faculty competence, quality of instruction, learning resources, support services, and student development activities – implying that the program effectively addresses the learning needs of all age groups. This supports Knowles’ (1980) andragogical theory, which posits that adult learners, regardless of age, value relevant and goal-oriented learning experiences.

Similarly, when grouped by gender, specialization, and agency affiliation, all p-values ($p > 0.05$) indicate no significant differences, suggesting that the MAEd program provides equitable and inclusive learning experiences across gender identities, disciplines, and employment sectors. These

findings align with Suh and Kim (2022), who emphasized that inclusive and well-structured graduate programs yield comparable satisfaction among diverse learners.

Grouping by length of service and present position or rank also showed no significant differences ($p > 0.05$), indicating that the program supports professional growth consistently across experience levels and career hierarchies. This finding is consistent with Guskey's (2002) view that professional satisfaction stems from quality learning experiences rather than years of service.

Finally, when grouped by year graduated (2019–2024), satisfaction remained consistent ($p > 0.05$), highlighting the program's sustained quality and stable delivery over time (Harvey & Green, 1993). Overall, the findings confirm that the MAEd program maintains a high and consistent level of satisfaction among graduates, regardless of age, gender, specialization, affiliation, experience, position, or graduation year. Thus, the null hypothesis is accepted across all variables, reflecting the program's enduring inclusivity, effectiveness, and academic excellence.

Table 7. Spearman's Rho Correlation Between the Extent of the Professional Impact and Level of Satisfaction of MAEd Graduates of Christ the King College of Calbayog City, Inc.

Extent of Professional Impact	Faculty Competence	Quality of Instruction	Learning Resources	Support Services	Student Development Activities	Level of Satisfaction
Leadership Skills	.575**	.610**	.596**	.706**	.552**	.672**
Management Skills	.595**	.671**	.663**	.716**	.622**	.724**
Social Skills	.683**	.757**	.733**	.750**	.602**	.772**
Communication Skills	.619**	.686**	.626**	.689**	.636**	.725**
Research Skills	.672**	.632**	.651**	.664**	.548**	.695**
Overall	.701	.742	.749	.785	.674	.817

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

Table 6 presents the results of the Spearman's Rho correlation analysis, which revealed a strong and positive relationship between the extent of professional impact and the level of satisfaction among MAEd graduates of Christ the King College of Calbayog City, Inc. The correlation coefficients (r) ranged from .548 to .817, all statistically significant at the 0.01 level (2-tailed). These results indicate that as graduates perceive higher professional impact, their satisfaction with the program correspondingly increases, highlighting the program's overall effectiveness in cultivating professional competence and academic fulfillment.

Among the individual domains, Social Skills ($r = .772$), Management Skills ($r = .724$), and Communication Skills ($r = .725$) demonstrated the highest correlations with overall satisfaction, underscoring the importance of interpersonal, leadership, and communicative competencies in shaping positive graduate experiences. The overall correlation ($r = .817$) further confirms that the comprehensive development of professional capabilities significantly enhances satisfaction levels, reflecting the integrative and practice-oriented design of the MAEd curriculum.

These findings align with Astin's (1993) Input–Environment–Outcome (I–E–O) Model, which posits that enriched academic environments foster enhanced learning outcomes and satisfaction. Likewise, Kember and Leung (2005) emphasized that active and reflective learning experiences contribute to graduates' professional growth and positive academic perceptions, while Tynjälä (2013) highlighted the role of experiential and workplace-integrated learning in developing practical expertise and professional identity.



Consequently, the null hypothesis (H_{03})—stating that there is no significant relationship between the extent of professional impact and the level of satisfaction—is rejected. The findings substantiate that higher professional impact corresponds to greater satisfaction, affirming the MAEd program’s sustained quality, relevance, and effectiveness in advancing professional excellence in graduate education.

4.0 Conclusion

The MAEd program demonstrates a very high level of professional impact among its graduates. Results revealed that graduates consistently rated their professional competencies—particularly in leadership, management, social interaction, communication, and research—as very high, signifying that the program effectively enhances their pedagogical, administrative, and scholarly capabilities in alignment with graduate education standards (Guskey, 2002; Kember & Leung, 2005).

Graduates reported a very high level of satisfaction with the MAEd program. Across all dimensions—faculty competence, quality of instruction, learning resources, support services, and student development activities—the ratings indicate that graduates perceive the academic environment as enriching, supportive, and conducive to continuous professional growth (Harvey & Green, 1993).

No significant differences were found in professional impact and satisfaction when grouped by profile variables. The Kruskal–Wallis test results showed that age, gender, specialization, agency affiliation, length of service, present position, and year graduated did not significantly influence perceptions of professional impact and satisfaction ($p > 0.05$). This demonstrates that the program provides equitable learning opportunities and consistently high-quality training across diverse demographic and professional contexts (Suh & Kim, 2022).

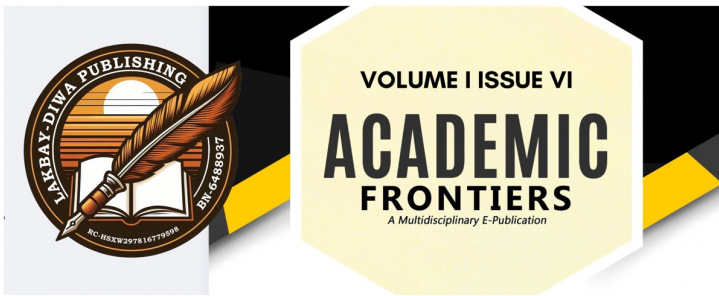
A strong and positive correlation exists between professional impact and satisfaction. The Spearman’s Rho coefficients ($r = .548 - .817$, $p < 0.01$) confirmed that as graduates’ perceived professional competencies improve, their satisfaction with the program also increases. This relationship underscores the effectiveness of MAEd instruction and mentoring in simultaneously fostering competence and fulfillment (Astin, 1993; Tynjälä, 2013).

The program exhibits sustained quality and relevance across academic years. Consistent results from cohorts 2019–2024 affirm that Christ the King College of Calbayog City, Inc. maintains academic excellence and institutional commitment to graduate education, ensuring continuity in curriculum standards and instructional delivery.

Overall, the MAEd program of Christ the King College of Calbayog City, Inc. is proven to be impactful, inclusive, and transformative. Its outcomes reflect an educational framework that cultivates competent, ethical, and research-oriented professionals prepared to lead educational institutions and contribute to community development. Hence, the null hypotheses are accepted for group differences but rejected for the relationship test, validating the program’s enduring strength, equity, and scholarly impact in the field of advanced teacher education.

5.0 Contribution of the Authors

Both authors, Brenda A. Alvarez and Rowena R. Diaz, contributed equally to the conceptualization, data collection, analysis, and manuscript preparation of this study. Alvarez led the research design, data interpretation, and writing of the results and discussion, while Diaz coordinated data gathering, statistical validation, and review of literature integration. Both authors jointly reviewed and approved the final manuscript for submission.



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This research was fully funded by Christ the King College of Calbayog City, Inc., through the Institute of Graduate Studies and Research (IGSaR). The institution provided administrative support, access to research participants, and logistical assistance throughout the study. No external funding was received from public or private agencies.

7.0 Conflict of Interest

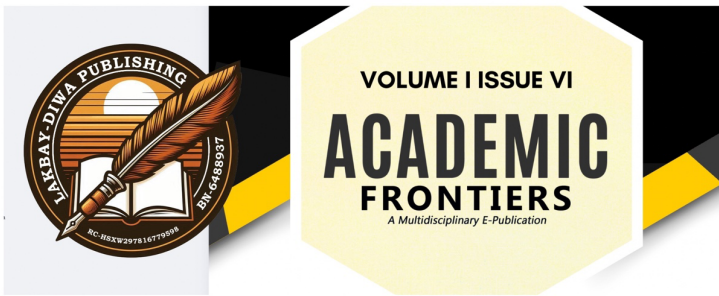
The authors declare no conflict of interest. The study was conducted with strict adherence to research ethics as approved by the College Research Ethics Committee of Christ the King College of Calbayog City, Inc. All procedures followed the Philippine Data Privacy Act of 2012 (R.A. 10173) and the Ethical Standards for Educational Research of the Institute of Graduate Studies and Research (IGSaR). Participation was voluntary, and confidentiality and anonymity were ensured.

8.0 Acknowledgment

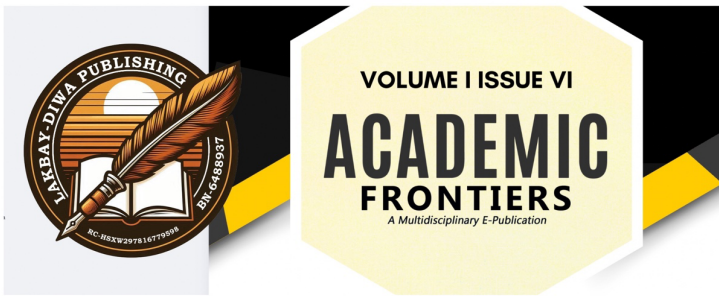
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85

Employability of Bachelor of Elementary Education Graduates of Christ the King College of Calbayog City, Inc. (2018–2022)

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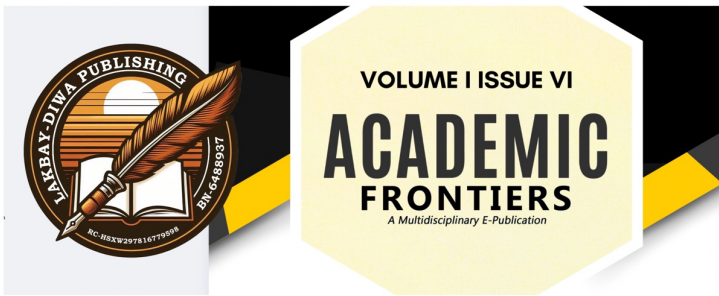
Abstract.

