



# BOOK OF ABSTRACTS

“Transformative Pedagogies and Innovative Technologies for Sustainable and Lifelong Learning”



**EDITORS:**

Edrian Mark Tomines  
Rhona Marielle Abayon  
Brian Jay Baybayan

**LAYOUT DESIGNER:**

Jasper Perocho

**2023**

## Copyright and Reprint Permission (CRP)

© 2023 by BEED Department. Originally published online by Jozac Publishers, South Africa. All rights reserved. This work may not be transmitted in whole or in part without written permission of the Editor, except for brief excerpts in connection with reviews or scholarly analysis. Permission is granted only for the photocopying of isolated abstract for non-profit classroom and library research use by instructors and educational institutions. This permission is granted provided that proper citation is attributed to this work. The consent does not extend to other kinds of copying, such as copying for general distribution, for advertising or for promotional purposes, for creating new collective works, or for commercial academic use. The papers on this Book of Abstracts reflect the authors' views, opinions, and findings for dissemination and publication as they are presented without any changes. Authors' contributions do not constitute the approval or endorsement of the editors. The authors of each abstract retain the right to their respective abstract only for future full paper publication or any research-related purposes. The use of trade names, trademarks, service marks, and similar terms in this work, even if they are not identified as such, should not be taken as an expression of opinion as to whether or not they are subject to proprietary rights.

**ICRES 2023 is sponsored under ICETIS platform, cite Book of Abstracts as:**

Tomines, E.M., Abayon, R.M., & Baybayan, B.J. (2023). “Transformative Pedagogies and Innovative Technologies for Sustainable and Lifelong Learning” International Conference on Emerging Technology and Interdisciplinary Sciences. Jozac Publishers, South Africa. Retrieved from <https://conferences.jozacpublishers.com/index.php/icetis/issue/view/5>

# TABLE OF CONTENTS

---

**01 PARTNER ORGANIZATIONS**

---

**02 SPONSORING JOURNALS**

---

**03 MESSAGE OF PROJECT LEADER**

---

**04 MESSAGES OF SUPPORT**

---

**07 COLLECTION OF ABSTRACTS**

---

# ICRES 2023 Team



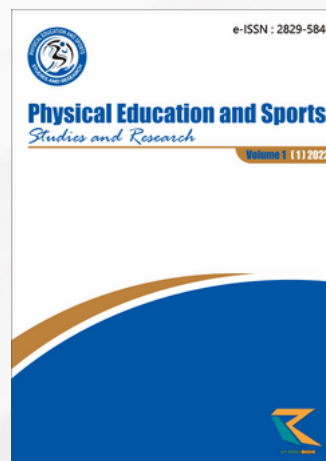
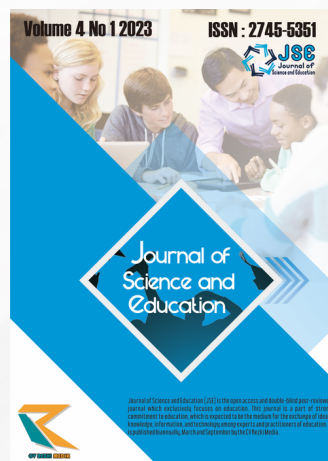
# Partner Organizations



# Sponsoring Publishers



# SPONSORING JOURNALS





# Message of Chair

Warm greetings to the scientific community!

We are embarking on a journey of significant pedagogical and technological innovation in the quest for lifelong education, while aligning with the hallmarks of the Sustainable Development Goals. The Book of Abstracts 2023 is a tangible representation of the College of Education's aspiration for dynamic intersections of sustainability, lifelong learning, and technology anchored in scientific evidence. These research were conducted within and beyond the physical and online realms of our academic landscapes. Therefore, I am delighted to announce some of the collective intelligence in science and research through this Book of Abstracts, encapsulating the dedicated research efforts of scholars representing the international and local scientific community.

In an era marked by rapid advancements in artificial intelligence and transformative educational practices, there is an urgent call for collective action and open dialogues towards sustainable approaches that can shape the future of educational landscapes. Thus, may readers, practitioners, educators, industry experts, and scholars gain insights from the creativity and seamless integration of technology, environmental responsibility, and educational commitment to cultivate sustainable stewards as we navigate and hope for a brighter future. May this Book of Abstracts catalyze meaningful initiatives, growth mindsets, and collaborative actions within the scientific community.

On behalf of the International Conference on Research in Educational Sciences (ICRES) 2023 committee, I would like to express my heartfelt gratitude, especially to the scholars of the Bachelor of Elementary Education Department of the College of Education, Mindanao State University-General Santos, Philippines for sharing their responsive studies that will serve as beacons of inspiration for the future educators and scholars of the country.

I would also like to extend my deepest gratitude to the sponsors of the Book of Abstracts 2023: The Papyrus of MSU-GSC, Philippines; Rezki Media Publishers of Indonesia; and Jozac Publishers of South Africa. Likewise, my acknowledgment is rendered to the enduring partners since ICRES 2022, the University of Mindanao Bansalan, and the Social Ethics Society of the Philippines.

Once again, congratulations to all contributors!

**CATHY MAE D. TOQUERO**  
Project Leader, ICRES 2023



# Message of Publisher

from Jozac Publishers, South Africa

Transformative Pedagogies and Innovative Technologies for Sustainable and Lifelong Learning. This theme is a game changer for quality, affordable, and innovative lifelong learning for lecturers and students in the future.

Achieving a sustainable and affordable education is critical in using educational applications like social media, mobile education, e-learning, and many more. These educational applications aid a sustainable education to better achieve its learning goals and outcomes. Technology applications in today's educational landscape are becoming more innovative than ever before in providing transformation. The transformation of educational pedagogy is necessary to accommodate innovation and changes in the sector for sustainability. According to Salonen and Siirilä (2019), the relationship between technological transformation and sustainability provides improved higher education results through the use of information and communication technologies in a sustainable manner. The sustainability of education is incomplete without lifelong learning because lecturers and students must continuously acquire knowledge to stay up to date with the recent developments in their chosen careers. In summary, lifelong learning is vital for lecturers and students in this information age, then, innovative technological transformative pedagogies are necessary for lecturers and students to cope with the social and educational changes brought about by emerging technologies.

**PROF.DR. JOSHUA CHUKWUERE**  
Jozac Publishers

References:

Salonen, A. O., & Siirilä, J. (2019). Transformative pedagogies for sustainable development. Encyclopedia of sustainability in higher education, 1966-1972.



# Message of Support

from the Dean of the College of Education

The Bachelor of Elementary Education department, Mindanao State University-General Santos, Philippines organized the Book of Abstract 2023, which focused on the theme of "Transformative Pedagogies and Innovative Technologies for Sustainable Lifelong Learning." The collection of abstracts captured the transformative journey that students undertook, with a focus on high-impact research dissemination. The collaboration between academics from various institutions, government agencies, and civic groups is emphasized throughout the book as a strength. The main objective is to encourage faculty and students at the College of Education to produce high-impact, relevant, and responsive research outputs.

Notable studies that take you to the forefront of fusing innovative pedagogies with technology to create a dynamic environment for long-term and sustainable learning are contained inside the pages of this book of abstract. Investigating innovative teaching techniques that not only revolutionize traditional classroom learning but also pave the way for continued improvement. Along with offering a roadmap for embracing a world in which knowledge knows no boundaries, the book also helps educators, students, and policymakers create sustainable learning practices and seamlessly integrate technology. With that, let me congratulate the organizing committee and express my profound appreciation to everyone who has worked so hard to make this global effort and guarantee the success of promoting this book of abstracts. We are grateful and proud of your devotion and hard work in planning this difficult endeavor.

Finally, I warmly welcome everyone to come along with us as we reinvent education to provide a meaningful, lifelong learning experience that goes beyond the norm and helps institutions and individuals reach their greatest potential in a volatile, unpredictable, complicated, adverse, diversified, and ever-changing world.

Lipad College of Education and Mabuhay ka Pamantasang Mindanao!

**MARIA THERESA P. PELONES, DM**  
Dean, College of Education



# Message of Support

from the Editor-in-Chief, The Papyrus

In a world saturated with challenges, this Book of Abstract's theme, "Transformative Pedagogies and Innovative Technologies for Sustainable and Lifelong Learning," couldn't be more relevant. Within these pages lie glimpses of pedagogical strategies that invite curiosity, cultivate critical thinking, and equip learners with the 21st-century skills needed to navigate the solutions to the challenges of our rapidly changing world.

Each abstract promises an impact on the future of education. These abstracts envision a future where groundbreaking applications of technology transcend beyond the boundaries of classrooms, democratizing access to knowledge, and fostering collaboration in the face of diversity. These studies embrace the vital role of technology and innovation in igniting a lifelong love for learning.

