



LUZ Y SABER



Luz *y* Saber

Luz y Saber is an open access semiannual international scholarly journal of the Colegio de San Juan de Letran. It seeks to provide a platform for original, peer-reviewed academic and scholarly articles which is multidisciplinary and interdisciplinary in scope. It welcomes theoretical, conceptual, and empirical papers, reviews and meta-analysis that combine a wide range of quantitative and qualitative approaches to research. Luz y Saber is a refereed journal; however, the opinion and accuracy of information in the published articles are the responsibility of the authors and not of the editorial staff.

Asst. Prof. Louie Ian B. Mariano, MEN
Editor-in-Chief

Colegio de San Juan de Letran – Manila, Philippines

Dr. Michael Angelo Cortez
Dr. Katherine Tucker
Dr. Ahmad Ilyas Rushdan
Asst. Prof. Dr. Dina Pen, Ph.D
Dr. Ruth A. Ortega-Dela Cruz, Ph.D
Dr. Michael D. Pante
Dr. Glen R. Mangali, PhD
Dr. Sheryl S. Biscocho, PhD
Asst. Prof. Franz Jude Abelgas
Asst. Prof. Herman Briñas

Ritsumeikan Asia Pacific University, Japan
University of Massachusetts Lowell, USA
Universiti Teknologi Malaysia, Johor Bahru
Svay Rieng University, Cambodia
University of the Philippines – Los Baños
Ateneo de Manila University Loyola Heights Campus
Marikina Polytechnic College
National University – Pasay City
Colegio de San Juan de Letran – Manila, Philippines
University of Batangas, Philippines

Mr. Dominic Enrique Sarip
Managing Editor

Colegio de San Juan de Letran – Manila, Philippines

Ms. Ma. Viel Cerize T. Antazo, MAT-EL, LPT
Mr. Francis Braganza
Copyright Editor

Colegio de San Juan de Letran – Manila, Philippines
Colegio de San Juan de Letran – Manila, Philippines

Luz *y* Saber

Volume 17 Issue 2

April 2025

Luz *y* Saber

Volume 17 Issue 2

April 2025

CONTENTS

- 5 **The Use of Choice Boards in Differentiating Instruction and Developing Student Agency**
Cathlea N. Tongco, Catherine Joyce L. Escurel, May Anne E. Mudlong
- 12 **Pagdalumat sa Konsepto ng Paghihirap ng mga Mag-Aaral na Nasa Unang Taon Ng Colegio de San Juan de Letran – Manila**
Jess Christian M. Beronio, Alethea Patricia Del Castillo-Arenillo
- 16 **A Quantitative Study on Jargons in Research Outputs as Basis for Syllabus Development**
Thomas Eric C. Paulin, Enrico O. Lopez, Ernesto DC. Dondriano

THE USE OF CHOICE BOARDS IN DIFFERENTIATING INSTRUCTION AND DEVELOPING STUDENT AGENCY

Cathlea N. Tongco¹, Catherine Joyce L. Escurel,¹ May Anne E. Mudlong¹

¹Faculty Member, Elementary and Junior High School Department

ABSTRACT

Students possess distinct characteristics brought by genetics and life and educational experiences, so teachers assume and recognize the students' individual differences having various interests and levels of preparation. Hence, students with diverse learning styles necessitate differentiated education. Self-determination theory states that autonomy, relatedness, and competence are needed for growth and integration. Several studies also show that when students have a choice in learning, there is positive student engagement and self-motivation. This qualitative study intended to describe and relay the perceptions of students on the use of choice boards as a tool for differentiating instruction and developing student agency. Its design is phenomenological, following ethical standards in data collection and focusing on the experiences of Grade 9 students from Colegio de San Juan de Letran – Manila. The study revealed the perceptions of students as they use choice boards in science manifesting three themes: a plethora of options and opportunities, choosing to win, one choice at a time, and students as managers of their own learning. The study also revealed that students can be overwhelmed due to the many options on the choice boards. Nevertheless, they become more responsible in planning for their learning. These imply the need for teachers and students to carefully plan the activities and tasks that will be included in the choice boards so they will be more effective in developing student agency and differentiating instruction.

Keywords: choice boards, differentiated instruction, student agency, learning styles

INTRODUCTION

Students possess distinct characteristics influenced by their genetics and life experiences. Their diverse learning needs correspond to these traits (Understanding Diverse Learning Needs, 2017). Teachers recognize these differences when students enter the classroom. Each student has a preferred learning method, unique interests, and varying levels of preparation. As a result, diverse learning styles necessitate differentiated instruction.

Differentiated instruction involves using various strategies tailored to students' interests, readiness, and learning profiles. It enhances self-determination, intrinsic motivation, and the overall learning process. Teachers can modify the curriculum by adjusting content, learning methods, environments, and expected outputs. Differentiation considers factors such as learning styles, grouping, and classroom environments (Wesely, 2021). Providing students with choices fosters trust, motivation, and self-confidence. Moreover, incorporating student voice promotes democracy and contributes to inclusive schools (Brennan, 2019).

Student agency refers to the ability to manage one's own learning by taking an active role (Danley & Williams, 2020). Rooted in Piaget's constructivist theory (Piaget, 1967), agency emphasizes learning through actions and the adaptation of knowledge structures. Bandura (2001) highlights that agency enables self-development, adaptability, and self-renewal. Student agency provides learners with control and authority over their education, shaping both their learning process and outcomes. Falk and Dierking (2002) explored free-choice learning, where students decide what, where, and with whom they learn. Meaningful choices significantly impact student engagement and motivation (Danley & Williams, 2020).

When students have choices, their self-motivation increases (Theesfeld, 2021). According to self-determination theory, three essential needs—autonomy, relatedness, and competence—drive growth and integration (Cherry, 2021). Research indicates that choice in learning enhances engagement and motivation when students associate these elements with autonomy, relatedness, and competence (Katz & Assor, 2007; Beymer & Thomson, 2015). Conversely, controlling environments negatively affect intrinsic motivation by undermining these needs (Deci & Ryan, 2002; Ryan & Weinstein, 2009; Davis, 2018).

Teachers can offer choice in several ways, such as providing a selection of resources, using choice boards, or implementing learning menus. Choice boards allow students to select from a range of teacher-curated activities, promoting

moderate self-direction. More advanced students can be given additional autonomy, choosing the sequence of their tasks within a lesson or across multiple lessons. This approach allows students to engage in different projects simultaneously based on their chosen order.

The key to effective choice boards is ensuring all options lead to the same core understanding of a topic or skill. Parallel choices must be equally challenging and encourage high-level thinking to prevent students from selecting tasks based on ease. For classrooms with a wide range of abilities, multiple choice boards can be created to match different readiness levels while maintaining equivalent levels of choice. This ensures all students, regardless of ability, engage in meaningful learning. Thus, choice boards serve as a powerful tool for differentiating instruction and fostering student agency.

This qualitative study aims to describe the perceptions of Grade 9 students at Colegio de San Juan de Letran – Manila on using choice boards for differentiating instruction and developing student agency. The research question, "How effective are choice boards in differentiating instruction and developing student agency?" will be addressed in this study.

Specifically, it sought to answer the questions,

- How do students describe the use of choice boards as a form of addressing their readiness, interests, and learning styles?
- How do students perceive the effectiveness of the use of choice boards in developing their self-motivation and self-determination?
- How do students perceive the use of choice boards in managing their own learning?

METHODOLOGY

Research Design

The phenomenological design of the qualitative research approach was used to develop an understanding of the students' insights regarding the use of choice boards as a tool in differentiating instruction and developing student agency, focusing on the experiences of Grade 9 students from Colegio de San Juan de Letran – Manila. Phenomenology was chosen as the research method because, according to Creswell (2009, as referenced in Padilla-Diaz, 2015), phenomenology is employed when a study tries to fully comprehend subjective human experiences and perceptions that are shared by a group of people.

Along with this premise, the goal of this study was to describe and convey students' perspectives on the use of choice boards.

The role of the researchers in this qualitative research is to attempt to access the thoughts and feelings of the participants without personal bias, assumptions, and/or subjectivity. The researchers are full-time faculty members of the Junior High School Level of Colegio de San Juan de Letran – Manila. One of the researchers is the Science Coordinator of the Basic Education Department of the Colegio and has been teaching Science for 17 years in the said school. The other researchers have been teaching Science for more than ten years in the same institution.

Recognizing the need of being open to other ideas and viewpoints, as well as putting aside personal biases that can influence how they interpret the findings, the researchers used techniques including triangulation and focus-group discussions to ensure the study's objectivity (Krueger, 2009 as mentioned in Mangali and David, 2017).

Research Sampling

The participants were chosen since they are the students of the research's major proponent and have been exposed to tasks since elementary grades. The researchers identified students from different academic standing in the class. The participants were given a letter of consent to inform their parents about the study. The parent's signature on the letter of consent indicates that they are allowing their son or daughter to participate in the study, as well as a guarantee of the confidentiality of the information acquired. The consent letter also detailed the date, time, and location of the focus group sessions. Prior to the actual interview, the researchers required the participants to sign a consent form acknowledging their participation in the study.

There were eight (8) participants in this study, one session of focus group discussion was held via Google Meet on February 21, 2022. All of the participants were Grade 9 students of the Elementary and Junior High School Level of Colegio de San Juan de Letran, a private school in Manila. Since the COVID-19 pandemic caused the school to move to online/modular learning modalities, students attend lessons online (synchronous) and perform activities offline (asynchronous) through the Colegio's Let's Flex Program.

Instrumentation and Data Collection Procedures

The data gathering method used by the researchers was qualitative interviewing. In order to collect relevant data, this study created a two-part research instrument. The initial step is to collect baseline data on the participants' information, often known as "robotfoto." The semi-structured interview guide, which acts as the primary data source, is the second section. During the interview, an "aide memoire" was utilized as a guide for the participants. 2007 (de Guzman and Tan, 2007)

The parents of the intended participants were given a consent letter, which was later obtained to document that the parents consented to their children being included in the study. Students who had their parents' permission to participate in the study were interviewed as part of a focus group discussion. The researchers utilized open-ended questions and a non-directive interviewing method to provide participants the freedom to pace themselves and gain clarity on the topic matter at hand. In addition, to clarify some information from the participants, a more directive style of inquiry was used. During the interview, the researchers video- and audio-recorded the participants' responses, as well as took some handwritten notes (McLafferty, 2004). To elicit more information, more probing inquiries were utilized.

The acceptability of the questionnaire was established by consulting experts on how they felt about filling it out. The central question is, "How effective are choice boards in differentiating instruction and developing student agency?". While the subquestions are: a. "How effective are choice boards in differentiating instruction and developing student agency?" b. "How do students perceive the effectiveness of the use of choice boards in developing their self-motivation and self-determination?" c. How do students perceive the use of choice boards in managing their own learning?

Strategies in Analyzing and Validating the Findings

The focus group discussion's recorded interview was transcribed. From the transcripts, noteworthy statements and phrases that clearly characterize students' experiences in using choice boards were extracted. The identified statements and phrases were interpreted in a variety of meanings. The meanings were grouped and categorized into themes, which evolved into theme clusters and

then theme categories. To do a preliminary analysis, a color-coded method was employed to identify specific themes/categories (Creswell & Miller, 2000)

Ethical Considerations

Guidelines on ethical standards for qualitative research are followed to ensure that the study met ethical standards. The Basic Education Department of Colegio de San Juan de Letran received ethics approval for the study. The nature of the research study and the procedures for acquiring data were explained to the study participants. To preserve confidentiality, any personal information was not asked of the participants. The following principles of ethical behavior, as indicated by American Counselling Association (2014), were practiced throughout the study: autonomy (freedom of the participants), fidelity commitment and trust, nonmaleficence (causing no harm), and veracity (truthfulness). These principles were applied to protect the rights of the participants.

FINDINGS AND DISCUSSION

The purpose of this study was to describe and convey the perceptions of grade 9 students at Colegio de San Juan de Letran – Manila on the use of choice boards as a strategy for differentiating instruction and developing student agency. The responses of the participants gave this study focus and bearing, resulting in a profound understanding of this phenomenological study. Each participant in this study expressed their ideas attributed to the use of choice boards in differentiating instruction and developing student agency. The research question, "How effective are choice boards in differentiating instruction and developing student agency?", as well as the sub questions, were addressed in this study.

After a thorough coding and analysis, codes were identified, and three (3) themes emerged from the focus group discussion.

Theme 1: A Plethora of Options and Opportunities

Since there are different ways of using and creating choice boards, it offers a huge number of options that students can choose from. In the study, the teacher created choice boards as a teaching strategy and for assessment, in which students are allowed to choose learning activities and tasks that cover multiple intelligences and learning styles of students, without compromising the learning competencies in the topics. Hence, choice boards gave students the option of learning a subject or concept "how" they desire. As a result of this liberty, students became more responsible, accountable, and independent in their studies. It also allowed the students to work on the activities at their own pace.

As LA shares, "Choice boards are effective in differentiating instructions and developing student agency. It's effective in differentiating instructions because with the choices available, we can best choose the one we are most interested in. On the other hand, it's effective in developing student agency because we are given the upper hand to choose what task we want to do. Therefore, we get the chance to choose what we're mostly good at. We get to express and enhance how we want to do a certain task. Choice boards do not make it feel like we're stuck with a project we're not good at/or a project we don't know how to do."

RB adds, "Choice boards are effective in a way that we can be independent, responsible, and self-aware while learning. It will also avoid the pressure since we can work at our own pace which determines our capacity to set a goal and act responsibly."

Cassie mentions, "Choice boards are effective because it provides us with the power to choose how to learn a particular subject or a particular concept. It gives us the freedom to be more responsible, and most especially independent in our learning. It also...it also allows us to work on our activities on our own way"

Anjhe says, "The use of choice boards are effective when it comes to differentiating instruction and developing student agency. This is because it tailors tasks to fit what a certain students can do. It presents different options and requires different skill sets, which offers an even wider selection. Choice boards also develop a sense of responsibility to a student, as they do get to choose and are in control on how they want to act upon it. They set goals that fit their standards, while also making sure that their grades can remain in good numbers. Sometimes, students

even decide on challenging themselves and their limits to see what new thing they can acquire from a task that they don't....they would normally not choose."

Marie quips, "Ahh..I think choice boards are one of the more effective ahhh..methods to uhhhmm..gain their own pace. And ah..it's a more refreshing refreshing take a take on science in general, it allows the student to get more freedom and creativity and honestly that's I think that's what most people need nowadays. It's creativity and innovation. Ahhh...ahhhh...It ah again, as my previous colleagues, classmates mentioned ah, it really does help the student ah set their own standards. And yeah, that's that's pretty much it. You know, freedom.. creativity. That's like the two main things a student and an adult..ahh..a student needs in their future."

Choice boards can also be used to detect and then use student interests and preferences to encourage active learning and involvement. The possibilities for what to include are endless and adjustable, regardless of what grade level or subject a teacher teaches.

