

**LEARNING STYLES OF SOCIAL WORK STUDENTS IN
COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY**



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R.M.D.
M.T.M.
S.S.D.C.

DEDICATION

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R.M.D.

M.T.M.

S.S.D.C.

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CURRICULUM VITAE

ABSTRACT

The study aims to find out the learning styles of the social work students who did not get the average score in the Competency Appraisal subject. The study also looks into their coping strategies with the challenges encountered and insights they can share. Seven social work students who re-enrolled the subject were interviewed using the phenomenological method. The results showed that the students were more likely to have visual and a combination of visual and auditory learning styles. Students coped by staying positive, learning from experiences, motivated by family, friends, and dreams of having job. The social work students shared insights such as future examinees prepare ahead by reading in advance as early as first year. The insights include forging alliances with people who are a good influence, knowledgeable, and positive thinker. Implications to social work are: awareness of learning styles may help Social Work faculty in assessing learning preferences of 1st year, 2nd-year students, inculcate reading and study habits beginning with freshmen students, and organize study groups applying the social group work method. The Social Work program may include orientation for resource persons on teaching and learning styles. The orientation's purpose is to meet learning preference needs and facilitate the evaluation of resource persons. The evaluation serves as feedback for further improvement of the conduct of Competency Appraisal.

Keywords: *Learning styles, social work students, competency appraisal, phenomenology, Davao City, Philippines.*

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

Every student enrolled in courses with licensure examinations in the University of Mindanao sits for a competency appraisal examination as a prerequisite for graduation. Previously, the low performance of social work examinees in competency appraisal indicated that there might be an existing learning style problem among these students (Abidin, Rezaree, Abdullah, and Singh, 2011).

Learning styles take part in a central role in understanding the course material by the student and their performance in the course in turn. Studies have shown that each person has a specific learning style (Gappi, 2013). Higher education students' academic performance is correlated with their learning styles (Abidin et al., 2011). Keefe (1997) concluded that the secret to successfully engaging students in learning lies in understanding the preferences of learning styles that can have a positive or negative impact on the student's success. Some students prefer learning in a calm place, not in groups, instead of in a familiar environment. Some find it the best and easiest to learn by hearing information, some by seeing them. Others prefer both. Many students tend to view information differently, such as by observing and listening, thinking and

behaving, objectively and intuitively reasoning, and scrutinizing and visualizing (Felder & Henriquez, 1995). Improving student performance,

therefore, requires consideration of the individual's learning style.

This study intends to determine the need, especially of the Social Work students taking the competency appraisal at the University of Mindanao. In knowing the different learning styles, the study hopes to enable students to absorb class discussions effectively. Students are assisted in applying it to real-life situations and have a full understanding of the value of their learning.

Considering factors that affect students' ways of absorbing lessons, the researchers are eager to discover how students' scores explain learning styles used or misused in digesting lessons. The gap gives the researchers the underlying basis for conducting the study.

Research Questions

This study aims to identify the experiences and learning styles of senior social work students who will be retaking the competency appraisal. Also, the following questions will be answered:

1. What are the learning styles of the Social Work students who did not get the average score in competency appraisal?
2. How did they cope with the difficulties that they encountered?
3. What are their insights that they can share with their peers?

Purpose of the Study

This study aims to determine the learning styles of social work students who will be retaking the competency appraisal, identify effective strategies to cope with difficulties, and to pass insights to succeeding batches.

Theoretical Lens

This study is anchored on Keefe's theory (1997), which argued that a key to actively involving students in learning is to understand the preferences of learning styles. These styles may run into a positive or negative impact on the performance of the student. He reiterated that one does not approach every learning task precisely in the same manner. Therefore, each establishes a set of behaviors with which they are at ease.

Another support theory was developed by Beaver (1997), who states that students reveal their learning style preferences by everything they say and do and not say or do. Most people act by their preferred learning styles.

Moreover, people are learning in different ways. Schilling (2002) stated that just as everyone prefers different hairstyles, styles of management, and styles of music, they also feel much more natural and comfortable acquiring information in ways that fit their preferred styles of learning. The individual thinking styles of a person can present a composite thinking style of another individual.

Review of Related Literature

The sources used in this study were taken from the internet, books, articles, and theses. This chapter discusses the learning styles of students. Most popular styles are visual, auditory, read/write, and kinesthetic (Shenoy & Shenoy and Ratnakar, 2013).

Learning Style of the Students. Humans have their ways of learning, a style of learning that is unique to them and different from others (Ferriman,

2013). Under the context of education, these unique ways of learning, are popularly referred to as learning styles. Learning styles, as defined by Zhou (2011), are learners' characteristics of processing information. These relate to the ways and means of students' learning preferences rather than content (Jia, 2014).

The study of these learning styles has become of great importance because a study shows how learning styles affect students' attitudes towards learning and, thus, ultimately, their learning performance (Bahar, 2009). Gilakjani (2012) points out the importance of understanding more profound the learning styles concept.

Learning style describes the method chosen by an individual to gather, process, interpret, organize, and analyze information. The VARK model, which was developed by Fleming and Mills (1992), provides the learners with a description of their learning styles, based on the sensory modalities involved in the acquisition of information. VARK is an ellipse for the sensory modalities of Visual, Auditory, Read / Write, and Kinesthetic.

Visual learners do their best if they can see it. Learners like hearing information in the auditory. Read-write learners would prefer to see written words. Kinesthetic learners like to obtain information through practice and experience (Shenoy et al., 2013). Visual is one of the indicators of learning style where learners learn using charts, graph, and pictures. Visual learners learn with the aid of pictures and images. This kind of learner used to sit at the forefront of

pictures and images. They do best by taking notes of the material shown in the classroom setting (Bliss & Sandiford, 2010).

The auditory is the second indicator of learning style. Auditory learners understand the information by listening. Auditory learners process knowledge in the context of using their ears and communicating information through the verbal way. Auditory learners interact with learning through storytelling, role-playing, and dialogue. This style of learning also facilitates passive learning activities, such as listening to lectures while driving or exercising (Curry, 2008).

Kinesthetic is the third indicator of learning style. These learners learn by doing and are the best of direct practical techniques. Such learners prefer contact with the physical world. Most of the time, kinesthetic learners do not focus on learning the content; instead, they used their body language. They acquire learning through body movement. They are uncomfortable with learning, which involves reading and lectures. Kinesthetic learners prefer to learn and explore with their hands (De Smedt, Devriendt, Fryns, Vogels, Gewillig, and Swillen, 2007).

On the other hand, the Riechmann Student Learning Style Scale has been significantly studied across the academe (Ford, Robison, and Wise, 2016). Through their experience and careful observation among students, they arrive at the various types of learning styles, competitive, collaborative, avoidant participant, and independent.

The collaborative learners enjoy learning from their classmates and their instructors. Most of the collaborative learners are extroverts who enjoy social

interactions. However, competitive ones may make comments or ask questions that embarrass other students. In this scene, it is essential to know the rules of netiquette and privacy.

On the other hand, independent learning is when students set goals, track and assess their educational development to control their learning motivation. The avoidant type of students, however, is those who are indifferent towards any learning activities. They do not participate and are utterly uninterested in anything that happens in their learning environment. As Arslan and Uslu (2014) summarize, they are the type of students who find no pleasure in learning neither in going to school nor participating in any class activities.

Grasha (2002) acknowledges that there are various styles of learning acquisition and that there are no wrong or right learning styles (Kaliska, 2013). As Rogowsky, Calhuon, and Tallal (2015) assert, the literature on learning styles, as well as inventories of learning styles, differ widely in how learning styles are defined and examined.

All the same, more than the critic of the learning theory or inventory to use, what truly matters is to have an in-depth understanding of why students' learning styles should be appropriately accounted. Actions can be taken from the staid results. Some learners think that they are dumb just because they cannot understand the material just like others do. But when these learners match the way they approach the content with the way they learn, they observe dramatic improvement in their learning. That is why it is prime importance that learners discover for themselves how they learn best. After all, instructions become more

effective when students take an active part in learning themselves (Japsen, Varhegyi, and Teo, 2015).

As Howard Gardner cautions, educators should focus on three ideas. Firstly, we are not all the same. Secondly, we do not have the same kinds of minds. Lastly, education works most efficiently if these differences are taken into account rather than denied or ignored (Turville, 2013).

Therefore, teachers must identify the learning styles of their students because, through this, they can carefully design learning activities that fit the learning preferences of the students (Zhou, 2011). Knowing the learning style of the learner is the first step towards personalized learning instruction. This should aim at addressing the learning preferences of the learner and the starting point to assist learners with their weaknesses and make use of their strengths (Letele, Alexander, and Swanepoel, 2013).

Having both teachers and students is acquainted with learning style concepts leads to multiple benefits (Glonek, 2013). Moreover, identifying the students' learning styles helps both teachers and learners in crafting more active learning methods and materials (Sabeh, Bahous, Bacha, and Nabhani, 2011). Thus, it is the responsibility of both to be oriented of learning style preferences to improve the teaching and learning processes (Gilakjani, 2012).

In most cases, learning style focuses on the student's problem. Their academic performance results and frequency use of the virtual learning environment by the institution to which the subjects are participating in the study belong. This study enabled the identification of learning styles and the search for

indicators that may allow the establishment of the learning styles of student's performances in competency appraisal (Alves, Viegas, Lima, and Gustavsson, 2016).

This study is aimed to present the issue of identifying students preferring to a problem of learning activities in a personalized learning process. In this study, the researcher uses an original learning process to approach based on identifying students' learning needs suitability of learning components to learning styles. The literature review presented in the research revealed that experience in solving open-ended problems found in trigger material enables students to learn about the subject. The problem approach does not focus on solving problems with a given solution but allows other valuable skills and qualities to be created. After that, the corresponding ontologies and recommender system should be created to propose the most suitable learning styles to particular students (Juskeviciene & Kurilovas, 2017).

