

Effectiveness Of Blended Learning Modality in Teaching Language, Culture and Society Among BSED English Students In Osmeña Colleges

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Abstract — The COVID-19 pandemic brought about an unprecedented disruption in the education system, particularly in the Philippines, where many students experienced learning loss due to the sudden shift to remote and inaccessible learning modalities. In response to this challenge, educational institutions have explored alternative instructional methods, one of which is the blended learning modality—a combination of traditional face-to-face instruction and online learning supported by information and communication technologies (ICTs). This study investigated the effectiveness of blended learning in teaching Language, Culture, and Society among 48 first-year BSED-English students at Osmeña Colleges during the academic year 2020–2021. Specifically, it examined the students’ demographic profiles in terms of age and gender, assessed their knowledge through pre-test and post-test results across six key learning competencies, and analyzed whether a significant improvement occurred after the intervention. Utilizing a quasi-experimental research design, the study employed a structured questionnaire consisting of two parts: demographic data collection and a 40-item test aligned with a researcher-formulated Table of Specification. The data gathered were analyzed using frequency counts, percentages, and mean scores. A dependent t-test was used to determine the significance of the difference between pre-test and post-test scores, with a significance level set at 0.05. The results showed a statistically significant increase in post-test scores, indicating that the blended learning modality had a positive impact on students’ understanding of the subject. Based on these findings, the study concludes that blended learning is an effective instructional strategy and recommends its continued use to enhance educational outcomes in higher education settings.

Keywords — *blended learning modality, effectiveness, language, culture and society, learning competencies*

I. Introduction

Teaching is a systematic process aimed at achieving specific goals through various educational activities. The teaching and learning processes interact, helping learners gain new knowledge, behaviors, and skills that improve their overall learning experience. According to Republic Act No. 10687, Article 1, Sec. 2, it is the policy of the government to provide citizens with access to quality education, enabling them to successfully complete tertiary programs in quality institutions. Over time, different perspectives on learning have emerged, including cognitive and constructivist theories. These theories suggest that learning is a mental operation and that knowledge is constructed through the learning process. Integration of these theories, alongside considerations like cognitive style and learning for diverse backgrounds, is crucial for effective teaching and learning. Ormrod (2016) emphasize that teaching is a structured process that involves planning, implementing, assessing, and evaluating the effectiveness of educational activities, ensuring that learners acquire the necessary knowledge and skills in a systematic manner.

The COVID-19 pandemic, first identified in December 2019 in Wuhan, China (WHO, 2020), disrupted global education, forcing students to stay at home to prevent transmission. While the closure of educational institutions was effective in controlling the spread (Earn et al., 2012), it also led to significant academic disruptions, especially for disadvantaged students (UNESCO, 2020a). The closure of schools, colleges, and universities affected over 60% of the global student population (UNESCO, 2020b). Tertiary students faced unprecedented disruptions, including social isolation, financial strain, emotional distress, and academic uncertainty (Cao et al., 2020). The suspension of face-to-face classes interrupted regular academic programs (Jacob et al., 2020). To address these disruptions, many educational institutions shifted to online learning. However, research (Al-Tammemi et al., 2020) revealed that students faced significant challenges with this new mode of learning, such as adjusting to online lectures, assessment methods, and technical issues like lack of devices or internet access (Owusu-Fordjour et al., 2020). The prolonged lockdown raised concerns about students' learning and future prospects, as educators feared the negative impact on their education and the country's need for a well-educated workforce to drive economic recovery.

Education has evolved, no longer relying solely on memorization but integrating technology to enhance learning. Blended learning (BL), which combines traditional face-to-face teaching with online components, has become a prominent method in both higher education and corporate training. This model gives students more flexibility, allowing them to control the pace and path of their learning. As schools increasingly adopt BL, there is growing interest in understanding its impact on teaching and learning, especially in how it affects students' cognitive, emotional, and behavioral responses.

Thus, this study aims to investigate the effectiveness of the Blended Learning (BL) modality in teaching Language, Culture, and Society among first-year BSED – English college

students at Osmeña Colleges. Specifically, the study seeks to answer the following questions: First, what is the profile of the students in terms of age and gender. Second, what is the students' knowledge in Language, Culture, and Society as shown by their pre-test scores across various competencies. Third, the study will evaluate the students' knowledge post-test scores along the same competencies. Finally, the study will examine if there is a significant difference between the pre-test and post-test scores of students in teaching Language, Culture, and Society, determining the overall effectiveness of the Blended Learning modality in enhancing students' knowledge and understanding.