Cassie tells, "I would describe it as a simple strategy of teachers that they can use to provide their students choices in the kind of activities they're going to complete. The teacher would specify which activities students are going to choose from, then their student gets to choose anything from the several sets of options given by the teacher."

Anjhe communicates, "I would say choice boards are very efficient in maintaining my readiness, interest and learning styles and gives me the chance to take control on how I want to approach the activity and presents me other options when I cannot do a certain activity because of some lacking abilities."

As Marie remarks, "Ahhh.. choice boards make me feel more independent and free. Unlike ah.. in a normal task where you just feel like you're in an enclosed space, I don't really have much to say about the enclosed space, but in choice boards, I get to have more ahhh..I get, I get to do it on my own terms. It keeps me interested, like my other classmates said."

Above all, choice boards provided options that addressed the students' diverse intelligence. Rather than assigning the same tasks for each topic, choice boards were designed to tap into students' intelligence and even uncover hidden abilities and interests. The choice boards gave the students the opportunities to explore and discover more about themselves.

Just like what RB mentions, "Choice board gives us the opportunity to explore and discover more of themselves."

Cassie adds, "The choice boards give me an opportunity to express my knowledge, especially my talent."

And Anjhe tells, "The choice board actually gives me the opportunity to further express my interest, talents and knowledge. This is because if a certain task in the choice board sparks my interest, I am motivated to do my best and usually makes me think of ways I can incorporate something new to what I already know to do. For example, our science lesson in inheritance in which one of the options were to write a story. I first intended to write just one page. But in the end i i wrote on three pages other other quick pace at that"

When students are given the option to choose tasks, they choose activities or assessments that reflect their learning styles, knowledge, interests, expertise, capabilities, and those which they have experienced doing given the limited time and resources they have.

As what RB cites, "I select the activities I will do from the choice board by choosing which among the choices is my expertise or which I can apply/use my best skills." I consider these factors when choosing activities from the choice board:

- Amount of time that I will spend doing the activity
- Easiness of the task; and
- Where I can apply my creativity without using too many materials"

Marie reveals, "There are only two questions when it comes to picking ahhh.. what tasks I should do. It's.. am I more knowledgeable on this aspect? And am I more interested in this subject in this aspect?" Ahm, is this more easier? Is this. Is this my ah favorite more favorite part of the lesson? And is this ah.. Can this be a part of my ah, can this be time manageable"

Anjhe expresses, "Most of the time I consider the level of difficulty and how fast I can do a task without sacrificing the quality of the output, especially since tasks pile up quickly by that day of the week."

Letting the students do what they desire instead of what has been decided for them is more inspiring (Yarborough, C. B., & Fedesco, H. N., 2020). Furthermore, if the activity is interesting or enjoyable for the students and is connected to the actual world, they are more likely to assimilate the knowledge (Briggs, 2014). However, teachers should be wary and monitor how students choose the tasks so they will not end up choosing the easier tasks repeatedly or submitting mediocre work. As Finley (2017) states in his article, "Challenging students to dig in and achieve their potential during instructional hours confronts a mighty obstacle: the principle of least effort, the idea that people apply nominal effort to achieve a basically acceptable result instead of pushing themselves in pursuit of greatness".

The students' responses reveal their suggestions as to how frequently choice boards should be used in the classroom.

RB conveys, "Use it sometimes but not often because I think the students will not be challenged if the teachers won't give them a different task anymore. So from time to time, they can use choice board so they can still express their selves, be self-aware and enjoy."

Cassie shares, "I can suggest using choice boards every near the end of every quarter. It can help the students regain the lessons, remember ever...Remember every single detail about it."

Anjhe adds, "I do suggest only doing them a few times per quarter and not all of the performance tasks. Me Like choice boards as to--- as to teach students to still try and form their work into, and help us follow what a certain instruction says."

Theme 2: Choosing to Win, One Choice at a Time

The relevance of tasks as well as their value to students is critical to increasing engagement and ownership. According to Thibodeaux, Harapnuik, and Cummings (2019), students' perceived ownership over their learning environment is an indicator of their involvement with it, especially when it is considered authentic learning. In their study, they found out that giving choice boards stimulates students' interest in learning, and that the students express their gratitude for having a choice.

As LA puts it, "My determination and motivation on tasks increase when I get to choose."

RJ adds, "Well, I perceive the effectiveness of choice boards to be as much effective because I can exert more effort without having a hard time due to the fact that I am supposed to pick what activity I'm better at and at the same time, I can learn more faster and will develop my motivation and determination to do tasks and this will carry on in the future."

RB declares, "Knowing oneself or knowing your strong points and weakness will help us develop our self-motivation and self-determination because we will know what we are good at and not."

The most important benefit is that voice and choice create a good atmosphere in the classroom that encourages students to use their knowledge in new ways and to feel respected as individuals. Students expressed their gratitude for the opportunity to choose (Coppens, 2021). As Marie divulges, "I think it's (choice boards) very effective, and it helps me become more knowledgeable." Like Marie, Cassie says, "I have a better way to express what I know and ideas I brainstorm in my mind."

Teachers may increase "student buy-in" by giving them a voice in their learning. This means that students take more ownership of themselves—in, selected assignments and are more engaged, more likely to finish activities, and have fewer opportunities to behave badly (Cantwell et al., 2017, p. 90). The study by Birdsell, et al. (2009) revealed that offering students a choice increased student motivation to some extent. They found out that rewarding

middle school students need for freedom by providing them with options resulted in more positive actions and increased self-motivation. The same realizations from students were obtained in this study.

LA conveys, "My determination and motivation on tasks increase when I get to choose."

As RJ mentions, "Well, I perceive the effectiveness of choice boards to be as much effective because we (students) can exert more effort without us having a hard time due to the fact that you are supposed to pick what activity you're better at and at the same time, we can learn more faster and will develop our motivation and determination to do tasks and this will carry on in the future of the student."

RB adds, "the activities give me enthusiasm to enjoy and learn at the same time". And "it makes us (students) active especially that the activities are our choices"

Anjhe states, "With the use of choice boards, I see that it develops more responsibilities to store students, as they have the right to choose which activity to do. choice boards also promote their interest, like writing, drawing and graphing that further motivates how they how determined they are to create their best outputs and comply within the given time."

Thessfeld (2021) underpins Alfie Kohn's Student-Directed Learning Theory in her action research on student choice and classroom atmosphere. Students should learn at their own pace, be organically driven rather than extrinsically motivated, and focus on the learning process itself, according to Kohn (2006). Students are taking control of their education and motivating themselves through their own interests, passions, and involvement. Choice has also been connected to increased student effort, task performance, and subsequent learning in the classroom. Students when given the choice of what tasks to do will look forward to doing them.

As Cassie mentions, "I always look forward to doing them."

Anjhe speaks, "I actually do look forward to doing the activities. Since I pick options that are available for me. I feel more confident in doing such tasks and feel a lot more in control and how I want to proceed."

And Marie adds, "I look forward to doing choice boards unless I'm stuck with the ah large amount of work to do."

Students, aside from looking forward to doing the tasks, feel energized, plan, and design the tasks ahead.

Anjhe comments, "the activities I choose makes me feel energized. Like creating a poster where I can try and something new like adding a video to it makes me think of what routes I can possibly take with activity."

Marie shares, "it makes me feel really energized and inspired."
And Cassie tells, "it makes me feel good and makes me think to do it again and again."

Current educational trends call for more student autonomy, or choice, in learning. Traditional teaching methods such as differentiated instruction and learning styles are being replaced with activities that encourage students to choose activities based on their interests and backgrounds. These activities tap into students' natural motivation and desires, which has a positive impact on their academic performance. When autonomous learning is examined more closely, it is discovered that there is a link between student choice and higher subject learning achievement. Instead of providing direct instruction, the teacher's duty shifts to one of support. Students' willingness to learn is completely supported in this way.

Many researchers have discovered good consequences in student achievement and motivation when giving students with autonomous learning options, whether as a classroom activity, homework, or evaluation. Smith and Geil (2016), for example, investigated how student choice influenced language arts class participation. When students were given options, the researchers discovered that they were more interested in their assignments, finished more of them, and scored higher on the unit test. Finally, Pretorius, van Mourik, and Barratt (2017) looked at how allowing students to choose their own evaluation methods improves learning results. The research was conducted to give accounting students two

compulsory assessments and two optional assessments. However, in Larsen's study in 2019, he found out that there is no significant difference in achievement between students who learned by choosing their own activities and those who studied using standard teaching techniques. Students' opinions toward learning science either shifted toward positivity or remained neutral.

It is also good to note that a teacher may assume that by giving students a choice in their learning, he/she is varying education to accommodate all students' learning styles. While auditory, visual, and kinesthetic are generally agreed upon, Pashler, McDaniel, Rohrer, and Bjork (2008), contend that the "sheer number of different schemes or models of learning styles that have been proposed over the years" should give the teachers a pause to consider why a definitive approach to learning style doesn't exist. The incapacity to refute the idea that students have a single learning style that best suits them. It also eliminates the option of learning about what they are interested in. Riener and Willingham (2010) argue that students are based on the fact that they are students. Rather than labeling this student as "visual" or "auditory," it's important to remember that the student simply chooses how to learn based on his or her current interest in the subject. Hence, when designing or making choice boards, teachers should always bear in mind to cover a variety of learning styles as well as the difficulty of tasks. As Marie mentions, "I would suggest giving it (use of choice boards) a little more freedom... to the uh...choice boards because as uh... I am someone who really appreciates these choice boards because it gives me a lot of freedom. But I feel.... like there's something missing."

Theme 3: Students as Managers of Their Own Learning

Metacognition can occur before, during, and after teaching, according to Costa (2008). Before beginning to learn, the student determines what needs to be accomplished, what possibilities and options are accessible, and how to go about learning and accomplishing the work at hand. The learner devises a strategy for achieving the learning goal. During learning, the learner self-monitors (or self-regulates) his or her thoughts and activities in order to stay focused on the objectives and the optimal path to achieving them. During learning, the student assesses his or her progress and, if necessary, changes course. After learning, the learner determines what went well, what went wrong, and how things could be done better in the future. Student agency and choice give learners a way to self-regulate as well as to make decisions. In this study, the students were able to share their thoughts as to how they manage their own learning, from planning, organizing, and implementing the tasks on the choice boards.

As Cassie points out, "I will check if ever I choose this type of activity, will I be able to discuss it properly? And also, so that I could be sure." She adds, "Factors I usually consider when choosing activities is to know my objective and to set their goals to ensure that I can understand a topic. I also consider anticipating challenges like if I...if I will choose this specific activity from the choice board, I'd ask myself if I can...if I can really do it. Then from there, I know that I can continue doing the activity."

Anjhe shares, "The way I select which activities I do from the choice board usually depends, but I do tend to lean on what I have more experience in the degree of how I understand this instruction, and which I already know some of the answers to and how I can also discuss it properly in order to maintain the structure of the lesson."

Allowing students to participate in activities that match their preferred learning style is one way to promote their metacognition. Dosch and Zidon (2014) believe that educators should allow students to learn and engage in course materials that are appropriate for their learning style. Students feel empowered when they have a say in materials, activities, and assessments, which boosts their interest in the course (Turner & Solis, 2017). Teachers can differentiate their instruction in a variety of ways to interest students in learning and satisfy individual learning preferences, for as by using alternative content, processes, or products (Tomlinson & Allan, 2000).

As LA puts it, "Choice boards are a good way to manage my learning because I can analyze different tasks, which means understanding and deciding how I can participate most effectively."

RJ tells, "They (students) perceive the use of choice boards in managing their own learning as effective and easy."

As RB points out, "It gives students the freedom to express their selves."

Marie divulges, "It expands my knowledge.... on the lessons."

And Anjhe concludes, "Managing my own learning.... I see that choice boards challenge the limits to what I can do. I figure out ways to incorporate the lessons and topics we just discussed into the tasks, but for a fact I have to get a clear understanding. Leading me to do more research and to take a lot more deep to what I can add more to my knowledge."

The opportunity to choose tasks and choose topics, as well as the ability to build skills depending on their own comprehension and preferred direction, has been critical to students' progress. Learning is personalized, and this method provides students with more assurance in their abilities. It also allows the teacher to address individual concerns that the teacher might not have been able to discuss with students otherwise.

RB states, "We (students) realize that we are capable of many things." She adds, "Knowing oneself or knowing our strong points and weakness will help us develop our self-motivation and self-determination because we will know what we are good at and not."

Cassie shares, "My insight is that doing activities using choice board made me an open-minded student."

Choice boards have helped students learn more by allowing them to gain confidence based on their own needs and preferences. Bedford (2019) felt that when students are actively engaged in the learning and are aware of the intended outcomes, they are more reflective and capable of self-evaluation.

Marie shares, "After completing the choice boards it made me feel more inspired to look into the lesson that we had not just from a classroom perspective but beyond that."

RB adds, "seeing the output of my work makes me satisfied"

Cassie reveals, "It helps me promote growth and good mindset. And it inspires me to know more about some certain things."

Anjhe reflects, "After completing the activity, I usually think of other works I could I have done or went on. How I could have further improve what I had submitted so it could be tailored even further to fit future performance tasks."

For various reasons, developing, promoting, and maintaining a culture of student agency is critical. According to the International Baccalaureate (IB) (2017), student agency will foster a culture of mutual respect by acknowledging the rights and responsibilities of students, schools, and the larger learning community, allowing students to take ownership of their learning and teachers to take ownership of their teaching. In this context, the teacher is no longer only a content provider. The instructor now actively engages with all pupils in order to encourage their growth as capable learners and global citizens. "Increasingly in the twenty-first century, what you know is considerably less essential than what you can accomplish with what you know," according to the book *Creating Innovators* (Wagner, 2015). When teachers encourage student agency in the classroom, they are allowing students to take charge of their own learning and to participate actively in their studies.

Because the learning process has been given a sense of purpose, positive energy in both teachers and students is related to student ownership of learning. This is evident in the students' responses during the focus group discussion.

RB mentions, "(Choice boards allow us) Freedom of expression, creativity and self-awareness"

Cassie states, "It made me open my mind in making the activity. My imagination expands too."

As Anjhe shares her insight, "Getting overwhelmed can be counter acted upon the skills of.... of goal making we learn from the choice boards. If we do not have the option to do what we excel in like drawing, there is a bigger chance we get to explore something new like making graphs. Another benefit of choice boards are how they actually get us to research on the lesson we learned about and know how to imply them into the outputs."

Marie shares how choice boards made her become more interested in Science, "I am far more interested and uh far more interested in the subject and the lesson and special.... And more.... more than that I am more interested in the field of Science itself."

The use of choice boards also developed not only the planning and organizing skills of students as they manage their own learning. It also gave them the opportunity to develop their decision-making skills, independence, creativity, resourcefulness, their research skills, and have expanded and applied what they have learned even in other subjects.

