VOICING OUT THE FACTORS THAT AFFECT LEARNING THROUGH PHOTOVOICE

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ABSTRACT

Learning is always been an essential objective of education. However, there are many factors that could affect learning in and out of the four corners of the classroom. The study explored these factors through utilizing descriptive research and qualitative approaches particularly Photovoice methodology to determine relevant data from the participation of 49 Grade 12 students under the Science, Technology, Engineering, and Mathematics strand in a public school located at the Philippines' capital city. Results revealed that electrical hazard- faulty electrical wiring and open outlets; earthquake hazards; facilities that were left unfixed; filthy, unhygienic and dysfunctional comfort rooms; environmental sanitation; barriers in learning (noisy environment/poor classroom ventilation); and construction hazards are the factors that affects the learning of students. Furthermore, participants perceived that there should be initiated program or policies, coordination with the Supreme Student Government, with the teachers, with the alumni, and with the school administrators to solve the existing problems that could affect students' learning. Moreover, policy maker became more aware of the problems existing in the school, became more interested in addressing the presented problems by suggesting programs and policies for the betterment of school environment. Based on the gathered data, it can be recommended that feedbacking through the use of photovoice method could be an effective way to improve and enhance the school community to start change in enhancing the learning environment for the students.

Keywords: School Climate (Physical Environment), Factors Affecting Learning, Photovoice

INTRODUCTION

One of the United Nation's (UN) sustainable development goals is the improvement of quality education. In fact, UN emphasized that through quality education, people have the big opportunity to overcome poverty. Additionally, other UN's sustainable development goals will be accomplished when people are catered with quality education. However, the Commonwealth Secretariat (2017) stressed that defining education quality is quite challenging because the approaches and curriculums in the systems of teaching and learning is influenced by the world-wide context of systems of cultures and beliefs. Furthermore, in the Philippine Development Plan 2017-2022 as discussed by the National Economic and Development Authority (NEDA) (2017), it is still quite a challenge in the Philippines to boost the quality of education. It was highlighted in the report that elementary and secondary results of achievements are low due to the following contributing factors: there is high student-teacher ratios; competencies of teachers are lacking; there is scarcity on basic educational facilities, and absence of quality classrooms. With these factors presenting the cause of decline in achievements of learners, educators must prioritize effective learning of students by further specifying the contributing factors that declines the quality of education in order to support the agenda of Philippine government in catering better quality of education.

Learners of the 21st century might achieve better education when they are catered with a conducive learning environment. However, learning of students could be affected in several factors like the school climate in terms of physical environment. In fact, Puteh, Ahmad, Noh, and Adnan (2015) stressed that physical learning environment has a direct relationship with the level of comfort in teaching and learning particularly on the aspects of furnishings, learning space, lighting, and ventilation. For this reason, it was also emphasized that planning and attention in terms of classroom's physical aspects is needed in order to be aligned with the goals and needs of learning because students' idea generation, learning atmosphere, and values, behavior, and attitudes can be affected by a conducive learning environment. These factors could give educators and school policy makers an opportunity to review and assess their respective schools' physical environment to better support the learning process for a better quality of education. The following literatures are further considered in the development of the purpose to conduct the study.

Gorgonio (2017) described school climate as the place of an educational institution that shows the reflection of quality of life experienced by students, parents, teachers, and administrators. In addition, he stressed that there are requisites and standards especially in improving school climate is needed to attain effective implementation of K-12 curriculum in the Philippine education. Likewise, the National School Climate Council (2007) defined school climate as the character and quality of life experienced as based on the values, norms, learning, and leadership practices inside the school. Furthermore, they emphasized that learners' development and learning is cultivated by a sustainable and positive climate of school by which considered as essential in producing a satisfying life experience in a society. Arguably, they also stressed that school climate could complicate or promote students' learning by affecting their academic achievement by how much they feel safe and cared for. The council further mentioned that innovation skills, creativity, problem solving skills, communication skills, collaborative skills, and critical thinking skills of students are enhanced when they work in partners with the educators, and parents in improving school climate.