Overall, the findings suggest that blended learning is an effective teaching modality for Language, Culture, and Society, offering both cognitive and emotional benefits for students. The flexibility and adaptability of this approach cater to the diverse learning needs of students, making it a viable option for enhancing the quality of education, especially in challenging times like the COVID-19 pandemic. The study's results call for further exploration of blended learning's potential in other academic disciplines and educational settings.

II. Methodology

Design

This study utilized a quasi-experimental research design, specifically the one-group pre-test and post-test design. This design involves measuring the participants' knowledge and competencies before and after the intervention (blended learning modality) to determine its effectiveness. The same group of 1st year BSED–English students was given a pre-test prior to the implementation of the blended learning approach in the subject Language, Culture and Society, and a post-test after completing the course. The difference between the two sets of scores provided the basis for evaluating the impact of the intervention.

Sampling

This study employed purposive sampling, a non-probability sampling technique where participants are selected based on specific characteristics relevant to the research objectives. The sample consisted of 1st year BSED-English students enrolled at Osmeña Colleges who were exposed to the blended learning modality in the subject Language, Culture and Society during the academic year 2020–2021. These students were chosen because they possess the required experience and knowledge related to the implementation of blended learning in the said course, making them the most appropriate participants for determining its effectiveness. Hence, 48 students were made the respondents of this study, ensuring that only those who completed both the pre-test and post-test were included in the analysis.

Instrument Used

To gather the necessary data for this study, the researcher utilized a researcher-made pre-test and post-test questionnaire designed to measure the students' knowledge in Language, Culture and Society based on the course's targeted competencies. These competencies included: defining language, macro skills, and communicative competence; differentiating first and second language, as well as synchronic and diachronic language analysis; classifying situations involving micro and macro language skills; analyzing the need for Standard English and World Englishes; recognizing the role of Philippine English in addressing local or community needs; and identifying issues concerning multilingualism in the classroom. A profile questionnaire was also administered to gather data on the students' age and gender. All instruments were content-validated by subject matter experts and pilot-tested to ensure reliability, clarity, and appropriateness in assessing the objectives of the study. The pre-test was administered before the implementation of the blended learning modality, while the post-test was given afterward to determine learning gains and evaluate the effectiveness of the teaching approach. A 5-point Likert scale was also utilized to interpret the data. The researcher utilized the procedure below in conducting the study.

Phase 1. Development, Validation, and Approval of the Research Title. The researcher submitted capsule research to the adviser for checking on the proposed title of the study. The research capsule encompassed the research problems, respondents and sampling, research design, as well as the sources used. Suggestions and comments provided were incorporated into the study.

Phase 2. Development and Validation of Research Instrument. The formulation of the questionnaires commenced by aligning them with the Statement of the Problem. For determining the effectiveness of blended learning modality in teaching Language, Culture and Society among the Colleges students in Osmeña Colleges. The researchers then presented the questionnaire to the advisor for revisions and final approval.

Phase 3. Writing and Giving of Permission Letter to the SDS. A letter was noted by the researcher's adviser. Afterward, the letter was submitted to the Schools Division Superintendent of City of Masbate for approval and submitted to the school principal of the following private school to conduct the study.

Phase 4. Administration of Instruments to the Respondents. The pre-test and post-test questionnaires were administered to the respondents. Instructions and directions were clearly and vividly explained. After filling up and answering the questionnaires, it was collected by the researcher.

Phase 5. Data Recording and Tabulating. Data gathered from the students was then recorded and tabulated for analysis and interpretation by the statistician.

Ethical Issues. The researcher secured formal permission to conduct the study through written communication with the appropriate authorities. Ethical standards were upheld throughout

the research process, including the use of a pre-test and post-test questionnaire that excluded any offensive, discriminatory, or inappropriate language. Participation in the study was entirely voluntary, and respondents were informed of their right to opt out at any time. Personal information, such as names, was marked as “optional” to protect participants' privacy and anonymity. Furthermore, all sources used in the study were properly cited and acknowledged in the references to ensure academic honesty and integrity.

