



COLLEGE – BASED ACTIVITIES TOWARDS DEVELOPING ACADEMIC APPRECIATION OF COLLEGE OF TEACHER EDUCATION STUDENTS

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ABSTRACT

The major thrust of this study was to assess the academic appreciation of the students of College of Teacher Education (CTE) and formulate college-based activities (CBA) to boost their appreciation of the college's academic practices. It also sought to answer the relationship between the college academic standard and the respondent's cognitive development, skill development and motivation. Project proposals were prepared by the researchers to further enhance the appreciation of the students on the practices of CTE, specifically in conducting researches. The study used the descriptive method research in order to determine the level of appreciation of the selected CTE students in Batangas State University. Questionnaire was the main data gathering instrument used. Frequency, weighted mean, and percentage were used as the statistical tools. Findings revealed that Demonstration Teaching is the most appreciated academic practice by the CTE students. The CTE students agreed that the college's academic standard affects cognitive development, skills development and motivation. There is a significant difference among students' assessment when group according to year level. A high expectation of professors is the major problem affecting the academic performance of the CTE students. From the foregoing findings, it was recommended that the proposed project plan may be tried out for validation and evaluation. Also, Colleges, universities and other schools may provide adequate academic practices that will supplement and develop students' academic performance. A parallel study may be undertaken for further evaluation of the awareness concerning laws designed for differently abled persons.

Keywords: college based-activities, cognitive development, skills development, motivation

INTRODUCTION

Education in the 21st century demands skills and confidence that students need to be triumphant in this new world. It is the gateway of anticipating the world outside. Many colleges and universities have broad educational missions to make the entire student globally competitive. College-based programs support students immensely, according to research on student learning and achievement. These college-based activities are manifested through various academic

practices that schools develop over time. Having these academic practices is a manifestation of a positive school culture since it is crafted with the aim to develop students holistically. College learning gained through various academic practices provide occasions for development of different competencies, skills and academic learning (Baum 2019). When opposed to conventional teaching, openness to such

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approaches has been related to greater improvements in knowledge and education.

In many universities around the world, the study of college-based activities towards developing academic appreciation demand substantial time and effort, assist learning outside of the classroom, bear meaningful interactions with faculty and students, embolden collaboration with diverse others, and furnish frequent and substantive feedback. As a consequence, participating in these activities has the potential to change one's life. Student achievement is a critical aspect in higher education institutions and it is seen as an important metric for evaluating educational institutions' excellence (National Commission for Academic Accreditation &, 2015). It is an essential aspect in the Philippines that can help students improve and enhance skills that are important in the workplace and can be applied to a broad variety of situations, such as critical analysis, decision making, and engagement (Vaz, 2019).

Nowadays, educational failure is one of the most important problems in higher institutes because there are gaps in student's academic appreciation. The problem is increasing every year because students tend to do their task without eagerness and determination for the reason that they are seeking for more convincing and relatable academic practices. Students find academic practices difficult because they perceived it as a burden and not a motivation to finish their studies.

Considering different possible problems encountered by students and the complexity of the topics that they need to learn from school, it might actually impede their academic performance (Dagdag et. al.,2019).

Formulation of CBA to develop the academic- appreciation of the CTE students of Batangas State University Main Campus I is the aim of this study. The researchers want to propose a program or project that will inspire and appreciate those academic practices. These academic practices also include the integration of the Learning Management System (LMS) and project plans that will make demo teaching, comprehensive examination and research or thesis requirements more enthralling and engaging. According to (Pishva et al., 2010), LMSs

have become an integral component of the educational systems in most universities and interest is increasing in hybrid approaches that blend in class and online activities. Generally, this study may disclose the significance of the academic practices imposed by the college in terms of students' cognitive and skills development, as well as their motivation. This may help students to be excellent academically and uplift more advanced intellectual pursuits. This study may also be an avenue for the student to comply with the high criteria of the college. Furthermore, this may be the platform to formulate college-based activities that may be proposed towards developing academic appreciation among students.

OBJECTIVES OF THE STUDY

This study aimed to formulate college-based activities to develop the academic- appreciation of the CTE students.

