

The Official DepEd-NCR Research Journal

MANYUSKRIP

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“Basic Education Research towards
Joyful Learning and Happy Schools”



MANYUSKRIP

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We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

DepEd Mission

To protect the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment;
- Teachers facilitate learning and constantly nurture every learner;
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; and
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Core Values

Maka-Diyos
Makakalikasan
Maka-tao
Makabansa

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Initially, research proposal is presented to the School Research Committee (SRC) for initial screening against the eligibility requirements. If failed, research proposal/s will be returned to the proponent together with the initial findings. If passed, rigorous evaluation shall then be performed provided that staff work for the research committee was completed. When necessary, the SRC may advise the coach to monitor and assist the researcher/s until the completion of the research. The SRC shall then endorse the proposals that passed the initial screening to the Schools Division Research Committee (SDRC) in the Schools Division Office (SDO).

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In the regional level, the RRIDC subjects the paper to final evaluation. If it not necessitates to be forwarded to the NRC, not relevant to policy formulation at the national level, approved research proposal shall carry on and stick to the timeline or Gantt chart of completion. Completed research shall go through review process by the associate editors using the validated rubrics. Found no corrections, the paper will be forwarded to the layout artist. The Editorial Board and the RRIDC shall accord which article to be printed in the journal. The first draft of the printed journal will be quality assured by an external partner to ensure its adherence to highest ethical measures. Upon submission of Memorandum of Agreement, the author will receive a certificate of publication. Conclusively, the Research Journal shall be published in print and in digital copies for dissemination both in paper copy and in online based digital technologies.

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RESEARCH
Abstracts

2018



IMPLEMENTATION OF PROJECT SCHOOL AND HOME ENGAGING LEARNERS TOWARDS EFFICIENT READERS (S.H.E.L.T.E.R) AMONG GRADE SIX STRUGGLING READERS

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ABSTRACT

Due to alarming illiteracy rate of pupils in school that affects their academic performance, Project Home Engaging Learners Towards Efficient Readers (SHELTER) was conducted among the grade six pupils of Almanza Elementary School, District IV of the Schools Division Office-Las Piñas City for School Year 2018-2019. It aimed to determine the effectiveness of this project as implemented in the school, where parents and teachers worked together to help the grade six struggling readers improve reading ability. Absolute sampling of thirty (30) pupils was used in the selection of the respondents of this study. For quantitative analysis, the Philippine Informal Reading Inventory Oral Reading Test in English and Filipino questionnaires and materials were used to determine the reading difficulties of the grade six pupils. The project SHELTER strategy utilized the teacher-made modules, Daily Reading Log, and tutorial session by the reading teachers, researchers, parents, General Parents-Teachers Association Officers, and the immersion students from the different Senior High Schools. The Marungko Approach in Filipino, Fuller Method Approach, Dolch Basic Sight Words, and short texts both in English and Filipino were used throughout the 12-week remediation program. The researchers had daily records and analysis of respondents' scores for each reading activity both in English and Filipino in monitoring pupil's progress in reading. During the implementation of project SHELTER as the reading intervention, a number of struggling readers gradually decreased as recorded in their daily evaluation sheet. The results of the study indicated that there was an improvement in the reading abilities of the grade six pupils after Phil-IRI post-test administration. Because of the positive results, the researchers believed that there is an important connection between home and school in promoting reading. In addition, pupils whose parents get involved in their children's early reading literacy is more likely to perform better in different learning areas. Thus, it is recommended for continuous implementation and enhancement of reading program for all grade levels to cater the needs of struggling readers and to reduce reading problems in school. Furthermore, continuous partnerships between home and school should be evident for children's reading acquisition because establishing rapport between parents and teachers is very essential for children's education.

Keywords: Parental involvement, Philippine Informal Reading Inventory, oral reading, literacy, reading program

THE USE OF “DECIMATH”: AN E-GAME DEVELOPED TO ENHANCE THE PERFORMANCE LEVEL OF GRADE FOUR PUPILS IN UNDERSTANDING DECIMALS



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ABSTRACT

Knowledge on decimals is crucial for later mathematics achievement and for ability to succeed in many professions. Unfortunately, most children have trouble understanding decimals – they are confused with whole numbers or with fractions. Thus, the researcher devised an innovation that would address the needs of the pupils who have difficulties in understanding decimals. The study was conducted to enhance the performance level of selected grade four pupils in understanding decimals through the use of Decimath, an e-game developed by the researcher. It was conducted at Upper Bicutan Elementary School during the second quarter of School Year 2018-2019. The research involved 80 fourth grade pupils as participants. Forty grade four pupils were exposed to “Decimath” geared to effect significant improvements in their performance level in dealing with decimals. Another group of 40 pupils was taught using the conventional method of teaching. Descriptive statistics was employed in the study. The data gathered were analyzed through frequency count, percentage, mean, mean percentage score, and standard deviation. Results of the pretest-posttest and interviews showed that pupils taught using the e-game “Decimath” gained significantly more knowledge and positive attitude towards learning decimals than the pupils who were taught in the conventional way. Based on the study, it is recommended that (1) Mathematics teachers should be encouraged to use digital games in teaching to improve the academic performance of the pupils; (2) The school administrator may encourage teachers of other subjects to make their own games in order to improve pupil performance; (3) In-service training on the development of instructional materials like e-games should be conducted so that other teachers may find it an avenue to express innovativeness; (4) Games should be part of the regular Mathematics curriculum; and (5) Other teachers should also try to use games as motivational devices.

Keywords: E-game, Decimath, performance level, decimals, digital games

IMPROVING BASIC FIRST AID SKILLS OF GRADE 9 CAREGIVING STUDENTS OF SAN RAFAEL TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOL THROUGH PRACTICE SITUATION USING APEE TECHNIQUE (AESTHETIC, PERSONAL, ETHICAL AND EMPIRICAL KNOWLEDGE)



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ABSTRACT

Emergency situations are unpredictable. First aid is a paramount skill a caregiver should learn. One of the most important duties a caregiver should do is to always keep the patient and himself safe. In an event of accident or any unforeseen incident that may pose the patient and the caregiver at risk, it is significant to be prepared and to rightfully act and dealt on the situation. First Aid is the initial medical assistance given in any medical emergency before regular medical aid arrived. Applying basic First Aid is part of the curriculum content of Grade 9 learners. Applying Basic First Aid includes the three learning outcomes namely, assess the situation, apply basic first-aid, and communicate details of the incident. Specifically, the use of Practice Situation: APEE Technique was conducted to enhance the Basic First Aid skills (i.e., performing Cardio-Pulmonary Resuscitation, Patient Casualty Handling/ Emergency Transfer, Bandaging Technique, and Management to Common Medical Emergencies). These skills are integrated and used in the first aid drill and simulation which is very useful in case of unexpected life threatening incidence and emergencies which require the application of first aid. It is also one of the skills being evaluated in the National Certification Level II (NC II) for Caregiving. Skills test was conducted in all grade level students but the focus of this research were the Grade 9 Caregiving students alone. Skills test is a tool used to assess the skills of the students and find out their least mastered skills. This is to enhance and further develop the student competencies and for teachers to identify possible intervention to address the identified problem or weaknesses of the learners. From the findings on the skills test, Applying Basic First-aid Procedures is the identified least mastered skill of learners having great amount of incorrect responses from this item. Study found that the use of Practice Situation: APEE Technique effectively enhanced the Basic First-Aid Skills of Grade 9 Caregiving students. The strategy promoted active learning and holistic approach in dealing with emergency situations among learners. The use of progress chart based on the principle of Competency Based Training was used to track individual learner's progress.

Keywords: First-aid, practice situation, competency based training, cardio-pulmonary resuscitation, patient casualty handling/ emergency transfer, bandaging technique, emergencies

THE IMPACT OF HABITUAL INTERNET USERS ON THE ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS OF SAN RAFAEL TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOL: BASIS FOR GUIDANCE PROGRAM



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ABSTRACT

We are living in the world where technology plays an important role to everybody. As the modern technology innovates to its finest as the moment, it helps to lighten the work of people. As one of the products of technology, the computer is commonly used nowadays. Computer has been part of the lives of people and sometimes a necessity to number of people. People are able to communicate easily to their loved ones across the globe and may find enjoyment through browsing social media, playing computer games and the like. Undoubtedly, human can benefits a lot to what a computer can offer. However, habitual use of computer can lead to addiction. Addiction in many forms is one of the issues that we are facing today. Most people indulged of using computer most of the time and habitual use of computer that much may end up the users to be addicted to it. People are spending part of their free time in the computer. For some, a simple curiosity can become an addiction later. Technology could be a tool for education, however the problem arises when student abused the gadgets and used it in a wrong way. Most of our students seem to find more enjoyment using the computer for various reasons, but it is apparent that they devote most of their time, money and effort in using computer for chatting, playing video games, and visiting social media like Facebook instead of using it for study purposes. Results show an unsatisfactory performance of the students due to the decrease in their academic performance.

Keywords: computer, Internet, addiction, technology, academic performance, social media

FOSTERING CONCEPTUAL UNDERSTANDING OF GRADE 5 HUMAN REPRODUCTIVE SYSTEM THROUGH MANIPULATED MODEL WITH ICT GUIDE



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ABSTRACT

Learning science requires engaging activities that stimulate the interest of the students. The purpose of technology use in school is to support teaching and learning. Technology is a powerful learning tool that, when properly integrated into a challenging curriculum, improves learning and helps us achieve our educational goals (Solar, Sabattin, & Parada, 2013). This study was conducted to utilize the manipulated model with the Information and Communications Technology (ICT) guide in teaching reproductive system. In this study, the manipulated model allowed the students to see the different organs. The students were asked to respond to a survey questionnaire of the features of the manipulated model with ICT guide. Results revealed a significant difference between the performances of the two groups in Science. The study showed a significant increase in the conceptual understanding of the experimental group, which is from low mastery descriptive level before the exposure to manipulated model to mastered descriptive level after the exposure to manipulated model with ICT guide. However, there is no significant increase in the conceptual understanding of the control group that was exposed to lecture-discussion, which is low mastery descriptive level. Focus group discussion on their reflections was also done. Data from the interview indicated the engaging learning experience of students using the manipulated model with ICT guide. Manipulated model with ICT guide helped foster the conceptual understanding of students in human reproductive system.

Keywords: manipulated model, reproductive system, Information and Communications Technology, ICT guide, conceptual understanding

THE WONDERS OF USING DIGITIZED INSTRUCTIONAL MATERIALS FOR GRADE 3 PUPILS: A REFLECTIVE INQUIRY APPROACH TOWARDS MEANINGFUL LEARNING IN SCIENCE



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ABSTRACT

This study aimed to determine whether the digitized instructional materials (DIM) improved the academic performance of grade three pupils in Science at Malinta Elementary School. Digitized instructional materials are anchored on the principles of meaningful learning and student engagement. The principles include: (1) knowledge should be well-organized and relevant; (2) learners should be emotionally committed to integrate new existing knowledge; and (3) the subject matter should clearly be conceptualized. Forty pupils who composed the experimental group utilized the digitized instructional materials (DIM) and the other 40 pupils who composed the control group used the commonly-utilized printed materials such as books. Purposive sampling was employed in the study because the two groups got the lowest mean percentage scores in Science in the Second Periodical Test. This study utilized the mixed-methods type of data collection with pretest-posttest technique for quantitative data gathering and observation and interview results for qualitative data collection from which common themes were identified from the responses of the participants. Thematic analysis was undertaken for qualitative data. Results indicated that the experimental group who utilized the DIM performed better than the control group who used common printed materials. This means that DIM is more effective than the commonly-used instructional materials due to the application of the three principles of student engagement which in turn contributed to meaningful learning. The teacher concluded in her observations and interviews that the use of DIM made the learners fully engaged using the computers. They enjoyed the activities in the DIM and the contents were found to be relevant in their lives. The pupils were intellectually, emotionally, and behaviorally engaged. Their interest, curiosity, and commitment to the learning process were enhanced. They further developed their learning more organized, clearly focused, relevant, and sequential.

Keywords: digitized instructional materials, meaningful learning, mixed method, thematic analysis, engagement

ANALYSIS AND EVALUATION OF MASTER TEACHER DUTIES, RESPONSIBILITIES, AND PRACTICES: A BASIS FOR POLICY RECOMMENDATION

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ABSTRACT

This study aimed to analyze and evaluate the duties and responsibilities of the Master Teachers. It sought to determine the other duties and responsibilities they do in their respective schools, their practices in teaching the students, mentoring fellow teachers, and their suggestions for an effective and efficient performance of their duties and responsibilities. The 14 Master Teacher I of the Junior High Schools of Tanque Clusters were the respondents of the study. Data were gathered using a survey-questionnaire with 5-Point Likert Scale of how frequent they perform the duties and responsibilities of Master Teachers indicated in the Civil Service Commission Qualification Standards for Master Teacher I to Master Teacher IV, and structured interview questions. Findings of the study revealed that the duties and responsibilities always performed by the Master Teachers include attending professional meetings, in-service trainings and other related activities for personal growth and professional advancement. It was also reflected from the computed value of weighted mean that they often assisted the principals in instructional supervision of teachers, guiding colleagues in fulfilling their duties and responsibilities, and observing proper decorum. The functions that the Master Teachers sometimes do were giving assistance to the guidance teacher or guidance counselor in handling students with behavioral problems and conducting remedial classes for low-performing pupils. Furthermore, the study found out that most of the Master Teachers rarely conducted action researches to address instructional problems. Moreover, the other duties and responsibilities that most Master Teachers do in their schools were connected to being the department coordinator, program coordinator, coach, grade chairman, and faculty club officer. In teaching the students, the Master Teachers used cooperative learning, application of ICT, and the usual demonstration and lecture method. They mentored fellow teachers by guiding them in their instructional practice. Lastly, Master Teachers suggested that for effective and efficient performance of their duties and responsibilities, more trainings and workshop should be provided solely for Master Teachers. These trainings will focus not only on content and skills development, but more so with the mentoring techniques. They also suggested that support system or support group must be created, not only in school, but in cluster and division level as well, to provide assistance for them and ensure their continuous learning and development.

Keywords: master teachers, duties and responsibilities, mentoring techniques, instructional practices

INCLUSION OF LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN GRADE SEVEN CLASS AT SAN JUAN NATIONAL HIGH SCHOOL



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ABSTRACT

The study focused on the learning opportunities for Learners with Special Educational Needs (LSEN) that respond to global concerns that all children have the right to access a complete and free education that is responsive to the needs and relevant to their lives. This research showed the process of all types of learners with diverse needs are given equal opportunities of educations for a meaningful life in a non- discriminatory environments. The researcher conducted a survey on the inclusion of LSENs to all Grade 7 teachers as a result of the acceptance of all teachers on the idea of inclusion in every regular classes, despite the fact that 99% of the teachers did not specialize in special education. The researcher gathered the names of the respondents who were identified through observations, conducted interview with their parents and teachers from June 11 to August 3, 2018, and analyzed the previous assessment record of the child by their developmental pediatricians. To address the problem of the learners with learning difficulties, the following interventions were applied: home visitations, parent's constant communication, requesting for 155 chairs intended for the left-handed learners, free eye screening check-up for 63 learners and distributions of 42 free eyeglasses for learners with low vision, free hearing screening test for 18 learners wherein seven hearing aids were given to those learners that were diagnosed with moderate to profound hearing loss, and assisting parents and students to apply for their child's PWD's ID card. The study recommended that the (1) school should provide chairs for the left-handed learners during the opening of the classes; (2) School should have a strong connections or linkages that provide free health services to the LSENs before the first semester ends to cater their needs; (3) Schools should have learning resource center; (4) LSENs with assessment should be endorsed to the teacher with complete documents before the start of the class; and (5) Intensive trainings should be given to the teachers.

Keywords: LSENs (Learners with Special Educational Needs), Non-SpEd (No Unit/s for Special Education), People with Disability), Learning Resource Center

DEVELOPMENT AND VALIDATION OF LOCALIZED/ INDIGENIZED REMEDIAL READING AND SPEAKING MATERIALS FOR GRADE V AND VI: FOCUSED ON CRITICAL THINKING AND COMPREHENSION

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ABSTRACT

This research documents the development of reading and speaking materials to address the learning needs of the Grade V and VI pupils to enhance both their critical thinking and comprehension skills. The material is a supplemental English as a Second Language (ESL) reading and speaking materials that provide the opportunities for the pupils to read and speak using conversational exchanges in a 25-minute lesson per unit. The material has a corresponding Diagnostic, Progress, and Exit test designed in the descriptor of Common European Framework of Reference (CEFR) for Reading Comprehension and Speaking. Different modalities served as platforms in the delivery of the lessons. Respondents in the 6-month exposure to material achieved a B2 to C1 rating in the CEFR.

Keywords: reading and speaking materials, critical thinking, comprehension skills, English as a Second Language

**DEVELOPMENT AND VALIDATION OF SUPPLEMENTAL READING AND SPEAKING
MATERIALS TO INTENSIFY EMERGENT LITERACY FOR KINDERGARTEN
TO GRADE II PUPILS: FOCUS ON PHONEMIC AWARENESS**

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ABSTRACT

The difficulty of establishing a strong foundation of literacy in the Kindergarten is a big challenge for teachers. Kindergarten pupils should be provided with reading materials which will enable them to grasp the fast paced learning processes. The Silahis ng Katarungan Special School teachers were able to come up with a localized and indigenized reading materials that aimed to develop the emergent literacy skills of Kindergarten pupils. The said materials provided easy, average to difficult exercises that assessed the level of literacy of the pupil. In line with this, the researchers came up with the idea of validating the effectivity of these reading materials thus the validation of supplemental reading and speaking materials to intensify emergent literacy for Kindergarten to Grade 2 pupils was conducted. After conducting all the steps, results showed that there was a remarkable increase in the literacy level of all the pupils who used the teacher-made reading materials.

Keywords: literacy, localized and indigenized reading materials, supplemental reading and speaking materials, emergent literacy

ASSESSMENT ON THE PERFORMANCE LEVEL OF GRADE 9 IN THE MATHEMATICS TEACHERS ASSOCIATION OF THE PHILIPPINES (MTAP) SATURDAY CLASS

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ABSTRACT

The Philippine educational outcomes had fallen short for its potential as Filipino students' performance in Mathematics for the past few years have been decreasing. For instance, the results of the National Achievement Test (NAT) in the School Year 2015-2016 showed that the public secondary students had an overall mean percentage of 51.41, far from the 75% passing percentage score set by the Division of Pasig City. The Mathematics Teachers Association of the Philippines (MTAP) is currently working on a solution to address the low performance of students in the national assessment. This study sought to investigate the performance level of selected Grade 9 MTAP Saturday class participants and non-participants of Eusebio High School for the School Year 2018-2019 and if there is a significant difference in the performance between the two groups. To answer the main problem, the researcher determined the performance level of the selected Grade 9 MTAP Saturday class participants and non-participants during the second quarter examination, whether there is a significant difference between the performance level of selected Grade 9 MTAP Saturday class participants and non-participants. The present study used descriptive method which involves gathering of data concerning to students who completed the MTAP Saturday class program. Data were collected from 350 selected Grade 9 students who were classified into two groups of 92 participants and 258 non-participants. This was carefully selected using purposive and stratified random sampling. Data used in this study were the results of the second quarter test for Grade 9 students which covers the selected topics in Mathematics that were discussed in the MTAP Saturday class from August 2018 to September 2018. The test results were generated through the Optical Machine Reader. This was the basis of the performance level of the MTAP Saturday class participants and non-participants. After careful tabulation and interpretation of the data obtained from the respondents, results indicated that non-participants of MTAP Saturday class obtained an overall mean of 32.07 with an interpretation of "satisfactory" while the participants of MTAP Saturday class garnered an overall mean score of 38.77 with an overall interpretation of "very satisfactory." The computed z-value of -7.0526 with p-value of 0.0000 is less than the 0.05 level of significance that leads to the rejection of the null hypothesis. This implies that there is a significant difference between the performance level of selected Grade 9 MTAP Saturday class participants and non-participants of the program. Since MTAP Saturday class is effective for its participants, the researcher recommends to make the review program free for all the students to be able to improve their performance in Math.

Keywords: performance level, Math performance, Mathematics Teachers Association of the Philippines

SEXOLOGICAL ORIENTATION OF GRADE 7 STUDENTS OF EUSEBIO HIGH SCHOOL IN PASIG CITY: PATTERNS FOR COPING STYLE MECHANISMS

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ABSTRACT

Human sexuality is the way to express a person's sexual orientation or preference. This study determined the sexological orientation of Grade 7 students of Eusebio High School in the Division of Pasig City as basis of identifying the patterns for coping style mechanism. The data gathered became the basis for the proposed Intervention Program for Responsible Sexological Orientation. The descriptive method of research was used in this study. To determine the sexological orientation of Grade 7 students, a questionnaire was used as main instrument supported by interview. The data gathered were treated statistically using percentage and weighted average. The feeling of loneliness and low self-esteem 72% (36), media exposure, and peer influence are the problems encountered by the students. The solution employed by the respondents to solve the problems was to seek parental advice 82% (41). In the light of the results of the study, the researcher offered the following recommendations: (1) Grade 7 students must be encouraged to join organizations that will improve their sexual orientation; (2) Students must devote their time in activities that will improve their male or female make up gender identity; (3) The importance of supervision and guidance in the media choices among adolescents and the volume of size should be emphasized to parents and concerned adults; (4) Parents should establish warmth, strong positive discipline, and communication process to help the students develop individual values to make a healthy life decision and nurture positive relationship with their children; and (5) Parents should monitor their children's behavior and set spiritual firm boundaries and high expectations to enable them to develop their individuality and help them discover the very reason of their existence.