Mindanao State University- General Santos City College of Education has always been steadfast on producing students who are transformative and dedicated to creating a positive change in their communities. So, let this book be your compass and beacon on your journey towards transformative and empowered learning. May you find within its pages an ember of inspiration, a spark of unwavering faith that education holds the key to a more sustainable and thriving future for all.

**BRIAN JAY B. BAYBAYAN**  
Editor-in-Chief, The Papyrus



# Abstracts

# ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS REQUIRE SUSTAINABLE LEARNING WITH TRANSFORMATIVE PEDAGOGY AS A CONDUIT: MY PERSPECTIVE

Dickson Adom

The achievement of the Sustainable Development Goals (SDGs) is the endorsed hope for a better world. Sustainable learning is the educational agent of positive change that would drive this achievement. Yet, the conduit for sustainable learning is transformative pedagogy. This perspective paper describes the conceptual foundations of transformative pedagogy and how it stands out as the best pedagogical approach to achieving sustainable learning in educational institutions. It discusses its accrued benefits, how instructors can achieve it, and the challenges they should expect in implementing transformational pedagogy. It contends that transformational pedagogy should be the pedagogy of choice for teachers who aim at bolstering learners to drive the transformative change the world needs in achieving the SDGs.

Keywords: learning; learner-centred approach; social-constructivism; sustainable development goals; sustainable learning; teaching; transformative pedagogy

Achieving the Sustainable Development Goals (SDGs) requires a teaching pedagogical approach that would drive sustainable learning. Sustainability as a pedagogical concept is now a priority in higher education institutions as a means of addressing the multifaceted problems related to culture and ecology. Since its introduction by Jack Mezirow as an educational concept (Mezirow, 1991) in higher education, transformative pedagogy has been the known medium for the delivery of effective sustainable learning (Taimur & Onuki, 2022) required for achieving sustainable development goals. Indeed, achieving the 17 sustainable development goals (SDGs) is practically impossible without transformative education (Vnukova & Sotska, 2023). Transformative pedagogy is conceptually understood as a pedagogy that constructs learning processes and environments that rely on action-oriented, practice-based, experiential learning and problem-oriented approaches (Farooq, 2023). It is thematic, co-created, highly inclusive, and incorporates multiple perspectives, active, participatory, relational, and grounded in a specific place (Burns, 2016).

The use of transformative pedagogies requires the transformation of educational culture whereby teaching and learning activities become more connective, and holistic and recognize the ecological needs of societies (Sterling, 2001). Transformative pedagogy must equally embrace indigenous knowledge systems, which are time-tested in communities and are intertwined with the ideals of sustainability (Adom, 2022). Its place-centeredness allows students the chance to apply the learned concepts in their societies. The transformative pedagogy moves the entire teaching and learning activities from a teacher-centered approach (transmissive) to a learner-centered, socio-constructivist approach (transformative) (Taimur & Onuki, 2022; Adom et al., 2016).

Transformative pedagogy must be able to transform the learners' lived experiences, accepted and known values, and worldviews, to embrace sustainability (Krishnakumaryamma & Venkatasubramanian, 2018; Burns, 2016), imbuing in learners the traits of environmental integrity, respect for cultural diversity and ensuring a just society (UNESCO, 2017). This happens through a careful reflective process by learners of the learned content to re-evaluate their personal beliefs, values, perspectives, and actions (Farooq, 2023). The overarching purpose of transformative pedagogy is to enable learners to develop the knowledge, skills, and values that would enable them to build an ecologically stable and balanced society (Vnukova & Sotska, 2023). Transformative pedagogy aimed at sustainable learning must not focus just on the acquisition of content knowledge in a field of study but more importantly on skills acquisition and application. Teachers using transformative pedagogy consciously assist learners in developing critical thinking, problem-solving, cooperation and conflict resolution skills, respect for people and the environment as well as challenge of injustices meted out toward nature and people (Krishnakumaryamma & Venkatasubramanian, 2018). In promoting sustainable and lifelong learning, teachers must aim at fostering learner-centeredness, experiential learning, critical thinking, interdisciplinary approaches, and a conscious focus on the emotional and affective domains' development of learners. Of course, transformative pedagogy is wrought with some challenges. They include resistance to change, time constraints, institutional support, and assessing transformational outcomes. While these challenges are real, when teachers become creative, they can ameliorate them and heighten the benefits of transformative pedagogy which include increased awareness and understanding, empowerment and agency, development of critical thinking skills, building resilience and adaptability, and fostering collaboration and community engagement (Farooq, 2023). These benefits to me, are the pinnacles of sustainable learning, the very fulcrum of achieving sustainable development goals.

## References

Adom, D., Yeboah, A. & Ankrah, A.K. (2016). Constructivism Philosophical Paradigm: Implication for Research, Teaching and Learning. *Global Journal of Arts Humanities and Social Sciences*, 4(10): 1-9.

Adom, D. (2022). Catch Them Young: Children as Messengers of Indigenous Ecological Knowledge for Biodiversity Conservation in Ghana. *Journal of Wildlife and Biodiversity*, 6(3), 12-25. <https://doi.org/10.5281/zenodo.6522108>

Burns, H. L. (2016). Learning sustainability leadership: An action research study of a graduate leadership course. *International Journal for the Scholarship of Teaching and Learning*, 10(2), 1–11.

Farooq, M. (2023). Pedagogy for Transformative Learning – Case of Sustainable Agriculture and Environment. *International Journal of Agriculture & Biology*, 30: 231-241.

Mezirow J (1991). *Transformative Dimensions of Adult Learning*. Jossey Bass, San Francisco, California, USA

Taimur, S. & Onuki, M. (2022). Design thinking as digital transformative pedagogy in higher sustainability education: Cases from Japan and Germany. *International Journal of Educational Research*, 114: 101994.

Sterling, S. (2001). *Sustainable education: Re-visioning learning and change*. Schumacher, England: Schumacher Briefings. <https://www.greenbooks.co.uk/sustainable-education>.

UNESCO (2017). *Education for sustainable development goals: Learning objectives*. France: United Nations Educational, Scientific and Cultural Organization. available at: <Http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>.

Vnukova, N. & Sotska, H. (2023). Transformation of Education to Achieve Sustainable Development Goals 2030: A New Pedagogical Paradigm. *UNESCO Chair Journal*, 7: 8-21.

Krishnakumaryamma, A. N. & Venkatasubramanian, S. (2018). Technology-Mediated Pedagogies for Skill Acquisition toward Sustainability Education. *New Pedagogical Challenges in the 21st Century - Contributions of Research in Education*, IntechOpen. <http://dx.doi.org/10.5772/intechopen.74336>

#### About the Author

• Dickson Adam: [dickson.adom@knust.edu.gh](mailto:dickson.adom@knust.edu.gh); Department of Educational Innovations in Science and Technology, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.

# UTILIZING ONLINE PHOTOVOICE (OPV) METHODOLOGY: MOVING TOWARDS POST-PANDEMIC

Ahmet Tanhan

COVID-19 has caused many biological, psychological, social, economic, spiritual, and educational issues at individual, close relationship, friendship, family, group, community, national, and global levels. Researchers globally reported one of the most dramatic effect of the pandemic in educational settings. The pandemic has affected both education during the most severe period of the pandemic and also how the education could change during the pandemic and especially post-pandemic. This change and/or transformation in education is still going on for different countries based on their socioeconomic status and technological substructure.

As researchers and/or educators, we need to strive to be mindful of mental health status of students and educators to get a more productive and meaningful educational processes and outcomes. Thousands of researchers found that students and educators had many biological, psychological, social, spiritual, economic, and educational issues. Some of the most common mental health or educational issues students or educators reported were feeling alone, isolated, stuck, desperate, depressed, anxious, fearful, lost; not having someone close to share their experience; lack of empathy; lack of technological substructure to attend online/distant/hybrid education; and lack of economic status to afford online/distance/hybrid education to name a few. In addition to these, these students and educators also reported some facilitator factors that enriched their mental health and educational processes including support from friends, family, educators; a good amount of income to be able to afford their education; attending different online/distant/hybrid educational and/or mental health related activities.

With the pandemic introducing technology and online platforms faster than any times in the history and ongoing efforts to spread technology and especially its more advanced products or platforms like metaverse and artificial intelligence, it seems as educators we will need to strive much more mindfully for more effective, comprehensive, collaborative, and participant empowering methods like Online Photovoice (OPV) to first and foremost understand any phenomena in the minds of our students and educators and any others related to education. OPV is one of the most recent and effective innovative, collaborative, comprehensive qualitative research methods. OPV gives opportunities to the participants to express their own experience with as little manipulation as possible if at all, compared to traditional quantitative methods. As researchers or educators, we can use OPV solely as qualitative method or with a quantitative method to construct a mixed-method design. Many researchers from many different countries and areas including education, counseling, psychology, medicine, and religion to name a few have been using OPV for different topics.

