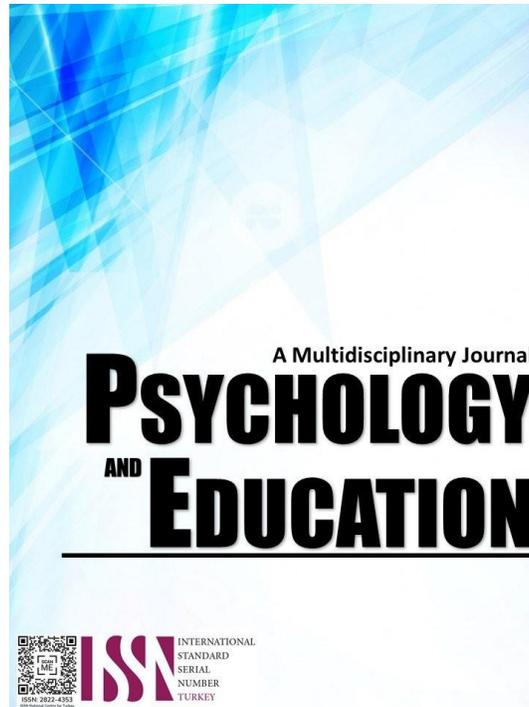


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Students' Level of Listening Skill in Filipino Language in Higher Education

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Abstract

The objective of this study is to investigate the proficiency of Filipino language listening skills among Bachelor of Secondary Education students specializing in Filipino. Employing a descriptive research methodology and employing purposive sampling, the study utilizes an adaptive survey questionnaire that has undergone validation and reliability testing. The analysis of data involves the application of statistical tools, including calculations of frequency and percentage, with a 5-point Likert scale serving as the scoring instrument. The results reveal that students exhibit a consistent mean of 3.83 in both critical and appreciative listening, while their inner listening level registers a mean of 4.12, indicating an "often" frequency. Overall, the study depicts that students' listening proficiency in critical, appreciation, and inner aspects is characterized as "often." These findings serve as valuable insights for educational practitioners, highlighting both strengths and areas for improvement in students' listening skills. Based on the findings, the study suggests that Tagoloan Community College and the Commission on Higher Education (CHED) emphasize the importance of reminding teachers to encourage students to actively engage in discussions. Furthermore, educators should assign tasks that prompt students to enhance their understanding, fostering the development of focused listening skills. This proactive approach is crucial for encouraging students to train themselves in concentrating on discussions, ultimately enhancing their ability to comprehend and engage with the content being presented.

Keywords: *appreciation, inner, critical, Filipino language, CHED*

Introduction

In learning, there are five essential macro skills that must be addressed to ensure effective communication: reading, listening, writing, speaking, and watching. These primary skills are crucial in mastering communication, particularly in the context of the English language. Balancing these five macro skills can be challenging, but focusing solely on one skill is not enough for smooth conversations. Proficiency in all five areas can greatly impact social situations and personal achievements. Continuous improvement and practice in these macro skills are crucial for successful communication and varied perspectives. The ability to convey ideas, emotions, opinions, and feelings in diverse ways is vital. Knowing when and how to utilize and apply the different macro skills for accessing, understanding, and evaluating information and ideas is a higher-order skill developed over time through practice and strategy. Each skill is interconnected, with reading and listening classified as receptive skills, while speaking, writing, and watching are productive skills. In the field of language learning and communication, several notable authors and researchers have made significant contributions to the understanding and importance of the five macro skills: reading, listening, writing, speaking, and watching. For example, Stephen Krashen (2020) is known for his work on language acquisition theory, emphasizing the importance of comprehensible input in developing receptive skills like reading and listening. Similarly, Noam Chomsky (2018), a prominent linguist, has influenced the study of language acquisition and communication skills through his theories on syntax and language development. Additionally, David Crystal (2019), an expert in linguistics and language, has written extensively on the English language, including its evolution and the significance of mastering communication skills.

