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## PHINMA UNIVERSITY OF ILOILO PARALLEL CLASSES FOR BOARD PROGRAMS: TEACHERS AND STUDENTS' EXPERIENCES AS FOUNDATION FOR ENHANCEMENT IMPLEMENTATION PLAN

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### ABSTRACT

This study investigates PHINMA University of Iloilo's Parallel Class model in board programs by exploring the multifaceted experiences, challenges, and adaptive strategies of both teachers and students. Using a qualitative phenomenological approach, the research examines key themes: teachers' experiences of managing multiple classrooms under severe time constraints, which necessitate a shift from traditional instruction to a facilitator role and incur significant physical and mental demands; and students' transition to a self-directed learning paradigm characterized by limited instructional time, insufficient guidance, and difficulties in mastering foundational concepts. The study shows that teachers optimize learning by balancing face-to-face and online instruction, using assistant facilitators, and merging sections, while students cope through independent study and peer collaboration. These insights form the basis of an Enhancement Implementation Plan to refine the model, improve engagement, and better prepare students for licensure exams.

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## INTRODUCTION

With the growing demand for affordable and effective learning solutions, PHINMA Education introduced an innovative approach to teaching called Parallel Classes.

Parallel Classes are designed to empower students by making them more responsible for their own learning. Students engage in independent work for around 75 percent of the class time, with teachers transitioning from traditional lecturers to facilitators (Moorhouse & Wong, 2022). This shift in the educational dynamic not only reduces the amount of direct instructional time required from the teacher but also encourages students to develop critical thinking, problem-solving skills, and self-reliance. By managing four classes simultaneously, teachers are tasked with delivering targeted, concise instruction, typically within a 20-minute timeframe, and overseeing students as they work independently on assigned tasks for the remaining portion of the session. Assistant facilitators provide additional support to students across different classrooms, ensuring that students' needs are addressed in real time (Alvarez et al., 2023).

This structure is particularly relevant in the context of board programs where students are expected to master complex subject matter in preparation for professional licensure exams. Board programs play a crucial role in shaping the future workforce, especially in fields such as engineering, nursing, criminology, education, and accountancy, where licensure is mandatory for professional practice (Kumar & Mishra, 2024). However, the pressure to cover a large amount of material in a limited time, combined with the need to ensure that students are adequately prepared for these exams, presents unique challenges for educators. The

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Parallel Classes model offers an efficient way to handle this burden, though it also comes with its own set of complexities for both teachers and students.

Teachers must navigate the logistical demands of managing multiple classrooms, ensuring that students in each room receive adequate guidance while fostering an environment conducive to independent learning. They must also differentiate their instruction to accommodate students with varying levels of preparedness, learning styles, and abilities. This is particularly challenging in board program, where the stakes are high, and students' future careers depend on their successful performance in licensure exams (Nguyen, 2021).

While Parallel Classes are designed to improve teaching efficiency and reduce tuition costs, they also present significant challenges for teachers and students. Time management becomes a critical skill, as teachers must balance their presence between multiple classrooms while ensuring that all students are progressing toward their learning goals. Teachers and students must also adapt to the reduced time available for direct instruction, condensing complex topics into short, focused lessons. Additionally, the effectiveness of the assistant facilitators becomes a key factor in supporting student learning, as teachers rely on them to provide supplementary help in each classroom (Martinez & Lee, 2024).

The success of this model also hinges on the students' ability to embrace self-directed learning. In a Parallel Class setup, students must take ownership of their learning process by completing activity sheets, solving problems independently, and collaborating with peers (Johnson et al., 2022). This requires a high level of motivation, discipline, and resourcefulness, particularly for students in board programs who are preparing for professional licensure

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exams. The ability to work independently, seek clarification when necessary, and actively engage with the course material are essential components of success in this environment.

## MATERIALS AND METHODS

### Research Methodology

This chapter outlines the research methodology utilized in this study. It describes the research method, research design, participants, sampling design, research instrument, data-gathering procedures, and data analysis approach. The aim of this study is to determine the teachers and students' experiences on parallel classes for board programs as a foundation for enhancement implementation at PHINMA University of Iloilo during the school year 2024-2025.

### Research Method

The research method utilized in this study was qualitative research using in-depth interviews.

The descriptive method of research is a systematic approach used to observe and document various variables and conditions affecting a particular phenomenon without manipulating those variables. Its primary goal is to provide a detailed account of the characteristics, trends, and correlations within a specific population or situation (Singh, 2023).

The interviewer and the interviewee were allowed to sit together at a distance and reflect on the series of questions regarding a certain issue. The aim was to obtain the main

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or necessary views of the participants on that issue in a social context through their responses to the questions.

## Research Design

The study used a phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others viewed the world and how this view varied from commonly held perspectives by focusing on a person's subjective interpretations of what they experienced. Phenomenology was conducted by interviewing the subjects to learn their impressions and was frequently used in fields such as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel & Spiegelberg, 2024).

## Participants of the Study

The participants of this study consisted of a selected group of teachers and students from various board programs at PHINMA University of Iloilo. A total of 20 (twenty) participants were included, comprising 7 (seven) teachers and 13 (thirteen) students who were purposefully chosen from 5 (five) different departments- College of Accountancy, College of Allied Health and Sciences, College of Criminal Justice Education, College of Education, and

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College of Engineering. This selection ensured a diverse representation of experiences and insights related to the implementation of the Parallel Class Model.