Keywords: Adolescence, behavior, homosexual, sexology, sexual orientation, sexuality, social influence, sexological orientation



RESEARCH Abstracts

2017

THE DEVELOPMENT OF SOCIAL MEDIA EDUCATION MODULES IN ADDRESSING CYBERBULLYING CASES IN PARANG HIGH SCHOOL

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ABSTRACT

With the world embracing the modernization of technology, a new breed of civilization in the cyberspace takes shape in the way young people behave and communicate with each other. Consequently, this kind of lifestyle is totally different from the generation to where teachers come from creates new forms of challenges to how young generation today should be taught of morals and values. Cyberbullying caused some behavioral problems in school. Social media have become a major platform for the prevalence of this online phenomena. Policies and programs about cyberbullying implemented in school and interventions done at home helped increase the awareness of students about online safety, online ethics, and cyberbullying. However, this awareness needs to be intensified and transformed proactively by educating the students further on knowledge and information about media literacy education and digital citizenship as well. It is a felt need that the purpose of this study was conceived – to construct intervention modules about social media so as to address cyberbullying incidents in Parang High School.

Keywords: awareness, cyberbullying, intervention modules, media literacy education, digital citizenship

USING POSITIVE PSYCHOLOGY TO ENHANCE PUPIL ENGAGEMENT AND ACADEMIC ACHIEVEMENT



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ABSTRACT

The study was undertaken to determine whether Positive Psychology helped improve pupil engagement and academic achievement of selected pupils of Sto. Nino Elementary School. It is a descriptive analysis which involved informal interviews of the classroom teachers, guidance teachers, pupils, and their main caregivers. It followed the procedures: (1) Identified the pupils at-risk of not performing academically; (2) Interviewed the classroom teachers and main caregivers; (3) Pupils underwent the 10-session program; (4) Analyzed the thoughts and feelings of pupils in the post-session; and (5) Analyzed and interpreted the data. The findings revealed that the pupils are primarily engaged in classroom activities and learning, however, they have difficulties in expressing their emotions and opinions to their families, so they tend to keep it to themselves. Also, many factors affected the engagement and academic performance of the pupils. Factors such as socio-economic and social interaction are the major key players of this study. In terms of the socio-economic factor, most of the pupils' main caregivers are working either fulltime or at home, thus having little to no time being spent with them. Social interaction was also determined as a factor because the pupils tend to be more open and playful to their peers, thus, being a source of inattentiveness and oftentimes misbehavior inside the classroom. Lastly, academic improvement may be achieved through a combination of undergoing the Positive Psychology Program and follow through at home (i.e., tutorial by the parents or siblings). The Positive Psychology Program would help pupils' emotional and social well-being in check while an intensive follow through at home in terms of reviewing the lessons would ensure pupils' improved performance at school.

Keywords: engagement, academic achievement, socio-economic factor, social interaction, Positive Psychology Program

NOTE-TAKING PRACTICES OF GRADE 12 SENIOR HIGH SCHOOL STUDENTS IN ACCOUNTANCY, BUSINESS, AND MANAGEMENT

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ABSTRACT

This descriptive study was conducted to determine the note-taking practices of Grade 12 Senior High School Students (SHS) in Accountancy, Business and Management (ABM) in order to produce guidelines in note-taking practices of Senior High School Students in ABM for SHS teachers. Survey questionnaire was developed from Focus Group Discussion (FGD). Data were collected from the department head, Senior High School teachers, and students. Using descriptive statistics, the best practices in note-taking practices of Grade 12 Senior High School Students in ABM were determined. The best practice in copying down notes on the board is to ask permission to transfer in front of the class for a better vision. For jotting notes during class discussions is to jot down only important words. For writing down questions during test is to ask the teacher to repeat unclear directions and questions. For taking down assignments is to expect the teacher to check and record written assignment. The note-taking practices were also applied in other subjects, and the guidelines in note-taking practices are proposed to be developed that will be issued to the SHS teachers.

Keywords: note-taking practices, class discussions, written assignment

CHANGE MANAGEMENT COMPETENCIES OF SELECTED PUBLIC SECONDARY SCHOOL PRINCIPALS IN THE DIVISION OF QUEZON CITY

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ABSTRACT

This study used the quantitative and qualitative case study, covering selected public secondary school principals in the Division of Quezon City. This study attempted to answer the central question: What change management competencies framework of selected public secondary school principals in the Division of Quezon City can be developed? Since this is the first study on change management competencies of the public secondary school principals, the result may prove useful to the Department of Education as it aims to achieve quality basic education towards excellence and global competitiveness. The study may also help identify and understand the change management competencies of the principals that will eventually improve the performance of school managers and accelerate innovation and change. This study consists of three cycles: the first cycle was the quantitative cycle; the second cycle was the qualitative cycle; and the third cycle was the development of change management competencies framework of the public school principals of Quezon City. For the quantitative analysis, general reference tables were utilized for the comparison of the change management competencies of principals. The average was computed to get the change management competencies of the principals. For the qualitative analysis, the study used the modes of Creswell (2014) for data analysis. Based on results and conclusions, it is recommended that the principals in the public secondary schools in Quezon City must develop the competencies stated in the study and a replication of the present study to be conducted outside the Division of Quezon City.

Keywords: Change management competencies, case study mixed design, public secondary school principals, school performance, Creswell qualitative analysis

**THE EFFECTS OF MULTISENSORY APPROACH IN TEACHING SINGLE DIGIT ADDITION
ON THE MATHEMATICS ACHIEVEMENT OF GRADE ONE PUPILS
AT ISAAC LOPEZ INTEGRATED SCHOOL**

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ABSTRACT

This action research examined the effectiveness of the multisensory approach through TouchMath in teaching the single digit addition for grade one pupils who were experiencing difficulties in learning basic mathematics at Isaac Lopez Integrated School in the Division of Mandaluyong City. The study utilized the one group, one pre-intervention test and one post-intervention test research design. Data were treated statistically using frequency, percentage, weighted mean, and paired sample t-test. Results showed that the use of the multisensory approach through TouchMath in teaching basic addition skills is the most appropriate way to teach the grade one pupils with mathematical learning difficulties. This study supports the claim that pupils with different learning preferences are best served if more senses are involved in teaching math basic skills. This research suggests the conduct of further studies using TouchMath to teach subtraction, multiplication, and division skills, especially number sense. Finally, training would provide the teachers the support needed in the implementation of multisensory approach through TouchMath to their classrooms.

Keywords: Multisensory approach, TouchMath, pupils at-risk, learning preferences, mathematical difficulties, addition skill, number sense

IMPROVING THE SCIENCE PERFORMANCE OF PUPILS USING THE DIFFERENTIATED INSTRUCTION

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ABSTRACT

The study was conducted to determine whether differentiated instruction improved the performance level of pupils. Experimental quantitative method was used to determine the effectiveness of differentiated instruction. The results of test scores were used to compare the performance level of the pupils before and after the use of differentiated instruction. Learners were classified based on their learning styles, after which pretest was conducted to determine the performance level of learners before the use of differentiated instruction. Differentiated instruction was used as a strategy in teaching Science for Grade 5 pupils. Finally, posttest was administered to the same set of Grade 5 pupils to determine the effectiveness of differentiated instruction. Results showed that there was a significant difference between the level of performance of learners before and after the use of differentiated instruction, from a mean of 20.23 with verbal description of below average to 25.08 with verbal description of average. Findings suggested that differentiated instruction, strategies of choice, and interests play a significant role in improving the performance level of pupils. The study recommended the conduct of a learning styles inventory of pupils before the implementation of differentiated instruction.

Keywords: performance level, differentiated instruction, learning preferences

THE USE OF BUSINESS TRIAL RUN DESIGN TO IMPROVE THE ENTREPRENEURIAL SKILLS OF GRADE 10 STUDENTS IN SAN RAFAEL TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOL



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ABSTRACT

Entrepreneurship teaches students to take responsibility of their own success and own experiences. It teaches them to work with a new mindset. By teaching our students to think as entrepreneurs, we are shifting their mindsets and promoting a focus on learning from failure and challenges. The major purpose of the study is to enhance the entrepreneurial skills of Grade 10 students in San Rafael Technological and Vocational High School for successful business operation of their future business enterprise. This is to determine what vocational high school students learn about entrepreneurship by using the business trial run design. The researcher asked the students to create a business trial run design based on their specialized course in Technology and Livelihood Education. The business trial run design was introduced in simpler form that led to creating a business plan rather than writing a business plan directly without the design. The experiential project used in this study provided an interactive environment that enabled the students to foster the development of their critical thinking and problem solving skills and identify and assess relevant information in order to create a solid business plan. Results showed that they found it simpler to write a business plan using the business trial run design. It was concluded that having an actual experience can enhance the entrepreneurial skills based on the profit earned by the 95% of the respondents in business conducted and the increase of the post test results. The study recommended the use of business trial run design to ensure the production of business that can address the challenges emanating from employment opportunities and being able to establish, manage, and operate their own business enterprise.

Keywords: Entrepreneurship, entrepreneurial skills, critical thinking, problem solving skill, enterprise, business trial run design, profit

DEVELOPING GUIDANCE PROGRAM FOR HIGH SCHOOL STUDENTS ENGAGED IN GANG ACTIVITIES



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ABSTRACT

One of the biggest problems a teenager can get into during adolescence is becoming a part of a teenage gang. There were several reports on gang activities in the City of Navotas. Gang activities put the safety of students at risk during school hours. Report indicated that the Navotas National High School was identified as one of the six schools in Navotas City with the highest number of gang members. To address the issue, the school developed a guidance program for students engaged in gang activities. Selected students from four grade levels, 20 out-of-school youth children, and six barangay secretaries participated in this research. Survey was conducted to the students, out-of-school youth, and barangay secretaries. Results were treated with confidentiality and only the school authorities will use the data for future guidance programs. Data proved that gangs came from dysfunctional and disorganized families, and formed by the out-of-school youth in the barangay.

Keywords: guidance program, gang activities, out-of-school youth

STUDENT INSIGHTS AND RESPONSES ON TEACHER FEEDBACK AND REMARKS ON THEIR WRITTEN OUTPUTS IN RESEARCH 4



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ABSTRACT

This action research aimed to identify the insights and responses of the students on teacher's feedback and remarks on their written outputs in Research 4. Specifically, this study identified the insights of students, the effects of comments and feedback to their writing skills, and determined whether the colors of ink used had effects to their performance. The experimental group was exposed to written feedback on their outputs using different colors of pen, and pencils while the control group received verbal feedback and comments. Both groups used logbooks and answered the Likert chart, survey interview, and reflective journal. Teacher-made research instruments (i.e., Questionnaires for Students' Insights and Responses on Teacher's Feedback and Comments in Written Outputs and Likert Chart on Students' Insights on Feedback in Written Outputs) were used. Validation and reliability testing were employed. Both groups answered the survey and the Likert chart. Results revealed that students utilized the written remarks and feedback for revision and improvement of their papers. Students expected post-conferencing for clarification. Negative written feedback of teacher denoted negative impression to students. However, they valued more the comments and feedback over colors of pen used. The study recommended the use of different colors of pen when checking papers. Positive feedback from teachers is also expected by the students.

Keywords: colors of pen, teacher feedback and remarks, insights, post-conferences, written outputs

USING CROSS-AGE MENTORING PROGRAM TO IMPROVE SELF-EFFICACY OF GRADE 10 STUDENTS OF LAKEVIEW INTEGRATED SCHOOL

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ABSTRACT

The study was conducted to assess the strength and weakness of Grade 10 students' academic motivation in Science and determine the significance of cross-age mentoring program in the self-efficacy perception of Grade 10 students. Using Student's Motivation towards Science Learning (SMTSL), 140 Grade 10 students of Lakeview Integrated School were randomly selected. They were initially surveyed on their reasons for studying Science. Descriptive statistics revealed that the participants of the study tended to have low self-efficacy factor. To improve self-efficacy, cross-age mentoring program was conducted. The post-survey result revealed a significant difference in the responses of students who agreed on self-efficacy factor.

Keywords: academic motivation, self-efficacy perception, cross-age mentoring program

FLASHCARD AS INTERVENTION MATERIALS IN TEACHING REMEDIAL CLASSES



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ABSTRACT

Reading is one of the concerns of basic education. Remedial instruction is conducted to help improve the reading and writing skills of struggling readers. To help assist the teachers and the pupils in conducting remedial instruction, the researcher introduced the flashcards as the intervention materials. In this study, the researcher selected the 20 Grade One struggling readers as the respondents and 15 Grade One teachers who used the flashcards as the intervention materials in Caloocan North Elementary School. This study was conducted to enhance the reading and writing skills of the pupils who used the concrete and abstract materials that are indispensable tools in teaching reading and writing. The study used a questionnaire and interview with the teacher-respondents while the pre-test, mid-test and post-test contain writing and reading letters, syllables, and words to verify the results of the materials. Results revealed an improvement on the status of the pupils' writing and reading skills based on the post-test and post-reading assessment conducted by the researcher. As reflected from the findings, the researcher introduced the FAD (Flashcards A Day) reading intervention program to enhance the reading and writing skills of the pupils.

Keywords: reading, remedial instruction, flashcards, reading and writing skills

UTILIZATION OF ADAPTED METACOGNITIVE ACTIVITIES IN TEACHING GENERAL SOCIAL SCIENCE SUBJECT TO THE GRADE 12 SENIOR HIGH SCHOOL STUDENTS OF PARAÑAQUE SCIENCE HIGH SCHOOL

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ABSTRACT

Schools have been consistently looking for best approaches in teaching to increase student achievement that includes metacognitive classroom activities. Research literature proposes that utilization of such activities improves learning outcomes by increasing awareness of learners on their respective thinking processes. This study sought to evaluate the effectiveness of metacognitive classroom activities to maximize student learning outcomes. This study was conducted using the experimental method. The Grade 12 students taking up general social science subject (Introduction to the Philosophy of the Human Person) were the participants of the study from June 2017 to August 2017. These classes were of homogenous grouping. The study adapted the metacognitive teaching materials such as Force Field Analysis paper and meta-index cards. Participants were given pretest before the exposure to the metacognitive classroom activities and posttest after the intervention. Statistical data were treated using the t-test. Results of the t-test show that there is a significant difference in the posttest mean scores of the two sections, establishing effectiveness of methods of instruction used, lecture method, and metacognitive activities. However, there is a larger increase to the group that experienced metacognitive activities. The study recommended the utilization of metacognitive activities across senior high school levels in key Social Science subjects namely Personal Development and Understanding Society, Culture, and Politics.

Keywords: metacognitive classroom activities, metacognitive teaching materials, social science



RESEARCH

Abstracts

Regional Office

PERFORMANCE ASSESSMENT OF THE REGIONAL FIELD TECHNICAL ASSISTANCE TEAM (RFTAT) ON THE PROVISION OF TECHNICAL ASSISTANCE

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ABSTRACT

This research study aimed to assess the performance of the Regional Field Technical Assistance Team (RFTAT) on the provision of technical assistance to the counterpart team in the schools division from 2015 to 2017, and served as basis for the development of technical assistance process framework. The study utilized the descriptive evaluative research method and applied purposive sampling. Majority of the respondents stated that Technical Assistance (TA) is a form of monitoring and coaching. More than half of the respondents stressed out that TA should be provided based on the identified TA needs, accompanied with TA plan, and agreed upon by the TA provider and the target group. Most of the respondents asserted that TA should be issue-focused and content specific. Clearly, the respondents were extremely satisfied with the performance done by the RFTAT to the clients. The result of the study showed that there are challenges on the provision of TA. The meaning of technical assistance, assistance provided by the RFTAT, is not clear. At the respondents' most basic understanding, TA should be provided based on the identified TA needs, should be accompanied with TA plan, and agreed upon by the TA provider and the target group.

Keywords: Technical Assistance, TA Plan, TA needs, Regional Field Technical Assistance Team

EXTENT OF COMPLIANCE ON CHILD PROTECTION POLICY IN DEPED-NATIONAL CAPITAL REGION: AN ASSESSMENT

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ABSTRACT

The research presented an assessment on the extent of compliance and challenges in the implementation of Child Protection Policy (CPP) in the Department of Education-National Capital Region (DepEd-NCR). Specifically, the research directed to (a) identify the classifications and descriptions of reported cases, and (b) determine the extent of compliance on Child Protection Policy across Schools Divisions. Likewise, the study explored the difference on the level of compliance across the sample schools and the challenges encountered by the CPP committee and its stakeholders. The level of compliance of the selected schools was assessed with four indicators: (1) duties and responsibilities of the school in the implementation of the CPP; (2) Child Protection Committee (CPC) functions; (3) protective and remedial measures of the school; and (4) preventive measures of the school. Data were gathered through survey questionnaire, interviews, and focus group discussion in fourteen schools in DepEd-NCR. Findings revealed that all schools reported high cases of physical bullying, cyber bullying, and neglect from family and relatives due to dysfunctional family. Foremost among the four domains, Protective and Remedial Measures of the School ranked first which obtained a weighted mean of 3.5 with an interpretation of high compliance, followed by the Duties and Responsibilities of School in the implementation of CPP. In terms of the duties and responsibilities of the school, the domains organized and convened the Child Protection Committee (CPC) ranked first. The gathered data revealed that there is a significant difference in compliance on DepEd Order No. 40, s. 2012 or the Child Protection Policy across Schools Divisions in DepEd-NCR. The findings and discussion put forward an overall moderate compliance rate across schools in DepEd-NCR. However, the challenges encountered by the School CPP Committee Members were the following: uncooperative and disengaged parents; lack of awareness of parents in their role and responsibilities in ensuring the protection of their children; lack of collaboration and coordination between and among students and parents; and parents are apathetic with referrals to outside agencies like BADAAC, QAADAC, DSWD, Women's Desk (Police Station), among others. Noteworthy to consider in the challenges stated by the respondents are the abuse of rights and lack of openness of students to express their fears and feelings to adults, lack of knowledge on CPP, students' lack of discipline, problems at home affect the behavior of the children in school, and bullied students have fear of retaliation from the perpetrators or bully. Other challenges were the lack of guidance counselors/teachers, additional work load for teachers, lack of awareness trainings for teachers and students, time to convene the CPP committee, lack of funds in the implementation of CPP, and no designed school-based intervention program for both the victim and the offender. There is also a confusion on the jurisdiction of handling complaints between Prefect of Discipline, Guidance Office or CPP; safety and security of students inside school campus; lack of installed CCTV for the students' protection; and securing the school to avoid strangers from entering the school premises.

Keywords: Child Protection Policy, assessment, compliance, Child Protection Committee, school stakeholders

DIVISION RESEARCH

TOWARDS ESTABLISHING THE CONSTRUCT VALIDITY OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS IN SDO-MANILA

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BACKGROUND/RATIONALE

With the adoption of the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42, s. 2017, the framework for Teacher Professional Development has changed. The Department of Education is spearheading efforts to align all teacher assessment tools and training and development in the PPST.

Philippine Professional Standards for Teachers is a public document that defines teacher quality in the Philippines through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement (DO No. 42, s.2017).

The PPST was developed through the Research Center for Teacher Quality (RCTQ) based at the Philippine Normal University (PNU) with the support from the Australian Government.

As reported by RCTQ in the National Review and Validation Workshop last November 26-30, 2017 at the Golden Peak Hotel, Cebu City, Cebu, the PPST tool underwent rigorous item analyses via Rasch Model, a psychometric model for analyzing categorical data to measure latent traits such as ability, attitude, among others. Same tool determined its reliability and validity adopting the Internal Consistency Criterion through Cronbach Alpha, being the widely used measure.

In order to further strengthen the validity of the Tool, Schools Division Office-Manila intended to determine other evidences, this time by considering its CONSTRUCT VALIDITY.

Construct refers to a characteristic, trait or attribute that does not exist as an observable dimension of behavior but must be inferred from available evidence, and thus can be measured (Kerlinger as cited in Darkwa, 2000 and Anastasi, 1978). In this study, the Philippine Professional Standards for Teachers was the construct being measured.

On the other hand, Construct Validity of an instrument is the extent to which a test maybe said to measure a theoretical construct or trait. Construct validation therefore begins with a claim that a given instrument measures a certain construct (Anastasi, 1978).