Anjhe reveals, "The use of choice boards help me manage my own learning. Like I said earlier, some tasks require more research than usual and most of the time, I end up choosing this. So, to get a grasp of what I want to do with the activity, I look at parts of the lesson to get a better understanding and think of ways to apply my knowledge into the output while making sure it stays crystal clear to what the lesson still is."

As RB notes, "we (students) can decide on which way we think we will learn best"

Cassie says, "it helps me manage my own learning and it made me more independent and resourceful."

Marie shares, "helps me become more creative and innovative. Not just in science but also in other subjects."

By allowing students to express their opinions through routine revisions, conversations, learning opportunities, and evaluation, students can build a sense of empowerment by being actively involved in decision-making. Kallick and Zmuda (2017) discuss the student as a "co-creator" in their book *Students at the Center: Personalized Learning with Habits of Mind*. Students are recognized as sharing responsibility in the production of learning experiences and assessments that are tailored to their unique learning processes and travels through this lens. Students can discover, pursue, document, and reflect on their own interests. They can start to figure out how they learn best and what motivates them to attain personal success.

Anjhe shares, "I do feel accomplished after completing the activities. And any activity really I usually feel accomplished after finishing them. But what doubles the feeling of accomplishment here is that the other fact that I can visualize how I want my activity to appear. And know in the end I did what my abilities can manage, makes the outputs the best possible outcome it could be."

As Marie adds, "I feel very accomplished with it. And with that accomplishment, it gives me a confidence boost to give more I mean to finish other tasks I couldn't do."

With the benefits of using choice boards in differentiating instruction and developing student agency, students have also expressed some of the challenges they faced when they do it. Some of the respondents stated that they are overwhelmed by the numerous options and do not know how to effectively manage their time.

As RB points out, "It will become overwhelming if the choices are too many which results to the indecisiveness of the students."

Anjhe shares, "Getting overwhelmed with which activity to do from the many given, not having what you prefer doing in the options, and taking a little too much time into working the activity since we wanted to turn out to be the best, are what I think are some of the challenges in using choice boards."

Marie on time management says, "In a nutshell.... time management. I have a hard time uh.... managing choice boards, managing the task of doing my choice boards."

However, as the students reflect and learn on the process, they themselves have discovered how not to be overwhelmed by the options on the choice boards. As Anjhe reveals, "Getting overwhelmed can be counteracted upon the skills of.... of goal making we learn from the choice boards. If we do not have the option to do what we excel in like drawing, there is a bigger chance we get to explore something new like making graphs. Another benefit of choice boards are how

they actually get us to research on the lesson we learned about and know how to imply them into the outputs.” And as Cassie adds, “Challenges happen when we sometimes think that you. that if you will do this specific activity from the choice board, it can get hard. That you cannot finish a specific activity you choose. But honestly, you can do it”.

IMPLICATION OF THE STUDY

Heutagogy is a buzzword in education nowadays. It is a pedagogical belief where students are given the opportunity to direct their own learning. As students take ownership of their own learning, they become more interested and engaged. One simple way of developing student agency or managing one's learning is using choice boards. These boards contain various tasks and activities that students can choose to demonstrate proficiency or to learn a lesson/topic. With the choice boards, teachers can tap students' multiple intelligences and address their varied learning styles. This phenomenological study provided an opportunity to determine how choice boards can differentiate instruction and develop student agency. The study describes how the learners perceived the use of choice boards as a tool for differentiating instruction and developing student agency of the grade 9 students of Colegio de San Juan de Letran – Manila. The research question, “How effective are choice boards in differentiating instruction and developing student agency?” will be addressed in this study.

The findings provided essential insights that teachers and students alike have to consider on the use of choice boards in developing student agency and differentiating instruction. Likewise, the study gives an overview of what challenges the students and teachers can expect in using the tool. Hence, it gives suggestions to both teachers and students as to how to effectively use choice boards in their classes. This research implies that choice boards can be an effective tool in differentiating instruction as well as developing student agency as perceived by the students. Teachers and students should identify and find ways to minimize the impact of these challenges by carefully planning the activities and tasks that will be included in the choice boards, as well as guiding students in the accomplishment of tasks and managing their time. The frequency of the use of choice boards should also be considered. Addressing the said challenges will result in choice boards being more effective in developing student agency and differentiating instruction. The study also pinpoints that students be given more opportunities to choose by letting them do tasks that are not included in the choice board.

The study showed the perceptions of students as they use choice boards in science. Three themes emerged based on the perceptions of students namely: (1) A Plethora of Options and Opportunities, (2) Choosing to Win, One Choice at a Time, and (3) Students as Managers of their Own Learning. This study also revealed that students were able to hone their independence in learning, their creativity and resourcefulness, their research skills, and their decision-making capabilities. The study also revealed that due to the many options on the choice boards, students can be overwhelmed. In addition, since choosing the tasks made them become more responsible and accountable, they tend to allot more time and eventually mismanage it. In response to these challenges, learners have adjusted by planning more carefully how they will do the tasks and how much time they have to spend doing them. Students' actual experiences with choice boards have helped them become more independent, resourceful, and creative, as well as improve their research abilities. It also increased their interest and motivation in their studies, resulting in more engaged and empowered students.

REFERENCES

- Anstee, P. (2011). *Differentiation pocketbook*. Teachers' Pocketbooks.
- Barry, E., McClung, N. A., & Neebe, D. (2019). Choice matters: Equity and literacy achievement. *Berkeley Review of Education*, 8(2), 147-178.
- Bedford, S. (2019). Using choice boards to promote student agency. Michigan Virtual University. <https://michiganvirtual.org/blog/using-choice-boards-to-promote-student-agency/>
- Birdsell, B., et al. (2009). *Motivating students by increasing student choice*. Saint Xavier University, Chicago, Illinois. <https://files.eric.ed.gov/fulltext/ED504816.pdf>
- Brennan, A. (2019). Differentiation through choice as an approach to enhance inclusive practice. *REACH Journal of Special Needs Education in Ireland*, 32(1), 11–20.
- Briggs, S. (2014). How to make learning relevant to your students (and why it's crucial to their success). Open Colleges. <https://www.opencolleges.edu.au/informed/features/how-to-make-learning-relevant/>
- Brooks, C. F., & Young, S. L. (2011). Are choice-making opportunities needed in the classroom? Using self-determination theory to consider student motivation and learner empowerment. *International Journal of Teaching and Learning in Higher Education*, 23(1), 48-59.
- Cantwell, E. D., Lane, K. L., Messenger, M. L., & Royer, D. J. (2017). A systematic review of the evidence base for instructional choice in K-12 settings. *Behavioral Disorders*, 42(3), 89-107.
- Chen, C., Jones, K. T., & Xu, S. (2018). The association between students' style of learning preferences, social presence, collaborative learning, and learning outcomes. *Journal of Educators Online*, 15(1).
- Cherry, K. (2021). Self-determination theory and motivation. *Verywell Mind*. <https://www.verywellmind.com/what-is-self-determination-theory-2795387>
- Coppens, K. (2021). Engaging and empowering students through choice. *Science Scope*, 45(1). <https://www.nsta.org/science-scope/science-scope-septemberoctober-2021/engaging-and-empowering-students-through-choice>
- Costa, A. L. (2008). The thought-filled curriculum. *Educational Leadership*, 65(5), 20.
- Couros, G. (2016, October 17). 10 essential characteristics of a 21st-century educator. George Couros Blog. <https://georgecouros.ca/blog/archives/6783>
- Danley, A., & Williams, C. (2020). Choice in learning: Differentiating instruction in the college classroom. *InSight: A Journal of Scholarly Teaching*, 15. <https://files.eric.ed.gov/fulltext/EJ1261516.pdf>
- Davis, W. S. (2018). What makes a learning experience intrinsically motivating for American high school language learners? *Journal of Pedagogical Research*, 2(3), 167-180.
- Deci, E. L., & Ryan, R. M. (2002). The paradox of achievement: The harder you push, the worse it gets. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 61-87). Academic Press. <https://doi.org/10.1016/B978-012064455-1/50007-5>
- Differentiation in the classroom: Content, process, or product? (2020, June 5). Model Teaching. <https://www.modelteaching.com/education-articles/lesson-curriculum-planning/differentiation-in-the-classroom-content-process-or-product>
- Dosch, M., & Zidon, M. (2014). The course fit us: Differentiated instruction in the college classroom. *International Journal of Teaching and Learning in Higher Education*, 26(3), 343-357.
- Finley, T. (2017). Overcoming the principle of least effort. *Edutopia*. <https://www.edutopia.org/blog/overcoming-principle-least-effort-todd-finley>
- Fletcher, A. (2011, February 2). Ladder of student involvement. SoundOut Blog. <https://soundout.org/ladder-of-student-involvement/>
- Gagné, M., & Deci, E. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.
- Herold, B. (2019, November 5). What is personalized learning? *Education Week*. www.edweek.org/technology/what-is-personalized-learning/2019/11
- Kallick, B., & Zmuda, A. (2017). Students at the center: Personalized learning with habits of mind.
- Larsen, A. (2019). The effects of student choice on achievement in the high school science classroom. Montana State University. <https://scholarworks.montana.edu/xmlui/bitstream/handle/1/15675/LarsenTheEffectsOfStudentChoice2019.pdf?sequence=5>
- Levy, H. M. (2008). Meeting the needs of all students through differentiated instruction: Helping every child reach and exceed standards. *The Clearing House*, 81(4), 161-164.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*.
- Musiowsky, T., & Arnold, C. (2020). Can student choice promote agency? *The Reformer*. <https://www.reformer.pakistanascd.org/can-student-choice-promote-agency/>
- Pashler, H., McDaniell, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119.
- Patall, E. A., Cooper, H., & Wynn, S. R. (2010). The effectiveness and relative importance of choice in the classroom. *Journal of Educational Psychology*, 102(4), 896-915.
- Pretorius, L., van Mourik, G. P., & Barratt, C. (2017). Student choice and higher-order thinking: Using a novel flexible assessment regime combined with critical thinking activities to encourage the development of higher-order

- thinking. *International Journal of Teaching and Learning in Higher Education*, 29(2), 389-401.
- Riener, C., & Willingham, D. (2010). The myth of learning styles. *Change: The Magazine of Higher Learning*, 32-35.
<https://doi.org/10.1080/00091383.2010.503139>
- Ryan, R. M., & Weinstein, N. (2009). Undermining quality teaching and learning: A self-determination theory perspective on high-stakes testing. *Theory and Research in Education*, 7(2), 224-233.
<https://doi.org/10.1177/1477878509104327>
- Smith, K., & Geil, A. (2016). Student choice in literature circles in the middle-school classroom. *Illinois Reading Council Journal*, 44(3), 3-12.
- Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist*, 39(2), 97-110.
https://doi.org/10.1207/s15326985ep3902_2
- Turner, W. D., & Solis, O. J. (2017). The misnomers of differentiating instruction in large classes. *The Journal of Effective Teaching*, 17(3), 64-76.

PAGDALUMAT SA KONSEPTO NG PAGHIHIRAP NG MGA MAG-AARAL NA NASA UNANG TAON NG COLEGIO DE SAN JUAN DE LETRAN – MANILA

Jess Christian M. Beronio¹, Alethea Patricia Del Castillo-Arenillo²

¹Faculty Member, Political and Legal Studies, College of Liberal Arts and Sciences

²Faculty Member, Psychology Program, College of Liberal Arts and Sciences

ABSTRACT

Ang salitang “paghihirap” ay mayroong iba’t ibang pakahulugan mula sa mga tao. Maaaring pinansyal, intelektuwal, emosyonal o sosyolohikal ang pinatutungkulan nito. Maaari rin naman na ang mahirap para sa isa ay madali para sa iba o ang madali at magihawa pa sa ilan ay mahirap para sa nakararami. Upang mabigyang paglalarawan ang konsepto ng paghihirap sa lente ng estudyanteng Pilipino, ang pag-aaral na ito ay isinagawa. Dahil may potensiyal ang wikang Filipino na maitanghal ang pagtingin at pagdama sa pamamagitan ng pagpapaliwanag na hindi kayang maisagawa gamit ang ibang wika, ang pag-aaral na ito ay isinagawa gamit ang wikang Filipino. Ang pag-aaral na ito ay ginamitan ng kuwalitatibong pamamaraan: at dahil nais tukuyin ng pag-aaral na ito ang mga perspektibo ng mga mag-aaral, ang mga tagatugon ay mga napiling mag-aaral ng Colegio de San Juan de Letran na nasa unang taon.

Keywords: paghihirap, pagdalumat, mag-aaral

PANIMULA

Ang salitang “paghihirap” ay mayroong iba’t ibang pakahulugan mula sa mga tao. Maaari na pinansyal, intelektuwal, emosyonal o sosyolohikal ang pinatutungkulan nito. Maari rin naman na ang mahirap para sa isa ay madali para sa iba o ang madali at magihawa pa sa ilan ay mahirap para sa nakararami. Nakadepende rin ang pagkakaiba ng mga karanasan ng paghihirap sa iba’t ibang uri ng tao mula sa pagkakaiba ng kanilang edad at estado sa buhay. Kaya naman, ninais ng pananaliksik na ito na mas aintindihan ang konseptong ito gamit ang wikang Filipino. Tulad ng wikang Filipino bilang isang wikang buhay dahil dinamiko, ito ay sumasaklaw sa iba’t ibang larang maging sa pamumuhay, ekonomiya, pagkamit ng karunungan, ugali, pangarap, hilig, at iba pa na umuugnay sa kabuluhan at kahulugan ng buhay ng mga Pilipino.

Ayon kay Enriquez (1975), narapat na maging batayan ng pananaliksik ang wikang pambansa kung ang pag-aaral at pinag-aaralan ay ang lipunang Pilipino. Nararapat na nakasulat ito sa wika ng bayan upang mabigyan ng diin ang posibilidad na pagtalakay sa perspektibo mismo ng isang Pilipino. Binanggit din ni Yacat (2013) ang terminong ginamit ni Enriquez bilang “ang-atpatong” na kalakaran sa sikolohiyang Pilipino. Aniya, hindi nararapat ang higit pa sa labis na pag-angat ng mga ideya mula sa Kanluran at ilalapat nang walang pagsasaalang-alang sa mga danas, kaisipan, pananaw, at oryentasyon ng mga Pilipino. Kaya nga, kung nais kilalanin ang lipunan na gumagamit ng wika mula sa isang tiyak na kultura, tulad ng mga Pilipino, higit na kailangan ang pagkilala sa pamamagitan ng pagdukul ng mga ideya at pagdanas mula sa pag-iral nila ilang lahi.