Graduate employability remains a key indicator of the effectiveness of higher education programs in preparing students for the workforce. This study assessed the employability of Bachelor of Elementary Education (BEEd) graduates of Christ the King College of Calbayog City, Inc. from 2018 to 2022. Using a descriptive-correlational design, data were gathered through an adapted questionnaire administered online to determine graduates' profiles, employment status, and skill development. Results revealed that most graduates were female, single, and within the prime working age, with the majority passing the Licensure Examination for Teachers (LET). Employment was generally obtained within one year after graduation, often in temporary or contractual positions as teachers or administrative staff. Graduates displayed strong interpersonal and communication skills but showed areas for improvement in planning, problem-solving, and technological competencies. Statistical results indicated no significant influence of age, civil status, or eligibility on employability, while sex and educational attainment showed minor variations. A highly significant positive correlation was found between skills development and employability, confirming that greater professional competence enhances employment outcomes. The study concludes that BEEd graduates are highly employable and possess the essential competencies demanded by the education sector. Continuous curriculum enhancement and intervention programs are recommended to further strengthen graduates' career readiness and employment prospects.

Keywords: Employability, BEEd Graduates, Skills Development, Teacher Education, Professional Readiness

1.0 Introduction

Employability has become a key indicator of higher education effectiveness, reflecting the alignment between academic preparation and labor market demands (Chan, 2016; Robinson, 2022). In an increasingly competitive job market, graduates must possess both technical and soft skills to secure



and sustain employment. Employability, defined as the capacity to obtain, maintain, and progress in suitable work (Behle, 2020), underscores the responsibility of higher education institutions to produce workforce-ready graduates equipped with relevant competencies. Consequently, curriculum design must continually adapt to meet evolving industry expectations (Albina & Sumagaysay, 2020a; Albeha et al., 2020).

Graduate tracer studies have emerged as vital tools in evaluating program effectiveness and curriculum relevance (Caingcoy et al., 2021; Tutor et al., 2020). These studies assess how well academic training translates into employability outcomes, including skill application and job alignment (Carlo & Deblois, 2021; Dela Cruz, 2022). Despite the Philippines' improving employment rates, underemployment and skill mismatch persist, particularly among education graduates (Philippine Statistics Authority [PSA], 2023). This underscores the need to assess how teacher education programs develop competencies that enhance employability and respond to the demands of the education sector.

Previous studies have identified varying factors influencing graduate employability. While some found no significant relationship between demographic variables and employability (PaclebUlanday, 2021), others reported that educational attainment, eligibility, and specialization affect perceived competencies (Posadas et al., 2021). Moreover, global research emphasizes the value of communication, teamwork, problem-solving, and adaptability as core employability skills (Alrifai & Raju, 2019; Pardo-Garcia & Barac, 2020; Sokhanvar et al., 2021). Post-pandemic contexts further stress the importance of resilience and technological literacy in sustaining professional success (Buheji & Buheji, 2020).

Theoretically, this study is grounded on the Resource-Based View (RBV) and Human Capital Theory (HCT). The RBV (Penrose, 2009; Utami & Alamanos, 2023) emphasizes the strategic management of institutional resources—such as curriculum, faculty, and technology—as sources of competitive advantage. Meanwhile, the HCT (Becker, 1962; Rosen, 1976; Xu & Fletcher, 2017) posits that education enhances individual productivity and national economic growth through knowledge and skill accumulation (Vicera et al., 2023).

While several tracer studies in the Philippines have examined employability across disciplines (Cornillez Jr. et al., 2021; Pentang et al., 2022; Vicera et al., 2023), limited research has focused specifically on Bachelor of Elementary Education (BEED) graduates from Christ the King College of Calbayog City, Inc.. This gap warrants investigation into how their academic experiences, competencies, and professional readiness translate into employment outcomes.

Hence, this study seeks to determine the employability of BEED graduates from Christ the King College of Calbayog City, Inc. (2018–2022). Findings will inform institutional strategies for curriculum enhancement, policy formulation, and the development of targeted interventions that strengthen graduates' skills, competitiveness, and overall career readiness in the teaching profession.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design, deemed appropriate for analyzing relationships among variables without manipulation. As Siedlecki (2020) explains, descriptive research seeks to portray accurately the characteristics of a population, while correlational analysis determines associations between variables. This design was suited for assessing the employability of Bachelor of Elementary Education (BEED) graduates of Christ the King College of



Calbayog City, Inc. (CKC) from 2018 to 2022. The study described graduates' employment profiles and competencies and examined how their acquired skills related to their employability outcomes. The data generated provided an empirical basis for improving curriculum implementation and institutional career-readiness programs.

2.2 Research Locale

The study was conducted at Christ the King College of Calbayog City, Inc. (CKC) – a Franciscan Catholic higher education institution located in Calbayog City, Samar, Philippines. Established in 1905 and administered by the Franciscan Friars of the Custody of Saint Anthony of Padua, CKC is recognized as one of the pioneering centers of learning in Eastern Visayas (Region VIII). Guided by its mission to “transform society through quality instruction, research, and service,” CKC offers comprehensive educational programs from preschool to tertiary levels. The study focused on the Institute of Teacher Education (ITE), which offers programs in Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education with various specializations. The institution’s commitment to academic excellence and teacher preparation made it an ideal site for evaluating graduate employability outcomes.

2.3 Research Participants

The participants of the study were BEEd graduates of CKC from academic years 2018 to 2022. Based on the Registrar’s records, there were 221 graduates during the period. Using the Raosoft sample-size calculator at a 95 percent confidence level and 5 percent margin of error, a representative sample of 141 respondents was determined. A stratified random sampling technique was employed to ensure proportionate representation across the five graduating batches and to minimize sampling bias.

Table 1. *Distribution of Respondents by Academic Year*

Academic Year	Number of Graduates (N)	Sample (n)	Percentage (%)
2017 – 2018	44	28	20.0
2018 – 2019	74	47	33.0
2019 – 2020	42	27	19.0
2020 – 2021	33	21	15.0
2021 – 2022	28	18	13.0
Total	221	141	100.0

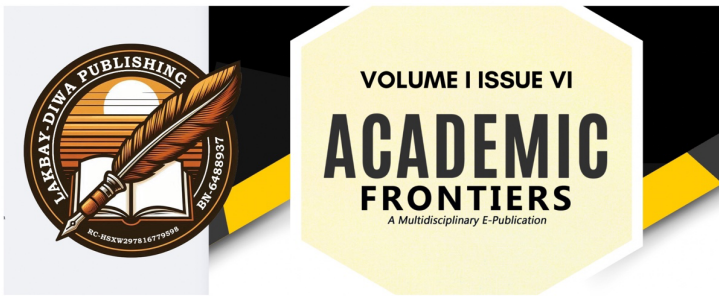
2.4 Research Instrument

The study utilized an adapted and standardized questionnaire from Caingcoy et al. (2021) to collect relevant data. The instrument consisted of four parts:

Part I: Demographic profile (age, sex, civil status, highest educational attainment, and eligibility).

Part II: Employability status (first job, waiting time, job tenure, monthly income, type and location of employment).

Part III: Level of skills developed (interpersonal, communication, problem-solving, technology, planning and organization, management, and critical thinking).



Part IV: Level of employability (professional knowledge, professional disposition, career readiness, cultural and social awareness, and adaptability).

Parts III and IV were rated using a five-point Likert scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree. Since the instrument was adopted from a previously validated study, additional validation procedures were no longer required. The tool had undergone prior reliability testing and met established standards for educational research.

2.5 Data Gathering Procedure

Formal authorization to conduct the study was obtained from the College President, Vice President for Academic Affairs, and the Dean of the Institute of Teacher Education. The list of BEEed graduates was secured from the Registrar’s Office. Questionnaires were disseminated through printed copies, email, and Google Forms to maximize reach and accessibility. Clear instructions were provided, and follow-up messages were sent to ensure adequate response rates. Returned questionnaires were screened for completeness and accuracy, encoded, and analyzed using non-parametric statistical tests appropriate for non-normal data distributions.

2.6 Ethical Considerations

The study complied with the ethical standards of Christ the King College of Calbayog City, Inc. and the provisions of the Data Privacy Act of 2012 (R.A. 10173). Approval was obtained from the College Research Ethics Committee prior to data collection. Participation was voluntary, and informed consent was secured after respondents were briefed on the purpose, procedures, and potential benefits of the research. All data were anonymized through coded identifiers and stored in password-protected digital files accessible only to the researcher. Participants retained the right to withdraw at any stage without penalty. Collected information was used solely for academic and research purposes, ensuring confidentiality and integrity throughout the research process.