Also, learning styles are commonly understood as stereotypical cognitive, emotional, and psychosocial patterns. These patterns serve as relatively stable measures of how students interpret, communicate, and react to the school learning environment. The way learning is done influences learning outcomes achievement. Learning style awareness can help students and teachers develop learning experiences, and learning styles can change based on learning experience (Loewen & Jelescu-Bodos, 2013).

The study of student learning differences has kept many educators' attention focused over a long time. Literature has also concentrated on the most

effective teaching methods to promote positive learning, much more than offering concise descriptions of individual differences. Learning styles were analyzed, and several teaching methods were used to combine learning activities with helping students of all learning styles (Brannan, White, and Long, 2016).

The learning strategies are, therefore, the overall effort that students need to process, understand, and adopt the information introduced in the learning course on their groundwork (Tay, 2013). In other words, learning strategies can be described as the totality of the learner's activities to give meaning and information in cognitive and moving processes (Kafadar,2013).

Collaborative learning, in particular, can be adequately planned and implemented, contributes to student learning development, and prepares students for collaboration. Nevertheless, the quality of development of learning in collaborative practice depends on the attitude of educators to teaching and learning in particular. The design of collaborative learning was seen as complicated by the lecturers. Their beliefs about collaborative learning's contribution to learning outcomes and student inspiration were more positive than their belief in the effort students are willing to make. Lecturers' opinion for using collaborative learning was always more oriented to the student than to the lecturer. Many student-oriented educators differ widely in their collaborative learning practices. To enhance the benefits of learning in collaborative, teachers need to receive more support in designing and implementing collaborative learning to reiterate collaborative learning knowledge into active practice (Admiraal, 2014).

Even so, a contrast to the prevalence of Learning Styles on the broader literature, the disparity between empirical evidence and belief in learning styles has led to conflict and controversy. Many typical media outlets have tried to explain the shortcomings of learning styles (Singal, 2015; Goldhill, 2016). The rebuttals of practitioners assume that the theory of learning styles provides something substantive and or that their research is null (Black, 2016).

As a result, the study compared certainty in the use of Learning Styles with specific educational techniques. The use of these techniques is supported by sound research evidence to put use and belief of Learning Styles into context. Another study showed that the concept of using Learning Styles was strong. But the practical use of Learning Styles was much lower and lower than other evidence-based techniques. A simple theoretical weakness was the most compelling weakness/damage associated with learning styles; participants agreed that learning styles were conceptually flawed (Mahallah & Newton, 2017).

Students' Academic Behavior. A good habit is a primary and consequential aspect of generating a literate society in this world. It shapes people's qualities and helps them develop suitable thinking methods and creates new ideas (Palani, 2012).

In addition to reading and academic achievement, it is crucial for research workers and educators to realize that students develop in his or her way, whether brilliant, average, regular. Still, if he or she has a good habit of learning, he or

she can do well in academics and any condition. Good reading habits serve as a well-built weapon for students to excel in their lives (Bashir & Mattoo, 2012).

Meanwhile, students who failed the exit exam were those who did not take their education seriously. They are the students who miss school or classes too often, have made little or no effort in class or on tests, haven't done much homework, and generally attend school to be with their friends. Perhaps these students are also from families who do not value education and have not insisted that their children do their best and succeed in their classwork (Cornell & William, 2006).

Academic behaviors are learning habits and competencies that foster academic readiness and include non-cognitive qualities that promote career resilience and persistence. And so, learned behavior is relevant for a school celebration of success. As students continue to study in the pursuit of their dreams, they learn to become autonomous in their learning activities (Bempechat, 2004).

Apart from this, many studies have pointed out the academic advantages of teaching students to be more organized. But, the organization skills of students fall short to their priorities. The lack of these skills can lower self-esteem and self-efficacy in students. Thus, the effects of organization skills on academic success should be taught as part of a curriculum (Finney & Pyke, 2008).

Also, students' cooperative learning skills is an advantage in academic. This emphasized that students who worked in a team gain beautiful memories of the experience. Cooperative learning help students to develop their social skills

and increase their grade point average. The student learned from their peers and feeling happy to finish his/her projects. In short, cooperative learning develops teamwork resulting in high performance (Garger & Thomas, 2010).

Most of all, students want to do something good in school, but they do not know how to execute it. The answer lies in motivation. To make learning more engaging, students wanted motivational and inspirational reminders from teachers. This is considered a significant element to attain the quality learning of students. To sum up, motivated students are happy and eager to study their lessons (Richardson & Simmering, 2009).

Students in Competency Appraisal. The performance of graduates in the examination is a positive measure of the quality and standard of education that a particular school provides. The quality of its graduates is a source of prestige for an educational institution. It is an indicator of the kind of educational training, and learning their school provided them (Basaen, Sun, and Adams, 2012). Buenaobra and Medallon (2013) also confirm that the accurate measurement of any board program is to pass the final test, the board examinations.

Another study found that the results of the mock examination were positive for the respondents. It was recommended that graduates undergo a continuous, comprehensive, or mock examination before taking a licensing examination to increase their chances of passing a board examination. Higher education institutions are now paying a great deal of attention to this (Riney, Thomas, Williams, and Kelley, 2006).

The study concluded that, together with the general weighted average of the academic performance of students, the results of the mock board examination are considered significant for the response attribute (Tarun, Gerardo, and Tanguilig, 2014).

Challenges of Students in Competency Appraisal. Many of the students who have failed the exit exam are those who have not taken their education seriously (Cornell & William, 2006). According to Marson, Kersting, and De Angelis (2013), exams in social work are packed with terminology for medical and general social work. BSSW students should be familiar with and be able to define basic social work terms. Words such as cognitive dissonance, indications, contraindications, mutualization, transference, countertransference are just some of the Social Work terms. If a person does not define all of these words, it is a sign that vocabulary remediation is required. There is little chance of passing one of the social work exams, particularly the clinical test, if there is no knowledge of clinical or general terminology. The words must be part of the speaker's usual repertoire.

Furthermore, a survey of undergraduates of the University of Central England, as cited by Richards (1995), states that many students suppose that financial matters have a significant impact on their academic output. On the other hand, Thomson (2016) contended that when a student can't keep up with his or her studies, he or she is incapable of perceiving or occupying new material. Poor time management can lead to an unpleasant academic performance round.

Karande and Kulkarni (2005) believe that biological, psychological, and social factors affect the poor performance of students. They believe that genetically, some of the students in their peer age group are below average in IQ. From a psychological point of view, we need to know if students are willing to learn and open to learning. Is the environment socially friendly and an appropriate learning stimulus? In their study, they propose several explanations for the poor academic performance of students, including health problems, inferior intelligent, learning deficit, emotional disturbance, and environmental factors.

These statements are supported by Alami (2016), who contended that four macro group determinants are intricately involved in student's mediocre academic accomplishments. These include student-related determinants, teacher-related determinants, family-related determinants, and other factors like poor health problems, terrible friendships, and transportation problems.

An uninhibited predisposition after failure is sometimes to restrain emotions and cognitively justify failure. Yet, if individuals are aware of the possible damaging effects, they may overcome the uninhibited predisposition and concentrate on unwanted feelings. Nelson, Malkoc, and Shiv (2017) said, which shall lead the way to learn and future decision-making that is more beneficial.

Insights of Students in Competency Appraisal. Failing an examination has an intoxicating effect on self-esteem. An article *Don't let a lousy grade discourage you (2018)* encouraged all the students who had a terrible score in

the exam, do not quit. Don't get dismayed. Do not let the negative thoughts control you. You can always turn things around. So get ahead, study further, study well, and study smarter. You can always be favorable if you choose to be successful.

But of course, learning demands time and effort. Research by Kolari, Savander-Ranne, and Viskari (2010) indicated that a profound strategy to learning is useful and is discerning to reinforce comprehension and lead the way to progress learning development. Bashir and Mattoo (2012) emphasized that reading is essential. Every individual, whether they are talented, average, ordinary, should be educated in their way. Still, if they have a good study habit, they can perform well in academics and every condition. It is the reading manner that supports the student in acquiring essential and advantageous knowledge. Good reading habits act as a well-built weapon to excel in life for the students.

Students also need to practice self-care. For Moore, Bledsoe, Perry, and Robinson (2011), self-care is essential. Social Work students who are preparing to be professionals should not only be well-founded in dealing with clients themselves but should make themselves fit. Unless they first learn to care for themselves, they are not prepared to be functional practitioners. In a study conducted by Diebold, Kim, & El (2018) revealed that student interpretation of self-care includes health, time, tasks, stability, and professionalism.

Aside from this, students surround themselves with good friends, Chen (2014) stated that students with these pro-social types of goals inclined to mark their schoolwork as more personally relevant. In an article, Low SES minority

college student education (2015), it mentioned a study conducted by Margaret Mbindyo, *Relationship between academic resilience and college success: Cross-national experiences of low income/first-generation students*. Mbindyo concluded that relationships with peers come to light as an academically relevant social process that aids students in becoming durable. Cooperative learning develops teamwork results in high performance. According to Mehta (2019), those with whom the student wants to associate himself can be the sole determinant of how well the student performs in class.

On the other hand, performance should not be graded on how much you have achieved, said Nadiadwala (2017), but how much effort you have put in. From being mediocre to very good is also as good as improving from very good to excellent. Anyone can teach a bright student easily and take the credit for his grades. Still, it takes extraordinary passion, skills, and tolerance to mentor a child who has low confidence. Just like many elders around, you too must have failed in their lives.

The findings of Rao-Middleton (2012) show that exam failure is one of the many obstacles one has to conquer in life. There are always opportunities to learn and rise above failure. Indeed, a writer commented that "one of the steps to success is a failure" (Griffin, 2018).

As Tay (2013) puts it, students need learning tactics to process, understand, and adopt the information introduced in learning processes. In other words, learning strategies are the whole of the learning activities carried out by the learner to give meaning and information in cognitive and moving processes

(Kafadar, 2013). Therefore, wrong study strategies lead to academic failure (Batool, 2018). Richardson & Simmering (2009) added that motivated students are happy and eager to study their lessons.

