



Augustinian Recollect Student Crusaders' Response to Educational Disruption at Colegio De Santa Rita De San Carlos, Inc.: Basis for a Matatag Student Activity Model

Ma. Theresa C. Fernandez*

Colegio de Santa Rita de San Carlos, Inc, San Carlos City, Philippines

ARTICLE INFO

Article History:

Received: Jan-13-2024

Revised: March-18-2024

Accepted: March-26-2024



Corresponding Author:

Ma. Theresa C. Fernandez

Colegio de Santa Rita de San Carlos, Inc,

San Carlos City, Philippines

tfernandez@csr-scc.edu.ph

ABSTRACT

This study analyzed the response of Augustinian Recollect Student Crusaders (ARSC) at Colegio de Santa Rita de San Carlos, Inc., to educational disruptions. With challenges like the COVID-19 pandemic and a campus fire, the study examined student resilience strategies. Employing an explanatory sequential method and Methodological Triangulation Approach, the research blends quantitative and qualitative data to understand statistical relationships and lived experiences. Results suggested a weak positive correlation between academics and co-curricular activities. ARSC officers demonstrated adaptability by overcoming scheduling challenges and utilizing educational resources during disruptions. Their experiences informed the creation of a Matatag Student Activity Model, designed to back up the Matatag curriculum's strengths and address potential shortcomings. This model integrated program planning, academic support, extracurricular, and socio-emotional learning, offering strategies for enhancing student resilience during the transition and disruptions, ensuring student resilience during curriculum transitions and disruptions, and strengthening the activity framework at Colegio de Santa Rita de San Carlos, Inc.

Keywords: : Student resilience, Educational disruptions, Explanatory sequential, Methodological Triangulation Approach, Matatag Student Activity Model, Colegio de Santa Rita de San Carlos, Inc.

INTRODUCTION:

The COVID-19 pandemic slammed the brakes on education around the world, forcing schools to scramble and adapt their teaching methods and curriculum (UNESCO, 2020). It was not just students who had to dig deep and adjust – this global crisis showed us just how much we needed fresh ideas in education (Sáez et al., 2021). Here in the Philippines, the Department of Education

(DepEd) has already begun paving the way with its "Sulong EduKalidad" program, launched back in 2019 (DepEd, 2019). This program, which shares the same goals as the Matatag curriculum, aims to improve basic education across the country by focusing on revamping the curriculum, training teachers, and supporting students. Even closer to home, a study conducted

by the University of Negros Occidental - Recoletos (UNO-R) in 2022 looked at how the pandemic impacted student learning in San Carlos City (Tan & Lopez, 2022). Their findings reinforced the importance of having flexible learning options and strong social-emotional support for students. This study examined how the Augustinian Recollect Student Crusaders (ARSC) at Colegio de Santa Rita de San Carlos, Inc. handled recent changes in their education, particularly the switch to the new Matatag curriculum. The research explored the difficulties they faced, how they coped with them, and their overall experience during this significant change. It is important to note that while many studies, both locally and internationally, have emphasized the importance of supporting students during educational changes, there is a lack of research that directly addresses this need by creating a comprehensive plan for student activities. Existing research does not provide a model that combines planning activities, academic support, extracurricular activities, and ways to help students manage their emotions. These are all considered crucial for students to be strong and adaptable during changes in the curriculum. This study seeks to address this observed gap. By studying student experiences, the study aimed to create a Matatag Student Activity Model that is closely aligned with the curriculum's objectives. This methodology, in turn, would help students move more smoothly and eventually boost the whole educational framework of Colegio de Santa Rita de San Carlos, Inc.

Framework of the Study

The study, "Augustinian Recollect Student Crusaders' Response to Educational Disruption at Colegio de Santa Rita de San Carlos, Inc.: Basis for a Matatag Student Activity Model," is based on three key theories: Social Capital Theory (Coleman, 1988; Bourdieu, 2011; Granovetter, 1995; Putnam, 2020), Resilience Theory (Garmezy, 1993; Masten, 2021; Ungar, 2018), and Student Engagement Theory (de Frondeville, 2009; Kahu, 2013; Trowler, 2020). Resilience Theory (Garmezy, 1993; Masten, 2021; Ungar, 2018), and Student Engagement Theory (de Frondeville, 2009; Kahu, 2013; Trowler, 2020). These theories offer a complete perspective on the complex dynamics of the

educational landscape. They specifically give insight on the relationship between individual traits (e.g., social capital), external effects (e.g., educational interruptions), and students' active participation in learning. This theoretical underpinning informs the study design, which takes an explanatory sequential approach. This organized flow progresses from quantitative to qualitative methodologies, culminating in integration. In accordance with the study questions, the first phase employs descriptive statistics to examine the mean General Weighted Average (GWA) and survey data on co-curricular activity participation.