Treatment of Data. For the analysis and interpretation of data, frequency count and percentage were used to describe the profile of the respondents in terms of age and gender. The mean of the pre-test and post-test scores was calculated to assess students' knowledge in Language, Culture, and Society, with scores categorized into different levels of knowledge. A dependent t-test was used to compare the pre-test and post-test scores and determine if there was a significant difference in the students' knowledge before and after the intervention, with a significance level set at 0.05.

III. Results and Discussion

1. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

Table 1.1
Respondents' Profile as to Age

Age	Frequency	Percentage
17 Years Old	1	2.08%
18 Years Old	17	35.42%
19 Years Old	17	35.42%
20 Years Old	5	10.42%
21 Years Old	4	8.33%
22 Years Old	3	6.25%
23 Years Old	1	2.08%
Total	48	100

As shown in table 1.1, the majority of the respondents who comprised 72.92% of the total or 35 respondents, aged 17 years old to 19 years old. The rest of the 27.08% of the total or 13 respondents are 20 years old to 23 years old.

The data implied that a significant proportion of respondents, specifically 72.92%, were within the age range of 17 to 19 years old, indicating that this group is predominantly composed of young, first-year students. This finding is consistent with existing literature, which reports that the typical age for first-year students in higher education is around 18 or 19 years (Tinto, 1993). The relatively small percentage of older students (27.08%) suggests that the study's respondents largely represent the traditional college-aged demographic, which is often associated with the early stages of tertiary education. This age distribution highlights the typical entry point of students into university, further supporting the generalizability of the study results.

Table 1.2
Respondents' Profile as to Sex

Age	Frequency	Percentage
Male	7	14.58%
Female	41	85.42%
Total	48	100

Table 1.2 revealed that there are only seven (7) male respondents which comprised 14.58% of the total. Most of the respondents (41) are female and comprised 85.42% of the total.

The data implied that the majority of the respondents in this study were female, making up 85.42% of the total, while males represented only 14.58%. This gender imbalance is common in various academic settings, particularly in certain fields where female enrollment tends to outnumber male enrollment (Buchmann & DiPrete, 2006). The significant predominance of female students may reflect broader trends in higher education, where females are increasingly enrolling and completing higher education programs at higher rates than their male counterparts.

2. STUDENTS' KNOWLEDGE IN LANGUAGE, CULTURE, AND SOCIETY AS DETERMINED BY THEIR PRE-TEST SCORES IN THE SIX LEARNING COMPETENCIES TESTED

Table 2
Initial Knowledge of the Respondents as Determined by their Pre-Test Scores

Indicators	Total Scores	Total Number of Respondents	Mean Score	Total Number of Items	Percentage	Interpretation	Rank
1. Define language, macro skills, and communicative competence	215	48	4.48	9	49.77	Average	2
2. Differentiate first language and second language, synchronic and diachronic language analysis	142	48	2.96	7	42.26	Average	5
3. Classify situations that involve the learning of language micro and macro skills	188	48	3.92	9	43.52	Average	4
4. Analyze the need for Standard	125	48	2.60	8	32.55	Low	6

English and Word Englishes							
5. Recognize Philippine English to local/community needs							
	90	48	1.88	4	46.88	Average	3
6. Identify issues concerning multilingualism in the classroom							
	87	48	1.81	3	60.42	Average	1

Presented in table 2 is the initial level of knowledge of the respondents in the six learning competencies of Language, Culture, and Society that were tested in this study. The result revealed that the students have average knowledge of the all the competencies except one which is analyzing the need for standard English and word English. There were eight (8) test items for this competency and the mean score got by the 48 students is only 2.60, its corresponding percentage is 32.55 which is interpreted as low. Among the five (5) competencies in which they have average knowledge, identifying issues concerning multilingualism in the classroom got the highest percentage of 60.42%.