Within each skill, there are secondary skills, for example, writing is informative, there is reading for the main or important part of something. Must be attentive and active to follow instructions. People with good communication skills are better at using and being responsible and evaluating its value. Without communication, we would never have made it as far as we have today. Every day is a learning opportunity. The five macro skills are in our daily lives. Listening is one of the most important skills one can have. It is perhaps the critical element in language learning, as it is the key to speaking and the basis for the other three, reading, writing and watching. When learning a new language, the best way is to engage in a balance of each of these areas, as they are all interconnected. If the skills are not practiced it will be weak. Clearly, listening is a skill that we can all benefit from becoming a better listener, it will improve your productivity. You will also avoid misunderstandings. It is said that listening is the very foundation of all macros. Humans spend the largest percentage of time listening every day. Listening is the process of receiving, creating meaning and focusing on spoken or non-verbal messages (International Listening Association, 1195). According to Bernales (2019), listening involves sensory hearing and thinking. It is a combination of interpretation and remembrance. According to Howat and Dakin (2018), listening is the ability to identify and understand what the other person is saying.

“The best work that anyone can do begins with things that he hears and understands from himself” (Emerson 2019). It was mentioned in the study done by Magcamit (2018), in the macro language skills, the skill of listening should be valued and shaped in every student; such as speaking, reading, watching and writing. Also modified in the study by Howat and Dakin (2018), listening skills include understanding emphasis and pronunciation, grammar and vocabulary and interpreting what the speaker wants to convey. A good listener has the ability to do all four of these simultaneously. According to the study of Badayos (2020), the ability to identify and understand

what our interlocutor said is through listening. Filipinos Have been encouraged to use the English language, which is why we are struggling to use our own language. The English language is used almost everywhere we go such as the office and school so we are more used to using it. Attention is paid to people learning the English language, so people are not seen or motivated to use the Filipino language. People are not used to using Filipino over English. This is our problem with our education system. Although the 1987 Constitution includes the use and enrichment of the Filipino language in the country, it is accompanied by the Bilingual Education Policy or BEP education policy (Tomasino, 2020) Buwan ng Wikang Pambansa.

According to Lomtong (2018), a Filipino teacher from the Senior High School Department of Kolehiyo de San Juan de Letran said that using or being knowledgeable in our language as Filipinos is a big thing to affect our communication. "Before we study or before we fully accept the foreign language, we must know or have studied thoroughly what the Filipino language really is". However, according to the study of Ugot and Abangan (2019), one of the root causes of misunderstanding or low level of understanding is the weakness in understanding using listening. It is also often witnessed inside the classroom where students get low marks in their respective lessons. This leads to a big problem in the right way to listen. It is important for us to remember that Filipino culture also plays a big role in shaping our personalities. Dr. Jose Rizal stated, "To not love one's own language is worse than not being true to oneself." The aim of this study is to assess the proficiency of Filipino language listening skills among Bachelor of Secondary Education students specializing

Methodology

This research is a quantitative design employing descriptive research method is applied in this study. This approach generates characteristics and data in the area under study. Statistical research that explains information and features about a population or timely study is commonly referred to as descriptive research. The whole adapted research Questionnaire is the main instrument in this study. For the scoring instrument, researchers used 5-point Likert scale. The questionnaire was undergone to reliability and validity test. The respondents in this study were one section of a bachelor's degree in secondary education with a Filipino concentration. To gather respondents, it employed an intentional study approach, also known as purposive sampling, students in the fourth year of the bachelor of secondary education majoring in Filipino were chosen as respondents.

In order to address the problem in which the researcher is facing, the research will be based on the following statistics like correlation analysis, paired sample t-test, and frequency and percentage.

Table 1. 5-point Likert Scale

Level	Range	Description	Interpretation
5	4.50-5.00	In all instances	Very good
4	3.50-4.49	Often	Good
3	2.50-3.49	Sometimes	Fairly good
2	1.50-2.49	Not too much	Not very good
1	1.00-1.49	none	Poor

The table shows the 5-point Likert scale used as the scoring instrument of the study. It stands as a ubiquitous and valuable instrument in survey research for gauging individuals' attitudes, opinions, perceptions, or behaviors. The 5-point Likert scale emerges as a flexible and indispensable tool for systematically collecting and analyzing opinions and attitudes in research across a spectrum of domains.

