



Article

Level of Satisfaction on Student-Related Services Amid the Pandemic: A Culturally Responsive Assessment at Marinduque State University

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Abstract

The COVID-19 pandemic forced the temporary closure of colleges and universities, drastically altering the traditional educational experience. Students had to adapt to the new normal of remote learning, often without access to the familiar, campus-based support systems that are crucial to their academic and emotional well-being. This study aimed to assess the level of satisfaction with student-related services during the pandemic at Marinduque State University (formerly Marinduque State College). Employing a mixed-methods approach, the research used both quantitative and qualitative designs to evaluate how the Office of Student Affairs and Services (OSAS) delivered support during the crisis, how satisfied students were with these services, and what interventions were implemented to address students' needs. The findings, derived from survey questionnaires and guided interviews, indicated that students were generally highly satisfied with the availability and responsiveness of student-related services. Cultural values rooted in kapwa (shared identity) and bayanihan (communal unity) were evident in the ways MSU staff supported students. For instance, interventions included donating pocket Wi-Fi for students with connectivity issues and initiating phone or video calls to check on their emotional and physical well-being. Interviews with school nurses and the guidance counselor revealed their commitment to maintaining close, culturally responsive communication with students. However, challenges such as slow internet connections and difficulty addressing students' mental health needs were reported. To address these, school personnel engaged in continuous learning through webinars to strengthen their capacity to provide culturally sensitive guidance and support.

Keywords: challenges, Covid-19 pandemic, interventions, satisfaction

Suggested citation:

Elegado, H., Deligero, Y., & Lantita, A. (2025). Level of Satisfaction on Student-Related Services Amid the Pandemic: A Culturally Responsive Assessment at Marinduque State University. *International Journal on Culture, History, and Religion*, 7(SI2), 514-529. <https://doi.org/10.63931/ijchr.v7iSI2.223>

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Introduction

Colleges and universities closed their campuses due to the alarming surge in COVID-19 infections, prompting an abrupt shift to online learning. As a result, students were compelled to adapt to the “*new normal*” learning style, often without access to the familiar on-campus support systems that once provided a sense of security, belonging, and care. However, school services, especially those under the Office of Student Affairs and Services (OSAS), continued in various remote modalities. While these efforts were commendable, student services proved challenging to deliver, particularly for learners from disadvantaged households with limited digital access and connectivity. The cultural values of *bayanihan* (communal support) and *malasakit* (deep empathy) became crucial in delivering these services, reflecting the Filipino way of addressing hardship through collective effort and compassion.

To compensate for physical barriers, OSAS units turned to online platforms for consultations, counselling, and other forms of student assistance. These services had a heightened sense of responsiveness, transparency, and situational relevance. According to McCarthy (2020), OSAS has been among the most proactive units in higher education institutions worldwide during the pandemic. Ludeman and Schreiber (2020) further explained that OSAS contributes significantly to student development, retention, and well-being through responsive services that support academic and career success.

In Marinduque, a culturally distinct island province where familial ties and community networks are deeply valued, MSU’s OSAS initiatives embodied local cultural sensibilities. Interventions such as donating pocket Wi-Fi devices, conducting teleconsultations, and maintaining direct communication with students mirrored the spirit of *pakikipagkapwa* (shared identity and respect for others), showing how culturally embedded approaches enhanced service delivery. Nevertheless, challenges persisted, including unstable internet connectivity and limited capacity to respond to mental health concerns, especially in isolated areas. As Forrester and Parkinson (2006) and Calhoun et al. (2017) noted, the lack of face-to-face interaction in support services revealed institutional readiness gaps in transitioning to digital education. Still, OSAS continued to evolve by attending webinars and equipping their staff to meet students’ needs with cultural sensitivity and renewed vigor.