Significance of the Study

This study hopes to identify the learning styles and experiences of the social work students in competency appraisal. The results hope to be helpful to the competency appraisal students, Social Work Program, and future researchers.

Competency Appraisal Students. Through this study, the future student examinee gains an idea of strategies of efficient learning that fit their learning preferences.

Social Work Program. The findings of this study enhance the capacity of the Social Work Program in producing quality graduates.

Future Researchers. The results of the study would help researchers to be aware and knowledgeable of different learning styles. Future researchers can also gain insights from the result of this study.

Definition of Terms

This section presented the conceptual and operational definitions of the terms based on the research study to facilitate the understanding of readers.

Learning Style. The term refers to the learning style, which can be visual, audio, and kinesthetic of Social Work students.

Competency Appraisal. It is also known as the "mock board exam," an exit examination to measure the competency level of Social Work graduating students.

Chapter 2

METHOD

This chapter contained the research design, research participants, data analysis, role of the researchers, the conduct of the interview, source of information, the trustworthiness of the study, and analysis treatment of information.

Research Design

This study is a qualitative descriptive method of phenomenological by interviewing individuals. Phenomenology is concerned about the study of human perceptions of events and a manifestation of actual events in the real world. The experience of the participants in the study is being relived and continued profound into their minds, distinguishing the experience as depicted by the participants through lengthy discussions (Reece & Campbell, 2011). Through this method, the participants discussed their experiences during the competency appraisal.

The researchers used the phenomenological approach because it is a useful tool to gain a clear understanding of human experiences. The design gathers insights from their thoughts, feelings, and actions. It clearly exemplified the concrete details of the experience and the reason wherein people are seen in the situation. It is an appropriate tool in the research study in which it is necessary

to devise and examine the experience of our participants who have failed their competency appraisal.

The researchers have been open-minded, sensitive to their perspectives, and pre-existing opinions on the study. They have learned to discard their prior knowledge and experience to fully gain the experience shared by the participants with an open mind. (Taylor& Francis, 2012).

Research Participants

The participants were 17 students of social work, failed in the 2018 competency appraisal. Of the 17 students, seven Participants were selected based on the inclusion criteria. These seven participants are those who re-enrolled competency appraisal subjects for the third time at the University of Mindanao. The rest of the students who were not selected are those second-time takers only.

Participants were selected using a method of purposeful sampling. For qualitative research, it is commonly used to identify and collect information related to the phenomenon. This method has been useful in this study to reach the target quickly, wherein sampling for commensurate is not the central concern (Crossman, 2018).

Role of the Researchers

Qualitative researchers need to describe relevant aspects of self, including any biases and assumptions, potentials, and experiences, to change their potential to conduct research. (Greenbank, 2013)

The researchers selected the topic and approached target participants through a purposive sampling method. As social work students, they disseminated awareness. They addressed the root cause of the problem to enable individuals to enhance their performance and freely bring out the best out of their capabilities to cope with the challenges of competency appraisal. The researchers believe that every human being can enhance and bring out the full potential of resources.

The researchers' role in this study was to conduct an in-depth interview with the participants. The researchers administered a private interview based on the questionnaire validated by authorized experts. The researchers oriented the participants on the process of the interview and their rights as participants. The participants were provided with formal agreement to ensure that all personal data remain confidential. The researchers made sure to obtain the participants' confirmation that all the data were true and correct.

Conduct of the Interview

In the conduct of the study, the following procedures were undertaken in gathering the data. Before the interview, the researchers ensured that informed consent was given, and an agreement letter was provided to the participants. It consisted of assurance to their rights and privacy, with both letters were signed by the researcher and interviewee. The researchers explained the procedures of the conduct of interviews. They asked for their most convenient location, time, and length of time before the interview.

Also, the researchers sought the participant's permission to use an audio recording device during the interview to obtain transcriptions. The statements were audio recorded in a private place chosen by the interviewee. Transcriptions were given for the participant's confirmation. After having the conformation, the researchers encoded the transcriptions.

Source of Information

The main instruments used in gathering data for this study consisted of interview guide questions devised by the researchers. The panelists validated the guide questions. The guide questions were formulated in a way that it enabled the interviewees to respond directly. It contained identifying questions to a generalized response, which builds rapport between the researcher and the participants. It also contained probing questions, which were very substantial to attain a more in-depth response, which was the main goal of the interview. A voice recorder was utilized to preserve all the answers to ensure details, including the manner of delivering the answers, were not being left out.

In the construction and validation of the interview guide question of this study, the interview guide question was formulated involving ideas of the Social Work professionals, elaborated by the researchers in identifying and probing questions. After numerous evaluations, the questionnaire was submitted to the consultant for comments, followed by the panelists for its validity and sensitivity concerns.

Trustworthiness of the Study

The researchers have made sure the study is confidently trustworthy. They sought Guba's design for assuring trustworthiness in qualitative research projects, which suggests qualifications that he thinks should be considered (credibility, transferability, consistency, and conformability) (Shenton, 2016).

For the credibility of the study, researchers assured statements from participants relevant to the study by validating the questions with the guidance of the adviser and panel experts. For the external validity of the study, researchers provided a specific setting and manner of conduct of the interview. The interview was conducted within Professional School vicinity inside the campus of the University of Mindanao.

To deal with the transferability, the researchers explained the research context and assumptions that preceded the research and revealed all data as transparent as possible. The researchers saw to it that the data are affluent in descriptions. The person who wishes to transfer the results to a different context is then liable for making a judgment as to how sensible the transfer is. All data gathered were transcribed precisely with the use of cell phone recording.

For the dependability of this study, researchers made sure the methods used were executed adequately in conducting the interview. Future researchers could replicate this study. Dependability is a criterion that weighs equally on reliability and is likely to be concerned with the stability of outcomes over time. (Ramsey, 2010). The data were gathered through interviewing in accordance of phenomenological descriptive method of study.

The conformability of the study and objectives of encoded findings will be compatible with the participant's interpretations. The researchers discarded personal views, assumptions, and judgments to overcome the distortion of data. The use of audio-taped interviews and note-taking is maintained throughout the study to ensure conformability.

Analysis Treatment of Information

A common approach was used to get the conceptual theme to get at the necessary meaning of the experiences. These are essential aspects, without which the experience would not have been the same, it is ascertained through attentive engagement with the description of the experiences to understand its meaning. The meanings are usually not directly stated, and a thematic analysis needs to be made quite clear.

Thematic analysis is one of the qualitative research's most popular forms of analysis (Guest, 2012). It emphasizes the identification, examination, and recording of the meaning of patterns or concepts within the data (Braun & Clarke, 2006). After the data was transcribed, the researchers submitted the data to the professional analyst to be analyzed and gain the result.

Analysis of data helps the researcher to interpret the analysis. Therefore, it is an understatement to state that data analysis is necessary for a study. Instead, without data analysis, no research can survive. Or, to put another way, data analysis is significant for the researcher. The practitioner needs to identify the problem of the patient before any treatment is given (Johnson, 2011).

In this study, the data was submitted to the analyst, commonalities of data from participants became apparent, and themes were formulated. The themes became the basis for discussion.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results of the study and discusses the various themes developed from the responses of participants. The researchers interviewed seven participants. These participants preferred were presented as P1, P2, P3, P4, P5, P6, and P7. They are all Social Work students at the University of Mindanao, Matina Campus.

Table 1. Learning Styles of Social Work students who did not get the average score in the competency appraisal

THEME	CORE IDEAS
The lack of study techniques and time management issues	Shallow way of studying, lack effort, relaxed, did not look for reference materials, lack stock knowledge, did not give time.
Use of strategies such as self-care and studying alone or in a group using visual and audio learning styles	Take care of the body: eat, then rest the mind, stay positive, be happy. Studying alone: can focus, analyze mistakes, read in a quiet environment, repeatedly read to understand. Studying in a group: share questions and ideas.

Visual or a combination of visual and audio learning styles help the students understand easily, recall faster and analyze well.

What are the learning styles of the Social Work students who did not get the average score in competency appraisal?

Taphaw lang gud ang pag study, relax lang. (Shallow way of studying, less effort, relaxed). P1

Mangita ug basahon nga references nga wala na agian, bantog siguro wala ko ka pasar. (I did not look for references to read. Maybe this was the reason I did not pass). P2

First take naku I did everything, meaning tudong tudo study basa kon pwede pamahaw, paniudto, panihapon ang libro, pero everything happens for a reason. Siguro, the best style is to double to triple or eh 100 times pa nimu balik-balikon. (I did everything, put all my efforts into studying. I read most of the time. Perhaps everything happens for a reason). P3

Dili man nga wala jud ka ga-study, kulang pa siguro ang learnings nimu. (It was not because I did not study, I guess what I learned was not enough). P4

Gabasa ra ko usahay sa drills then, bookish man jud dapat sya. (I only read the drills sometimes. I should have read the books). P5

Ang akoang pag-study short lang, dili sya long. (Sometimes, I studied for a short time only). P6

Kung mag-study ko kay surface lang wala nako gina-deepen. (My style of studying was shallow. I did not deepen it). P7

The Lack of Study Techniques and Time Management Issues

One of the reasons why Social Work students did not get the average score in competency appraisal is their study behavior. Many of the students who have failed the exit exam are those who have not taken their education seriously (Cornell & William, 2006). Two out of seven participants said their learnings were not enough, and they did not look for other references that could help them learn more. They depended on their knowledge from drills instead of reading the books.

About time and effort, four out of seven participants exerted the only little amount of time in studying; they did not take it seriously. They are too relaxed, shallow style in studying. Learning needs time and effort, Kolari et al., (2010) Strong stance of learning is desirable. It is seen to promote understanding and lead to better learning outcomes. However, there is one participant who said he/she spent much time studying. This participant did not meet the average score in competency appraisal.