And with more effective methods like OPV we can understand

- a) first and foremost, the lived experiences of our students, educators, and all others related to education and especially post-pandemic education that has getting much more immersed with advanced technology,
- b) the lived experiences of all related to education from their own experiences rather than relying on some other quantitative and previously constructed questions,
- c) both facilitator/supports and difficulties/barriers for their educational processes,
- d) how to incorporate and benefit from visual and textual data shared based on their experience,
- e) how to enhance the facilitators and or address the difficulties based on their shared experiences,
- f) how to collaborate with and for them to build more meaningful processes and outcomes,
- g) the role of reaching out to key people, institutions, local and national policy makers, and global institutions to advocate for improving already existed support/facilitating systems and address barriers or difficulties.

In sum, we as the researchers and educators need to be keep striving to be much more mindful with the advanced technology and mega companies producing tools that are serving them and for most of the times using students and educators as product, while also serving them as a client at some extend. We need keep reminding ourself about basic human nature and create space to hear our students' and educators' unique lived experiences to construct more effective, meaningful, inclusive, productive, collaborative, people empowering and open-and-community minded processes. We can use OPV for educational processes or research for more grounded and mindful processes while keep adapting and striving to improve OPV to serve all.

#### About the Author

- Ahmet TANHAN, BS, MS, PhD

Economic and Social Research Center – ESAM (Ankara, Turkey), Department of Counseling at The University of North Carolina at Greensboro (North Carolina, USA) and Adiyaman University (Adiyaman, Turkey); Institute for Muslim Mental Health (Michigan, USA); Association for Contextual Behavioral Sciences, Turkey Chapter (Istanbul, Turkey). ORCID iD: <https://orcid.org/0000-0002-4972-8591>  
tanhanahmet3@gmail.com

<https://scholar.google.com/citations?user=N3zDgFQAAAAJ&hl=en>

<https://www.researchgate.net/profile/Ahmet-Tanhan>

# ACADEMIC INTEGRITY OF PANDEMIC BOOK REVIEWS OF PRE-SERVICE TEACHERS

**Irish D. Arroyo, Sittie Nor Aisha M. Rusiana, Daniere Maryje A. Tabada**

Due to the pandemic, students are increasingly committing various types of academic dishonesty in their academic worked during online learning. They committed plagiarism which is one of the many types of academic dishonesty and involves using someone else's ideas and works without properly citing the original author. This study was carried out to determine the degree of academic integrity in different areas of the pandemic book reviews where pre-service teachers are more likely to display academic integrity.

This study used a quantitative descriptive design, specifically, document analysis. The researchers used Grammarly as a plagiarism detection tool to ascertain the percentage of pre-service teachers' plagiarized work, and the degree of their academic integrity in the content of the book reviews. The researchers collected forty book reviews and used inclusion and exclusion criteria to determine whether or not the book reviews that were the subject of the study should be included.

The results showed that majority of pre-service teachers demonstrated moderate level of academic integrity in their pandemic book reviews scoring 82%. The introduction and conclusion parts of the book reviews were areas in which pre- service teachers demonstrate academic integrity while they mostly engage in plagiarism in the body part of their book reviews because original ideas, proper citation of the author, and critical thinking are required in writing the body section of the review. Most of the detected plagiarism in the pandemic book reviews of the pre-service involved failing to cite the author of the book and common knowledge

Keywords: online learning, academic integrity, plagiarism, book reviews, and Grammarly

## About the Author(s)

- Irish D. Arroyo; irish.arroyo@msugensan.edu.ph; Mindanao State University – General Santos City Campus; General Santos City
- Sittie Nor Aisha M. Rusiana; sittienoraisha.rusiana@msugensan.edu.ph; Mindanao State University – General Santos City Campus; General Santos City
- Daniere Maryje A. Tabada; danieremaryje.tabada@msugensan.edu.ph; Mindanao State University – General Santos City Campus; General Santos City

# EXAMINING STUDENT'S SCHOLARS' PEER REVIEWS FROM PREPRINTS DURING THEIR TRAINING ON PUBLONS ACADEMY

**Jolimar P. Dialoding, Chrichelle Jean M. Gandulan, Disa M. Guro**

The COVID-19 outbreak impacted research communication using evidence-based research to address global health emergencies. The standard scientific quality control of peer reviews of preprints ensures the mitigation of the spreading of erroneous information during the COVID-19 outbreak. The review process guarantees the caliber of scientific papers for publication. This study examined the student scholars' peer reviews from preprints during their training on Publons Academy. The researchers scrutinized the peer reviews using qualitative content analysis and SWOT analysis to determine the student scholars' peer review reports' strengths, weaknesses, opportunities, and threats. The investigation showed that student scholars enhance their peer reviewing skills and quality by adhering to the Publons' template guidelines to generate peer reviews and using evaluation rubrics to determine the reliability of possible papers. By following the template, students acquired the ability to evaluate the preprints. Each aspect of the preprint papers is rigorously analyzed in their reviews, and they offer helpful criticism to raise the paper's quality. However, some of the students' reviews are (such as inconsistent grammatical construction, the lack of adequate words to improve reviews, and the disorganized and unclear formulation of reviews, which affect the standard of peer review reports. Therefore, rubrics evaluate and enhance the students' peer review report and peer-reviewing skills by assessing the paper's quality, strengths, and weaknesses that will improve and influence its quality. At the same time, the researchers recommend the consideration of the results of the study to the academic institutions, Web of Science, and teachers to further study and utilize the proposed rubric among the student researchers to determine their peer reviewing skills and examine the quality of other peers' research work.

**Keywords:** Preprints, Peer Reviews, Evaluation Rubric

## About the Author(s)

I Jolimar P. Dialoding; [jolimar.dialoding@msugensan.edu.ph](mailto:jolimar.dialoding@msugensan.edu.ph); Mindanao State University-General Santos City

I Chrichelle Jean M. Gandulan; [chrichelejean.gandulan@msugensan.edu.ph](mailto:chrichelejean.gandulan@msugensan.edu.ph); Mindanao State University- General Santos City

I Disa M. Guro; [disa.guro@msugensan.edu.ph](mailto:disa.guro@msugensan.edu.ph); Mindanao State University- General Santos City

# EXAMINING STUDENTS' ACADEMIC INTEGRITY DURING EMERGENCY ONLINE LEARNING: A NARRATIVE ANALYSIS

**Dyanross H. Cabangcala, Jannah P. Lacdo-o, and Floradel B. Vergara**

Academic integrity is a value that every student must possess. It connotes honesty, showing equity to others, and acknowledging scholars' work. However, due to the prevalence of online cheating during the transition to online learning, the academic integrity of university students was obscured with the adoption of emergency remote education setup during the pandemic. This study provides a closer look at determining the academic integrity of eight pre-service teachers in online learning. Using narrative inquiry, the researchers selected the narrators through convenient sampling and conducted in-depth interviews through face-to-face and Google Meet. The gathered data was analyzed through the multimethod restorying framework that includes the story circle and structural analysis of narrators' stories. Based on the findings, the leading reasons for committing academic dishonesty among students were due to: heavy academic workload, pressure from family and friends, and difficulty in coping with the lessons. On the other hand, the pre-service teachers' top suggested strategies to promote academic integrity include online proctoring, administering synchronous assessments, being educated with academic dishonesty, and practicing time management.

Keywords: academic integrity, academic dishonesty, online learning, emergency remote learning, narrative inquiry

## About the Author(s)

- Dyanross H. Cabangcala; [dyanross.cabangcala@msugensan.edu.ph](mailto:dyanross.cabangcala@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.
- Jannah P. Lacdo-o; [Jannah.lacdo-o@msugensan.edu.ph](mailto:Jannah.lacdo-o@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.
- Floradel B. Vergara; [floradel.vergara@msugensan.edu.ph](mailto:floradel.vergara@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.