Ang kultura ay maaaring nabubuo rin sa iisang pangangailangan o mula sa mga karanasan, pinaniniwalaan, at katangian (Gunnestad, 2006). Isa sa mga kilalang katangian ng mga Pilipino ay ang pagiging matatag lalo na sa pagharap sa mga hamon ng buhay. Ayon kay Bonanno (2004), ang katatagan sa lente ng sikolohiya ay ang abilidad ng isang tao na mapanatili ang malusog na antas ng pisikal at sikolohikal na kakayahan upang magkaroon ng produktibong karanasan at positibong emosyon. Ayon din kay Reich (2006), isa sa mga salik ng sikolohikal na katatagan, bukod sa kontrol at connectedness, ay ang coherence. Ito ay ang pagtitibay ng kabuluhan, direksiyon at pag-unawa sa mga personal na danas ng tao upang magkaroon ng ayos at kayarian ang buhay. Dahil dito, ang mga mananaliksik ay kinokonsidera na maaaring ang mental na pagbibigay-kahulugan ng mga Pilipino sa kanilang mga karanasan ay magdulot ng tulaling konsepto ng pagtanggap at pagkilala sa “paghihirap.”

Gayundin naman, ayon sa pag-aaral (Puyat, 2003), ang kabataang Pilipino ay may mataas na kumpiyansa sa sarili, may kakayahang umayon at sumabay sa pabago-bagong sitwasyon, at mas nagpapakita ng lakas sa daluyong ng paghihirap. Ang kabataang Pilipino ay may kakayahang malampasan ang pagkabigo at bigyang kahulugan ang kanilang nararanasan. Ang pag-aaral na ito ay mas magbibigay pansin sa kabataang Pilipino na nasa unang taon sa kolehiyo. Ito ay sa kadahilananang ang transisyon sa kolehiyo o ang pagpunta sa bagong kapaligiran, tulad ng transisyon sa ibang pagkakataon, ay may kaugnay na mga pagsubok na hindi lamang sa pang-akademiko kundi pati rin sa sosyo-kultural na aspekto na maaaring pagmulan ng stress at paghihirap (Clark, 2005; Inkelas, Dayer, Vogt & Brown Leonard, 2007).

Ang kolehiyo ay isang lugar na maaaring pagmulan ng maraming pagsubok kung saan maaaring mahirapang makasunod agad ang mga mag-aaral na bago sa paaralan (Bojuwoye, 2002). At dahil dito, mas madali sila maapektuhan at makaranas ng pagkabahala, pagkatakot, at pagkalito. Napag-alaman namang ang unang taon sa kolehiyo ay puno ng emosyonal na pagsubok, na lagpas pa sa suliraning pang-akademiko. Bukod sa mga bayarin, ang pagkakaroon ng mga kaibigan, pagbibigay ng oras sa pamilya, at pagtayo sa sariling mga paa ay naitalang pinakamatindi at mapanghamong suliranin. Ang lalong paglala ng mga pagsubok na ito ay nagpapakita ng detalyadong larawan sa kulturang popular, social media, telebisyon at pelikula.

Sa ibang bansa sa Asya, ang mga pangunahing problema na kinahaharap ng mga mag-aaral ay: (1) pagpapakamatay dulot ng pagtaas ng inaasahan mula sa pamilya at pagbagsak sa mga pagsusuli; (2) iba’t ibang bisyo tulad ng droga, alak, at paninigarilyo at; (3) isyung pinasiyal. Sa Pilipinas, isa sa mga problemang kinakaharap ng mga mag-aaral ay ang paghahati ng oras sa kanilang gawain. Ang sosyo-ekonomikong estado sa hanay ng mga guro ay isa rin sa mga bagay na nakakaapekto sa akademikong pagganap ng mga mag-aaral.

Ayon kay Gardner (1986), ang karanasan ng mga mag-aaral sa kanilang unang taon ay ang magsisilbing pundasyon ng kanilang kabuuang karanasan sa kolehiyo. Kaya naman, mahalagang magalugad ang kanilang pagtanggap at pagkilala sa “paghihirap” sa kanilang unang taon pa lamang. Ang pagdalumat sa paksang ito ay maaaring makapagbigay ng importanteng impormasyon hindi lamang sa bahagi ng pananaliksik sa Sikolohiyang Pilipino kung hindi pati na rin sa pagbuo ng mga programa ng guidance counselor na nakapokus sa epektibong pagharap sa mga pagsubok ng mga mag-aaral.

Upang mabigyang paglalarawan ang konsepto ng paghihirap sa lente ng estudyanteng Pilipino, ang pag-aaral na ito ay isinagawa. Dahil may potensiyal

ang wikang Filipino na maitanghal ang pagtingin at pagdama sa pamamagitan ng pagpapaliwanag na hindi kayang maisagawa gamit ang ibang wika, ang pag-aaral na ito ay isinagawa gamit ang wikang Filipino. Ang datos para sa pag-aaral na ito ay ginamitan ng kuwalitatibong pamamaraan at dahil nais tukuyin ng pag-aaral na ito ang mga perspektibo ng mga mag-aaral, ang mga tagatugon ay mga napiling mag-aaral ng Colegio de San Juan de Letran na nasa unang taon. At dahil may posibilidad na magkakaiba ang kanilang perspektibo batay sa kanilang karanasan, minarapat ng mga mananaliksik na ikategorya ang mga mag-aaral sa apat: Iskolar, atleta, regular at nahihirapan sa pagganap.

METODO

Ang bahaging ito ay tumatalakay sa mga paraang ginamit upang masagot ang layunin at mga sulirain nito. Bilang bahagi rin nito ang paglalarawan sa mga kalahok at paraan ng pagkalap ng datos.

Disenyo ng Pananaliksik

Gumamit ng kuwantitatibong disenyo ang mga mananaliksik ng pag-aaral na ito upang galugarin ang konsepto ng paghihirap ng mga mag-aaral na nasa unang taon ng Colegio de San Juan de Letran – Manila (mas kilala bilang Colegio). Ang mga mananaliksik ay gumamit din ng social constructivism sa pagbabalangkas na tutungo sa pag-unawa sa mundong ginagalawan ng mga kalahok (Tuason, 2011; nasa Guba & Lincoln, 1989). Ang mga kahulugan ay nag-iiba-iba at nagbabago ayon sa lawak at hangganan ng mga pananaw kaysa pagpapaliit ng mga idea. Kasama rito ang personal at panlipunang pagpapakahulugan at pakikisangkot ng mga mananaliksik at interpretasyon sa mga karanasan sa pananaliksik. Sa pag-aaral na ito, gumamit din ng kontekstuwal na pagsusuri mula sa tugon ng mga kalahok.

Paraan ng Pangangalap ng Datos

Ginamit sa pag-aaral na ito ang pagtatalâ o thought-listing upang makakalap ng mga kaisipang naiugnay sa paghihirap ng mga Pilipino. Matapos masuri ang datos, ang mga mananaliksik ay nagsagawa ng Focus Group Discussion bilang pagpapalalim ng kabatiran hinggil sa mga nalikom na datos. Ang resulta ng paraang ginamit ay ipinagtibay ng mga piling eksperto upang makabuo ng mga gabay na tanong na gagamitin sa gawaing ginabayang talakayan. Ang paggamit ng nasabing paraan ay nakatuon lamang sa mga layunin ng pag-aaral:

Thought-listing:

Ang paraang ito ay ginamit sa mga kalahok na silang magtatala ng kanilang naiisip. Ang pamamaraang ito ay hindi nangangailangan ng muling pagbalik sa dati nilang kaalaman, kundi pag-iisip lamang ng mga idea na saklaw ng kanilang kamalayan sa oras ng pagtatasa. Sa pag-aaral na ito, sasagutin ng mga kalahok ang tanong na: Para sa iyo, ano ang mga salita, bagay, o konsepto na maiugnay mo sa salitang paghihirap?

Focus Group Discussion:

Ang FGD sa pag-aaral na ito ay pagsasangkot ng mga kalahok na may pagkakapareho sa kanilang pinanggalingan o karanasan sa pag-aaral. Ito ay isa sa mga pamamaraan ng kuwalitatibong pag-aaral kung saan ang mga tanong ay tungkol sa kanilang mga karanasan, paniniwala, opinyon, o saloobin hinggil sa paksa.

Ang mga sesyon ay nagsimula sa pagpapakilalala ng mga mananaliksik at pagpapaliwanag ng layunin ng pag-aaral. Sinundan ito ng pagpapakilala naman ng mga kalahok sa pamamagitan ng pagbanggit ng pangalan, edad, kurso, at mga pinagkakaabalahan. Mula sa layunin ng pag-aaral, naisakatuparan ang pagbabahagi ng mga karanasan, saloobin, at idea ng mga kalahok salig sa pagsagot ng mga gabay na tanong.

Pagpili ng Kalahok

Hakbang 1: Thought-listing:

Sa yugtong ito, ang mananaliksik ay gumamit ng stratified random sampling sa pagpili ng mga kalahok. Sa pamamaraang ito, pinili ang mga mag-aaral na bumubuo sa 20% ng bawat programang bukas sa Colegio. Layunin ng mga mananaliksik na gamitin ito upang makakuha ng sapat na kinatawan ng bawat kurso na inaasahang makapagbabahagi ng kanilang pananaw at mga ideya hinggil sa konsepto ng paghihirap. Ang mananaliksik ay nakuha ang agot mula sa 250 mag-aaral sa ibat ibang programa upang itala nila sa papel ang mga salita, bagay o konsepto na maiugnay nila sa salitang paghihirap. Upang tulungan ang mananaliksik sa pagbuo at paggawa ng tanong sa FGD.

Hakbang 2: Focus Group Discussion (FGD):

Ang mga mananaliksik ay gumamit naman ng purposive sampling technique sa pagkuha ng kalahok para sa partikular na pamamaraang ito. Ang mga kalahok sa gawain na ito ay ikategorya sa sumusunod: atleta (5); iskolar (5); regular (5); at may kahirapan sa kanilang pagganap (5). Bilang ng mga estudyanteng kalahok ay dalawampu (20). Ninais ng mga mananaliksik na malaman ang kanilang pananaw sa paksa upang makabuo ng mga tiyak na temang magiging tugon sa kabuuan ng pag-aaral na ito. Ang pamantayan sa pagkakategorya ay ang sumusunod:

Regular

- Nasa talaan ng mga mag-aaral ng unang semestre ng taong akademiko 2019-2020;
- Kasalukuyang nasa talaan ng mga mag-aaral ng ikalawang semestre ng taong akademiko 2019-2020;
- Kabilang sa block section
- Hindi atleta, hindi iskolar, walang bagsak na marka

Atleta

- Nasa talaan ng mga mag-aaral ng unang semestre ng taong akademiko 2019-2020;
- Kasalukuyang nasa talaan ng mga mag-aaral ng ikalawang semestre ng taong akademiko 2019-2020
- Kabilang sa kahit anong pampalakasang bukás sa Colegio; at
- Walang bagsak na marka mula unang semestre ng taong akademiko 2019-2020.

Iskolar

- Nasa talaan ng mga mag-aaral ng unang semestre ng taong akademiko 2019-2020;
- Kasalukuyang nasa talaan ng mga mag-aaral ng ikalawang semestre ng taong akademiko 2019-2020;
- Napanatili ang marka bilang iskolar;
- Kasalukuyang iskolar ng taong akademiko 2019-2020.

Nahihirapan sa Pagganap

- Nasa talaan ng mga mag-aaral ng unang semestre ng taong akademiko 2019-2020;
- Kasalukuyang nasa talaan ng mga mag-aaral ng ikalawang semestre ng taong akademiko 2019-2020;
- May hindi bababa sa dalawang bagsak na marka ng unang semestre ng taong akademiko 2019-2020;

Analisis

Ang mga nakalap na datos mula sa FGD ay sinuri gamit ang software na Nvivo upang maisagawa ang coding at thematic analysis. Ang thematic analysis ay proseso ng pagkilala sa mga palatandaan (pattern) o tema upang mailahad ang isyu. Ang mahusay na analisis ay nagpapaliwanag at nagbibigay ng kahulugan. Samantala, ginamit naman ng mga mananaliksik ang coding sa pagsusuri ng mga datos mula sa thought-listing. Ang coding ay salita, parirala, o pangungusap na kumakatawan sa katangian ng datos.

Etikal na Konsiderasyon

Ang mga mananaliksik ay nagbigay ng papel na humihingi ng pahintulot sa mga kalahok bago isagawa ang pangangalap ng datos. Nakasaad sa papel ang layunin, gayundin ang paliwanag na ang pananaliksik na ito ay boluntaryo at maaari nila itong bawiin anumang oras. Maaari silang magtanong at makakuha ng kopya ng pag-aaral. Ang personal na impormasyon ay higit na pag-iingat at mananatiling kumpidensiyal.

PRESENTASYON AT INTERPRETASYON NG DATOS

Mga Karanasan sa Paghihirap

Ang unang bahagi ng pag-aaral na ito ay ang pagsiyasat sa karanasan sa paghihirap ng mga napiling mga mag-aaral. Tatlong paksa ang tinalakay sa bahaging ito - ang kanilang paglalarawan sa antas ng kanilang pamumuhay, ang kanilang solusyon upang maibsan ang paghihirap at ang kanilang opinyon kuro-kuro sa pera, trabaho at edukasyon bilang mga dahilan ng paghihirap ng tao.

Antas ng Pamumuhay. Isa sa mga pangunahing tanong ng pag-aaral na ito ay ang malaman ang karanasan ng mga napiling mag-aaral tungkol sa kahirapan. Sa pagkakataong ipinalarawan sa mga kalahok ang kanilang buhay sa pamamagitan ng pagbibigay ng antas batay sa sumusunod na pamantayan: isa (1) bilang pinakamababa o naghihirap sa antas ng pamumuhay at sampu (10) bilang pinakamataas o maginhawag antas ng pamumuhay. Siyam (9) mula sa dalawampung (20) mag-aaral ang nagbigay ng pito (7) bilang marka sa antas ng kanilang pamumuhay. Sinundan ito ng apat (4) na nagbigay ng markang walo (8). Makikita na karamihan sa mga napiling mag-aaral ay nagsabi na maginhawa ang kanilang pamumuhay, gayong nabanggit ng mga kalahok na sila ay nakararanas ng paghihirap bunsod ng pandemya. Ilan sa mga dahilan ng pagbibigay ng mataas na marka ay ang sumusunod: (1) nakakakin sila kasama ang kanilang pamilya nang sapat o tatlong beses sa isang araw; (2) sila ay may pagkakataong makapag-aral kahit na online ang pangunahing daluyan ng pagtuturo sa kasalukuyan; (3) mayroon silang pamilya at mga kaibigan na maaaring mapagdamayan; at (4) nananatili ang suporta ng kanilang mga magulang sa paglalaan ng mga pangunahing pangangailangan (sapat na pagkain, maayos na damit at bahay). Sa kalagayan sa buhay, bilang mga mag-aaral, pangunahin sa kanilang mga alalahanin ay ang kanilang pag-aaral na kasalukuyan ay nakakaranas ng mga hamon dulot ng pandemya.