As Tay (2013) said, learning strategies are the massive effort that students need to process, understand, and implement knowledge implemented in learning-teaching processes. In specific phrases, learning techniques can be identified as the entire learner's activities to give meaning and information in cognitive and moving processes. (Kafadar, 2013) If a person fails the exam, there is a high chance that he or she fails again if there is no change in

knowledge. Therefore, wrong study strategies lead to academic failure (Batool, 2018).

Balik balikon ug basa hantod ma familiarize nako ang thought, concept. Usahay matulog kadali, kaon. Visual and audio, kong tan-awon nimo siya sa power point, human i explain paminawon mao to. (I read the books repeatedly until I familiarize the thought and concept. Then I would sleep a little and eat. I prefer visual and audio, seeing the power point and hearing the explanation). P1

Familiarize, memorize each word, mangita ug keywords. (I familiarized, memorized each word and the keywords). P2

Be positive sa pag study. Ayaw kahadlok to conquer all your challenges, maging happy lang, balance your time, kung gikapoy, rest. (Be positive, conquer all your challenges, and be happy. Balance your time, have a break when tired). P3

Mas mokoan 'mo andar' akong utok sa kadlawon. (My brain works better at dawn). P4

Chill ra kaayo ko. Wa kaayo ko ga-books. (I was too relaxed, I did not read often). P5

Gusto nako dili saba ang palibot kanang pagka-peaceful. (I like to study in a quiet place). P6

Gina-memorize lang. (I just memorized). P7

Use of Strategies such as Self-Care and Studying Alone or in a Group using Visual and Audio Learning Styles

Social work students have used strategies in studying, such as taking care of the mind and body, which they take time to rest when they are tired and never skipped meals. Self-care is essential for Moore, Bledsoe, Perry, and Robinson

(2011). As students of Social Work who start preparing to be practitioners who are not only efficient in working with all aspects of the total self of clients but who are healthy themselves. Until they have learned to care for themselves, they are not ready to be successful practitioners.

They both choose to study alone and with a group which they can find it more comfortable base in the situation. When they are alone, they could concentrate on the topic in a quiet place and could help by asking when in a group. This was strengthened by the theory of Felder & Henriques (1995) stated that some students preferred to study by themselves at their rate in a familiar environment rather than in groups

They also choose the visual learning style as they could familiarize themselves more by seeing the topics. But also they would like to hear explanations from those who are more knowledgeable. The theory of Keefe (1997) contended the key to getting students actively involved in learning is to consider the preferences of learning styles. The learning style may have a positive or negative impact on student performance. He reiterated that one does not approach each learning task in the same way, so each of us builds a set of behaviors that we are comfortable with. Some find it the best and easiest to learn by hearing information, some by seeing them. Others prefer both.

Moreover, People learn in many ways. As Schilling (2002) stated, every person prefers different hairstyles, managing styles, and music styles. They also feel a lot more natural or gain knowledge quickly in ways that suit their preferred

learning styles. The individual thinking styles of a person can present a composite thinking style of another individual.

Another support theory by Beaver (1997) states that students reveal their learning style preferences by everything they do and not do and by everything they say and not say. Most people act by their preferred learning styles.

Table 2. Strategies used to cope with difficulties encountered

THEME	CORE IDEAS
Handicapped by personal, vocabulary, financial shortage	Social work students faced the following challenges: discouragement, unfamiliar words, financial lack, time management, people who look down on them.
Repeatedly reading the material for comprehension.	The social work students coped by asking others for help, reading books until they understood them.
Inspired by staying positive and learning from experiences	Social work students used the following strategies: accepting and learning from failure, research new terminologies balanced used of time and staying positive.
Motivated by dreams of jobs, family, and friends	Social work students were motivated by parents, friends, and dream of jobs in the medical and community fields of social work.

How did they cope with the difficulties that they encountered?

Mawad-an koug gana sige ug huna huna kung kaya ba pasaron. (I lost my appetite, when I often think if I can do this and that, I feel discouraged). P1

Dili nimo siya ma cope dayon kung na bagsak ka, pero hinay hinay ma process ug madawat nimo na. Kalisod sa mga terminologies o jargons ug unfamiliar words. (It is hard to accept the fact that you have failed the exam, but in gradual process, you would be able to accept it. I had difficulty with terminologies or jargons and unfamiliar words). P2

Financial aspect, time management. (I encountered financial problem, time management). P3

Gina look down ka sa tao himoon nimu motivation para mas ganahan ka mag review ug pursigido ka nga maka graduate. (Those people who look down on you, make them your motivation to strive harder in review, to make you more eager to graduate). P4

Mga tawo nga naga-look down nimo, gihimo nako syag motivation, dawaton naa man si Lord sa akong kilid. (Those people looking down on me, I made it as motivation, I accepted it because God is with me). P5

Dili paapekto sa mga istorya nga negative nga nadungog sa mga kauban or friends. (Don't be affected by negative stories from colleagues or friends). P6

Usahay kung magpatoo ka sa self kanang 'uy kapoy. (Sometimes I'm lazy to study). P7

Handicapped by Personal, Vocabulary, Financial Shortage

Social Work students who did not get the average score in competency appraisal faced problems of discouragement, unfamiliar words, financial lack, time management, and people who look down on them. According to Marson, Kersting, and De Angelis (2013), Social Work Exams are lined with medical and general social work terminology. BSSW students should be familiar with social work conditions, should be understood, and must be specified. Words such as cognitive dissonance, signs, contraindications, mutuality, transmission, countertransference are just some of the Social Work terms. If a person does not define all of these words, it is a sign that vocabulary remediation is required. There is less reason to pass one of the exams of social work, particularly the medical test if there is no comprehension of clinical and generalist terms. Vocabulary must become part of a person's usual repertoire of speech.

Finance, on the other hand, is affecting the academic experience of the student. One of the participants mentioned that he or she struggled in finances, from daily fare attending pre-review to photocopying materials expenses. Research of undergraduates from the University of England cited by Richards (1995) states that many students believe their academic performance is adversely affected by financial problems.

Also, poor management of the time often results in lower grades and test scores. One of the participants struggled to manage his or her time. Thomson (2016) contended that when a student can't keep up with his or her studies, he or she is less capable of understanding or engaging with new material. Therefore, lack of time management can lead to poor academic performance.

Two of the participants who failed the competency appraisal claimed to be looked down upon by other people. Performance should not be graded on how much you have achieved, said Nadiadwala (2017), but how much effort you have put in. From being mediocre to very good is also as good as improving from very good to excellent. Anyone can teach a bright student easily and take the credit for his grades. Still, it takes extraordinary passion, skills, and tolerance to mentor a student who has low confidence. Just like many elders around, you too must have failed in their lives. Someone must have failed in his marriage while some in business. We have failures everywhere around us, so do not regret but pick up the gun, put another bullet and go for hunting again.

Retaking the exam may be the most nervous experience that a student may have to face. Failure to perform an exam has powerful effects on self-esteem. In an article, don't let a lousy grade discourage you (2018); an author encouraged all the students who had a terrible score in the exam, don't stop. Don't be discouraged. Don't let the negative thoughts consume you. You can always turn things around. So go ahead, study harder, study well, and study smarter. You can always be successful if you choose to be.

Mangayo ug tabang sa uban, basa ug libro hantod sa ma familiar kay masabtan nimo. (Ask for help, read the books until you can familiar and understand well). P1

Positive lang sa pagbasa ug pag understand sa mga concept. (Stay positive in reading and understanding the content of books). P3

Basa libro. (Just read books). P5

Maningkamot na ko sigeg basa ug libro. (Put more effort in reading books). P6

Repeatedly Reading the Material for Comprehension

To cope with challenges, one strategy was to read lots of books and find any references needed in their study. One of the participants said, if I can eat the book as my breakfast, lunch, and dinner, I'll do it as long as I can familiarize the entire concept.

The most excellent way of ensuring student growth is through reading. The more students read, the more they gain from their academic efforts. Bashir and Mattoo (2012) highlighted that reading is essential. Each student, whether he or she is brilliant, average, usual, should be educated in his or her way. Still, if he or she has a good study habit, he or she can do well in any academic condition. It is the reading habits that enable the learner to gain essential and valuable information. Good reading habits serve as a well-built tool for students to succeed in their lives.

Importantly, these gains are also reflected in their overall performance in the competency appraisal. It is generally felt that giving way to an interest in reading among Social Work students. The challenges are to get them to sustain it, even more in preparation for challenges of competency appraisal.

Kanang challenges ma-discourage ka, padayon lang jud. Ayaw padala sa emotion. (Just keep going, do not be carried away by your emotion). P1

Kailangan mag research para mahibal-an katong wala nimo nahibal-an. (You have to research the topics you have not learned). P2

Maging positive lang, ang strategy balance tapos positive lang. (Be positive always, my strategy was to balance time and stayed positive). P3

Stay positive bawal ang nega gud. (Stay positive, remove negativity). P5

Bisag unsa kalisod, sige lang padayon sa pag-study. (No matter how difficult, continue on your study). P6

Gina-prevent jud nako akong self na i-control ko niya kay mind over body daw. Mag-start sa acceptance tapos mag plan ka sa unsa ka namalitan mag-start. (I prevented my body to have control over my mind, it should be my mind controlling my body. Begin by accepting your faults, then make plan to start again). P7

Inspired by Staying Positive and Learning from Experiences

Failing an exam can be one of the most horrific experiences for a student. One way to cope with the disappointment of the test is to remain positive. Failing in Social Work competency appraisal is not the end of the world. Rao-Middleton (2012) said that exam failure is one of the many hurdles one has to overcome in life. There are always opportunities to learn and rise above failure. For the participants, failure makes them stronger. It gave them an understanding of what it means to fail, lose, and get a negative outcome they might not have expected.

Indeed, a writer commented that "one of the steps to success is a failure" (Griffin, 2018). Students who failed in competency appraisal were learning from

their experiences. Once students have failed and figured out how to deal with that failure, they're better prepared to deal with the next obstacles ahead. They struggled with it. For them, going through this discomfort, failing and trying again, failing and failing again, but still trying another, and finally finding a solution, is one of the most valuable learning experiences. Through this process of failure, students learned about determination, resilience, and perseverance. They learned to believe in an idea of staying positive and to see that idea through.