3.0 Results and Discussion

Table 2. Frequency and Percentage Distribution of the Profile of BEEed Graduates of Christ the King College of Calbayog City

Profile Variables	Category	Frequency	Percentage (%)
Age	25 years old and below	23	16.3
	25–44 years old	118	83.7
	Total	141	100.0
Sex	Male	27	19.1
	Female	114	80.9
	Total	141	100.0
Civil Status	Single	108	76.6
	Married	33	23.4
	Total	141	100.0
Highest Educational Attainment	Bachelor’s Degree	135	95.7
	Master’s Degree	6	4.3
	Total	141	100.0

Table 2 (continued). Frequency and Percentage Distribution of the Profile of BEEd Graduates of Christ the King College of Calbayog City

Profile Variables	Category	Frequency	Percentage(%)
Eligibility	No Eligibility	22	15.6
	LET Passers	116	82.3
	Civil Service Passers	3	2.1
	Total	141	100.0
Batch Graduated	2017-2018	28	19.9
	2018-2019	47	33.3
	2019-2020	27	19.1
	2020-2021	21	14.9
	2021-2022	18	12.8
	Total	141	100.0

The results in table 2 reveal that a significant majority of BEEd graduates (83.7%) were aged 25-44 years old ($M = 26.7$, $SD = 3.5$), indicating that most respondents were in their early to mid-career stages – an age group typically active in the professional workforce. Only 16.3% were aged 25 years old and below, reflecting recent entrants into the teaching profession. This distribution supports findings by Caingcoy et al. (2021), who noted that teacher education graduates often secure employment soon after graduation.

In terms of sex, the teaching field remains predominantly female, with 80.9% of respondents identifying as female and only 19.1% as male. This pattern aligns with national statistics and earlier studies (David et al., 2024; Gines, 2014) highlighting the continued feminization of the teaching profession in the Philippines.

Regarding civil status, the majority of graduates (76.6%) were single, while 23.4% were married. This suggests that most BEEd graduates are in the early stages of both their professional and personal lives, consistent with their relatively young age profile.

In terms of educational attainment, nearly all respondents (95.7%) held a bachelor's degree, while a small portion (4.3%) had pursued master's-level education. This finding indicates that most graduates prioritized entering the workforce over continuing higher studies, a trend also observed in the tracer studies of Albina and Sumagaysay (2020b) and Vicera et al. (2023).

A notable 82.3% of respondents were LET passers, signifying strong professional readiness and compliance with national licensure standards for teachers. Meanwhile, 15.6% reported no eligibility, and 2.1% were Civil Service passers. The high LET passing rate underscores the effectiveness of the BEEd program in preparing graduates for professional certification and teaching practice.

Finally, distribution by batch shows that the largest group of graduates (33.3%) came from 2018-2019, followed by 2017-2018 (19.9%) and 2019-2020 (19.1%), suggesting consistent program completion and sustained enrollment over the five-year period.

Overall, the data indicate that BEEd graduates of Christ the King College of Calbayog City, Inc. are predominantly young ($M = 26.7$), female (80.9%), single (76.6%), and licensed professionals (82.3%) who possess the academic and professional qualifications required for employment in the teaching profession. This demographic profile reflects the institution's continued success in producing qualified and employable educators aligned with the standards of Philippine teacher education and workforce needs.

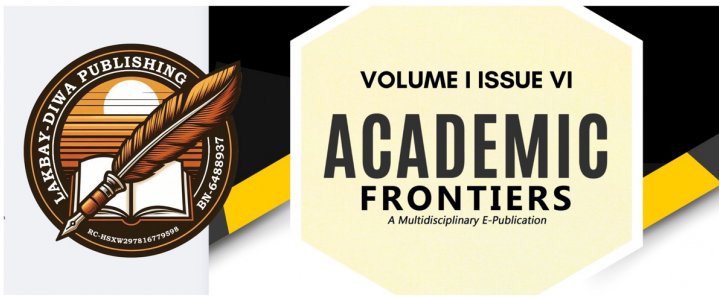


Table 3. Frequency and Percentage Distribution on the Employability Status of BEEd Graduates of Christ the King College of Calbayog City, Inc.

Employability Variable	Category	Percentage (%)
Nature of First Job	Full-time/Permanent	27.0
	Part-time	5.0
	Temporary/Contractual	46.8
	Self-employed	6.4
	Unemployed	14.9
Length of Time to Secure First Job	< 1 year	65.2
	< 2 years	19.1
	< 3 years	5.7
	< 4 years	6.4
	> 4 years	3.5
Present Job Position	Teacher/Educator	31.9
	Administrative Staff	32.6
	BPO Employee	5.0
	SME Owner	5.7
	Unemployed	18.4
Current Employment Status	Full-time/Permanent	32.6
	Temporary/Contractual	40.4
	Self-employed	8.5
	Unemployed	18.4

The table 3 reveal that a considerable proportion of BEEd graduates (46.8%) initially occupied temporary or contractual positions, while only 27.0% secured full-time or permanent employment immediately after graduation. This distribution underscores the competitive and limited availability of permanent teaching positions in the Philippine education sector, a challenge also noted by Albina and Sumagaysay (2020b) and Pentang et al. (2022).

Encouragingly, the majority of graduates (65.2%) obtained employment within one year of completing their degree, signifying strong labor market absorption and the relevance of CKC's BEEd curriculum to industry demands. Another 19.1% found jobs within two years, suggesting that nearly all graduates eventually transitioned into the workforce.

In terms of current job positions, 31.9% of the respondents are working as teachers or educators, while 32.6% serve as administrative staff, indicating both teaching-specific and transferable skills applicable to diverse educational roles. A smaller fraction are engaged as SME owners (5.7%) or BPO employees (5.0%), reflecting entrepreneurial and cross-sector employability. However, the 18.4% unemployment rate points to the need for enhanced career placement support and professional networking opportunities for new graduates.



Table 4. Summary Table on the Level of the Skills Developed by BEED Graduates (n=141)

Dimensions	M	SD	Interpretation
Interpersonal Skills	4.43	0.46	Very High
Communication Skills	4.29	0.51	Very High
Problem-Solving Skills	4.18	0.54	High
Technology Skills	4.14	0.57	High
Planning and Organizational Skills	4.20	0.57	High
Management Skills	4.14	0.61	High
Critical Thinking Skills	4.20	0.63	High

Legend: 1-1.8=Very Low; 1.81-2.6=Low; 2.61-3.4=Average; 3.41-4.2High; 4.2-5=Very High

Table 4 shows overall “Very High” rating (M = 4.23, SD = 0.50) demonstrates that the Bachelor of Elementary Education (BEEd) graduates of Christ the King College of Calbayog City, Inc. possess well-developed employability competencies aligned with the expectations of the 21st-century education sector. The highest mean scores were observed in interpersonal skills (M = 4.43) and communication skills (M = 4.29), underscoring graduates’ exceptional ability to collaborate, empathize, and communicate effectively—competencies that form the foundation of effective teaching and educational leadership (Pardo-Garcia & Barac, 2020; Peeters et al., 2019). These findings affirm the assertion of Gines (2014) and Caingcoy et al. (2021) that teacher education programs in the Philippines produce graduates who excel in relational and communicative domains, essential for student engagement and organizational collaboration.

While all skill dimensions were rated “High” to “Very High,” the slightly lower ratings in technology (M = 4.14), management (M = 4.14), and critical thinking (M = 4.20) indicate the need for stronger curriculum emphasis on digital literacy, innovation, and reflective practice—key drivers of employability in the post-pandemic educational landscape (Buheji & Buheji, 2020; Albina & Sumagaysay, 2020). These skills are particularly crucial given the increasing integration of digital tools and adaptive problem-solving in modern teaching environments (Vicera et al., 2023; Sokhanvar et al., 2021).

The high proficiency across all domains suggests that the BEEd program effectively operationalizes the principles of Human Capital Theory (Becker, 1962) and Resource-Based View Theory (Penrose, 2009) by developing both the cognitive and non-cognitive assets that enhance graduates’ labor market competitiveness. The consistent “High” ratings in problem-solving (M = 4.18), planning and organizational (M = 4.20), and critical thinking (M = 4.20) reflect the graduates’ readiness to assume complex roles requiring analytical reasoning, flexibility, and leadership—skills increasingly recognized as predictors of long-term career advancement (Donald et al., 2019; Alrifai & Raju, 2019).

In sum, the data affirm that CKC’s BEEd program produces graduates with a strong professional skillset, capable of navigating diverse educational and administrative environments. The findings further highlight the institution’s success in aligning its training outcomes with national and global standards for teacher education, as advocated by the Commission on Higher Education (CHED) and the UNESCO 21st-Century Skills Framework, which emphasize communication, collaboration, critical thinking, and technological adaptability as the cornerstones of employability.