In the same vein, Kane, Hoff, Cathcart, Heifner, Palmon, and Peterson (2016) defined school climate from the National School Climate Center as the teachers', students', and staffs' individual experiences and feelings toward the school. Also, they explained that the sense of physical security and physical surroundings of the school are two of the twelve measures of the dimensions of school climate based on the National School Climate Center. Accordingly, students should have a sense of safe feeling from physical harm that could be present in the school and that schools should promote clean, orderly, accessible facilities and complete materials and resources.

Learning of students could be influenced or affected by certain factors they experience or possess. In fact, in the study of Mushtaq and Khan (2012), they mentioned that students' performance in science are affected by psychological, social, economic, personal, and environmental factors that vary from person to person and country to country. In the same vein, Abante, Almendral, Manansala, & Manibo (2014) stressed that difficulty in learning of students include the factors such as physical, intellectual, emotional, learning, social, teacher's personality, mental, and environmental. Furthermore, they concluded that the factors affecting the learning of General engineering students most are the physical and environmental factors, but environmental factors have greater impact to their learning. However, researchers (Maxwell, Reynolds, Lee, Subasic, and Bromhead, 2017) pointed out that the leading factor in discussing student achievement and learning is cause by school climate. According to them, school climate is the primary predictor of emotional and behavioral outcomes of students that affects their adaptation to their psychosocial adjustment, self-esteem, mental health, and students' behavior in terms of aggression and bullying, delinquency, and alcohol and drug use. Yet, the researchers stressed that school climate perception was found to affect the academic

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CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

90

achievement of students. With these literatures, it proves that learning of students is influenced by factors which made this current study to explore specific factors that could affect learning of students in the context of school climate (physical environment) by using photovoice methodology.

People can be able to identify, represent and enhance their community through Photovoice process. It is a photographic approach that aims to transcribe and reflect the strengths and concerns of a community, cultivate critical dialogue and learnings based on issues discussed in small and large groups through the aid of photographs, and to influence the policy makers by informing them (Wang and Burris, 1997). In the longitudinal study of Given, Opryshko, Julien, and Smith (2011), they utilized Photovoice to assess skills of students as they study from high school to university in terms of information literacy skills. It was introduced by the authors that Photovoice is an essential method in participatory research assessment. They further described that Photovoice is a strategy that could empower the participants to take control of their captured pictures making them deeply engage in the entire research process. In conclusion, they stressed that pictures taken in the process of research should not represent as data, but it must be accompanied by discussion and interviews to generate meaning and importance.

Furthermore, the study of Ronzi, Pope, Orton, and Bruce (2016) utilized Photovoice to include older peoples' views in the decision making and planning processes for the development of Liverpool City addressed to local policy makers. According to them, the photovoice methods gives opportunities for the development of research in the following aspects: a.) the photovoice process increased the awareness of individual and community level for the city development as based on the direct quotes from the participants; b.) participants became empowered to be engaged with city stakeholders and other attendees in explaining their stories using photographs; and c.) the potentiality of photographs was emphasized when attendees comment during the interview process. In conclusion, they stressed out that older people's knowledge was heard in communicating their concerns for their respect and social inclusion in their community because of photovoice approach. In this study, Photovoice approach will be utilized to explore the factors affecting the learning of students in a public city school campus.

With the emergence of refinement and development of standards as to what an ideal school for quality education, this study sought to investigate specific factors that could affect learning of students. In support to the current study, Warger, EduServe, Dobbin, and EDUCAUSE (2009) underscored set of features of learning environment that could influence learning. They discussed that there are unintended elements or conditions that could affect the intentions and designs of learning process prepared by the teachers. For that reason, the focus of this study is to determine the specific conditions or factors that could affect learning as perceived by students in their school community through Photovoice methodology.