# IMPLICATIONS OF DIGITAL STORY BOOKS IN TEACHING ENGLISH IN ELEMENTARY GRADES

**Najma A. Macatanto, Desiery A. Maghinay, and John Dale D. Pendon**

Digital storytelling is one of the innovative instructional strategies that can engage students in significant and effective learning. Integrating this in educational concepts with learning activities is a possible strategy for improving learning environments and making learners more engaged in the lessons. This study aimed to analyze the content of digital stories of the pre-service teachers and its implication to teaching English in the elementary grades. The study applied qualitative approach using content analysis. To collect and analyze the data, ten digital books were selected considering the inclusion criteria. The themes and values were examined using a directed content analysis approach. Adapted tools were also utilized to identify the themes and values of the digital books. The findings showed that the themes that were discovered from the ten (10) digital books that were analyzed by the researchers are kindness in times of pandemic, hope for new beginnings in the community, exploration and resolving challenges in the community, exploration with friends, independence in exploration, giving importance to family culture through, showing love to siblings through sharing, importance of communication between parent and child, and importance of spending money wisely. Moreover, in the values are respect and caring for other people, commitment to something greater than oneself, self-respect with humility, self-discipline, and responsibility and to be caring, respectful, compassionate, tolerant, and forgiving to others are the values that were found in the digital books. Hence, this study recommended that the pre- service teachers must be guided with the elements and criteria in creating digital storybooks and it should be aligned to the English competencies of the K to 12 curriculum guides. Lastly, pre- service teachers are also recommended to have training or workshops about creating digital stories or any animations to develop their skills with the use of any software.

Keywords: digital stories, digital story books, pre-service teachers, themes, values

## About the Author(s)

- Najma A. Macatanto; [najma.macatanto@msugensan.edu.ph](mailto:najma.macatanto@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.
- Desiery A. Maghinay; [desiery.maghinay@msugensan.edu.ph](mailto:desiery.maghinay@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.
- John Dale D. Pendon; [johndale.pendon@msugensan.edu.ph](mailto:johndale.pendon@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.

# **MEDIA AND INFORMATION LITERACY COMPETENCIES OF PRE-SERVICE TEACHERS TOWARDS SUSTAINABILITY: A STRUCTURAL EQUATION MODELLING**

**Rey Jhon F. Radin, Shella Mae M. Agil, and Ruby Mae A. Sarsalijo**

Education students possess the capacity to exert a substantial influence in using the media as a platform in spreading right information for environmental sustainability. Hence, this study aimed to measure the significant relationship between the pre-service teachers' competencies in media and information literacy towards sustainability.

This research employed descriptive correlational quantitative study aimed to measure the media and information literacy of pre-service teachers in terms of access, evaluate and create and to measure the level of sustainability action in terms of knowledge, attitude, awareness and behavior of the pre-service teachers. This study randomly selected four hundred (400) from 1st year to 4th year pre- service teachers who were surveyed from the BEED Department, College of Education at Mindanao State University, General Santos City. The study also utilized the Structural Equation Modelling as treatment in solving and interpreting the collected data. The findings revealed that the pre-service teachers' have an intermediate level of media and information literacy skills and has a high level of sustainability action. The analysis also revealed that Media and information literacy significantly influences the pre-service teachers' environmental sustainability except for the behavior. These findings recommend the College of education should have a training for teachers on how they can integrate or use Media and information literacy in the curriculum.

**Keywords:** Pre-service teachers, media and information literacy, sustainability, structural equation modeling

## **About the Author(s)**

- Rey Jhon F. Radin; reyjhon.radin@msugensan.edu.ph; Mindanao State University -General Santos City Campus. Philippines, General Santos City.
- Shella Mae M. Agil; shellamae.agil@msugensan.edu.ph; Mindanao State University - General Santos City Campus. Philippines, General Santos City.
- Ruby Mae A. Sarsalijo; rubymae.sarsalijo@msugensan.edu.ph; Mindanao State University-General Santos City Campus; Philippines, General Santos City

# **MULTIPLE INTELLIGENCES AND EMOTIONAL INTELLIGENCE: EXAMINING LINKAGE TO ONLINE READINESS OF PRE-SERVICE TEACHERS**

**Shiela Mae C. Dacillo, George Q. Famoso, and Jiu B. Tiangan**

Learning is a continuous process that requires development, adaptation and changes. Factors such as emotional intelligence and multiple intelligences can affect students' preparedness for online learning. This study aimed to examine the relationship of multiple intelligences and emotional intelligence among pre-service teachers and their online readiness. This study utilized a correlational research design. The respondents of this study were determined through purposive sampling. This study involved one hundred thirty-four Bachelor of Elementary Education students who were officially enrolled in Mindanao State University - General Santos City by the Academic Year 2022-2023. The data were analyzed using frequency distribution, mean and pearson product moment correlation. The results showed that the pre-service teachers have high level of multiple intelligences, emotional intelligence and online readiness. It also revealed that multiple intelligences and emotional intelligence of the pre-service teachers significantly influence their online readiness. Hence, this research suggests that the teachers, professors and instructors may give and develop online learning environments and activities specific to each student's distinct abilities and strengths.

Keywords: Multiple Intelligences, Emotional Intelligence, online readiness, pre-service teachers

## About the Author(s)

- Shiela Mae C. Dacillo; shielamae.dacillo@msugensan.edu.ph; Mindanao State University - General Santos City Campus. Philippines, General Santos City.
- George Q. Famoso; george.famoso@msugensan.edu.ph; Mindanao State University - General Santos City Campus. Philippines, General Santos City.
- Jiu B. Tiangan; jiu.tiangan@msugensan.edu.ph; Mindanao State University - General Santos City Campus. Philippines, General Santos City.

# **NEW MEANINGS OF TEACHER EDUCATION STUDENT'S VOICES DURING PANDEMIC: AN IMAGINATIVE ARTS-BASED LITERACY RESEARCH WRITING**

**Brianne V. Bacaoco and Rhyca Nniella L. Cadio**

The pandemic challenged students' psychological state and scholastic experiences. Students portrayed their experiences through different ways and one is through poetry. Understanding the meaning of a poem is quite challenging because there are things that need to be considered to grasp its message. As such, this study analyzes the written poetry of the teacher education students' experiences during the pandemic. The purpose of this study was to determine the themes, moral values, figures of speech and the found poems that can be derived from the students' poetry. The researchers used creative arts-based design for qualitative research. Thematic analysis was applied to analyze the themes, values, figures of speech, and found poem steps were used to derive the found poetry. The researchers used purposive sampling to include all the 132 teacher education students as participants of this study, under the Bachelor of Elementary Education Department at Mindanao State University, General Santos City, who took up the course GED 114 Teaching English through Literature. To gather the data, the students created poems and delivered them through using online platforms. A total of 66 poems were analyzed to create the found poetry. The results revealed 15 themes emerged from the poetry, but the majority of the themes focused on viewing life positively, hoping for change, accepting change and moving on, and having companionship during hardship. Also using the theory of moral values, the poetry contains the types of moral values identified as one's behavior toward themselves, toward God, toward others, and toward the environment. Moreover, the figures of speech used in the poetry were personification as the highest percentage, simile, metaphor, and hyperbole as the least. It captivated the readers and added deeper meaning to the poetry. Further, 66 found poems were derived from the poetry to present new meanings in a creative manner. It determined the experiences of students during the pandemic about having positivity in life, hope, acceptance, and companionship despite the battle against pandemic challenges. Finally, it is hoped that this research will benefit future researchers to further convey the profundity of teacher education students' experiences in times of crisis.

**Keywords:** Pandemic, Teacher Education Students, Found Poem, Arts-Based, Moral Values

## **About the Author(s)**

- Brianne V. Bacaoco; [brianne.bacaoco@msugensan.edu.ph](mailto:brianne.bacaoco@msugensan.edu.ph); Mindanao State University - General Santos City Campus. General Santos City.
- Rhyca Nniella L. Cadio ; [rhycanniella.cadio@msugensan.edu.ph](mailto:rhycanniella.cadio@msugensan.edu.ph); Mindanao State University - General Santos City Campus. General Santos City.

# NARRATIVES OF TEACHER EDUCATION ON FEMINISM LENS: IMPLICATIONS TO PEDAGOGY

**Frenz Dhayve Onia, Abigail Peligor, and Bonevie Ugdamin**

Feminism can influence pedagogical approaches and curricular implications in teacher education. This research examined the beliefs of pre-service teachers concerning women celebration and implications of feminism lens on pedagogy. Using a qualitative approach, researchers gathered data from 174 pre-service teachers through the use of Google Forms. A focus group discussion was also done to 11 purposively selected participants who met the inclusion criteria. Data collection included the use of interview guide questions which was thematically analyzed using NVIVO software. The study revealed that honoring women's role in nation-building, supporting and advocating for the rights of women, promoting women's empowerment, advocating for gender equality, encouraging women, and helping them build self-confidence are reasons for celebrating Women's Month. Moreover, the participants identified the qualities of empowered women which include confident, strong, brave, passionate and ability to love oneself. Findings also revealed pre-service teachers perceived film making, advocacy videos, essay writing, and infographics are the academic activities that advance women's rights. Furthermore, empowering women through feminism in education, incorporating feminism into lesson plans and curriculum, establishing harmonious teacher-learner relationship, and respecting differences in the school premises are the prospects of feminism lens for curriculum integration. This study recommends that Mindanao State University through the Center for Women Studies and Gender Development Focal Point System, may utilize the findings of the study to improve the policies and pedagogical practices to foster a more inclusive and gender-responsive education.

