



**COMMUNITY-BASED ASSISTANCE FOR RELEVANT EDUCATION (C.A.R.E)
PROGRAM: ENHANCING THE TECHNICAL PERFORMANCE OF
INDIGENOUS STUDENTS**

ARJAY C. RABORAR

Teacher III

Esperanza National High School

Koronadal City Division

arjay.raborar001@deped.gov.ph

This study determined the extent of effectiveness of the Project C.A.R.E Program in improving the technical performance of Indigenous students. The research utilized the Pre-test and Post-Test single group design to establish a scientific basis on the effectiveness of the program. The rubrics for product and process authentic assessment were employed to determine the technical performance of the indigenous students.

The participants of this study were Indigenous Senior High School TVL students at Esperanza National High School. Technical performances of the participants were assessed and evaluated by the TLE teachers through rubrics. The program lasted for three months which included the skills demonstration, students' skills demonstration and assessment, and community participation.

Results of the studies show that the pre-test scores of the respondents were revealed as fair, which means that the students were able to demonstrate the basic skills but had committed several errors on the given criteria and had failed to manage their time. However, when the post-test was administered after taking the CARE program, there was a significant difference interpreted as Good which means that the students were able to improve their technical skills. The result showed that the CARE program has brought positive changes on the technical performance of the students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



Thus, Community-Based Assistance for Relevant Education [CARE] program was deemed to have contributed to the improvement of technical skills of SHS IP students. Therefore, the results of the study conclude that the higher the extent of utilization of Project CARE program to the students, the better their technical performance.

Keywords: *Technical Skills, Community-Based, Indigenous, Senior High School, Tech-voc*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



CONTEXT AND RATIONALE

“Sa Esperanza, ESKWELA ang UNA”, a slogan of Esperanza National High School, means that education is essential to the community. The school envisions offering education in a holistic approach relevant to the community and to accommodate all types of learners. These types of learners include the minority groups of the community like the indigenous students in Brgy. Esperanza. The indigenous students are struggling to cope up with the demand of the K to 12 curriculums with the limited financial resources and opportunity due to their socio-economic conditions and orientation. Also, this current condition is worsening due to the pandemic.

COVID-19 has drastic implications for the operation of school. It opens several challenges and opportunities that change how the teacher should teach and how the students should learn. The teaching and learning process is done remotely through the modules. However, there are limitations and disadvantages of the options being offered during pandemic especially on the Technical Vocational Livelihood (TVL) track. It aggravates the limited learning resources like tools and equipment needed, and unstable internet connections resulting in limited learning experiences and opportunities.

The TVL track focuses on practical skills and motivation to work. These practical skills are often acquired through hands-on activities in school workshops and laboratories, hands-on experience through work immersion and exposure to small industries. With the current situation, available approaches and alternatives being offered during the remote learning are insufficient to compensate for the hands-on learning experiences that can be offered by face-to-face set-up and these are not found in the respective home of indigenous students. Thus, the Community-Based Assistance for Relevant Education (CARE) program will be initiated to provide meaningful learning experiences and opportunities that can enrich and enhance the technical performance and skills of TVL indigenous students during this pandemic.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The closure of schools during pandemic and the needs of indigenous students motivates the teachers to innovate to surpass the challenges. The CARE program is advocating the Community-based Learning (CBL) framework. It is a teaching practice that incorporates students' volunteerism, experiential learning, and curriculum for academic credit (Mooney & Edwards, 2001). Also, its models incorporate problem-based service-learning, direct service-learning, and community-based research (Mooney & Evans, 2001; Dallimore, Rochefort, & Simonelli, 2010). Thus, it is a high impact practice which can improve student retention and engagement, and help students better absorb, retain, and transfer knowledge.

Innovation, Intervention, and Strategy

The Community-based Assistance for Relevant Education or CARE program aims to enrich learning experiences and opportunities, and to improve the technical performance of indigenous TVL students by providing community assistance and relevant opportunities and meaningful learning experiences in the community. The CARE program will devise portable learning tools and equipment designed for the community in order for the indigenous students to perform the competencies set by the TVL curriculum. It has a series of skills demonstration activities that are community-based and realistic in nature. It includes student-demonstration activities with community participation and evaluation to ensure high expectations and performance from the TVL students. Also, it employs pretest and posttest single group design to establish the effectiveness of the program. If the CARE program is proven scientifically effective, then replication of this program is highly encouraged to sustain the mission-vision of DepEd Koronadal in advocating quality education.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Action Research Question

This study will provide meaningful learning experiences and enhance the technical performance of indigenous students through the Community-based Assistance for Relevant Education (CARE) program. It will establish the scientific evidence on how CARE program influences the technical performance of indigenous students.