OBJECTIVES OF THE STUDY

This participatory action research explored the factors affecting the learning of students under the STEM strand. Specifically, the study attempted to: 1) explore the factors that affect learning of STEM students within the school physical environment; 2) determine the perceived solutions to the problems as identified by the student-participants; and 3) describe the evidence that will indicate that the photovoice process influence the policy makers in the development of the school community.

METHODOLOGY

The current research utilized the descriptive-qualitative approach in data collection and analysis to draw on with the answers to the presented problems.

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

91

Table 1
Summary of Research Process

Photovoice Process	Participants	Data Collection / Instruments	Data Analysis
Phase 1: *Preparatory Activity* • Securing permission from the office of the School Principal. • Orientation on what Photovoice is. • Showing of examples and discussing guidelines of Photovoice • Setting the objectives of the Photovoice	Principal Researcher and 49 student-participants	Guide questions and objectives of the photovoice process Letter of permission to the School Principal	Anecdotes for the questions asked by the participants
Phase 2: *Photoshoot Process* • The participants were given time to take pictures of their concerns. • The participants were given task to write captions for their photos • Participants were given instructions to look for common message of their pictures with their other classmates. • Participants assigned their own leaders to explain the themes of their pictures using the pic collage they created. • The researcher conducted processing of the message of their pictures through looking for the root cause of the problem.	Intact grade 12 class of 49 STEM students	Captured Images of the student-participants Guide questions for facilitation of group discussion (root cause analysis)	Coding of themes done by the students Anecdotes for root cause analysis.
Phase 3: *Presentation to authorities* • Each assigned group leader presented their group outputs to the Assistant Principal of the Senior High School Department • Reflection about Photovoice	7 group leaders of the student participants, principal researcher, Assistant Principal	Letter to the School Principal and Assistant Principal. Collage of coded pictures to be presented to the Senior High School Asst. Principal	Anecdotes for the evidence of response of authorities.

Specifically, Photovoice methodology highly influenced the whole research process. Accordingly, Velea and Alexandru (n.d.) described photovoice as a method of generating and delivering aggregated messages through the use of captured images to explore the needs of a community. Additionally, Photovoice methodology was first introduced by Wang and Burris (1997) to send message from the marginalized community members of a society to the authority. In this study, Table 1 shows the summary of the entire research process using Photovoice methodology in voicing out the factors that affects learning of students.

Participants of the Study. Conveniently, chosen participants of the study included an intact Grade 12 STEM class of 49 aged 16-21. The author facilitates a Practical Research subject that made him decide to introduce the Photovoice method of research in gathering data in the context of how the learning of participants is affected.

Instruments. Collection of captured images from the participants focused on the concerns how their learning in the school is affected. Anecdotes consisted of guide questions to draw data from the students and policy makers such as their views and perceptions.

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CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

92

Data Analysis. Recording, coding, and thematizing analyzed the qualitative data

RESULTS AND DISCUSSION

Thematized qualitative data gathered from the students' captured images determined

deduced from the participants' captured images during the research process.

the factors affecting learning of the students as presented in Table 2.