With SDO-Manila's noble intent to carry-out another validation scheme, hopefully this study will further contribute to the claim from different sources that indeed, PPST is valid, with substantial evidence and even beyond reasonable doubt, so to speak. Consequently, in the interest of time and purpose, discussions that follow are straightforward in fashion, for information to be more comprehensible.

STATEMENT OF PURPOSE

The study primarily aimed to further strengthen the validity of the Philippine Professional Standards for Teachers (PPST).

More specifically, this study intended to establish evidences of construct validity of PPST through:

1. Convergent Validation Technique;
2. Divergent Validation or Discriminant Validation Criteria; and
3. Known-Groups Technique.

RESEARCH QUESTIONS

The study sought to answer the following related research questions:

1. Is there a significant relationship between the scores of teacher-respondents in the PPST Tool and NCBTS Tool? (for convergent validity)
2. Is there a significant relationship between the scores of teacher-respondents in the PPST Tool and the Teacher Burnout Scale (TBS)? (for divergent or discriminant validity)
3. Is there a significant relationship between the scores of teacher-respondents in the PPST Tool and the Attitude Toward Movie Scale (ATMS)? (for divergent or discriminant validity) and
4. Is there a significant difference between the scores of teachers with Very Satisfactory Performance and teachers with Outstanding Performance? (for known-groups technique)

HYPOTHESES

In relation to the above purposes, the following null hypotheses (Ho) were tested:

1. There is no significant relationship between the scores of teacher-respondents in the PPST Tool and NCBTS Tool;
2. There is no significant relationship between the scores of teacher-respondents in the PPST Tool and the

Teacher Burnout Scale (TBS);

3. There is no significant relationship between the scores of teacher-respondents in the PPST Tool and the Attitude Toward Movie Scale (ATMS); and
4. There is no significant difference between the scores of teachers with Very Satisfactory Performance and teachers with Outstanding Performance.

ASSUMPTIONS

1. That teachers are knowledgeable of their teaching practices and are able to apply the different domains and indicators of the National Competency-Based Teacher Standards (NCBTS) and the Philippine Professional Standards for Teachers (PPST); and
2. That teachers are knowledgeable of their teaching practices and are able to apply the different domains and indicators of the PPST; and
3. That they are exposed to taking different types of assessment tools particularly, the non-test ones, for validation purposes.

METHODOLOGY

Research Design

This study was basically descriptive in nature. It was descriptive as it sought to achieve its primary objective of defining the Philippine Professional Standards for Teachers, identifying its domains with corresponding behavioral indicators which were already substantiated by the Research Center for Teacher Quality (RCTQ).

From these descriptions, this study further validated the PPST Tool by establishing its construct validity.

Sample Procedure

Simple Random Sampling without replacement was employed in the selection of teacher-respondents.

Phases of Instrument Development

Because of the invaluable role of assessment tools in the educational system, it is imperative to know how to construct a good one, and thus it should follow systematic procedures. In determining what should make up a tool to measure a construct, the following steps were carried out.

Phase 1 : Planning (already carried out by RCTQ)

Phase 2 : Instrument Construction (already carried out by RCTQ)

Phase 3 : Try-out (already carried out by RCTQ)

Phase 4 : Instrument Evaluation (This is where Construct Validation was carried-out)

Consequently, the next discussions were anchored on the last phase of instrument development in order to strengthen the validity of PPST Tool.

Data Gathering Procedure

The researcher personally asked permission from Dr. Gina O. Gonong, Project Leader and Director of the PNU Philippine National Research Center for Teacher Quality (RCTQ) for the copy of the PPST for use in the validation of the said tool. Without reservation, she approved the said request. As permitted by the tool developers, others tools

such as the TBS and ATMS were used in the validation process.

On the other hand, the principals of teacher-participants were also notified during the actual conduct of tool administration as approved by the officer-in-charge superintendent. All the respondents were given instructions of its nature and purpose prior the actual activity.

Establishing the Construct Validity of the PPST Tool

Validity is concerned with what the test measures and how well it does so (Anastasi, 1978). The construct validity of an instrument is the extent to which a test maybe said to measure a theoretical construct or trait. Construct validation therefore begins with a claim that a given instrument measures a certain construct. Demonstrating the construct validity of an instrument requires the gradual accumulation of evidences and information from the variety of sources. Any data throwing light on the nature of the trait or construct under consideration supports its construct validity.

Philippine Professional Standard for Teachers is a construct thus, invariably requires construct validation, which includes:

1. The Internal Consistency Correlation (which was already established by RCTQ via Rasch Model);
2. The Convergent Validation;
3. The Divergent or Discriminant Validity Criteria ; and
4. The Known- Groups Technique.

Convergent and Divergent Validations

Of particular relevance to construct validity are the convergent and divergent

or discriminant validations. Convergent validity rests on the assumption that a new instrument should correlate highly with other instrument believed to measure the same construct. Thus, a teacher who scores high on an instrument ought to score high on other instrument of the same construct. The correlation between a new instrument and a similar earlier instrument is an evidence that the new instrument measures approximately the same trait. The purpose of convergent validation is to confirm that the trait measured by the newly-developed instrument is the same trait measured by previously validated instrument (Anastasi, 1978).

Furthermore, Anastasi (1978) pointed out the need to show that an instrument should not correlate significantly with a variable from which it should differ. This is the concept of divergent validity. Hence, an instrument possessing divergent validity should measure a unique construct not measured by any other instruments.

To demonstrate convergent and divergent validity of the PPST, a group of respondents to whom the PPST Tool was likewise asked to respond to three (3) other previously validated tools: (1) The National Competency-Based Teacher Standards (NCBTS) Tool, (2) the Teacher Burnout Scale (TBS), and (3) the Attitude Toward Movie Scale (ATMS). The NCBTS Tool was administered in support of the convergent validity of PPST while the TBS and ATMS were used to confirm the presence of divergent validity. Below are the descriptions of the tools used in this study.

There were twenty-eight teachers who served as respondents for convergent and divergent validations.

Tools Used

The three (3) tools used in establishing the convergent and divergent validity of PPST were administered. Below is the description of the tools used in this phase of validation.

1. The National Competency-Based Teacher Standards (NCBTS) Tool

The NCBTS Tool was prepared by the DepEd Teacher Education Council and is composed of 268 items with seven (7) domains as follows: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing, and reporting, and community linkages. Each indicator represents the competency level of teachers in the scale: 1-low, 2-fair, 3-satisfactory, and 4-high.

2. The Teacher Burnout Scale (TBS) Developed by Batulan

The TBS consisted of 46 items with three major components: reduced-self efficacy, exhaustion, and pessimism and negativity towards others and work. Each indicator combines with both negative and positive indicators in the scale: 1-not true of me, 2-seldom true of me, 3-true of me, and 4-very true of me.

3. The Attitude Toward Movie Scale (ATMC) Developed by Thurstone

The ATMC is a modified version of the 40-item scale. It consisted of 20 items about movies. The teachers were requested to indicate how they feel about given the scale 1-strongly disagree, 2- disagree, 3- not sure, 4-agree, and 5-strongly agree.

The Known-Groups Technique

Another point of confirming the

construct validity of PPST is through the Known-Groups Technique. Shaw and Wright (as cited in Caigoy, 2000), point out that this technique is based on the premise that that two (2) disparate groups should hold different attitudes toward a given object or situation. Furthermore, a valid tool to measure a construct in question should yield different scores for these groups.

Applying the aforecited technique, two (2) disparate groups of respondents were identified. They were identified based on their Performance Rating as reflected in their Individual Performance Commitment and Review Form (IPCRF) for School Year 2016-2017. The first group was composed of 28 public school teachers who were randomly chosen from among teachers who got Very Satisfactory (VS) ratings. Their teaching experiences range from 2-5 years while the second group was composed of 24 public school teachers with Outstanding performances. Some of the teacher-

respondents were also recipients of Outstanding Teacher Awards given in the national, regional, and division levels. The teachers have rendered at least five (5) years in the service.

It should have been expected that between the two groups of respondents, the second group would score significantly higher than the first group since in terms of teaching performance, they obviously differed. The same procedure was used in the administration of the tool to both groups of respondents.

Presentation, Analysis, and Interpretation of Data

The tables that follow surfaced the results of statistical treatment of data gathered from the responses of teachers in the different tools. They are presented to purposely provide thorough analysis and meaningful interpretations.

Table 1

Correlation Coefficient of the Philippine Professional Standards for Teachers (PPST) vs. The National Competency-Based Teacher Standards (NCBTS)

Variables	Computed r Value	Degree of Freedom	Computed t Value	Tabular t Value (0.05)	Decision	Interpretation
PPST	0.611	26	3.937	2.056	Reject Ho	Significant @ .05 level
NCBTS						

Gleaning from the Table 1, the computed r value between the PPST and NCBTS is 0.611, significant @ .05 level (2-tailed). This means that the two sets of scores derived from the two tools have a marked or substantial positive correlation which indicates that the tools have common characteristics to measure. From the 268 items/indicators in NCBTS and trimming them down to just 37 items/indicators of PPST

with the same number of 7 domains, it establishes significant correlation, thereby supporting the convergent validity of the PPST.

Therefore, the null hypothesis of no significant relationship between the two sets of scores is rejected.

Table 2

Correlation Coefficient of the Philippine Professional Standards for Teachers (PPST) vs. The Teacher Burnout Scale (TBS)

Variables	Computed r Value	Degree of Freedom	Computed t Value	Tabular t Value (0.05)	Decision	Interpretation
PPST	0.027	26	0.1411	2.056	Accept Ho	Not Significant @ .05 level
NCBTS						

Table 2 reflects the computed r value between the PPST and TBS which is 0.027, which has negligible correlation and therefore not significant @ .05 level (2-tailed). This means that the two sets of scores derived from the two tools have distinct characteristics/constructs being measured, and

established no significant correlation, thereby supporting the divergent or discriminant validity of the PPST.

Therefore, the null hypothesis of no significant relationship between the two sets of scores is accepted.

Table 3

Correlation Coefficient of the Philippine Professional Standards for Teachers (PPST) vs. The Attitude Toward Movie Scale (ATMS)

Variables	Computed r Value	Degree of Freedom	Computed t Value	Tabular t Value (0.05)	Decision	Interpretation
PPST	0.042	26	0.215	2.056	Accept Ho	Not Significant @ .05 level
NCBTS						

Table 3 reflects the computed r value between the PPST and ATMS which is 0.042, which has still negligible correlation and therefore not significant @ .05 level (2-tailed). Data indicate that the two sets of scores derived from the two tools have distinct characteristics/constructs being measured, establishes no significant correlation, thereby

supporting the divergent or discriminant validity of the PPST.

Therefore, the null hypothesis of no significant relationship between the two sets of scores is likewise accepted.

Table 4

Means, Standard Deviations, and t-Values between Teacher-Respondents with Very Satisfactory and Outstanding Performances

Variables	Number of Subject	X	SD	Computed t Value	Tabular Value 0.05 (50df)	Decision	Interpretation
Teachers with Very Satisfactory Performance	28	95.429	18.621	4.881	2.009	Reject Ho	Significant @ .05 level
Teachers with Outstanding Performance	24	117.542	12.728				

In Table 4, the obtained means 95.429 and 117.542 for teacher-respondents with very satisfactory performance and with outstanding performance, respectively, are quite different. Standard deviations are also very high which means that the scores obtained by teacher-respondents appear dispersed.

With the computed t-value of 4.881 which is significant @ .05 level (2-tailed), it can be inferred that teachers with outstanding performance scored significantly higher than teachers with very satisfactory performance, and thereby confirmed their being outstanding in the demonstration of the standards for professional teachers. On the basis of this evidence, it is therefore concluded that the PPST is found to have construct validity.

Therefore, the null hypothesis of no significant difference between the two sets of groups is rejected.

Summary of Findings

1. There is significant relationship between the scores of teacher-respondents in the

PPST Tool and NCBTS Tool, hence the PPST is found valid through establishing convergent validity;

2. There is no significant relationship between the scores of teacher-respondents in the PPST Tool and the Teacher Burnout Scale (TBS), hence the PPST is found valid through establishing divergent validity; and
3. There is no significant relationship between the scores of teacher-respondents in the PPST Tool and the Attitude Toward Movie Scale (ATMS), hence the PPST is found valid through establishing divergent construct validity.
4. There is significant difference between the scores of teachers with Very Satisfactory Performance and teachers with Outstanding Performance, hence the PPST is found valid through known-groups technique.

Conclusion

On the evidences cited, the Philippine Professional Standards for Teachers (PPST) is found VALID.

Recommendations

In the light of the findings and conclusion, the following recommendations are offered:

1. For consideration, DepEd and RCTQ may include SDO-Manila's findings of further establishing the validity of PPST via construct validity, particularly on change management activities;
2. Strictly implement DepEd Order No. 42, s. 2017 (re: adoption of PPST) in schools;
3. Strictly implement Teacher Induction Program (TIP) and Results-based Performance Management System (RPMS) for Teachers, as both of these are anchored on PPST;
4. For others who would wish to embark on the same study, they may look for other validated/standardized tools to be used for both the convergent and divergent/discriminant validity.

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TYOLOGICAL FRAMEWORK OF ADULT LEARNERS IN THE MAINSTREAM EDUCATIONAL PROVISION: ITS THEORETICAL REVERBERATIONS AND PRACTICAL IMPLICATIONS

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ABSTRACT

Recognizing the needs of a considerable number of adult learners, educational opportunities are provided by responsive post-secondary institutions. This cohort of students is integrated in the mainstream school to maximize their learning experiences. This qualitative study focused on the typology and andragogy of adult learners at the F. G. Calderon Elementary School Alternative Learning System Program utilizing Knowles' Postulates on Adult Learning and Kolb's Learning Styles. Findings revealed that identifying the types of adult learners have theoretical reverberations as well as practical implications that find consonance with the typological framework. On a macro level, adult education has potential contribution to the economic and social development through alleviation of poverty. The combined force of youth and adult learning will increase creativity and productivity of the nation. Adult learners are transformed to become the participatory members of the society who can contribute to sustainable and equitable development of the country. On the personal level, the educational opportunities could help the adult learners to develop autonomy and sense of responsibility. Thus, adult learning is the key to the sustainable development in the 21st century.

Keywords: Adult Learning, Knowles' Postulates, Kolb's Learning Styles, Andragogy, Reverberation

INTRODUCTION

The motivation, orientation, and process involved in adult learning are different from young learners. Adult learners are more discerning in what they are willing to learn. They are more resentful of being told what to learn with more questions in the helm. They need to see more clearly the benefits of what they are asked to learn. In other words, they are much more utilitarian than that of the young learners. Adults, equipped by their experiences and motivated by their

desire to learn, drew the attention of scholars and practitioners. Thus, this desire became the rallying point for those trying to define the field of adult education as separate from other areas of education. Scholars consider the significant change in learning - from pedagogy to andragogy.

Adult Learning Theory was known in the early part of the 20th century through an American educator

Malcolm Knowles. According to Knowles, adult learner has the following characteristics: has an identifiable purpose; had earlier experiences with organized education; wants immediate usefulness of his learning; has self-concept; has reservoir of experiences; brings extensive doubts and fears to the educational process; resilient to change; has distinct learning style; and has educational interest which usually reflects vocational concerns.

Knowles' Adult Learning Theory can be attributed to Jean Piaget's Cognitive Development Theory, John Dewey's Philosophical Pragmatism, and Kurt Lewin's Social Psychology. Piaget identified four major stages of cognitive development: sensor-motor, preoperational, concrete operational, and formal operational. According to Piaget, the dimension of experience and concept, reflection, and action form the basic continuation for the development of adult thought. The learning process whereby this development takes place is a cycle of interaction between the individual and the environment. As Dewey describes, experiences do not go on simply inside a person for it influences the formation of attitudes of desires and purpose. Learning in this sense is an active, self-directed process that can be applied in the group setting in daily life. In the Lewinian Model, learning is conceived as a four - stage cycle. Immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a theory from which new implications for actions can be deduced. These implications or hypothesis then serve as guides in acting to concrete new experience.

Knowles' postulates of andragogy were juxtaposed with Kolb's Experiential Learning Theory. Within the context of these two learning theories, the transformation of the learner's existing

schema which is based from his experience can be transformed into a new concrete thought and experience. Kolb (1984) proposes that experiential learning has six main characteristics: (1) learning is best conceived as a process, not in terms of outcome; (2) learning is a continuous process grounded in experience; (3) learning requires the resolution of conflicts between dialectically opposed mode of adaptation to the world; (4) learning is a holistic process of adaptation to the world; (5) Learning involves transactions between the person and the environment; and (6) learning is a process of creating knowledge that is the result of the transaction between solid knowledge and personal knowledge.

Kolb's learning theory sets out four distinct styles which are based on a four-stage learning cycle. In this respect, Kolb's model offers both a way to understand individual's different learning styles but also an explanation of a cycle of experiential learning that applies to all. The learning cycle, as stated by Kolb, is typically expressed as concrete experience which provides a basis for observations and reflections. Then, these are distilled into abstract concepts producing new implications for action which can be actively tested in creating new experiences. This process represents a learning cycle where the learner experiences all the stages, which are, experiencing, reflecting, thinking and acting.

Kolb's (1984) model works on two levels: a four-stage cycle and a four-type definition of learning styles for which Kolb used the terms diverging, the combination of concrete experience and reflective observation. It emphasizes the innovation and imaginative approach to doing things. Assimilating from reflective observation to abstract conceptualization (NO COMMA) pulls a number of different observations

and thoughts into an integrated whole. Converging, on the other hand, begins from abstract conceptualization to active experimentation. It accentuates the practical application of ideas and solving problems. Finally, accommodating instigates active experimentation to a new concrete experience of the learner which solves problems in an intuitive manner such as discovery learning.

The Study

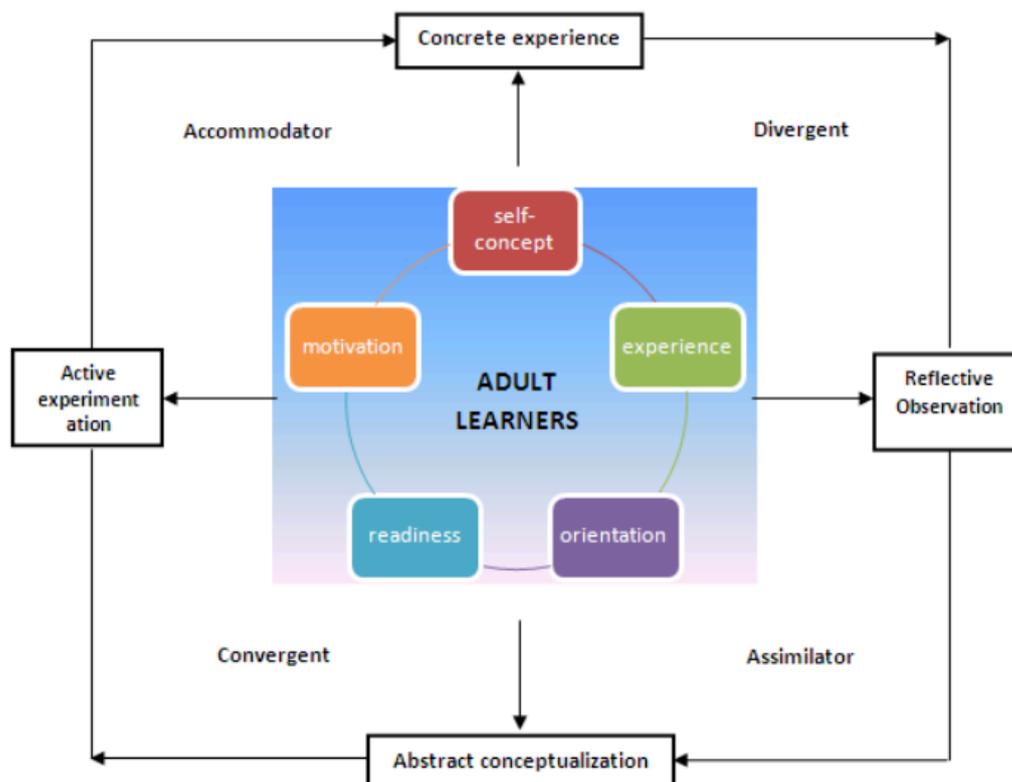
Within the context of this study, adult learners are defined as the students with age of 18 years old and above enrolled in the Alternative Learning System (ALS) at F. G. Calderon Elementary School in the Schools Division Office-Manila.

This study focused on the typology and andragogy of adult learners in F. G. Calderon Elementary School ALS Program utilizing Knowles' Postulates on

Adult Learning and Kolb's Learning Styles. Figure 1 shows the typological framework of adult learners. According to the principles of andragogy, the adult learners possess the following characteristics: independent self-concept who can direct his or her own learning; has accumulated life experiences and use them in the learning process; has learning readiness closely related to changing social roles; applies new knowledge in problem solving; and has motivation to learn from internal rather than external factors (Merriam, 2001). According to Kolb (1984), adults gain learning by experience through concrete experience and abstract conceptualization. Then, adult learners transform their experience into learning through reflective observation and active experimentation.