Solusyon Upang Maibsan ang mga Paghihirap sa Buhay. Ibinahagi ng mga kalahok ang kanilang mga solusyon sa paglutas ng mga nararanasang hirap sa buhay. Ilan sa mga nabanggit nilang paraan ay ang paghahanap ng solusyon sa problema nang mag-isa, paghahanap ng motivation para magpatuloy, paglalaan ng oras sa sarili, paghingi ng tulong sa pamilya at mga kaibigan at pagdadadal sa Diyos.

Pagsasarili ng Problema. Sa umpisa kapag nakararanas sila ng problema ay isinasarili muna nila ito at susubukang solusyonang mag-isa.

Paghahanap ng Motivation. Sa kanilang paghahanap ng solusyon, mahalaga na unawain sa tamang pagtanaw ang suliranin at makahanap ng motivation upang magpatuloy. Pamilya ang isa sa mga pinaghuhugutan ng lakas ng mga nakapanayam upang magpatuloy sila sa buhay at lampasan ang mga problema. Mahalagang maging positibo at tingnan ang mga suliranin bilang pagkakataon upang mabago ang kapalaran at hindi isang problema na ikalulugmok lamang.

Paglalaan ng Oras sa Sarili. Upang manatiling positibo, binibigyan nila ang sarili ng pagkakataon na makapagpahinga, huminga nang malalim, at kumalma. Ang iba naman ay nililibang ang kanilang mga sarili sa pamamagitan ng panonood ng mga palabas tulad ng anime at paglalaro ng video games.

Ang paghingi ng tulong sa pamilya, lalong-lalo na sa mga magulang at mga kaibigan ay ilan sa mga paraan upang makahanap ng solusyon ang mga mag-aaral sa kahirapan na kanilang nararanasan. Karaniwan silang lumalapit sa iba kapag hindi na kayang itago sa sarili ang mga problema.

Pagdarasal sa Diyos. Bukod sa paghingi ng gabay sa mga magulang at payo sa mga kaibigan, ilan sa mga nakapanayam ay humuhugot ng lakas mula sa pagdarasal sa Maykapal. Ilan sa kanila ang nagsabi na,

Pera, Trabaho, at Edukasyon Bilang mga Dahilan ng Paghihirap ng Tao. Isa sa mga nakalalap ng pag-aaral na ito ay ang opinyon ng mga piling mag-aaral ukol sa epekto ng pera, trabaho, at edukasyon sa dinaranas na kahirapan ng tao. Sang-ayon ang lahat na pera ang nagpapagalaw ng mundo dahil ito ang kailangan upang makabili ng mga pangunahing pangangailangan tulad ng sapat na pagkain at maayos na pananamit, at pambayad sa mga bayarin tulad ng koryente, tubig, at internet na karaniwang nakokonsumo sa loob ng tahanan.

Ayon sa mga nakapanayam, ang pera o ang kawalan nito ang sanhi ng kahirapan, dahil kapag walang pera ang isang tao, mas malaki ang pagkakataon na hindi siya makapag-aral at makahanap ng trabaho. Hindi makaahon sa hirap ang isang tao dahil sa kawalan ng pera na nagbibigay ng oportunidad para mabuhay. Sabi ng ilan sa mga nakapanayam:

Ayon din sa kanila, sa tanong na Gaano nakaapekto ang pera, trabaho, at edukasyon sa pagdanas ng paghihirap ng isang tao? Sumang-ayon ang lahat ng mga tagatugon na ang mabuting edukasyon ay susi upang magkaroon ng maayos at maunlad na buhay. Ito marahil ang dahilan kung bakit nagsusumikap

ang mga mag-aaral, lalo na ang mga iskolar at mga atleta na panatilihin ang estado nila bilang iskolar ng paaralan.

Pero dapat mabigyang-diin na ilan sa mga nakapanayam ang nagsabi na bagamat may iskolarship ang isang tao, hindi ito sapat para maseguro ang magandang kinabukasan, dahil marami pang ibang alalahanin na kailangan matustusan ng pera. Ang mga alalahanin na ito ay nagdudulot ng mental stress sa tao. Ang iba ay nawawalan ng pag-asa, at ang iba naman ay nakakapag-isip ng kung ano-ano na puwedeng makasama sa nakararami.

Tila napag-iwanan at nakalimutan na ng gobyerno at lipunan ang mga naghihirap ayon sa ilan sa mga nakapanayam. Bagamat may mga serbisyo tulad ng libreng edukasyon at tulong medikal, may iba pang pangangailangan ang mga mahihirap na sana ay matugunan ng gobyerno. Ayon sa kanila:

Ang Lipunan at ang Paghihirap

Ang ikalawang bahagi ng panayam ay nakasentro sa paksa ukol sa epekto ng paghihirap sa lahat ng sektor ng lipunan. Sa yugtong ito, dalawang tanong ang sinagot ng mga piling tagatugon ng pag-aaral. Ang unang tanong ay may kinalaman sa pagtukoy ng pinakamahalagang papel ng gobyerno sa pagdanas ng kahirapan ng mga Pilipino; at ang pangalawa ay tungkol sa kanilang palagay na ugnayan ng mga batas sa pagdanas ng paghihirap ng mga tao sa kabuuan.

Papel ng Gobyerno sa Pagdanas ng Kahirapan ng mga Pilipino. Para sa mga napiling kalahok, malaki ang papel ng gobyerno sa lipunan, lalo na sa mahihirap. Sila ang dapat maging sandigan ng bayan sa pagbibigay-tulong sa kanila, hindi lamang sa pagbibigay ng mga pangunahing pangangailangan, gayundin sa pagbubukas ng mga oportunidad sa pag-ahon sa kahirapan.

Ayon din sa mga nakapanayam na mga mag-aaral, ang mga proyekto ng gobyerno ay dapat nakatuon sa pagbibigay ng pangunahing pangangailangan ng tao, pagseseguro na may oportunidad para sa lahat na makapag-aral, at makahanap ng naaayon na trabaho upang makaahon sa kahirapan. Lahat ng mga proyektong nabanggit ay nangangailangan ng pondo. Naniniwala ang ilan na may sapat na pondo naman ang gobyerno para sa mahihirap. May sapat na pondo rin ang gobyerno para matugunan ang mga problema na dulot ng mga natural na sakuna tulad ng mga nagdaang bagyo noong 2020. Sa kasamaang palad, ayon sa mga sagot nga mga nakapanayam, kaya hindi nakaabot ang mga proyektong ito sa mga tunay na nangangailangan ay dahil sa talamak na korupsiyon sa loob ng gobyerno. Sa halip na na mabigyan ng sapat na tulong ang mahihirap, ang pondo na laan para sana sa mga nangangailangan ay napupunta sa mga kamay ng ilang kawani ng gobyerno. Ayon sa mga kalahok: Dahil sa problema sa korupsiyon, marami sa mga nakapanayam na mga mag-aaral ang nagdududa sa tunay na hangarin ng gobyerno. Ilan sa kanila ang nagsabi na sa halip na makatulong ang gobyerno na makaahon sa kahirapan ang lipunan, ang gobyerno pa mismo ang dahilan kung bakit hindi matapos-tapos ang problema sa kahirapan.

Ugnayan ng Batas sa Pagdanas ng Paghihirap ng mga Tao sa Kabuuan.

Halos lahat ng kalahok ay umayon at sumagot ng oo na may kaugnayan ang batas sa paghihirap ng mga tao. Ayon sa kanila, may mga batas na ipinapatupad na imbes na makatulong ay lalo pang nagpapahirap sa mga tao. Hindi patas ang ibang batas na ipinapatupad at pumapabor lamang ang mga ito sa mayayaman at hindi sa mahihirap.

Ilan sa mga batas na hindi patas na nabanggit ng mga tagatugon ay ang batas ukol sa War on Drugs na kung saan ayon sa isang kalahok ay mas maraming namatay na mahihirap pero tila hindi mahuli-huli ang mga nasa taas ng mga sindikato. Isa sa mga nabanggit ay ang mga batas na ipinanukala ngayong paggamitan na maiging sa pagkain at iba pang pangunahing pangangailangan na lamang inilaan. Ilan naman sa mga kalahok ang nagsabi na kahit na may kinalaman ang batas sa kahirapan ng mga tao sa lipunan, hindi ito ang pangunahin at natatanging dahilan ng kahirapan. Binigyang-diin ng ilan sa mga napiling mag-aaral ang korupsiyon bilang dahilan ng paghihirap ng mga tao sa lipunan. Bukod sa hindi mabisang pagpapatupad ng mga batas, mas nangunguna pa rin ang korupsiyon sa mga problema na nagdudulot ng kahirapan.

KONGKLUSYON AT REKOMENDASYON

Mula sa naging tugon ng mga kalahok, narito ang ilan sa mga kongklusyon ng mga mananaliksik sa pagdalumat sa pinagmumulan ng paghihirap ng mga mag-aaral:

Sa antas ng kanilang pamumuhay, karamihan sa mga kalahok ay nagbigay ng mataas na marka sa paglalarawan ng kanilang buhay dahil nakakain sila nang sapat araw-araw kapiling ang pamilya, nakakapag-aral, may mga kaibigan na masasandalan, at naibigay ng kanilang mga magulang ang mga pangunahing pangangailangan.

Ang higit na pinagmumulan ng paghihirap ng mga kalahok ay ang sumusunod: una, sa kanilang pag-aaral na nakaaapekto sa kalusugang mental, dahil nagbibigay ito sa kanila ng matinding stress. Karamihan sa mga tagatugon ay nagkakaroon ng alalahanin sa kanilang pag-aaral dahil sa paglipat sa online na nagdudulot ng matinding mental at emotional stress sa mga mag-aaral; pangalawa, ayon sa mga kalahok, ang kawalan at kakulangan sa pera ay sanhi ng paghihirap ng tao. Kapag walang pera ang isang tao, malaki ang pagkakataon na hindi makapag-aral at makapagtapos na magiging sagabal sa paghahanap ng magandang trabaho; at pangatlo, ayon sa mga tagatugon, ang gobyerno ay dapat nakatuon sa pagbibigay ng mga pangunahing pangangailangan ng tao, paglalaan ng magandang oportunidad para sa lahat na makapag-aral, at makahanap ng trabaho upang makaahon sa kahirapan. Subalit hindi naipaaabot ang iba't ibang proyekto ng gobyerno sa tao dahil sa talamak na korapsiyon. Sa halip na mabigyan ng tulong ang mga nangangailangang tao, napupunta ito sa mga kamay ng ilang kawani ng gobyerno. Ang gobyerno dapat ang magsilbing instrumento na makakatulong sa pag-ahon sa kahirapan at paginhawa ng takbo ng buhay. Ngunit nakikita ng mga tagatugon na ang mismong gobyerno ang nagiging dahilan ng lalong paghihirap ng mga tao.

Magkagayon pa man ay nanatiling matatag ang mga mag-aaral sa hinaharap nilang mga suliranin sa pamamagitan ng iba't ibang pamamaraan: una ay ang pananatiling positibo sa buhay; ikalawa, pagsasagawa ng mga nakalilibang na gawain upang makalimot ng problema sa maraming aspekto ng buhay; at ang huli ay ang paghingi ng tulong at pagkakaroon ng komunikasyon sa pamilya, kaibigan, at sa Diyos.

Matapos suruin at pag-aralan ang naging resulta ng mga sagot ng mga kalahok na kasalukuyang mag-aaral ng Colegio de San Juan de Letran-Manila, narito ang mga rekomendasyon ng mga mananaliksik:

- Para sa mga susunod na pag-aaral, magkaroon ng mas masusing pananaliksik sa konsepto ng paghihirap hindi lamang sa mga estudyanteng nasa kolehiyo ngunit pati na rin sa mas nakababatang estudyante gaya ng nasa Junior High at Senior High School. Sa ganitong paraan, layunin na mas maintindihan ang pang-unawa at pananaw ng mga kabataan patungkol sa paghihirap.
- Pagkakaroon ng aktibong programa na maglalayong paigtingin ang partisipasyon ng mga estudyante sa "community immersions" nang sa gayon ay mas lumawak ang kanilang pag-intindi patungkol sa konsepto ng paghihirap ng iba't ibang uri ng mga tao galing sa magkakalibang antas ng pamumuhay.
- Pagkakaroon ng programa para sa mga epektibong pamamaraan ng pagtugon sa paghihirap. Maaari nitong saklawin ang pisikal, sikolohikal at espiritual na mga aspekto para matulungan ang mga estudyanteng maintindihan at malagpasan kung ano man ang kaharapin nilang suliranin o pagsubok sa buhay.

TALASANGGUNIAN

- Bojuwoye, O. (2002). Stressful experiences of first year students of selected universities in South Africa. *Counselling Psychology Quarterly*, 15(3), 277-290. doi:10.1080/09515070210143480
- Bonanno, G. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59, 20-28. doi:10.1037/0003-066X.59.1.20
- Clark, M. (2005). Negotiating the Freshman year: Challenges and strategies among first-year college students. *Journal of College Student Development*, 46(3), 296-316.
- Constantino, R. (1996). Intelektualismo at wika. *Mga Piling Diskurso sa Wika at Lipunan*, 8-12.

- Dungo, C., Maranan, M., & Pesigan, N. (2016). *Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino*. Manila : Mindshapers Co., Inc.
- Enriquez, V. (1975). Mga Batayan ng Sikolohiyang Pilipino sa Kultura at Kasaysayan. *General Education Journal*, 29, 61-88.
- Enriquez, V., & Alfonso, A. (1980). Ang pananaw sa buhay at weltanschauung na mahihiwatigan sa sikolohiya ng wikang Tagalog. In L. Antonio, A. Antonio, & A. Albano-Abiera, *Mga Babasahin sa Sikolinggwistikang Filipino* (pp. 77-92). Quezon City: C&E Publishing Inc.
- Gardner, J. (1986). *The Freshman Year Experience*. College and University, 61, 261-274.
- Gonzales, A. (2009). Ang Kahalagahan ng Wikang Pambansa sa Pagbubuo ng Kakanyahang Pilipino. *Malay*, 22(1), 1-5.
- Gunnestad, A. (2006). Resilience in a cross-cultural perspective: How Resilience is generated in different cultures. *Journal of Intercultural Communication* (11), 1. Retrieved from <https://www.immi.se/intercultural/nr11/gunnestad.htm>
- Inkelas, K., Daver, Z., Vogt, K., & Brown Leonard, J. (2007). Living-learning programs and first-generation college students' academic and social transition to college. *Research in Higher Education*, 48(4), 403-434.
- Lartec, J., Dotimas, S., Marañón, C., Pitas, M., Polido, J., & Senio, K. (2014). Ang paggamit ng inklusibong wika sa Filipino tungo sa pagtami ng inklusibong edukasyon. *Philippine E-Journals*, 1(1).
- Pepua, R. (2018). *Handbuk ng Sikolohiyang Pilipino Bolyum 1: Perspektibo at Metodolohiya*. Quezon City: 9-10. Retrieved from 978971542862-0
- Puyat, J. (2003). Some Aspects of the Self of Selected High School Students. In J. Natividad, *The Filipino Youth: Some Findings From Research*. Quezon City: Philippine Social Science Center.
- Reich, J. (2006). Three Psychological Principles of Resilience in Natural Disasters. *Disaster Prevention and Management*, 15(5), 793-798. doi:10.1108/09653560610712739
- Salazar, Z. (1976). Ang Kamalayan at Kaluluwa: Isang Paglilinaw sa Ilang Konsepto sa Kinagisnang Sikolohiya. *Ulat ng Ikalawang Pambansang Kumperensiya sa Sikolohiyang Pilipino* (pp. 16-185). Quezon City: Pambansang Samahan sa Sikolohiyang Pilipino.
- Strebel, W. (2018). Pitong Sulyap sa Pilosopiya ng Wika ni Padre Ferriols. *Kritike*, 12(1), 39-55.
- Yacat, J. (2013). Tungo sa Mapagbuong Sikolohiya: Hamon sa Sikolohiyang Pilipino. *Daluyan: Journal sa Wikang Filipino*, 19, 5-32.