1. *Factors affecting the Learning of Students*

Table 2
Factors Affecting Learning of Students

Themes	N	Excerpts culled from students' comments in their captured images
Electrical Hazard Faulty Electrical Wiring and Open Outlets	5	- *These pictures depict open outlets and switches in which students may get electrocuted if they try to utilize. Problems in electricity particularly on open outlets have long been a problem in our school and it has been risking the lives of our students since the very beginning. Sadly, the students are also the one who is commonly responsible for causing the destruction of this faulty electrical wires which may cause electrical shocks to people, damage to property and sudden fire in the school.*
Earthquake Hazards	6	-*This picture shows the top of our classroom window has a crack that may cause collapse of the wall and can cause injuries to the students if ever this thing happens. My concerns are anytime the earthquake will strike on our location this will make a large destruction and damage to our school and can kill many lives.*
You took me for granted (Facilities that were left unused/ unrepaired)	7	-*This is a picture of the sink that is found in front of the canteen. The faucets are broken and there are some trash on it. It is a problem since every time that we have our P.E class, experiments or other activities that we get ourselves sweaty and we are exposed to dirt, we need something to wash it off but since the faucets are broken, we can't use it to freshen up and clean ourselves. I think this exists because of the recklessness of the students and their lack of care. The maintenance of the school is also a cause of this problem. This problem can be solved by fixing the faucets and putting signs or signboards that says, "observe cleanliness and use the faucet properly."*
Filthy Unhygienic and Dysfunctional Comfort Rooms	9	- *I took this photo because it is the only rest room in TLE building in 4th floor. This restroom is only for girl. There's no restroom for boys so if they need to go in the restroom it takes time to go in the 1st floor. I suggest that they make a restroom for boys in the 4th floor in TLE building so that it lessens the time that they consume, and they can back to their room to not be left behind in their lesson.*
Environmental Sanitation	15	-*This picture shows a pile of trash that students did not throw in the trashcan resulting to an unpleasant look to the surroundings of our school. This is a problem because this can cause air pollution and we might get diseases from it. It will also cause flood when it rains heavily. Other reason that this happen because some trashcans in the school is not properly placed.*
Barriers in Learning (Noisy environment / poor classroom ventilation)	4	- *Lack of facilities is always a problem in every schools. In our situation, it's difficult to focus especially when we don't have an enough chair to accommodate all the students in a one classroom in some instances, we have chairs but still it's not good in condition. As you can see, there's some broken parts of the chair. Lack of good condition chairs is a hindrance between the students and the teacher because we can't gain new learnings if we can't sit properly and we don't have an armchair to put our things for us to write on. Back then, some of the students used to sit on the floors just to survive in our everyday life in school. It's difficult to us to attain knowledge if we're much focus on the problems around us specifically in the facilities like armchairs.*
Construction Hazard	3	- *This place is the construction site near the canteen area, I took up the photo because it's so hazardous and dangerous to the students. I want to point out that this area should have a barrier for the protection of the students.*

N=number of students

As gleaned from Table 2, student-participants themed the factors affecting their learning into seven. These factors are electrical hazards faulty electrical wiring and open outlets; earthquake hazards; you took me for granted; filthy unhygienic and dysfunctional comfort rooms; environmental sanitations; barriers in learning; and construction hazards. As

mentioned in the comments of the groups under the *electrical hazards faulty electrical wiring and open outlets,* this problem affects their learning because they feel that they are not safe whenever they pass in the hallway or use the facility. Accordingly, United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Institute for Capacity Building in

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CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

93

Africa (IICBA) (2018) pointed out that health, safety and security of the learner should be ensured during the normal operation of school hours including minimizing the risk of potential hazards are needed for a safe school. *Earthquake hazards* were described by the students are the visible cracks in the school buildings, windows, and signages of schools that could be dangerous to students. This is another concern for the feeling of safeness of students during their learning. In fact, Kane, Hoff, Cathcart, Heifner, Palmon, and Peterson (2016) emphasized that there is a need for student to feel safe and comfortable in school because it could have a significant impact in their daily life. Furthermore, *you took me for granted* theme was consisted of images showing unused textbooks left undistributed and broken sinks that were left unrepaired. Students expressed that these could have been very helpful in their learning process if they could have been repaired or maintained. To support this, OECD (2009) stressed that instructions are hindered when there are resource shortages in school resulting to low performance of students. Moreover, *filthy unhygienic and dysfunctional comfort rooms* concern of students showed students' disappointment attitude towards these situations of school comfort rooms. This could affect learning of students. As a matter of fact, Korkut (2016) mentioned that students' and teachers' wellbeing is also dictated by the type of school environment they `are exposed to. He stressed that there could be high level of absenteeism and communicable diseases that may arise when school environment has inappropriate conditions. In addition, the environmental sanitation that was captured by the students about the garbage and litters of students around the school community could affect their learning. Sanitation in school is necessary. Actually, Anijah-Obi, Chris-valentine, Ubom Bassey, Dunnamah, & William (2013) emphasized that reconditioning and educating the minds of students will be achieved when environmental sanitation education is taught. *Barriers in learning* was emphasized by the students through capturing broken armchairs, noisy environment, and lacking or absence of electric

fans for a well-ventilated classroom. This condition, support the claim of Coalson, Dudley, & Hurley (2011) that the achievement of students is also caused by the impact of school facilities. Lastly, *construction hazards as* themed students were described as very dangerous to students' safety due to lacking construction safety protocols and protections for the students. As further emphasized by UNESCO and IICBA (2018), a school should be committed to a safe community to make students feel calm and excited.