This study aimed to determine the level of satisfaction of Marinduque State University students with the delivery of OSAS services during the COVID-19 pandemic. Specifically, it investigated the responsiveness of OSAS, student satisfaction levels, and the challenges encountered in implementing interventions. By contextualizing the findings within Marinduque’s cultural framework, the research

sheds light on how student services can remain relevant, inclusive, and resilient in the face of global disruptions when rooted in local values and practices.

Methodology

The purpose of this study is to gather and explore responses of OSAS officials and students on problems encountered in the delivery of services during the pandemic in Marinduque State University.

This study used a qualitative-quantitative design to collect data through an interview guide and questionnaire. The qualitative part of the study dwells on the gathering of views, particularly the interests and motivations of the participants. For the quantitative, this design was significant in producing objective data that can be communicated through statistics and numbers. It was a valuable tool for evaluating and measuring large amounts of data and determining how dependent and independent variables relate. According to Cohen et al. (2007), quantitative design employs empirical methodologies and statements. It is also described as determining the degree to which an intervention empirically meets or fails to meet a certain standard or norm. Additionally, Ahmad et al. (2019) stated that the quantitative research method involves investigating a specific group of people as a sample population. Quantitative research, which is based on scientific inquiry, uses data that is observed or measured to examine questions about a sample population.

In this study, the key informants were the selected faculty, students, and OSAS officials of Marinduque State University, particularly the College Nurse (CN) and guidance counselor (GC). This study was conducted at Marinduque State University. The scope of this study was extended beyond the vicinity of the respondents' residence. In population and sample, for the quantitative sampling, the sample frame involves the faculty, students, and student leaders. The faculty involved in this study were faculty advisers who had actual engagement through their activities with the students. The students, from the 1st year to the 4th year level, were the participants, composed of males and females. This study utilized stratified sampling techniques. 70% of the student population were given a chance to participate in answering the survey questionnaires. As defined by Apuke (2017), the target population was separated into various groups or strata, with parts within each stratum comparable to certain survey-relevant features. Moreover, stratification is also utilized to improve the efficiency of a sample design.

In the Qualitative Part, A focused group discussion using Heidegger and Gadamer's Hermeneutic Phenomenological Approach was employed to gather evidence regarding the participants' perspectives, particularly OSAS officials, to

develop standardized student complaint collection, treatment, or resolutions on the problems they encountered. They were selected based on their official capacity in the student services. In Gadamer's Hermeneutic Phenomenological Approach, Vandermause and Fleming (2011) assert that people cannot refrain from preconceived notions, and any action to eliminate their preconceptions is unreasonable; hence, the researcher plays an important role in the process of interpreting and orchestrating to uncover the meaning to reflect the real story. Those stories that were elicited are important to begin the interpretation. The main instrument in the data collection was a validated and reliability-tested questionnaire. This was used in the quantitative section of the study, where important participants dealt with intervening variables. The researchers used all the resources to explore questions like the experiment's goal. It is complex to create a survey questionnaire that captures the logical completeness of the variables; thus, a statistician's help is requested while sets of similar questionnaires are collected for possible additions in the final questionnaire survey. According to Satya & Roopa (2012), surveys are an effective way to gather a wide range of data from many people. The success of a survey is dependent on the quality of the questionnaire. Appropriate questions, precise question ordering, correct scale, or a decent questionnaire style can make a survey valuable by accurately reflecting the participants' ideas and opinions. Likewise, the study delved into using a Focus Group Discussion Guide based on the OSAS Officials' live experiences, highlighting the motivation to develop standardized student complaint collection, treatment, or resolutions because of the problems encountered.

In the data gathering procedure, for the quantitative portion, data was collected using a Google Forms survey questionnaire, in which questions were rational and suitably written to obtain responses to the research questions. In this study, researchers provided survey questionnaire links to participants via Google Forms to determine the problems students encountered in delivering services during the Marinduque State University pandemic. For the qualitative part, an actual group discussion was held with the University officials, particularly the OSAS officials, ideally from all campuses of the University. For the quantitative portion, the data were interpreted using appropriate statistical approaches, including computation of variable frequencies and differences between variables. This kind of analysis was used to gather evidence to support or refute the hypotheses purposely designed in the

research. Selecting the appropriate statistical design for data treatment is important in any statistical data analysis. The data was analyzed using descriptive statistics.