The data implies that while the students generally exhibited average knowledge across the six learning competencies in Language, Culture, and Society, there were areas that needed improvement. The competency on identifying issues concerning multilingualism in the classroom scored the highest, indicating a better grasp of this concept among the respondents. However, the low performance on analyzing the need for Standard English and Word Englishes suggests that students may struggle with more complex aspects of language analysis and its application in diverse contexts. This finding aligns with prior research which suggests that learners often find certain language skills, such as standard language use, more challenging compared to issues that are more locally or contextually relevant (Liu & Hong, 2020). These results highlight the need for targeted interventions to enhance students' understanding, particularly in areas involving the use of Standard English and language variation.

3. STUDENTS' KNOWLEDGE IN LANGUAGE, CULTURE, AND SOCIETY AS DETERMINED BY THEIR POST-TEST SCORES IN THE SIX LEARNING COMPETENCIES TESTED

Table 3
Knowledge of the Respondents as Shown by their Post-Test Scores

Indicators	Total Scores	Total Number of Respondents	Mean Score	Total Number of Items	Percentage	Interpretation	Rank
1. Define language, macro skills, and communicative competence	301	48	6.27	9	69.68	High	2
2. Differentiate first language and second language, synchronic and diachronic language analysis	193	48	4.02	7	57.44	Average	6
3. Classify situations that involve the learning of language micro and macro skills	305	48	6.35	9	70.60	High	3
4. Analyze the need for Standard English and Word Englishes	223	48	4.65	8	58.07	Average	5
5. Recognize Philippine English to local/community needs	121	48	2.52	4	63.02	High	4
6. Identify issues concerning multilingualism in the classroom	118	48	2.46	3	81.94	Very High	1

It can be gleaned from table 3 that mean scores of the respondents in all of the competencies increased especially in classifying situations that involve the learning of language micro and macro skills. The respondents have very high level of knowledge in the sixth competency, high knowledge on the first, third, and fifth competencies, and average knowledge on the second and fourth competencies.

The data implies that the implementation of the blended learning modality significantly enhanced students' knowledge in the six learning competencies of Language, Culture, and Society. As reflected in the post-test scores, students demonstrated noticeable improvement, particularly in competencies such as classifying language micro and macro skills, and identifying issues concerning multilingualism, which reached a “very high” level of understanding. This improvement suggests that the flexible structure and accessibility of blended learning allowed students to better engage with the content, accommodating diverse learning styles and paces. According to Almahasees, Mohsen, and Amin (2021), blended learning environments empower students to take control of their learning process by offering varied instructional methods and pacing, ultimately leading to better comprehension and retention of material. The shift from average or low pre-test scores to higher post-test scores supports the conclusion that blended learning is an effective instructional strategy in teaching complex subjects such as Language, Culture, and Society.

4. SIGNIFICANT DIFFERENCE IN THE PRE-TEST AND POST-TEST SCORES OF THE STUDENTS IN TEACHING LANGUAGE, CULTURE AND SOCIETY

Table 4
Paired t-Test for Pretest- Posttest Scores of the Respondents

Indicator	t Stat	t _{critical} one-tailed	n	Df	a	Comparison	Decision Rule	Decision	Interpretation
Knowledge of the Respondents before and after the Intervention	11.1943	1.6779	48	47	0.05	$t_{stat} > t_{critical}$	Reject H_0 and Accept H_A if $t_{Stat} > t_{critical}$, Accept H_0 and Reject H_A if $t_{Stat} < t_{critical}$	Reject H_0 and Accept H_A	Significant

Presented in table 4 is the result of the dependent t-test conducted to determine if there is a significant difference in the pre-test and post-test scores of the respondents. The calculated value of t is 11.1943. A high t-value indicates that the scores of the respondents are different. To test if the result is significant, the one-tailed critical value of t was determined. With the degrees of freedom of 47 and a 0.05 level of significance, the critical value of t is 1.6779. The decision is to reject the null hypothesis because the calculated value of t is relatively higher than the critical value. Therefore, it can be concluded that there exists a significant difference in the pre-test and post-test scores of the respondents. The findings imply that the students' knowledge on the six learning competencies was increased after the intervention employed by the researcher.