2. Root Cause Analysis for the Perceived Problems

Students were engaged to discussions to analyze the cause of the problems they have identified that affects their learning and the Table 3 presents the summary of analysis.

Table 3 reveals the root cause of the thematized factors affecting the learning of the students. Generally, the cause of the problems as identified by the student-participants were problems on students' discipline; low quality of construction materials; lack of resources for maintenance of facilities; school location; and mismanagement of garbage. With these identified cause of the problems, student-participants also identified solutions to the problem and generally, it includes the following: prompt reporting of incidence to teachers; tapping sponsors for renovating facilities; creation and implementation of school policies with students' discipline as the focus; and coordination to school administrators about programs as initiated by the Supreme Student Government. Student-participants further identified that students, teachers Supreme Student Government (SSG), and School Administrators are the people that should be involved in the development or enhancement of policies to solve the problems pertaining to the factors that affects learning of students. This instance corresponds to the objectives of using photovoice. Accordingly, Jongeling, Bakker, van Zorge, & van Kakebeeke (2016) stressed that a specific issue could be addressed using Photovoice methodology to initiate lasting change to participants, empower people in

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CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

94

informing authorities by involving themselves actively in the community's development as based on their decisions from the situations that affects their lives.

Table 3

Anecdotes culled from the root cause analysis discussion

Themes	Root Cause	Perceived Solutions	Person to be involved
Electrical Hazard Faulty Electrical Wiring and Open Outlets	▪ student's discipline ▪ Inconsistent maintenance ▪ Quality of materials used in building it ▪ Lack of funds for maintenance ▪ Low quality construction ▪ Improper usage by the students and teachers ▪ old and have been used for years	▪ Put warnings ▪ Talk to the Supreme Student Government officers ▪ Report to the teachers ▪ Having a step by step process in replacing the old outlets and wirings	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.
Earthquake Hazards	▪ quality of construction materials ▪ lack of funds ▪ the building is old ▪ Effects of the past disasters ▪ Substandard materials ▪ Broken windows caused by the students	▪ Having a step by step process in replacing and renovating the buildings and the facilities ▪ Ask sponsors for funds by the Administrators, Alumni and the Department of Education	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.
You took me for granted (Facilities that were left unused/ unrepaired)	▪ Lack of Policy ▪ Student's discipline ▪ Low maintenance ▪ Fear of policy and responsibility of the teachers ▪ improper use of the facilities and classrooms ▪ lack of facilities for keeping the books	▪ Inform the authorities	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.
Filthy Unhygienic and Dysfunctional Comfort Rooms	▪ student's discipline ▪ Inappropriate use of comfort rooms by the students ▪ lack of maintenance ▪ lack of funds	▪ Contact the SSG Officers about the situation and create a letter about it addressing to the administrative staff and discuss the solution to them. ▪ Have coordination with the teachers ▪ Train the students in using the comfort rooms properly ▪ Seminars on proper usage of facilities and maintenance ▪ Having punishments ▪ Caravans ▪ Hearing of Policies/ Implementation of school policies	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.
Environmental Sanitation	▪ Student's discipline ▪ Teacher's responsibility	▪ Dissemination of information ▪ Having punishment ▪ Monitoring of teachers ▪ Add garbage cans ▪ Having a proposal to the admins and teachers about the issue and solution ▪ Policy, Planning and Program supported by the SSG ▪ Talk to the clubs and organizations ▪ Tap the Administration	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.
Barriers in Learning (Noisy environment / poor classroom ventilation)	▪ Location of the school ▪ Low quality materials ▪ Lack of funds and budget ▪ Lack of maintenance ▪ Improper use	▪ Having follow ups to the admins and the Department of Education about the issue ▪ Having programs about Environment ▪ Teachers should teach discipline to the students as well as the students teach themselves.	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.
Construction Hazard	▪ Construction of the new building ▪ Mismanaged waste from the Construction	▪ Reporting to the teachers and administrators ▪ Ask the construction workers in informing the higher ups about the situation	▪ the students, teachers, the Supreme Student Government (SSG) should be involved and also the administrative staff in order to discuss and create solution to the problem.