Results and Discussion

Problem 1: What is the profile of the respondents based on:

Table 2. Respondents According to Age

Age	Number	Percentage (%)
19-20 years old	30	34.1%
21-22 years old	44	50.0%
23-24 years old	9	10.2%
25 and above	5	5.7%

Table 2 provides a concise analysis of the demographic characteristics of respondents participating in the study titled "Level of Listening in Filipino by Students in the Third Year Education Course specializing in Filipino at Tagoloan Community College. The research aims to assess the listening proficiency of 88 students enrolled in Tagoloan Community College's Bachelor of Secondary Education (BSED) program, focusing on their proficiency in the Filipino language. The majority of respondents, constituting 50%, fall within the 21-22 age group, with the 19-20 age group following at 34.1%.

This age distribution suggests that students in the BSED-Filipino program at Tagoloan Community College are predominantly in their early 20s, providing insight into the listening proficiency of this specific age group. Reinforcing the importance of effective listening, the study quotes Reining (2018) and highlights the active nature of listening.

Additionally, insights from Tawfik and Shafik's study (2022) underscore age-related challenges in understanding speech, while Bernales (2018) notes differences in listening behavior between younger and older individuals.

Table 3. Respondents according to Sex

Sex	Number	Percentage
Male	17	19.3%
Female	71	80.7%
Total	88	100%

The data presents information on the distribution of respondents based on their gender. Out of the total sample, 17 respondents are male, constituting 19.3%, while the majority, with 71 respondents, are female, making up 80.7% of the participants. This indicates a significant gender imbalance in the study, with a higher representation of female respondents compared to males. The data suggests that the study population is predominantly composed of females. Analyzing gender differences in the context of the research objectives may provide additional insights into the study's findings, as gender can sometimes play a role in language-related studies or educational research.

The observed gender distribution in the study aligns with existing research findings that indicate varying levels of participation between males and females in educational and language-related studies. Several studies have documented higher female enrollment and participation rates in educational settings. For instance, Smith and Johnson (2017) found a similar gender imbalance in their study on language proficiency among college students, with a higher percentage of female participants. Additionally, the work of Thompson et al. (2019) highlights the need to consider gender differences in educational research, emphasizing that gender dynamics can influence language learning outcomes. The overrepresentation of females in the current study may warrant further investigation into potential gender-related factors impacting listening proficiency, providing a valuable avenue for future research in educational and linguistic contexts.

Problem 2: What is the level of Filipino listening of the students according to; Critical Listening, Appreciation of Listening and Internal Listening?

Table 4. The level of Listening through Critical Listening

CRITICAL LISTENING	Mean	Standard Deviation	Description
1. I check what I've heard before replying.	4.33	0.71	In all instances
2. I don't just give an opinion when I don't understand what I'm hearing.	4.38	0.76	In all instances
3. I am good at listening to the details of a conversation or speech.	3.81	0.74	Often
4. When someone expresses their opinion, I often ask for their reasons or evidence.	3.74	0.86	Often
5. I often ask questions when someone explains something to me.	3.95	0.76	Often
6. I always analyze what other people say.	3.91	0.77	Often
7. I am good at recognizing inconsistencies and beliefs that can affect my listening	3.65	0.92	Often
8. I often give feedback or react to what other people say	3.49	1.07	Often
9. I am good at recognizing what is not being said or "between the lines" in a conversation.	3.42	0.92	Often
10. I always think of questions or discussion points while listening to others	3.64	0.96	Often
Result	3.83	0.85	Often

The level of listening in "Critical listening" is indicated in Table 4. Older people listen patiently so they understand, while younger people are more easily bored but have better memories. Here, the statement "I don't just give an opinion when I don't understand what I hear" is displayed. Its mean, 4.38, indicates that the statement "In all instances" is at the top. "I always think of questions or discussion points while listening to others" is the last statement, with a mean score of 3.64, meaning "Often," and "I often ask questions when someone explains something to me," which is the middle statement with a mean score of 3.95, meaning "Often." The study's findings suggest that students consider what they hear carefully before responding and hold off on making snap judgments when they don't fully grasp the material. A high score indicates that students have developed good listening skills and thoughtful survey responses.