Figure 1 shows the typological framework for adult learners.

Figure 1
Typological Framework of Adult Learners



Significant aspect of the study is the theoretical reverberation of the typological framework of adult learners. In the context of this research, theoretical reverberation refers to the resounding impact of the theories presented in the course of the study. The discussions of the theoretical reverberations are presented from personal to macro level. Data were gathered from structured interview and class observations. Limitations of the Study

The typological framework was built on Knowles' Postulates on Adult Learning and Kolb's Learning Styles and it is not restricted to certain group of academic program. The typology was based on the data gathered from the sample in the study which does not claim to be representative.

METHODOLOGY

The research problem was addressed using a qualitative method for the broad purposes of breadth and depth of understanding of the subject matter. One study conducted participant observations in classes with adult learners with the main objective of developing a holistic understanding of the andragogy and its practical implications (DeWalt & DeWalt, 2002). A research instrument anchored on the Experiential Learning Theory by David Kolb that utilized a 5-point Likert scale was used in determining the typology of the adult learners. The four-type definition of learning style provides the basis in classifying the adult learners as: (1) diverging, the combination of concrete experience and reflective observation; (2) assimilating, from reflective observation to abstract conceptualization, the integration of different observations and thoughts; (3) converging, the accentuation of the practical application of ideas and problem solving; and (4) accommodating, the integration of active experimentation to a new concrete experience of the learner.

Plethora of ideas was gathered in the structured interview which provides the basis in identifying the theoretical reverberations and its practical implications. The guide questions used in the interview were formulated based on the Adult Learning Theory by Knowles. Five andragogical assumptions were considered: (1) self-concept, as a person matures he moves from dependency to self-directedness; (2) experience, a person draws his or her experience to aid his or her learning; (3) readiness; learning readiness is closely related to the assumption of a new social role; (4) orientation, as he or she learns new knowledge, he or she wants to apply it immediately in solving problems; and (5) motivation, he or she receives his or her motivation to learn from internal factors (Malcolm, 1990). Sampling

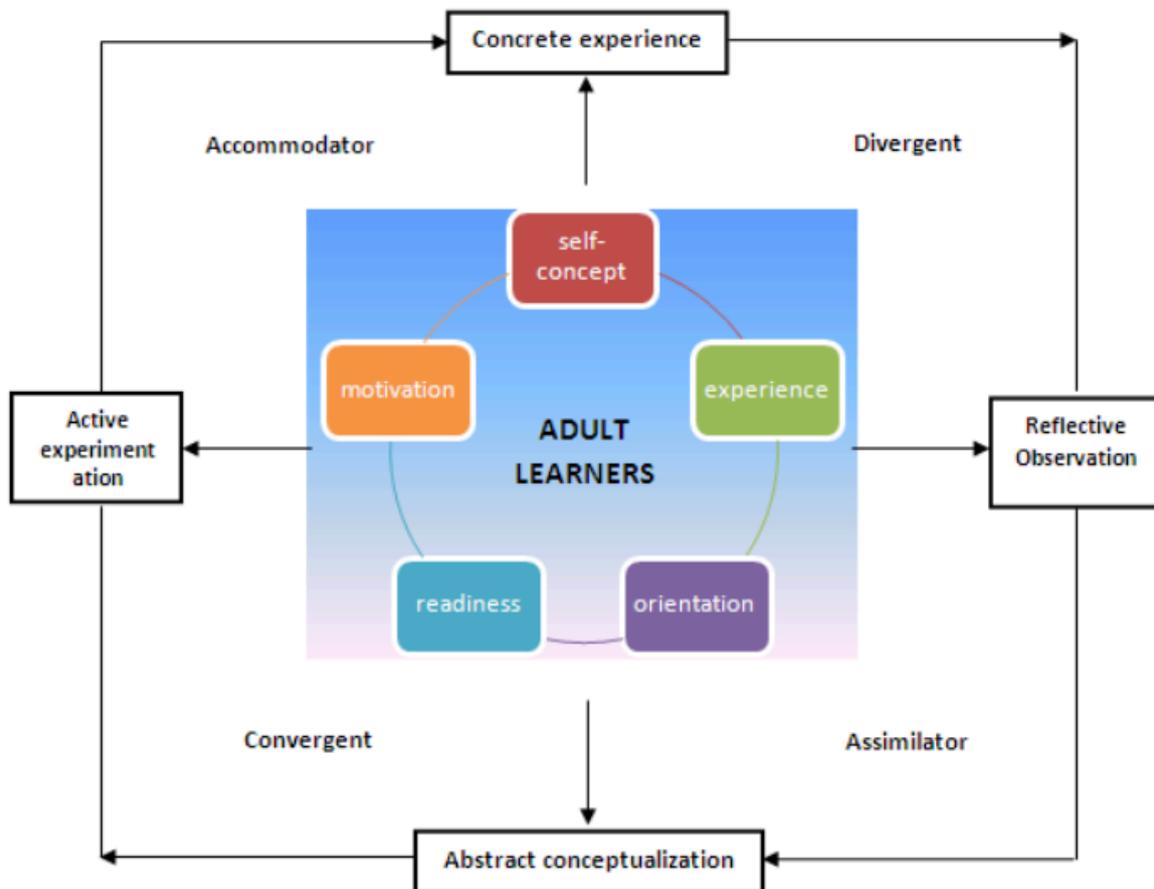
Using the criteria set in this study, it was revealed that 40 out of 60 learners or 66.67% are considered adult learners. In this study, a non-probability sampling was used. Specifically, this research employed the heterogeneity sampling wherein the opinions or views of the respondents are considered but not proportionately. The primary purpose is to obtain broad spectrum of ideas. Thus, this type of sampling is not about the number of respondents but their ideas.

Data Gathering Procedure

The researcher employed Mixed-Method via Sequential Explanatory. According to Creswell (2011), mixed method via sequential explanatory is characterized by collection and analysis of quantitative data followed by a collection and analysis of qualitative data. The purpose is to use the qualitative results to assist in explaining and interpreting the findings of the quantitative study.

Paradigm of the Study

The paradigm shows the flow of the conduct of the study.



Findings of the Study

A “second chance” education is given to a significant number of adult learners when they are allowed to enroll in a mainstream educational provision in the Alternative Learning System Program of F. G. Calderon Elementary School in the SDO-Manila. It is claimed as such kind of education because of the second opportunity given to the adult learners to be part of a regular class where foundation skills can be learned. It was found that 25 out of 40 or 62.5% adult learners involved in this study have accommodating learning style. This cohort of students has concrete experience and active experimentation,

thus, they prefer to take practical and experiential approach.

Moreover, class observations revealed that this group of learners has strong affinity to new challenges where they have opportunities to exhibit strategies in carrying out plans. They have learning style that is useful in taking roles that require action and initiative. Accommodators prefer to work in teams where they work actively to complete tasks. They set targets in which they exhaust different ways to achieve their goals and objectives. The experiential learning style of adult learners, that is being an accommodating, helps them to fit in the mainstream educational provision.

Figure 3 shows the emerging themes based on the responses of the participants.

EMERGING THEMES	RESPONSES OF THE PARTICIPANTS
PRACTICAL	"Sa edad ko kita kaagad. Alam mo na, pamilyado na ako eh. Yung tinuro ni Mam tungkol sa paggawa ng sabon yun ang gagawin ko." - Erwin, 24
TEAMWORK	"Bilis namin natapos yung pinagawa ni Mam. Ok kasi yung mga kaklase ko e. Parang kangkarot kumilos. Saka nagtulungan kami kaya natapos namin kaagad." - Sheryl, 19
MOTIVATED TO LEARN	"Kahapon ko pa gustong pumasok. Dami kong gustong matutunan kay Mam eh." - Rommel, 18
INITIATIVE	"Sobrang kulit ng mga classmates kong bata. Minsan ako na nagsasaway sa kanila para di magalit si Mam." - Cath, 20

Figure 3
Emerging Themes from the Participant's Responses

On the personal level, the educational opportunities help the adult learners to improve their academic qualifications vital to personal development and career growth. The efforts of both the higher educational institution and the adult learner will benefit the community and the society in general. The Alternative Learning System Program plays vital role in the transformation of adult to become the participatory members of the society which can contribute to sustainable and equitable development.

Knowles' tenet of andragogy holds that adult learners are more motivated by internal factor. The opportunity to self-actualize is a powerful motivator which can resonate to other learners and to the community as well (Knowles, 2005). In a mainstream educational provision, adult learners, together with young learners have common goal - that is the acquisition of knowledge. The combined force of youth and adult learning will help increase the creativity and productivity

of the community and the country. Adult learners are provided 'second education' to be transformed to become the participatory members of the society that can contribute to sustainable and equitable development. On a macro level, adult education has potential contribution to the economic and social development through alleviation of poverty.

Implications of the Study

This paper has endeavored to determine the andragogy and typological framework of adult learners which subsequently provide theoretical reverberations and its practical implications. Developing a teaching strategy that addresses the needs of adult learners is imperative. Adult learners are not to be taught on how they would fit in what the society needs but on how they want to learn and hone their capabilities to become productive members of the society.

When it comes to adult education, most researches are focused on the non-formal education and few had been conducted on adult education in a mainstream educational provision. The “eye-opening” results of this study serve to challenge other education institutions to consider adult education in the academic planning.

Recommendations

The challenge of this study is to translate the adult learning concept into a policy framework at the community and national level. Adult education provides opportunity and hope for the unemployed member of the society to reinforce their working capacity and eventually improve their way of living. It also provides an opportunity for working adult learners to maximize their potential and develop their skills which prepare them for a possible promotion in their current job. Thus, adult learners have the potential contribution to the alleviation of poverty.

The state, through the concerned government agencies with its social partners, is the essential vehicle for empowering the vulnerable and neglected members of the community. They have the capacity to create provisions for educational opportunities and support the educational needs of adult learners. Fostering shared responsibility, this partnership will mobilize and share resources to support adult learning. Together they can offer scholarship grants not only for young learners, but equal opportunities are also provided to the adult learners. This will produce a ripple effect on sustainable development by transforming this group of individuals into functional members of the society. The integration of youth and adult learners in a mainstream educational provision presents a challenge to the existing

teaching practices. The underpinning of Knowles’ andragogy is the disparity in the motivation and orientation of youth and adult learners. Thus, innovation in the teaching strategies that foster creativity and flexibility among diversified learners is deemed necessary.

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DEVELOPMENT OF A PLACE-BASED CURRICULUM FOR GRADE 7 ENGLISH IN A PUBLIC SECONDARY SCHOOL IN THE NATIONAL CAPITAL REGION

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ABSTRACT

The study aimed to develop a place-based curriculum for Grade 7 English in a public secondary school with the K to 12 curriculum of the Department of Education as the core using a modified curriculum model adapted from Nicholls and Nicholls. The study used situational analysis as a basis to localize the national curriculum in the hopes of tailor fitting it to the students of a local public secondary school in the National Capital Region. The process was composed of four phases. Phase 1 of the study was the situational analysis. The analysis of the data collected from this phase and their implication to the different curriculum elements led to Phase 2, the development of the curriculum. Phase 3 is the development of place-based standards, which guided the development of other curriculum elements. Experts validated the development process in Phase 4. Data were gathered using survey, observation, interview, and document analysis. Study found that the use of the modified curriculum development model was appropriate in developing a place-based curriculum aligned with the K to 12 curriculum. Situational analysis is effective in localizing the national curriculum for the local schools. The development process helped in determining the considerations for decision-making in the curriculum development.

Keywords: Curriculum, curriculum development, K to 12 Curriculum, situational analysis, place-based curriculum, basic education

INTRODUCTION

The Philippine education system has been riddled with many problems in the past. Assessments of its effectiveness presented major weak points. The first was the Monroe Survey conducted in 1925 (Magno, 2010). The survey reported low level of student performance, the effectiveness of English as a medium of instruction, and it suggested the use of the local dialects in teaching character education to the students. The UNESCO Survey in 1949 called for the Grade 7 in the school, finding a solution to the language problem found in the provinces and strengthening the community school movement (Philippine Human Development Report, 2000). These and many other studies (Prosser Survey in 1930, Philippine Education Sector Study (PESS) in 1999, and Presidential Task Force on Education in 2008 to name a few) indicated three major problems in the Philippine educational system: (1) It is congested where the pupils and students are taught a large number of content in such a short cycle of ten years (from Grade 1 to 4th year high school); (2) it has a language problem especially in teaching in the provinces where there are many regional dialects and languages; and (3) its management is highly centralized.

The Enhanced Basic Education Act of 2013, enacted into law in May 2013, embodied the K to 12 curriculum. It provided some of the answers to the questions posed by these studies. According to the Southeast Asian Ministers of Education Organization (SEAMEO) INNOTECH (2012), the new curriculum answers the problem of congestion by providing a longer basic education extending the ten-year education cycle to 12 years. This gives the students longer time to learn the content in the schools. It answers the language problem by introducing

the Mother Tongue-Based Multilingual Education (MTB-MLE) in the schools. Pupils from Grades 1 to 3 will be taught concepts using the mother tongue of their region.

However, it still is quite silent in providing an answer to the highly centralized management of the curriculum. In the light of the belief the country to provide a learner-centered, responsive, and relevant education, there seems to be a paradox in its implementation of a national curriculum that is exercised all over the country, leaving very little for the local schools to conduct their own improvements. This does not mean that there are no initiatives to localize the curriculum at the school level, like the School-Based Management system (Bautista, Bernardo, & Ocampo, 2010). Sadly, some of these efforts rarely see effects in the development of a localized curriculum. The responsiveness and relevance of the curriculum to the needs of the students come into question as the curriculum provides little an avenue for local improvements, other than what is manifested in the use of the mother tongue in the MTB-MLE and tracks set in the latter part of the program (SEAMEO INNOTECH, 2012). A truly responsive curriculum should address the needs of the students. These responses shall have relevance once they prove to be significant to the lives of these students, outside of national management.

Nonetheless, a national curriculum implemented by a policy-making body like the Department of Education is also important in providing national standards to ensure the quality of the graduates coming from the system. This does not mean, however, that the schools merely become recipients of curriculum innovations. As previously mentioned, different surveys of Philippine education already called for decentralization of the curriculum from the national to the local context. In fact the

movement of management to local school has been a trend worldwide since the 1980's (Philippine Human Development Report, 2009). Skilbeck (1984) believes that a new perspective about the schools should be considered where the local schools are not adopters of national curriculum innovations but partners in curriculum development and, sometimes, even initiators of these developments.

Thus, the need for a school-based or place-based curriculum is inevitable if we are to provide a truly responsive and relevant education for our students. The place-based curriculum in this study shall be defined as a curriculum created and adopted within the school or local level (Print, 1996).

In order to address the problem of localizing the curriculum for the schools, the research aims to develop a place-based curriculum based on the DepEd K to 12 curriculum for Grade 7 English in a public secondary school using a modified curriculum model of Nicholls and Nicholls. Specifically, the study intended to answer the following questions:

1. What are the articulated curricular problems encountered by the stakeholders of the school?
2. What are the existing systems or support structure of the school for teaching Grade 7 English?
3. What are the perceived needs of the students and teachers in the teaching of Grade 7 English?
4. Based on the findings of the analysis of the situation and documents, what are the considerations for the conceptualization, selection, and organization of the various elements of the proposed curriculum?
5. Based on the findings of the analysis

of the situation and documents and their implications to the various elements of the curriculum, what place-based content and performance standards should the proposed curriculum aim for?

Curriculum and Curriculum Development

Curriculum is defined as an academic plan (Lattuca & Stark, 2009), a plan that describes what the aims of education should be. This plan is brought about by a careful examination of the needs of the students and the society (Tyler, 1949). In this perspective, the role of situational analysis cannot be ignored. It is through this that the curriculum developer is able to set the educational goals that are appropriate to the students and the society (Taba, 1962). Situational analysis is the "process examining the context in which the curriculum to be developed and the application of that analysis to curriculum planning" (Print, 1996). Denis Lawton (1989) asked the following questions in order to perform situational analysis.

1. What kind of society already exists?
2. In what ways is it developing?
3. How do its members appear to want it to develop?
4. What kinds of values and principles will be involved in deciding how its members want society to develop and the educational means to be used in achieving that development?

As such, the curriculum development model that would describe this process must also show the importance of situational analysis in the process of curriculum development. Nicholls and Nicholls (1978) cyclical development model shows the curriculum elements (objectives,

content, methods, evaluation, and situation) in a cycle wherein the process in a series of steps beginning with situational analysis. This process is described in different stages (Nicholls & Nicholls, 1978):

1. Examination and identification of objectives – describing the goals of the curriculum

2. Development of methods and materials to achieve the objectives – describing how the objective could be attained in the classrooms

3. Assessment of the extent to which development work has achieved –

developing assessment and evaluation tools to determine whether students have achieved the desired outcomes or not

4. Feedback of all experiences gained to provide a starting point again – determining which parts or elements in the curriculum need modifications.

However for this study, the researcher modified Nicholls and Nicholls' model taking situational analysis from the cycle and putting it on top of the process. This modified model places greater importance on situational analysis and its implication in the curriculum development process as indicated in Figure 1.

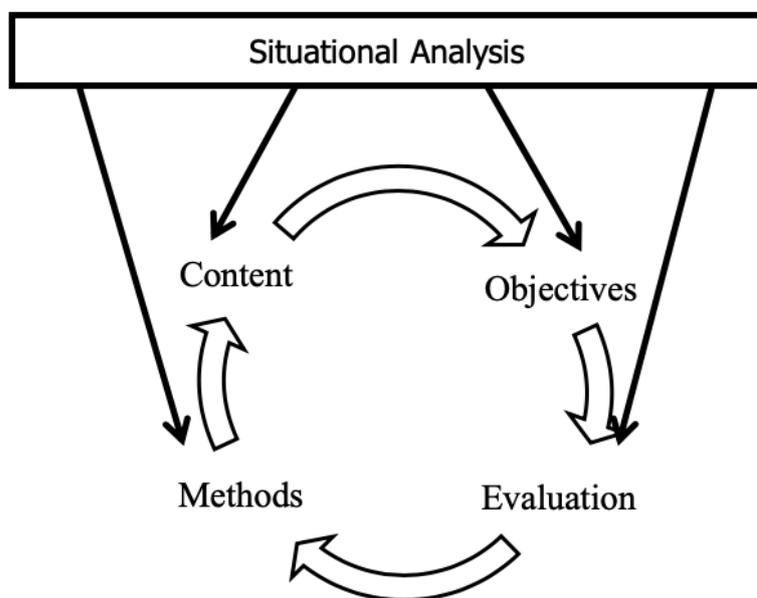


Figure 1

Revised Model of Nicholls and Nicholls adapted by the Researcher

However, Skilbeck admitted that even though school-based curriculum development is ideal, there are hurdles that it must overcome in order to become successful. These include:

1. Capabilities and skills of the teachers and others involved. Since the teachers are given a major role in the planning, design, implementation and evaluation of the curriculum, they need to be well-

versed in the field to be able to take on the role better.

2. Teacher attitudes, values, motivation, alternative value orientation. Some teachers may not be ready to accept the demands of developing a curriculum for the school.

3. Organization, management, and resources. Problems with support from the administration or others that could

stem from the changes that need to be implemented, in addition to the limited sources of the school.

Place-based Education and Place-based Curriculum

Perhaps the most recent application of the study of the community and society in general is place-based education. It is an approach to education where the school creates community connections to the students so they could identify it by themselves (GB Web Creations, 2013). It grounds the curriculum in the students' experiences of local events and places to make education work not just in the formal classroom but also outside (Developing Place and Culture-based Curriculum, 2010). Place-based education centers the curriculum to a particular locale that integrates content and creates focus. It also invites different ways of teaching and learning that makes the learning process more relevant to the students. In a way, it helps students make personal connections with their communities and have a better understanding of their role in it (Reid, 2014).

The use of place-based curriculum along with the standards-based national curriculum has been found not to conflict with each other. A study done by Jennings, Swidler, and Koliba (2005) suggested that the implementation of a place-based curriculum in a standards-based school does not conflict with the existing curriculum. In fact, it even led the way for teachers to explore new possibilities to teach the students. What the researchers did was simply perform an analysis of the current situation of their school and the features of the current national curriculum standards. They then bridged the gap between what the students in the school needs and the national standards by introducing community-based standards.

These were found to have positive results in the performance of the students even in nationwide tests (Jennings et al., 2005).

In the same manner that community-based standards could be developed together with national standards, the study hopes to explore the possibility of providing a relevant and responsive curriculum to the local public schools through the development of content and performance standards that are derived from the local situation.

Methods

The research attempted to develop a place-based curriculum in a public secondary school using situational analysis in order to localize the K to 12 curriculum. This was done by developing place-based standards that would go hand in hand with the national standards set by the Department of Education through studying the situation's implications to the other curriculum elements. The research is descriptive-exploratory in nature and data gathering techniques included survey, observation, interviews, and document analysis.