A QUANTITATIVE STUDY ON JARGONS IN RESEARCH OUTPUTS AS BASIS FOR SYLLABUS DEVELOPMENT

Thomas Eric C. Paulin¹, Enrico O. Lopez², Ernesto DC. Dondriano²

¹Faculty Member, Senior High School Department

²Faculty Member, Elementary and Junior High School Department

ABSTRACT

Research in Daily Life 02 (Quantitative Research) is an applied subject in Senior High School. It encourages students to showcase their application skills through investigative projects. Thus, research works tends to be heavy with "jargons." To strengthen the current curriculum of PR2 in Letran Manila, the research outputs of students in Quantitative Research undergo linguistic analysis. Data reveals that "Statement of the Problem" and "Conclusions" are the sections that are very specific to the students' discipline. In contrast, "Sampling Method" is the section that makes use of specialized words the least. It is further found out that jargon usage in the papers' "Introduction," "Methodology," "Results," and "Discussion" has a significant difference. This solidifies that each section of the paper shall not be taught with sameness in pedagogy. Certain parts of the course syllabus for CTRDL02/PR2 must be contextualized, promoting an extensive collaboration with Specialized Subject teachers from each learning strand.

Keywords: jargons, practical research, contextualized, specialized, course syllabus

INTRODUCTION

Background of the Study

The birth of the K to 12 curriculum, particularly the inclusion of Senior High School in basic education, saw to it that research writing was one of the students' contextualized undertakings. Contextualized courses, otherwise known as applied subjects, were integrated in all programs regardless of one's strand.

However, the approach to teaching them was highly dependent on the student's specialization. These were subjects taken by all SHS students to ensure that they all received and developed the same competencies. However, contextualized subjects differed in content for they depended on which track the student had chosen (Cruz, 2014). Cruz further emphasized that even if contextualized subjects have varying contents, their primary goal was still for students to have the same competencies.

Contextualized subjects were distinguished from core subjects to be more discipline-focused. Otherwise known as specialized subjects, some subjects are unique to one's chosen career track or strand. Specialized subjects on another hand were like major subjects taken in college but were designed to be less complex than their college counterparts (Courses.com.ph, 2018).

Although contextualized subjects were taken by all strands, it was still very similar to specialized subjects. This was because the pedagogies being employed by the teachers were anchored from the specialized way of teaching strand courses. These subjects were specific to the discipline or learning track of the students. For instance, Practical Research as a contextualized subject was being taught with methodologies that were sensitive to the field the students were specializing in. The examples being given in class were different across disciplines.

The uniqueness of applied subjects was where jargon came in. One way of contextualizing such courses was with the use of specialized terms both in instruction and assessment. As defined in an article by Gallo in 2016, that explored the characteristics of professional jargon and its appropriate use. It was mentioned there that these terms were often mocked by outsiders to the profession while being criticized by those within.

Meanwhile, on the aspect of effective communication within a company, Patoko and Yazdanifard (2014) emphasized that an organization's smooth communication rested on the proper use of jargons. That particular study stated that fewer jargons should be used in conversations to avoid miscommunication.

There were also a lot of other literatures on jargon use; however, they focused merely on describing them in a particular field as well as their advantages and disadvantages in communication. Isolating these specialized terms provided an opportunity to identify how much students in research apply their knowledge and skills in concepts relevant to their chosen learning area and expertise.

Nonetheless, these studies still lacked data on how extensive these technical terms were being used in academic writing, specifically in student research. Such data would have helped in determining the contextualization level of the teaching of Practical Research. Likewise, information on this would aid improve both the curriculum and the pedagogies in teaching Practical Research as a contextualized course.

The lack of an extensive discourse analysis on the technical terms used in research outputs, eventually leading to the incongruity of teaching pedagogies, was what this study intended to address.

It had already been established that Practical Research as an applied subject was a highly contextualized area of instruction. However, it could be argued that the topics covered in this course were not all reliant on specialized concepts. Each part of PR outputs and the sections of an IMRaD research should be examined in terms of jargon usage. This ultimately led to the recommendation for curriculum development, particularly the revision of the syllabus in CTRDL02.

Literature Review

Practical Research in Senior High School

The common notion of many students was that research was exclusively for scholars and other professionals who worked in laboratories such as scientists and actual researchers. High School Moms in 2021 emphasized that research played a key role in making sure that the students become knowledgeable in certain concepts and explore learning areas that were still left unexplored. Specifically, the site cited several reasons as to why practical research was included as a contextualized subject in senior high school.

Aside from it being fascinating, involving students to think critically and view topics from new perspectives, research also set students apart from others as it encouraged them to showcase their application skills through investigative projects. As they ventured into research writing, they were also exposed to various trends concerning their topic of interest. Their outputs consequently produced new information, adding to the existing body of knowledge. Ultimately, these processes expanded students' knowledge and skills, not just in research, but across disciplines.

Roxas (2020) supported this by describing research as the foundation of knowledge and innovation. That is why when the basic education landscape in the Philippines shifted to the K to 12 structure, the curriculum became "research-infused." This was to develop the research culture among SHS learners.

In his study, Roxas determined that the SHS students exhibited a generally positive attitude toward research. This was despite their high level of anxiety towards it. Furthermore, the study revealed that students' attitudes toward research had no significant relationship with their academic performance. Thus, it was not solidified whether the contextualization of practical research subjects contributed or benefited from the contextualized concepts students learned in the specialization subjects of their respective strands.

Jargon in Written Communication

Jargon is often used in written communication in numerous sectors such as corporations and education to interact with one another with efficiency and effectiveness (Sharma & Patnaik, 2018). Written communication has always been one of the important types of communication in any industry; jargon in written communication was mostly used in patient-professional communication or in healthcare agreements wherein numerous professionals agreed to use jargon to communicate effectively with their patients (Sharma & Patnaik, 2018).

Nonetheless, other professionals such as scientists, communicated their analysis or findings without an overabundance of jargon to minimize confusion in which the audience was unable to successfully relay the data (Willoughby, Johnson, & Sterman, 2020). Moreover, many professionals and researchers found that the usage of jargon in other circumstances may be a barrier to gaining broad concepts and knowledge (Zukswert, Barker, & McDonnell, 2019).

Even students who are exposed to jargon in written communication have been observed to have an adverse outcome on their cognitive learning and performance (Zukswert, Barker, & McDonnell, 2019; McDonnell, Baker, & Wieman, 2015). Thus, it should be noted that jargon in written communication is recognized as an acceptable language wherein it can be useful according to how groups or sectors will utilize it effectively.

Certain individuals may speak one particular language and understand each other. Still, no two speakers talked the same. Individuals communicate differently from one another, and it is seen in our ability to recognize symbols and meanings when we listen to others talk. "The unique characteristics of the language of an individual speaker are referred to as the speaker's idiolect (Hai Liaw et al. 2013)."

They further emphasized that these differences in the language of groups of people may exhibit variations depending on how these groups speak the language. "When speakers in different professions and from different social groups show systematic differences, the groups are said to speak different codes of the same language."

In academic papers such as research, jargon has always been used. Liaw et al. (2013) even suggested that many jargons already passed into standard language. as a result, it is not easy to distinguish jargon from slang. Specifically, jargons were specialized terms that may be discerned by college students for more than four years in their specializations.

In Senior High School, jargons were the words denoting concepts that were learned in the specialization subjects of each strand. Since these words were being utilized in such writings, a quantitative analysis done to observe their usage would also describe students' knowledge and application of the concepts they acquired in their specialization.

Romanos (2017) described jargon as terms that are "out of place" with the subject matter being written about. Romanos highlighted the definition of jargon provided by the English Oxford Living Dictionary as "special words or expressions used by a profession or a group that were difficult for others to understand." Thus, identifying these specialized words could be very difficult and easy at the same time.

As per these definitions, if a word in a particular subject matter did not make sense to a regular reader outside the discipline, it was jargon. At the same time, jargon could camouflage as regular words, too. For instance, the word "operation" was a different jargon among policemen and doctors. This was where the confusion between jargon and slang came in.

Advantages and Disadvantages of Jargon

Following the study of Rakedzon, et al., (2017), many professionals have been using jargon as one of their ways to communicate with others wherein it has its advantages and disadvantages to others concerning comprehending jargon. In the field of science, scientists and other professionals were required to detour using jargon in their analysis and data collection.

However, with their educational background wherein they studied and were trained to enunciate data with specialized and proper language, expressing themselves in public with specialized language made it hard for their audience to comprehend the data. Thus, using jargon could not be avoided in such circumstances (Rakedzon, et al., 2017).

Furthermore, studies have shown that when compared to high-status individuals, low-status folks tended to resort to jargon to easily convey their experiences, opinions, and ideals which had been an advantage to others to easily understand them (Brown et al., 2020). Contrary to its advantage, jargon had also been an impediment that hindered constructive communication between professionals, specifically, professionals who were in the healthcare field (Sevinc et al., 2005).

Hence, it had been also projected that the use of jargon depends on circumstances wherein it could result in a positive or negative outcome.

Theoretical Framework

This present study was theoretically anchored on the study of Arasti, Falavarjani, and Imanipour, which tackled the Study of Teaching Methods in Entrepreneurship Education for Graduate Students (2012). The findings of Arasti, et al., stated that entrepreneurship education and its effectiveness were vital nowadays, however, many effective teaching methods could be used to improve entrepreneurship education, it was important to comprehend the various pedagogical approaches that were most effective at enhancing students' knowledge.

For Arasti, et al., effective instructional techniques had had a significant impact on the advancement of entrepreneurship education. Furthermore, effective entrepreneurship education could not be delivered without effective teaching methods. Thus, different teaching strategies depending on their students' specialization and course had an advantage in carrying out an effective teaching method.

Moreover, Tudor's study about The Specific of Using Educational Strategies in Teaching and Learning Psycho-pedagogical Disciplines from Preschool and Primary Pedagogy Specialization (2015), revealed that most teachers use a similar approach for their students. Having said that, it was still believed that teachers must utilize new and different teaching techniques depending on their students' in-class circumstances and lessons.

Conceptual Framework

The research outputs of CTRDL01 students were prescribed to do the IMRaD format of Letran's Research and Publication Department. With that said, all manuscripts were composed of four significant parts: the introduction, methodology, results, and discussion. As the final output of research courses such as this subject, a full research paper was expected to be accomplished. Particularly in the locale, the prescribed research paper followed the IMRaD format. It stood for introduction, methods, results, and discussion.

Ultimately, this research intended to propose revisions on CTRDL02's course outline and course syllabus. Such revisions shall focus on the addition of more collaborative activities between CTRDL and the specialized subjects of each SHS strand to highlight this paper's findings. The objective of such an endeavor was to boost the knowledge and skills acquisition of the students in research writing as an application of their respective specialization in senior high school.

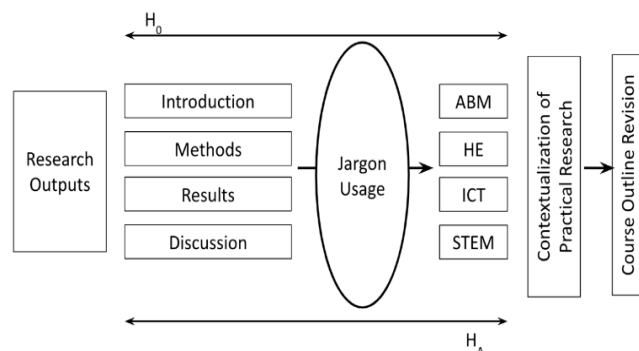


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to know how much the teaching of Practical Research was contextualized through the jargon that the students used in their research outputs. Specifically, its purpose was to answer the following questions:

- What were the total number of words and the frequencies of jargon usage in each part of the research papers?
- What were the percentage values of jargon usage in each part of the research papers?
- What was the contextualization level of each part of the research papers?
- Was there a significant difference among the average values of jargon usage in each IMRaD section of the research papers?
- What changes were necessary in selected sections of the course outline and course syllabus of CTRDL02 to exhibit collaborative teaching with specialized subjects?

H_0 : There was no significant difference between the frequencies of jargon usage in the research outputs of each SHS strand.

H_A : There was a significant difference between the frequencies of jargon usage in the research outputs of each SHS strand

METHODOLOGY

Design

To achieve the objectives of the study and satisfy the research questions that this study intended to answer, this paper would adopt one quantitative research design. Primarily, it would determine the level of contextualization CTRDL02 possesses based on the research outputs of the students. A quantitative analysis would be employed to gauge the frequency of jargon usage in each of the parts integrated in the IMRaD outputs of CTRDL02 students.

To fulfill this endeavor, a correlational research design would be utilized. This design would likewise provide answers on whether a significant difference between the frequency of jargon usage across varying SHS strands exists or not. Since this study would not manipulate any of the variables to test the hypotheses, it would not be engaging with any of the experimental research designs.

This type of research design employed a variety of methods, including quantitative and qualitative data collection, control or comparison groups, and longitudinal studies. In conclusion, the results produced by evaluative research designs contributed to evidence-based decision-making and directed the analysis of effective applications, strategies, and interventions across a range of studies (Adam, 1975).

Sampling Method

This study would not be utilizing human subjects as participants or respondents. Instead, it intended to harvest statistical data from available documents, which were the outputs of CTRDL02 students in their subject, Research in Daily Life 02 (Quantitative Research). The proponents intended to acquire the approval of the

department head, which was the SHS principal, when it came to the observational study that would be targeted towards the said research outputs.