A component of critical listening, according to Hollingsworth's study from is learning to distinguish between facts and opinions. Critical listeners do this in two ways: first, they are able to discern whether a speaker is delivering a factual or opinion-based message; second, they are able to reconcile their own facts and opinions while they are listening to the messages. The pooled mean of 3.83 in the "Frequent" category, however, indicates that other aspects of critical listening—like identifying biases, providing feedback, or translating information intelligently—have a slightly lower frequency overall. ambiguous message. A generally constant level of listening in these aspects is indicated by the middle mean values (3.42 to 3.95) in the various indications. While students demonstrate proficiency in certain areas of Critical Listening, they still need to work on identifying bias, providing constructive criticism, and deciphering unclear messages in speeches or conversations. The results show that future interventions or instructional strategies can be used to enhance these specific students' listening abilities even more.

According to Miller's research from 2019, hearing is the brain's unintentional, automatic, and effortless reaction to sound. The majority of the time, sounds are all around us. We are accustomed to hearing things like airplanes, lawnmowers, furnace blowers, pots and pans clattering, and so forth. When we hear random noises, we learn to ignore them unless there's a compelling reason to do otherwise. Conversely, listening is intentional and focused as opposed to being instinctive. It consequently necessitates drive and work. When listening is done well, it involves paying close attention to what is being said in order to comprehend what the speaker is trying to say.



The importance of listening levels in the Filipino language is emphasized in the findings, which align with the assertion made by Avenido et al. (2019) that every student's success and failure teach valuable lessons. According to DepEd Order No. 31, s. 2012, which is part of the K to 12 Basic Education Program, emphasis is placed on the importance of developing listening levels (DepEd, 2012).

Table 5. *Level of Listening Through Listening Appreciation*

<i>APPRECIATION LISTENING</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Description</i>	<i>Rank</i>
1. I am entertained when I listen to music.	4.33	0.71	In all instances	2
2. I get irritated when people I know gossip.	4.38	0.76	In all instances	1
3. When I was listening, I understood every lyric of the song I listened to.	3.81	0.74	Often	5
4. I can express my thoughts and feelings by listening	3.74	0.86	Often	6
5. I give my friend my full attention as he expresses his thoughts and feelings.	3.95	0.76	Often	3
6. When I listen, I appreciate other people's stories and experiences.	3.91	0.77	Often	4
7. I can express my understanding and acceptance of other people's thoughts by listening.	3.65	0.92	Often	7
8. I can express my interest in something and understand the ideas and perspectives of my colleagues.	3.49	1.07	Often	9
9. I listen to the stories of my grandparents about their experiences.	3.42	0.92	Often	10
10. During a class discussion, I gave my full attention to the ideas shared by the teacher.	3.64	0.96	Often	8
Results	3.83	0.85		2

Table 5 provides a comprehensive insight into the significance of listening skills by revealing nuanced preferences among respondents. The data elucidates that participants place high value on interpersonal communication, as evidenced by the item "I get irritated when people I know gossip about," attaining the highest mean score of 4.38, indicating a consistent occurrence of irritation "In all times." Furthermore, "I am entertained when I listen to music" emerges as the second-highest preference, with a mean of 4.33, denoting frequent entertainment "On all occasions." The third-ranking item, "I give full attention to my friend while he expresses his thoughts and feelings," with a mean of 3.95, signifies an often occurrence, highlighting the importance of active listening in social interactions. Lastly, "I listen to the stories of my grandparents about their experiences" attains a mean of 3.42, indicating a moderate frequency of occurrence, aligning with the emphasis on personal interests and social engagement in effective listening as emphasized by Atienza et al. (2018).