Specifically, this sought to achieve the following objectives:

1. To determine the profile of the respondents in terms of:
 - 1.1 sex;
 - 1.2 year level; and
 - 1.3 field of specialization;
2. To assess to what extent are the College's academic practices appreciated by the students;
3. To assess how the College's academic practices affect the following among students:
 - 3.1 cognitive development;
 - 3.2 skills development; and
 - 3.3 motivation;
4. To distinguish significant differences in the responses when group according to profiles variables;
5. To identify problems that affect respondent's academic performance;
6. To formulate college-based activities that may be proposed towards developing academic appreciation among students.

METHODOLOGY



This study used the descriptive method research in order to determine the level of appreciation of the selected CTE in Batangas State University. Emerging problems, processes, data usually obtained in the participants' environment, data collection, inductively developing from specific to broad themes, and the researcher's interpretations of the data gathered are all part of this process. Questionnaire was the main data gathering instrument used. The sample size of the study is 255 students of Batangas State University under the CTE 47 males which comprise of 18.43 percent of the total population and 208 females which comprises 81.57 percent of the total population from different fields of specialization. Students were selected using Stratified Random Sampling. However, frequency, weighted mean, and percentage were used as the statistical tools.

RESULTS AND DISCUSSION

1. Profile of the Respondents

The study looked into the profile of the respondents which includes sex, year level, and field of specialization.

1.1 **Sex.** Table 1 presents the distribution of the respondents as of sex.

Table 1
Profile of the Respondents in terms of Sex

Variable	Frequency	Percentage
Male	47	18.43
Female	208	81.57
Total	255	100

1.2 **Year Level.** Table 2 shows the Distribution of the respondents when it comes to year level.

Taken from the table below it can be noted that 168 or 65.88 percent were First Year while 87 or 34.12 percent were second year.

Table 2
Profile of the Respondents in terms of Year Level

Variable	Frequency	Percentage
First Year	168	65.88
Second Year	87	34.12
Total	255	100

1.3 **Field of Specialization.** The Distribution of the respondents in terms of field of specialization. The field of specialization with the greatest number of respondents was from Social Studies holding 60 or 23.53 percent of the total population. While respondents from Filipino were second with the most respondents having 48 or 18.82 percent of the total respondents, followed by Elementary education which comprises 32 or 12.55 percent of the total population.

Table 3
Profile of the Respondents in terms of Field of Specialization

Area	Frequency	Percentage
English	27	10.59
Filipino	48	18.82
Science/s	24	9.41
Technology and Livelihood Education	16	6.27
Early Childhood Education	8	3.14
Mathematics	21	8.24
Social Studies	60	23.53
Elementary Education	32	12.55
Physical Education	19	7.45
Total	255	100

Next is the English major having 27 or 10.59 percent of the total population, while the respondents from Science major holding 24 or 9.41 percent of the total respondents, followed by Mathematics, major holding 21 or 8.24 percent of the total population. The table also revealed that the respondents from the Physical Education holding 19 or 7.45 percent of the total respondents, while the respondents from the Technology and Livelihood Education which comprises 16 or 6.27 percent of the total number of the respondents, followed by Early Childhood Education having 8 or 3.14 percent of the total population.



2. Assessment of the Extent to which college Academic Practices are Appreciated

The study assessed to which extent the college academic practices are appreciated.

2.1 College's Academic Practices. In the area of academic practices "demonstration teaching" obtained the highest weighted mean of 3.57 which was interpreted as highly appreciated by the respondents.

Basheer et al., (2016) found that demonstrations can be an important medium for improving students' knowledge. Professional learning that is relevant to the needs of the classroom, department, or teacher should be job-embedded (Darling-Hammond et al., 2009; Easton, 2005; Stewart, 2014). One way to have such valuable career development is by demonstration classrooms.

Lastly, Research/Thesis Requirements as an academic practice got a weighted mean of 3.11 and interpreted as appreciated by the students. This means that most of the students adopted a systematic way of acquiring information. However, among all the academic practices, research/thesis requirements had the lowest weighted mean. Students might be afraid of doing research because they think that this kind of stuff is very complicated and a waste of time and effort. This is contrary to the study of Global Health University (2009) that there is often disconnection between those who do studies and those who are tasked with putting the results into practice.