Table 5. Summary Table on the Level of Employability of BEEd Graduates (n = 141)

Dimensions	M	SD	Interpretation
Professional Knowledge	4.21	0.59	High
Professional Disposition	4.31	0.62	Very High
Career Readiness	4.20	0.61	High
Cultural and Social Awareness	4.32	0.61	Very High
Adaptability	4.32	0.62	Very High
Overall	4.27	0.57	Very High

Legend: 1-1.8=Very Low; 1.81-2.6=Low; 2.61-3.4=Average; 3.41-4.2High; 4.2-5=Very High

Table 5 reveal that the overall employability level of BEEd graduates from Christ the King College of Calbayog City, Inc. was rated “Very High” (M = 4.27, SD = 0.57), signifying that graduates possess a well-rounded combination of academic proficiency, professional ethics, and socio-emotional adaptability essential for thriving in the teaching profession. This high employability rating reflects the program’s effectiveness in aligning educational outcomes with the standards set by the Commission on Higher Education (CHED, 2021) and global frameworks such as the UNESCO (2020) Education 2030 Agenda, which emphasize quality education, lifelong learning, and workplace readiness.

Graduates demonstrated strong professional knowledge (M = 4.21, SD = 0.59), particularly in pedagogy, curriculum design, and assessment. This aligns with Caingcoy et al. (2021) and Dela Cruz (2022), who found that teacher education graduates’ deep understanding of instructional theory directly enhances employability. The result suggests that CKC’s BEEd curriculum effectively equips graduates with foundational knowledge for classroom management, instructional innovation, and educational research—core indicators of professional competence in the teaching field (PaclebUlanday, 2021).

The highest-rated dimension, professional disposition (M = 4.31, SD = 0.62), highlights graduates’ integrity, work ethic, collaboration, and emotional maturity—attributes vital to sustaining positive professional relationships. This result resonates with Albina and Sumagaysay (2020), who emphasized that teacher education institutions producing graduates with strong ethical grounding and civic responsibility contribute significantly to school effectiveness and nation-building. Likewise, Donald et al. (2019) noted that positive disposition and reflective practice enhance teachers’ adaptability and longevity in the profession.

Graduates also scored high in career readiness (M = 4.20, SD = 0.61), reflecting preparedness in job-seeking, self-presentation, and professional networking. This finding supports Tutor et al. (2020) and Reusia et al. (2020), who argued that career readiness—anchored on lifelong learning and self-efficacy—is a key determinant of employability among teacher education graduates. The results further demonstrate the BEEd program’s capacity to instill not only pedagogical mastery but also transferable skills necessary for dynamic career transitions in education and related sectors.

The dimension of cultural and social awareness (M = 4.32, SD = 0.61) ranked among the highest, underscoring the graduates’ respect for diversity, social inclusion, and ethical sensitivity—hallmarks of holistic education. This aligns with Peeters et al. (2019) and UNESCO (2020), which identify intercultural competence as a central element of global employability. The results suggest that CKC’s Franciscan educational philosophy has effectively instilled social consciousness, fostering teachers who are not only skilled educators but also advocates for inclusivity and equity.

Similarly, adaptability (M = 4.32, SD = 0.62) received a “Very High” interpretation, indicating that graduates are flexible and responsive to changes in workplace demands and technological environments. This outcome supports Buheji and Buheji (2020) and Pardo-Garcia and Barac (2020), who

emphasized adaptability as a defining competence in the post-pandemic education landscape. CKC's graduates, therefore, demonstrate the readiness to manage uncertainty, integrate new technologies, and thrive in hybrid or digital teaching modalities—an essential quality in today's evolving learning ecosystems.

The findings collectively affirm that CKC's BEED graduates exhibit balanced competencies across technical, personal, and socio-emotional domains, validating the program's success in producing "career-ready educators" capable of responding to local and global educational challenges. Consistent with the Human Capital Theory (Becker, 1962) and Resource-Based View (Penrose, 2009), these results highlight that the institution's investment in skills training, values formation, and contextualized pedagogy enhances both individual employability and institutional competitiveness.

Ultimately, the study reinforces that employability extends beyond employment acquisition—it embodies a lifelong capacity to adapt, learn, and lead within the teaching profession and beyond. Sustained efforts in research integration, technological upskilling, and reflective practice will further strengthen graduates' professional identity and long-term success.

Table 6. Summary of the Kruskal-Wallis Test of Difference in the Level of Skills Developed by BEED Graduates When Grouped According to Their Profile

Profile Variable	Significant Skill Areas	H-test Range	P-value range	Significance	Interpretation
Age	None	0-1	0.275-0.880	Not Significant	Skill development is consistent across age groups, indicating uniform learning outcomes.
Sex	All skill domains (Interpersonal, Communication, Problem-Solving, Technology, Planning, Management, Critical Thinking)	4-13	0.001-0.050	Significant	Male graduates reported higher mean ranks; gendered skill variance may reflect occupational exposure and role distribution.
Civil Status	None	0-1	0.435-0.772	Not Significant	Marital status does not influence skills developed, suggesting professional competencies are independent of personal circumstances.
Highest Educational Attainment	Communication Skills	4	0.034	Significant	Master's degree holders demonstrated stronger communication skills due to advanced academic engagement and reflective practice.
Eligibility	None	0-2	0.357-0.866	Not Significant	Skill application is uniform regardless of eligibility status, highlighting the program's balance between theory and practice.
Batch Graduated	None	0.47-3.04	0.55-0.98	Not Significant	No cohort-based variation; skill outcomes remain consistent across academic years.

Legend: $p < 0.05$ - Significant; ns - Not Significant

The results in table 6 shows of the Kruskal–Wallis test reveal that the BEEd program of Christ the King College of Calbayog City, Inc. fosters consistent and equitable skill development among graduates, regardless of demographic and academic differences. Only sex and highest educational attainment showed statistically significant variations, while age, civil status, eligibility, and batch reflected no significant differences.

The non-significant differences across age ($p = 0.460-0.880$), civil status, eligibility, and batch ($p = 0.357-0.866$) indicate that the program’s learning outcomes are uniformly effective and inclusive. This supports Biggs’ (2014) theory of constructive alignment, which highlights coherence among curriculum, instruction, and assessment as key to achieving equitable learning outcomes. Likewise, the result aligns with CHED Memorandum Order No. 74, s. 2017, which mandates the development of core teaching competencies as a uniform standard for all teacher education graduates. The consistency across batches further implies curricular stability and institutional quality assurance, resonating with OECD (2020) indicators on educational coherence and outcome-based delivery.

A significant difference by sex was observed across all skill domains ($p = 0.001-0.050$), with male graduates reporting higher mean ranks in interpersonal, communication, problem-solving, and management-related skills. This pattern may stem from gendered professional roles and greater male involvement in leadership or technology-based tasks (Tindowen, Bassig, & Cagurangan, 2021; Sumagaysay & Albina, 2020). However, as Eagly and Wood (2012) emphasize, such differences reflect variations in role exposure rather than inherent ability, underscoring the need for gender-responsive pedagogy to ensure equitable professional development opportunities (UNESCO, 2021).

Educational attainment significantly affected communication skills ($p = 0.034$), with Master’s degree holders demonstrating higher mean ranks. This supports Yorke (2016) and Darling-Hammond (2020), who assert that postgraduate education enhances metacognitive, analytical, and communicative competencies through advanced study and reflective practice. Similarly, Ramirez et al. (2022) found that teachers with graduate degrees exhibit greater confidence and adaptability in professional communication, strengthening employability outcomes.

Overall, the findings affirm that the BEEd curriculum effectively nurtures professional competencies across diverse learner profiles, consistent with the CHED Outcome-Based Education (OBE) framework and the Philippine Professional Standards for Teachers (PPST) (CHED, 2017; DepEd, 2020). The few significant differences observed highlight the program’s inclusivity and point to the need for targeted professional development focused on communication and gender inclusivity.

In summary, the study demonstrates that the BEEd program successfully produces highly skilled and employable graduates, validating the institution’s alignment with national teacher education standards and global best practices in equitable, evidence-based instruction (Schleicher, 2018; Yorke, 2016; Tindowen et al., 2021).

Table 7. Summary of Kruskal–Wallis Test on the Difference in Employability Levels of BEED Graduates When Grouped According to Profile ($n = 141$)

Profile Variable	Dimensions Affected	H-Test Range	p-Value Range	Interpretation
Age	Professional Knowledge, Disposition, Career Readiness, Cultural & Social Awareness, Adaptability	0 – 1	0.324 – 0.921	No significant difference across all dimensions; employability levels are uniform across age groups.
Sex	All Dimensions	6 – 13	0.000 – 0.011	Significant difference; males report higher employability levels than females.

Table 7 (continued). Summary of Kruskal–Wallis Test on the Difference in Employability Levels of BEED Graduates When Grouped According to Profile ($n = 141$)

Profile Variable	Dimensions Affected	H-Test Range	p-Value Range	Interpretation
Civil Status	All Dimensions	0 - 1	0.310 - 0.708	No significant difference; marital status does not influence employability.
Educational Attainment	All Dimensions	1 - 4	0.057 - 0.365	No significant difference, though master's degree holders show slightly higher employability.
Eligibility	All Dimensions	1 - 4	0.152 - 0.583	No significant difference among LET, CSC, and non-eligible groups.
Batch Graduated	All Dimensions	0.74 - 2.63	0.62 - 0.95	No significant difference; employability consistent across cohorts.