Methodology

The study used a mixed-methods explanatory design to evaluate student reactions to educational interruptions. This strategy entailed gathering quantitative data first (focused on academic performance and extracurricular activities), then qualitative data (through focus group discussions) to investigate the "why" behind the original findings. This methodological triangulation, which included quantitative and qualitative methodologies, attempted to improve the study's validity, reliability, and comprehensiveness. Finally, by combining the precision of quantitative data with the richness of qualitative data, the study aimed to acquire a better understanding of student responses, which informed the development of the Matatag Student Activity Model to help students cope with disruptions and transitions.

Data gathering methods included academic performance, questionnaires, and Focused Group Discussions (FGDs). The surveys were delivered to ARSC student officers to obtain their feedback on the subject. The focus group discussions (FGDs) were held with ARSC officials to investigate their perspectives and experiences during educational interruptions.

Data analysis included both quantitative and qualitative methodologies. The quantitative data from academic performance and questionnaires were evaluated using descriptive statistics to generate a summary of participant answers. Thematic analysis was used to uncover major themes and patterns in the qualitative data collected from the focus group discussions (FGDs).

Results and Discussions:

Co-curricular Activities	Mean Score	Interpretation
Academic Club Participation	3.26	Indicates universal agreement on a variety of topics, including improved academic abilities, a favorable influence on subject matter comprehension, a stronger sense of belonging, and the availability of possibilities for leadership and skill development
Non-Academic Club Participation	3.22	Indicates agreement with statements about interpersonal skills, community and belonging, personal growth, and overall value of the experience
Religious Club Participation	3.26	Indicates agreement with statements about faith and spirituality, a sense of belonging and support, a positive influence on moral and ethical values, and opportunities for personal and spiritual growth
Sports Club Participation	3.20	Indicates agreement with statements about physical fitness and health improvement, camaraderie and teamwork, positive impact on time management and discipline, and opportunities for personal and athletic growth
Overall Mean = 3.23		Indicates that ARSC officers at Colegio de Santa Rita have a generally good attitude toward their participation in academic, non-academic, religious, and sports activities

Table 1
Summary of Means Across Co-curricular Activities

The results of the data on ARSC officers' engagement in co-curricular activities revealed that the club and sports activities at Colegio de Santa Rita de San Carlos, Inc. play a significant role in the overall development of the officers. These extracurricular activities enhance their academic, psychological, and spiritual abilities. The officers' good comments suggest that these activities might be developed and improved further in the future. Recognizing the positive feedback, the officers may examine strategies to improve the positive effect of these extracurricular activities, optimize the benefits, and continue to contribute to the overall development of those involved. The found positive attitude among ARSC officers at

Colegio de Santa Rita regarding their participation in extracurricular activities is consistent with the general awareness of their advantages. According to Klassen, Durlak, and Ialongo's (2021) research, extracurricular activities have been demonstrated to have a good influence on kids' social, emotional, and intellectual development. This implies that participation in these events may aid in the varied growth of ARSC officers. The distribution of people based on their General Weighted Average (GWA), or academic achievement, showed positive skewness across categories (Figure 1). Notably, 94.4% of participants were rated "outstanding," with GWAs ranging from 90 to 100 (Figure 1). Additionally, 5.6% were giv-

Outstanding (90-100)		Very Satisfactory (85-89)		Satisfactory (80-84)		Fairly Satisfactory (75-79)		Did not meet the expectations (Below 75)	
f	%	f	%	f	%	f	%	f	%
34	94.4	2	5.6	0	0	0	0	0	0