The study involved four phases. Phase 1 is situational analysis. Print (1996) suggested steps to take in doing situational analysis: (1) identifying the problems in context, (2) selecting appropriate factors, (3) conducting data collection and analysis, and (4) making recommendations. The researcher used these steps in order to employ situational analysis of the school's context. The identified problem in the first step was implied in the study's aim that was to develop a place-based curriculum based on the K to 12 curriculum. The factors identified for the study included the identification of the internal and external factors. Internal factors were the (1) teachers, (2) students, and (3) the perceived problems in teaching and learning Grade 7 English. The external factors included (1) the nature of the content, (2) teacher support system,

(3) resources, and (4) the community's perception of the school, its needs and values.

Following the process of identifying the internal and external factors was data collection and analysis. Table 1 shows the

data collection techniques used by the researcher to obtain information about the different factors (i.e., internal and external factors). This is based on the work of Print (1996).

Table 1
Data Collection Techniques

Factor	Techniques	Data to be collected
Students	Interviews	Student information
	Questionnaires	Background and achievements
	School records	Class performance
		Attitudes and feelings towards the school
Teachers	Interviews	Attitude and behavior towards curriculum and instruction
	Questionnaires	Skills and abilities
	Profiles	Achievements
Perceived problems	Interviews	Felt problems in the school
	Questionnaires	Impressions of campus problems
	School records	
	Observations	Incident reports
Nature of content	Interviews	Opinions of content experts
	Questionnaires	Teacher attitude towards the changes
	Curriculum guides	Comparison of the old and the new curricula
Teacher support systems	Schools records/ memos	Attitude of teachers
	Questionnaires	Motivation
	Interviews	Impressions
Resources of the school	School records	Listing of resources
	Interviews	Impression of resources
	Inventory	
Community	Interviews	Attitudes of the community regarding the schools' role
•Perception on the school	Observations	Impressions on the school
•Perceived needs		Community values and needs
•Values		

Data from these factors were analyzed using a five-step process by Taylor-Powell and Renner (2003) that include:

1. Getting to know the data. This included repeated reading of the documents and redundant listening to the recorded data while the researcher took notes.

2. Bringing the data into focus. Data were classified according to questions or topics.

3. Categorizing the information. Data gathered were categorized according to preset codes (Glaser & Strauss, 2012). The code represent the categories in which the data belong. These preset categories were initially coded as implications to curriculum aims (A), content (C), methods (M), and evaluation (E). Later as more complex responses were noted, emergent categories (Taylor-Powell & Renner, 2003) were seen and data were classified accordingly.

4. Identifications of patterns. Connections among the categories were made and interpreted as themes of the data.

5. Interpretation of the data. Interpret the themes and understand them according to their implication to the development of the curriculum elements.

Phase 2 is the development of the curriculum through the analysis of the data from Phase 1. The researcher looked at the gathered data and their implications to the different elements of curriculum (aims, content, method, and evaluation). Following a method used in grounded theory, the researcher organized the data according to themes (Egan, 2002). These themes will be classified as implications to Aims, goals, or objectives (A), Content or subject matter (C), Method, approach, or learning experience (M), and Evaluation (E). This coding (Glaser & Strauss, 2012) helped the researcher easily determine which data

or response has an implication to any of the curriculum elements. After which, the research then proceeded to developing the curriculum based on the steps recommended by Nicholls and Nicholls (1978). Recommendations on how the curriculum should be framed were made using the results from the analysis.

Phase 3 is the development of the content and performance standards based on the considerations to the curriculum development process and the implications of the data. These standards shall be called the place-based standards and shall be included with the national standards.

In Phase 4, experts from the fields of curriculum studies and language teaching verified the process and the proposed place-based curriculum.

The respondents for the study were the teachers and students as part of the internal factors of situational analysis (Print, 1996). The public school in the Schools Division Office-Caloocan City, is located in Caloocan City North area and has more than 65 faculty members and department heads. Twelve of these teachers were members of the English language arts department. Three of them teach in the Grade 7, who were the teacher-respondents in this study.

The student population of the school was around 2,000 in all year levels, more than 600 of which were in the Grade 7. Some of them come from the depressed areas around the school while others are from well-off families. Some even come to school without having breakfast or lunch. These students are the recipients of the school's feeding program. Family backgrounds of the students also differed. Some come from typical families while some live with relatives.

To observe the objectivity of selecting the respondents from such huge and varied population, a stratified random sampling was used, where five students from each of the sections in Grade 7 were randomly selected that made up a total of 60 student-respondents.

The community part of the study was composed of the parents, community leaders, and the industry. Representatives of the community leaders were the barangay captain and a member of the barangay council. For the parents, the researcher sent invitations to the 10 parents of Grade 7 students for an interview. Unfortunately, only two parents responded for an interview. For the industries, the researcher set email interviews to the International English Language Testing System (IELTS) licensee in the country, which is International Development Program (IDP) Education, Philippines and to the Test of English of as a Foreign Language (TOEFL) licensee, which is Educational Testing Service (ETS) Philippines. As the language testing industries, they provide the companies here and abroad with employees who have acquired a certain level of skill in the English language. Their perceptions of the language education proved significant in the study. Only the IDP Education, however, granted the request and answered the questions.

Results and Discussion

The Teachers and the Students

Using the data gathering techniques presented by Print (1998), the researcher gathered data by multiple means. The researcher used questionnaires, interviews, focus group discussions and other data gathering methods to obtain the information from the respondents.

The three teacher-respondents were all teaching Grade 7 students. All of the

teachers handled from three to five classes in the Grade 7 with class sizes ranging from 50 to 78 students in each of the sections during the daily class hours. The teachers taught the lessons following the prescribed modules provided by the Department of Education (DepEd) which contained the topics and the activities to be discussed within the quarter. These modules were distributed to the teachers at the beginning of the classes, usually in June. But due to the limited resources of the school and the SDO-Caloocan, copies of these modules were only held by the teachers and the copies were not given to the students. Teachers must find ways to teach the modules to the students. They usually wrote the lesson on manila papers, or they photocopied the lessons themselves using their own money or asked some from the students so they could distribute copies of the activities.

Focus group discussions (FGD), interviews, and observations with the teachers and their classes suggested that the limited number of modules for students was just one of the difficulties that the teachers were experiencing in the implementation of the K to12 curriculum in their school. Other problems included the lack of motivation of teachers, inadequacy of trainings provided, lack of instructional materials, limited resources of the school and teachers, limited class-time allotment, excessive number of students per classroom, limited administration support and limited preparation for the classes. Table 2 presents these problems experienced by the teachers in the implementation of the DepEd K to 12 curriculum.

Table 2

Perceived problems by teachers in the implementation of the K to 12 Curriculum

1. Lack of teacher motivation
2. Lack of teacher training
3. Limited resources of the school and the teachers
4. Lack of instructional materials
5. Limited class-time allotment
6. Excessive students in the classroom
7. Limited administration support
8. Limited time for preparations

Data from the Grade 7 teachers suggested that they were unmotivated in teaching the subject. However, researches stressed the importance of motivation to the learning process. Motivation among the teachers in the school plays a very important role in the implementation and attainment of the curriculum goals. Unmotivated teachers may not perform well in a new curriculum (Yin & Hui, 2012). It is therefore paramount that teachers' concern regarding their motivation be addressed as early as possible. Such has great implication not just in the implementation of the proposed curriculum but also in its planning.

Ronald Doll (1996) expressed that curriculum improvement is a process. Part of this process are the teachers for they also take part as curriculum developers (Taba, 1962; Lattuca & Stark, 2009; Tyler, 1949). As developers, they modify the curriculum to some extent for they also develop plans and teach the content of the curriculum. As such, their professional and personal development also matters. For the curriculum to improve, the teachers must be able to commit themselves to self-improvement. The factors for this improvement process include the following: felt need, consequent motivation, appropriate school environment, and

encouragement (Doll, 1996).

Although the teachers were quite aware of their predicament in school, there was very little collaborative effort on their part to improve. If the current situation of the teachers in Sampaguita High School remains the same, the teachers might show resistance with the proposed place-based curriculum positively especially their motivation to implement the curriculum improvement. This is because changes in the curriculum are generally repelled by teachers especially at the onset (Ornstein & Hunkins, 1988; Doll, 1996; Print, 1996; Tyler, 1949). They would need more encouragement to accept the curriculum.

Teachers also pointed out several weaknesses in the implementation of the K to 12 curriculum most especially in the lack of the appropriate teaching materials and facility in the school. Interaction, observations, and interviews with them revealed their reluctance to show enthusiasm in practicing the essence of the curriculum. Most of them simply followed the modules as they were presented without much creativity. They simply photocopied the activities and distributed them to the students or wrote on Manila papers to be copied.

Little effort was exerted in going beyond the modules of the K to 12 curriculum or in referring and achieving the standards set. Without optimism, difficulties would simply go unanswered.

Such an attitude could be improved by letting the teachers understand that problems should be taken as a challenge rather than a weakness. It is very important that teachers have a positive attitude towards the curriculum so as to make its implementation a success (Cronin-Jones, 1991). According to Thomas Guskey (1988), teacher efficacy, self-concept, and attitude are factors that could be considered for development for they are directly related to the teachers' attitude towards the implementation of recommended innovations. These factors clearly need to be addressed to draw support from the teachers in implementing the curriculum.

Data gathered from the school and the teachers also revealed that the teachers are in need of training especially in the implementation of the content of the K to 12 curriculum.

Administrators and teachers may need to collaborate in order to come up with ideas to address professional development and not just rely on the trainings provided by DepEd. Administrators like the department heads need to collaborate with the teachers regarding implementation of the K to 12 in the classrooms. This will help them better understand the curriculum changes that are being implemented.

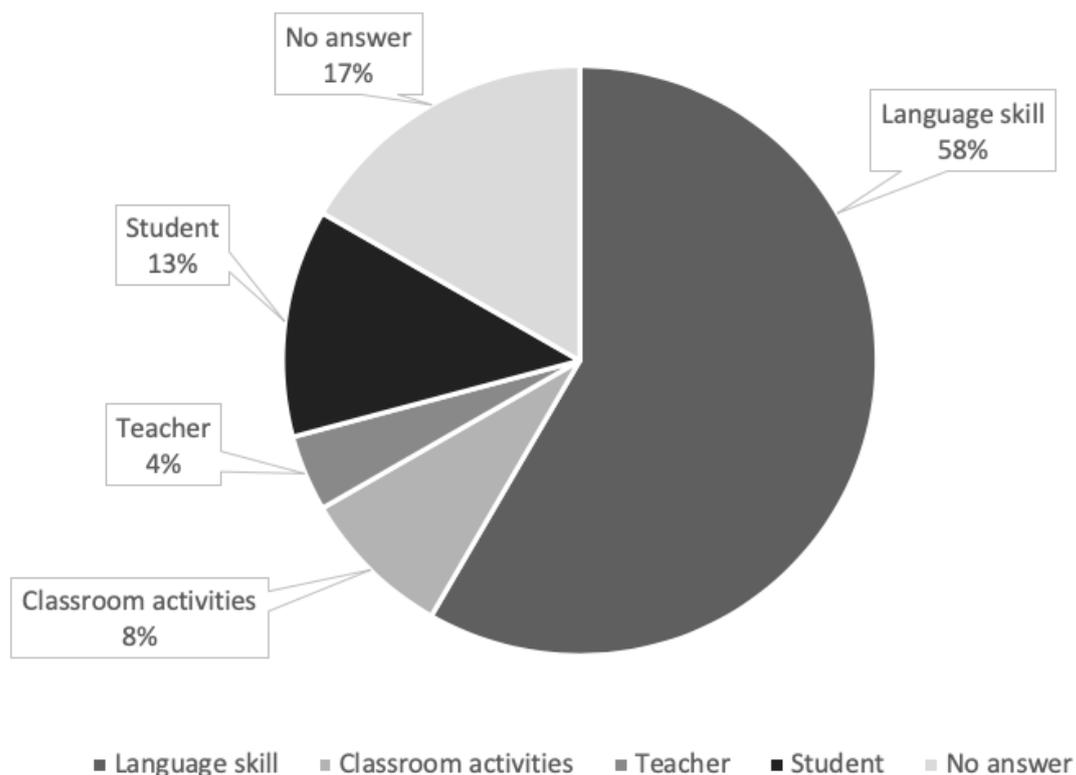
Data obtained from the interviews and the questionnaires revealed that they have their ideas about what the content of the curriculum should be. This is clear in their preference to teach the grammar rules and patterns over the other skills such as reading and writing. Their

reactions were based on their interactions with the students and their performance in the classes. Data showed that grammar plays a critical role in the development of the module for Grade 7 English. This perhaps stems from the belief that students should have a good grasp of the basic grammar skills to enable them to learn the more complex skills demanded by the K to 12 curriculum in English. Thus, mastery of the rules of the language becomes an important component in making the students understand and achieve the standards.

The strategies of the teachers also need to become more innovative. Although the K to 12 curriculum seemed to be modular, extreme dependence on the modules may spell danger to the success of its effectiveness. Activities that required student participation still took precedence over lectures and pen and paper tests. In order to achieve the performance standards to the fullest, an additional effort is needed to come up with activities that fit the standards. Teachers' lack of confidence brought about by the insufficient understanding of the curriculum led to their overdependence on the modules from DepEd that they feel lost without it. The proposed curriculum should encourage creativity of the teachers by allowing them to use different sources of content and teaching strategies. It may provide suggestions from which the teachers can choose.

Students also perceived several difficulties as they went through the Grade 7 English curriculum of the DepEd K to 12 Basic Education Program. Some of these difficulties are presented in Figure 2. These perceptions of difficulty proved vital in the development of the place-based curriculum.

Figure 2
Perceived difficulties of students in Grade 7 English



Several themes emerged from the various responses of the students. Categories were determined after clustering the themes that sprung from the responses. Language skill refers to the difficulties of students in relation to basic language skills and competencies such as grammar, speaking, reading, writing, and listening. Classroom activities refer to difficulties faced by the students with regards to activities teachers asked them to do in and out of the classroom. This includes group activities, seatworks, assignments, discussions, among others. Teacher refers to difficulties brought about by the teacher's personality or attitude as perceived by the students. These maybe his/her idiosyncrasies, competencies, and expertise in the subject as seen and felt by the students in their daily interaction. Student refers to difficulties brought about by the students' own personality or attitude towards learning the subject itself. Answers ranged from lack of sleep,

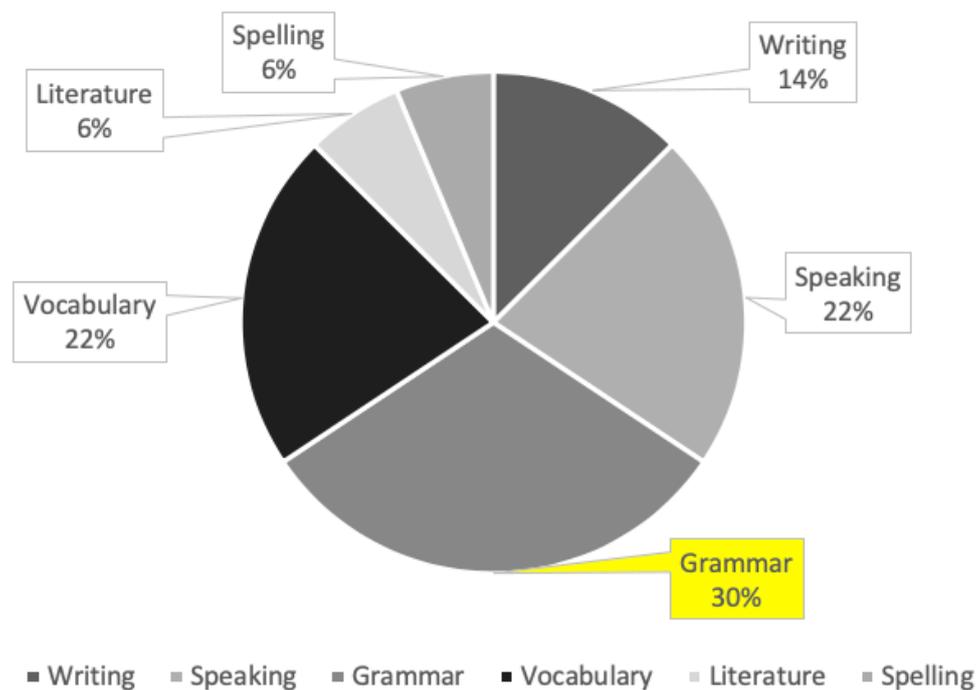
discouragement, or lack of interest. Themes suggest awareness on the part of the students of their own weaknesses beyond the language competencies. No answer refers to those who failed or were not able to answer the question.

More than half of the respondents (58%) acknowledged their limited knowledge of the basic language skills as their primary problem in learning English in Grade 7. This suggests that they felt that their knowledge, competencies, and language skills were not acquired or developed in the primary and elementary years at the expected levels to prepare them for language learning in Grade 7. The data clearly coincide with the teachers' observations that the basic language skills scaffold the students' further learning in the subject.

Figure 3 shows the different areas of difficulties of students in language skills.

Figure 3

Difficulties in language skill experienced by the students



Knowledge and application of the grammar rules (30%) were cited as the top difficulty of the students when it comes to learning the subject in Grade 7. Some have even reported to use the expression “nose bleed” (a common Philippine expression referring to the bleeding of one’s nose whenever confronted with difficulty grasping an idea or a word, most especially in English) when it was time for their English class. Twenty-one percent (22%) of the students related their difficulty with the words uttered by their teacher/s or written in the reading materials they use. This vocabulary issue hindered the students’ understanding of what was discussed inside the classrooms. Researches have expressed the relation between language acquisition and anxiety. Horwitz (2001) called this language anxiety. Her study suggests that anxiety is actually the cause of difficulty in learning a second language. In this case, the fear of learners actually makes it difficult for them to learn the second language. One cause of

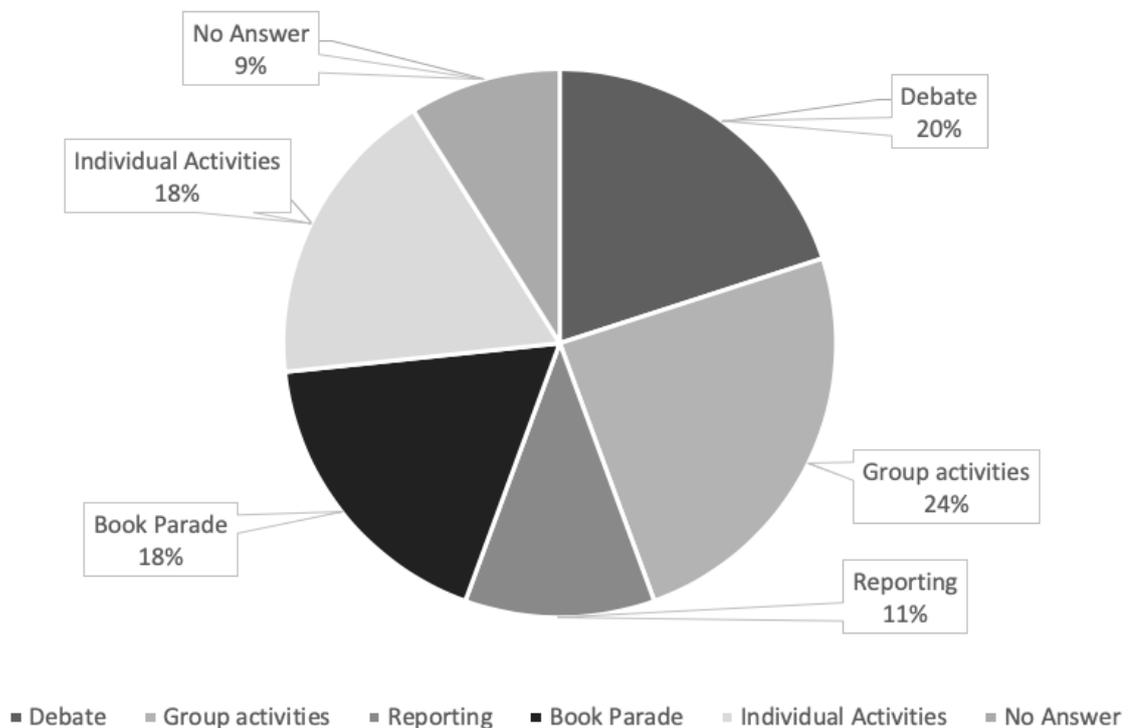
this anxiety could stem from the inability of students of “self-presentation” (Horwitz, 2001), on top of stage fright. Some of these are problems in speaking and writing of students, all of which were consistent with what the students exhibited.

Students also reported that sometimes, classroom activities can be a cause of difficulty. These activities were given by the teachers as part of their teaching strategies. Some of the activities mentioned by the students included role plays, assignments, quizzes, and reporting. However, some students felt that these activities may not entirely help them. They have in fact reported that these sometimes hindered their learning. Respondents were asked to recall the activities they liked being conducted in their English classes.