Keywords: feminism, feminism pedagogy, women empowerment, pre-service teachers, women's month

## About the Author(s)

- Frenz Dhayve Onia; [frenzdhayve.onia@msugensan.edu.ph](mailto:frenzdhayve.onia@msugensan.edu.ph); Mindanao State University-General Santos City Campus. Philippines, General Santos City
- Abigail Peligor; [abigail.peligor@msugensan.edu.ph](mailto:abigail.peligor@msugensan.edu.ph); Mindanao State University--General Santos City Campus. Philippines, General Santos City
- Bonevie Ugdamin; [bonevie.ugdamin@msugensan.edu.ph](mailto:bonevie.ugdamin@msugensan.edu.ph); Mindanao State University-General Santos City Campus. Philippines, General Santos City

# MEASURING THE KNOWLEDGE, AWARENESS, ATTITUDES, AND BEHAVIORS OF TEACHER EDUCATION STUDENTS TOWARDS SUSTAINABILITY DURING THE PANDEMIC

**Steven Luther G. Gueco, Samantha Lorraine F. Pelias, Claire Tusoy**

The COVID-19 crisis has immensely impacted the implementation of the 2030 Agenda for Sustainable Development Goals. The integration of the SDG in the teacher education curriculum could contribute to the intensification of the SDG which is called for among higher education institutions. Hence, this article focused and assessed the 238 randomly selected pre-service teachers' knowledge, awareness, attitudes, and behavior toward sustainability during the pandemic. The study applied correlation design through an online survey complemented with a qualitative approach. ANOVA and multiple regression were applied as inferential statistics. The data collection tool was designed in two forms: scaling and descriptive questioning using Focus Group Discussion. Students who were actively engaged in sustainability efforts during quarantine served as discussants. Findings revealed that a significant relationship exists among the variables of knowledge, awareness, attitudes, and behavior toward sustainability. However, only awareness and attitudes can predict their behavior toward sustainability. Based on the illustrative examples in the qualitative results, students' attitudes and beliefs about sustainability include engaging in sustainable teaching-learning practices, project-based learning, environmental practices, introspection, school-community collaboration. In addition, sustainability practices of the students during the pandemic included tree planting, conserving resources, recycling, and being mindful of the environment. Utilizing the proposed SUSTAINtegrate toolkit is a useful teaching resource to incorporate the critical principle of sustainability into the curriculum. Educational institutions can promote awareness about sustainability through project-based learning and integrate sustainability into the teaching syllabus, instructional materials, and teaching-learning practices. Environmental and educational sustainability attitudes should be fostered among the students through introspection, school-community collaboration, and value-laden sustainable society.

**Keywords:** Covid-19, Sustainable Development Goals, Education for Sustainable Development, Sustainability

## About the Author(s)

- Steven Luther G. Gueco; [stevenluther.gueco@msugensan.edu.ph](mailto:stevenluther.gueco@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.
- Samantha Lorraine F. Pelias; [samanthalorraine.pelias@msugensan.edu.ph](mailto:samanthalorraine.pelias@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.
- Claire Tusoy; [claire.tusoy@msugensan.edu.ph](mailto:claire.tusoy@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.

# **MSU-GSC VMGO: ANALYSIS ON THE ASSESSMENT ON AWARENESS, ACCEPTANCE, PERCEPTION, CONGRUENCY, AND SATISFACTION AMONG STUDENTS**

**Glinogo Myque Ericka A., Tocaó Marhamin A., Saikol Sarah T.**

The Vision, Mission, Goals, and Objectives (VMGO) focus with institution's purposes, roles, and aspirations. The VMGO communicates the institution's reason for existing and how it seeks to serve students. This study aimed to determine the awareness, acceptance, perceptions, congruency and satisfaction of students on the VMGO of MSU-Gensan.

This study employed descriptive research design. It gathered data from all six hundred nineteen (619) 1st year to 4th year students enrolled in the Bachelor of Elementary Education at Mindanao State University – General Santos City, during second semester of S.Y. 2022-2023. Adopted survey questionnaire was used to gather the data. The statistical tools employed in the analysis were frequency distribution and weighted mean.

The result of the study revealed that the students are highly aware of the VMGO. They also highly accept the VMGO. Findings also revealed that the students generally perceive that the VMGO are clearly stated, consistent with each other, congruent to educational practices or activities, and attainable. They are also highly satisfied that the university demonstrate continuous improvement, foster skills essential to leadership roles, promotes equality of different cultures, demonstrate fulfillment through the quality education and student success and above all produces globally competitive graduates as what is stated in the institution's VMGO. This study recommended the use of assessment on the awareness and acceptance of VMGO by the university should be done periodically.

**Keywords:** vision, mission, goals, and objectives, Mindanao State University

## About the Author(s)

- Myque Ericka A. Glinogo; myqueericka.glinogo@msugensan.edu.ph; Mindanao State University – General Santos City; General Santos City.
- Marhamin A. Tocaó; marhamin.tocaó@msugensan.edu.ph; Mindanao State University – General Santos City; General Santos City.
- Sarah T. Saikol; sarah.saikol@msugensan.edu.ph; Mindanao State University – General Santos City; General Santos City

# **PARENTS' PERSPECTIVES IN THE IMPLEMENTATION OF RADIO-BASED INSTRUCTION WITH LEARNING ACTIVITY SHEETS AS DISTANCE LEARNING MODALITY**

**Aileen I. Valera, Schechem Aguinaldo, and Catherine Quenbuen**

This study focused on the parents' perspectives in the implementation of Radio-Based Instruction with Learning Activity Sheets as Distance Learning Modality in Cabales-Enarbia Srs. Integrated School. Specifically, the researchers used quantitative research design as a research method to effectively assess the efficacy of Distance Learning Modality through the use and implementation of Learning Activity Sheets (LAS) and Radio-Based Instruction as evaluated by the perceptions of the parents. The results have shown that parents had a general agreement of the system and strategies that the school had carried out for the distribution of learning Activity Sheets and they agreed on all of the metrics offered. The system of retrieval of learning modules was generally acceptable to parents except that they were asking for time extension for their children in finishing all the activities. Moreover, time allotment is perceived to be neutral. This was because parents had low response to the time allotment for the accomplishment of the activities in the learning Activity Sheets. Parents thought the activities were too many to accomplish in the given span of time. Similarly, Parents generally agreed that assessment was carried out well and parents agreed that activities are sufficient to allow learners to acquire the required competences. Also, results showed a high agreement of parents to the implementation of safety and health protocols in the school and in the community. Additionally, the findings reflect certainty and trust in the community's ability to limit the spread of COVID-19 due to the stringent adherence to health regulations established by the IATF and school authorities. Furthermore, findings showed that parents are neutral with Radio-Based Instructions' efficiency. Parents agreed that teachers are capable of maneuvering the use of RBI, however, parents are neutral with regards of understanding efficiency and interest of their children through Radio-Based-Instruction.

**Keywords:** parents' perspectives, modular distance learning, learning activity sheets, Radio-Based Instruction, Cabales-Enarbia Srs. Integrated School.

About the Author(s) (Justified, Arial, 11 font size, single space)

- Aileen Valera; [aileen.valera001@deped.gov.ph](mailto:aileen.valera001@deped.gov.ph); Cabales-Enarbia Srs. Integrated School. Philippines, Sarangani Province.
- Schechem Aguinaldo; [schechem.aguinaldo001@deped.gov.ph](mailto:schechem.aguinaldo001@deped.gov.ph); Cabales-Enarbia Srs. Integrated School. Philippines, Sarangani Province.
- Catherine Quebuen; [catherine.quebuen@deped.gov.ph](mailto:catherine.quebuen@deped.gov.ph); Cabales-Enarbia Srs. Integrated School. Philippines, Sarangani Province.