Results and Discussion

OSAS delivery of services to students during the pandemic

OSAS delivered services during the pandemic

Table 1. The delivery of services

Indicator	Mean	D.E.
The SAS Unit continuously disseminates information about all school events and announcements through the use of social media and other digital platforms	4	HS
Conducted a comprehensive orientation program for the new, continuing, and returning students.	3.90	HS
It maintains its responsibility for holding accredited student organizations and activities, implementing new projects and programs, doing extracurricular activities, organizing orientation meetings for new members, fundraising, and providing other student-related services during the pandemic.	4	HS
It implements, monitors, and coordinates the programs and services for the welfare and development of the students.	4	HS
Attended to requests of the students, such as good moral certificates, clearances, and similar services for students.	4	HS
Provides webinars, student development trainings such as leadership training, wellness and healthy lifestyle, career and job placements, and others	4	HS
It provides information, processes, and implements various scholarship and financial assistance programs for the college and scholarship-granting entities to students.	4	HS
Provides financial and learning resources to students in terms of training and engagement in external activities, such as workshops, conferences, and webinars	4	HS
Composite Mean	3.99	HS

Legend: Mean Range	Descriptive Equivalent
3.5 -4.0	Highly Satisfied (HS)
2.5 -3.4	Moderately Satisfied (MS)
1.5- 2.4	Slightly Satisfied (SS)
1.1- 1.4	Not Satisfied (NS)

In terms of how OSAS delivered services on students during pandemic, indicator 1 got the mean of 4 or highly satisfied, indicator 2 got the mean of 3.90 or highly satisfied, indicator 3 got the mean of 4 or highly satisfied, indicator 4 got the mean of 4 or highly satisfied, indicator 5 got the mean of 4 or highly satisfied, indicator 6 got the mean of 4 or highly satisfied, indicator 7 got the mean of 4 or highly satisfied and indicator 8 got the mean of 4 or highly satisfied. Overall, the general mean is 3.98, or highly satisfied. This shows how OSAS delivered its services during the pandemic, and we were delighted. According to the study of McCarthy (2020), the office of the

students' affairs and services is the most responsive and effective unit in higher education institutions globally during the pandemic. It is explained that their responsibility is to support and develop students. Based on the result, it supported the students financially and for their development, such as financial assistance, scholarships, and webinars that will develop and enhance their leadership skills and personal growth.

The Medical and Dental Services

Table 2. The medical and dental unit services

Indicator		Mean	D.E.
The healthcare services unit delivers services to students during the pandemic by evaluating them individually through calls, emails, texts, group chats, and Facebook pages, and teaching them how to practice preventive health strategies.		4	HS
Legend: Mean Range	Descriptive Equivalent		
3.5 -4.0	Highly Satisfied (HS)		
2.5 -3.4	Moderately Satisfied (MS)		
1.5- 2.4	Slightly Satisfied (SS)		
1.1- 1.4	Not Satisfied (NS)		

Indicator one got the mean 4 or highly satisfied regarding the media and dental services. According to the theory of Brown & Bolen (2008), the school nurse or any assigned professional individual in the health sector of a higher education institution oversees facilitating and organizing healthcare plans, especially for those students who have limited access to healthcare facilities in their areas. As a result, it proves that the students are delighted with how the healthcare delivered their services during the pandemic by evaluating them individually through calls, emails, texts, group chats, and Facebook pages, and teaching them how to practice preventive health strategies. In the pandemic, Martinsson et al. (2021) stated that school nurses' duties have quickly changed to digital work processes. Their work environment, as well as their cultural, social, and professional experiences, were influenced by the policies and decisions made by the World Health Organization. Working methods are adjusted to provide services to students in changing conditions. Moreover, it is emphasized that school nurses should be both practical and resourceful, especially in these trying times. Collaboration with other school staff and assistance and guidance during times of crisis are important. According to their study, school nurses place a high value on engaging with students and adapt their practices to meet the needs of students as circumstances change. In a pandemic, school nurses require support from administration and co-workers. According to the Wisconsin Department of Public Instruction School (2020), nurses serve as leaders in their school communities and the larger community. During the first months of the COVID-19 pandemic, school nurses