Figure 4 shows the classroom activities done in English 7.

Figure 4

Most Recalled Activities of Students in their Grade 7 English Classes



The Book Character Parade was a school-wide competition where each section sent a team of students to represent their class in a one-act-play competition depicting a book character of their choice. This activity was held in celebration of the school's English Month.

Individual activities is a clustered theme composed of activities like lecture, assignments, quizzes, and others. Mostly, these are the activities that students needed to do on their own without assistance from their classmates. A large percentage of the responses revolved around group activities (24%), the debate (20%), and the Book Parade (18%) all of which have something in common. Most of these activities allowed the students collaborate and interact with one another and enabled them to work as one group instead of individuals to complete tasks. These responses suggest that the activities from which they are more likely to learn and remember are the activities wherein

they were able to actively participate and enjoy at the same time.

As previously mentioned by the teachers, data from the students confirmed that their greatest weakness in learning Grade 7 English is their lack of knowledge of the basic skills in English. These data have great impact in the development of the proposed curriculum's content and aims. Researcher's observation of the students also suggests that their performance in class is affected by their lack of knowledge of the basic English skills. The seemingly lack of confidence in the grammar of the language, for example, caused them to be anxious in learning the language. Anxiety in participation to class activities became a hindrance to these students. It caused them to be quiet during class or simply ignored what was happening in the classroom. This lack of participation in the classroom was sometimes interpreted by the teacher as an obvious refusal to take part in class when in fact it was caused by a different

factor. Difficulty in learning the basics of the language also became an obstacle for the students in understanding the lessons in class. They have pointed out that they have had difficulty following the lesson because they did not understand what the teacher said in class. With this in mind, the proposed curriculum should also take time to impart the basic language skills to the students before moving on to the more complex demands of the K to 12 curriculum. Mastering these skills will help the students gain more confidence in language learning (Horwitz, 2001). The more confident the student is, it encourages active participation in learning the language.

Students have also pointed out that they greatly participated in activities that allowed interaction with peers. Activities like debates, group or collaborative activities, or school activities greatly appealed to the students as evidenced by their enthusiasm in them. Students reported to give their best and expressed perseverance in completing the tasks before them. They enjoyed joining contests where they can engage in meaningful interaction with their classmates. The proposed place-based curriculum should therefore reflect the same. It should provide opportunities for the students to engage in meaningful interaction with classmates and other members of the school. Such strategies are congruent with the aim of the language part of the K to 12 Curriculum which situate the students in real-life communication opportunities.

The Community and Other Stakeholders

Parents and the community leaders had very different perceptions about the kinds of problems in relation to their child's education. Parents expressed that their greatest concern about their children in school is the amount of schoolwork the students had to accomplish in a day. Students had eight subjects in a day with 50 minutes for each subject. Each of the classes required an output that needs to be done at home or in school. Outputs came in many different forms like song performances, plays, cooking sessions, printed materials, compilations, and the like. These, according to the parents, took too much of the time of the students, stripping their time away for other things like sleep. Most often, since the activities that the students were asked to do were collaborative, they would have to return to school or stay in school after classes just to finish their tasks. The next day, they would have to wake up early to come to school at six o'clock in the morning.

Parents have also witnessed the inadequacy of materials of the school and of the teachers teaching in Grade 7. Table 3 shows some of the technologies available at the school especially in teaching the viewing skills. However, these equipment and facility are not sufficient to serve the large number of students on a daily basis.

Table 3
List of Technology Available in School

EQUIPMENT/ FACILITY	CONDITION/ REMARKS
Projectors Computer Laboratory Speech Laboratory Interactive Whiteboard SRA Reading Laboratory Personal computers	Good condition; owned by some departments 1 room; 48-seater; with internet connection 1 room; some of the cubicles and accessories are in bad condition 3 rooms; used only by those students housed in the rooms 1 box set with workbooks 1 for each department

Because of this condition of the equipment and materials of the school, the students and the parents would have to produce some of the materials that the students need for the class. Students would have to photocopy the materials (i.e., lesson activities and reading selections) with their own allowance. The problem however, was that some students and parents have financial problem. This is most evident from parents coming from the poor families.

Perhaps the most pressing problem that the parents perceived is the lack of communication between the community and the school. Parents have observed that, in spite of having students coming from depressed families, the school does not make an effort to reach out to these families or to the surrounding communities. In an interview, one parent said: “Hindi kita ang school sa community at hindi rin kita ang community sa school [The school is not seen around the community and the community is not seen in the school as well].”

The only interaction that occurs between the school and the community happens during school programs such as the recognition and graduation ceremonies, “Brigada Eskwela” project of the DepEd, enrolment days, and the distribution of report cards, when the parents claim their children’s report cards. Other than these, parents do not come to school to school unless asked. The school does not make its presence felt in the community.

This situation, however, was not met with complacency or indifference. Parents recognized the importance of making the school as much a part of the community as possible and vice versa. In fact, they felt that the school should initiate the programs that would make it a part of the community.

“Dapat mag-initiate din ang school ng outreach sa labas [The school should also initiate outreach programs], stressed the parent during our discussion.

The parents felt that they should be given the chance to participate more in the activities of the school rather than just be seen during the distribution of card or enrolment.

Seeing this lack of communication between the school and the community, community leaders have not realized the impact of the school to the places they are leading. Interviews with the barangay captain and the council member proved the gap between the school and the community.

The main focus of the barangay in the community is maintaining peace and order around. When asked about the role of the barangay in the school, both the captain and the council member mentioned about the delegation of the barangay tanod to assist the students, most especially pupils from the elementary schools, in crossing streets and directing the traffic. Other than this and the occasional security personnel deployed to the schools during programs, the community leaders had no mention of other involvement in the schools, specifically in the elementary and the high school. Involvement of the barangay to the education of the community was limited to the keeping the barangay day-care center, which it funds, and assisting in the allowance of the teachers in the Alternative Learning System (ALS) for out-of-school youth.

Violence seemed to be the common problem within the barangay. The usual complaint heard in the barangay concerns gang wars, bullying and other forms of juvenile delinquency. Although the barangay officials cannot provide a statistics of the crime rate around, a

look at their blotter revealed several cases of minors involved in numerous cases mentioned, most common of them would be violence against another minor in the form of assault or bullying.

When asked about the educational problems around the community, the barangay officials mentioned the poor use of English in their community. The leaders agreed that English is an important language to use. They also agreed, however, that there was no venue for the students to practice the language other than in the schools. They viewed English as a language for academic purposes and is used only in communications and correspondences in the barangay and its documents.

“Ang gamit ng English e yung sa college, hindi ba? Gamit din namin yan sa barangay lalo sa mga sulat” [English is used in college, isn't it? We use English here in the barangay for letters], said the barangay captain.

Even though parents and the community leaders have different perception on educational concerns, they both agree that mastery of English provides good opportunities abroad. Both expressed that English competency is needed for a better life outside of the country. The researcher therefore opted to get the side of the industries so as to learn the English language competency requirements for landing jobs or studying abroad.

The director of IDP Education Philippines, Director Andrew King, explained that IELTS has two modules which they use to test their candidates. The Academic module is used for applicants seeking to study in higher education institutions or to get to professional exploits. The General Training module is used for applicants who want to pursue non-academic training, to gain general work experience, or to migrate to

another country. It has no minimum score requirements. It has, however, a results form that reports the score of the candidate from band 1 to band 9 where band 1 is the lowest. IELTS tests the candidates in four major domains of the English language: listening, reading, writing, and speaking. Each domain is given a band score and then an overall score. The director said that the band requirements of each country and institution differs depending on the purpose of the candidate and country of their destination.

“The level of English proficiency and therefore IELTS Band Score required varies according to the kind of work to be performed and the destination country:

Examples:

Registered Nurse: Australia/ New Zealand require Band 7 or above in all areas USA requires 6.5 Overall Band Score plus 7 or above for Speaking

Welder: Overall band Score of 5 or more,” wrote Director King.

According to the director, Philippines still ranked first, tied with Malaysia, in the results for the academic module in 2012, but ranked sixth in the general training in the same year. This reveals the decline of the Philippines in the IELTS in recent years. He attributed this to several problems and issues the country has.

“Many candidates have difficulty reaching 7 across all bands for professional pursuits such as nursing. Many lower level workers/trades people have difficulty reaching Band Score of 5. This may reflect the level of exposure to English in different subsets of the population (access to Cable TV, newspapers published in English, English speaking friends or relatives, negative responses from friends/ associates when trying to use English,”

The director suggested that perhaps some of the problems the country has, especially in the competence level in English, could be attributed to society's tolerance to the wrong usage of the language in everyday conversation. People and students' exposure to these added to the difficulty in learning the language. This clinging to "Filipino English" as he pointed out, does not bring about good change especially in the international setting.

In addition to society's tolerance to incorrect English, another issue that aggravates the problem is the lack of good teachers to teach the language in the schools. The director mentioned the decline of the number of good teachers of English in the country due to better job opportunities abroad.

"The gap is the English competence across the board. There has been a slight decrease in English Proficiency over time and this may relate to the emigration of English teachers from the Philippines to jobs abroad. The remaining teachers struggle to teach English and, may in fact, be teaching incorrect English without realising it," said Director King, stressing the effects of flight of the teachers from the Philippines in search of better opportunities abroad.

Nicholls and Nicholls (1978) have expressed the importance of the environment in which the student belongs in guiding the process of curriculum development. As such, it is a crucial part of situational analysis to investigate the situation of the learners in their current surrounding. It is imperative, however, to focus the investigation to those which are relevant to their lives today (Tyler, 1949). This investigation aims to find the link between the kind of life they have outside with what they do and learn in school for the learning to be applied and relevant to

the learners.

Through their responses, parents have expressed a crucial point to this investigation. They mentioned the amount of workload the students have to bear in a day just to cope with the new curriculum, suggesting that the proposed curriculum should find a balance in the performance outputs asked for the students. The K to 12 Curriculum, being a curriculum that puts value to the product and performance of the students, has placed the performance outputs of the students as an assessment of learning. As such, the students have to make outputs of projects, performances, researches, and the like as forms of assessment in the new curriculum. While still prioritizing outputs from the students, the proposed curriculum seeks to provide both products and performances that utilize the skills of the students not just in English but also in other subject areas so they could be rated from one or two major outputs. This lessens the burden of the students of doing numerous projects to just a handful of outputs that they could manage. The focus should switch from quantity of work to the quality of work of the students.

Parents and the community leaders have also pointed out that the school's presence is not felt in the community. The school seems detached from the community because of its lack of initiatives to connect with the other members of the community. It is important that the schools maintain community connections if they are to make a difference (Chase, 2011). In this way, the school may be able to respond to the needs of the community. The proposed curriculum should reflect this need of the community. Therefore, the proposed curriculum should include provisions that would provide connections with the community. Aims and learning experiences in the curriculum should mirror the needs of the community.

Aside from the detachment of the school from the community, the barangay captain and the council member expressed the greatest concern of the community was the peace and order. Juveniles were involved in many cases reported to the barangay. This suggests the kind of content that might be included in the proposed place-based curriculum. To make the learning in the schools relevant to the learners, the curriculum must include raising awareness of these situations. Content of the curriculum and class discussions would involve addressing juvenile delinquencies in the community to encourage the students to become good members of the community.

Data from the industries reveal that the decline in the performance is caused by several factors. Society's tolerance to the wrong usage of English and the low level of competence in teaching English in schools are two of the reasons why Filipinos have a difficulty in coping with the increasing demands of globalization and the global market. The proposed curriculum should therefore prioritize the teaching of correct English in the classrooms focusing on the four macro skills: listening, speaking, reading, and writing. Assessment of the macro skills underscores the development of communication where it is applied in situations that the students would be encountering outside of the classroom.

Considerations in the Development of the Place-Based Curriculum

The findings of the situational analysis were analyzed in coming up with the considerations for the conceptualization, selection, and organization of the curriculum elements.

1. The motivation of the Grade 7 English teachers was quite low that affects their performance in teaching

the subject. This was brought about by several factors such as the insufficiency of instructional materials for the program and lack of understanding of their role in the new curriculum that led to reluctance in the full implementation of the program.

2. Teachers were too dependent on the modules to teach the Grade 7 English curriculum. This limited the creativity of the teachers in delivering the content. It also showed the low level of understanding the curriculum. The proposed curriculum should allow the teachers to use multiple resources in developing the lessons and units.

3. Teacher participation in curriculum implementation is not evident. They would need the time and training they require for them to adapt to the changes in the curriculum. The proposed curriculum should allow the teachers to be familiarized with the changes in the curriculum and better to be prepared for the demands of the program.

4. The students expressed their preference to the kinds of learning experiences they are more likely to respond. They preferred to participate in activities that were more engaging and collaborative and that would stimulate their talents and skills. However, the parents and teachers recognized the value of traditional drills in teaching the language. The industries also expressed the value of accuracy in the teaching of the language in schools as well. The proposed curriculum should then incorporate drills and accuracy in teaching the language in the formulation of learning experiences and methods for the students. In this way, both progressive strategies (i.e., collaborative learning) and traditional strategies (i.e., drills) are used in teaching Grade 7 English.

5. Students' understanding of the basic language skills was still not developed

at the expected level. Mastery of the basic language skills (i.e., listening, speaking, reading, and writing) should be prioritized by the proposed curriculum. Sufficient time should be given for the students to master these skills.

6. The K to 12 curriculum puts emphasis on the performance and products of the students as evidences of their learning. This was interpreted by the teachers mostly as projects. However, due to the demand of outputs in other subject areas, students are overwhelmed by the amount of schoolwork. The proposed curriculum should align the outputs with other subject areas and promote collaboration among teachers in grading these outputs.

7. The role of the school in the community was rarely felt by the people. The proposed curriculum should promote the strengthening linkages between the school and the community through activities that would reach out the people.

8. Despite the limited trainings and seminars conducted for the teachers, DepEd provided the school and the teachers with facilities and equipment that can help the teachers in the Grade 7. The proposed curriculum should help the teachers develop lesson plans that maximize the use of the facilities and equipment.

9. A major concern in the community was the occurrence of juvenile-related violence around. The proposed curriculum should consider this situation in the selection of aims, content, and methods in teaching Grade 7 English. A thematic approach to the development of units might be considered.

10. Students found more meaning in the activities that they do if they value the connection of these activities in real-world situations. Learning experiences and evaluation strategies of the proposed curriculum should include situations that promote the development of communication skills.

The researcher reviewed these findings and their implications to the different elements of the curriculum. The following are guidelines in the decision-making process for each element of the curriculum.

Curriculum Aims

The place-based curriculum needs to be responsive and relevant to the needs of the students and the community in general. Literature discussed the process of curriculum development and looked upon situational analysis in order to determine the needs of the community, the school, the students and other stakeholders. These needs help develop the curriculum. The study, guided by the same principles, used situational analysis in order to determine the needs of the school's stakeholders and the community. Other than the needs of the community, the national curriculum also serves as the basis in the development of the place-based curriculum. It also needs to consider the state-prescribed standards and competencies in DepEd K to 12 curriculum. Therefore, the place-based curriculum contextualized the content of the K to 12 curriculum according to the needs of the school, students, and the community. Both the national standards and the community standards are considered in developing the place-based curriculum.

Table 4 shows the national standards along with the place-based standards in Grade 7 English.

Table 4
Grade 7 Standards in English

Program Standard	The learner demonstrates communicative competence through his/her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
Grade Level Standard	The learner demonstrates communicative competence through his/her understanding of Philippine literature and other text types for a deeper appreciation of Philippine Culture.
National Content Standards	The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.
Place-based Content Standards	Student understands that violence is not the best means of solving dispute but rather only aggravates the problem through literature and other forms of communication
	Student understands the importance of the English language as a means for Filipinos to effectively communicate in the local and in the international scenes.
National Performance Standards	The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.
Place-based Performance Standards	Student communicates to others by means of various linguistic skills about how to peacefully solve disputes with members of the society.
	Student uses various communication strategies accurately in the context of formal and non-formal communicative situations.

The K to 12 curriculum does not present specific objectives in its curriculum guides. Instead, it presents learning competencies categorized according to learning domains and organized per week every quarter. In order to guide the teachers in unpacking the learning objectives from the competencies set in the curriculum guides, the researcher presents the following learning objectives based on the competencies, categorized according to the learning domains as well. This is done by clustering the competencies, which are spread over the entire quarter, under each of the domains and identifying the common objectives of each cluster. For

example, under Reading Comprehension, the specific objectives include (1) the use of appropriate reading style for one's purpose, (2) interpret information using diagrams, and (3) interpret visual/graphical information.

Table 5 shows the specific objectives for all the domains for the first quarter.

Table 5
Specific Objectives of the Place-based Curriculum

Reading Comprehension	<ul style="list-style-type: none"> • Use appropriate reading style for one's purpose • Interpret information using diagrams • Interpret visual/graphical information
Listening Comprehension	<ul style="list-style-type: none"> • Identify features of speech • Use features of speech to identify meaning
Viewing	<ul style="list-style-type: none"> • Identify genre of viewed materials • Organize information from viewed materials
Vocabulary Development	<ul style="list-style-type: none"> • Differentiate between colloquial and slang expressions • Use appropriate idiomatic expressions • Explain the predominance of idioms in colloquial communication
Literature	<ul style="list-style-type: none"> • Relate one's past with the literature • Identify genres of precolonial literature • Describe using sensory images • Identify literary devices
Writing & Composition	<ul style="list-style-type: none"> • Identify purposes of writing • Differentiate literary from academic writing • Identify features of a paragraph • Retell a story
Oral Language & Fluency	<ul style="list-style-type: none"> • Observe correct pronunciation of vowels and consonant sounds • Observe correct pacing and phrasing in reading paragraph and poems • Use appropriate intonation in asking questions
Grammar Awareness	<ul style="list-style-type: none"> • Observe correct subject-verb agreement in different forms of the subject

Data gathered from the respondents suggested the need to use both traditional and non-traditional strategies in teaching, assessing, and evaluating the students. Students favored the non-traditional strategies especially those that involve interaction between and among students. Teachers, parents and other stakeholders, on the other hand, favored the more traditional strategies especially those that involve drills and practice of the basic language skills of students.

The K to12 curriculum promotes the non-traditional means of assessments in

the form of performances. In the K to 12 curriculum, assessment of students is done in four areas namely, knowledge, process, understanding, and performance. Under each of the areas, teachers are expected to employ the appropriate strategy to effectively assess student progress. Special attention is placed by the DepEd in the use of non-traditional means of assessment especially in the assessment of performance, which is generally a culmination of the students' overall learning. This is done by using rubrics to ensure the objectivity of the assessment.

Based on these findings, the proposed place-based curriculum suggests both traditional and non-traditional strategies of teaching the content.

Table 6 shows the suggested teaching strategies in the proposed place-based curriculum. The performance of students in the proposed place-based curriculum

is assessed using the assessment measures as indicated in Table 7. Teaching strategies and assessment are designed in order to attain the standards set in the proposed place-based curriculum. It also suggests a performance rubric to assess student performance as indicated. Table 8 shows a sample rubric for a student performance.

Table 6

Suggested Teaching Strategies in the Proposed Place-Based Curriculum

Traditional	Non-Traditional
<ul style="list-style-type: none"> •Drills •Lectures •Class discussions •Small and large group discussion •Assignments •Seatwork •Oral and written reports/ presentations 	<ul style="list-style-type: none"> •Art activities (in relation to puppet making) •Re-enactments of scenes from stories and real-life experiences •Movie reviews •Reaction papers •Choral reading/ reader's theatre •Storytelling •Role playing •Song interpretations •Research papers field trips/Ocular trips •Peer critiquing

Table 7

Suggested Assessment in the Proposed Place-Based Curriculum

Knowledge	Process	Understanding	Performance
<ul style="list-style-type: none"> •Pen and paper tests •Quizzes •Seatwork •Sentence completion •Definitions •Oral recitation 	<ul style="list-style-type: none"> •Oral reports •Pen and paper tests •Quizzes •Seatwork •Oral recitations •Oral reading •Diagram making •Reaction papers 	<ul style="list-style-type: none"> •Role playing •Poster making •Written reports •Oral reports •Creative writing (poems, essays, etc.) •Song interpretations •Diagram making •Art activities 	<ul style="list-style-type: none"> •Puppet show for grade school pupils about peaceful conflict resolution

Table 8
Sample Rubric for Scoring Performance

CATEGORY	4	3	2	1
Puppet Manipulation	Puppeteers always manipulated puppets so audience could see them.	Puppeteers usually manipulated puppets so audience could see them.	Puppeteers sometimes manipulated puppets so audience could see them.	Puppeteers rarely manipulated puppets so audience could see them.
Voice Projection	Voices of puppeteers were always audible to people sitting in the back row.	Voices of puppeteers were usually audible to people sitting in the back row.	Voices of puppeteers were sometimes audible to people sitting in the back row.	Voices of puppeteers were rarely audible to people sitting in the back row.
Accuracy of Story	All important parts of story were included and were accurate.	Almost all important parts of story were included and were accurate.	Quite a few important parts of story were included and were accurate.	Much of the story was left out or was inaccurate.
Expression	Puppeteers' voices showed a lot of expression and emotion.	Puppeteers' voices showed some expression and emotion.	Puppeteers' voices showed a little expression and emotion.	Puppeteers' voices were monotone and not expressive.