Significant at $p < 0.05$

The Kruskal–Wallis tests show that BEED graduates from Christ the King College of Calbayog City, Inc. exhibit generally consistent employability across age, civil status, eligibility, educational attainment, and batch ($p > 0.05$), indicating effective curriculum design and alignment with CHED's OBE framework. Sex was the only factor with significant differences ($p = 0.000$ – 0.011), with male graduates reporting higher employability, likely reflecting gendered work exposure and socialized perceptions of competence. Although not statistically significant, master's degree holders demonstrated higher employability, particularly in career readiness, highlighting the benefits of advanced study for professional skills and leadership. These results underscore the program's ability to produce equitable outcomes while identifying opportunities for targeted professional development in gender-responsive training and advanced competency enhancement. Overall, the findings affirm the BEED program's academic integrity and relevance to labor market demands.

Table 8. Spearman's Rho Correlation Between the Level of the Skills Developed by the BEED Graduates and their Level of Employability

Dimensions Knowledge	Professional	Professional Disposition	Career Readiness	Cultural and Social Awareness	Adaptability	Overall
Interpersonal Skills	.771**	.735**	.739**	.697**	.746**	.781**
Communication Skills	.783**	.716**	.789**	.731**	.764**	.808**
Problem-Solving Skills	.836**	.790**	.802**	.795**	.765**	.852**
Technology Skills	.733**	.660**	.672**	.616**	.660**	.717**
Planning & Organizational Management Skills	.818**	.747**	.799**	.736**	.755**	.817**
Critical Thinking Skills	.842**	.782**	.767**	.715**	.744**	.819**
Overall Skills	.839**	.759**	.725**	.754**	.750**	.819**
Overall Skills	.882**	.819**	.833**	.794**	.818**	.884**

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



Table 31 indicates that all skill dimensions developed by BEED graduates are strongly and positively correlated with employability across professional knowledge, disposition, career readiness, cultural and social awareness, adaptability, and overall employability ($\rho = 0.616\text{--}0.884$, $p < 0.01$). Problem-solving ($\rho = 0.852$) and management skills ($\rho = 0.819$) showed the strongest associations, highlighting the importance of analytical, organizational, and leadership competencies in teacher effectiveness (Darling-Hammond, 2020; Yorke, 2016). Interpersonal and communication skills also demonstrated substantial correlations, reflecting the critical role of relational and collaborative competencies in professional readiness (OECD, 2020; UNESCO, 2021). Overall, the findings affirm that holistic skill development within the BEED program enhances employability, consistent with outcomes-based education principles and competency-driven teacher preparation standards (CHED, 2017; Biggs, 2014).

4.0 Conclusion

1. BEEd Graduate Profile and Employment: BEEd graduates are typically young, female, single, and licensed, aligning well with teaching qualifications. While many start in temporary roles, most find employment within a year, confirming the curriculum's relevance.
2. Skills Development: Graduates excel in interpersonal and communication skills but need improvement in technology, management, and critical thinking. Skill development is generally consistent, though gender and educational attainment show some variations.
3. Employability: Overall employability is very high, driven by academic proficiency, ethics, and adaptability. Employability levels are consistent across most demographics, except for sex, which shows some differences. All skill dimensions strongly correlate with employability.
4. MAEd Graduate Profile: MAEd graduates are mostly female, mid-career educators specializing in Educational Management and working in public institutions.
5. Professional Impact and Satisfaction (MAEd): MAEd graduates demonstrate a very high level of professional impact and are highly satisfied with the program across all dimensions.
6. Impact and Satisfaction Consistency (MAEd): There are no significant differences in professional impact or satisfaction when grouped by various profile variables, indicating a consistent program experience. A strong, positive relationship exists between professional impact and satisfaction.

5.0 Contribution of the Authors

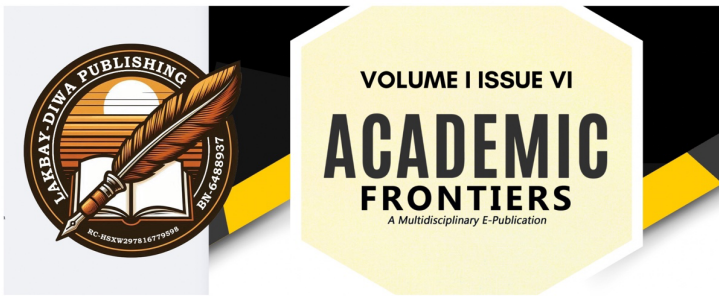
Julie Ann T. Elizalde and Rowena R. Diaz contributed equally to the conceptualization, data collection, analysis, and manuscript preparation. Alvarez led the research design, data interpretation, and writing of the results and discussion, while Diaz coordinated data gathering, statistical validation, and review of literature integration.

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7.0 Conflict of Interest

The authors declare no conflict of interest. The study was conducted with strict adherence to research ethics as approved by the College Research Ethics Committee of Christ the King College of



Calbayog City, Inc. All procedures followed the Philippine Data Privacy Act of 2012 (R.A. 10173) and the Ethical Standards for Educational Research of the Institute of Graduate Studies and Research (IGSaR). Participation was voluntary, and confidentiality and anonymity were ensured.

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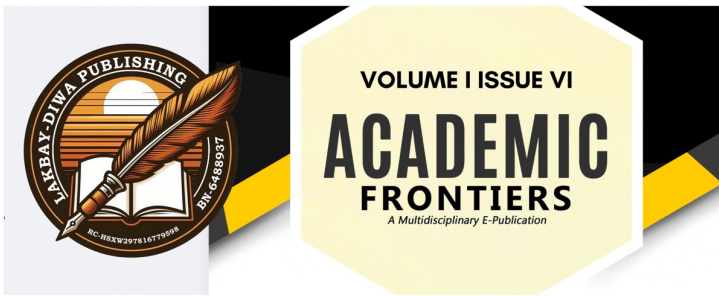
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98

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Tagalog at Filipino: Wika sa Likod ng mga Akda ni Ser Mike

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Abstrak.

Layunin ng pag-aaral na ito na suriin ang nagaganap na pagbabago ng wika o ebolusyon ng wikang Tagalog tungo sa Filipino sa mga piling akda ng kilalang makata at guro na si G. Michael M. Coroza. Tinutukoy sa papel na ito ang mga salitang makikita sa kanyang mga akda na nagpapakita ng impluwensiya ng modernisasyon at pagbabagong dulot ng panahon. Sinagot ng pag-aaral ang mga sumusunod na suliranin: (1) Sino si Michael Coroza bilang manunulat? at (2) Ano-ano ang mga piling akda na nagpapakita ng pagbabago ng mga salita bunga ng ebolusyon ng wika? Ginamit ng mananaliksik ang deskriptibong metodo ng pananaliksik na sinamahan ng pagsusuring pangnilalaman (content analysis). Sa pangangalap ng datos ay ginamit ang purposive at convenient sampling upang mapili ang mga akdang tatalakayin. Tatlong teorya ang ginamit bilang balangkas sa pagsusuri, ang Teoryang Istrukturalismo, na nagbibigay-diin sa estruktura at gamit ng mga salita sa akda; ang Teoryang Saykologgwistiko, na nakatuon sa ugnayan ng wika at pag-iisip; at ang Teoryang Bayograpikal, na tumutukoy sa koneksiyon ng buhay ng may-akda sa kanyang mga likha. Lumabas sa pagsusuri na ang mga piling akda ni G. Michael Coroza, kabilang ang Manunuklas, Ibong Sawi, Utang, Paslit, at Troso, ay nagpapakita ng malinaw na pag-usbong ng mga salitang Filipino na unti-unting humalili o humalo sa mga salitang Tagalog. Pinatutunayan ng resulta na habang umuusad ang panahon, dumarami ang mga hiram na salita at kontemporaryong termino na ginagamit ni Coroza, bunga ng pagiging buhay, dinamiko, at bukas sa pagbabago ng wikang Filipino. Ipinapakita ng pag-aaral na ang mga akda ni Ser Mike ay hindi lamang repleksiyon ng kanyang malikhaing kaisipan kundi ng patuloy na ebolusyon ng ating pambansang wika.

Mga Susing Salita: Tagalog, Filipino, Pagbabago ng Wika, Ebolusyon ng Wika, Michael Coroza

1.0 Panimula

Ang panitikan ay salamin ng kalagayang panlipunan, kaisipan, damdamin, at kulturang Mahalagang bahagi ng pagkakakilanlan ng isang bansa ang wika, sapagkat ito ang nagiging daluyan ng kaisipan, damdamin, at karanasang panlipunan ng mga mamamayan. Tulad ng sinabi ni Webster (1974), ang wika ay isang sistemang ginagamit ng mga tao sa komunikasyon sa pamamagitan ng mga pasalita o pasulat na simbolo. Gamit ang wika, naipapahayag ng tao ang kanyang damdamin at



naipapaabot ang mga ideya sa lipunan. Ipinahayag naman ni Adamson Hoebel (1966) na walang tiyak na pinagmulan ang wika, subalit malinaw na ito ay patuloy na umuunlad kasabay ng paglipas ng panahon at pagbabago ng lipunan.