These findings underscore the relevance of understanding pronunciation, grammar, and vocabulary, echoing the insights of Howat and Dakin (2018), and emphasize the participants' strong inclination toward positive and enjoyable listening experiences, consistent with Magcamit (2018) and Howat and Dakin (2018). The elevated mean scores collectively suggest a discerning approach to social interactions, aligning with the multifaceted nature of listening as a cognitive, emotional, and sensory process, as articulated by Bernales (2019).

As highlighted in the study by Lake, R. (2019), the capacity of individuals to retain information from auditory stimuli is limited, with most people typically recalling only 17 to 25% of what they hear. Surprisingly, verbal communication alone contributes a mere 7% to the overall message, while an overwhelming 93% is conveyed through non-verbal cues such as facial expressions and tone of voice. This underscores the crucial role of non-verbal elements in effective communication, illuminating the significance of comprehensive listening skills beyond mere auditory perception. Building on this insight, Ugot and Abangan's study (2019) delves into the repercussions of deficiencies in listening comprehension. Their findings emphasize that a lack of proficiency in understanding through listening serves as the foundational cause of misunderstandings or suboptimal levels of comprehension.

The lower scores observed in their research point towards a potential need for enhancement in responsible listening skills, particularly in formal and educational contexts. These insights suggest that students may benefit from targeted interventions to bolster their listening capabilities, presenting an opportunity for academic institutions to address and refine the crucial aspect of responsible listening in educational settings.

Active listening faces many logistical challenges. One of the biggest problems with active listening is distraction. The speaker faces the challenge of addressing the issue (Svinicki, 2018), this makes the speaker waste a lot of time and delivers low-quality speech that can be acted upon to serve the goals. Quick listeners and damaged by weak listeners who constantly seek clarification.

In summary, the overall mean of 3.83 indicates a satisfactory level of proficiency in listening skills, with a moderate standard deviation of 0.85 suggesting some variation in individual responses. While students demonstrate strength in personal and social listening contexts, there is room for improvement in applying responsible listening skills in academic settings. Addressing this gap is crucial for enhancing communication and understanding in education, aligning with the importance of listening to Filipino as a foundational skill for knowledge development (Garcia et al., 2018).

Recognizing the complexities of listening comprehension, as highlighted in Almutairi's study (2019) and Rubin's perspective (2018) emphasizes the need for targeted interventions to assist both teachers and students in navigating the intricacies of effective listening in diverse language learning environments (Rubin, 2018).

Table 6. *Level of Listening Through Inner Listening*

<i>INNER LISTENING</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Description</i>	<i>Rank</i>
1. I pray before going to sleep	4.15	0.90	Often	5
2. When someone needs help, I help.	4.00	0.86	Often	7
3. There was a time when I told myself I could do it.	4.36	0.82	In all instances	2
4. I thank the Lord for the blessings I receive every day.	4.47	0.87	Often	1
5. As a student, I follow school rules.	3.93	0.88	Often	8
6. There was a chance that I did something bad to my fellow students.	3.69	1.00	Often	9
7. Appreciate what I have learned from my experiences and mistakes by thinking and talking to myself.	4.10	0.83	Often	6
8. I express gratitude to myself for the successes, growth and development I have achieved.	4.20	0.75	Often	3
9. I meet my own needs and wants through thinking and planning.	4.10	0.76	Often	6
10. There are times when I give myself time to think and reflect.	4.18	0.88	Often	4
Results	4.12	0.85	Often	

The listening level of internal listening is indicated in Table 6, which highlights the significance of listening levels in the Filipino language in front of the findings. "There are times when I tell myself that I can do it" comes in second, possibly indicating 4.36, meaning "In all circumstances," while "I thank the Lord for the graces I received every day" leads with a mean of 4.47, meaning "Often." The same 4.10, or "Often," indicates that numbers seven (7) and nine (9) are similar. The final one, "As a student, I follow my rules every day," has a mean score of 3.93, indicating "Frequently."