Specifically, it will answer the following questions:

1. What is the demographic profile of indigenous TVL students at Esperanza National High School?
2. What is the level of technical performance of indigenous TVL students before and after taking the CARE program?
3. Is there a significant difference in the technical performance of indigenous TVL students before and after taking the CARE program?

Action Research Method

a. Participants and/or other sources of Data and Information

The participants of this study will be indigenous senior high school TVL students of Esperanza National High School. These students will undergo CARE program and their technical performance will be assessed and evaluated by the community and experts through the rubrics.

b. Data Gathering Method

The study developed and implemented the CARE program. It used the pretest and posttest single group design to establish a scientific basis on the effectiveness of the program. The rubrics for product and process authentic assessment employed to determine the technical performance of the indigenous students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The researcher used purposive sampling on the indigenous TVL students. The researcher performed the following steps to achieve the objective of this study:

1. Preliminary Preparation

A. Sought Permission to Conduct Research and Orientation

The researcher sought permission from the School Head to conduct the study in the school. Communication letters were sent then to the school heads and to the parents of the students. Also, the school conducted community dialogue that includes the different stakeholders for the development and implementation of the CARE program.

B. Development and Validation of CARE Program

The CARE program was developed based on the competencies of curriculum and results of the series of community-dialogue and anchored on the guiding principles of TVL curriculum and Community-Based Learning (CBL). External validators and experts in this field helped in designing, validating, and evaluating the program.

2. Administer Technical Performance of the TVL students

The rubrics were developed to capture the authentic assessment on the process and product set in the curriculum. It was patterned to the competencies set by the Department of Education (DepEd). There was an assessment before and after the CARE program. External evaluators assessed the performance of the students.

3. Administer the CARE Program

The study administered the CARE program that lasted for three months. It included the skills demonstration, students' skill demonstration and assessment, and community participation. Throughout the implementation, these activities were monitored and evaluated, and immediate feedback is required to improve the activities set by this program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



C. Data Analysis Plan

The data was drawn from the conduct of the CARE program. It included the technical performance of indigenous TVL students before and after the CARE program. Statistical analysis was employed. Descriptive analysis was used to analyze and interpret the students' technical performance. Mean percentage was computed to determine the level of technical performance. A paired t-test was used to determine the significant difference on the technical performance on before and after the CARE program. Wilcoxon signed-rank test was employed. The test was analyzed at 0.05 significance level ($\alpha=0.05$).

Discussion Results and Reflection

This part presents the results of the study based on the tables, narrative discussions, and reflections.

The Demographic Profile of Indigenous TVL Students

Table 1. Monthly Family Income of Indigent TVL Students

| Monthly Family Income | N | Percentage (%) |
|-----------------------|----|----------------|
| Php 10,000 – above | 1 | 3.33% |
| Php 5,000 – Php 9,000 | 8 | 26.67% |
| No fixed income | 21 | 70.00% |
| Total (N) | 30 | 100.00% |

The table 1 shows the monthly income of indigenous TVL students of ENHS. It shows that many of the students comprising 70% belong to no fixed income followed. 26.67% of the students have a family earning of Php 5,000 up to Php 9,000 while only 3.33% have a monthly family income of Php 10,000 and above.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



These data imply that majority of the indigenous TVL students of ENHS have parents with no stable income thus, have a very limited to no capacity to spend for school materials and other supplies that their course would require such as tools and equipment and consumable materials for laboratory activities.

Table 2. Educational Attainment of the Parents of Indigent TVL Students

| Education Attainment | Father | % | Mother | % |
|--|-----------|----------------|-----------|----------------|
| no formal schooling | 2 | 6.67% | 0 | 0.00% |
| no formal schooling but able to read and write | 0 | 0.00% | 2 | 6.67% |
| elementary level | 3 | 10.00% | 1 | 3.33% |
| elementary graduate | 9 | 30.00% | 6 | 20.00% |
| high school level | 8 | 26.67% | 5 | 16.67% |
| high school graduate | 8 | 26.67% | 15 | 50.00% |
| after high school education (college/Postgraduate or Tech Voc) | 0 | 0.00% | 1 | 3.33% |
| Total | 30 | 100.00% | 30 | 100.00% |

Table 2 shows the educational attainment of the parents of indigent TVL students. It reflects that most of the fathers which comprised 30% are elementary graduates. Also, it follows that 26.67% of fathers are high school level and high school graduates. For the mothers of TVL students, most of them are high school graduates which comprise 50%, followed by 20% as elementary graduates. The results show the low academic achievement of these indigenous people in the locals.