Content and Alignment

The K to 12 curriculum for Grade 7 English suggests materials for content especially in literature. However, responses from the respondents suggest that the place-based curriculum should suggest materials other than literature to achieve

the place-based curriculum standards along with the national standards.

Table 9 and Table 10 show a list of literature and audio-visual materials aligned with the standards and focused on the standards and the learning competencies of the K to 12 curriculum.

Table 9
Suggested Literature and Audio-Visual Materials in the Proposed Place-Based Curriculum

Suggested Literature	Suggested videos
<ul style="list-style-type: none"> •“The Centipede” by Rony V. Diaz •“Footnote to Youth” by Jose Garcia Villa •“How the Village of Aguigay became a Lake” a Filipino folk story •“Why Bats Fly at Night,” a Filipino folk story •“A Moment of Blindness” by Bibiana T. Ishita •“Community” by Flordeliza R. Paredes •“Lord, Is It I?” by Fr. Guido Arguelles, SJ 	<ul style="list-style-type: none"> •“Gangsta Girls” documentary by Sandra Aguinaldo •“Shoplifters” documentary by Kara David •“Lasengga” documentary by Sandra Aguinaldo •“Batang Pirata” documentary by Sandra Aguinaldo

Data from the respondents also suggested that the different subject departments in the school collaborate and work towards attaining the standards of the curriculum. The proposed place-based curriculum also suggests that the activities and assessments should be aligned with the competencies in other subject areas. The proposed curriculum in Grade 7 English both focus on attaining the standards of

the placed-based curriculum and of the standards in the different subjects.

Table 10 shows the suggested subject areas along with the competency codes to which the assessment and evaluation strategies of the proposed curriculum may be aligned.

Table 10
Suggested Competency Alignment to Other Subject Areas

Subject	Competency Code
Edukasyon sa Pagpapahalaga	<ul style="list-style-type: none"> •EsP7PS - Ia - 1.1 •EsP7PS - Ia - 1.2 •EsP7PS - Ic - 2.1
Filipino	<ul style="list-style-type: none"> •F7PS - Ia-b - 1 •F7PS - Id-e - 3 •F7PS - li - 2
Mathematics	<ul style="list-style-type: none"> •M7NS - Ib - 1 •M7NS - li - 2
Araling Panlipunan	<ul style="list-style-type: none"> •AP7HAS - If - 1.6 •AP7HAS - Ih - 1.8

Conclusion

The study aimed to develop a place-based curriculum aligned with the DepEd K to 12 curriculum for Grade 7 English using the modified model from Nicholls and Nicholls. The situational analysis was an effective way of understanding the difficulties and problems of the school and community stakeholders. It proved helpful in determining the considerations for the development of aims, selection of content, strategies, and assessment. The study showed that the national curriculum can be localized in all levels to fit the situation and address the concerns of the local school and the surrounding communities, showing that the place-based curriculum agrees with the standards set in the national curriculum. However, the study acknowledges the need for teacher-training in curriculum

development for the study to be fully implemented in the field.

Recommendations

Based on the findings of the study, the following recommendations are presented:

1. Implement the curriculum development process in other localities and in other subject areas. The development process used in the study could help tailor-fit the national curriculum to local communities especially for subjects like the Mother Tongue-Based Multilingual Education, Values Education, and Technology and Livelihood Education where contextualizing the curricular elements could help create a responsive K to 12 Curriculum.

2. Teacher training in curriculum development. The development process used in this study will be more helpful if the teachers are familiar with the process of curriculum development. Research showed that the teachers were unfamiliar with the elements at play even with the K to 12 curriculum. To address this concern, teachers should be updated with the latest curricular changes, and capable in applying the knowledge and skill to improve the implementation of the curriculum. They are in the most opportune position to become both curriculum developers and curriculum implementers). School administrators and public schools district supervisors can formulate policies or programs that would help equip the teachers in implementing the curriculum through trainings, seminars, or workshops.

3. Further research on local curriculum development in the Philippine setting. Much of the study on localization and curriculum development comes from the national and international scene. Since the Philippines has shifted to a standards-based curriculum, there is an opportunity for researchers to look into the curriculum development process in local communities and how it could empower local values and identities.

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REGIONAL RESEARCH

BASIC EDUCATION SITUATIONAL ANALYSIS IN THE DEPARTMENT OF EDUCATION- NATIONAL CAPITAL REGION

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ABSTRACT

One of the top Sustainability Development Goals is quality education. A clear roadmap of knowing where to go starts with understanding the status and context of basic education. This study aims to examine the current status of basic education implementation in the National Capital Region. Basic Education information was derived from the Department of Education portal, Regional Development Plans, Basic Education Information System, and relevant data from authoritative sources. Status, trends, and major issues were identified using dashboards, prioritization, segmentation, and problem tree. Findings revealed that there were issues related to access of children in the basic education such as increasing rate and high incidence of dropout, school leavers, and promotion in Kindergarten, grade one, and grade seven. In terms of quality, the National Achievement Test (NAT) revealed zero percent highly proficiency in both elementary and secondary levels in all learning areas. Moreover, almost 60 percent of the NAT takers belonged to the low proficiency level. Based on the results of the situational analysis, the two major factors that contributed to the low results of the national assessment are the low motivation of learners and their difficulty in taking the test. The in-depth analysis of the problem tree bore fruits to the many external factors due to the low motivation and difficulty in taking the test. These root causes were proactively matched with possible interventions as suggested by the participants during the focus group discussion and came up with an objective tree. Furthermore, current programs, projects, and activities were also reviewed for necessary adjustment and alignment to national initiatives.

Keywords: Quality education, basic education, access, national achievement test, motivation, situational analysis, interventions

INTRODUCTION

Education in the Philippines got the highest budgetary allotment for the past years. For 2019, the Department of Education's allocated budget was P659.3 billion, with an increase of 12.3 percent from its P587.1 billion allocated budget in 2018.

However, the investment in education is at stake with the results of the Programme for International Student Assessment (PISA) and the National Achievement Test (NAT). Generally, the results of the standardized assessments reveal that Filipino learners of the basic education have low performance in the major subjects and majority of the students have low proficiency in problem solving, information literacy, and critical thinking skills. For these reasons, the situational analysis of the basic education in the Department of Education National Capital Region was conducted.

In the DepEd NCR, three out of six years, half of Regional Basic Education Plans (RBEP) cycle was already implemented. Aside from the alarming results of the PISA and NAT, there is a need for DepEd NCR to conduct Medium Term Review of the status of implementing these plans. These prompted the researchers to conduct this situational analysis. The objectives of this study are to determine the status of the implementation of basic education system in NCR and to identify the root causes and possible interventions for future plans and policy directions in the entire region.

This study is anchored on various frameworks which were discussed in this section hierarchically.

For Global Educational Goals, SDG 4 2030 gives importance to quality education. Education is a human right and a force for sustainable development and peace. Every goal in the 2030 Agenda

requires education to empower people with the knowledge, skills, and values to live in dignity, build their lives and contribute to their societies. SDG 4 2030 focuses on providing inclusive and equitable quality education and promoting lifelong learning opportunities for all. The roadmap to achieve the education goal, adopted in November 2015, provides guidance to governments and partners on how to turn commitments into action (Education 2030 Framework for Action). The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is responsible for coordinating the international community to achieve this goal through partnerships, policy guidance, capacity development, monitoring and advocacy.

For Societal Goals, we have AmBisyon Natin 2040 that envisions the Philippines where all citizens are free from hunger and poverty, have equal opportunities, enabled by fair and a just society that is governed with order and unity. AmBisyon Natin 2040, which reflects the long-term vision and aspirations of the Filipino people for themselves and for the country, was supported by the Asian Development Bank (ADB) through technical assistance to the National Economic and Development Authority (NEDA). The ADB supported the formulation of thematic and technical papers covering topics such as education, health, environment, governance, infrastructure, and energy. These papers helped set the framework, goals and milestones each administration should work to realize the long-term vision.

Government agencies, representatives of academe and the private sector were brought together to brainstorm for AmBisyon Natin. In 2016, ADB supported a technical assembly for NEDA officials across the country, a youth forum, and a high-level roundtable discussion on linking the long-term vision to the country's development

plans.

For Sectoral Goals, the Philippine Development Plan (PDP) 2017-2022, Lifelong Learning Opportunities for All: Reducing Inequalities in Human Development Strategies in the area of Accelerating Human Capital Development states that by 2022, Filipinos will have more opportunities to develop their full potential. They will have a better access to health care services and opportunities to acquire the 21st century skills and competencies. At the same time, they will have easier transition to the workforce. The government will work to improve nutrition and health, ensure availability of lifelong learning opportunities for all, and increase income-earning ability of the workforce. To achieve quality accessible, relevant, and liberating basic education for all, we need to strengthen early childhood care and development programs, pursue full implementation of the K to 12 program, strengthen the inclusion programs to reach stakeholders outside the formal education system, develop and improve interventions to keep children in school, continue curricular reforms and enhance teacher competencies.

For Organizational Goal, we have DepEd 10-Point Agenda, Quality, Accessible, Relevant and Liberating Education. The four goals of the said agenda are as follows:

1. The constitutional mandate of DepEd is not only to provide education; it has to raise the quality of education. The National Achievement Tests for elementary and secondary levels are measures of quality. The average score for elementary level from 2014 to 2015 is 69.10 percent compared to the PDP Target of 77.00 percent for 2016. On the other hand secondary level scores averaged 49.48 percent compared to the 2016 PDP target of 65 percent.

2. The second goal is to make education accessible to every Filipino child, wherever he or she is – in the Philippines or abroad. It is estimated that in the Philippines alone,

there are 5.4 million out-of-school children and youth. In other countries, we have thousands of undocumented children of Filipino parents. They cannot go to local schools lest their parents be deported. They cannot read or write. They do not even know they are Filipinos.

3. The third goal is to make education relevant to the ever-changing needs of development in our country. Oftentimes, employers and even parents complain that what our learners learn from school are irrelevant to the everyday struggle for survival. During the APEC Ministerial Conference on Education, the President of Peru stressed the importance of relevance in education when he said, “by the time our learners graduate and go into the world of work, everything that we have taught them will already be irrelevant.”

4. The fourth goal is to make education truly liberating. Education should finally liberate our learners from the bonds of poverty. Education helps liberate our minds and our capacities for creative thinking, for appreciation of our history, culture and arts. Finally, for Organizational Outcome, DepEd Strategic Direction 2017-2022 states that by 2022 DepEd will be a modern, professional, pro-active, nimble, trusted and nurturing institution delivering quality, accessible, relevant and liberating K to 12 Education, enabling our learners to be nation-loving, resilient and competent lifelong learners. There are three strategic goals and the corresponding strategic objectives. The goals include the following:

Goal 1: Expand Access to Basic Education

- Expand coverage of inclusion programs
- Expand access to secondary education
- Provide non-classroom facilities in remote and isolated schools
- Improve partnership building and linkages

Goal 2: Improve Quality and Relevance

- Maintain ideal ratios of basic education inputs
- Improve quality of teachers
- Expand the use of technology for learning
- Enrich curricula to address cross-cutting issues and foster critical thinking towards liberating basic education

Goal 3: Modernize Education Management and Governance

- Automate core systems and processes (e-Governance)
- Improve procurement and finance system
- Accelerate research and development
- Improve DepEd independence from interference

METHODS

This research employed both quantitative and qualitative approaches that ensured the relevance, alignment and participatory practice on data gathering. Consequently, the methods used for this study were derived from the attachment of DepEd Memorandum No. 122, s. 2019 entitled “National Planning Conference”.

For the quantitative part, the researchers organized and interpreted the data from the Enhanced Basic Education Information System (E-BEIS) through the Policy, Planning and Research Division. The researchers organized the access, internal efficiency, and quality indicators for the past five years. The results were validated through the result of the determinants such as sub-key performance indicators.

For the qualitative part, the researchers conducted a series of focus group discussions limited only for the quality indicators which was the results of National Achievement Test 2016-2017. The focus group discussion was facilitated by the education program supervisors from the different schools

division offices.

The researchers utilized metacards to illustrate the problem tree and later on the objective tree. Moreover, the researchers summarized the responses of four groups and presented it again to the

RESULTS

Two assessment results were used in this study to set the baseline of the level of quality of basic education in the Philippines. These are the results from the Programme for International Student Assessment (PISA) and the National Achievement Test (NAT), both conducted in the Philippines in School Year 2017-2018.

Results of the Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) was administered to 1,400,584 15-year old secondary school students in the Philippines for School Year 2017-2018, along with 78 other participating countries and economies (Organization for Economic Cooperation and Development, 2019). This assessment focuses on reading, mathematics, science and global competence as minor areas. The medium of assessment used in the Philippines was English, because this is the language of instruction used in the secondary level for the three learning areas (i.e., reading, math, and science).

PISA 2018 results show that fifteen-year-old students in the Philippines scored lower in reading, mathematics, and science compared to other participating countries and economies. Filipino students obtained an average score of 340 points in Overall Reading Literacy, 353 points in Mathematical Literacy, and 357 points in Scientific Literacy. All obtained scores were significantly lower than the Organization for Economic Cooperation and Development (OECD) average (Figure 1). Results of the assessment also showed that only 1 out of 5 Filipino students achieved at least the minimum proficiency

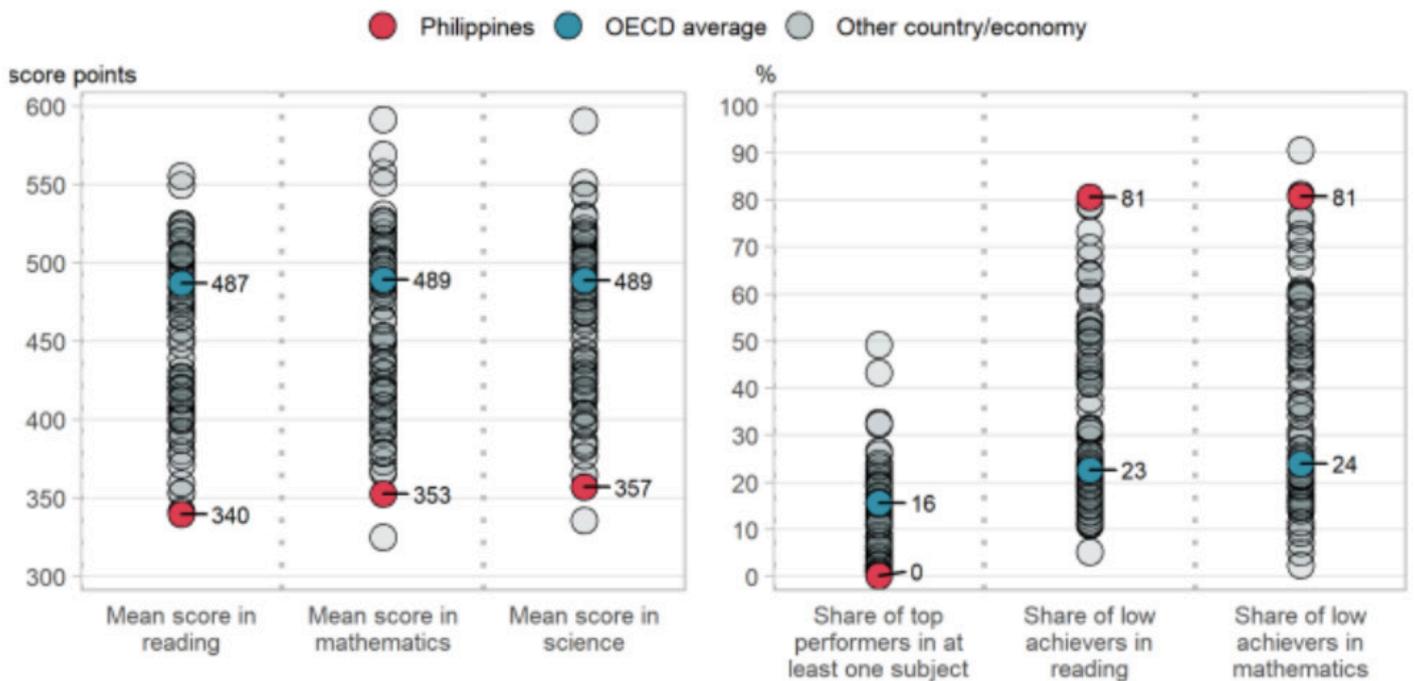


Figure 1. Philippine performance in reading, mathematics, and science in the PISA 2018 results

level (Level 2) in Overall Reading Literacy and in Mathematical Literacy. It should also be noted that students from private schools were able to get significantly better results in the three learning areas than those from public schools. The same trend with significant difference was seen with senior high school students vis-a-vis junior high school students, and with students residing in urban communities vis-a-vis those in rural communities. A gender gap was also observed, with females significantly performing better than their male counterparts in both Overall Reading Literacy and Mathematical Literacy. For Scientific Literacy, female students also obtained a slightly higher score but was not significantly different from male students. Comparing administrative regions, NCR achieved the highest mean score in all three learning areas.

Results of the National Achievement Test (NAT)

Data of the National Achievement Test administered to Grade 6 pupils and Grade 10 students in School Year 2017-2018 were

used in this study. Like the previous NATs, this test was administered in all regions, but only to select schools and students. However, the difference of the NAT administered in School Year 2017-2018 with the previous NATs is that it measured the learning outcome of test takers based on their proficiency levels, and not based on the mean percentage scores. NAT in School Year 2017-2018 also focused on 21st century skills across the core subjects. Data utilized were from the Department of Education Bureau of Education Assessment. The criteria of proficiency levels are shown in Table 1.

Table 1. Criteria of proficiency levels in the National Achievement Test

Criteria of Proficiency Levels	
Highly Proficient	90-100
Proficient	75-89
Nearly Proficient	50-74
Low Proficient	25-49
Not Proficient	0-24

Table 2 and Table 5 show the overall frequency distribution of test takers by proficiency levels per schools division office (SDO) while Table 3 and Table 6 show the frequency distribution of test takers per subject area. Table 4 and Table 7 show the mean scores achieved by the SDO for each 21st century skill (i.e., problem solving, information literacy, and critical thinking).

Based on the data shown in Table 2, majority of the Grade 6 test takers in NCR are found at the low proficient level (66.62 percent), followed by the nearly proficient level

(28.96 percent). No test taker achieved highly proficient level while proficient takers are only at 0.78 percent. As shown in Table 3, the subject areas with the lowest percentage of highly proficient takers in Grade 6 are Science and Araling Panlipunan (AP), closely followed by English. Table 4 shows the performance of the Grade 6 pupils in 21st century skills component of the NAT. Data indicate that all skill sets received an average of less than 50 percent, with critical thinking getting the lowest mean percentage at 38.21 percent.