In such a situation, the most important thing to remember is to stay true to yourself, remember who you are, what your strengths are, what you can do, and what you want to do, and you'll get there.

Motivation nako ang future nako, ang family, gusto na ko mo graduate, a dream of being a medical social worker and study the circumstances of patients. (My motivation is my future, my family, my dream to graduate and to become a medical social worker to study the circumstances of the patient). P1

Better future, apil na didto parents' future. Registered social worker ko, o sa job vacant na fit akong degree, medical it's because of gamay lang trabahonon, more on casework. (My motivation is my better future, my parent's future. I will become a registered social worker and will be working in a job that fits my degree. I like medical because it's easier, just more on casework). P2

Akong motivation mga failures sa kinabuhi, parents, friends. (My motivation is a failure in life, my parents and friends). P3

Siguro graduate ko ana, nagawork naku sa gina desire nga trabaho. (Maybe when I graduate, I will be working on my desired job). P4

Two years from now gusto ko ma-medical social worker sa isang hospital, pero kung unsay ihatag ni Lord, kung asa, dapat flexible. (Two years from now, I want to be a medical social worker in a hospital, but whatever Lord's will for me, I have to be flexible.) P5

Na-realize nako daghan koy friends, family na naga-support sa akua, si God. Mag field worker ko. (I realized that I have many friends and family always supporting me. My motivation is my family, God. I want to be in field work). P6

Akong parents kay panganay ko, dako ang paglaom kay ako ang pag-asa, naa na koy trabaho. Casework kay introvert ko masabtan nimo ang isa katao maganahan ko sa process. (My motivation is my parents. Since I am the eldest, my family's hope is on me when I get a job. I like working on casework because I'm introvert, I could relate better on individual process). P7

Motivated by Dreams of Jobs, Family and Friends

Social work students were motivated by the dream of jobs in the medical and community fields of social work. It didn't surprise the students also said it was important to them to make money, gain fame, or pursue a career they enjoyed. Many spoke of wanting to have a positive impact on their community or society, such as becoming a medical or field social worker who makes a difference. Chen (2014) stated that students their school work tended to be more personally meaningful with these pro-social types of goals.

Family and friends motivated them. Determining the impact of perceived social support provided by students' families, friends, and other essential people on student motivations help to explain the motivation for learning. A healthy interdependence of the family significantly increases the ability of a student to persist with a degree through college.

Peers also play a significant role in the success and motivation of each other in overcoming barriers in college. One of the participants mentioned being in a low socioeconomic status minority student. In an article *Low SES minority college student education* (2015), it mentioned Margaret Mbindyo's study, *Relationship between academic resilience and college success: Low-income / first-generation cross-national experiences*. Mbindyo found that relationships with peers emerged as a social process of academic importance that helped the resilience of students.

In general, college is a place of constant change and stress. Having a constant company of peers or family is crucial to the survival of a new setting. The ability of a minority student to graduate from a university is essential for a low socioeconomic status.

But despite all of the challenges, they have the same dreams in life, to graduate and pass the competency appraisal. So they would be able to help their parents financially by working in their desired job. As Richardson & Simmering (2009) said, motivated students are happy and eager to study their lessons.

Table 3. Insights to be shared with peers

THEME	CORE IDEAS
To prepare ahead	Forge alliances with study buddies
	Preparing ahead by reading, strategize finances.
	Build mental stamina by reading, have new references.
	Prepare for financial stresses.
	Strengthen emotional positivity.
	Tap into spiritual reserves.
	The next batches will have to learn to study and share.

What are their insights that they can share to their peers?

Mahutdan ug kwarta sige ug photocopy libro, drills, pang print, pang bookbind, i-sacrifice ang kaon, sleepless night, makig study ka sa grupo nga very close minded, mag sumpaki sa idea, patience lang. Study lang, dili pwede mag relax, kailangan i push jud, ayaw padala sa emosyon kay pangarap ug future ang nakasalalay, laban lang kay ing-ani ta sa UM. Study more, dapat sabton nga lahi lahi ang concept, mag research pag wala na sabtan. Tan-aw sa references, ukayon, sabton hantod masabtan. Study lang, ampo lang jud. (Lack of finances to photocopy books, drills, for printing and book binding. Food allowance may be sacrificed, sleepless nights, having close-minded people to study with in group, clashes of ideas, you have to be very patient. There is no time for relax, push yourself, do not let your emotion drag you because your future is at stake. Keep going because this is what we are in UM. Study more, understand every concept, and research the topics where you are weak. Look for references, scan, and comprehend. Always study and pray). P1

Lisod sa ilaha na maka pasar. Prayers ug effort. Effort ka sa pag basa sa mga materials nga naa sa imoha, ayaw sayangi ang panahon, mentras sayo ma-familiarize knowledge. Always ka pray pasalamat kay Lord, sa imong parents, groupmates during sa study mo. (It is difficult to pass the competency appraisal. Pray, and do your job. Give more effort to read all of the materials that you have, don't waste time, familiarize knowledge as early as possible. Always pray, give thanks to the Lord, to your parents and group mates who helped during your study). P2

Criteria sa grading system, expectation sa mga faculty, another strategy sa ipagtudlo sa estudyante. Kinahanglan mag basa specially sa orange book dapat gina familiarize sa 1st yr,

kinahanglan hatagan ug oras. Balance, kailangan maging positive. Basa tapos sabton. Tapos maging positibo sa kinabuhi. Ug pray nga mag ask pud tag kaning guidance sa God. Dapat maging ready ka whatever happens. (It is difficult to meet the criteria of grading system, the expectation of faculty, and the teaching style. It is also necessary to read especially the orange book, 1st year should familiarize and take time reading it. Read, comprehend, and be positive in life, ask guidance to God. And you should be ready whatever happens). P3

Dapat magbasa daan ug libro from 1st yr. basa kutob sa makaya. Dili pansinon mga negative thoughts, magtan-aw ka sa sa pinaka positive ways. (Read in advance from in 1st yr. Read as long as you can. Ignore negative thoughts. Always look for positive ways.) P4

Basa jud libro kung pwede mokaon kag libro, laban lang. Kaya rana nimo salig lang kay Lord, sa imong sarili, pero pray dalag kugi, mangayo kag guidance kang Lord, pray. (Always read the book, make it your hobby. You can do it. Trust the Lord, trust yourself, ask guidance to the Lord, pray and study hard). P5

Kailangan magbasa jud ahead of time. Kailangan sila magbasag daghan na libro about sa course. Kung unsa mga problema nila kay dili lang sa magpaapekto. Kung unsa pud tong hina sila, i-focus nila ang mga subject. Magsampit kay God kay isa na makatabang, dili na kaya sa utok, mag rest kadali. (You should read ahead of time. They need to read more books about the course. If ever they encounter a problem that time, set aside it and don't be affected. Focus on the topics where you are weak. Always call for God, this is helpful. Whenever you're tired, take rest for a while). P6

Naa ang financial, mga personal sa family ug mga internal siguro, individual na ma experience. Basa jud kay ang social work broad

sya, dapat answeran jud nimo tanan confident jud sa kada question. Mangayo ug guidance kay Lord, sa family and friends na naga push na positive. I-testing imong self sa mga questionnaire na wala answer. Kung asa ka hina, mag research ani, basa and then sabton. (There will be financial lack, family problems, personal issues. Always read because Social Work is a broad course. In the exam, you have to answer every question confidently. Ask guidance from the Lord, family, and friends who encourage you to be positive. Test yourself using unanswered questionnaires. Focus where you are weak, research, read, comprehend). P7

To Prepare Ahead

According to the experiences of the participants, most of them struggled financially, emotionally, physically, family, and group issues. These are the possible difficulties that future batches may also encounter. Mentally, the clash of ideas in group study and the difficulty in meeting the criteria of grading system in UM added pressure to the students. This statement is supported by Alami (2016), who contended that there were four macro groups' factors related to the low academic achievements of students. These include student-related factors, teacher-related factors, family-related factors, and some other factors, such as dysfunctional health-related relationships and transport problems. The future batches need to prepare their faith, bodies, put more effort into reading and comprehension, and do time management. The incoming examinees have to increase motivation by staying positive, aim higher, work on weak areas through drills, and read ahead of time the orange book. In a study conducted by

Diebold, Kim, & El (2018), it was revealed that the student perception of self-care involves health, time, function, balance, and professionalism.

Therefore, some students may have poor academic performance. The problem appears critical when this becomes a trend. Karande and Kulkarni (2005) believe that biological, psychological, and social factors affect the poor performance of students. They conclude that some of the participants are below average in IQ in their peer age group. Students are having access to the resources necessary for socially conductive and stimulating development and learning.

In their study, they propose several reasons for low-performance students, including Medical problems, below average smart, specific learning disabilities, emotional problems, and environmental causes. They believe that to solve the multi-faceted and cross-linked problem. The focus should move from class to family, to the environment, and the social world of students.

Given the idea, a friend can change our lives in one direction or another, make friends with bad people and impact the students ' poor performance, unhealthy relationships, negative attitudes towards college and school. One of the participants said that he/she sometimes clashes ideas with a study buddy. According to Mehta (2019), those with whom the student who chooses to surround himself can be a full determinant of how well the student succeeds in school. Therefore, academic performance can be seen as a mental illness that travels through the circles of friends. Participants suggest that the future batches of examinees should surround themselves with knowledgeable people.

All seven participants remind Social Work students to read ahead as early as 1st year to prepare them in competency appraisal, have new references, and strategize finances. Social Work is a broad course, and it requires love in reading. Students need all of their required course materials to obtain to measure their skills successfully, but they need them at affordable prices. Students may embrace New digital learning materials programs, such as equitable access and courseware, can help their students prepare, save money, and succeed. It is allowing yourself to feel bad or even focus on bad emotions after failure positively guides future decision-making. Failure sometimes to suppress our emotions and cognitively rationalize failure. But if people know the possible adverse effects of that behavior, they can override that natural tendency and focus on negative feelings. The study by Nelson et al. (2017) emphasized more positive thinking and decision making in the future. Participants also mentioned their difficulties emotionally. They suggest future batches of examinees should be prepared emotionally.