3. Perception of Students in solving the Factors Affecting their Learning

Table 4 summarizes the themes for the students' perception on solving the factors affecting their learning.

Table 4
Summary of Solutions to the Problems as perceived by the student participants

Themes	Perceived Solutions to the Factors Affecting Learning				
	Initiation of Program / Policies	Coordination with SSG	Coordination with Teacher	Coordination with alumni	Coordination with School Administrators
Electrical Hazard Faulty Electrical Wiring and Open Outlets	-Put warnings -Having a step by step process in replacing the old outlets and wirings	Talk to the Supreme Student Government officers	Report to the teachers	-	-
Earthquake Hazards	Having a step by step process in replacing and renovating the buildings and the facilities	-	-	Ask sponsors for funds by the Administrators, Alumni and the Department of Education	-
You took me for granted (Facilities that were left unused/ unrepaired)	-	-	-	-	Inform the authorities
Filthy Unhygienic and Dysfunctional Comfort Rooms	-Train the students in using the comfort rooms properly -Seminars on proper usage of facilities and maintenance -Having punishments - Caravans -Hearing of Policies/ Implementation of school policies	Contact the SSG Officers about the situation and create a letter about it addressing to the administrative staff and discuss the solution to them.	Have coordination with the teachers	-	-
Environmental Sanitation	-Having punishment -Add garbage cans -Having a proposal to the admins and teachers about the issue and solution -Policy, Planning and Program supported by the SSG	Talk to the clubs and organizations	Monitoring of teachers	-	-Dissemination of information -Tap the Administration
Barriers in Learning (Noisy environment / poor classroom ventilation)	Having programs about Environment	-	Teachers should teach discipline to the students as well as the students teach themselves.	-	Having follow ups to the admins and the Department of Education about the issue
Construction Hazard	-	-	Reporting to the teachers and administrators	-	Ask the construction workers in informing the higher ups about the situation
N=27	13/27 or 48%	3/27 or 11%	5/27 or 19 %	1/27 or 4 %	5/27 or 19%

As shown in Table 4, there were five themes emerged from the perceived solutions to the factors affecting the learning of the students: initiation of program/policies, coordination with the Supreme Student Government (SSG), teachers, alumni, and school administrators.

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com
CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

96

Accordingly, students opted to have initiation of programs or policies (48%) to solve the problems that affects their learning. Also, the coordination with the SSG officers (11%), teachers (19%), alumni (4%), and school administrators (19%) was perceived by the students to be helpful in figuring out the answer to lessen or resolve the problems. The root cause analysis conducted among the students made meaning in engaging the students for the improvement of their learning. In fact, OECD (2013) stressed that many schools aim to look for students' feedback about their lessons, teachers, and resources to attain high level of equity. In addition, OECD focuses on formative purposes by giving importance to engaging students and staffs in having self-evaluations and using students' feedback to teachers in order to improve teaching and learning.

4. How Policy maker was influenced due to the Photovoice process.

One of the processes of the photovoice methodology in the study is to inform authorities about the factors that could affect learning of students.   Questions and comments of the assigned authority is shown in Table 5.

Table 5
Coded data transcribed during the presentation process.