NATIONAL CAPITAL REGION	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
	N	%	N	%	N	%	N	%	N	%
	0	0.00	578	0.78	21557	28.96	49597	66.62	2712	3.64

SCHOOLS DIVISION OFFICE	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
	N	%	N	%	N	%	N	%	N	%
Caloocan City	0	0.00	9	0.08	1654	15.55	8351	78.49	626	5.88
Las Piñas City	0	0.00	16	0.43	885	23.95	2647	71.64	147	3.98
Makati City	0	0.00	26	1.18	993	45.01	1140	51.68	47	2.13
Malabon City	0	0.00	15	0.80	539	28.67	1262	67.13	64	3.40
Mandaluyong City	0	0.00	8	0.34	759	31.86	1573	66.04	42	1.76
Manila	0	0.00	63	0.81	2977	38.35	4535	58.43	187	2.41
Marikina City	0	0.00	80	2.18	1504	40.96	2007	54.66	81	2.21
Muntinlupa City	0	0.00	29	0.81	1075	30.17	2304	64.66	155	4.35
Navotas City	0	0.00	2	0.10	336	16.11	1649	79.05	99	4.75
Parañaque City	0	0.00	53	1.93	1163	42.29	1478	53.75	56	2.04
Pasay City	0	0.00	25	1.69	637	42.95	779	52.53	42	2.83
Pasig City	0	0.00	56	1.46	1905	49.69	1827	47.65	46	1.20
Quezon City	0	0.00	89	0.47	4109	21.80	13856	73.51	794	4.21
San Juan City	0	0.00	7	1.45	251	51.86	220	45.45	6	1.24
Taguig / Pateros	0	0.00	52	1.32	1637	41.63	2150	54.68	93	2.37
Valenzuela City	0	0.00	48	0.92	1133	21.68	3819	73.06	227	4.34

Table 2. Proficiency Levels based on the Overall Grade 6 NAT for School Year 2017-2018 per Schools Division Office

Table 3. Grade 6 NAT for School Year 2017-2018 per Subject Area

SUBJECT AREAS	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
	N	%	N	%	N	%	N	%	N	%
Mathematics	385	0.52	3412	4.58	17525	23.54	43997	59.10	9125	12.26
Science	0	0.00	66	0.09	8745	11.75	45577	61.22	20056	26.94
English	29	0.04	2606	3.50	20474	27.50	36784	49.41	14551	19.55
Filipino	91	0.12	8120	10.91	45298	60.85	19279	25.90	1656	2.22
AP	0	0.00	506	0.68	19358	26.00	44338	59.56	10242	13.76

NATIONAL CAPITAL REGION	Mean		
	Problem Solving	Information Literacy	Critical Thinking
	45.71	44.98	38.21

Table 4. 21st Century Skills Based on Overall Grade 6 NAT for SY 2017-2018 per Schools Division Office

SCHOOLS DIVISION OFFICE	Mean		
	Problem Solving	Information Literacy	Critical Thinking
Caloocan City	40.41	39.89	34.23
Las Piñas City	43.47	43.49	37.08
Makati City	51.49	50.40	41.85
Malabon City	45.42	45.05	38.03
Mandaluyong City	46.67	46.19	38.86
Manila City	49.11	48.27	40.55
Marikina City	50.45	49.24	42.37
Muntinlupa City	46.17	44.86	37.99
Navotas City	41.33	41.12	35.34
Parañaque City	50.99	50.05	42.06
Pasay City	51.07	49.66	41.82
Pasig City	53.29	52.08	44.12
Quezon City	43.16	42.55	36.19
San Juan City	53.88	53.11	44.62
Taguig / Pateros	50.32	49.41	41.71
Valenzuela City	43.52	42.75	36.87

For the Grade 10 NAT, majority of test takers in NCR are found at the low proficient level (55.87 percent) followed by the nearly proficient level (40.26 percent) as seen in Figure 5. Similar to the Grade 6 NAT, no test taker reached the highly proficient level while proficient takers formed only 2.60 percent of the group. The subject area with the lowest percentage of highly proficient takers in Grade 10 is Science (0.00 percent), followed by Math (0.02 percent), and Araling Panlipunan (0.04 percent). Like the Grade 6 NAT, the 21st century skill with the lowest mean percentage is critical thinking (45.17 percent), followed by information literacy (50.06 percent) and problem solving (50.78 percent).

Table 5. Proficiency Levels Based on Overall Grade 10 NAT for School Year 2017-2018 per Schools Division Office

NATIONAL CAPITAL REGION	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
	N	%	N	%	N	%	N	%	N	%
	0	0.00	1460	2.60	22573	40.26	31326	55.87	712	1.27

SCHOOLS DIVISION OFFICE	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
	N	%	N	%	N	%	N	%	N	%
	Caloocan City	0	0.00	143	2.01	3002	42.25	3856	54.26	105
Las Piñas City	0	0.00	24	0.66	1248	34.38	2312	63.69	46	1.27
Makati City	0	0.00	173	11.81	730	49.83	555	37.88	7	0.48
Malabon City	0	0.00	18	1.56	535	46.44	578	50.17	21	1.82
Mandaluyong City	0	0.00	26	0.83	1415	45.29	1656	53.01	27	0.86
Manila	0	0.00	119	5.80	773	37.71	1140	55.61	18	0.88
Marikina City	0	0.00	93	3.42	1185	43.53	1412	51.87	32	1.18
Muntinlupa City	0	0.00	14	0.48	967	33.38	1858	64.14	58	2.00
Navotas City	0	0.00	4	0.71	206	36.59	344	61.10	9	1.60
Parañaque City	0	0.00	72	3.75	692	36.04	1124	58.54	32	1.67
Pasay City	0	0.00	3	0.30	333	33.40	648	64.99	13	1.30
Pasig City	0	0.00	109	3.50	1557	49.94	1429	45.83	23	0.74
Quezon City	0	0.00	578	3.06	7934	42.07	10130	53.71	217	1.15
San Juan City	0	0.00	4	1.14	117	33.43	227	64.86	2	0.57
Taguig / Pateros	0	0.00	9	0.53	722	42.57	945	55.72	20	1.18
Valenzuela City	0	0.00	71	1.61	1157	26.16	3112	70.38	82	1.85

Figure 6. Grade 10 NAT for School Year 2017-2018 per Subject Area

SUBJECT AREAS	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
	N	%	N	%	N	%	N	%	N	%
	Mathematics	14	0.02	1017	1.81	8540	15.23	35658	63.59	10842
Science	0	0.00	768	1.37	12220	21.79	35046	62.50	8037	14.33
English	32	0.06	3961	7.06	21383	38.14	25271	45.07	5424	9.67
Filipino	46	0.08	9020	16.09	36441	64.99	9798	17.47	766	1.37
AP	24	0.04	7520	13.41	26910	47.99	18970	33.83	2647	4.72

Table 7. 21st Century Skills Based on Overall Grade 10 NAT for School Year 2017-2018 per Schools Division Office

NATIONAL CAPITAL REGION	Mean		
	Problem Solving	Information Literacy	Critical Thinking
	50.78	50.06	45.17
SCHOOLS DIVISION OFFICE	Mean		
	Problem Solving	Information Literacy	Critical Thinking
Caloocan City	51.03	50.11	45.13
Manila City	51.09	51.45	46.45
Pasay City	47.29	46.77	41.96
Quezon City	51.46	50.89	46.00
Makati City	57.41	58.01	52.89
Mandaluyong City	51.78	50.57	45.25
Muntinlupa City	47.88	46.59	41.70
Parañaque City	49.40	48.78	44.52
Pasig City	53.74	53.40	48.44
Malabon City	52.24	51.39	46.77
Taguig / Pateros	50.48	49.73	44.55
Las Piñas City	48.80	47.34	42.90
Marikina City	52.45	51.44	46.61
Valenzuela City	46.34	45.62	40.64
San Juan City	49.74	48.16	44.18
Navotas City	48.63	47.30	42.61

DISCUSSION

Based on the triangulation of data from the Enhanced Basic Education Information System (E-BEIS) and focus group discussions, the two most proximal causes identified for the zero percent highly proficient NAT scores among the Grade 6 pupils and Grade 10 students in School Year 2017-2018 are the low interest of pupils and students in school and their difficulty in answering the test items in the NAT.

Low interest of learners in school

The low interest of learners can be attributed to various factors. In a study by PIDS titled “Boys Are Still Left Behind in Basic Education,” the authors cited various reasons on why learners, primarily boys, “lack interest” in staying in school. One of these is the parents’ lack of interest in sending their children to school. A study by the United Nations Girls’ Education Initiative (UNGEI) (2012) report that families belonging to lower socio-

economic status tend to withdraw boys from school because they have more diverse work opportunities. Male learners feel the need to prioritize earning for a living rather than studying because of their family’s poor socioeconomic status. According to the PSA Annual Poverty Indicators Survey Final Report, males are almost twice as likely to identify “high cost of education/financial concern” as reason for their lack of personal interest to go to school as compared to their female counterparts. This was also supported by the Philippine Institute for Development Studies (2016), adding that aside from the pressure of earning for their families, boys are also more prone to be affected by peer pressure and risky behavior. These factors were also validated and underscored in the conducted FGD. Results from the field also identified the influence of computer and mobile games as additional factors affecting the interest of learners.

The second factor of having low interest in school is the responsibility of the learners in taking care of siblings because their parents have to earn money for their family. Aside from turning over the responsibility of taking care of other family members to these children, parents' employment can also affect learning in other ways such as lack of assistance to their children when it comes to studying and minimal involvement and support to school activities. Although there are currently other alternative delivery modes available to cater to these type of learners, findings from the FGD show that some teachers still opt to just include them in regular class activities because of lack of time, training or materials to prepare and monitor contextualized and personalized activities.

Third, the predominant use of conventional ways of teaching inside the classroom was also underscored during the FGD. Students are not motivated to listen and learn in class because the strategies and techniques used by some teachers do not spark their interests and challenge their skills. The next question then is why teachers still utilize conventional methods of teaching aside from the mentioned advantages. Based on inputs derived from the FGD respondents, this may be due to the minimal mentoring or coaching from master teachers or head teachers. Although the current mechanism as indicated in the Results-Based Performance Management System Manual for Teachers and School Heads requires teachers to be observed every quarter with appropriate coaching and mentoring, this is not fully implemented and monitored in the field resulting to teachers receiving only one-time feedback regarding the strategies and techniques they use in class. DepEd has put other mechanisms in place like the Learning Action Cell (LAC) sessions, as formalized through DepEd Order No. 35, s. 2016, to provide an avenue for teachers to learn the teaching strategies from other teachers. However, the results of the FGD

indicate that LAC sessions are seldom or not at all focused on sharing of effective strategies to teach difficult topics. Although capacity-building trainings and seminars are given to select teachers by the schools division offices (SDO) and regional office (RO), cascading of these information to their co-teachers during LAC sessions is not closely monitored.

Fourth, aside from minimal mentoring and coaching in the school level, mismatch of teachers' specialization was also identified to be one cause of why some teachers do not implement innovative and creative strategies inside the classroom. Based on responses from the participants, teachers are not specialized in teaching the subjects assigned to them, and they are not given appropriate guidance and support on how to teach the subject. In addition to these problems, limited and lack of instructional guides also affect teaching the subject, especially for those teaching in senior high schools.

Fifth, the motivation of in-service teachers was also identified as a factor that affects the teaching-learning process, and consequently the quality of learning that students achieve. Manalo, Uy, and de Castro (n.d.) studied the effect of intrinsic and extrinsic motivation of public and private secondary school teachers in Metro Manila. Based on their study, private secondary school teachers are more motivated and have significantly higher level of organizational commitment than their public school counterparts. Although results from both groups of respondents show that secondary school teachers are more motivated intrinsically than extrinsically, owing their motivation to their relationships with their students, co-teachers and administration, being respected in the workplace, and enjoyment of work, and security of tenure, it was also a common finding for both private school and public school secondary teachers in Metro Manila that "they found the pay low

compared to those in the other industry, considering the relative worth of what they are doing as a teacher.” In connection to this, the researchers recommend public schools to promote programs that will strengthen the relationship between the parents and teachers, allow them to share their expertise and mentor other teachers, and participate in decision-making. Appreciation of public school teachers especially when they are able to do tasks that go beyond their daily obligations also increases their motivation.

Aside from teacher quality, the sixth factor that affects the interest of learners is the quality and availability of learning materials. In 2019, procured textbooks and other printed instructional materials are only at 50.58 percent of the target number (Department of Education, 2019a). And some of those already procured were found to have some issues in accuracy and availability based on the reports of the Commission on Audit, with the 2018 Audit Report flagging “various errors” in some of the learning materials with a total contract cost of Php 254,352,302.83. In addition to printed instructional materials, results from the FGD also show that classrooms in the field need more appropriate equipment, tools, and materials to improve the teaching-learning process.

The seventh identified factor that affects the interest of learners in school is the classroom environment. According to PIDS (2016), regions with high student-to-teacher ratio have learners who are more prone to lack interest in schooling. Aside from the student-to-teacher ratio, results from the FGD show that classroom noise and disorder affect learners’ interests and focus. Some teachers are not trained on classroom management or some are trained but not monitored. Policies in the classroom- and school-level regarding discipline are implemented but are also poorly monitored because they did not receive technical assistance from the SDO or the RO. As an example, based

on responses from the participants, the Child Protection Policy affects how teachers manage their classrooms because teachers feel that they are expected to discipline their pupils but are stifled under rules they describe to be restrictive.

PIDS released a study titled “Pressures on Public School Teachers and Implications on Quality”, where the authors Clarissa David, Jose Ramon Albert, and Jana Flor Vizmanos underscored the need for qualified full-time guidance counselors to provide professional support for learners with disciplinary and attitudinal issues and those victims of trauma and abuse. However, the reality is far from the ideal 1:500 guidance counselor-student ratio (Valdez, 2018). With this ratio in mind, the country should have 47,000 registered guidance counselors (RGCs) in schools by 2018. However, as of July 2017, only 3,220 RGCs are recorded nationwide (Valdez, 2018). The low number of licensed guidance counselors pushes schools to adjust and assign guidance or discipline officers from the filled teaching positions. The assigned school guidance teacher then has to carry out the responsibilities of both a guidance counselor and a classroom teacher. According to the study of Gabiana (2017), the lack of trained personnel leaves the responsibility of managing discipline and bullying cases to teachers who are not qualified to treat them. These results find support in the FGD that found that lack of guidance counselors causes cases of bullying to be left unnoticed and unattended, and some learners feel that they do not have anyone to confide in with their personal problems. According to the results of the Programme for International Student Assessment (PISA) in SY 2017-2018, the Philippines has the highest incidence of bullying among all participating countries and economies in the form of feeling left out of things on purpose, being made fun of, being threatened by other students, having their things taken away or destroyed, being hit or pushed, and having nasty rumors spread around them.

Finally, physical nutrition and health issues may also affect the interest of learners. Some learners have vision and hearing impairment and other health problems that affect their attendance in school that can consequently affect their learning. An improved nutritional status is positively correlated with academic performance of children (Opoola, Adebisi, & Ibegbu, 2016).

Difficulty in answering test items in NAT

The second main theme that was identified based on the responses derived from the focus group discussion is the difficulty that the learners experience in answering the test items in the NAT.

Standardized tests work on the assumption that test takers are adept in understanding the language used in the assessment. So if a test taker is not able to comprehend the question because of the medium used, he or she will not be able to demonstrate his or her actual knowledge in the content area which will in turn result in lower percentage scores. The level of reading comprehension of learners is then inadvertently linked with assessment result. To response to the low comprehension of students, the Department of Education has highlighted the importance of reading comprehension in the recently released DepEd Memorandum No. 173, s. 2019 on “Hamon: Bawat Bata Bumasa (3Bs Initiative)” which tasked all schools in the country to help learners develop their reading skills. Based on the said memorandum, the overall results of the national assessments reveal that early grade and elementary pupils and high school students are struggling to meet learning standards and are deficient in literacy skills. It also mentioned that the low achievement levels in English, Math, and Science may be due to the gaps in learners’ reading comprehension. This factor was also identified during the FGDs. Based on the responses, the low reading comprehension level of learners is due to

various causes. One of which is the weak foundation in strengthening literacy at home, in the early grades, and throughout the other grade levels. This may be due to the lack of training, materials, support and environment provided to parents, guardians and teachers to become effective reading teachers. Another cause identified is learners’ low interest in reading which consequently result in poor reading habits. According to participants of the FGD, this may be attributed to learners not being exposed to materials, activities, and environment that stimulate their interest in reading.

Another main factor that emerged during the FGD is the congested K to 12 basic education curriculum. One teacher responded that there are many topics and competencies that are needed to be mastered by the learners. This will consequently result in teachers’ tendency to skip teaching some lessons. This tendency may be largely due to two factors: the difficulty of budgeting competencies within the limited time available and the difficulty in teaching some lessons.

Factors that lead to limited time available in teaching can be broken down into two: the amount of ancillary services that teachers have to do and the amount of activities that schools have to cater. Aside from teaching, teachers are assigned different roles in the school such as (but not limited to) being the school guidance counselor, school paper adviser, sports coach, Gulayan sa Paaralan coordinator, School Feeding coordinator, health and nutrition coordinator, and office clerk. On top of all of these, teachers raised the large amount of papers and reports that they have to prepare and submit, causing them to prioritize submission and compliance rather than teaching inside their classrooms. Aside from these ancillary services, teachers also lose contact time with learners because of the different activities that schools have to engage with. There is overlapping of activities from the different governance levels of DepEd (schools division office level,

regional level, and Central office level) and other government and non-government units such as seminars, trainings, contests, summits, conferences and implementation of various programs which in turn affect the schedule of schools, teachers and learners. An example highlighting the significant portion of the school year being allocated to other programs instead of the core curricular program is the focus of the DepEd in the three major co-curricular programs (i.e., National Schools Press Conference, the National Festival of Talents, and the Palarong Pambansa. Findings from the FGD show that preparing for these three major programs can sometimes cause loss of focus and contact time in teaching.

Thus, teachers' confidence in executing lessons also resulted in the tendency to skip some lessons, especially for teachers who are assigned to subjects not aligned with their specialization. Because they are not trained or have no supporting materials to teach difficult lessons, they tend to skip some lessons in the curriculum. Aside from skipping the lessons, some teachers opt to use conventional ways of teaching that affect both the interest of learners and the mastery of the lesson. A one-size-fits-all method may not cater to the varied skills, intelligences and interests of learners. Based on responses on teachers in the FGD, other factors may also affect mastery of competencies such as insufficient follow-up and monitoring of lessons by teachers. Although they include giving of formative assessments in their lesson plans, action steps to follow up on learners needing additional support are sometimes not done.

The scope of the NAT is also another facet that was identified during the FGD. According to the teachers and supervisors, the inclusion of 21st century skills in the NAT was not communicated prior to test administration resulting in misalignment of assessment with curricular goals and instructional practices at the classroom level. Respondents from

the field also indicated that teachers are not equipped with explicit teaching of the 21st century skills citing that they lack training and instructional materials.

Another finding from the discussion is the perception of the learners on the irrelevance of NAT to their lives unlike the previously administered National College Entrance Examination (NCEE) and the National Secondary Aptitude Test (NSAT) which will have to be taken before beginning secondary education. NAT results are also not often given to learners and are not used as a feedback mechanism to improve their performance.

Ways Forward

Considering all the factors identified in this study, the Department of Education has taken proactive steps to strengthen its shift towards improving quality basic education. Under the leadership of the Education Secretary Leonor Magtolis Briones, the DepEd Central Office officially launched its new advocacy, Sulong EduKalidad, to address the country's challenge in achieving quality basic education (Department of Education, 2019b). This is anchored on the following pillars of Sulong Edukalidad that form the word KITE:

1. K to 12 curriculum review and update;
2. Improving the learning environment;
3. Teachers' upskilling and reskilling; and
4. Engagement of stakeholders for support and collaboration.

The Sulong EduKalidad's multifaceted approach hopes to improve existing facilities and equipment to create a learning environment where learners are encouraged to think critically and creatively, with relevant foundation on science, technology, engineering, mathematics, and humanities. Aside from improving learning environment and curriculum, the advocacy also envisions

to upgrade the capacity of teachers by emphasizing innovation in teaching. All of these will only be possible with the support and involvement of all sectors and communities.

Aside from Sulong EduKalidad, DepEd Central Office issued additional directives for the different units of the Department. One directive addressed to the Bureau of Curriculum Development (BCD) and Bureau of Education Assessment (BEA) to study the apparent challenge of learners to read in English. The BEA was also issued a directive to ensure alignment of national and system assessment with curricular goals and instructional and classroom assessment practices at the school or classroom levels through communicating with units and the field. In addition to these, there is also an ongoing K to 12 curriculum review which would ensure the articulation and prioritization of foundational competencies.

In addition, DepEd also launched another initiative focusing on improving the reading skills of learners, the “Hamon: Bawa’t Bata Bumasa” (3Bs) initiative based on DepEd Memorandum No. 173, s. 2019. The 3Bs initiative supports the Every Child a Reader Program (ECARP) and directs DepEd offices in all governance levels to strengthen their reading advocacy. Specific action steps from the said memorandum include the granting of service credits equivalent to one day for every six hours of reading interventions rendered by teachers and the recognition of the most effective 3Bs Initiatives during the annual national conference on curriculum and instruction.

In response to these national initiatives, there are also proactive steps taken in the DepEd NCR. The current Regional Director of DepEd NCR, Dr. Malcolm S. Garma, has introduced the Happy Schools Framework that aims of promoting “Doing Things Differently”. The traditional view of schooling emphasizes only the academic

competence of learners, based on test scores and standardized methods of assessment as indicators of the quality of education. In the Happy Schools Framework, basic education will focus on the development of lifelong and 21st century skills of learners that are summarized into the 4C’s: the learners’ character, creativity, critical thinking, and competence (in academics, sports, skills, leadership and citizenship).

This framework is anchored on two mindsets: systems thinking and sufficiency thinking. With these in mind, the Happy Schools Framework hopes to tackle different processes such as understanding the education divide, engaging education stakeholders, making communities work for education and creating new institutional arrangements for education. Through these processes, various key result areas such as teacher education and training, curriculum innovation, learner development, school leadership and governance, resource generation and education policies and standards will be improved.

One key action initiated by DepEd NCR under the regional director’s leadership to rally communities and education stakeholders to work for education is the creation of the NCR Education Council (NEC). As a new institutional arrangement, NEC hopes to ensure that issues and matters concerning education that are unique to each schools division office and local government unit are addressed more effectively. The NEC is composed of local government executives and schools division superintendents from the 16 cities and municipality in Metro Manila. Representatives from different government offices such as the National Economic Development Authority, Metro Manila Development Authority, Philippine Institute of Volcanology and Seismology, and the Department of Interior and Local Government are also invited to take part in discussions of the council.

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