# ANALYSIS OF THE E-PORTFOLIO ANCHORED ON THE VIRTUAL EXPERIENTIAL LEARNING COURSES OF THE PRE-SERVICE TEACHERS

**Honey Lyn T. Cabal, Jessa Mae L. Gumobao**

Due to the pandemic, education was forced to shift from on-site instruction to remote learning which creates barriers for practitioners to acquire valuable knowledge in an actual school environment which is essential for their teaching practices and professional development. To alleviate this problem, the education sector uses web-based educational platforms such as webinars, EdX, and EdWeb that offer different accessible courses. This study used an in-depth document review to examine the existing data to generate concrete evidence and thematic analysis to thoroughly look at the content of pre-service teachers' e-portfolios to gain insights into how practitioners deal with the limitations of physical encounters and analyze reoccurring patterns that contain rich experiences, lessons, and reflections of pre-service teachers in the technology-related courses that they participated in during their virtual learning. Based on the findings of the study, these educational online platforms offer accessible courses that focus on the four domains of PPST, which are (1) content knowledge and pedagogy; (2) curriculum and planning; (3) community linkages; and (4) personal growth and professional development. On the other hand, there are eight emerging themes of lessons that pre-service teachers have gleaned from technology-related courses offered by EdX, edWeb, and webinars. These are: (1) advancing technology to influence teaching and learning; (2) equipping global teachers with global knowledge; (3) fostering an inclusive and globally minded learning environment to achieve global education; (4) enhancing teacher practices and student experiences through action-based research; (5) adapting to societal and technological changes to improve education quality and student success; (6) developing self-reflection to facilitate an inclusive pedagogy; (7) establishing a positive course climate to sustain students well-being; and (8) using MOOCs to improve teaching and learning experiences. Furthermore, there are five emerging themes of reflection that pre-service teachers gained from the existing practices of the cooperating schools. This includes (1) integrating technology in instructional practices enhances teachers' digital literacy; (2) maximizing learning through firsthand experiences; (3) utilizing the ADDIE model guide teachers in effective creation of lessons and materials; (4) ensuring constructive alignment in lesson planning and assessment to achieve learning outcomes; and (5) using formative assessment to keep track of the progress of students and provide feedback. The study recommends that pre-service teachers take technology-related courses on various online educational platforms to better prepare them for their future educational roles.

Keywords: PPST competencies, technology-related courses, EdX, EdWeb, webinar, pre-service teachers, and E-portfolios

## About the Author(s)

- Honey Lyn T. Cabal; [honeylyn.cabal@msugensan.edu.ph](mailto:honeylyn.cabal@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.
- Jessa Mae L. Gumobao; [jessamae.gumobao@msugensan.edu.ph](mailto:jessamae.gumobao@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.

# **CONSTRUCTIVE ALIGNMENT OF PRE-SERVICE TEACHERS' LESSON PLAN IN PRACTICE TEACHING DURING EMERGENCY REMOTE EDUCATION**

**Kim V. Silva, Lea Marie M. Magan, and Jurnelene Lei C. Ugos**

Constructive alignment (CA) is an outcomes-based approach to teaching where the objectives that pupils are supposed to achieve are laid out before the lesson starts. The study used a qualitative content analysis design to analyze the constructive alignment of learning objectives to learning methods/strategies and assessment of the 4th-year BEED pre-service teachers' lesson plans during emergency remote education. The researchers utilized the quota sampling method in selecting participants at Mindanao State University-College of Education. The 60 participants were the 4th year BEED pre-service teachers of MSU-GSC College of Education, School Year 2021-2022. Furthermore, this study's analysis was examined by three validators to determine whether the methods/strategies and assessment fully aligned with the course learning objectives and verify the accuracy of the researchers' analysis. Based on the results, it can be concluded that in terms of the level of cognitive, affective, and psychomotor domain objective, the pre-service teachers' lesson plans in practice teaching have used lower-order thinking skills (LOTS) more than higher-order thinking skills (HOTS). In creating Objectives, the pre-service teachers must follow the SMART objectives that are specific, measurable, attainable, relevant, and time-bounded; however, some of the lesson plans for pre-service teachers were not specific, measurable, and time-bounded. Further, it has been revealed that in the facet of cognitive, affective, and psychomotor domains, pre-service teachers use other variations of levels. Hence, the majority level that the pre-service teachers applied and demonstrated faces on Level 2: Understanding which shows that they got the highest percentage of the application using the Interactive method. It means that the pre-service teachers have to improve the methods/strategies that they should employ in teaching and learning processes. Consequently, considering the objectives in selecting the appropriate teaching methods/strategies shows that the result has much work to do for improvement and development. Moreover, the activities promoting the achievement of learning objectives have sufficiently shown in the methods/strategies, and it can be seen that the augment opportunities for active learning and providing favorable chances to engage with the instructional devices, teachers, and learners contribute effectively to meet the learning needs of the students. Thus, the assessment utilized by the pre-service teachers is most commonly a low-level type of assessment wherein it only targets the low-level assessment while some rarely utilize the higher-level type of assessment. Also, most of the given assessments are not varied (traditional and non-traditional), so there is a need for reconstruction towards presenting the lesson in a manner of a traditional and non-traditional way. Lastly, it is found that out of 60 lesson plans of the pre-service teachers, only 3% are aligned, and 97% are recognized as misaligned. It has been revealed that it is strongly recommended that the Pre-service teachers need training/workshop when it comes to the application of constructive alignment process using the Constructive Alignment Rubric in crafting lesson plans. Therefore, the Department of Education (DepEd) must also secure the alignment of their teacher's guide and manual before dispensing it to the teachers to witness the changes that this approach could shape in the field of education.

Keywords: Constructive Alignment, Constructive Alignment Rubric, Objectives, Methods/Strategies, Assessments, Lesson Plan, Pre-service Teacher.

About the Author(s)

· Kim Silva; [kim.silva@msugensan.edu.ph](mailto:kim.silva@msugensan.edu.ph); Mindanao State University - General Santos City Campus; General Santos City.

· Lea Marie Magan; [leamarie.magan@msugensan.edu.ph](mailto:leamarie.magan@msugensan.edu.ph); Mindanao State University - General Santos City Campus; General Santos City.

Jurnelene Lei Ugos; [jurnelenelei.ugos@msugensan.edu.ph](mailto:jurnelenelei.ugos@msugensan.edu.ph); Mindanao State University - General Santos City Campus; Gener

# ALTERNATIVE LEARNING SYSTEM PROGRAM COMPLETERS DURING THE PANDEMIC: A CASE STUDY IN GENERAL SANTOS CITY

**Kyzyl G. Bedan, Hannah Mariez M. Legarda, and Charmaine Jade Ynot**

The pandemic led to ALS learning center closures and the shift to remote learning, presenting challenges for ALS learners. Limited technology access, unstable internet, and digital literacy were major barriers to effective remote learning, especially in disadvantaged communities. This study aimed to determine the factors that contribute to the success of learners in completing the ALS program during the Covid-19 pandemic. This study employed a case study research design. It interviewed ten (10) accessible students who completed their Junior High School in the ALS program in General Santos City S.Y. 2021-2022. These participants were interviewed to gather information. The data in this study were analyzed using thematic analysis. The result of the study revealed that the learners in the Alternative Learning System (ALS) program successfully finished their basic education with the influence of self-motivation, family support, and involvement, with the assisting surrounding community, and stakeholders. This study concluded that the ALS program is a valuable opportunity for learners to overcome obstacles and achieve educational goals. Hence, this study suggested enhancing the ALS program's effectiveness, supporting teachers and learners, and fostering inclusivity and acceptance within society.

**Keywords:** Alternative Learning System (ALS) program, learners, challenges, influence, basic education

## About the Author(s)

·Kyzyl G. Bedan; [kyzyl.bedan@msugensan.edu.ph](mailto:kyzyl.bedan@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.

·Hannah Mariez M. Legarda; [hannahmarriez.legarda@msugensan.edu.ph](mailto:hannahmarriez.legarda@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.

·Charmaine Jade Ynot; [charmainejade.ynot@msugensan.edu.ph](mailto:charmainejade.ynot@msugensan.edu.ph); Mindanao State University – General Santos City Campus; General Santos City.

# ADDRESSING ENVIRONMENTAL CONCERNS; CLIMATE CHANGE, AND MENTAL HEALTH PANDEMIC-RELATED STORIES: A NARRATIVE INQUIRY OF PRE-SERVICE TEACHERS

Melody G. Squadra, Joseph L., and Lyka Anvelaine B.