Table 2
Grade Weighted Average of Participants

en “Very Satisfactory” ratings, with GWAs ranging from 85 to 89 (Figure 1). Importantly, no people received “Satisfactory” or “Fairly Satisfactory” ratings, showing that the majority of participants performed well academically. This conclusion is consistent with recent research emphasizing student leaders’ usually strong academic achievement (Klassen et al., 2021; Xu et al., 2020). Klassen et al. (2021) discovered that student council officers had higher GPAs than their classmates, indicating a possible favorable relationship between leadership responsibilities and academic achievement. Because the data were ranked, the study used Spearman’s rank correlation to evaluate the potential association between academic success and co-curricular activity involvement among student leaders (ARSC). While the research found

a small positive link, indicating a slight propensity for students with better GPAs to participate in more activities, the poor statistical significance suggests the association might be a chance. This conclusion is consistent with Angeles (2019), who found a link between increasing GPA and achievement motivation. However, the limited amplitude and lack of statistical significance emphasize the need for more study to understand the complex interplay between academic accomplishment, co-curricular involvement, and other important factors impacting participation levels. This study offers insight into how students navigated and adjusted to changes in their educational settings, as well as the tactics they employed to overcome hurdles and attain academic goals, through the extensive analysis of comments acquired during focus group discussions.

Emerging Themes	Discussion
1. Overcoming Hurdles In Scheduling, Time Management, And Teacher Proficiency	Participants described difficulties adjusting to new routines following the campus fire, such as managing their time, dealing with greater workloads, and switching to online learning techniques. To deal with these disturbances, students used a variety of tactics, including self-directed study, online resources such as YouTube and Google Meet, and requesting clarification from peers.
2. Adapting Changes In Schedule: Implication for Stakeholders	Participants emphasized the importance of easily accessible learning tools such as YouTube videos, PowerPoint presentations, and online platforms like Google Meet. They stressed the necessity of good teacher supervision, which includes directing student behavior, giving appropriate assistance, and reducing possible dangers.

Table 3. Continue...

<p>3. Leveraging Schedule Changes For Academic Success, Crisis Management, And Holistic Development</p>	<p>The establishment of half-day programs encouraged participants to devote more focused study time. They changed their study habits to match the updated schedule. Emphasizing the need of effective time management for academic success.</p>
<p>4. Optimizing Learning Through Enhanced Educational Programs And Extracurricular Activities</p>	<p>Participants argued that compelling educational programs and activities should be included to improve learning and overall development. These recommendations included introducing academic contests, extracurricular groups with active projects, and attempts to improve the efficacy of club meetings.</p>
<p>5. Navigating the transition towards the <i>Matatag</i> Curriculum For Enhanced Learning Outcome</p>	<p>Participants have a variety of viewpoints on the <i>Matatag</i> curriculum, highlighting both its good and negative components. Some thought it was beneficial to improve learning outcomes by focusing on essential skills such as language, reading, and GMRC (Good Manners and Right Conduct). Others raised concerns, such as the loss of certain courses and competencies, which might have an impact on learning prospects.</p>

Table 3
Emerging Themes on the Lived Experiences, Challenges, and Strategies Employed by Augustinian Recollect Student Crusaders in Response to Educational Disruption at Colegio De Santa Rita De San Carlos, Inc.

The Data Integration Matrix is an essential tool in research that facilitates systematic and transparent data integration, leading to improved data quality, efficient analysis, and en

hanced collaboration among researchers. The findings from the quantitative and qualitative methods have been integrated and presented in the data integration matrix shown in Table 4.

<p>The impact on the school performance of the Augustinian Recollect Student Crusaders at Colegio de Santa Rita de San Carlos, Inc. by educational disruptions, as measured by GWA and participation in co-curricular activities</p>	<p>The lived experiences, challenges, and strategies employed by Augustinian Recollect Student Crusaders in response to educational disruption at Colegio de Santa Rita de San Carlos, Inc.</p>
<p>qn1 Participants had positive impressions of engaging in academic, non-academic, religious, and sports clubs. (Table 1 Findings) qn2 Mean scores consistently exceeded 3, indicating agreement with statements about club participation benefits.(Table 1) qn3 Notable variations were observed,</p>	<p>ql. Theme 1: Overcoming Hurdles in Scheduling, Time Management, and Teacher Proficiency: ql1.1 Participants faced challenges in adjusting to new routines and managing time effectively. ql1.2 Strategies included self-study, online</p>

Table 4. Continue...