This finding poses an implication that when it comes to providing academic assistance, parents of the indigenous students have a very low capability because of their low academic achievement. With this, IP learners at home can get less academic supervision and assistance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 3. Occupation of the Parents of Indigent TVL Students

| Occupation | Father | % | Mother | % |
|-------------------------|-----------|----------------|-----------|----------------|
| Farmers | 24 | 80.00% | 6 | 20.00% |
| Housewife | 0 | 0.00% | 15 | 50.00% |
| Brgy. IP Representative | 0 | 0.00% | 1 | 3.33% |
| Habal-habal Driver | 6 | 20.00% | 0 | 0.00% |
| Household Helper | 0 | 0.00% | 8 | 26.67% |
| Total | 30 | 100.00% | 30 | 100.00% |

Table 3 reflects the occupation of the parents of indigent TVL students. It manifests the low-level of occupations of these parents due to their low educational attainment. It appears on the table that 80% and 20% of fathers are farmers and habal-habal drivers, respectively. Further, 50% of mothers are housewives while 26.67% and 20% of them are house helpers and farmers, respectively.

Based on the results, most of the IP families have livelihoods that provide a very minimal income in which the children sometimes need to leave their classes to look for a job or work to augment the family financial earnings.

Table 4. The Technical Performance Level of Indigenous TVL Students Before Taking the CARE Program

| No. | Technical Competency | Mean | SD | Interpretation |
|-----|--|------|------|----------------|
| 1 | Physical Sanitation | 3.17 | 0.59 | Good |
| 2 | Materials Sanitation | 2.97 | 0.67 | Good |
| 3 | Preparation of Materials and Equipment | 2.07 | 0.83 | Fair |

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



| | | | | |
|-----------------------------------|---------------------------------------|-------------|-------------|-------------|
| 4 | Preparation of Ingredients | 2.07 | 0.69 | Fair |
| 5 | Execution of Processes and Procedures | 2.33 | 0.48 | Fair |
| 6 | Time Management on Preparation | 1.97 | 0.49 | Fair |
| 7 | Time Management on Execution | 1.90 | 0.31 | Fair |
| 8 | Color of the Product | 2.03 | 0.18 | Fair |
| 9 | Texture of the Product | 2.03 | 0.18 | Fair |
| 10 | Quality and Taste of the Product | 1.77 | 0.50 | Fair |
| Overall Performance Rating | | 2.23 | 0.47 | Fair |

Table 4 gives the technical performance level of indigenous TVL students before taking the CARE program. It shows that technical competency on physical sanitation has the largest mean of 3.17 with the standard deviation of 0.59 interpreted as good which means they observed properly restrained hair, wears apron and has short fingernails and without nail polish. Also, they were good on materials sanitation with a mean score of 2.97 with standard deviation of 0.67 which means they washed all materials to be used, dried materials after washing and cleaned all materials used after baking. The rest of the competencies are fair which implies that there is a need to improve the competence of the students on those competencies.

The overall performance rating before the CARE program is 2.23 with the standard deviation of 0.47 interpreted as fair which means that the students were able to demonstrate the basic skills but have committed several errors on the given criteria and have failed to manage their time.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 5. The Technical Performance Level of Indigenous TVL Students After Taking the CARE Program

| No. | Technical Competency | Mean | SD | Interpretation |
|-----------------------------------|--|-------------|-------------|----------------|
| 1 | Physical Sanitation | 3.73 | 0.45 | Excellent |
| 2 | Materials Sanitation | 3.60 | 0.50 | Excellent |
| 3 | Preparation of Materials and Equipment | 2.40 | 0.56 | Fair |
| 4 | Preparation of Ingredients | 2.43 | 0.50 | Fair |
| 5 | Execution of Processes and Procedures | 2.73 | 0.45 | Good |
| 6 | Time Management on Preparation | 3.00 | 0.00 | Good |
| 7 | Time Management on Execution | 3.00 | 0.00 | Good |
| 8 | Color of the Product | 3.10 | 0.31 | Good |
| 9 | Texture of the Product | 3.20 | 0.48 | Good |
| 10 | Quality and Taste of the Product | 3.93 | 0.25 | Excellent |
| Overall Performance Rating | | 3.11 | 0.52 | Good |

The table 5 reflects the technical performance level of indigenous TVL students after taking CARE program. It reveals the increase in all the technical competencies after taking the CARE program. Specifically, it has the highest mean of 3.93 with the standard deviation of 0.25 on the quality and taste of the product which means that it is excellent in terms of the filling taste or flavor. Also, they are excellent in terms of physical and materials sanitation. They observed

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



the properly restrained hair, wears apron, has short fingernails and without nail polish, washes hands with soap and water, washes all materials to be used, dries materials after washing, cleans all materials used after baking, and cleans the working area after baking.