adjusted their pandemic strategies and built good relationships with local workers. School nurses are becoming leaders. It is explained that their leadership will be more essential when the public health emergency subsides and school resume classes.

The Guidance and Counseling Unit

Regarding the guidance and counseling unit, indicator 1 got a mean of 4, or highly satisfied, and indicator two also got the mean of four. Overall, the general mean is four or highly satisfied. In the context of emotional/psychological support, the services include counseling, referral, testing, individual inventory service, and information service. The school counselor is always vocal in encouraging students to use student mental health and counseling services if they are available on their campus. Regarding online counseling, students are encouraged to open and reach out to the school's emotional and psychological support systems through platforms like. Students are also encouraged to participate in Facebook Live and Zoom webinars. Furthermore, Google Forms are used to evaluate and provide feedback to students. Thompson et al. (2015) noted that schools should consider using a set of anxiety evaluations that professional counselors may conveniently administer in a school context. During the COVID-19 pandemic, counseling services must be delivered immediately whenever a student is dealing with stressors related to academic performance. The result shows that the students are delighted with the guidance and counseling unit of the school, as the students are encouraged to open or reach out to the school's emotional and psychological support through online platforms, which will significantly impact their academic performance. According to Hanover Research (2020), students are most likely to have negative emotional responses during the pandemic, affecting their learning and daily lives because they cannot adjust to the situation.

Table 2. The Guidance and Counseling Unit

Indicator	Mean	D.E.
Regarding online counselling, students are encouraged to open up and reach out to the school's emotional and psychological support systems through platforms like Google Forms and Facebook group chats. Students are also encouraged to participate in Facebook Live and Zoom webinars.	4	HS
Delivers career counselling services and assistance online, particularly in the understanding of professional goals and the exploration of opportunities for further education or employment for the students	4	HS
Composite Mean	4	HS

Legend: Mean Range Descriptive Equivalent

3.5 -4.0	Highly Satisfied (HS)
2.5 -3.4	Moderately Satisfied (MS)
1.5- 2.4	Slightly Satisfied (SS)
1.1- 1.4	Not Satisfied (NS)

Students' level of satisfaction with the availability of student services during the pandemic.

Data in Table 3 shows the results on the efficacy of student-teacher interaction of pre-service Technology and Livelihood Education teachers in distance education. The results revealed a high level of self-efficacy for student-teacher interaction of pre-service Technology and Livelihood Education teachers in blended distance education. The efficacy of student-teacher interaction was revealed with an area mean of 3.27 and a standard deviation of 0.51, respectively. The pre-service teachers showed better self-efficacy regarding student-teacher interaction, as manifested by a high level of self-efficacy in all indicators.

In addition, despite high self-efficacy, the researcher determined the lowest mean to be the lowest self-efficacy level of pre-service TLE teachers. The results revealed that pre-service TLE teachers somehow find difficulty intervening with learners' progress and judging whether and how well learners are obtaining content-specific knowledge.

The percentage shows that more than 50% of pre-service teachers were confident in their ability to address issues with their students' performance, including handling feedback, motivating students who were underperforming, creating a welcoming learning environment, being sensitive to learners' needs, and being sufficiently critical when evaluating students' learning capacity. Suppose the Teacher Education Institutions (TEIs) produce graduates with a level of self-efficacy. In that case, you can be sure your education will be of the highest quality in person or distance learning modality.