	Comments and Suggestions of Policy Maker		
Themes	**Became more Conscious**	**Interested**	**Suggestion of policy**
Electrical Hazard Faulty Electrical Wiring and Open Outlets	-	*Sino may kagagawan? (Who made those problems? (open wirings))*	-
Earthquake Hazards	*-nakalabas nga kayo ng school, madaganan naman kayo ng building. (You got out from the school, but you might be in danger outside because of the high buildings)*	*-"bakit mahirap mag evacuate?" (why is it hard to evacuate?) -"paano kayo mag earthquake drill? (How do you conduct earthquake drills?)*	-
You took me for granted (Facilities that were left unused/unrepaired)	*-I don't need to go around because of your project - stairs might collapse*	-	*-Condemned properties should be reported to the division office -coordination with the General Parent Teachers Association (GPTA)*
Filthy Unhygienic and Dysfunctional Comfort Rooms	*-Which is detachable? -Besides there is no water supply*	-	-
Environmental Sanitation	*-look at the garbages of the school -the school is dirty*	*-look at the hindrances of their learning. -I will be sharing this concern to our Principal*	*-Dapat meron dito "basura mo tapon mo" (There should be a program here that demands students to get rid of their own garbage) -luwi nalng ninyo basura niyo. (Take your garbage here to your home) -tanggalin nlng basurahan (remove trash bins)*
Barriers in Learning (Noisy environment / poor classroom ventilation)	-	*Are those lcd given by "Erap"?*	*Coordinate with the GPTA*
Construction Hazard	-	-	*Put warning signs*
N= 20	7/20 or 35%	6/20 or 30%	7/20 or 35%

As revealed in Table 5, there were three themes emerged during the photovoice presentation to the policy maker: became more conscious of the existing problem, interested, and suggested policies to address the issue. Of the 20 comments and suggestions, the policy maker became more conscious and aware (35%) of the presented factors affecting the learning of students. The policy maker exhibited interest (30%) also during the presentation by

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CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

97

asking questions about the root cause of the problem and how it could be solved. In addition, the policy maker suggested programs (35%) to address some concerns presented during the photovoice presentation. For this reason, Photovoice methodology had initially served its purpose: to empower the participants to become an active agent of change in the community. Accordingly, Sutton-Brown (2014) emphasized that Photovoice methodology is very successful in the field of education by combining photography, critical dialogue with the authority, experiential knowledge, and making the participants to reflect and communicate the concerns in the community to ignite change.

CONCLUSIONS

Goals to enhance and improve learning in the school in this 21st century has been challenging. Many teaching strategies produced from different studies were proven effective in the teaching and learning process. However, there are factors that could affect learning that even an educator might be unaware. This study utilized photovoice methodology to collect and gather students' perception on the factors that could affect their learning.

The following conclusions were drawn based on the study:

1. students believed that faulty electrical wirings, earthquake hazards, facilities left unused or unrepaired, filthy and unhygienic comfort rooms, environmental sanitation, noisy and poorly ventilated classrooms, and construction hazards were the perceived factors that affects their learning.
2. Students identified and suggested solutions to their concerns and believed that there should be an initiation of policies and programs, coordination with the Supreme Student Government (SSG), and coordination with the teachers, alumni, and school administrators to resolve the problems that affects their learning.
3. The presentation of the results of the photovoice process made the policy maker to become more conscious of the problems existing within the school community,

interested on how to solve the problem and even suggested to create policy to address the issues raised by the participants. Truly, photovoice methodology ignites opportunity for change.

RECOMMENDATIONS

The patterns of results could have implications on how public schools could enhance their learning environment.

1. The school administration, staffs, faculty members, and student organizations should work collaboratively in addressing the factor that could affect the learning of students through reforming or initiating school policies. In this way, a better school physical environment or climate will be assured for lessening the factors that could affect learning of students.
2. To facilitate feedbacking within the learning community, Photovoice process is appropriate in training students to participate in an action research that will help in identifying issues and concerns that need to be addressed for the betterment of learning process.

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CHAN, J.R., *Voicing Out the Factors that Affect Learning Through Photovoice, pp. 89 - 100*

100