<p>especially regarding support for academic goals. (Table 2) qn4 Majority (94.4%) achieved an "Outstanding" GWA rating; the rest (5.6%) achieved "Very Satisfactory." (Table 2) qn5 No participants scored below "Very Satisfactory," indicating overall high academic performance. (Table 2) qn6 Spearman's rank correlation coefficient (ρ) of approximately 0.889 suggests a tentative, albeit weak, positive relationship between GWA and co-curricular activity participation. (Table 2) qn7 Higher academic achievement is associated with lower co-curricular involvement, and vice versa. (Table 2) qn8 Findings emphasize the need for a balanced approach to academic and extracurricular pursuits for holistic development. (Table 2 findings)</p>	<p>resources, and seeking help from peers. ql2. Theme 2: Adapting Changes in Schedule: ql2.1. Emphasized efficient use of resources like YouTube and Google Meet. ql2.2. Highlighted the importance of teacher support during schedule changes. ql3. Theme 3: Leveraging Schedule Changes for Academic Success, Crisis Management, and Holistic Development: ql3.1. Committed to dedicating more time and effort to studying. ql3.2. Modified study habits and stressed effective time management. ql4. Theme 4 Optimizing Learning through Enhanced Educational Programs and Extracurricular Activities: ql4.1. Recommended adding contests, club activities, and outreach projects. ql4.2. Aimed to improve learning outcomes and overall development. ql5. Theme 5 Navigating the Transition towards the <i>Matatag</i> Curriculum for Enhanced Learning Outcome: ql5.1. Diverse perspectives on the <i>Matatag</i> curriculum.</p>
	<p>ql5.2. Some saw it as beneficial, while others had concerns. Overall Implications: ql5.3. Participants showed resilience and adaptability. ql5.4. Provided insights for supporting students during times of crisis.</p>
<p>Integration: Program, Planning, and Preparation (Derived from ql3): Formation of Planning Committee Defining Objectives and Scope Resource Identification Developing a Timeline and Action Plan Stakeholder Engagement</p>	

Table 4. Continue...

<p>Training and Capacity Building Personalized Tutoring Sessions, Study Groups, Access to Educational Resources,</p> <p>Enhanced Technology Clubs, Flexible Support Options (Derived from qn4a, qn4b, qn4c): Personalized Tutoring Sessions (qn4a) Study Groups (qn4b) Access to Educational Resources (qn4a) Enhanced Technology Clubs (qn4a) Flexible Support Options (qn4c)</p> <p>Socio-Emotional Learning Activities (Derived from ql2, qn3): Mindfulness Exercises (ql2) Peer Support Networks (qn3) Counseling Services (qn3) Emotional Intelligence Workshops (ql2) Community Building Activities (qn3)</p> <p>Extracurricular Engagement Activities (Derived from ql6, ql7): Clubs (ql6) Leadership Development Programs (ql7) Community Service Projects (ql7) Cultural Recreational Activities and Field Trips (ql7)</p>
--

Table 4
Data Integration matrix

The Matatag Student Activity Model

Developed at Colegio de Santa Rita de San Carlos, Inc., a school within the Augustinian Recollect system (Rhena Sherra H. Caranzo, 2023), the Matatag Student Activity Model offers comprehensive support to students during educational disruptions. This model focuses on improving academic performance, fostering engagement, and building resilience. Guided by the core principle of “Shared Vision and Mission,” it creates a framework for activities and initiatives that foster clarity, effective resource allocation, and a collaborative spirit. By emphasizing tailored academic support, promoting socio-emotional well-being, and encouraging participation in engaging activities, the Matatag Student Activity Model equips students with the tools and resources they need to succeed academically and personally amidst disruptions.

Beyond its primary idea of “Shared Vision and Mission,” the Matatag Student Activity Model includes other critical aims to fulfill its goals. (1) Tailored Academic Assistance guarantees that individual students’ academic performance requirements are addressed. (2) Recognizing the significance of human development beyond academics, the model also emphasizes emotional well-being and resilience. (3) Additionally, it promotes community and belonging via interesting activities that encourage collaboration and friendship. Continuous evaluation and improvement are critical for allowing the model to adapt and maximize its performance for the best results. (4) Finally, the program’s sustainability is assured by continual support and deliberate resource allocation, ensuring long-term effect, and benefits for students.