3. Effect of College's Academic Practices

The study looked in to the areas that may have been affected by the college's academic practices.

3.1 Effects of College's Academic Practices relative to Cognitive Development. The effects of the College's academic practices relative to cognitive development on the students of CTE based on the weighted mean of 3.41, revealed that The College academic practices inspire me to study and read in advance in order to cope up in class and train students to be more

knowledgeable due to its more advanced intellectual pursuits' affects students' cognitive development with an interpretation of agree. These items got the highest weighted mean because reading in advance and advanced intellectual pursuits enhances the knowledge of the students.

Intensive reading, according to Murphy et. al., (2013), improves reading comprehension, enhances context awareness which is helpful in all subject areas.

Conversely, the respondents assessed that the College academic practices 'assure me that I am capable of competing at the work field because of the cognition I gained/ will' influence their cognitive development by obtaining the lowest weighted mean of 3.28 with an interpretation of agree. This is because the respondents do not perceive the working field as a competition rather, they see it as an avenue of opportunity where they are able to practice their acquired knowledge from the institution that equipped them for the world's changing demands. The college practices molded the cognitive aspect of the students that proven effective at the time that they are in the actual field and able to practice the learning experiences taught to them.

3.2 College's Academic Practices relative to Skills Development. Data show that respondents agreed that developing communication because the college is very keen to the English-Speaking Policy is the foremost appreciated skill that affects skill development with a weighted mean of 3.47. The English-speaking policy of the college seems to be appreciated clearly because it equips students with the edge in the working field. Furthermore, this skill is applied in the global knowledge economy.

The college's English-speaking policy seems to be valued, as shown by student outcomes such as general academic vocabulary growth, improved communication skills in an academic environment, development of successful note-taking skills, and improved academic conversation and presentation skills.

Meanwhile, improving technical/ICT skills was the least agreed academic practices relative to skills development by the respondents and garnered a weighted mean of 3.24. It is unclear



what effect ICT applications have on students' success and achievement.

In the current analysis, ICT adoption is described as the gradual transition to automation of the educational process, not only in administrative activities such as student enrollment, registration, and assessment, but also in the development of a personalized learning management system and the migration of all courses and related data onto it.

3.3 College's Academic Standard relative to Motivation. The statement "inspire me to always give my best in every task" was strongly agreed by the respondents with the highest weighted mean of 3.50. The student was intrinsically motivated to do their best and acquire enhanced achievement that is sustained by each academic practice. As per Okutan (2012), students feel that with some initiative, they will complete the teaching activities and objectives.

Students that are highly motivated have an advantage when they use a variety of habits and tactics, such as maintaining intrinsic desire, achieving goals, and self-monitoring. This result validates Augustyniak et al. (2016), which found that intrinsic motivation is linked to high levels of commitment and job success.

On the other hand, the influence to be competitive in any learning area was agreed by the respondents with the lowest weighted mean of 3.33. As a matter of fact, academic practices contribute enormously in shaping the holistic development of the student. Some students are motivated to precede working for external, competitive reasons, since they need to win a great practice. This finding supports the study of Grum et al., 2015 that in terms of competitive behaviors, intrinsic motivation is linked more with personal development, whereas extrinsic motivation is connected more with hypercompetitive attitude.

4. Assessment of the Effects of Academic Standards when grouped according to profile variables.

To distinguish significant differences in the responses when group according to profiles variables.

Table 4
Assessment on the Effects of Academic Practices when grouped according to Sex

Area	t _c	p-value	Decision on H ₀	Interpretation
Cognitive Development	0.104	0.917	Do not Reject	Not Significant
Skills Development	0.295	0.768	Do not Reject	Not Significant
Motivation	0.072	0.942	Do not Reject	Not Significant

As shown in Table 4 there was no significant difference in the extent of effect of the cognitive development, skills development and motivation when grouped according to sex. This is evident in the p-value of 0.917, 0.7688, and 0.9421 which are all higher than 0.05 level of significance. This result failed the researchers to reject the null hypothesis.