The pandemic brought severe changes to the life of pre-service teachers. Hence, the researchers delve into unlocking the pre-service teachers' mental-health pandemic story and environmental concerns. The researchers used a qualitative narrative inquiry research design in 10 BEED pre-service teachers. The result of the study revealed that the concerns of students in the state of the planet are (1) damage to property brought by the extreme climate, (2) the risk to livelihood, (3) loss of biodiversity, (4) health risk, (5) ignorance of waste management, (6) disaster risk, (7) distress due climate change related exposure, and (8) conversion of mountains to commercial land and transportation. The reflections regarding their experiences with their mental health and connections to the environment were (1) environmental reciprocity, (2) nature as a source of life, (3) taking responsibility for the environment, (4) opportunities in challenges, (5) sensitive to others (6) quitting is not an option. In dealing with climate change and current world conditions during the pandemic, they experience (1) traffic discomfort, (2) exposure series of killings in the community, (3) sexual harassment and abuse, (4) online learning difficulty, (5) financial problems, (6) forced to work, (7) limited movements, (8) worried to a family member, (9) self-harm and suicide, (10) cyberbullying, and (11) loss of interest and (12) self-care. The pre-service mental health strategies are (1) cutting relationship ties, (2) medical attention, (3) recreational and leisure activities, (4) confiding secrets, and (5) online deactivation.

Keywords: mental health, climate change, Covid-19 pandemic, structural narrative analysis

## About the Author(s)

- Melody G. Squadra; melody.squadra@msugensan.edu.ph; Mindanao State University
- Joseph L. Navasca; joseph.navasca@msugensan.edu.ph; Mindanao State University
- Lyka Anvelaine B. Lorente; lykaanvelaine.lorente@msugensan.edu.ph; Mindanao State University

# OVERCOMING STRESSORS: STUDENTS' MENTAL HEALTH KNOWLEDGE AND STRATEGIES DURING EMERGENCY REMOTE EDUCATION

Norbana M. Belgadiel, Omar M. Mamasabala, and Floryan B. Sultan

Students' mental health knowledge is essential as it may help them develop not only relevant abilities but also the proper attitude for preventing and dealing with mental problems. The goal of this study was to explore the students' mental health knowledge, strategies, and recommended strategies, activities, and programs to protect mental health during emergency remote education (ERE). Both quantitative and qualitative research design were used in this study. Participants for this research were ninety-four (94) 3rd year Bachelor of Elementary Education students of Mindanao State University, General Santos City, during the school year 22021-2022. A set of questionnaires was utilized and adapted to identify the students' extent of knowledge about mental health. The researchers did a document review to determine the students' strategies that protected them during the pandemic. The quantitative results of this study were described using frequency count and percentage while the qualitative data were analyzed using thematic analysis to identify the themes. The result of the study's quantitative design revealed that most of the students are highly knowledgeable about mental health. The qualitative design revealed six (6) strategies and seven (7) recommended strategies, activities, and programs that were utilized and suggested by the students during Emergency Remote Education (ERE). As a result, the study suggested that students should be more knowledgeable about mental health, apply variety of strategies to protect mental health, and actively participate in different mental health activities.

**Keywords:** stressors, mental health, emergency remote education

## About the Author(s)

- Norbana M. Belgadiel; norban.belgadiel@msugensan.edu.ph; Mindanao State University-General Santos City Campus; General Santos City.
- Omar M. Mamasabal; omar.mamasabala@msugensan.edu.ph; Mindanao State University-General Santos City Campus; General Santos City.
- Floryan B. Sultan; floryan.sultan@msugensan.edu.ph; Mindanao State University General Santos City Campus; General Santos City.

# **PRE-SERVICE TEACHERS' ENVIRONMENTAL LITERACY AND SOCIAL MEDIA USE FOR ENVIRONMENTAL ACTION**

**Norsheva S. Macberol, Raihan A. Morsal, and Bai Sahara T. Rothem**

## **ABSTRACT**

Environmental issues such as deforestation, pollution, biodiversity loss, and climate change pose significant challenges to the planet. However, social media can play a crucial role in raising awareness and promoting sustainable development. Social media can help educate the masses about environmental issues, their causes, and potential solutions. By harnessing the power of social media, pre-service teachers can advocate for sustainable practices to influence others in a similar goal towards protecting the environment.

This study aimed to identify the environmental literacy of the pre-service teachers in terms of environmental awareness, attitudes, and pro-environmental behavior, as well as the level of their social media use for environmental actions. Furthermore, to investigate the relationship between pre-service teachers' environmental literacy and their use of social media for environmental action.

This research employed descriptive correlational research design. An adapted environmental literacy scale and modified social media use for environmental action scale was used and answered by 400 randomly selected BEED pre service teachers from the College of Education in Mindanao State University-GenSan. The data were statistically analyzed using SPSS 23.

The results revealed that the pre-service teachers have a high level of environmental literacy, indicating their strong understanding and knowledge of environmental concepts, issues, and practices. The pre-service teachers have a high level of social media use for environmental actions, demonstrating their active involvement and utilization of online platforms to promote and support environmental causes, awareness, and initiatives. The environmental literacy of the pre-service teachers are influenced by their social media use and vice versa. The way preservice teachers engage with social media platforms impacts their knowledge, attitudes, and behaviors towards the environment, while their existing environmental literacy also shapes their behaviors on social media.

Further, this study suggest that the University should incorporate and strengthen the Sustainable development Goal (SDG) during the strategic planning. Teachers should design lessons that incorporate ecology and organize project based program that will promote environmental literacy. Pre-service teachers should use social media to raise awareness of local and global environmental issues.

**Keywords:** Environmental literacy, knowledge, awareness, attitudes, behaviors, pre-service teachers, social media

About the Author(s):

- Norsheva S. Macherol; norsheva.macberol@msugensan.edu.ph; Mindanao State University-General Santos City Campus, Philippines, General Santos City
- Raihan A. Morsal; raihan.morsal@msugensan.edu.ph; Mindanao State University-General Santos City Campus, Philippines, General Santos City
- Bai Sahara T. Rothem; baisahara.rothem@msugensan.edu.ph; Mindanao State University-General Santos City Campus, Philippines, General Santos City

## PRE-SERVICE TEACHERS' KNOWLEDGE, ATTITUDES, AND BEHAVIORS TOWARDS FAKE NEWS-SHARING ABOUT COVID-19

Noraiha T. Linog, Eurasia May D. Romano, Lexter Neil O. Unos

Due to the constant unlimited availability of data that is proving to be valuable in this time of digital information stream, everyone may exchange various information related to any subject and in any method they desire. As a result, fake news, disinformation, and conspiracy theories have grown common in the era of social media and have risen since the onset of the COVID-19 epidemic. This descriptive-correlational quantitative study aimed to measure the significant relationship among the level of knowledge and the level of attitudes, as well as the behavior towards fake news-sharing about COVID19. This study has randomly selected one hundred seventy (170) Bachelor of Elementary Education major in General Education and Bachelor of Secondary Education pre-service teachers from the College of Education in Mindanao State University-Gensan. The study also applied statistical treatment such as the Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis. The findings of the study revealed that the pre-service teachers have a moderate level of knowledge; favorable attitude; and very high level of behavior towards fake news-sharing about COVID-19. Moreover, the result showed that the attitudes of the pre-service teachers significantly influence their knowledge and behavior while knowledge does not significantly influence their behaviors. It also revealed that only the attitudes of the preservice teachers can significantly predict their behavior of pre-service teachers towards fake news-sharing about COVID-19. This study recommended that the College of Education must continue to implement programs such as webinars, symposiums, and workshops that would help the pre-service teachers determine factual information about the general knowledge on COVID-19 news.

**Keywords:** fake news-sharing, COVID-19, knowledge, attitudes, behaviors, pre-service teachers, social media

### About the Author(s)

- Noraiha T. Linog; noraiha.linog@msugensan.edu.ph; Mindanao State University General Santos City Campus; General Santos City.
- Eurasia May D. Romano; eurasiamay.romano@msugensan.edu.ph; Mindanao State University- General Santos City Campus; General Santos City.
- Lexter Neil O. Unos; lexterneil.unos@msugensan.edu.ph; Mindanao State University- General Santos City Campus; General Santos City.

# TELEGRAM PLATFORM FOR STUDENT ENGAGEMENT AND MOTIVATION DURING EMERGENCY REMOTE EDUCATION: STRUCTURAL EQUATION MODELING

Ivan Jane M. Acero. Cristia Fema P. Bretaña, Gneissophie Mabelle P. Marcelino

Educational institutions worldwide embraced various technologies to enable remote learning. Virtual classrooms, video conferencing tools, learning management systems, and online collaboration platform became crucial for delivering instruction, facilitation student-teacher interactions, and fostering collaborative learning. However, despite these obstacles, the schools managed to continue its operations, in an effort to find a suitable approach for the circumstances, such as limited face-to-face interactions and remote learning. Telegram platform was utilized for emergency remote education (ERE). Using structural equation modeling, this study aimed to determine the telegram platform for student engagement and motivation during emergency remote education.