The result implies that pre-service teachers in Technology and Livelihood Education exhibit a positive attitude by establishing the proper timing to judge the students' performance. In addition, pre-service teachers established the right timing on how and when to intervene in the learner's learning progress. This means that pre-service teachers are well adjusted and willing to adopt changes brought by the pandemic.

The study of Gardenhour (2016) emphasized the significant gains of identified components of Response to Intervention (RTI) with increased student growth on progress monitoring tests. On the other hand, the result of the present study indicates that some of the pre-service teachers were somewhat or not confident enough in when

and how to intervene in the learners' learning progress, as what Fuchs, L. S., & Vaughn (2012) had mentioned that the more frequent the progress monitoring, the more quickly students can receive appropriate instruction. Thus, pre-service teachers' confidence in how and why monitoring progress should be done should be learned and mastered.

The result of the study is supported by Raufelder, Bukowski, and Mohr (2013), who stated that the intricacies of important aspects of the relationship between a teacher and a student where complexities of educational contexts can only be achieved if teacher-student relationship is realized as an interpersonal process in which teachers and students assumed roles beyond their institutional roles.

Prolific interactions in an educational setting can also be possible if teachers and students do not limit themselves to roles inside the institutions that are not in line with the universal goal of having a productive interaction among them. On the other hand, when the teacher-student relationship is limited to institutional roles, students and teachers may have unsatisfactory relationships and educational settings.

Likewise, Nickel (1981, 1993) stated that interactions with students are essential to teachers' day-to-day operations as the teacher-student relationship is a communicative activity. Moreover, dealing with students is the most important and challenging aspect of teachers' experience (Nemser & Remillard, 1996; Ria et al., 2003; Lubbers et al., 2006; Hayer et al., 2005).

Empirical studies also depicted the relevance of self and identity concern for the development of teachers, which commences from the initial training to career issues in the future, as well as their social competence, for this can help them deal with pressing issues and challenging relationships and interactions with students successfully (Jennings & Greenberg, 2009). Teachers with social competence have greater potential to foster relationships with students, manage students' behavior in the classroom, serve as models of behaviors to children, regulate their emotions, and protect students and themselves from being drained or burned out (Jennings & Greenberg, 2009). Hence, pre-service teachers' critical judgments will only be identified and addressed if they build rapport with their students by interacting, communicating, and listening to them with their ears.

It contradicts the critical thinking skills of pre-service teachers in science instruction, as investigated by Hachlaf (2018), who got high mean results. This may be because, in the context of blended distance education, making critical judgments about

whether the students' gained knowledge is quite challenging, knowing that the assessment of students' learning back then was already controversial.

Table 3. Self-Efficacy of Pre-service Technology and Livelihood Education Teachers in Distance Education in terms of Student-Teacher Interaction

Efficacy for student-teacher interaction	Highly Confident (4)	Confident (3)	Somew hat Confident (2)	Not Confident (1)	Mean	SD
	%	%	%	%		
Recognize when and how to respond/give feedback to shape and promote interactions and understandings.	44.90	50.70	3.60	0.70	3.39	0.59
Encourage those who lag in the lessons, performances, and tasks.	43.50	52.20	3.60	0.70	3.38	0.59
Establish a virtual/non-virtual welcoming presence.	35.50	55.80	8.00	0.70	3.26	0.63
Sense when to intervene in the learners' learning progress.	31.90	54.30	13.00	0.70	3.17	0.67
Make critical judgments about whether and how well students are gaining content-specific knowledge.	29.00	59.40	10.90	0.70	3.16	0.63
Area Mean					3.27	0.51

Note: 1.00-1.49 – Low level of self-efficacy; 1.50-2.49 – Moderate level of self-efficacy; 2.50-3.49 – High Level of self-efficacy; 3.50-4.00 – Extremely high level of self-efficacy

Self-efficacy of Pre-service Technology and Livelihood Education Teachers in Distance Education in Terms of Managing Learners