Admittedly, it's not easy to live. It's full of challenges, frustrates, difficult times, and massive amounts of pain and failure. Yet there is an endless stream of simple pleasure-filled life. The outcome of failure is spiritual growth, mental understanding, physical strength, and emotional maturity. Don't allow a little thing like failure to get you down.

More effort, uban sa mga taong naa poy knowledge, mag aim jud ka mas higher dili lang passing score. (Exert more effort, go with

knowledgeable people, and aim for higher score not just passing rate). P1

Always positive, nga maka pasar ka, pati mga kauban don't be selfish, always ingon sa kaugalingon na kaya nimo na. (Stay positive to pass the exam with your classmates don't be selfish, always tell yourself you can do it). P2

Sa competency appraisal, dili competition, magtinabangay jud ni. (Competency appraisal is not a competition, help each other). P3

Mas gwapo open system sa grupo para share-share sa kanang ideas or thoughts. (It would be better to have an open group mates to share ideas or thoughts). P4

Pag-grupo mo mag-study. (Join a group study). P5

I-search unfamiliar topic, magpa-share sila. (Research for the unfamiliar topic, sharing ideas with other). P6

Forge Alliances with Study Buddies

Students' cooperative learning skills are also an advantage in academics. This emphasized that students who worked in a team gain beautiful memories of the experience. Cooperative learning helps students to develop their social skills and increase their grade point average. The student learned from their peers and feeling happy to finish his/her projects. Cooperative learning develops teamwork results in high performance. Therefore, the next batches have to learn to study and share.

Chapter 4

CONCLUSION AND IMPLICATION

This chapter contains the conclusion and implication of the study. The implications provided by the researchers are presented according to the actualities learned.

Concluding Remarks

The social work students shared a similar preference of learning style, visual, or a combination of visual and audio helped them understand easily, recall faster, and analyze thoroughly. They used different strategies or behavior in the study. Some preferred to study alone so they can focus well in a quiet place while others preferred to be in a group of exchanging ideas. Despite these, the researchers realized that all participants' lack of study techniques and manner contributed to not getting the average score in competency appraisal.

Social work students had varied challenges using different strategies. The students were propelled by similar dreams that of becoming a registered social worker in their desired field. People who look down on them, discouragement, financial lack, and time management were their everyday challenges. They coped by staying positive, asking others for help, reading books until they understood them, accepting and learning from failure, and staying inspired by family and friends.

The researchers learned the difficulty of passing the competency appraisal. The social work students advised the future batches of examinees to prepare ahead by reading in advance as early as 1st year. And to forge alliances with people who are good influence, knowledgeable, and positive thinker.

To sum up, failure in the competency appraisal is one of the major hindrances of students graduating at their expected time. This problem needs attention from the social work students and faculty to lessen or stop not getting the average score in competency appraisal.

Implication to Field of Practice

As a future social change agent, social work students disseminate relevant information through raising awareness about the realities of an existing problem. Social workers research to identify the root cause of the problem to support efficient and effective solutions.

Future social workers may raise awareness for social work students on the difficulties of competency appraisal. These students learn tips on coping with these difficulties, be more conscious of their unique learning style to help them understand easily, recall faster, and analyze thoroughly.

The Social Work faculty may create awareness to the students as early as 1st year regarding competency appraisal challenges, assess the learning preferences of 1st year, 2nd year students, inculcate reading and study habits beginning with the freshmen students as an intervention, and organize study groups as part of applying the social group work method.

Moreover, the Social Work program may include orientation for resource persons on teaching styles and learning activities to meet learning preference needs. The faculty may facilitate the evaluation of resource persons for further improvement of the conduct of competency appraisal.

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APPENDIX A

(Letter of Permission to Conduct the
Study)

March 26, 2019

KHRISTINE MARIE D. CONCEPCION, Ph.D

Dean

College of Arts and Sciences Education
University of Mindanao, Matina Campus


Dear Dr. Concepcion:

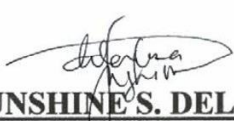
The undersigned are currently writing a research entitled "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" as one of the requirements in the SW10a- Social Work Research 1, a research course in Bachelor of Science in Social Work program.


In line with the above mentioned, we are requesting the approval of your good office to conduct the data gathering and collection with currently enrolled 7 (seven) mock board retakers.

Thank you very much for your favorable approval and endorsement of this request.

Very truly yours,


RECHEL M. DENAGA Student Researcher



SUNSHINE S. DELA CERNA Student Researcher


MERANTE T. MASAGLANG Student Researcher

Noted By:


HELEN Q. OMBLERO, DSD
Subject Teacher


JEAN AGNES A. PASILIAO, MTSW
Adviser


JENNIFER S. PAYOT, Med-LT
Research Coordinator

APPENDIX B

(Letter to the Adviser)

December 17, 2018

JEAN AGNES A. PASILIAO, MTSW

Faculty- Social Work Program

College of Arts and Sciences Education

University of Mindanao, Matina Campus

Dear Prof. Pasiliao:

The undersigned are currently writing a research entitled "Learning Style of SW Students in Competency Appraisal: A Phenomenological Study" as one of the requirements in the SW10-Social Work Research 1, a research course in Bachelor of Science in Social Work program.

In line with the above mentioned, we are requesting you to be the adviser to check our research questions and interview guidelines that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,

  
RECHEL M. DENAGA SUNSHINE S. DELA CERNA MERANTE T. MASAGLANG

Student Researcher

Student Researcher

Student Researcher

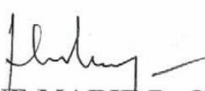
Noted By:


HELEN O. OMBLERO, DSD

Subject Teacher


JENNIFER S. PAYOT, Med-LT

Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D

Dean, College of Arts and Sciences Education

APPENDIX C

(Letter to the Panel Members)

January 15, 2019

JENNIFER S. PAYOT, Med-LT
Research Coordinator
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Prof. Payot:

The undersigned would like to inform you that the research entitled “Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study” of Rechel M. Denaga, Sunshine S. Dela Cerna, and Merante T. Masaglang, in partial fulfillment of requirements in the SW10-Thesis, of Bachelor of Science in Social Work program is ready for outline defense.

Thus, we would like to request for your permission to be one of the panel members during the outline defense of the said research study. The outline defense is scheduled on January 16-18, 2019, College of Arts and Sciences Education.

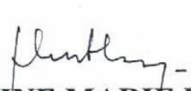
Your positive response will be highly appreciated.

Very truly yours,



HELEN Q. OMBLERO, DSD
Subject Teacher

Noted by:



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

January 15, 2019

HELEN Q. OMBLERO, DSD
Social Work Program Head
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Dr. Omblero:

The undersigned would like to inform you that the research entitled "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" of Rechel M. Denaga, Sunshine S. Dela Cerna, and Merante T. Masaglang, in partial fulfillment of requirements in the SW10-Thesis, of Bachelor of Science in Social Work program is ready for outline defense.

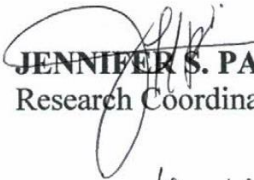
Thus, we would like to request for your permission to be one of the panel members during the outline defense of the said research study. The outline defense is scheduled on January 16-18, 2019, College of Arts and Sciences Education.


Your positive response will be highly appreciated.

Very truly yours,


JEAN AGNES A. PASILIAO, MTSW
Adviser

Noted by:


JENNIFER S. PAYOT, Med-LT
Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

January 15, 2019

LOWELITO S. BIRANG, RSW
Faculty- Social Work Program
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Prof. Birang:

The undersigned would like to inform you that the research entitled “Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study” of Rechel M. Denaga, Sunshine S. Dela Cerna, and Merante T. Masaglang, in partial fulfillment of requirements in the SW10-Thesis, of Bachelor of Science in Social Work program is ready for outline defense.

Thus, we would like to request for your permission to be one of the panel members during the outline defense of the said research study. The outline defense is scheduled on January 16-18, 2019, College of Arts and Sciences Education.


Your positive response will be highly appreciated.

Very truly yours,

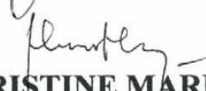


HELEN Q. OMBLERO, DSD
Subject Teacher

Noted by:



JENNIFER S. PAYOT, Med-LT
Research Coordinator



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

August 23, 2019


JENNIFER S. PAYOT, MEd-LT
Research Coordinator
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Prof. Payot:

The undersigned would like to inform you that the research entitled "Learning Style of Social Work Students in Competency Appraisal; A Phenomenological Study" of Rechel M. Denaga, Meraante T. Masaglang and Sunshine S. Dela Cerna, in a fulfilment of requirements in the SW50- Thesis II, of Bachelor in Social Work program is ready for Final defense.


Thus, we would like to request for your permission to be one of the panel members during the final defense of the said research study. The final defense is scheduled on August 27-30, 2019 at 9:00am-5:00pm, Social Work Laboratory.

Your positive response will be highly appreciated



HELEN Q. OMBLERO, DSD
Program Head

Noted by:



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

August 23, 2019

HELEN Q. OMBLERO, DSD

Program Head

College of Arts and Sciences Education

University of Mindanao, Matina Campus


Dear Dr.Omblero:

The undersigned would like to inform you that the research entitled “Learning Style of Social Work Students in Competency Appraisal; A Phenomenological Study” of Rechel M. Denaga, Meraante T. Masaglang and Sunshine S. Dela Cerna, in a fulfilment of requirements in the SW50- Thesis II, of Bachelor in Social Work program is ready for Final defense.