When looking at the cognitive development when grouped according to sex, there was no significant difference because sex does not entail broad learning among students. Both males and females are both engaged in various academic practices of the college. This is congruent to the study of Upadhayay, & Guragain (2014) that despite males and females having different hormone profiles, [male (testosterone) and female (preovulatory-oestrogen)], female cognitive profiles were similar to male cognitive profiles when measured during their preovulatory periods.

When it comes to the area of skills development it was revealed that there was also no significant difference between sex and the extent to which they are affected by academic practices of the college. Both sexes have acquired valuable skills throughout the school year. No substantial gender differences were found in any of the skills proposed to underpin writing progress, phonological memory, word or image recollection, nor any of the component skills of; alphabet



transcription and spelling, according to Babayiit et al (2014).

The same holds true to the area of motivation of the students relative to extent of the academic practices among students when grouped according to sex. The results revealed that there was no significant difference because males and females have the same level of courage to do the task and self-efficacy in handling activities of the college.

Table 5
Differences in the Assessment on the Effects of Academic Practices when grouped according to Year Level

Area	t _c	p-value	Decision on H ₀	Interpretation
Cognitive Development	2.153	0.032	Reject	Significant
Skills Development	4.377	0.000	Reject	Significant
Motivation	1.979	0.049	Reject	Significant

Table 5 presents the significant difference in the extent to which academic practices affect the cognitive development, skills development and motivation of students when they are grouped according to their year level. The year level pertains to the first year and second year respondents that have participated in answering the questionnaire. The results show that null hypothesis must be rejected and that the effects of academic practices have a significant difference according to their year level.

When looking at the cognitive development when grouped according to year level, there was a significant difference because higher year level entails more knowledge and wide-ranging learning. They are more acquainted with the academic practices aimed at the cognitive development of the department compared to the freshmen. They are more adjusted and accustomed to the changes in the department. Blimling (2019) asserted that cognitive development follows an invariant sequence. This means that issues or concerns at the lower year level must be resolved first before students can move to a higher stage of development. The findings support this claim since higher year levels tend to be more open and ready

to the academic practices that the department implements since they have already surpassed the stage of intellectual adjustment.

The same holds true to the skills development of the students. The results revealed that there is also a significant difference on the effects of academic practices on the skills development of respondents in the area of skills development when grouped according to their year level. This is because respondents on the higher year level acquired more valuable skills throughout their one-year stay at the department. They already performed more advanced activities that have honed such skills. Meanwhile, those in the lower years are just getting ready to acquire such changes and activities.

When it comes to the area of motivation, it was revealed that there is also a significant difference between the year level and the extent to which they are affected by the academic practices of the department. There was a significant difference in the motivation of the respondents in the higher year level and those at the lower year level. Respondents on the higher year level are less motivated because the difficulty of activities they need to accomplish based on the academic practices is much more difficult and complex than those at the lower year level. The difficulty of a task that needs to be accomplished often affects the motivation of students. Conduct of research and thesis requirements is one of the academic practices of the department. It is deemed as a difficult and complex task that brings overwhelming feelings.

Table 6
Differences in the Assessment on the Effects of Academic Practices when grouped according to Field of Specialization

Area	F _c	p-value	Decision on H ₀	Interpretation
Cognitive Development	3.045	0.003	Do not Reject	Not Significant
Skills Development	2.789	0.006	Do not Reject	Not Significant
Motivation	1.595	0.127	Do not Reject	Not Significant



Table 6 displays that there was no significant difference in the effects of academic practices to the respondent when grouped according to their field of specialization in areas including cognitive development, skills development, and motivation. This is evident in the p-value 0.003, 0.006, and 0.127 which are all higher than 0.05 level of significance. This only suggests that the null hypothesis is valid and there was no significant difference in the effects of academic practices when grouped based on this specific profile variable.