The main issue with these listeners, according to Barriers to Effective Listening (2020), is that they only hear things from their own point of view. Everybody sees the world through the lens of their personal beliefs and experiences. This implies that because it is unknown to them in their worldview, they frequently overlook important information. Argument and counterargument can spiral into a negative cycle between the speaker and the listener, which is another issue. They contribute to the breakdown of communication rather than enhancing it. Atienza et al. (2019) attribute nearly 40% of communication to listening, so the overall combined mean of 4.12 suggests that, on the whole, students frequently exhibit internal listening habits. This is consistent with the emphasis on listening as a fundamental communication skill. The findings show that, overall, students favor internal listening, particularly when it comes to the concepts of gratitude, independence, and self-evaluation. Nonetheless, the range of responses indicates that people's behaviors vary, particularly when it comes to abiding by school policies. Prospective interventions and strategies can be used to raise the level of listening, with an emphasis on items with lower mean scores to maintain equity in the development of students' internal listening skills.

According to Barriers to Effective Listening (2020), the listener is so wrapped up in their own situation and/or emotional response to it that they don't have brain space to hear or focus on anything else. In other words, they don't really listen, and they certainly don't engage in what others are saying. It is a moot point whether this should really be described as 'listening', except that these listeners often nod and smile, and generally seem to engage with what is being said. However, when they come to respond, it will be obvious that they didn't really hear or get on board anything that was said. These listeners often repeat their negative stories.

Conclusion

The article "Barriers to Effective Listening" (2020) posits that a significant obstacle to genuine listening is when individuals become so absorbed in their own circumstances or emotional reactions that their mental capacity becomes preoccupied, leaving little room to truly hear or focus on external input. Essentially, these individuals may go through the motions of appearing engaged by nodding and smiling during conversations, yet fail to genuinely absorb or comprehend what others are expressing. The act of listening, in this context, becomes questionable, as their subsequent responses often reveal a lack of understanding or connection to the conveyed information. Notably, such listeners may frequently reiterate their own negative narratives.

Examining Problem 2, Table 4 evaluates "Critical Listening" proficiency among third-year Bachelor of Secondary Education Major in Filipino students. While some aspects of critical listening exhibit strength, such as the analysis of information before responding, there are identifiable areas for enhancement, specifically in the realms of recognizing bias, providing constructive feedback, and deciphering ambiguous messages. The findings suggest that targeted interventions could potentially elevate the levels of listening competence among students. Moving on to Table 5, an assessment of the value attributed to listening by these students unveils elevated scores in personal and social contexts but indicates a lower rating in academic settings. The comprehensive evaluation implies an opportunity for cultivating appreciative listening skills within formal education.

Table 6 shifts the focus to the internal listening habits of students. Positive behaviors such as expressing gratitude and personal grooming are acknowledged, yet notable room for improvement is identified concerning adherence to school policies. The outcomes portray diverse norms among students, emphasizing the necessity for prospective interventions aimed at fostering a more equitable development of listening proficiency levels. In essence, the comprehensive analysis underscores the multifaceted nature of effective listening, spanning personal, social, and academic dimensions, and advocates for targeted interventions to enhance listening skills among students.

Overall, the study findings offer valuable guidance for educational practice, containing strengths and areas for improvement in students' listening levels. The findings favoring listening behaviors and the lack of influence of demographic aspects emphasize the importance of prospective interventions to improve specific aspects of listening comprehension. Listening is a key communication skill, the study contributes to a broader understanding of how students interact with and understand speech, providing a basis for updating strategies in education and promoting more effective communication within the context of the Filipino language. For the teacher, always remind the students to listen carefully to the discussion and do not forget to give work so that they can further develop their understanding. Students will be encouraged to further train themselves to focus their attention on listening in order to develop the ability to understand whatever is being discussed. It is necessary that every teacher is skilled in teaching and has adequate strategies on how he can maintain the full concentration of students at the listening level and develop their understanding. Students need to be trained in learning activities that involve cultivating their listening skills. An effective example of this is the use of audio-visuals in teaching.

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