The data implied that the use of the blended learning modality had a statistically significant positive impact on the students' knowledge in the subject Language, Culture, and Society. The substantial difference between the pre-test and post-test scores, supported by the computed t-value (11.1943) being significantly greater than the critical t-value (1.6779), confirms that the learning intervention was effective. This suggests that the integration of both online and face-to-face learning approaches facilitated better comprehension, retention, and application of the six learning competencies. It highlights that when students are provided with flexible and interactive modes of instruction, their engagement and performance can significantly improve. This aligns with Garrison and Vaughan's (2008) findings that blended learning fosters deeper understanding by promoting independent learning and reflective thinking.

IV. Conclusion

This study aimed to determine the effectiveness of a blended learning modality in enhancing the knowledge of first-year BSED-English students at Osmeña Colleges in the subject Language, Culture, and Society. The research primarily focused on evaluating the students' knowledge before and after the intervention through a pre-test and post-test, anchored on six core learning competencies. Additionally, it examined the demographic profile of the respondents in terms of age and gender to contextualize their learning backgrounds.

The demographic results showed that a majority of the respondents (72.92%) were aged 17 to 19 years old, which implies that most of them were recent Senior High School graduates. This is attributed to the implementation of the K-12 curriculum, which prepares learners with fundamental specialization before entering tertiary education. Furthermore, the gender distribution revealed that 85.42% of the respondents were female, while only 14.58% were male. This finding reflects a national trend wherein more Filipino women pursue higher education compared to men, as supported by data from the Philippine Commission on Women and CHED.

The results of the pre-test revealed that students had an average level of understanding in five out of six learning competencies, with the lowest performance observed in analyzing the need for Standard English and World Englishes (32.55%). The highest pre-test performance was in identifying issues concerning multilingualism in the classroom (60.42%), suggesting that students were relatively more familiar with issues surrounding language diversity. These results indicate that prior to the intervention, students had foundational but limited knowledge of the subject.

After the intervention using blended learning—combining face-to-face discussions and online learning platforms—students' post-test scores significantly improved. The data showed that three competencies were rated as High, one as Very High, and two as Average. The competency "Identifying issues concerning multilingualism in the classroom" received the highest percentage (81.94%), interpreted as Very High, followed by "Classifying situations involving language skills" (70.60%) and "Defining language, macro skills, and communicative competence" (69.68%) as

High. These improvements suggest that the flexible and accessible nature of blended learning positively influenced the students' engagement and retention of content.

To validate the effectiveness of the intervention, a paired t-test was conducted to determine if there was a statistically significant difference between the pre-test and post-test scores. The computed t value of 11.1943 was significantly greater than the critical value of 1.6779 at a 0.05 significance level. As a result, the null hypothesis was rejected, confirming that the intervention had a significant positive impact on the respondents' knowledge.

In conclusion, the study provides compelling evidence that the blended learning modality is an effective strategy in teaching Language, Culture, and Society among college students. It not only addressed the diverse learning styles of students but also allowed for more flexible, self-paced learning that improved comprehension and performance. The results underscore the importance of integrating technology into pedagogy, particularly in higher education, to foster a more inclusive and responsive learning environment. Therefore, the use of the blended learning modality had a statistically significant positive impact on the students' knowledge in the subject Language, Culture, and Society.

V. Recommendations

Based on the findings and conclusions of this study, it is recommended that educators continue utilizing the blended learning modality in teaching Language, Culture, and Society, as it was proven effective in improving students' knowledge across various competencies. Teachers should develop interactive and accessible learning materials that cater to diverse learning styles, especially in areas where students demonstrated lower proficiency, such as differentiating linguistic concepts and analyzing the need for Standard and World Englishes. Moreover, schools and administrators should ensure that students have access to stable internet and digital tools to support this mode of learning. Capacity-building activities, such as professional development for teachers and orientation programs for students, should also be provided to maximize the benefits of blended learning. Lastly, further studies involving a broader sample and longitudinal tracking are encouraged to assess the sustained impact of blended learning on language education and to inform future curriculum enhancements.

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Megan Pangantihon Manlapaz is a highly accomplished individual who graduated Cum Laude with a Bachelor of Secondary Education major in English from Osmeña Colleges in 2018. In 2019, she successfully passed the Licensure Examination for Teachers (LET). She continued her academic journey and earned her Master of Arts in Teaching in English (MAT) in 2022 from the same institution. Currently pursuing a Doctor of Philosophy in Educational Management at Masbate Colleges.

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