The competencies of "Preparation of Materials and Equipment" and "Preparation of Ingredients", though show increased in the mean but still described as "Fair" which denote that the CARE Program may not be enough to enhance the students' competence in these areas.

The overall performance rating after the CARE program is 3.11 with the standard deviation of 0.52 interpreted as "Good" which means that the students were able to improve their technical skills after the program.

Table 6. Analysis on the Significant Difference on the Technical Performance Scores of Indigenous TVL Students Before and After Taking the CARE program.

| | Mean | SD | t-computed | t-tabular | Decision | Interpretation |
|--------|-------|------|------------|-----------|----------------------------|------------------------------------|
| Before | 22.30 | 3.82 | 15.91 | 2.05 | Reject the null hypothesis | There is a significant difference. |
| After | 31.13 | 2.47 | | | | |

$\alpha=05$ at significant level d.f. = 29

The table 6 reveals the analysis on the significant difference on the technical performance scores of indigenous TVL students before and after taking the CARE program. It shows that the mean score before the CARE program is 22.30 and it increased into 31.13 after the CARE program. Further, it reveals that the t-computed value of 15.91 is greater than the t-tabular value of 2.05 which means that the null hypothesis is rejected. Therefore, there is a significant difference in the technical performance scores of indigenous TVL students before and after taking the CARE program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



The result shows that the CARE program has brought positive changes on the technical performance of the students.

Conclusion & Recommendations / Reflections or Implications.

This study presents the family profile status of the IP students and measures the technical performance of the indigenous students after the Community-based Assistance for Relevant Education (CARE) program was implemented to provide meaningful learning experiences to the students.

Based on the findings of the study, the majority of the family of indigenous students of SHS TVL course have no fixed monthly income. Also, their parents have a low educational background by which most of them have a higher educational attainment of high school graduates only. They have a low source of income since their parents rely on the seasonal and unstable earnings from farming in which majority, only the fathers are working, and the mothers stay at home to do household chores.

The results of this study also showed that, before the CARE program was implemented, the IP students had a "Fair" competence in general when it comes to Technical Skill. In only two out of 10 indicators, "Physical Sanitation and Materials Sanitation", of technical skills the students have a "good" competence and in others they were just "Fair".

However, the students have shown improved performance in all the indicators of technical competencies after the conduct of the CARE program. In general, their competence is described as "Good". And statistical analysis has shown that the difference in the technical competence of the IP students before and after the conduct of the CARE Program is significant.

From the result of this study, it can be concluded that the CARE program conducted is effective in improving the technical skills of the IP students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue I

August 2023

Available online at <https://www.instabrightgazette.com>



In relation to the findings and conclusions of the study, it is recommended that teachers shall improvise learning tools and equipment designed for home-based activities for the students who cannot secure such tools at home can still perform the competencies set by the TVL curriculum. Improvisation of tools and equipment will also address lack of available laboratory materials that limit students' actual laboratory activities. Also, community-based learning experiences must be strengthened for it to give rich learnings and eventually develop high competencies to the students.

Since the Community-based Assistance for Relevant Education [CARE] program employed in this study brought significant difference in the technical competence of the IP students, those activities under this program are highly recommended to be adopted in the school programs. Holland (2006) emphasized that when students are involved in real-world learning experiences it would bring improvement to their learning outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

- Carlisle, S.K. et. al. (2012) Assessing the Impact of Community-Based Learning on Students: The Community Based Learning Impact Scal (CBLIS). University of Washington, Bothell
- Chepkuto, W. K. et. al. (2021) Effectiveness of Community Based Learning: A Review of its Application in the Kenyan Situation International Journal of Research and Innovation in Social Science (IJRISS) Volume V, Issue IV, April 2021. Taken from www.rsisinternational.org Retrieval Date: Feb. 2, 2022
- Dallimore, E., Rochefort, D., & Simonelli, K. (2010). Community-based learning and research. In C Wehlburg (Eds.), *New Directions for Teaching and Learning* (pp. 15-22). San Francisco, CA: Wiley Publishers.
- Mooney, L., & Edwards, B. (2001). Experiential learning in sociology: Service learning and other community-based learning initiatives. *Teaching Sociology*, 29 (2), 181- 194.
- Community-Based Learning taken from <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/community-based-learning> Retrieval Date: Feb. 2, 2022

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