Thus, we would like to request for your permission to be one of the panel members during the final defense of the said research study. The final defense is scheduled on August 27-30, 2019 at 9:00am-5:00pm, Social Work Laboratory.

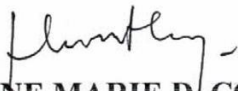
Your positive response will be highly appreciated.

Very truly yours,



JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE

Noted by:



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

APPENDIX D

(Letter to the Validation)

February 6, 2019

JENNIFER S. PAYOT, Med-LT
Research Coordinator
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Prof. Payot:

The undersigned are currently writing a research entitled "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" as one of the requirements in the SW10a- Social Work Research I, a research course in Bachelor of Science in Social Work program.

In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guide that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,



RECHEL M. DENAGA
Student Researcher



SUNSHINE S. DELA CERNA
Student Researcher

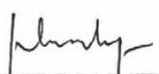


MERANTE T. MASAGLANG
Student Researcher

Noted by:



HELEN Q. OMBLERO, DSD
Subject Teacher



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

February 6, 2019

HELEN Q. OMBLERO, DSD

Social Work Program Head

College of Arts and Sciences Education

University of Mindanao, Matina Campus

Dear Dr. Omblero:

The undersigned are currently writing a research entitled "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" as one of the requirements in the SW10a- Social Work Research I, a research course in Bachelor of Science in Social Work program.

In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guide that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,



RECHEL M. DENAGA
Student Researcher



SUNSHINE S. DELA CERNA
Student Researcher




MERANTE T. MASAGLANG
Student Researcher

Noted by:



JENNIFER S. PAYOT, Med-LT
Research Coordinator



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

February 6, 2019

LOWE LITO S. BIRANG, RSW
Faculty- Social Work Program
College of Arts and Sciences Education
University of Mindanao, Matina Campus

Dear Prof. Birang:

The undersigned are currently writing a research entitled "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" as one of the requirements in the SW10a- Social Work Research I, a research course in Bachelor of Science in Social Work program.


In line with the above mentioned, we are requesting you to be one of the validators to check our research questions and interview guide that would be used in data gathering of the said research.

Your positive response will be highly appreciated.

Very truly yours,



RECHEL M. DENAGA
Student Researcher




SUNSHINE S. DELA CERNA
Student Researcher



MERANTE T. MASAGLANG
Student Researcher


Noted by:



HELEN Q. OMBLERO, DSD
Subject Teacher



JENNIFER S. PAYOT, Med-LT
Research Coordinator



KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

APPENDIX E

(Letter to the Data Analyst)

June 26, 2019

JEAN AGNES A. PASILIAO, MTSW
Faculty- Social Work Program
College of Arts and Sciences Education
University of Mindanao, Main Campus

Dear Prof. Pasiliao:

The undersigned are currently writing a research entitled "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" as one of the requirements in the SW50 03991- Thesis Social Work Research II, a research course in Bachelor of Science in Social Work program.

In line with the above mentioned, we are requesting you to be our data analyst to check and assist us to analyze our gathered data, as we highly recognize your expertise in this area.

Thank you very much and God bless.

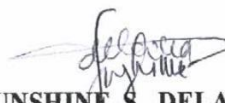
Very truly yours,



RECHEL M. DENAGA
Student Researcher

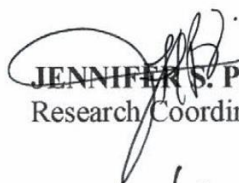


MERANTE T. MASAGLANG
Student Researcher

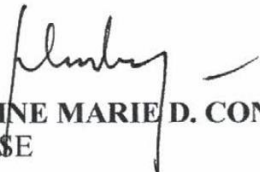


SUNSHINE S. DELA CERNA
Student Researcher

Noted by:



JENNIFER S. PAYOT, MEd- LT
Research Coordinator



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

APPENDIX F

(Validation Sheets)

VALIDATION SHEET FOR INTERVIEW GUIDE

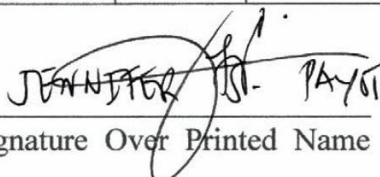
Title of Research: LEARNING SYLES OF SOCIAL WORK STUDENTS IN
COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY

Proponents: Rechel M. Denaga, Merante T. Masaglang, Sunshine S. Dela Cerna

To the Evaluator: Please check the appropriate box for your rating.

Points Equivalent: (10 yes marks) - Very Good (6 to 7 yes marks) - Fair
(8 to 9 yes marks) - Good (0-5 yes marks) - Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided).	/	
2. Informed consent is included.	/	
ARTISTRY		
3. Script is included/built on, so interviewer can introduce, guide and conclude the interviewer in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion question follow information question.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes not exceeding 15 open-ended items (probes included), for every research questions, except for special cases.	/	



 Signature Over Printed Name

VALIDATION SHEET FOR INTERVIEW GUIDE

Title of Research. LEARNING STYLES OF SOCIAL WORK STUDENTS I
COMPETENCY APPRAISAL. A PHENOMENOLOGICAL STUDY

Proponents: Rechel M. Denaga, Merante T. Masaglang, Sunshine S. Dela Cerna

To the Evaluator: Please check the appropriate box for your rating.

Points Equivalent: (10 yes marks) - Very Good (6 to 7 yes marks) - Fair
(8 to 9 yes marks) - Good (0-5 yes marks) - Poor

Items	Yes	Poor
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided).	/	
2. Informed consent is included.	/	
ARTISTRY		
3. Script is included/built on, so interviewer can introduce, guide and conclude the interviewer in a consistent manner.	/	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion question follow information question.	/	
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes not exceeding 15 open-ended items (probes included), for every research questions, except for special cases.	/	



 Signature Over Printed Name

VALIDATION SHEET FOR INTERVIEW GUIDE

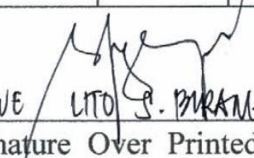
Title of Research: LEARNING SYLES OF SOCIAL WORK STUDENTS IN
COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY

Proponents: Rechel M. Denaga, Merante T. Masaglang, Sunshine S. Dela Cerna

To the Evaluator: Please check the appropriate box for your rating.

Points Equivalent: (10 yes marks) - Very Good (6 to 7 yes marks) - Fair
(8 to 9 yes marks) - Good (0-5 yes marks) - Poor

Items	Yes	No
ETHICS		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments are provided).	✓	
2. Informed consent is included.	/	
ARTISTRY		
3. Script is included/built on, so interviewer can introduce, guide and conclude the interviewer in a consistent manner.		/
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives.	/	
RIGOR		
5. Questions are open-ended to encourage an in-depth responses; avoiding close-ended questions which are answerable by "yes" or "no".	/	
6. Questions are stated in the affirmative.	/	
7. Probe questions are provided.	/	
8. Questions are logically ordered asking the highest priority questions first. Opinion question follow information question.		
9. Questions are stated in clear and simple terms.	/	
10. Number of questions can be covered within 60 to 90 minutes not exceeding 15 open-ended items (probes included), for every research questions, except for special cases.	/	



 Signature Over Printed Name

APPENDIX G

(Informed Consent)

Informed Consent

Good day!


The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately one hour. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09383876512.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


MARCHEN MATIGANAOS
Signature of Participant

03-27-19

Date

Informed Consent

Good day!

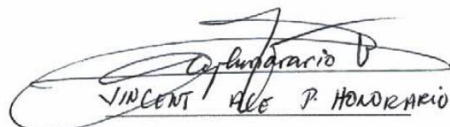
The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately one hour. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09383876512.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.



VINCENT R. HONORARIO

Signature of Participant

03/27/19

Date

Informed Consent

Good day!

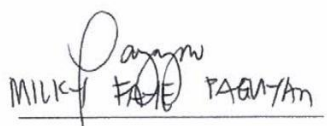
The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

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If you have further questions concerning this study, please feel free to contact us through phone 09383876512.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


Milkay Faje Tabuyan
Signature of Participant

March 27, 2019
Date

Informed Consent

Good day!

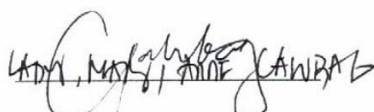
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Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


Signature of Participant

07-27-19
Date

Informed Consent

Good day!

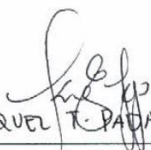
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Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


RAQUEL R. PADAYOGDOG

Signature of Participant

03-27-19

Date

Informed Consent

Good day!

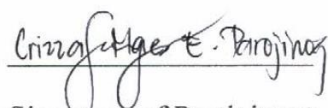
The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

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If you have further questions concerning this study, please feel free to contact us through phone 09383876512.

Your participation is solicited yet voluntary. All information will be kept confidential and your name will not be associated with any research result.

Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


Signature of Participant

02-27-19
Date

Informed Consent

Good day!

The following will provide you the information about the study that will help you decide whether or not you wish to participate. If you agree to participate, please be aware that you are free to withdraw at any point throughout the duration of the study without any penalty.

In this study, all information you provide will remain confidential and will not be associated with your name. If, for any reason, you do not feel comfortable, you may refuse to answer and receive credit for the time you participated and your information will be discarded. Your participation in this study will require approximately one hour. When this study is complete, you will be provided with the results, and you are free to ask any question regarding the results of the study.

If you have further questions concerning this study, please feel free to contact us through phone 09383876512.

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Please affix your signature on the space below indicating that you understand your rights and that you agree to participate in the study. Thank you very much.


MARAND JUNGE M.