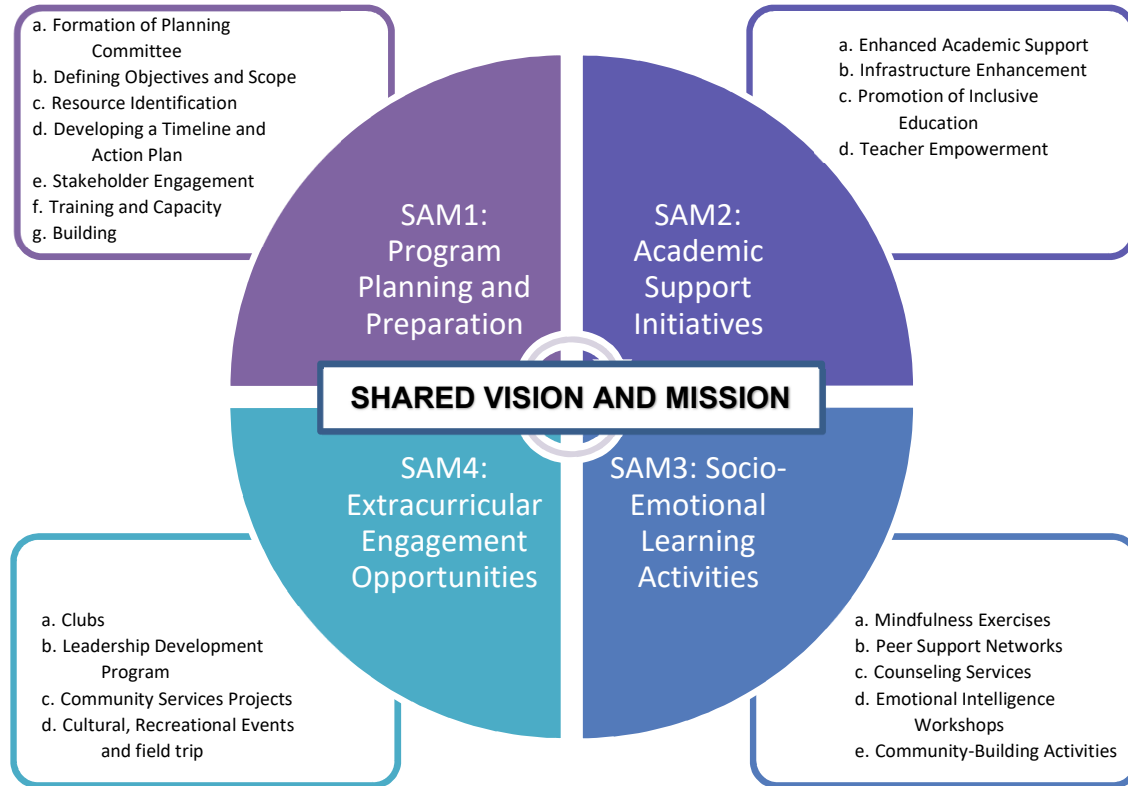


Figure 1.
Matatag Student Activity Model

Recommendation

Based on the results of this study, numerous recommendations may be made to improve the response to educational disruption and support a seamless transfer to the Matatag Curriculum at Colegio de Santa Rita de San Carlos, Inc.:

1. Implement targeted academic support programs: Create and implement academic support programs customized to the requirements of ARSC members, with a focus on areas identified as being disproportionately affected by educational interruptions. These programs should offer focused assistance, such as tutoring, mentorship, and academic counseling, to help students maintain their academic success in the face of adversity.
2. Integrate socio-emotional learning activities: Incorporate socio-emotional learning activities into the curriculum and extracurricular programming to help ARSC members develop resilience, emotional well-being, and interpersonal

al skills. Workshops, group talks, and counseling sessions may help students cope with stress, form meaningful connections, and improve effective communication skills.