Isa sa mga katangian ng wika ang pagiging dinamiko nito. Ibig sabihin, ang wika ay buhay, patuloy itong nagbabago at umuunlad upang umayon sa pangangailangan ng mga gumagamit nito. Ayon kina Santos et al. (2012), nag-iiba sa bawat tao at panahon ang paggamit ng wika bilang representasyon ng kanilang karanasan. Bunga nito, ang wika ay hindi nananatiling pareho; bagkus, ito ay patuloy na nakikibagay sa pagbabago ng kultura, teknolohiya, at panahon. Sinang-ayunan din nina Austrero et al. (1999) na ang wika ay aktibong ginagamit sa iba't ibang larangan mula sa akademya hanggang sa masa bilang patunay ng patuloy nitong ebolusyon.

Sa kontekstong ito, naging mahalagang paksa ng pag-aaral ang ebolusyon ng wika, partikular sa ugnayan ng Tagalog at Filipino. Simula nang itakda ng Konstitusyon ng 1987 na ang Filipino ang magiging pambansang wika ng bansa, nagkaroon ng mas malawak na pagtanggap sa mga hiram na salita at paggamit ng mga kontemporaryong termino. Ang pagbabago ring ito ay nasasalamina sa mga akdang pampanitikan, kung saan ang mga manunulat ay malayang nakapaghahayag ng damdamin gamit ang wika ng kanilang panahon.

Ang pag-aaral na ito ay nakatuon sa mga piling akda ni G. Michael M. Coroza, kilalang makata, guro, at tagapagsalin ng panitikan. Kilala siya hindi lamang sa kanyang malikhaing paggamit ng wika kundi sa kakayahan niyang pagsamahin ang tradisyonal na anyo ng Tagalog at modernong gamit ng Filipino. Sa pamamagitan ng pagsusuri sa kanyang mga akda, nais ng pananaliksik na ipakita kung paanong ang pagbabago ng wika ay naipapahayag sa anyo ng mga salita at pahayag na kanyang ginagamit.

Tinutugunan ng pag-aaral na ito ang mga sumusunod na suliranin:

1. Sino si G. Michael Coroza bilang manunulat?
2. Ano-ano ang mga piling akda ni Coroza na nagpapakita ng pagbabago ng mga salita bunga ng ebolusyon ng wika?

Ginamit sa pag-aaral na ito ang tatlong teoryang linggwistiko bilang balangkas ng pagsusuri:

- (1) ang Teoryang Istrukturalismo, na nagbibigay-diin sa estruktura at anyo ng mga salita sa akda;
- (2) ang Teoryang Bayograpikal, na inuugnay ang buhay at karanasan ng may-akda sa kanyang mga likha; at
- (3) ang Teoryang Saykolinggwistiko, na nakatuon sa ugnayan ng wika at pag-iisip ng tao.

Ang pag-aaral na ito ay mahalaga sapagkat nagbibigay ito ng panibagong perspektiba sa pag-unawa sa ugnayan ng wikang Tagalog at Filipino. Sa pagsusuri ng mga akda ni Coroza, masusuri kung paanong nagiging salamin ng lipunan at pagbabago ng panahon ang wika. Sa huli, inaasahang makatutulong ang pag-aaral na ito sa mga guro, mag-aaral, at mananaliksik sa larangan ng Filipino upang higit na maunawaan ang likas na pag-unlad ng ating pambansang wika.

2.0 Metodolohiya

Ang bahaging ito ay naglalahad ng disenyo, pinagmulan ng datos, at mga hakbang na ginamit ng mananaliksik upang maisagawa ang pagsusuri sa mga akda ni G. Michael M. Coroza. Nilalayon ng metodolohiyang ito na ipakita ang sistematikong proseso sa pagtukoy ng mga akda, pangangalap ng impormasyon, at pagsusuri ng mga salitang nagpapakita ng ebolusyon ng wikang Tagalog tungo sa Filipino.

2.1 Disenyo ng Pananaliksik

Gumamit ang pag-aaral na ito ng deskriptibong metodo ng pananaliksik na sinamahan ng pagsusuring pangnilalaman (content analysis). Ang deskriptibong metodo ay naglalayong ilarawan ang mga anyo ng pagbabago ng wika sa mga piling akda ni Coroza, samantalang ang pagsusuring pangnilalaman ay tumutukoy sa masusing pag-aanalisa ng mga salitang ginamit sa mga akda upang matukoy ang pagkakaiba ng wikang Tagalog at wikang Filipino. Ang kombinasyong ito ay itinuring na angkop sapagkat layunin ng pag-aaral na mailarawan, hindi lamang masukat, ang mga pagbabago sa wika.

2.2 Pinagmulan ng Datos

Nakatuon ang pag-aaral sa mga piling akda ni G. Michael M. Coroza, isang premyadong makata at guro sa larangan ng panitikan at wika. Ang mga akdang pinili ay kinabibilangan ng Manunuklas (1995), Ibong Sawi (1997), Utang (2000), Paslit (2011), at Troso (2013). Ang mga akdang ito ay pinili batay sa pagkakaroon ng malinaw na representasyon ng mga salitang Tagalog at Filipino, na nagpapakita ng ebolusyon ng wika sa paglipas ng panahon.

Dahil sa limitadong akses sa mga orihinal na kopya ng mga akda, ginamit ng mananaliksik ang purposive at convenient sampling sa pagpili ng mga materyales. Karamihan sa mga akda ay nakuha sa mga digital na sanggunian tulad ng opisyal na pahina ng mga publikasyon, Wikipedia, Panitikan.com.ph, at Kritika Kultura Journal ng Ateneo de Manila University. Gumamit din ng mga nakalimbag na aklat ng tula na nasa koleksiyon ng silid-aklatan ng Mindanao State University.

2.3 Instrumento at Pamamaraan ng Pangangalap ng Datos

Ang pangunahing instrumento ng pananaliksik ay **tabular analysis form** na binuo ng mananaliksik upang maitala ang mga salitang Tagalog at Filipino mula sa bawat akda. Ang talahanayan ay naglalaman ng mga sumusunod na bahagi:

- (1) pamagat ng akda,
- (2) taon ng pagkakatathala,
- (3) mga salitang nasa wikang Tagalog, at
- (4) mga salitang nasa wikang Filipino.

Sa pangangalap ng datos, sinuri ng mananaliksik ang bawat akda upang matukoy ang mga salitang maaaring ituring na Tagalog (tradisyunal at orihinal na gamit) at Filipino (mga modernong, hiram, o napalawak na gamit). Ang mga natukoy na salita ay isinama sa isang buod na talahanayan na nagsilbing batayan sa pagsusuri ng ebolusyon ng wika.

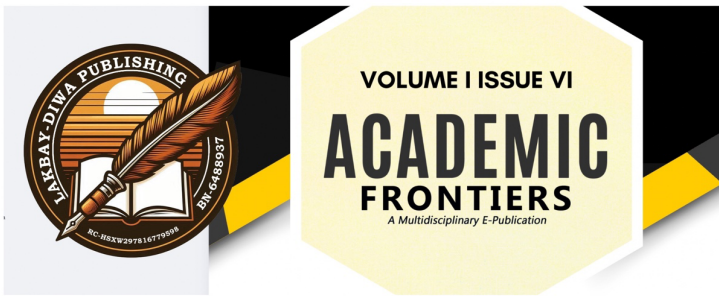
2.4 Proseso ng Pagsusuri ng Datos

Matapos makalap ang mga akda, isinagawa ang pagsusuri sa dalawang yugto:

1. Pagkilala sa wika ng akda – Tinukoy kung alin sa mga salitang ginamit ang kabilang sa wikang Tagalog at alin ang maituturing na bahagi ng modernong wikang Filipino.
2. Pagsusuri ng pagbabago – Inihambing ang dalas at gamit ng mga salitang Filipino sa bawat akda upang matukoy ang antas ng pagbabago ng wika sa paglipas ng panahon.

Ginamit ang tatlong teoryang linggwistiko bilang gabay sa pagsusuri:

- Ang Teoryang Istrukturalismo, upang suriin ang estruktura at anyo ng mga salita;
- Ang Teoryang Bayograpikal, upang maunawaan ang ugnayan ng buhay ni Coroza at ng wikang kanyang ginagamit; at



- Ang Teoryang Saykolinggwistiko, upang maipaliwanag ang epekto ng pag-iisip at konteksto ng may-akda sa pagpili ng mga salita.

2.5 Etikal na Pagsasaalang-alang

Sinunod ng mananaliksik ang mga pamantayang etikal sa pananaliksik. Tiniyak na ang lahat ng ginamit na akda ay mga legal na nalathala at may wastong pagkilala sa pinagmulan. Ang mga sanggunian ay tinukoy sa seksyong Reperensiya alinsunod sa patakaran ng Lakbay-Diwa Publishing. Iginagalang ng mananaliksik ang karapatan sa intelektwal na pag-aari ni G. Michael M. Coroza at ng mga publikasyong pinaghanguan ng datos.