Data in Table 4 shows the efficacy for managing learners of pre-service Technology and Livelihood Education teachers in blended distance education. The results revealed an extremely high level of self-efficacy in convincing learners that they can do well in schoolwork, with a mean of 3.57 and a standard deviation of 0.56. In addition, a high level of self-efficacy for managing learners of pre-service TLE teachers in distance education motivates learners with low interest. It also improves their abilities by giving reinforcement activities and getting through to the most challenging learners. Accordingly, the efficacy for managing learners recorded a high level of self-efficacy with an area mean of 3.42 and a standard deviation of 0.51, respectively.

Likewise, despite high self-efficacy, the researcher determined the lowest mean to be the lowest self-efficacy level of pre-service TLE teachers. The results revealed that pre-service TLE teachers somehow find difficulty in giving reinforcement activities for

learners who display no interest in learning, and in getting through to the difficult learners.

An average of 60% of the participants were highly confident in their abilities to persuade, motivate, and bring learners to their full potential. It is important to remember that 11% of pre-service teachers still require further practice and training on reinforcing teaching. Some were somewhat confident (4.3 %) and not confident (2.2 %), who needed assistance getting through the most challenging learners. In the study of Abas (2016), it was shown that pre-service teachers encountered “moderate difficulty” (6 out of 7) in observing students’ behaviors and performance inside the class in the TLE subject. If they are not given help on addressing these concerns in the academe, pre-service teachers’ dissatisfaction with the teaching profession could increase, and their motivation for student internships could decline.

The finding suggests that by integrating and emphasizing the topic in the subject’s teaching principles, pre-service teachers should be informed that learners who demonstrated no interest in learning have contributing factors such as personal factors, environmental variables, and emotional factors (Vasudevan, 2017). In addition, close monitoring and input on challenges found in their field study should be given, emphasizing how to deal with the class’s most challenging students.

The result of the present study agrees with the statement of Tschannen-Moran and Hoy (2001) that the self-efficacy for student engagement considers teachers’ self-confidence in engrossing students to learn. Pre-service teachers’ self-efficacy may be enhanced by effectively employing different instructional strategies as offered in the manual developed by the researcher; thus, difficult learners and students who display no interest in learning will be minimized or eliminated.

Moreover, results seem to agree with the statement of Granziera and Perera (2019), reported in the study of Granziera and Perera (2019), that in effect, teachers having higher Teaching Self-Efficacy (TSE) are more likely to feel involved with students and are satisfied with their jobs. Likewise, teachers are likely more relentless in facing hardships in teaching and more innovative in teaching strategies that facilitate students’ understanding of broad subject matters (Zee & Koomen, 2016). Therefore, pre-service teachers will be more confident if exposed to difficult learners and learners with no interest to learn. Data in Table 3 shows the results on the efficacy of student-teacher interaction of pre-service Technology and Livelihood Education teachers in distance education. The results revealed a high level of self-efficacy for student-teacher interaction of pre-service Technology and Livelihood Education teachers in blended distance education. The efficacy of student-teacher interaction was revealed with an area mean of 3.27 and a standard deviation of 0.51, respectively. The

pre-service teachers showed better self-efficacy regarding student-teacher interaction, as manifested by a high level of self-efficacy in all indicators.

Table 4. Self-Efficacy of Pre-service Technology and Livelihood Education Teachers in Distance Education in terms of Managing Learners

Efficacy for managing learners	Highly Confid ent (4)	Confid ent (3)	Somew hat Confid ent (2)	Not Confi dent (1)	Mea n	SD
	%	%	%	%		
Convince learners that they can do well in schoolwork.	61.60	34.80	3.60	0	3.57	0.56
Motivate learners who show a low level of interest in schoolwork.	57.20	37.00	5.10	0.70	3.50	0.63
Bring learners' abilities to the fullest.	55.10	38.40	6.50	0	3.48	0.61
Give reinforcement activities for learners who display no interest in learning.	39.10	48.60	11.60	0.70	3.29	0.65
Get through to the most challenging learners.	38.40	55.10	4.30	2.20	3.26	0.68
Area Mean					3.42	0.51
Overall Mean					3.30	0.45