Furthermore, this study aimed to determine the best fit model showing the interrelationships among the acceptance, usability, and satisfaction of telegram platforms for student engagement and motivation during emergency remote education. A quantitative design was used to assess the impact of the platform on students' engagement and motivation. Researchers used the descriptive survey method to investigate the extent of acceptance, usability, and satisfaction of the telegram platform for student engagement and motivation during ERE among BEED students of Mindanao State University – Gensan campus. Non-Probability Purposive Sampling was utilized as a sampling technique. This study used both descriptive and structural equation modeling to analyse the gathered data. Results showed that telegram platform has been highly accepted and rated for its usability, satisfaction, engagement, and motivation in emergency remote education.

This study found a significant relationship between acceptance, usability, satisfaction, and motivation in the use of telegram platform. On the other hand, this study suggests that students, teachers, and schools can use the platform as a learning management system for submitting reports, and delivering instructions. The findings will help the future educators understand the difference between traditional teaching methods and develop new, appropriate interventions.

**Keywords:** telegram platform, student engagement, motivation, structural equation modeling

### About the Authors

- Ivan Jane M. Acero; ivanjane.acero@msugensan.edu.ph; Mindanao State University – General Santos City campus; General Santos City
- Cristia Fema P. Bretaña; cristiafema.bretaña@msugensan.edu.ph; Mindanao State University – General Santos City campus; General Santos City
- Gneissophie Mabelle P. Marcelino; gneissophiemabelle.marcelino@msugensan.edu.ph; Mindanao State University – General Santos City campus; General Santos City

## **TEST CONSTRUCTION ANALYSIS: EVALUATION OF MULTIPLE-CHOICE QUESTIONS OF PRE-SERVICE TEACHERS**

**Anatrisha C. Apiag, Rechil B. Dumaboc, Jaimaica G. Enad**

Test construction is an art of planning, preparing, administering, scoring, statistically analyzing, and reporting test results. Multiple-choice test item is an excellent format for testing student cognitive achievement at most levels of schooling and at all levels of the cognitive taxonomy. This study aimed to analyze the test construction of multiple-choice questions by pre-service teachers. This study employed descriptive research design to describe and determine the confidence of pre-service teachers constructing multiple-choice test, and quality of the test items they constructed. It involved the analysis of thirty (30) multiple-choice test questions that were created by the pre-service teachers. The data were analyzed using the criteria of item difficulty, discrimination, distractor analysis and guidelines in constructing multiple choice test. The results showed that the pre-service teachers have a high level of confidence and in following the guidelines in constructing the multiple-choice test questions however, some questions received lower weighted means, suggesting that respondents may be less confident in certain areas. Furthermore, the overall reliability of the questionnaires that were made by the pre-service teachers were acceptable. The study underscores the importance of teacher competence in test construction and highlights the need for pre-service teacher training programs to incorporate instruction on test construction skills. Hence, the study recommends that pre-service teachers should receive further instruction and training on test construction to enhance their skills in developing quality test items.

**Keywords:** assessment, multiple-choice questions, pre-service teachers, test construction

### **About the Author(s)**

- **Anatrisha Apiag;** [anatrisha.apiag@msugensan.edu.ph](mailto:anatrisha.apiag@msugensan.edu.ph); Mindanao State University- General Santos City Campus; General Santos City.
- **Rechil Dumaboc;** [rechil.dumaboc@msugensan.edu.ph](mailto:rechil.dumaboc@msugensan.edu.ph); Mindanao State University- General Santos City Campus; General Santos City.
- **Jaimaica Enad;** [jaimaica.enad@msugensan.edu.ph](mailto:jaimaica.enad@msugensan.edu.ph); Mindanao State University - General Santos City Campus; General Santos City.

# THESIS RIGHT RESEARCH WRITING BOOT CAMP: LINK AMONG RESEARCH SKILLS, ATTITUDES, AND ANXIETY OF PRE-SERVICE TEACHERS

Sheena Marie Garao, Al Owenn Omapas, Dianna Mae Tiongson

Thesis Right Research Writing Boot Camp is a semester long research writing boot camp conducted by the College of Education- Bachelor of Elementary Education Department in Mindanao State University-General Santos City to equip and inspire young researchers to write research paper. The purpose of this study is to determine the level of satisfaction of pre-service teachers on the Thesis Right Research Writing Boot Camp and the link among their research skills, attitudes, and anxiety. This study employed a correlational research design. The respondents of this study were the one hundred thirty-six (136) BEED pre-service teachers who were enrolled in the CPE108 Research Methods course during the Second Semester of the Academic Year 2021-2022. The respondents were determined through purposive sampling. An adapted survey questionnaire were used to gather the data needed. Frequency count, percentage rate, weighted mean, Pearson Products-Moment Correlational Coefficient, and Multiple Regression were used to analyze the data. The results showed that the pre-service teachers were very highly satisfied on the Thesis Right Research Writing Boot Camp. Also, they have very high level of perceived research skills, research attitudes, and research anxiety. It also revealed that there is no significant difference between the mean scores in the pre and post evaluation on their research skills and research attitudes. However, there is a significant difference in the research anxiety and overall results. The results further revealed that research skills of pre-service teachers significantly influence their research attitudes but not their research anxiety. Whereas, their research attitudes significantly influence their research anxiety. However, there is a significant relationship on the impact in the level of their research skills and attitudes to their anxiety. This study recommended that research uphold a human-centered pedagogy to lessen or decrease the level of research anxiety of pre-service teachers.

**Keywords:** level of satisfaction, thesis right research writing boot camp, research skills, research attitudes, research anxiety, pre-service teachers, Mindanao State University-General Santos City

## About the Author(s)

- Sheena Marie O. Garao; sheenamarie.garao@msugensan.edu.ph; Mindanao State University – General Santos City Campus; General Santos City.
- Al Owenn C. Omapas; alowenn.omapas@msugensan.edu.ph; Mindanao State University – General Santos City Campus; General Santos City.
- Dianna Mae A. Tiongson; diannamae.tiongson@msugensan.edu.ph; Mindanao State University – General Santos City Campus; General Santos City.

# TRACER STUDY OF MINDANAO STATE UNIVERSITY GENERAL SANTOS CITY GRADUATES BATCH 2018

Sumaya M. Dalandang, Melissa J. Sammah, Alaizamie S. Wahab

HEIs focus on aligning graduates' skills with global labor market demand, producing excellent graduates for long-term growth and local and global employment. This study aimed to trace the performance of graduates of Mindanao State University, General Santos City, from the class of 2018. A descriptive survey study design was utilized in the study with a random sample of two hundred fifty-one (251) graduates of Batch 2018. They were chosen through a random sampling technique. An adapted survey questionnaire was used to gather the needed data for this study. The researchers utilized frequency distribution, weighted mean, and F-tests to interpret the gathered data. Based on the findings, the majority of the respondents are female, single, aged 24-25 years old, Cebuano, Education and Social Sciences and Humanities Degree holders, specializing in BEED-General Education and Filipino, and Licensed Professional Teachers. Moreover, most of the respondents are permanent in their jobs, with a monthly income of 15,000 to less than 20,000 as their present job is teaching with a present position in the field of education. They work under the national government and they belong to the education industry. Furthermore, they are moderately satisfied with their job as their length to land the first job is less than a month after graduation. As to their job performance, it implies that they are good in the field of their work as their previous job is teaching. The graduates' assessments of their degree of their match of field and relevance to their employees are highly matched and highly relevant. The work-related needs that most of them experienced are a lack of relevant training and work experience opportunities. It was also found that their level of satisfaction as employees at their present work assignment in terms of the utility and fit of the employees' training to their job tasks was highly satisfactory. In addition, the influence on the level of satisfaction, usefulness, and match between the personal attributes and skills of the graduates was not significant. On the other hand, there is a significant difference in the perceived relevance of the curriculum of the graduates when grouped according to their profile. Also, there is no significant difference in the perceived match of the degree of the graduates when grouped according to their employment profile. It is recommended that Graduate tracer studies be conducted frequently, at least every other year, and should cover a wider range of graduates from prior years in order to establish more reliable data that represents the employability of the graduates.

**Keywords:** tracer study, employment status, job, skills, mismatch, job market

#### About the Author(s)

- Sumaya M. Dalandang; [sumaya.dalandang@msugensan.edu.ph](mailto:sumaya.dalandang@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.
- Melissa J. Sammah; [melissa.sammah@msugensan.edu.ph](mailto:melissa.sammah@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.
- Alaizamie S. Wahab; [alaizamie.wahab@msugensan.edu.ph](mailto:alaizamie.wahab@msugensan.edu.ph); Mindanao State University-General Santos City Campus; General Santos City.



DIVERSITY, EQUITY, INCLUSION

### OFFICIAL PARTNERS