Since one of the researchers was a SHS faculty member handling CTRDL subjects, the research outputs that would serve as the study's subjects were accessible. It was in this light that a convenience sampling method would be employed when choosing the documents to be studied. Being one of the non-probability sampling techniques, convenience sampling, sometimes called availability sampling, provides the comfort of garnering subjects according to the convenience of the researcher(s).

If convenience sampling were followed, only the research outputs in CTRDL02 under the supervision of one of the proponents would be utilized. In statistics, to get the minimum number of sample size according to a predetermined margin of error, Slovin's formula is used ($n = N / (1 + Ne^2)$), where:

n = sample size

N = population size

e = acceptable margin of error

With a population size of 26 (research outputs) and an acceptable margin of error of 0.05, the sample size was 24.413 or 24 research outputs.

Procedures

Following the scope of a correlational research design, the researchers would use statistical analyses that would establish the relationships between its variables. An extensive quantitative analysis would take place on its subjects, which were the CTRDL02 research outputs. A sufficient number of document samples would be selected from the outputs of each strand to attain objectivity and fairness. Once the documents were grouped according to strand, the researchers would determine the jargon used in the papers.

To determine the frequency of jargon usage in each research output and to summarize the data gathered from the quantitative analysis, a non-parametric statistical analysis was to be utilized. The researchers would specifically get the data summary through the measurement of its central tendency, particularly by getting their mean, median, and mode.

Consequently, the data sets for the research outputs of each strand would undergo statistical comparative analysis. An independent T-test will establish whether there was a significant difference between the frequency of jargon usage between strands or none. The ultimate objective of this research was to recommend a curricular revision on CTRDL02's course outline and course syllabus based on the subject's level of contextualization.

Thus, if a significant difference is established, the curriculum of CTRDL will undergo revisions unique for each strand it catered to. Consequently, if no significant difference was determined, a uniform curricular framework for CTRDL02 across strands would be forwarded.

RESULTS AND DISCUSSION

Number of Words and Jargon Usage in Each Section of the Research Paper

Having counted the total number of words in each part of the research papers, it turned out that the review of related literature garnered the highest mean value ($\bar{x} = 1810.7$). Aside from ideally being the longest part of the research paper, it was also the part with the greatest number of words. Thus, it could be hypothesized that this part also had the greatest number of jargon usage. On another hand, the abstract only had a mean value of $\bar{x} = 245.88$ in terms of word count. This made it ideally the shortest part of the research paper.

After conducting an extensive quantitative analysis of the selected research outputs in CTRDL02, the jargon usage was quantified. The technical terms under each discipline (ABM and STEM) were highlighted and counted.

Table 1 Jargon Usage in Each Part of the Research Paper

Research outputs	Abstract	Background of the Study	Statement of the Problem	Review of Related Literature	Research Framework	Scope and Limitations	Significance of the Study	Research Design	Sampling	Results	Conclusions	Recommendations
ABM12A1	16	52	16	185	3	14	15	3	0	11	35	21
ABM12A2	21	91	15	235	39	23	46	10	6	102	15	13
ABM12A3	4	25	8	119	14	1	13	9	1	40	20	15
ABM12A4	15	32	9	240	31	15	17	8	6	51	39	39
ABM12A5	25	86	15	183	19	20	19	7	2	85	35	49
STEM12A1	6	25	7	105	10	11	21	8	1	6	33	32
STEM12A2	54	81	21	64	26	43	15	13	22	80	51	27
STEM12A4	32	70	20	114	27	21	27	16	7	15	39	29
STEM12A5	36	57	27	132	17	28	16	18	23	28	68	43
STEM12A6	19	104	13	165	29	24	32	10	22	51	20	8
STEM12B1	23	138	27	243	44	36	26	16	16	48	49	29
STEM12B2	48	96	22	304	19	20	30	12	15	83	34	14
STEM12B3	25	39	11	194	8	19	5	5	5	15	16	15
STEM12B4	18	74	19	242	63	19	19	18	9	64	43	58
STEM12B5	14	83	13	144	6	13	17	10	0	74	17	7
STEM12C1	25	98	33	123	59	23	32	13	9	34	30	15
STEM12C2	12	44	19	140	23	27	18	5	15	72	27	11
STEM12C3	15	75	31	121	16	22	20	16	11	62	26	4
STEM12C4	15	44	18	58	15	13	18	12	0	70	43	27
STEM12C5	15	62	11	137	48	20	5	15	3	33	46	18
STEM12C6	14	88	23	127	37	24	32	45	3	23	16	33
STEM12F1	62	105	27	198	32	35	23	16	21	49	80	28
STEM12F2	25	59	26	211	22	24	18	7	0	6	41	50
STEM12F3	17	40	16	225	21	18	36	16	6	24	26	19
\bar{x}	23.17	69.5	18.63	167	26.17	21.38	21.67	12.83	8.458	46.92	35.38	25.17

After conducting an extensive quantitative analysis of the selected research outputs in CTRDLO2, the jargon usage was quantified. The technical terms under each discipline (ABM and STEM) were quantified to determine which part was the most and least contextualized. Table 1 indicated that the background of the study had a mean value of $\bar{x} = 69.5$ jargon usage, technically making it the part of the research paper that had the greatest number of jargons. Meanwhile, sampling methods were the part of the research paper that had the fewest jargon used ($\bar{x} = 8.56$).

Percentage of Jargon Usage

Comparing the total number of words in each part of the research outputs with the total number of jargons used results to the percentage of jargon usage in each section. It was computed by dividing the total number of jargons with the total number of words and multiplying it to 100 (jargons / words * 100).

Table 2 Percentage of Jargon Usage in Each Part of the Research Paper

Research outputs	Abstract	Background of the Study	Statement of the Problem	Review of Related Literature	Research Framework	Scope and Limitations	Significance of the Study	Research Design	Sampling	Results	Conclusions	Recommendations
ABM12A1	4.5	5.6	10.5	7.2	1.7	5.1	5.0	2.3	0.0	1.4	10.2	5.5
ABM12A2	7.6	8.3	8.4	11.2	11.3	5.9	8.1	5.0	2.0	5.5	8.0	8.0
ABM12A3	2.7	4.0	7.1	7.4	6.1	0.9	5.3	2.3	0.4	3.0	3.6	6.6
ABM12A4	8.4	7.5	6.2	10.8	6.9	3.3	5.4	2.7	1.7	5.0	5.3	6.9
ABM12A5	10.1	14.2	11.0	11.8	6.8	9.9	10.5	4.3	1.0	9.8	8.7	13.0
STEM12A1	2.3	4.4	6.1	4.8	4.3	4.0	4.6	2.8	0.3	2.5	6.5	5.3
STEM12A2	16.8	9.2	12.9	7.0	8.7	9.0	5.9	5.6	6.0	10.2	7.8	11.0
STEM12A4	13.2	7.0	16.0	9.3	8.1	8.2	8.4	7.0	3.2	9.4	24.5	6.7
STEM12A5	10.1	9.7	17.8	8.5	7.4	8.8	6.6	9.4	5.3	10.4	12.6	6.6
STEM12A6	7.9	10.9	11.8	15.2	8.2	8.4	7.0	6.0	5.2	8.6	11.3	4.6
STEM12B1	8.6	10.2	14.6	9.7	8.4	7.9	8.2	6.8	5.3	8.3	9.4	6.2
STEM12B2	37.5	11.5	13.5	11.9	5.3	4.9	8.8	5.4	5.3	10.6	10.6	6.2
STEM12B3	7.5	5.4	10.1	6.2	2.8	5.4	2.9	2.9	2.3	10.3	7.5	3.8
STEM12B4	11.1	10.4	16.0	11.0	12.1	7.8	5.1	7.6	5.1	8.0	9.1	6.5
STEM12B5	6.3	6.8	10.4	6.6	15.4	3.7	4.0	3.2	0.0	6.8	7.1	5.1
STEM12C1	9.1	9.4	14.3	7.5	8.9	5.3	6.5	5.0	2.3	4.3	6.6	4.1
STEM12C2	8.9	5.9	14.5	7.8	5.5	7.5	4.2	2.3	6.7	7.3	9.2	5.8
STEM12C3	9.4	8.4	13.2	10.3	5.2	8.3	6.1	8.6	4.7	7.8	26.0	2.6
STEM12C4	6.3	7.3	14.1	12.2	5.5	6.4	6.4	4.6	0.0	7.0	9.0	6.7
STEM12C5	8.1	5.2	10.6	8.8	9.1	7.7	1.5	4.4	0.7	3.9	8.0	6.5
STEM12C6	8.3	7.9	14.7	8.5	10.9	7.7	7.6	23.4	1.7	8.3	12.4	8.4
STEM12F1	14.6	11.2	15.7	12.6	5.9	10.1	7.7	5.9	7.0	5.8	13.0	8.3
STEM12F2	7.8	7.4	19.5	13.2	8.5	7.7	3.5	3.6	0.0	3.2	7.5	10.3
STEM12F3	6.7	5.8	12.7	8.8	3.8	5.6	9.0	3.5	1.5	6.3	9.1	4.9
\bar{x}	9.74	8.07	12.57	9.51	7.37	6.65	6.18	5.60	2.82	6.83	10.13	6.64

It could be drawn from Table 2 that the papers' statements of the problem garnered the highest percentage average of jargon usage ($\bar{x} = 12.57$). This was despite review of related literature having the greatest number of words and jargon used as illustrated in Table 1. Meanwhile, sampling, as supported by the previous data analyses, had the smallest percentage average of jargon usage ($\bar{x} = 2.82$). The maximum value ($\bar{x} = 12.57$) would serve as the basis in assigning the value of intervals for a 5-point contextualization leveling.

Level of Contextualization in Each Part of the Research Paper

After indicating the percentage of jargon usage in each part of the research paper, the highest value was used to assign the intervals for the contextualization level. A 5-point leveling was then set with descriptors ranging from highly decontextualized, decontextualized, fairly contextualized, and contextualized, to highly contextualized.

The percentage of jargon usage would be assigned according to the corresponding level where each fall under. Thus, Table 3 illustrates the contextualization level of each part of the research papers.

Table 3 Level of Contextualization of Each Part of the Research Paper

Research Part	% of Jargon Usage	Level of Contextualization
Abstract	9.74	Contextualized
Background of the Study	8.07	Contextualized
Statement of the Problem	12.57	Highly contextualized
Review of Related Literature	9.51	Contextualized
Research Framework	7.37	Contextualized
Scope and Limitations	6.65	Fairly contextualized
Significance of the Study	6.18	Fairly contextualized
Research Design	5.60	Fairly contextualized
Sampling	2.82	Decontextualized
Results	6.83	Fairly contextualized
Conclusions	10.13	Highly contextualized
Recommendations	6.64	Fairly contextualized

Table 3 shows the level of contextualization of each part of the research paper. As per the percentage of jargon usage, statements of the problems and conclusions were the most contextualized parts of CTRDL02 outputs (highly contextualized). In contrast, sampling was a decontextualized part of the research paper. It only had an average of 2.82% jargon usage. These results would be used as a basis for the forwarding of recommendations, specifically in revising selected parts of the syllabus in CTRDL02.

Level of Contextualization in Each Part of the Research Paper

After indicating the percentage of jargon usage in each part of the research paper, the highest value was used to assign the intervals for the contextualization level. A 5-point leveling was then set with descriptors ranging from highly decontextualized, decontextualized, fairly contextualized, contextualized, to highly contextualized.

Table 4 Contextualization Levels Interval Assignment

Interval	Minimum Value	Maximum Value	Level of Contextualization
Level 1	0	2.5	Highly decontextualized
Level 2	2.6	5.1	Decontextualized
Level 3	5.2	7.7	Fairly contextualized
Level 4	7.8	10.3	Contextualized
Level 5	10.4	12.9	Highly contextualized

Table 4 would serve as the basis for assigning the contextualization level of each part of the research paper. The percentage of jargon usage would be assigned according to the corresponding level which each fall under. Thus, Table 5 illustrates the contextualization level of each part of the research papers.

Difference among the Percentage of Jargon Usage in each IMRaD Section of CTRDL02 Outputs

The data on average percentage of jargon usage in each of the parts of research papers were averaged to get the average percentage of jargon usage in each IMRaD section. The IMRaD sections were the research paper's introduction, methodology, results, and discussion. The data sets of these four

sections would undergo an analysis of variance (ANOVA) to determine whether they have a significant difference or not.

Table 5: Percentage of Jargon Usage in Each Section of IMRaD

Research Outputs	Introduction	Methodology	Results	Discussion
ABM1 2A1	5.7	1.2	1.4	7.9
ABM1 2A2	8.7	3.5	5.5	8.0
ABM1 2A3	4.8	1.3	3.0	5.1
ABM1 2A4	6.9	2.2	5.0	6.1
ABM1 2A5	10.6	2.2	5.0	6.1
STEM1 2A1	4.4	1.6	2.5	5.9
STEM1 2A2	9.9	5.8	10.2	9.4
STEM1 2A4	10.0	5.1	9.4	15.6
STEM1 2A5	9.8	7.3	10.4	9.6
STEM1 2A6	9.9	5.6	8.6	7.9
STEM1 2B1	9.7	6.1	8.3	7.8
STEM1 2B2	13.3	5.3	10.6	8.4
STEM1 2B3	5.8	2.6	10.3	5.7
STEM1 2B4	10.5	6.3	8.0	7.8
STEM1 2B5	7.6	1.6	6.8	6.1
STEM1 2C1	8.7	3.6	4.3	5.3
STEM1 2C2	7.8	4.5	7.3	7.5
STEM1 2C3	8.7	6.6	7.8	14.3
STEM1 2C4	8.3	2.3	7.0	7.8
STEM1 2C5	7.3	2.6	3.9	7.2
STEM1 2C6	9.4	12.6	8.3	10.4
STEM1 2F1	11.1	6.4	5.8	10.7
STEM1 2F2	9.7	1.8	3.2	8.9
STEM1 2F3	7.5	2.5	6.3	7.0
\bar{x}	8.6	4.2	6.8	8.4

Table 5 indicates the average percentage of jargon usage in each section of IMRaD. Introduction and discussion (8.6% and 8.4% respectively) had the higher jargon usage percentage. It was contrasted by methodology and results (4.2% and 6.8% respectively). The data sets would undergo an analysis of variance to determine whether they had a significant difference or not. ANOVA results are shown in Table 6.

Table 6: ANOVA Summary

Source	Degrees of Freedom	Sum of Squares	Mean Square	F-Stat	P-Value
Between Groups	3	293.9413	97.9804	15.2458	0
Within Groups	92	591.2583	6.4267		
Total	95	885.1996			

F-Stat value = 15.2458
F Table value = 2.70

The degrees of freedom between groups were 3 and within groups is 92. Using the F table, it was determined that the F Table value is 2.70. Since the F Test Result (15.2458) was greater than the F Table value (2.70), the null hypothesis was rejected. There was a significant difference between the average jargon usage in each IMRaD section of the research papers.