Field of specialization does not affect the assessment on the effects of academic practices. All students, regardless of chosen field of specialization and expertise, do not show indifference to the extent to which they are affected by the department's academic practices. Regardless of field of specialization, students are required to conduct research, encouraged to use educational resources from different internet platforms, put into practice the English-speaking policy and other academic practices implemented by the department. Respondents share almost the same sentiments in dealing with the academic practices because the department executes uniformed academic practices to ensure that students meet the department's mission and vision, regardless of their expertise.

Thus, according to Hénard (2012), students tend to be open to equity and expect equal teaching and learning opportunities, to be equally judged and to receive the education they need for social inclusion. This explains why there is no significance difference when the effects of academic practices are assessed according to the field of specialization.

5. Problems that affect Respondents' Academic Performance

It presents that the respondents agreed that the common problem faced by the respondents is "high expectations of professors" which obtained the highest weighted mean of 3.38. When a teacher has strong aspirations for his pupils, sees them as intelligent, and wants them to succeed, he or she is more likely to want and teach more and develop a more productive environment, which

leads to higher achievement. A teacher with low expectations, on the other hand, is less likely to address advanced or difficult content and will unintentionally hinder learning by offering less emphasis, support, or constructive feedback.

While it is generally recognized that teachers' expectations have an impact on students' achievement, new classroom studies have prompted some scholars to believe that anticipation impacts are more complicated than previously believed. Claude Goldenberg of the University of California, Los Angeles, suggests that teachers and students have more complex and mutual effects on one another that are difficult to predict.

6. College-based Activities towards Developing Academic Appreciation among Students

The academic practice that seems not to be appreciated by the CTE students is the conduct of research as part of requirements in the subject. Students tend not to appreciate research because it takes time and effort and it's intrinsically difficult in nature. Some students are having difficulties in writing and thinking critically. They are also not familiar with its processes and procedures, making research harder on their part.

To close the gap regarding that problem the researchers came up with various interventions that will help the students to be engaged in the field of research.

The first intervention is by encouraging students to active reading. This enables students to engage in the disputed theoretical spaces and discussions that determine scientific knowledge in reality.

Encouraging careful reading develops the capacity of the students to evaluate and criticize research literature, epistemologies, and methodologies. Demonstrate how to use search methods to perform precise and systematic research (for example, using Google Advanced Search or Google Scholar with search operators). Further, make sources accessible to students by identifying individual papers, industry publications, and other key locations where new research is published and discussed.



The next approach is to encourage students to participate in research through conferences and publications. A growing number of peer-reviewed journals and conferences dedicated to undergraduate study are evolving across disciplines. It could be possible through encouragement to students to look at these options, and offer to teach those who choose to write for scholarly journals or give their first presentations at conferences.

Furthermore, discussion of published research with students is also a good intervention. In an academic environment, teaching and research have a symbiotic connection. Involvement of students in research is an effective intervention. Academic success, thinking skills, intellectual development, and retention all benefit from research experiences. They also give students a better understanding of their topic outside of the undergraduate lecture, lab, and seminar environment.

Lastly, this will take charge when an academician sees how undergraduate researchers may be interested in the work. Often, when there is progress on a study topic, maintain a running list of mini projects/issues that will be suitable for undergraduates.

CONCLUSIONS

Based on the findings, the researchers drew the following conclusions that Demonstration Teaching is the most appreciated academic practice by the CTE students of Batangas State University. The students agreed that college's academic standard affects cognitive development, skills development and motivation. There is a significant difference among students' assessment when group according to year level. And high expectations of professors are the major problem affecting the academic performance of the CTE students. To close the gap regarding that problem the researchers came up with various interventions that will help the students to be engaged in the field of research. This includes encouraging students to active reading, developing students' research activity through conferences and publications, discussion of published research with students, involvement of students in research and, engaging

and taking account of co-curricular research opportunities.

RECOMMENDATIONS

In the light of the above conclusions, following recommendations are offered.

1. The proposed project plan may undergo for validation and evaluation to provide continuity of the development of student academic pursuits.
2. Colleges, universities and other schools may provide adequate academic practices that will supplement and develop students' academic performance.
3. A similar study may be conducted by other researchers to ensure that having different areas of concern may be used as additional information.

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