The teachers selected for this study had direct experience conducting Parallel Classes for board programs. Their expertise in handling multiple sections simultaneously and managing instructional delivery under time constraints provided valuable perspectives on the challenges and effectiveness of this teaching approach. Additionally, the students involved in this study were chosen based on their enrollment in board program courses that followed the Parallel Class Model. Their firsthand experiences as learners in this setup offered critical insights into the learning dynamics, engagement levels, and potential areas for improvement.

### Sampling Design

Purposive sampling design was used in the study. Purposive sampling, according to Nikolopoulou (2023), referred to a group of non-probability sampling techniques in which units were selected because they had characteristics needed in the sample. In other words, units were selected "on purpose" in purposive sampling.

### Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule consisted of four (4) key questions, focusing on participants' experiences, the implementation of parallel classes, the challenges encountered, and their coping strategies.

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A voice and video recorder were also used for data gathering and documentation, depending upon the permission of the participants.

### **Validity of the Research Instrument**

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School then a panel of jurors who are considered for their expertise in the field of research, testing and assessment, and English, will be requested to validate each question for review and modification.

Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher makes. In the context of content-related evidence of validity, it is essential that the content and format of a measurement tool are consistent with the definitions of the variables and the sample of subjects to be measured. This consistency is crucial for validating the items in a questionnaire, ensuring that the instrument accurately assesses the intended constructs (Creswell & Creswell, 2022).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix C).

### **Data Gathering Procedures**

Permits from the adviser, Dean of the Graduate School, PHINMA University of Iloilo management, and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the rooms or other places convenient for the participants to conduct the interviews.

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The researcher conducted interviews with the participants; however, prior to this, the participants were encouraged to sign a waiver or provide permission regarding the conduct of the study.

Using in-depth interviews, a voice and video recorder was also provided to completely capture the interviewees' words. The researcher consolidated all the collected data after a series of interviews.

### Data Analyses

The information gathered was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. It is a widely used method that allows researchers to interpret and understand the meanings behind the data collected from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

The aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing and interpreting the data gathered and making sense of it.

### RESULTS AND DISCUSSIONS

The study was conducted to determine the experiences of teachers and students in Parallel Classes for board programs at PHINMA University of Iloilo and to identify the challenges they encountered as a foundation for enhancement implementation for the next academic year.

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A phenomenological research design was employed to gain a deeper understanding of how participants experience Parallel Classes. A researcher-made interview schedule was used, and a questionnaire was validated by a Panel of Experts. Permits were obtained from advisers, Deans, and Chief Operating Officer. Data was gathered, analyzed, and interpreted using a thematic approach.

The following are the findings of the study:

Based on the results of the in-depth interviews with the participants, it was found that teachers conducting Parallel Classes for board programs experience significant time constraints, limiting their ability to deliver comprehensive instruction and fully engage with students.

It was found that students struggle with the transition to self-directed learning, as they are accustomed to traditional teacher-led instruction. The shift requires them to develop time management, discipline, and independent learning skills.

It was also found that while student facilitators help manage the learning process, their effectiveness varies depending on their training and preparedness, leading to inconsistencies in student support.

Through in-depth interviews with the participants, it was found that digital learning platforms are underutilized as supplementary tools to reinforce instruction and address time limitations. Many teachers do not fully integrate online resources, limiting their impact.

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It was found that student motivation and engagement play a crucial role in the effectiveness of the Parallel Class Model. Students who lack intrinsic motivation struggle to cope with the independent learning structure.

It was also found that teachers experience significant physical and mental strain due to the demands of handling multiple sections simultaneously. The workload affects their instructional quality and overall well-being.

## CONCLUSION

In light of the findings and insights derived from this study, the following recommendations are forwarded:

Implement structured lesson pacing guides to help teachers maximize their limited instructional time. Providing additional faculty support, such as assistant facilitators, can ease the burden of managing multiple sections.

Conduct orientation programs and workshops for students to help them develop self-directed learning skills, including time management and effective study habits.

Establish a comprehensive training program for student facilitators, ensuring they are well-equipped to provide meaningful support and guidance to their peers.

Enhance the integration of digital platforms by providing faculty with training on digital pedagogy. This will enable teachers to maximize online tools such as recorded lectures, interactive assessments, and discussion forums.

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Develop peer mentoring programs and faculty check-ins to support student motivation and engagement. Encouraging students to participate in study groups can also enhance their learning experience.

Implement faculty workload adjustments and professional development programs to help teachers manage the demands of Parallel Classes and reduce burnout.

A copy of this study's findings and recommendations must be shared with PHINMA University of Iloilo's administration and academic leaders for consideration in policy enhancement and instructional improvement.

A similar study is encouraged in the future, considering other variables not included in this research, such as the impact of Parallel Classes on board exam performance. A quantitative approach can be explored to assess the effectiveness of specific instructional strategies within this model.

By implementing these recommendations, PHINMA University of Iloilo can strengthen its educational strategies, ensuring that students receive the best possible preparation for academic success and professional licensure exams.

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