CTRDL02 Course Syllabus Parts that Need Revisions

Now that data on the contextualization of research parts has been generated and analyzed, the parts of its syllabus that need revising can be determined. As per the level of contextualization of research parts, some sections were identified to be highly contextualized, contextualized, fairly contextualized, and decontextualized. The more contextualized a research part was, the more that it was recommended for its teaching to be collaborative with specialized subject teachers (SP teachers).

Statement of the problem and conclusions were the parts of the research paper that were identified to be significantly contextualized. These were the two parts

that garnered the greatest number of jargon usage in the entire paper. Thus, when it came to the teaching of these topics, it was seen as necessary that the SP teachers be highly involved.

CTRDLO2 students may consult with their SP teachers during the writing process. Similarly, CTRDL teachers may seek supervision or support from SP teachers in the delivery of these discussions. For instance, ABM SP teachers, HE SP teachers, ICT SP teachers, and STEM SP teachers may serve as support in the teaching and writing of these research parts under their respective disciplines.

In this light, CTRDL teachers and SP teachers may subscribe to the idea of team teaching or collaborative teaching. This was when one teacher handled a discussion instead of the original teacher, taking over a class in a predefined instance.

It had been determined that the significance of the study, scope and limitations, research designs, results, and recommendations were parts of the research paper that were fairly contextualized. Meaning to say, jargons were still being fairly used in these parts. In this light, minimal supervision from the SP teachers was still seen as necessary. The CTRDL teacher may also make use of his/her general knowledge in the teaching of these topics since they were not jargon-heavy.

Writing sampling techniques in methodology made use of a small number of technical terms. It means that when teaching this part, the CTRDL teacher did not need to heavily rely on the support of SP teachers. He/she also did not need to have an in-depth knowledge of the concepts related to the specialization of the student researchers.

Instead, the CTRDL teacher shall focus on research concepts related to sampling methods and techniques. Thus, this part of the syllabus needed not to be revised extensively. Additional examples on the technicalities of research methodology may be provided instead of reliance on the concepts of specialized subjects.

CONCLUSION

The analyst found that the jargon used in the research findings by senior high school scholars revealed much about their academic language ability and writing of the research papers. When it came to jargon usage in different sections of a research paper among various groups of students, there existed significant variations in the findings that showed both strengths and areas for improvement regarding their academic communication skills. Specifically, the following conclusions are drawn from the data gathered:

"Review of Related Literature" was, on average, the longest part of the research paper. Although it was not necessarily the most contextualized section, it was nonetheless the part that was most consuming, if not most complex to write. On average, it was written with about 1810 words and tackles a lot of different concepts that were both technical and irrelevant to the respective specializations of the student researchers. In contrast, "Abstract" was the shortest part of the research paper, averaging to around 246 words.

The variations that were seen in the use of language and the separations in the different lengths of sections shown in students' research papers pointed to the need to make targeted changes when designing course outlines. In a situation where a course outline was still to be developed to maintain quality in the work of the students, it was advisable to emphasize the use of academic language in the various parts of research papers.

The "Review of Related Literature" section had the highest number of jargon (167) than any other section. It was followed by "Background of the Study" (69.5) and "Results" (46.92). It suggested that when it came to discussing theoretical constructs or explaining why their studies were important, most students use specialized language. The fewest jargon was in "Sampling" (8.458), which meant simpler language was used to describe the boundaries of this study room.

The average number of jargons used in each part of the research was not congruent with their percentage once compared to the total number of words. The parts that emerged as the most contextualized parts were "Statement of the Problem" (12.57) and "Conclusions" (10.13). It means that these parts had the highest quantity of specialized language used in writing. On another hand, with

an average jargon usage percentage of 2.82, "Sampling" was deemed as the least contextualized part of the research paper.

Ultimately, it was resolved that the four sections of the research paper (Introduction, Methodology, Results, and Discussion) had a frequency of jargons usage that were significantly different from each other. ANOVA results that there was a significant difference among the data sets, proving that the teaching of these sections shall not be equal in the manner of language approach. It also demonstrated how complex the teaching of CTRDL subjects was since it is anchored from multiple disciplines.

RECOMMENDATION

Based on the analysis of jargon usage in the research outputs of senior high school students, several key recommendations could be made to enhance the effectiveness and clarity of student research writing:

Curriculum Development/Revision:

Targeted Instruction on Jargon:

Introduce specific modules in their curriculum as far as the suitable use of jargon is concerned. It should also give guidelines to the students as to how they should be able to present their work, especially in a way that will be understood by people elsewhere by balancing the use of technical terms with the simple elaboration of the findings.

Course Syllabus Revision:

Sections of the course syllabus for CTRDL02 that are found to be significantly contextualized shall include teaching and learning pedagogies that are collaborative with specialized subjects. The support of specialized subject teachers may be sought by the teacher in the execution of certain topics. Their assistance may also be utilized by student researchers through consultations and research advising.

Workshops and Seminars:

Writing Workshops:

Organize writing skills seminars that are specific to communication in research. Such workshops may be valuable in familiarizing students with the style and use of such terms at various parts of the paper especially in the areas dense with such terms such as the literature review section or the conclusion part of the paper.

Peer Review Sessions:

The professor should organize a debate session that involves the students rendering feedback on the utilization of jargon by their counterparts. Such feedback from their peers can assist the students in perceiving how the pedagogical language, which they employ in teaching, is received and what modifications can be made, if any.

Faculty Training:

Professional Development for Educators:

Offer training to educators so they can enhance their awareness of language complexity in student's papers. This training can go a long way to improving the formulation of concise and to-the-point research findings and help the teachers provide better feedback to students on their work.

Resource Development:

Facilitate and promote the creation of teaching aids by the faculties, some of which include, locally constructed dictionaries or glossaries of the ever-used jargon.

Assessment:

Rubrics for Jargon Usage:

Provide specific performance indicators that cover the proper use of specialist terms. These rubrics can assist the teachers in being a bit more impartial when grading the students' writing and specific feedback can be offered on how often the students use jargon.

Future Researches:

Expansion of this study:

This research assesses the outputs of CTRDL02 students, which means that only the quantitative research outputs are used for data collection. Although it has been justified in the study's limitations that CTRDL02 is selected as the main focus

of this study for its nature of being contextualized, a curriculum revision for CTRDL01 is also necessary.

Future researchers may conduct similar research with the use of outputs in qualitative research for syllabi modifications and improvement.

Through these recommendations, educational institutions of learners can enhance the comprehensibility and quality of learners' research papers and, therefore, learners' readiness for higher learning activities and jobs.

REFERENCES

- Adams, S. (1975). *Evaluative research in corrections: A Practical Guide*. U.S. Department of Justice, Law Enforcement Assistance Administration, National Institute of Law Enforcement and Criminal Justice. <https://books.google.com.ph/books?id=wKq3tBspNQ4C>
- Aprilia, F., Lustyantje, N., & Rafli, Z. (2020). The effect of reading interest and achievement motivation on students' discourse analysis competence. *Journal of Education and E-learning Research*, 7(4), 368–372. <https://doi.org/10.20448/journal.509.2020.74.368.372>
- Arasti, Z., Falavarjani, M. K., & Imanipour, N. (2012). A study of teaching methods in entrepreneurship education for graduate students. *Higher Education Studies*, 2(1). <https://doi.org/10.5539/hes.v2n1p2>
- Bhandari, P. (2023, June 22). Correlational research: when and how to use. <https://www.scribbr.com/methodology/correlational-research/>
- Brown, Z., Anicich, E. M., & Galinsky, A. D. (2020). Compensatory conspicuous communication: Low status increases jargon use. *Organizational Behavior and Human Decision Processes*, 161, 274–290. <https://doi.org/10.1016/j.obhdp.2020.07.001>
- Constructing a course outline or syllabus. (2024). <https://www.ulethbridge.ca/teachingcentre/constructing-course-outline-or-syllabus#:~:text=A%20course%20outline%20is%20a,syllabus%20is%20a%20planning%20tool.>
- Cruz, I. (2014, May 29). Contextualized subjects. <https://www.philstar.com/other-sections/education-and-home/2014/05/29/1328524/contextualized-subjects>
- Curriculum. (2015, August 12). <https://www.edglossary.org/curriculum/>
- Gallo, K. (2016, October). Understanding professional jargons literature review. Research Gate, (0033-2860), DOI: 10.5604/00332860.1234518
- Hai Liaw, J.O., Dani, N.A., & Johari, A.Z. (2013). Language use of jargon and slang in strategic studies. *Australian Journal of Basic and Applied Sciences*, 7(4), 661–666.
- High School Moms. (2021, August 14). 5 reasons why high school students should research. <https://www.highschoolmoms.com/post/5-reasons-why-high-school-students-should-research>
- Jargon. (2024). https://www.dictionary.com/browse/jargon#google_vignette
- Jargon. (2024). https://www.oxfordlearnersdictionaries.com/us/definition/american_english/jargon
- Lampe, H. W., & Reerink, J. W. (2021). Know your audience: how language complexity affects impact in entrepreneurship science. *Journal of Business Economics*, 91(7), 1025–1061. <https://doi.org/10.1007/s11573-020-01027-4>
- Liaw, J.O., Dani, N.A., & Johari, A.Z. (2013). Language usage of jargon and slang in strategic studies. *Australian Journal of Basic and Applied Sciences*, 7(4), 661–666.
- McDonnell, L., Barker, M. K., & Wieman, C. (2015). Concepts first, jargon second improves student articulation of understanding. *Biochemistry and Molecular Biology Education*, 44(1), 12–19. <https://doi.org/10.1002/bmb.20922>
- Patoko, N. & Yazdanifard, R. (2014, January). The impact of using many jargon words, while communicating with the organization employees. *American Journal of Industrial and Business Management*, 4(7), 333–336, DOI:10.4236/ajbm.2014.410061
- Rachmawati, S. A. (2022). Critical Discourse Analysis of Language and Power in EFL Classroom Interaction. *Journal of English Teaching*, 8(2), 224–232. <https://doi.org/10.33541/jet.v8i2.3633>
- Rakedzon, T., Segev, E., Chapnik, N., Yosef, R., & Baram-Tsabari, A. (2017). Automatic jargon identifier for scientists engaging with the public and science communication educators. *PLOS ONE*, 12(8), e0181742. <https://doi.org/10.1371/journal.pone.0181742>
- Romanos, I. (2017, June 22). Jargon: how to recognize it, and let it go. <https://write.co.nz/jargon-how-to-recognise-it-and-let-it->
- go/#:~:text=Jargon%20terms%20often%20use%20words,it%20get%20through%20the%20doorway%3F
- Roxas, M.J. (2020, April 19). Attitudes of senior high school students towards research: an exploratory study. University of Perpetual Help - Molino.
- Sevinc, A., Buyukberber, S., & Camci, C. (2005). Medical Jargon: Obstacle to Effective Communication between Physicians and Patients. *Medical Principles and Practice*, 14(4), 292. <https://doi.org/10.1159/000085754>
- Sharma, N., & Patnaik, S. (2018). Is jargon a deterrent to effective communication in dental practice? the budding dentists' outlook. *Journal of Indian Association of Public Health Dentistry*, 16(1), 48. https://doi.org/10.4103/ijaphd.ijaphd_123_17
- Sirisilla, S. (2023). Qualitative vs. quantitative research — a step-wise guide to conduct research. <https://www.enago.com/academy/qualitative-vs-quantitative-research/>
- Stratton, S. J. (2021). Population Research: Convenience sampling strategies. *Prehospital and Disaster Medicine*, 36(4), 373–374. <https://doi.org/10.1017/s1049023x21000649>
- Tudor, L. S. (2015). The specific of using educational strategies in teaching and learning psycho-pedagogical disciplines from preschool and primary pedagogy specialization. *Procedia - Social and Behavioral Sciences*, 180, 709–714. <https://doi.org/10.1016/j.sbspro.2015.02.182>
- What is the definition of practical research? (2024). <https://typeset.io/questions/what-is-the-definition-of-practical-research-1reskvvkow>
- Willoughby, S. D., Johnson, K. L., & Sterman, L. (2020). Quantifying scientific jargon. *Public Understanding of Science*, 29(6), 634–643. <https://doi.org/10.1177/0963662520937436>
- Zeamer, C. A. (2020). Using discourse analysis to evaluate the effectiveness of financial counseling. *Journal of Financial Counseling and Planning*, 31(2), 330–341. <https://doi.org/10.1891/jfcp-18-00081>
- Zukswert, J. M., Barker, M., & McDonnell, L. (2019). Identifying Troublesome Jargon in Biology: Discrepancies between Student Performance and Perceived Understanding. *CBE - Life Sciences Education*, 18(1), ar6. <https://doi.org/10.1187/cbe.17-07-01>

Guide to Contributors

Luz y Saber is an open access semiannual international scholarly journal of the Colegio de San Juan de Letran. It seeks to provide a platform for original, peer-reviewed academic and scholarly articles which is multidisciplinary and interdisciplinary in scope. It welcomes theoretical, conceptual, and empirical papers, reviews and meta-analysis that combine a wide range of quantitative and qualitative approaches to research. Luz y Saber is a refereed journal; however, the opinion and accuracy of information in the published articles are the responsibility of the authors and not of the editorial staff.

The editors recommend that manuscripts conform to the following guidelines:

1. Manuscripts should be endorsed by their respective research advisers together with the consent from the student researchers.
2. Authors should submit two versions of the manuscript. One file ("file not for review") should include the names of the authors (adviser and student/s), their contact information (e-mail addresses), and current affiliation (program/area and college). The other file ("file for review") should remove any information that would identify the authors.
3. The paper should include keywords and an abstract of 100 – 200 words.
4. The article should contain approximately 6000 – 7000 words (including abstract, tables/figures, and references) and should be typed in a 12-point font, Garamond, double-spaced, with one-inch margin on all sides.
5. Tables/figures and references should follow the APA format style. Table titles are placed above while figure titles are placed below.
6. Reference should follow the APA format style.
7. The editors prefer to have the file in Microsoft Office Word 97-2003 Document (.doc) format and should be sent to research@letran.edu.ph.
8. Manuscripts that are already published or in the process of publication in other journals will not be considered in the Luz y Saber.

Review Process

1. The editor screens the submitted manuscripts and selects those deemed suitable for peer reviewing. Selected articles then undergo a rigorous double-blind refereeing.
2. Once accepted, a Copyright Agreement will have to be sought from the student researchers and their research adviser.
3. Attached with the letter of acceptance are the comments and suggestions from the members of the editorial board. Revisions should be incorporated and returned to the Center within 2 weeks.
4. The editor makes the final decision on the publication of the revised articles.

All communications should be addressed to:

The Editor

Luz y Saber

Colegio de San Juan de Letran

151 Muralla St., Intramuros, Manila, Philippines

8527-7693 to 97 loc. 122

e-mail: research@letran.edu.ph