3.0 Mga Resulta at Pagtalakay

Ang bahaging ito ay naglalahad ng mga resulta at pagsusuri ng mga piling akda ni G. Michael M. Coroza, na kilala rin bilang *Ser Mike*, upang ipakita ang nagaganap na pagbabago ng wika sa pagitan ng Tagalog at Filipino. Ipinapakita sa mga sumusunod na talahanayan at talakay ang mga natukoy na salitang ginamit sa mga akda at ang kanilang interpretasyon batay sa mga teoryang lingguwistiko at makabagong pag-aaral hinggil sa ebolusyon ng wika.

3.1 Presentasyon ng Datos

Ang Talahanayan 1 ay nagpapakita ng mga piling akda ni G. Michael M. Coroza, taon ng pagkakatathala, at mga salitang naitala ng mananaliksik bilang Tagalog at Filipino. Layunin ng talahanayan na ipakita ang pagkakaiba at pagkakahawig ng mga salitang ginamit, na nagsisilbing batayan ng pagsusuri sa pagbabago ng wika.

Talahanayan 1. Mga Salitang Tagalog at Filipino na Matatagpuan sa mga Piling Akda ni G. Michael M. Coroza

Pamagat ng Akda	Taon	Mga Salita o Pariralang Tagalog	Mga Salita o Pariralang Filipino
Manunuklas	1995	ang pandong mong panata; may dugong bumulwak; sa bitak ng lupa; nang aking galugarin; kung anong ningas; aking natalunton; hingal ng iyong habagat; itutulos	nabuntis; sumuka; mamamalagi
Ibong Sawi	1997	sawi; lumingap; sa sulyap; ay napapitlag; niluksuhan; palis; niligiran	—
Utang	2000	paslit na puting-puti; bulwagan; nasukol; may uusig; sa gitna ng huntahan; matulin; waring huminto; lisanin; hindi ka pinaslang; inaapuhap ng palad; gahibla na lamang; nawaglit	kriminal; nakubra; gumuguhit; pamilya; diyabetiko; pirmihan; iskolar; basketball court; instant noodles; granada; diyos; gitara; media; senado; darakpin
Paslit	2011	paslit; nilulula; pagsisikap; nahihibang	namamatay; teritoryo; pagsalakay
Troso	2013	nakalulunos; delubyo; paanan; tanaw	nagdaang unos; helicopter; reporter; kamera; troso; kulay-tsokolate; iskrin ng telebisyon; magpatawa



3.2 Interpretasyon ng Datos

Batay sa Talahanayan 1, malinaw na sa mga naunang akda ni Coroza tulad ng Manunuklas (1995) at Ibong Sawi (1997), nangingibabaw ang mga salitang Tagalog na nagpapakita ng lalim, pormalidad, at tradisyunal na paggamit. Ang mga salitang ito ay repleksiyon ng klasikal na panitikan na nakasandig sa ideya ng dalisay na Tagalog bilang wika ng damdamin at dangal.

Sa kabilang banda, makikita sa mga akdang Utang (2000) at Paslit (2011) ang pagpasok ng mga salitang Filipino na hango sa mga modernong termino o hiram na salita. Tulad ng “iskolar,” “media,” at “instant noodles,” ipinahihiwatig ng mga ito ang pagbubukas ng wika sa realidad ng makabagong lipunan. Alinsunod kina Santos et al. (2012) at Austrero et al. (1999), ang ganitong paggamit ay patunay na ang wika ay isang buháy na organismo na umuunlad kasabay ng tao at ng lipunan.

Ang Troso (2013), ang pinakabagong akda sa talaan, ay nagpapakita ng malinaw na pagdami ng mga salitang banyaga at teknikal gaya ng “reporter,” “kamera,” at “iskrin ng telebisyon.” Ayon kay Esquivel (2019), ang globalisasyon ay may malaking ambag sa mabilis na pagbabago ng wikang Filipino, dahil sa patuloy na pagdaloy ng mga salitang banyaga sa media, teknolohiya, at kulturang popular. Samantala, ipinahayag ni Gonzales (2021) na ang tinatawag na Filipinization of English ay nagpapakita ng natural na proseso ng hybridization, kung saan ang wika ay lumalawak sa pamamagitan ng pagsasanib ng mga lokal at banyagang termino.

Kung ihahambing sa mga kontemporaryong manunulat tulad nina Rio Alma (Virgilio Almario) at Rogelio Mangahas, kapansin-pansin na pareho nilang ginagamit ang wika bilang larangan ng eksperimento at pagpapahayag ng pambansang identidad. Tulad nila, si Coroza ay hindi nagkukulong sa purong Tagalog; bagkus, sinasanib niya ang Filipino bilang daluyan ng makabagong ideya at karanasan. Ang ganitong linguistic openness, ayon kay Gonzales (2021), ay tanda ng intelektwalisadong wika, bukas sa pagbabago ngunit matatag sa pinagmulan.

Sa ganitong paraan, makikita na ang mga akda ni Coroza ay hindi lamang sumasalamin sa pagbabago ng wika, kundi nagsisilbing aktibong tagapag-ambag sa paghubog ng wikang pambansa. Ang panitikan, sa ganitong konteksto, ay hindi lamang sining ng salita kundi daluyan ng pagbabago at intelektwalisasyon ng wikang Filipino sa gitna ng makabagong panahon.

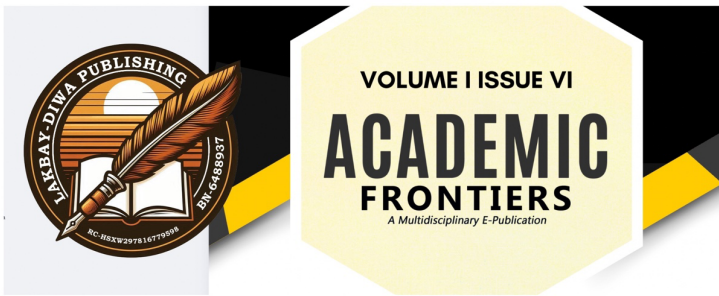
3.3 Tematikong Pagpapakahulugan ng mga Akda

Bukod sa pagbabagong lingguwistiko, ang mga akda ni G. Michael M. Coroza ay nagpapahayag din ng malalim na temang panlipunan at kultural. Sa pamamagitan ng wika, naipapakita niya ang paglalakbay ng Pilipino mula sa tradisyon tungo sa modernidad, isang tema na matatagpuan sa lahat ng kanyang akda.

Sa Manunuklas (1995) at Ibong Sawi (1997), matatagpuan ang tema ng paghahanap at pagdurusa. Dito, ginagamit ni Coroza ang mga salitang Tagalog upang ipakita ang karaniwang damdamin ng tao, ang pananabik, pag-asa, at pakikibaka. Ang mga salitang “sa bitak ng lupa,” “hingal ng habagat,” at “sawi” ay nagtataglay ng arkaismo na sumasalamin sa malalim na ugnayan ng wika sa kalikasan at damdamin.

Samantala, sa Utang (2000) at Paslit (2011), lumalawak ang temang panlipunan: ipinapakita ang realidad ng ekonomikong tunggalian, kahirapan, at moral na responsibilidad. Dito nagsisimulang pumasok ang mga salitang modernong Filipino tulad ng “iskolar,” “instant noodles,” at “media.” Ipinahihiwatig ng mga salitang ito na ang wika ni Coroza ay hindi lamang kasangkapan ng tula, kundi daluyan ng komentaryong panlipunan, isang paraan ng pagninilay sa mga pagbabago sa lipunan at ekonomiya ng bansa.

Sa Troso (2013), pinakamatindi ang representasyon ng globalisasyon at teknolohiya. Ang mga salitang gaya ng “reporter,” “kamera,” at “telebisyon” ay nagpapakita ng pag-iral ng media culture sa kamalayan ng makata. Ito ay umaayon sa obserbasyon ni Manalo (2023) na sa kontemporaryong panitikan, ang wikang Filipino ay lumalawak upang masaklaw ang wika ng siyensya, midya, at digital na kultura. Ipinakikita rin dito ang temang pagbangon sa trahedyang, na ginagamitan ng wika bilang



simbolo ng pag-asa na kahit sa harap ng modernisasyon, nananatili pa ring may puso at pagkatao ang wika ng Pilipino.

Ang mga temang ito ay nagpapakita na ang ebolusyon ng wika ay hindi lamang teknikal o lingguwistiko, kundi ideolohikal at kultural. Sa pamamagitan ng mga akda ni Coroza, naipapakita kung paanong ang pagbabago ng wika ay kasabay ng pagbabago ng lipunan mula sa moral na panitikan ng nakaraan tungo sa mapanuring panitikan ng kasalukuyan. Sa gayon, ang mga akda ay hindi lamang salamin ng wika, kundi salamin ng kamalayang Pilipino na patuloy na nagbabago sa harap ng makabagong mundo.

3.4 Teoretikal na Sintesis at Pagpapalawak ng Pagsusuri

Ang mga natuklasan sa pag-aaral na ito ay maaaring ipaliwanag sa liwanag ng mga teoryang ginamit: Istrukturalismo, Bayograpikal, at Saykolinggwistiko.