Signature of Participant

07/27/19

Date

APPENDIX H

(Interview Guide Questionnaire)

INTERVIEW GUIDE QUESTION

Title: Learning Styles of Social Work Students in Competency Appraisal:
A Phenomenological Study


Research Question	Identifying Question	Probe Question
1. What are the learning styles of the Social Work students who did not get the average score in competency appraisal?	1.1. What are your strategies or behavior in studying?	1.1.1. How do you prefer to study, alone or in group? Kindly elaborate. 1.1.2. How do you prefer to learn, through visual, audio, or kinesthetic? Please elaborate.
2. How did you cope with the difficulties that you encountered?	2.1. What challenges did you encounter? What strategies you used?	2.1.1. Kindly share example of the challenges you encountered? 2.1.2. What are your motivations to pass the competency appraisal? 2.1.3. How do you see yourself two years from now? 2.1.4. On what field of social work you would like to work? Please elaborate that idea?
3. What are your insights that can be shared to your peers?	3.1. What are the pieces of advice that you can share to future examinees?	3.1.1. What tips would you give to cope with the difficulties of competency appraisal? 3.1.2. What are some possible challenges the future batches may also encounter? 3.1.3. What strategies can you share from your experience in passing the competency appraisal?

APPENDIX I


(Endorsement Letters)

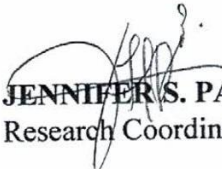
ENDORSEMENT FOR OUTLINE DEFENSE


This is to endorse the research manuscript, entitled: "Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study" prepared and submitted by Rechel M. Denaga, Merante T. Masaglang, and Sunshine S. DelaCerna for Outline Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant with the quality standards as provided in the UM Research Manual.

Name of Personnel	Signature
Adviser: Jean Agnes A. Pasiliao, MTSW	

Endorsed by:


HELEN Q. OMBLERERO, DSD
Subject Teacher




JENNIFER S. PAYOT, Med-LT
Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D
Dean, College of Arts and Sciences Education

Date: August 27, 2019


ENDORSEMENT FOR FINAL DEFENSE


This is to endorse the research manuscript entitled "Learning Styles of Social Work Students in Competency Appraisal: a Phenomenological study", prepared and submitted by Rechel M. Denaga, Meraante T. Masaglang, Sunshine S. Dela Cerna for Final Defense. The manuscript has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the UM Research Manual.

	Name of Faculty	Signature
Adviser	JEAN AGNES A. PASILIAO, MSSW, MTSW	
Data Analyst	JEAN AGNES A. PASILIAO, MSSW, MTSW	

Endorsed by:


HELEN Q. OMBLERO, DSD
Program Head


JENNIFER S. PAYOT, MED-LT
Research Coordinator


KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, College of Arts and Sciences Education

APPENDIX J

(Certification)

CERTIFICATION

This is to certify that the research manuscript of Rechel M. Denaga, Merante T. Masaglang and Sunshine S. Dela Cerna entitled, “ **LEARNING STYLES OF SOCIAL WORK STUDENTS IN COMPETENCY APPRAISAL; A PHENOMENOLOGICAL STUDY**”, has been revised following the suggestion of the panel after the fibal defense. Moreover, this is to acknowledge that the undersigned has comprehensively checked and reviewed Chapter 1 to Chapter 4, and now ready for the panel signature.


This certification is issued on October 18, 2019.

Very truly yours,



JEAN AGNES A. PASILIAO, MSSW, MTSW
Research Adviser

Noted by:



JENNIFER S. PAYOT, Med-LT
Research Coordinator, CASE

Certificate of Appearance


To Whom It May Concern:

This is to certify that RECHEL M. DENAGA, MERANTE T. MASAGLANG, and SUNSHINE S. DELA CERNA, are Bachelor of Science in Social Work students under the College of Arts and Sciences Education of the University of Mindanao, appeared to conduct an Interview on their study entitled:

“Learning Styles of Social Work Students in Competency Appraisal: A Phenomenological Study” at PS Vicinity 10:30am (Place/Time).

This certification is issued to the researchers upon their request for documentation purposes.

This certification is issued on March 27, 2019




NIKKI C. ALBURO, MSSW
Competency Appraisal Coordinator

APPENDIX K


(Acceptance Letter)

ACCEPTANCE

The final research report entitled, “**LEARNING STYLES OF SOCIAL WORK STUDENTS IN COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY**”, prepared and submitted by Rechel M. Denaga, Merante T. Masaglang, and Sunshine S. Dela Cerna, in compliance with the requirements for the subject SW 50 (Social Work Research II) is hereby accepted and approved.



JENNIFER S. PAYOT, MEd-LT
Research Coordinator, CASE



KHRISTINE MARIE D. CONCEPCION, Ph.D.
Dean, CASE

APPENDIX L

(Turnitin and Grammarly Results)

LEARNING STYLES OF SOCIAL WORK STUDENTS IN COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY

ORIGINALITY REPORT

9%

SIMILARITY INDEX

4%

INTERNET SOURCES

3%

PUBLICATIONS

6%

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PRIMARY SOURCES

1

www.macrothink.org

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2

Philip M. Newton, Mahallad Miah. "Evidence-Based Higher Education – Is the Learning Styles ‘Myth’ Important?", *Frontiers in Psychology*, 2017

Publication

1%

3

Asep Suhana, Acep Haryudin. "THE EFFECTS OF READING HABIT TOWARDS STUDENTS' READING COMPREHENSION AT PRIVATE SENIOR HIGH SCHOOLIN PURWAKARTA", *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 2017

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LEARNING STYLES OF SOCIAL WORK STUDENTS IN COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY

by jean pasiliao

General metrics

86,196 characters	12,754 words	1103 sentences	51 min 0 sec reading time	1 hr 38 min speaking time
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Score

99

This text scores better than 99% of all texts checked by Grammarly

Writing Issues

6 Issues left ✓ Critical 6 Advanced

Plagiarism

This text hasn't been checked for plagiarism

Writing Issues

6	Clarity	
4	Intricate text	<div style="width: 100%; height: 10px; background-color: red;"></div>
2	Hard-to-read text	<div style="width: 50%; height: 10px; background-color: red;"></div>



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1	Misspelled words	

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Measures vocabulary diversity by calculating the percentage of words used only once in your document

Rare Words

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rare words

Word Length

5.2

Measures average word length

characters per word

Sentence Length

11.6

Measures average sentence length

words per sentence

LEARNING STYLES OF SOCIAL WORK STUDENTS IN COMPETENCY APPRAISAL: A PHENOMENOLOGICAL STUDY

CURRICULUM VITAE

MERANTE T. MASAGLANG

1B DSLA Village, Balusong, Matina, Davao City

Mobile#: 09383876512

Merante.masaglang@gmail.com**PERSONAL INFORMATION**

Sex:	Male
Birth Date:	November 12, 1988
Birth Place:	Malita, Davao Occidental
Civil Status:	Single
Religion:	Roman Catholic
Course:	Bachelor of Science in Social Work
Citizenship:	Filipino
Language/Dialect:	Manobo, Bisaya, Tagalog, English
Skills:	Computer Literate, Interpersonal Skills

EDUCATIONAL BACKGROUND**Tertiary:**

University of Mindanao
 Mc Arthur Matina, Davao City – B.S. Social Work (2016-present)

Vocational:

Fil-Canadian Caregiving School – TESDA

Secondary:

Lawa National High School
 Lawa Don Marcelino, Davao Occidental (2004 – 2005)

Elementary:

Lawa Central Elementary School
 Lawa Don Marcelino, Davao Occidental (2001 – 2002)

AFFILIATION

- University of Mindanao Association of Social Work Student (UMASWS)
- Junior Social Work Association of the Philippines- Davao Chapter

Character References:

- **Norberto O. Pore Jr.**
Principal 1
Don Marcelino Davao Occidental
Mobile No. 09088958819
- **July Marie B. Doria**
MDRRMC Head
Don Marcelino Davao Occidental
Mobile No. 09988860449
- **Hon. Annie B. Sumalinog**
SB Member
Don Marcelino Davao Occidental
Mobile No. 09473295233

RECHEL M. DENAGA

Cabadbaran City, Agusan del Norte

Mobile#: 09275147977

rechelmadelodenaga@gmail.com**PERSONAL INFORMATION**

Sex: Female
 Birth Date: December 31, 1991
 Birth Place: Pasig City
 Civil Status: Single
 Religion: Roman Catholic
 Course: Bachelor of Science in Social Work
 Citizenship: Filipino
 Language/Dialect: Bisaya, Tagalog, English
 Skills: Computer Literate, Good Communicating Skills

EDUCATIONAL BACKGROUND

Tertiary:

University of Mindanao
 Mc Arthur Matina, Davao City – B.S. Social Work (2017-present)

Mindanao State University
 Marawi City- Agri-Business Management- Food Processing
 Technology (2008-2010)

Vocational:

Barangay Computer Literacy Program- TESDA
 Brgy. Ugong, Pasig City- Level 1- Basic, Intermediate & Advance
 Computer Concepts (2005)

Secondary:

Cabadbaran National High School
 Cabadbaran City, Agusan del Norte (2008)

Elementary:

Bagong Ilog Elementary School
 Bagong Ilog, Pasig City (2004)

AFFILIATION

- University of Mindanao Association of Social Work Students (UMASWS)- Third Year Secretary
- S.I.R. Fire Volunteer Brigade (SIR-FVB)- Member/ Volunteer

SUNSHINE S. DELA CERNA

Mana, Malita, Davao Occidental

MOBILE# 09655979031

delacernashine@gmail.com



PERSONAL INFORMATION

Sex: Female
Birth Date: October 1, 1998
Birth Place: Talucanga Mana, Malita Davao del Sur
Civil Status: Single
Religion: Roman Catholic
Course: Bachelor of Science in Social Work
Citizenship: Filipino
Language/Dialect: Tagalog, Bisaya
Skills: Interpersonal Skills

EDUCATIONAL BACKGROUND

Tertiary:

University of Mindanao
Mc Arthur Matina, Davao City – B.S. Social Work (2016-present)

Secondary:

Holy Cross of Malita Inc.
Malita, Davao Occidental (2014-2015)

Elementary:

Mana, Malita Davao Occidental (2010-2011)

AFFILIATION

University of Mindanao Association of Social Work Students
(UMASWS)- Member