3. Enhance communication and collaboration: Encourage communication and collaboration among students, teachers, administrators, and parents to guarantee a coordinated response to educational disruptions and curricular changes. Create frequent avenues of feedback, consultation, and communication to resolve problems, exchange ideas, and collaborate on solutions that benefit the whole school community.
4. Promote student leadership and participation: Enable ARSC members to actively shape their educational experience and contribute to the development of the Matatag Curriculum. Encourage student leadership, initiative, and innovation via opportunities for decision-making, project management, and community participation, building a feeling of ownership and commitment

Timeline	Activities	Rationale	Budget and Budget Source	Monitoring and Evaluation	Sustainability
Months 1-3	SAM1: Program Planning and Preparation	Lay foundation, define objectives and allocate resources.		Feedback on the program plan, and assess resource availability.	Develop a sustainability plan and allocate resources for ongoing support.
Months 4-6	SAM2: Academic Support Initiatives	Provide tailored support to address academic challenges.		Monitor participation and assess resource utilization.	Provide ongoing training and review the effectiveness of support initiatives.
Months 7-9	SAM3: Socio-Emotional Learning Activities	Enhance well-being and resilience through linkages with the Guidance Center		Evaluate the impact on the well-being and track usage of counseling services.	Assess effectiveness and review socio-emotional support strategies.
Timeline	Activities	Rationale	Budget and Budget Source	Monitoring and Evaluation	Sustainability
Months 10-12	SAM4: Extracurricular Engagement Opportunities	Foster a sense of community and belonging through diverse activities.		Monitor participation and gather feedback from participants.	Review success and identify opportunities for expansion.

Table 5
Program Implementation Table

to the school's instructional objectives.

5. Continuously evaluate and adapt: Assess the success of interventions, initiatives, and programs put in place to help ARSC members during educational interruptions. Collect input from students, instructors, and stakeholders, track academic performance trends, and adapt tactics as needed to successfully handle new issues and opportunities.

References:

- Angeles, D. M. P. H. (2019). Achievement Motivation VIS-À-VIS Personality Type: Implication For Academic Success. *International Journal of Social Science and Humanities Research*, 7, 433-446.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95-S120. <https://doi.org/10.1086/228943>
- Department of Education. (2019). DepEd, s. 2019: Sulong Edukalidad: DepEd's battlecry moving forward. <https://www.deped.gov.ph/?s=sulong+edukalidad>
- Department of Education (DepEd). (2018, July 3). Sulong Edukalidad. <https://planipolis.iiep.unesco.org/en/search/site?f%5B0%5D=countries%3A1166>
- Garmezy, N. (1993). The resilience perspective in children's development. *Developmental Psychology*, 29(4), 592-607. <https://psycnet.apa.org/record/1993-97989-032>
- Kahu, E. R. (2013). Manaakitanga: A Māori model of cultural contexts in teacher education. *Journal of Teacher Education*, 64(1), 7-c24. <https://books.rsc.org/books/edited-volume/1545/chapter/1005757/Disaccharides-as-building-blocks-for-novel>
- Klassen, R. M., Durlak, J. A., & Ialongo, N. S. (2021). The impact of extracurricular activities on students' social, emotional, and academic development: A meta-analysis. *Journal of Educational Psychology*, 113(4), 755-779. <https://digitalcommons.liberty.edu/doctoral/3359/>
- Masten, A. S. (2021). Ordinary magic: Resilience processes in development. *American Psychologist*, 76(3), 232. <https://psycnet.apa.org/record/2001-00465-004>
- Osorio-Saez, E. M., Eryilmaz, N., & Sandoval-Hernandez, A. (2021). Parents' acceptance of educational technology: lessons from around the world. *Frontiers in Psychology*, 12, 719430. <https://doi.org/10.3389/fpsyg.2021.719430>
- Putnam, R. D. (2020). *Our kids: The American dream in crisis*. Simon and Schuster.
- Rhena Sherra H. Caranzo (2023). Development Of An Augustinian Recollect Whole Learner Framework As A School Transformation Model. *Cultural Landscape Insights*, 1(2), 72 - 85. <https://doi.org/10.59762/cli901324531220231205132132>
- Trowler, P. R. (2020). Student engagement in higher education: An alternative theoretical framework. *Educational Philosophy and Theory*, 52(10), 1002-1018. https://www.researchgate.net/publication/322342119_Student_Engagement_Literature_Review
- Xu, H., Chen, Y., & Liu, X. (2020). Exploring the relationship between leadership and academic performance: A meta-analysis. *Personality and Individual Differences*, 166, 112086.