Discussion

The study revealed that pre-service TLE teachers exhibited a high level of self-efficacy in terms of content knowledge, with an area mean of 3.25. They demonstrated confidence in delivering skills-based lessons and explaining TLE specializations. However, they showed relative difficulty articulating the Most Essential Learning Competencies (MELCs) and formulating objectives aligned with performance standards tasks that require a more profound understanding and application of curriculum guides, such as those mandated by DepEd Order No. 12, s. 2020 and DepEd Order No. 42, s. 2016. These challenges indicate the need to strengthen pre-service training lesson planning and curriculum interpretation skills.

Regarding blended technological, pedagogical, and content knowledge, pre-service teachers also scored high in self-efficacy ($M = 3.25$), with strong confidence in using learning platforms and delivering differentiated instruction. However, formulating learning objectives with integrated platforms and using spreadsheets for data analysis posed the most significant difficulty, despite the expectation that digital natives would be proficient in such tools. This highlights a gap between technological

familiarity and pedagogical application, necessitating improved training in tech-based instructional planning.

On student-teacher interaction, the results showed a high self-efficacy level ($M = 3.27$), reflecting pre-service teachers' readiness to provide feedback, motivate students, and create a supportive learning environment. Nevertheless, they expressed less confidence in making critical judgments about learning progress and knowing when to intervene, skills essential in adaptive teaching, particularly in online settings.

Lastly, the self-efficacy rating for learner management was generally high ($M = 3.42$), with the most substantial confidence in motivating and engaging learners. However, reinforcing learning for disinterested students and managing difficult learners remained challenging. These findings align with studies emphasizing that self-efficacy improves with experience, pedagogical support, and exposure to real classroom scenarios (Tschannen-Moran & Hoy, 2001; Granziera & Perera, 2019).

Conclusively, while the results indicate readiness among pre-service TLE teachers, they also underscore the need for targeted interventions and support mechanisms in teacher education programs, particularly in content integration, technological application, and behavioral management in distance education.

Conclusion

The findings of this study underscore the complex realities educators and students face in teaching and learning about gender and culture within the Philippine educational framework. While national policies such as the CHED GAD guidelines promote gender sensitivity in education, actual implementation remains fragmented and largely dependent on institutional initiative and individual educator commitment. The lack of standardized teaching materials, limited professional development opportunities, and insufficient administrative support hinder the systematic integration of gender and development (GAD) concepts across academic levels.

Cultural resistance further complicates the teaching of gender and culture, as many educators and students grapple with societal norms deeply rooted in religious conservatism and traditional Filipino values. These cultural tensions often manifest in classroom discomfort or opposition when sensitive gender issues, particularly those related to feminism, gender identity, and LGBTQ+ inclusion, are introduced. Such resistance highlights the urgent need for context-sensitive, values-transformative pedagogical approaches that do not simply insert gender into the curriculum but actively interrogate existing biases and challenge entrenched stereotypes.

Despite these barriers, the study also revealed significant opportunities for empowerment and critical engagement when gender and culture are meaningfully

integrated into the curriculum. Educators observed that students respond positively to inclusive, culturally relevant discussions that affirm their identities while fostering awareness of social inequalities. These moments of engagement demonstrate the transformative potential of education when it becomes a space for reflection, resistance, and the reimagining of social roles.

In conclusion, while there are clear structural and cultural challenges to teaching gender and culture in Philippine education, there is also a strong foundation for progress. Realizing this potential requires more than policy; it demands a genuine commitment to teacher training, inclusive curriculum development, and institutional support. Only then can Philippine education fulfill its role not only in promoting gender equality but in shaping a more inclusive, critically aware, and socially just society.

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