Sa Istrukturalistang pananaw, makikita na ang wikang ginamit ni Coroza ay may sistematikong estruktura na nagpapakita ng transisyon ng Tagalog tungo sa Filipino. Ang pagkakasunud-sunod ng mga salitang tradisyonal at makabago ay nagpapakita ng pagbabago sa anyo ng wika, ngunit nananatiling buo ang sintaktik at semantikong integridad nito. Ang bawat salita ay may tungkuling bumuo ng kabuuang kahulugan ng akda, nagpapakita ng pagsasanib ng estruktura at ideolohiya.

Sa Bayograpikal na pananaw, maipapaliwanag ang paggamit ni Coroza ng mga salitang kontemporaryo bilang repleksiyon ng kanyang karanasan bilang guro, tagapagsalin, at makata sa panahon ng modernisasyon ng wika. Ang kanyang posisyon bilang akademiko ay nagbibigay sa kanya ng kakayahang gamitin ang Filipino sa antas ng intelektwalisadong diskurso. Katulad ng pahayag ni Villanueva (2020), ang mga guro at manunulat ng kasalukuyang panahon ay may mahalagang papel sa pagpapanday ng wikang pambansa bilang wika ng edukasyon at kaisipan.

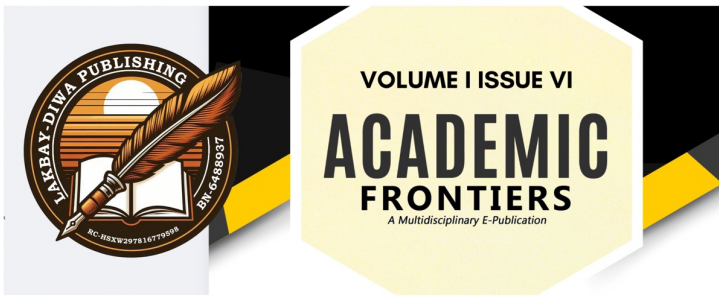
Samantala, sa Saykolinggwistikong pananaw, makikita na ang wika ni Coroza ay produkto ng mental na pag-angkop ng isang makata sa pagbabago ng lipunan. Ang kanyang pagpili ng mga salitang banyaga at teknikal ay hindi simpleng paghiram, kundi isang paraan ng pag-angkin at pagbuo ng sariling kamalayan sa loob ng pandaigdigang konteksto. Sa ganitong pagtingin, ang wika ay nagiging ekstensyon ng pag-iisip at pagkakakilanlan ng tao, isang konseptong umaayon sa pahayag ni Gonzales (2021) hinggil sa Filipinization of English bilang proseso ng intelektwalisasyon at kultural na pag-angkop.

Sa kabuuan, ang pagsusuri ay nagpapakita na ang mga akda ni Coroza ay higit pa sa simpleng halimbawa ng ebolusyon ng wika; ito ay patunay ng patuloy na paglikha ng identidad ng wikang Filipino. Sa kanyang panulaan, nagtatagpo ang tradisyon at inobasyon, damdamin at kaisipan, lokal at global, na siyang tunay na anyo ng modernong panitikan at ng buhay na wika.

Lumilitaw na ang mga akda ni G. Michael M. Coroza ay malinaw na nagpapakita ng ebolusyon ng wikang Tagalog tungo sa Filipino, hindi lamang sa antas ng salita kundi sa antas ng tema, estruktura, at ideolohiya. Habang lumilipas ang panahon, nagiging mas inklusibo, modernong, at intelektwalisado ang wika, gaya ng ipinapakita ng mga kontemporaryong pag-aaral nina Esquivel (2019), Gonzales (2021), at Manalo (2023). Sa pamamagitan ng panitikan, napatutunayan na ang wika ay hindi kailanman natatapos; ito ay patuloy na humuhubog sa isip, kultura, at pagkatao ng sambayanang Pilipino.

4.0 Konklusyon

Batay sa isinagawang pagsusuri sa mga piling akda ni G. Michael M. Coroza, napatunayan ng pag-aaral na ang kanyang mga likha ay nagsisilbing salamin ng ebolusyon ng wikang Tagalog tungo sa Filipino. Mula sa mga naunang akda tulad ng Manunuklas at Ibong Sawi hanggang sa mga kontemporaryong akda gaya ng Troso, makikitang unti-unting dumami ang mga salitang Filipino na



may halong banyaga o modernong termino. Patunay ito na ang wika, bilang isang buháy na sistema, ay patuloy na umuunlad at umaangkop sa pagbabagong panlipunan at kultural.

Ang mga akda ni Coroza ay hindi lamang repleksiyon ng kanyang malikhaing kakayahan bilang makata, kundi isang patunay ng pagiging dinamiko ng wikang Filipino. Ang paghalo ng mga salitang Tagalog at Filipino ay hindi dapat ituring na pagkasira ng dalisay na wika, kundi isang natural na proseso ng pagpapalawak at intelektwalisasyon. Sa ganitong paraan, naipapakita ni Coroza na ang wika ay buhay, nakikibagay, nakikisalamuha, at patuloy na humuhubog sa pambansang identidad.

Ang mga natuklasan ng pag-aaral ay umaayon sa mga makabagong pananaw nina Esquivel (2019) at Gonzales (2021) hinggil sa global influence at Filipinization of English, na nagpapakita na ang pagbabago ng wika ay hindi lamang dulot ng panloob na pag-unlad kundi ng ugnayan ng Pilipinas sa mas malawak na kontekstong pandaigdig. Dahil dito, ang mga akda ni Coroza ay maaaring ituring na bahagi ng patuloy na proyekto ng intelektwalisasyon ng wikang Filipino sa larangan ng panitikan.

Sa kabuuan, ang pag-aaral na ito ay nagpatunay na ang Tagalog at Filipino ay hindi magkasalungat na wika kundi magkaugnay na puwersang bumubuo sa kabuuang identidad ng sambayanang Pilipino. Sa pamamagitan ng malikhaing paggamit ni Coroza ng wika, napapatunayan na ang panitikan ay epektibong tagapagdokumento ng mga pagbabagong lingguwistiko, kultural, at panlipunan ng ating panahon.

4.1 Rekomendasyon

Batay sa mga konklusyon, inirerekomenda ng mananaliksik ang mga sumusunod:

1. Para sa mga Guro ng Filipino: Hikayatin ang mga mag-aaral na pag-aralan ang mga akda ni G. Michael M. Coroza at iba pang kontemporaryong manunulat upang maunawaan ang ugnayan ng panitikan at wika. Maaaring gamitin ang kanyang mga akda bilang materyal sa pagtuturo ng ebolusyon ng wikang Filipino at sa pagpapayabong ng malikhaing pagsulat.
2. Para sa mga Tagapaglinang ng Kurikulum at Tagapaglathala: Dapat isama sa mga teksbuk at antolohiya ang mga piling akda ni Coroza bilang halimbawa ng modernong paggamit ng wikang Filipino. Ang ganitong hakbang ay makatutulong sa *intelektwalisasyon* at *modernisasyon* ng wikang pambansa.
3. Para sa mga Mananaliksik: Magsagawa ng mga kaugnay na pag-aaral na tatalakay sa iba pang makata o manunulat upang higit na mapalawak ang pag-unawa sa mga proseso ng pagbabagong lingguwistiko sa panitikan. Maaaring ihambing ang mga akda ni Coroza sa iba pang manunulat sa rehiyon upang masuri ang mga impluwensiyang kultural at rehiyonal sa wika.
4. Para sa mga Mag-aaral at Mambabasa: Patuloy na pagyamanin ang kamalayan sa kahalagahan ng wika bilang bahagi ng pagkakakilanlan. Dapat ituring ang pagbabago ng wika bilang tanda ng pag-unlad at hindi pagkasira ng tradisyon, sapagkat sa bawat pagbabago ay nagkakaroon ng panibagong anyo ng pagkataong Pilipino.

5.0 Kontribusyon ng May-Akda

Isinagawa ng may-akda ang lahat ng bahagi ng pananaliksik kabilang ang pagbuo ng konsepto, pagsusuri ng mga datos, pagsulat ng papel, at pagsasaayos ng mga talahanayan. Siya rin ang nag-ayos ng mga sanggunian at nagsumite ng pinal na bersyon ng manuskrito para sa publikasyon.

6.0 Pondo

Walang natanggap na anumang pinansiyal na tulong o grant mula sa alinmang institusyon, ahensya ng pamahalaan, o pribadong organisasyon para sa pagsasagawa ng pag-aaral na ito. Ang lahat ng gastusin ay personal na sinuportahan ng mananaliksik.



7.0 Konflikto ng Interes

Ipinahayag ng may-akda na walang anumang tunggalian ng interes na may kaugnayan sa paglalathala ng artikulong ito. Ang nilalaman ay orihinal at tapat na representasyon ng isinagawang pananaliksik.

8.0 Pasasalamat

Lubos na nagpapasalamat ang may-akda sa Mindanao State University – Main Campus, sa paggabay at pagpayag na maisakatuparan ang pag-aaral na ito. Taus-pusong pasasalamat din sa kanyang mga kasamahan at tagapayo sa pananaliksik na nagbigay ng mahahalagang puna at mungkahi. Sa wakas, ang pag-aaral na ito ay iniaalay ng may-akda sa kanyang mga mag-aaral at kapwa guro bilang inspirasyon sa patuloy na pagsusulong ng wika at panitikang Filipino.

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